

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

PROGRESS REPORT
2023–2024



Progress Report 2023–2024

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INTRODUCTION

This is the seventh annual progress report on the SMU strategic plan titled *Launching SMU's Second Century: Shaping Leaders for a Changing World 2016–2025*. This report focuses primarily on the progress made from June 2023 through May 2024 toward strategic plan goals and objectives set forth in the updated version of the SMU strategic plan presented to the Board of Trustees at the May 2020 meeting.

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

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

This *Progress Report 2023–2024* is being presented to the Board of Trustees at its September 13, 2024, meeting and then will be distributed to the broader University community. This annual update is intended not only to underscore our aspirations, but also to help ensure that incremental progress will be made throughout the years. The goals are ambitious, but the progress toward achieving them will reinforce to the entire SMU community the remarkable opportunities that exist for the University.

EXECUTIVE SUMMARY

This executive summary provides a means to telegraph the status of progress made on each item in the 2022–2023 progress report on the SMU strategic plan titled *Launching SMU’s Second Century: Shaping Leaders for a Changing World 2016–2025*.

This annual progress report covers six goals, 35 objectives, and 128 metrics. Progress reported for 2023–2024 is contrasted with that reported in the four previous annual progress reports. The executive summary conveys the status of progress on each measured item as follows:

- ✓ for achieved,
- ↑ for progress,
- ↔ for neither progress nor slippage (“no progress”), and
- ↓ for slippage.

The executive summary is organized as follows:

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

Since metrics may contain more than one item, metrics can have subcategories with progress indicated on each. Thus, 128 metrics contain 159 items reported on here.

SMU Strategic Plan

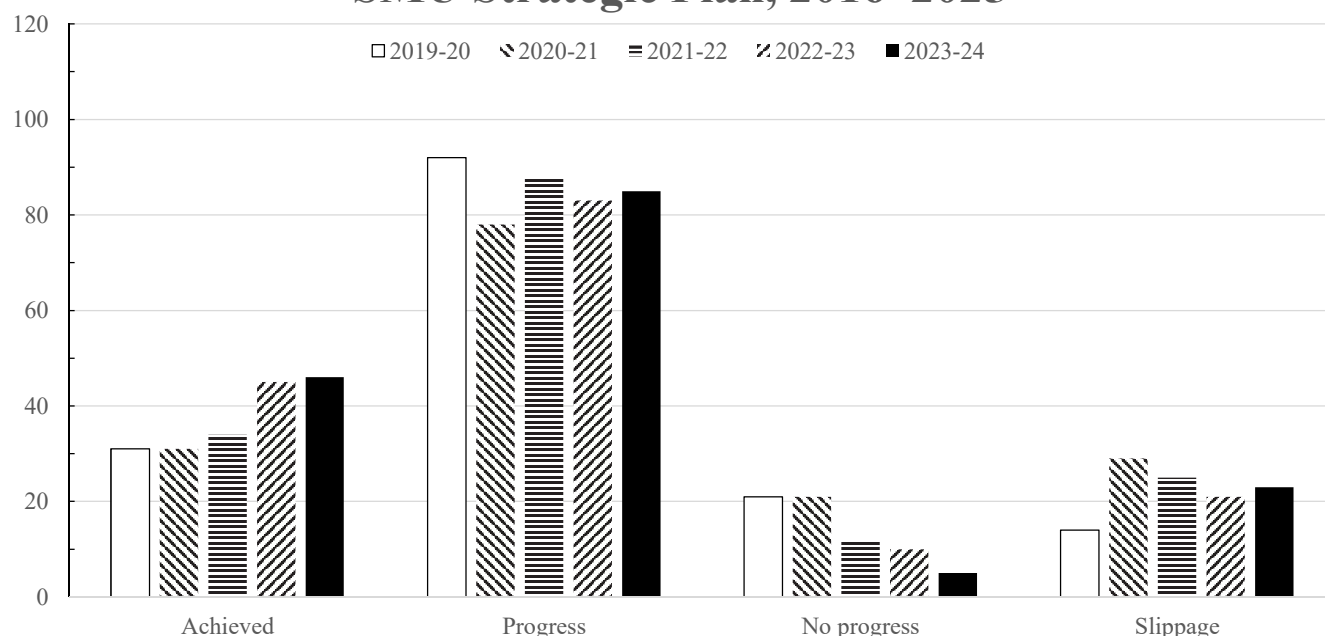
Annual Progress Reports, 2019–2020 through 2023–2024: Summary by Goals

	2019–2020 vs. 2018–2019*				2020–2021 vs. 2019–2020*				2021–2022 vs. 2020–2021*				2022–2023 vs. 2021–2022*				2023–2024 vs. 2022–2023*			
	✓	↑	⇌	↓	✓	↑	⇌	↓	✓	↑	⇌	↓	✓	↑	⇌	↓	✓	↑	⇌	↓
Goal One: To Enhance the Academic Quality and Stature of the University	2	40	9	5	2	32	8	14	4	41	4	7	9	31	5	11	9	32	3	12
Goal Two: To Improve Teaching and Learning	7	6	3	1	7	8	1	1	6	8	1	2	6	9		2	7	10		
Goal Three: Strengthen Scholarly Research, Creative Achievement, and Opportunities for Innovation	3	12	1		3	11	1	1	3	9	1	3	4	10	1	1	5	9		2
Goal Four: To Expand Opportunities for Student Development through an Engaging and Supportive Campus Experience	7	18	4	1	7	16	5	3	11	18	1	1	14	14	2	1	14	13	2	2
Goal Five: To Broaden Global Engagement	3	9	4	6	3	4	6	9	3	4	5	10	4	12	2	4	4	13		5
Goal Six: To Increase Revenue Generation and Promote Responsible Stewardship of Resources	9	7		1	9	7		1	7	8		2	8	7		2	7	8		2
Total for Goals One through Six	31	92	21	14	31	78	21	29	34	88	12	25	45	83	10	21	46	85	5	23
Percentage (%)	19.6	58.2	13.3	8.9	19.5	49.1	13.2	18.2	21.4	55.3	7.5	15.7	28.3	52.2	6.3	13.2	28.9	53.5	3.1	14.5

Note: ✓ for achieved, ↑ for progress, ⇌ for neither progress nor slippage (“no progress”), and ↓ for slippage.

“*” Except when the latest available data is for earlier years.

SMU Strategic Plan, 2016–2025



SMU Strategic Plan - Annual Progress Reports, 2019–2020 through 2023–2024:
Progress Detail for Metrics and Subcategories

<i>Strategic Plan - Goal, Objective, Metric</i>		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage					
		<i>2019–20 versus 2018–19*</i>	<i>2020–21 versus 2019–20*</i>	<i>2021–22 versus 2020–21*</i>	<i>2022–23 versus 2021–22*</i>	<i>2023–24 versus 2022–23*</i>	<i>Subcategory of metric</i>
1.0	GOAL ONE: TO ENHANCE THE ACADEMIC QUALITY AND STATURE OF THE UNIVERSITY	--	--	--	--	--	
<i>1.1</i>	<i>Strengthen the University's ability to recruit, promote, and retain a distinguished, gifted, and diverse faculty</i>	--	--	--	--	--	
1.1.1	Increase the number of substantially funded endowed chairs and academic positions to 160 by 2025.	↑	⇔	↑	↑	↑	
1.1.2	To increase externally funded research, encourage schools to recruit exceptional faculty researchers with start-up funding informed by strategic priorities and assessment of return on previous investments.	↑	↑	✓	✓	✓	
1.1.3	Reconfigure current faculty positions to further interdisciplinary research, creative works, external funding opportunities, innovative teaching, and nationally recognized programs.	↑	↑	✓	✓	✓	
1.1.4	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.	↑	↑	↑	✓	✓	
1.1.5	Strengthen efforts to add women and minorities to the faculty at all ranks to exceed the average percentages for the two groups of cohort and aspirational institutions. Continue progress toward gender parity at the full professor rank.	↑	↓	↓	↑	↑	minorities, aspirational
		↑	↓	↓	↑	↓	minorities, cohort
		↑	↓	↑	↓	↑	women, aspirational
		↓	↓	↑	↓	↓	women, cohort
		↑	↑	↑	↑	↓	women, full professor
1.1.6	Develop University policies to facilitate spousal and partner hires.	⇔	⇔	⇔	⇔	⇔	
<i>1.2</i>	<i>Enhance the University's ability to recruit, retain, and graduate academically and creatively gifted undergraduate and graduate students from diverse backgrounds.</i>	--	--	--	--	--	
1.2.1	Continue to support, as a top priority, the recruiting, admission, and enrollment of high-achieving undergraduate first-year and transfer students who contribute to the intellectual life of the University.	↑	↑	↑	↓	↓	
1.2.2	Demonstrate ongoing improvements in the academic quality of students in undergraduate and graduate programs through measurable metrics such as national testing, external fellowships, postdocs, and graduate placements with research doctorates in tenure-track academic positions.	↑	↑	↑	↑	↑	national awards
		↓	↑	↑	↑	↑	GMAT
		↑	↑	↑	↑	↑	LSAT
		↑	↑	↑	↑	↓	job placement
1.2.3	Increase the number of undergraduate applications to 20,000 by 2025, maintain an admit rate below 50% of total applications, and improve the yield rate.	↑	↑	↑	↓	↑	applications
		↓	↓	↑	↓	↓	admit rate
		↓	↓	↑	↓	↑	yield rate
1.2.4	Exceed the average percentages, as reported by cohort and aspirational peer institutions, of the total enrollment of individual racial and ethnic undergraduate minorities by 2025.	↓	↓	↓	↓	↓	aspirational
		↑	↓	↓	↓	↓	cohort
1.2.5	Engage in strategic relationships with community, educational, and religious organizations that foster access to college for racially, ethnically, and socioeconomically diverse high-achieving students.	↑	↑	↑	↑	↑	
1.2.6	Leverage the number, scope, and influence of alumni to promote SMU to prospective students in the United States and around the world.	↑	⇔	↑	↑	↑	
1.2.7	Increase marketing and relationship-building with high school counselors, higher education colleagues, and other publics to strengthen the local and national reputation of SMU.	⇔	⇔	↑	↑	↑	
1.2.8	Increase the retention rate from first to second year for undergraduate students to 94% by 2025.	↑	↓	↑	↓	↓	
1.2.9	Increase the four-year and six-year graduation rates for undergraduate students to 80% and 84%, respectively, by 2025.	↑	↑	↑	↓	↑	4-year rate
		↑	↓	↑	⇔	↑	6-year rate

<i>Strategic Plan - Goal, Objective, Metric</i>		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage					<i>Subcategory of metric</i>
		<i>2019–20 versus 2018–19*</i>	<i>2020–21 versus 2019–20*</i>	<i>2021–22 versus 2020–21*</i>	<i>2022–23 versus 2021–22*</i>	<i>2023–24 versus 2022–23*</i>	
1.2.10	Enhance recruitment, scholarship support, and retention initiatives designed to increase the racial, ethnic, and socioeconomic diversity of the student body as well as the retention and four- and six-year graduation rates of diverse students.	↑	↑	↑	↑	↑	recruitment
		↑	↑	↑	↑	↑	scholarships
		↑	↓	↓	↓	↓	retention
		↑	↑	↑	↑	↑	4-year rate
		↑	↓	↑	↑	↑	6-year rate
1.2.11	Increase applications for graduate admission and improve operational processes by continuing to centralize graduate admission operations in each school to the extent permitted by school accreditors.	↑	↓	↓	↑	↑	
1.3	<i>Improve the effectiveness of the recruitment, admission, and enrollment processes of transfer students and remove unnecessary barriers to transferring academic credits.</i>	--	--	--	--	--	
1.3.1	Increase the annual number of new transfer students to 600 by 2025.	↑	↓	↑	↑	↓	
1.3.2	Enhance recruitment, scholarship support, and retention initiatives for transfer students to increase the racial, ethnic, and socioeconomic diversity of the student body.	↑	↑	↑	↑	↑	
1.4	<i>Attract and retain a skilled, diverse, and professional staff to support, efficiently and effectively, the academic units as centers of research, teaching, and learning.</i>	--	--	--	--	--	
1.4.1	Continue market-based compensation programs for staff that facilitate competitive talent choices while remaining fiscally responsible.	✓	✓	✓	✓	✓	
1.4.2	Support awards and processes to recognize high-achieving staff and promote professional development of staff through training and certification.	✓	✓	✓	✓	✓	
1.4.3	Reflect the average percentages, as reported by cohort and aspirational institutions, of total diversity among the staff, including in the managerial ranks.	↑	↑	↑	↑	↑	managerial, aspirational
		↑	↑	↑	↑	↑	managerial, cohort
		↑	↑	↑	↑	↑	staff, aspirational
		↑	↑	↑	↑	↑	staff, cohort
1.5	<i>Invest strategically in instruction, research, and creative interdisciplinary initiatives where SMU can be a world leader, such as high-performance computing; data science; ethics, leadership, and human development; and innovation, creativity, and entrepreneurship.</i>	--	--	--	--	--	
1.5.1	Leverage the Moody School of Graduate and Advanced Studies to increase the University's research activity and stature through the strategic award of fellowships to support promising faculty research directions and strengthen the University's ranking in the Carnegie Classification of Institutions of Higher Education.	⇔	↑	↑	↑	↑	
1.5.2	Complete design and construction of Frances Anne Moody Hall to house the Moody School and engage in fundraising to enhance further the \$100 million gift from the Moody Foundation.	⇔	↑	↑	✓	✓	
1.5.3	Through the Moody School, provide increased services and support to graduate students and postdoctoral scholars and create a forum for the interaction of faculty, students, and visiting scholars.	⇔	↑	↑	✓	✓	
1.5.4	Evaluate and fine-tune as necessary the Moody Fellowship Program to attract and support the best and brightest new PhD students.	⇔	↑	↑	✓	✓	
1.5.5	Recruit faculty where appropriate through interdisciplinary search committees that reflect more than one discipline.	↑	⇔	↑	✓	✓	
1.5.6	Develop SMU's O'Donnell Data Science and Research Computing Institute (ODSRCI), to coordinate and facilitate interdisciplinary programs in data science, connect with other institutes and centers on campus, and encourage faculty expertise and interdisciplinary research that are based on data science and the use of big data.	↑	↑	↑	↑	↑	
1.5.7	Strengthen programming linkages for students and faculty in partnership with the George W. Bush Presidential Center.	↑	↑	↑	↑	↑	
1.6	<i>Strengthen the Meadows Museum and University library system by expanding collections, enhancing the digital research infrastructure, and engaging with the undergraduate curriculum.</i>	--	--	--	--	--	
1.6.1	Carry out the strategic vision for libraries to support SMU as a global research university with a liberal arts tradition.	↑	↑	↑	↑	↑	

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1.6.2	Expand the information environment by increasing library holdings to support scholarly research and teaching at the highest level.	↑	↑	↑	↑	↑	
1.6.3	Position librarians as active participants in the creative research process, including, but not limited to, digitization for primary resources, information retrieval, and curation of big data.	↑	↑	↑	↑	↑	
1.6.4	Measure progress on the criteria for ranking among the top 100 academic libraries in North America.	↑	↑	↑	⇔	↓	
1.6.5	Present exhibitions to attract robust numbers of museum visitors, including students, and increase the number of courses taking advantage of museum holdings.	↑	↑	↑	↑	↑	
1.7	<i>Continue to develop distinctive educational opportunities for the SMU-in-Taos campus.</i>	--	--	--	--	--	
1.7.1	Implement recommendations of the 2020 master plan for SMU-in-Taos.	⇔	⇔	⇔	↑	↑	
1.7.2	Develop or maintain near-capacity enrollments at SMU-in-Taos for January, May, June, and August terms and connect with other universities to expand year-round educational usage of the campus.	↑	↑	↓	↑	↑	enrollments
		⇔	⇔	⇔	⇔	⇔	other universities
1.7.3	Increase collaboration and partnerships between SMU-in-Taos and the surrounding community.	⇔	⇔	⇔	⇔	⇔	
2.0	GOAL TWO: TO IMPROVE TEACHING AND LEARNING	--	--	--	--	--	
2.1	<i>Enhance teaching and learning through innovative curricula and pedagogies that lead to critical and creative thinking and problem solving, informed by research and the use of advanced technologies.</i>	--	--	--	--	--	
2.1.1	Gauge the effectiveness of the peer review of teaching offered by the Center for Teaching Excellence (CTE).	⇔	⇔	⇔	↑	↑	
2.1.2	Increase the annual percentage of faculty using the CTE to 33%.	✓	✓	↓	↑	✓	
2.1.3	Evaluate the quality of online teaching and course production, making recommendations for the continued improvement of online teaching.	↑	↑	↑	↑	↑	
2.1.4	Expand faculty training for alternative course delivery methods, including, where appropriate, online and hybrid approaches in order to foster curricular innovation.	↑	↑	↑	↑	↑	
2.1.5	Manage degree pathways and course offerings, including intersession, for timely degree completion as measured by four- and six-year graduation rates.	✓	✓	✓	✓	✓	
2.2	<i>Enhance interdisciplinary programs, combining fields generally considered distinct, to reflect the interdisciplinarity of the world today.</i>	--	--	--	--	--	
2.2.1	Evaluate recently implemented interdisciplinary programs in terms of enrollment and sustainability.	✓	✓	✓	✓	✓	
2.2.2	Encourage students to take multiple majors and minors that span disciplines rather than "double-down" in an area, increasing the percentage of students completing interdisciplinary programs.	↑	↑	↑	↓	↑	
2.2.3	Continue the integration of SMU Guildhall with other academic units.	⇔	↑	↑	↑	↑	
2.3	<i>Review programs to ensure excellence and alignment with the University's strategic objectives, discontinuing programs where appropriate while accommodating new educational ventures.</i>	--	--	--	--	--	
2.3.1	Report annually on internal and external departmental reviews.	✓	✓	✓	✓	✓	
2.3.2	Report annually on new educational programs and discontinued programs in light of the University's strategic priorities.	✓	✓	✓	✓	✓	
2.4	<i>Engage the community for lifelong learning through professional training and continuing education.</i>	--	--	--	--	--	
2.4.1	Review best practices in continuing education, examine market studies for continuing education in North Texas, and enhance SMU's academic mission through continuing education offerings that resemble the rewarding robustness found in our aspirational peer institutions.	↑	↑	↑	↑	↑	
2.4.2	Develop new continuing education offerings, including innovative professional master's degrees and certificate programs, to serve alumni as well as new populations of learners.	↑	↑	↑	↑	↑	

<i>Strategic Plan - Goal, Objective, Metric</i>		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage					<i>Subcategory of metric</i>
		<i>2019–20 versus 2018–19*</i>	<i>2020–21 versus 2019–20*</i>	<i>2021–22 versus 2020–21*</i>	<i>2022–23 versus 2021–22*</i>	<i>2023–24 versus 2022–23*</i>	
2.5	<i>Increase involvement of students in internships and practical, field-based experiential learning on campus (including SMU-in-Taos), in the local community, and around the world.</i>	--	--	--	--	--	
2.5.1	Foster programs that use Dallas, SMU-in-Taos, the nation, and the world as a laboratory and a classroom.	✓	✓	✓	✓	✓	
2.5.2	Increase the number of students engaged in internship programs.	↓	↓	↓	↓	↑	
2.6	<i>Enhance the exposure of students to ethical thinking and behavior at the undergraduate and graduate levels.</i>	--	--	--	--	--	
2.6.1	Increase the number of courses fulfilling the Common Curriculum ethics requirement.	✓	✓	✓	✓	✓	
2.6.2	Leverage the Maguire Center to help faculty incorporate more ethics as content in courses.	↑	↑	↑	↑	↑	
2.6.3	Implement required training in Responsible Conduct of Research for all Ph.D. students.	⇔	↑	↑	↑	↑	
3.0	GOAL THREE: TO STRENGTHEN SCHOLARLY RESEARCH, CREATIVE ACHIEVEMENT, AND OPPORTUNITIES FOR INNOVATION	--	--	--	--	--	
3.1	<i>Encourage widespread development of campus wide interdisciplinary research projects.</i>	--	--	--	--	--	
3.1.1	Develop a policy to enhance the effectiveness of centers and institutes in research, particularly interdisciplinary work.	↑	↑	↑	↑	↑	
3.1.2	Increase internal and external support for interdisciplinary research that positions SMU as a world leader in addressing global challenges.	↑	↑	↑	↑	↑	
3.1.3	Initiate and evaluate seed grant programs for enhancing research.	↑	↑	↑	↑	↑	
3.2	<i>Improve infrastructure and administrative support for faculty applying for external funding to enable expanded collaborative research with corporations, foundations, governments, and educational institutions.</i>	--	--	--	--	--	
3.2.1	Increase annual research expenditures to \$60 million by 2025.	↑	↑	↓	↑	↑	
3.2.2	Increase restricted and unrestricted funding for instrumentation, maintenance, and upgraded labs.	✓	✓	✓	✓	✓	
3.2.3	Revise the overhead recovery model of the University so that the support for research infrastructure increases with the growth of research grants.	✓	✓	✓	✓	✓	
3.2.4	Strengthen partnerships and collaborative development and research programs with other universities and external businesses and organizations.	↑	↑	↓	↑	↑	
3.3	<i>Ensure the capability of high-performance computing to support research computing and utilize it as a basis for faculty recruitment and research investment.</i>	--	--	--	--	--	
3.3.1	Construct metrics for software and hardware for use in helping to keep SMU competitive in high-performance computing.	↑	↑	↑	↑	↑	
3.3.2	Strengthen faculty involvement in high-performance computing through collaboration among the Office of Information Technology and the O'Donnell Data Science Institute and Research Computing Institute.	✓	✓	✓	✓	✓	
3.4	<i>Increase financial support for doctoral programs and graduate student fellowships to encourage research and creative achievement.</i>	--	--	--	--	--	
3.4.1	Improve graduate fellowship support in selected core areas to comparable averages (in amount and duration) of aspirational institutions.	↑	↑	↑	↑	↑	
3.4.2	Increase the annual number of PhDs awarded to 80 by 2025, while increasing the completion rate and reducing the time to completion.	↑	↑	↓	↑	↓	
3.4.3	Increase the six-year completion rate for Ph.D. degrees.	↑	↓	↑	↓	↓	
3.5	<i>Implement an updated technology transfer program.</i>	--	--	--	--	--	
3.5.1	Benchmark the technology transfer office against comparable offices at cohort and aspirational institutions.	↑	↑	↑	✓	✓	
3.5.2	Partner with existing technology and innovation incubators with a goal toward forming University-run incubators.	↑	↑	↑	↑	↑	
3.5.3	Develop an updated tech transfer program that is fully integrated with academic programs in the schools.	⇔	⇔	⇔	⇔	✓	

<i>Strategic Plan - Goal, Objective, Metric</i>		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage					<i>Subcategory of metric</i>
		<i>2019–20 versus 2018–19*</i>	<i>2020–21 versus 2019–20*</i>	<i>2021–22 versus 2020–21*</i>	<i>2022–23 versus 2021–22*</i>	<i>2023–24 versus 2022–23*</i>	
3.5.4	Develop metrics to target specific numbers of applications, licensures, start-ups, etc., each year.	↑	↑	↑	↑	↑	
4.0	GOAL FOUR: TO SUSTAIN STUDENT DEVELOPMENT AND A SUPPORTIVE CAMPUS EXPERIENCE	--	--	--	--	--	
4.1	<i>Enhance critical student life programs related to student performance and retention.</i>	--	--	--	--	--	
4.1.1	Identify and implement best practices for programs and services that promote the retention and graduation of underrepresented minority populations.	↑	↑	↑	↑	↑	
4.1.2	Support military veterans who are students at SMU by providing Yellow Ribbon Program funds and other sources of support.	✓	✓	✓	✓	✓	
4.1.3	Measure the implementation of bystander intervention and values programming to enhance response and knowledge of resources for emotional distress, substance abuse, and sexual assault.	↑	⇔	⇔	↑	↑	
4.1.4	Utilize the Dr. Bob Smith Health Center to improve physical and mental health services in support of SMU students' well-being.	✓	✓	✓	✓	✓	
4.1.5	Develop formal transition programs and maintain high levels of participation for graduate and transfer students to enhance their sense of belonging and connection to the University.	↑	↑	↑	✓	✓	
4.2	<i>Assess critical student life programs to ensure that they provide for intellectual and social engagement and leadership opportunities.</i>	--	--	--	--	--	
4.2.1	Strengthen and assess programming that promotes social and civic engagement and community.	↑	↑	↑	↑	↑	
4.2.2	Increase faculty and student engagement in co-curricular activities in each Residential Commons.	↑	⇔	↑	↑	⇔	
4.3	<i>Assess critical student life programs to ensure that they provide for understanding of personal responsibility, respect for others, and diversity.</i>	--	--	--	--	--	
4.3.1	Strengthen programs designed to develop student leadership and cultural competence through community service.	↑	↑	↑	↑	↑	
4.3.2	Continue the development of CIQ@SMU and assess the reach of CIQ@SMU with student, staff, and faculty groups across campus.	↑	↑	↑	↑	↑	
4.3.3	Develop values-based programming for students who are members of SMU fraternities and sororities and other student groups.	↑	↑	↑	↑	↑	
4.3.4	Implement all-Greek programming to strengthen collaboration among the four governing councils.	↑	↑	↑	↑	↑	
4.4	<i>Enhance career services for all students by expanding partnerships with businesses, cultural and charitable organizations, and alumni.</i>	--	--	--	--	--	
4.4.1	Enhance ongoing collaboration among the Hegi Family Career Development Center, other career centers, and the schools to provide students with more seamless career counseling as well as residential and co-curricular experiences that support their careers and life goals.	✓	✓	✓	✓	✓	
4.4.2	Continue and improve tracking of the career placement of those awarded degrees, both undergraduate and graduate.	✓	✓	✓	✓	✓	
4.4.3	Implement a career development program in collaboration with other SMU career centers to assist with post-graduation employment opportunities for SMU student-athletes.	✓	✓	✓	✓	✓	
4.4.4	Increase the career opportunities for undergraduates.	↑	↑	↑	↑	↑	
4.5	<i>Increase academic success for student-athletes and strengthen intercollegiate programs to increase our national competitiveness.</i>	--	--	--	--	--	
4.5.1	Maintain satisfactory NCAA Academic Progress Rate (APR) standards with all eligible programs posting a multiyear score of 975 or better.	⇔	↑	↑	⇔	↓	
4.5.2	Maintain average team GPA for each sport above 3.0.	⇔	⇔	↓	⇔	⇔	
4.5.3	Win the most conference championships annually among member institutions.	⇔	⇔	↑	✓	✓	
4.5.4	Enhance SMU's position in the National Association of Collegiate Directors of Athletics (NACDA) Directors' Cup rankings.	NA	↑	↑	✓	✓	(canceled in 2019-20)

<i>Strategic Plan - Goal, Objective, Metric</i>		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage					<i>Subcategory of metric</i>
		<i>2019–20 versus 2018–19*</i>	<i>2020–21 versus 2019–20*</i>	<i>2021–22 versus 2020–21*</i>	<i>2022–23 versus 2021–22*</i>	<i>2023–24 versus 2022–23*</i>	
4.5.5	Establish the clear goal of postseason participation in all sports, including postseason bowls in football and NCAA tournaments in men's and women's basketball.	↑	↑	↑	↓	↑	
4.5.6	Increase the annual Mustang Athletic Fund in Athletics by at least 3% each year.	✓	↓	✓	✓	✓	
4.5.7	Increase ticket sales and average home attendance for football, women's basketball, and men's basketball.	↑	↓	✓	✓	↓	football
		↓	↓	✓	✓	✓	men's basketball
		⇔	⇔	✓	✓	✓	women's basketball
4.5.8	Complete funding and construction of Athletics facilities for swimming and diving and football.	↑	↑	↑	↑	↑	football
		↑	↑	↑	↑	✓	swimming and diving
4.6	<i>Continue to implement programs that increase awareness and understanding within the SMU community of the various forms of diversity such as cultural, ethnic, gender, racial, religious, sexual orientation, socioeconomic status of North Texas.</i>	--	--	--	--	--	
4.6.1	Strengthen campus programs, services, and oversight of the student experience at SMU that foster respect for and inclusivity of all diverse identities, including ethnic, racial, religious, socioeconomic status, gender, and sexual orientation.	↑	↑	↑	↑	↑	
4.6.2	Strengthen support services for international students.	↑	↑	↑	↑	↑	
4.6.3	Expand the impact of CIQ@SMU across campus.	↑	↑	↑	↑	↑	
4.7	<i>Evaluate options for providing enhanced child development, child care, and family services for faculty, staff, and students.</i>	--	--	--	--	--	
4.7.1	Maintain the child care center and consider the feasibility of providing additional services for students, staff, and faculty with young children.	✓	✓	✓	✓	✓	
4.7.2	Assess the feasibility of assisting members of the SMU community with access to elder care.	↑	✓	✓	✓	✓	
5.0	GOAL FIVE: TO BROADEN GLOBAL ENGAGEMENT	--	--	--	--	--	
5.1	<i>Maintain and expand agreements for academic and research collaboration with foreign universities, in particular European, Central American, South American, and Asian universities, that advance SMU's strategic objectives in teaching and research.</i>	--	--	--	--	--	
5.1.1	Increase the number of signed agreements for academic and research collaboration with foreign universities, in particular Central American, South American, and Asian universities.	↑	⇔	⇔	↑	↑	
5.2	<i>Expand the emphasis on global content in curricula across the University, and strengthen international studies within the overall curriculum.</i>	--	--	--	--	--	
5.2.1	Implement the University-wide plan for undergraduate study abroad.	⇔	⇔	⇔	↑	↑	
5.2.2	Increase the number of undergraduates from a variety of academic programs who study abroad and advise them on how to fit study abroad into their academic careers. Increase the number of graduating SMU seniors who have studied abroad to 50% by 2025.	↑	↓	↓	↑	↑	
5.2.3	Develop sources of support for academically meritorious students with financial need to provide an international study opportunity.	✓	✓	✓	✓	✓	
5.2.4	Develop study abroad programs for intersessions and increase the number of courses that include an international experience during spring break.	⇔	⇔	↑	↑	↑	undergraduates
		⇔	⇔	↑	↓	↓	Cox
5.2.5	Maintain the number of courses with a robust global focus or perspective.	✓	✓	✓	✓	✓	
5.2.6	Sustain and, as appropriate, expand the number of majors who encourage study abroad in their curricular requirements.	↑	↑	⇔	✓	✓	
5.3	<i>Increase the international representation of students and faculty.</i>	--	--	--	--	--	
5.3.1	Develop sources of support for scholarships for the most academically and creatively talented international students.	✓	✓	✓	✓	✓	
5.3.2	Increase the number of faculty engagements with prospective students around the world through speaking opportunities, courses taught abroad, etc.	↑	⇔	⇔	⇔	↑	

<i>Strategic Plan - Goal, Objective, Metric</i>		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage					<i>Subcategory of metric</i>
		<i>2019–20 versus 2018–19*</i>	<i>2020–21 versus 2019–20*</i>	<i>2021–22 versus 2020–21*</i>	<i>2022–23 versus 2021–22*</i>	<i>2023–24 versus 2022–23*</i>	
5.3.3	Increase the number of strategic relationships with high schools and international educational organizations (not recruitment agents) that would promote SMU to international first-year and transfer students.	⇔	⇔	⇔	⇔	↑	
5.3.4	Increase the number of international graduate and undergraduate student applications, admits, deposits, and enrollments resulting in 15% international students by 2025, with international undergraduates at a minimum of 7%.	↓	↓	↓	↑	↑	composition, all
		↓	↓	↓	↓	↓	composition, undergraduate
		↓	↓	↓	↑	↑	undergraduate applications
		↓	↑	↓	↑	↑	undergraduate admitted
		↑	↓	↓	↑	↑	undergraduate enrollments
		↑	↓	↓	↑	↑	graduate applications
		↑	↓	↓	↑	↑	graduate admitted
		↓	↓	↓	↓	↑	graduate enrollments
5.3.5	Enhance services for international undergraduate students that improve retention and graduation rates.	↓	↑	↑	↑	↓	retention rate
		↑	↑	↑	↑	↓	graduation rate, 4-year
		↑	↓	↓	↓	↓	graduation rate, 6-year
5.4	<i>Share research and best practices throughout the country and worldwide through interdisciplinary programs to raise SMU's visibility and reputation to the nation and the world.</i>	--	--	--	--	--	
6.0	GOAL SIX: TO INCREASE REVENUE GENERATION AND PROMOTE RESPONSIBLE STEWARDSHIP OF RESOURCES	--	--	--	--	--	
6.1	Develop, as appropriate, initiatives to improve the efficiency and effectiveness of University functions.	--	--	--	--	--	
6.1.1	Evaluate the measures identified for each initiative to ensure that processes are effective and efficient, and that the goal of the initiative is achieved. Show amounts of funding redirected to the academic sector.	✓	✓	✓	✓	✓	
6.2	<i>Develop an inclusive, transparent budgeting process that recognizes strategic priorities while lowering expenses.</i>	--	--	--	--	--	
6.2.1	Limit the growth in positions funded through unrestricted means to those directly supporting strategic priorities.	✓	✓	✓	✓	✓	
6.2.2	Evaluate the percentage of the budget that supports academic functions to ensure that emphasis remains on the academic mission.	✓	✓	✓	✓	✓	
6.3	<i>Increase levels of future private support, building on the success of past campaigns.</i>	--	--	--	--	--	
6.3.1	Continue momentum during the current campaign by focusing on targeted key priorities and meeting the campaign goal.	✓	✓	✓	✓	✓	
6.3.2	Complete funding for existing capital projects.	↑	↑	↑	↑	↑	
6.3.3	Continue processes and staffing structures to provide greater support for ongoing University operations, sustaining current-use giving at \$50 million annually.	✓	✓	✓	✓	✓	
6.3.4	Develop new ways to cultivate and motivate major donors identified during the previous campaign, leading to new and larger future gifts; grow the number of \$1 million donors to SMU to 200 by 2025.	↑	↑	↑	↑	↑	
6.3.5	Continue the upward trend in planned giving support, increasing the number and value of deferred gift expectancies and matured deferred gifts through 2025.	↑	↑	↑	↑	↑	
6.3.6	Continue the focus on scholarship and endowed faculty funding priorities, adding another 750 endowed scholarships by 2025 and raising the total number of endowed faculty positions to 160 by 2025.	↑	↑	↑	↑	↑	
6.3.7	Increase annually the number of volunteers involved in fundraising initiatives.	↓	↓	↑	↓	↑	
6.4	<i>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.</i>	--	--	--	--	--	
6.4.1	Continue to support SMU branding efforts, centrally and through schools and units.	↑	↑	↑	↑	↑	
6.4.2	Build external support for the goals of the SMU strategic plan.	↑	↑	↑	↑	↑	

<i>Strategic Plan - Goal, Objective, Metric</i>		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage					<i>Subcategory of metric</i>
		<i>2019–20 versus 2018–19*</i>	<i>2020–21 versus 2019–20*</i>	<i>2021–22 versus 2020–21*</i>	<i>2022–23 versus 2021–22*</i>	<i>2023–24 versus 2022–23*</i>	
6.4.3	Annually expand social media use to reach new audiences, increase visibility of academic progress, and gain more financial support.	↑	↑	↑	↑	↑	
6.5	<i>Employ investment best practices to balance potential rewards and risks to grow a diversified endowment to increase support to the University's academic priorities.</i>	--	--	--	--	--	
6.5.1	Outperform policy benchmarks while managing risk.	✓	✓	↓	↓	↓	
6.5.2	Ensure a total return ranked in the top 50% cohort and aspirational universities over a business cycle.	✓	✓	↓	✓	↓	
6.6	<i>Promote a shared sense of community at SMU to conserve resources, establish sustainable practices, and contribute to the community's livability.</i>	--	--	--	--	--	
6.6.1	Work to engage students, faculty, and staff in sustainability efforts that will benefit the campus and the environment.	✓	✓	✓	✓	✓	
6.6.2	Continue to seek appropriate Leadership in Energy and Environmental Design (LEED) designations on all new construction and renovations.	✓	✓	✓	✓	✓	
6.6.3	Establish and maintain a University-wide work management system for students, faculty, and staff to manage space, events, and service requests.	--	--	--	--	✓	
<i>Note:</i> ✓ for achieved, ↑ for progress, ⇔ for neither progress nor slippage ("no progress"), and ↓ for slippage. *** Except when the latest available data are for earlier years.							

MISSION STATEMENT

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

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

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

GOAL ONE OBJECTIVES

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

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

During 2023–24 three new academic positions were created through donor gifts:

- Claire Morris Spaht Endowed Chair
- David Gergen Director of the Center for Presidential History
- Sterling R.E. Havens Endowed Professorship of Creative Writing Fiction

The current number of substantially endowed chairs and academic positions is 148 or 34.1% of SMU’s 434 tenured and tenure-track faculty. An additional 12 endowed positions would reach the goal of 160.

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

Beginning 2022–23, the provost provided discretionary startup funding dollars to the deans to reward academic units for school performance on metrics that align with strategic priorities. Overall, the provost awarded the schools a total of \$5 million for each of the 2024, 2025, and 2026 fiscal years. In that \$5 million for 2023–24, the provost awarded the deans nearly \$2.3 million in discretionary research dollars. The schools then provided \$1.5 million in new startup research funds to faculty within their units for use over the next few years. Actual startup

expenditures at SMU for 2023–24 totaled almost \$2.4 million, reflecting in part the honoring of previous faculty startup agreements. Return on these startup funds is tracked in monthly reports assessed by the deans and provost. The reports detail externally funded research expenditures and overhead recovery by the department and principal investigator.

- 1.1.3 Reconfigure current faculty positions to further interdisciplinary research, creative works, external funding opportunities, innovative teaching, and nationally recognized programs.

In 2023–24, the provost continued to collaborate with faculty and deans on a multi-year plan for supporting faculty cluster hires in four areas: data science, technology-enhanced immersive learning (TEIL), earth hazards and national security (EHNS), and urban research. Existing faculty lines were used for all hires; no net new lines were created. Each cluster has a named facilitator who organizes research collaborations across and within each cluster. The facilitators are responsible for engaging current and newly hired faculty in the clusters. The new hires in each cluster during 2022–23 and 2023–24 were nine in data science (faculty in Cox, Lyle, and Dedman College); five in TEIL (Dedman College and Simmons); four in EHNS (Dedman College); and seven in urban research (Meadows, Simmons, and Dedman College). Each year during the faculty search and recruitment approval process, additional open faculty lines may be identified to grow the clusters.

- 1.1.4 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.

Review of SMU’s cohort and aspirational peers is always ongoing, but the most recent revision was completed and presented to the Board of Trustees in September 2018. The current list of SMU’s aspirational and cohort peers can be found at smu.edu/peers and informs salary, benefits, and support benchmark studies. For most benchmark reporting, SMU administrative units and, where appropriate, the College and schools use cohort and aspirational peers. Recently such benchmarking has been supplemented with Atlantic Coast Conference (ACC) universities.

- 1.1.5 Strengthen efforts to add women and minorities to the faculty at all ranks to exceed the average percentages for the two groups of cohort and aspirational institutions. Continue progress toward gender parity at the full professor rank.

Integrated Postsecondary Education Data System (IPEDS) data, the most recent available for fall 2022, allows comparisons of minority faculty percentages at SMU and peer universities, with faculty defined as full-time instructional faculty. Data for fall 2023 should become available in December 2024. As the table below shows, SMU’s minority faculty composition hovered around 19% in 2016–2020 and has risen to 23.6% in 2022, which is in the middle of the averages of peers – half a percentage point higher than aspirational peers and the same distance lower than cohort peers.

Minority faculty among the full-time instructional faculty at SMU, compared to peer averages, fall 2016–fall 2022 (%)

	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>
SMU	19.4	18.5	19.0	19.2	19.4	21.0	23.6
Aspirational peers	18.9	19.8	20.0	20.9	21.9	22.6	23.1
Cohort peers	19.0	20.0	20.4	21.1	22.0	23.1	24.1

Note: Minorities include Asian, Black, Hispanic, and two or more races, as well as other Integrated Postsecondary Education Data System (IPEDS) reporting categories except white, nonresident alien, and unknown race or ethnicity. The latest data available from IPEDS are for fall 2022.

Women faculty among the full-time instructional faculty at SMU, compared to peer averages, fall 2016–fall 2022 (%)

	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>
SMU	39.4	40.0	41.2	40.2	41.5	41.8	43.6
Aspirational peers	39.1	40.1	40.9	41.1	41.9	42.4	43.5
Cohort peers	40.8	41.5	42.6	43.4	43.9	44.5	45.1

Note: The latest data available from IPEDS are for fall 2022.

IPEDS data also allows comparisons of women faculty percentages at SMU with SMU’s peers. Faculty are defined as full-time instructional faculty. As the table above shows, from 2016 to 2022, SMU’s percentage of women faculty rose from 39.4 to 43.6, aspirational peers from 39.1 to 43.5, and cohort peers from 40.8 to 45.1.

In the fall of 2015, 18.3% of SMU full professors were women. This increased to 24.7% in fall 2023, a slight drop from 25.4% the previous year due to retirements and attrition. In the pipeline from assistant to associate to full professor, the percentage of female faculty at the associate level was 38.0% in 2015 and 37.8% in 2023. Among assistant professors, the percentage edged up from 46.4% in 2015 to 48.8% in 2023.

In 2023–24, 19 faculty promotions were approved by the Board of Trustees: Eleven were promoted from assistant to associate professor with tenure and eight to full professor. Women made up five of the 11 faculty promoted to associate professor with tenure (45%) and four of the eight promoted to full professor (50%).

SMU must continue its commitment to diversifying its faculty. In 2023–24, the provost's office and Institutional Access and Equity (IAE) collaborated with the chief diversity officer to implement best practices to carry out this commitment. Both the provost's office and IAE require open faculty positions to be advertised broadly in various media to attract women and minority applicants. Authorization of a search requires providing evidence of such robust outreach.

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

Although policies were not developed, funding for spousal and partner hires has been discussed with the deans and collaborative budgetary commitments to spousal and partner hires can be integrated with strategic long-term planning.

In 2023–24, two distinctive opportunities for spousal hires arose through collaborations within and across the schools. In each case, offers were also made to spouses for open or research faculty positions. In both cases, the candidates accepted SMU's offer but in one case the spouse took a position at an area university rather than the SMU offer.

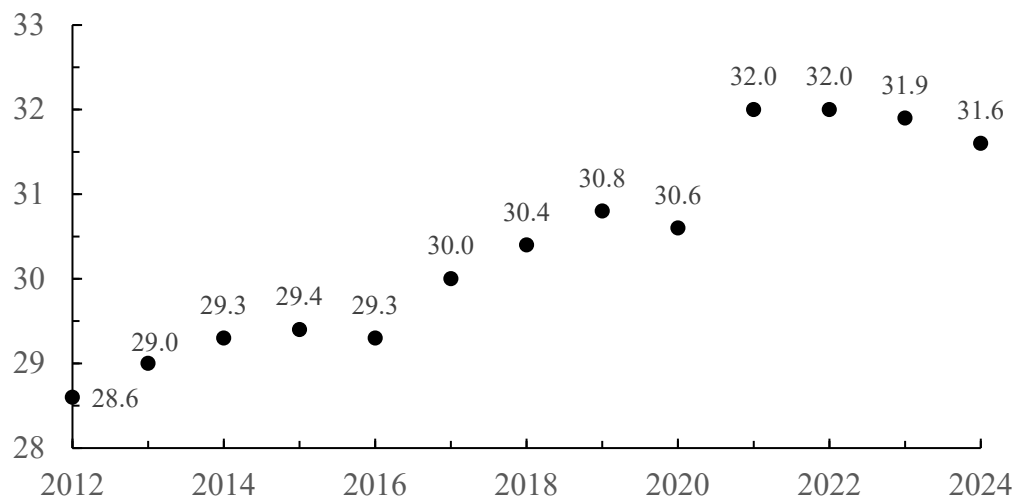
Objective 1.2 Enhance the University's ability to recruit, retain, and graduate academically and creatively gifted undergraduate and graduate students from diverse backgrounds.

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

Limited administration of standardized testing during the pandemic led SMU and most other universities to adopt a test-optional policy for the fall of 2020 and then continue it. Consequently, many university applicants did not report test scores, making an institution's recent average test scores less comparable to

prior years. Nevertheless, for the less than one-third of enrollees submitting test scores to SMU, preliminary data as of July 18, 2024, on SMU's fall 2024 first-year class give an average ACT score of 31.6, matching the strong showings of the past three years, up from the 2013–20 averages in the 29-30 range. An ACT of 31.6 indicates the 96th percentile of test-takers in the high school graduating classes of 2020–22. The following graph shows the average superscored ACT for SMU's entering cohorts since 2012.

Average ACT score of first-year students, entry cohorts, fall 2012–fall 2024



Note: Figure for the fall 2024 cohort is as of August 20, 2024.

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

SMU students won notable, prestigious national awards during 2023–24. Austin Hickie '22 won the Marshall Scholarship for graduate study in the United Kingdom, which is widely considered one of the most prestigious and competitive awards in the U.S. Second-year undergraduate student Shriya Siddhartha received the Goldwater Scholarship, the most prestigious undergraduate STEM scholarship in the United States. During 2023–24, SMU continued to have a strong showing in Fulbright Awards with five students selected – two graduate student research awards to France and Luxembourg and three undergraduates to Poland, Slovak Republic, and Spain. Previous Fulbright Award winners numbered three (2022–23), six (2021–22), six (2020–21), nine (2019–20, an SMU record), two (2018–19), seven (2017–18), and three (2016–17).

In 2023–24, SMU undergraduates succeeded in securing critical language scholarships. Three won a Department of State Critical Language Scholarship, the nation’s most prestigious language study award, for host-country based, intensive language training, in Chinese, Hindi, and Persian. Also, two won a U.S. Department of Defense critical language Boren Scholarship.

An SMU anthropology graduate student won a highly competitive National Science Foundation Graduate Research Fellowship, a five-year award that provides three years of financial support with an annual stipend of \$37,000.

The graduate management admission test (GMAT) average for the two-year MBA in initial data for fall 2024 is 707 (89th percentile), up from 693 (88) in 2023, 694 (88) in 2022, 686 (85) in 2021, 650 (72) in 2020, and 652 (72) in 2019.

The law school admission test (LSAT) median score for fall 2023 tied the record-setting 164 (85 percentile), which the law school first obtained in fall 2022, up from the prior 163 (fall 2021), 162 (fall 2020), and 161 (fall 2019). Early numbers for the fall 2024 entering cohort are on track to exceed the record-high LSAT.

Data on job placements, another mark of student quality, indicate 15 SMU Ph.D.s transitioned to tenure-track positions in 2023–24, down from a high of 17 in 2022–23, but still above numbers recorded in previous years (9 in 2021–22, 13 in 2020–21, 9 in 2019–20, 13 in 2018–19). Another 21 Ph.D.s transitioned to postdoctoral positions during 2023–24, down slightly from 23 in 2022–23. Recent Ph.D. graduates also began careers in research outside of academia at firms such as American Airlines, Vistra Corporation, and TandamAI (see also 4.4.2).

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

Between fall 2015 and fall 2019 SMU made progress, achieving an admit rate below 50% and a higher yield rate. COVID-19’s impact on fall 2020 and later cohorts disrupted this progress. Despite the pandemic, enrollment remains strong. As the table below shows, total applications surpassed 16,000 for the first time in fall 2022 and again in the past two years.

Undergraduate applications, admit rates, and yield rates, fall 2015–fall 2024

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Total applications	12,992	14,771	14,506	13,662	13,950	14,011	15,593	16,148	16,002	16,143
Admitted	6,360	6,483	6,402	6,457	6,600	7,381	8,338	8,441	9,240	9,655
Admit rate (% of total)	49.0	43.9	44.1	47.3	47.3	52.7	53.7	52.3	57.7	59.8
Enrolled	1,374	1,522	1,423	1,530	1,544	1,531	1,572	1,639	1,592	1,711
Yield rate (% enrolled of admits)	21.6	23.5	22.2	23.7	23.4	20.7	18.9	19.4	17.2	17.7

Note: Data for 2024 as of August 20, 2024. Official numbers for 2024 will be available after the census date of September 11, 2024. Transfer applicants are not included in the above numbers.

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

Minority undergraduate student enrollment compared to peer averages, fall 2016–fall 2022 (%)

	2016	2017	2018	2019	2020	2021	2022
SMU	26.4	26.8	27.7	27.8	29.7	31.5	32.8
Aspirational peers	30.5	31.1	32.2	33.2	35.2	36.4	37.7
Cohort peers	27.6	28.4	29.1	30.2	32.3	33.6	34.7

Note: Minorities include Asian, Black, Hispanic, and two or more races, as well as other Integrated Postsecondary Education Data System (IPEDS) reporting categories except white, nonresident alien, and unknown race or ethnicity. The latest data available from IPEDS are for fall 2022.

IPEDS data, the most recent available for fall 2022, allow comparisons of SMU and peer institutions: Minority students as a percentage of SMU's undergraduates increased from 26.4 to 31.5 between 2016 and 2022. In 2022, SMU's minority undergraduate percentage ranked above four of the 12 aspirational peers and six of the 12 cohort peers. Although SMU's minority undergraduate percentage trailed the overall average percentages for aspirational

and cohort peers, by contrast, SMU's minority graduate student percentage (33.7) topped the averages for both aspirational (24.8) and cohort peers (30.6).

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

To foster access to college for diverse high-achieving students, SMU Undergraduate Admission continues to expand connections with community-based organizations at the local and national level as well as maintaining longstanding relationships with individual high schools and school districts. Partnerships with charter school networks such as KIPP Schools (national), IDEA Public Charter School Network (Texas), and Uplift Public Charter Schools (Dallas-Fort Worth) give additional contact with students and families, allowing SMU to target high-achieving students from traditionally underrepresented backgrounds. In partnership with the AVID (Advancement via Individual Determination) Program, SMU now hosts programming designed to welcome AVID students from across the state to campus. In addition, SMU is one of two universities in Texas invited to join the STARS (Small Town and Rural Students) College Network in 2024. STARS, which includes 32 of the nation's most respected universities, opens many additional opportunities to engage with another important albeit underserved population – high-achieving students from rural areas. To comply with the Supreme Court ruling on affirmative action, these strategic relationships have become even more central to SMU's longstanding commitment to diversity, equity, inclusion, and belonging.

To foster access to college for underrepresented, high-achieving students, the Simmons School, like Undergraduate Admission, also maintains strategic relationships with these leading national and state charter school organizations. Also, the work by Simmons with the Dr. Elba and Domingo Garcia West Dallas STEM School (WDSS) strongly advances these goals. In the 2023–24 academic year, WDSS entered its third year of implementation with the enrollment of both elementary (pre-K through second grade) and middle school (7th and 8th grade) students.

This project is the result of an innovative four-way partnership among SMU's Simmons School, Dallas Independent School District, the West Dallas Community, and Toyota USA Foundation.

In addition, the Simmons School's College Access program consists of eight federally funded TRIO program grants through the Department of Education.

Through these programs College Access assisted over 1,300 students who were potential first-generation college students, underrepresented minorities, or members of families with limited incomes to prepare for college success through its Upward Bound, Upward Bound Math and Science Educational Talent Search, and the Ronald E. McNair Postbaccalaureate program opportunities in 2023–24.

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

Undergraduate Admission and the Alumni Relations office work to connect prospective students with alumni at both on- and off-campus events as well as through phone and email. This year, local Dallas-Fort Worth alumni supported on-campus programs by helping with registration, programming, and interacting with students and families. Alumni volunteers are encouraged to connect individually with admitted students during yield season. Alumni calls to admitted students were more focused as Admission requested alumni call students who had indicated an interest in such contact. SMU alumni embody the characteristic outcome of an SMU education – academic and career success – and thus represent a powerful voice affirming the University’s value proposition.

SMU Annual Giving and Alumni Relations team continues to optimize its efforts to introduce admitted students to alumni, including inviting prospective and admitted students to events in cities including Los Angeles, Orange County, Chicago, San Antonio, Austin, Houston, Atlanta, Rio Grande Valley, Fort Lauderdale, and Tri State (Port Chester, NY). During the summer of 2024, SMU’s Office of Annual Giving and Alumni Relations hosted 15 send-off parties in areas across the nation with our largest incoming student populations, engaging close to 800 attendees, up from 750 the year before.

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

During 2023–24, work continued to engage the high school counselor community, spearheaded by SMU’s external Counselor Advisory Board. The Counselor Advisory Board has been instrumental in informing SMU decisions that seek to support goals for application growth, academic distribution, as well as diversity, equity, inclusion, and belonging.

In 2024, the Admission Office once again welcomed high school counselors to campus through fly-in programs (Magic in the Metroplex for U.S.-based

counselors and Heart of Texas for international counselors) that had been paused since the COVID-19 pandemic. Additionally, SMU Undergraduate Admission hosted specific counselor updates and professional development opportunities for local DFW high school counselors.

Social media outreach to strengthen the local and national reputation of SMU is discussed at 6.4.3.

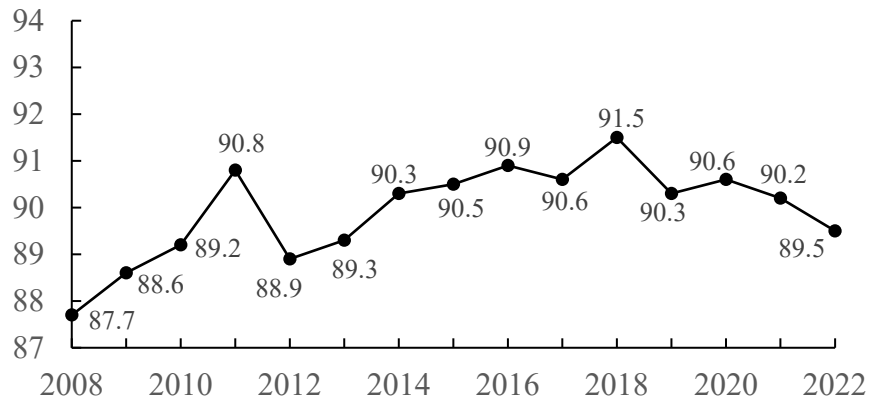
- 1.2.8 Increase the retention rate from first to second year for undergraduate students to 94% by 2025.

The rising trend in the retention of first-year cohorts between 2009 and 2018 was at levels above or almost matching those needed to achieve the ambitious goal of 94% by 2025. Under 88% with the 2008 cohort, retention rose to 91.5% for the 2018 cohort. However, the pandemic interrupted that trend, and retention receded to 90.3% for the fall 2019 cohort. Retention edged up to 90.6% for 2020, then retreated to 90.2% for 2021 and 89.5% for 2022. Under the leadership of Associate Provost Sheri Kunovich, SMU increased the focus on retention rates through SMU in Four, SMU's Quality Enhancement Plan (QEP), developing new ways to identify students who struggle academically, personally, or financially, and to assist in their retention and graduation. After an in-depth analysis of retention data for the past five years, seven initiatives were funded and started in 2022–23.

One initiative, now in its second year, is Summer Forge, an academic success support program that provides financial, academic, and social support to invited students over the summer. The program provides students with tailored support, coaching, and mentoring to develop the skills and strategies needed to excel in their studies and graduate on time. The program strategically recruits students after their first year on the Hilltop who have not achieved 30 semester credit hours, which has been identified as a retention risk.

Invited students receive up to 8 paid semester credit hours over May, summer, and August terms. The initial 2023 cohort included 20 students who attempted over 80 credit hours during the summer terms, with 96% of the coursework completed. Each of the 20 enrolled and completed classes in the following fall term, aiding the first-year retention rate. The summer 2024 cohort was expanded to 29 students attempting 168 credit hours. The success of this work is essential if SMU is to reach its goals for retention and graduation by 2025.

First- to second-year retention rates, undergraduate entry cohorts, fall 2008–fall 2022 (%)

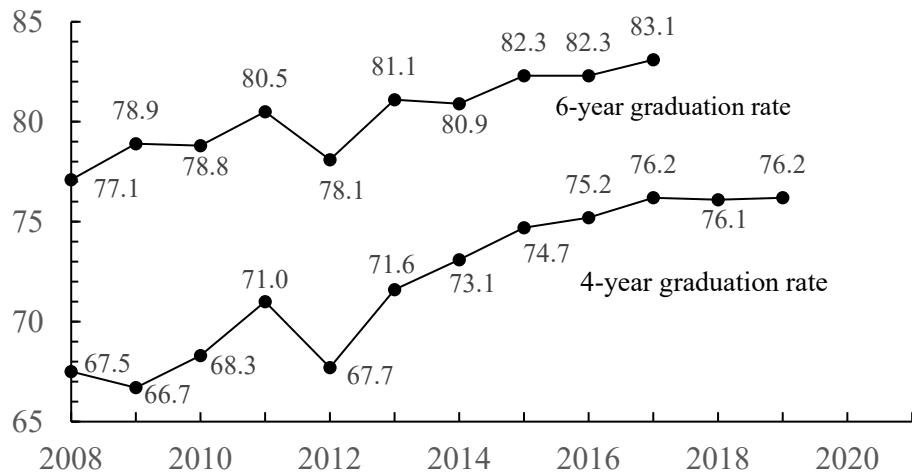


Note: Retention for the 2023 entry cohort will be available after the census date of September 11, 2024.

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

The four-year graduation rate rose from 67.5% with the 2008 entry cohort to 76.2% with the 2017 cohort, a level similar to that for the next two cohorts.

Four- and six-year graduation rates, undergraduate entry cohorts, fall 2008–fall 2019 (%)



Despite the challenges of the pandemic, the previous six-year graduation rate goal of 82% was accomplished for the third straight year. This led to raising the goal last year to 84% to align more closely with our aspirational peers. Efforts underway through SMU's QEP, SMU in Four, will focus and further prospects for attaining the goals for four- and six-year graduation rates.

The Crossing the Finish Line initiative, begun in 2022, has accounted for at least a 2.3% boost in the six-year graduation rate. With this initiative, SMU identifies students who have left SMU but have not graduated elsewhere. The academic records of these students are reviewed to determine the feasibility of graduating within six years from the year they entered SMU. If feasible, the Office of Student Success and Retention connects with these students to support their degree completion via financial, academic, and social assistance.

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

Access SMU continues to meet full demonstrated financial need for our highest-achieving students from Texas who receive Federal Pell Grants. This commitment from unrestricted funds continues to be an invaluable effort to enroll new and continuing meritorious students with financial need.

Significant progress was achieved in fall 2023 in racial and ethnic diversity in recruitment: Students were 34.7% minority among the first years out of high school entering SMU and 48.4% minority among the entering transfers. For students in the fall 2024 cohort, preliminary data on enrolled students as of August 20, 2024, indicate racial and ethnic diversity will continue with 36.8% minority students among first-years and 53.4% among transfers. That same preliminary data shows Pell-eligible students make up 18.1%, up from 13.3% in fall 2023, and 12.2% in fall 2022. First-generation students make up 10.5% for fall 2024, similar to 10.5% in fall 2023, and above 9.7% in fall 2022.

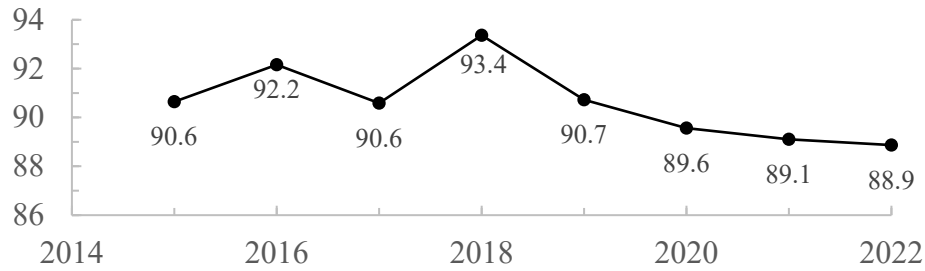
The Mustang Scholars program continues to offer selected Dallas County students from low-income households a four-year experience with a full tuition and fees scholarship. In 2024, SMU increased the number of Mustang Scholars awarded each year to 20 and introduced strong mentorship, advising, and cocurricular programming. Students from racially and ethnically underrepresented groups make up 63% of the Mustang Scholars.

SMU continues to align its financial aid and scholarship programs with best practices for ensuring that high-achieving students can earn an SMU degree regardless of their financial resources. Through merit and need-based aid, these practices support a population of underrepresented students that has been increasing both in number and quality. In 2023–24, SMU awarded \$68.7 million in need-based scholarships and grants to these students – an 8.5% increase over 2022–23 and more than double (110.1%) the amount in 2015–16.

See 1.2.4, 1.2.5, and 1.3.2 for further discussion of diversity in enrollment.

The figure below shows retention for minority students. With the three most recent cohorts, the minority student retention rate trailed the rate for all students (1.2.8), but for each of the five previous cohorts, the minority student retention rate surpassed four times and matched once the overall retention rate.

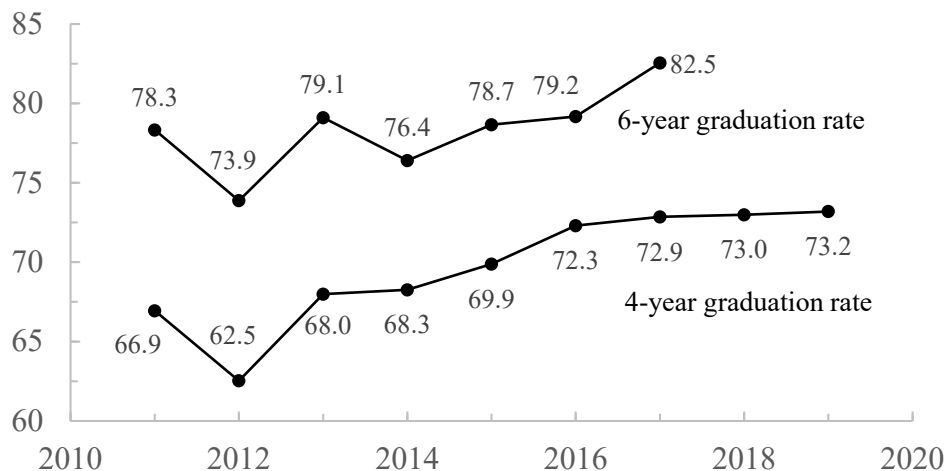
First- to second-year retention rates, minority students, undergraduate entry cohorts, fall 2008–fall 2022 (%)



Note: Retention for the 2023 minority entry cohort will be available after the census date of September 11, 2024.

For four- and six-year graduation rates, the most recent minority percentages increased over the rates for the previous cohort but consistently lagged the overall percentages (1.2.9). Provost office initiatives such as SMU in Four will work to close the gap in the minority graduation rate and the overall rate.

Four- and six-year graduation rates, minority students, undergraduate entry cohorts, fall 2008–fall 2019 (%)



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

In 2023–24, the Moody School assumed oversight of the University’s graduate admission process, managing master’s and doctoral applications for most schools. Graduate application numbers have shown strong growth across campus since fall 2022 with the overall total of 8,749 amounting to a 19.9% gain over fall 2023 which was a 6.9% increase over fall 2022. International application numbers for graduate school are discussed at 5.3.4.

Graduate and professional applications by school, fall 2022–2024

<i>School</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>
Cox	1,752	2,143	2,407
Dedman College	797	737	1,076
Dedman Law	2,251	2,174	2,735
Lyle	833	1,102	1,012
Meadows	270	292	388
Moody	--	--	29
Perkins	126	127	142
Simmons	794	722	960
University total	6,823	7,297	8,749

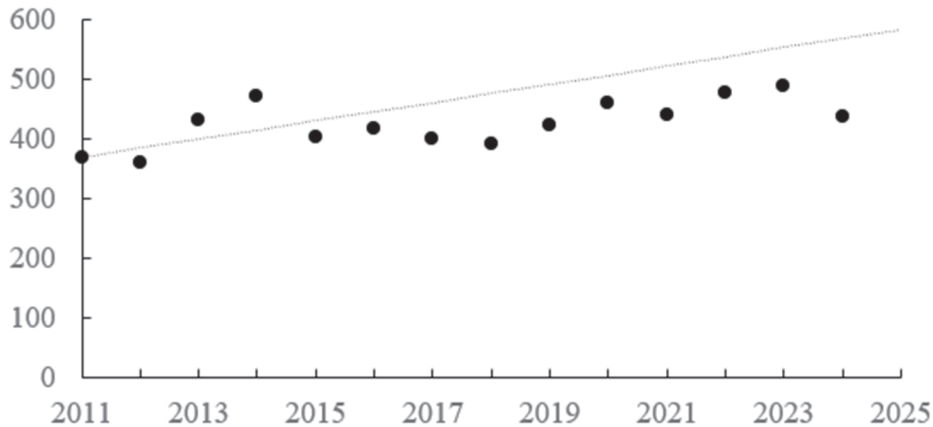
Note: Figures for fall 2024 are as of August 15, 2024, and do not include SMU Guildhall.

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

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

In 2022–23, 490 transfer students entered SMU, the highest number in the past 13 years. But in 2023–24, the number of transfers receded to 438. Reaching the goal of 600 requires significant gains indicated by the dotted line. In the earlier years (2013 and 2014), the number of transfers was above the line. In the years since, the number of transfers has approached but not exceeded the line. This goal for transfers remains a guiding but challenging priority.

New transfer students by academic year, 2011–24



Note: The dotted line indicates the growth needed to achieve the goal of 600 transfers by 2024–25.

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

Transfer student initiatives for recruitment and support have helped boost diversity. For fall 2024, preliminary figures as of July 18, 2024, show minority students make up 52.7% of the new transfer students compared to 36.8% for first-year students entering from high school (see 1.2.10). In prior academic years, counting entering transfer students in both fall and spring terms, minority students made up the following percentages of transfer students: 48.6 (2022–23), 48.2 (2021–22), 43.3 (2020–21), 44.8 (2019–20), 39.3 (2018–19), 38.2 (2017–18), and 37.0 (2016–17).

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

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

SMU continues to be considered a competitive employer in the Dallas-Fort Worth area for staff positions. In 2023–24, over 22,441 applications/resumes were received for posted positions, which resulted in 356 new staff and postdoctoral hires, compared to 15,897 applications for 363 new hires the previous year and 10,053 applications for 349 new hires the year before that. As part of the compensation strategy, SMU performs a market review every two years to confirm that salary ranges for job classifications and pay grades are

aligned with peer universities and top employers in the Dallas-Fort Worth region. In addition, SMU Human Resources partnered with Segal consulting company to do a comprehensive salary study for staff as well as to create a new framework for a sustainable compensation plan. PEC approved the new compensation plan that went into effect January 1, 2024. The study determined that 55% of classified staff positions are currently paid at or above the competitive market range. The study resulted in 63% of individuals seeing their HR Title change and 45% of staff seeing their pay increase. The target compensation for all staff positions was raised from 85% to a minimum of 90% of the market.

SMU's comprehensive benefits offering continues to attract and retain staff. Benefit plans continue to be affordable and heavily subsidized by the University. Human Resources is completing a benefits benchmark study for 2024 with recommendations in the fall of 2024. The benchmark study compares SMU's benefit offerings with aspirational and cohort peer universities as well as other major Dallas-Fort Worth employers. The benchmarking has been expanded to include the schools in Atlantic Athletic Conference (ACC).

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

SMU continuously promotes a culture of recognition and appreciation for staff through recognition programs and award initiatives. To accommodate learning styles and accessibility, professional and manager development, and manager orientation workshops were offered via in-person, hybrid, and on-demand formats. In summary, staff completed 1,146 hours of professional development training, 461 hours of manager development training, and 370 hours of required Manager Orientation training. In addition, 3,466 new and existing employees engaged in 4,909.5 hours of required online training in response to university policy and federal or state laws

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

IPEDS data also provides insight into staff composition. For 2016–2022, the SMU percentages of total minorities in managerial positions are consistently higher than the averages of SMU's aspirational and cohort peers. The SMU share of minority staff also consistently exceeds the aspirational peer average. More often than not, SMU's percentage of minority staff also exceeds the cohort peer average. Several initiatives underway at SMU have specific objectives to

enhance minority recruiting as well as retention strategies that create career advancement pathways for ethnic minorities.

Staff and managerial diversity, SMU compared to aspirational and cohort peer averages, fall 2016–fall 2022 (%)

<i>Minority Staff</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>
SMU	29.2	31.2	31.7	32.2	31.8	33.3	35.2
Aspirational peers	26.3	26.5	27.0	27.7	28.7	29.3	29.5
Cohort peers	29.6	30.2	31.1	31.9	32.5	33.8	34.3

<i>Minority Managers</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>
SMU	27.2	29.4	28.1	28.9	29.0	29.2	31.6
Aspirational peers	15.0	16.0	17.0	18.4	19.6	21.0	20.9
Cohort peers	20.3	21.0	22.9	22.7	23.7	24.9	26.6

Note: Minorities include Asian, Black, Hispanic, two or more races, and others, but not white, nonresident alien, and unknown race or ethnicity. The figures exclude faculty. The latest data available from IPEDS are for fall 2022.

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

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

During 2023–24, the American Council on Education (ACE) made changes to the Carnegie classification, reducing criteria for R1 status to two measures: research expenditures and research doctorates awarded. The Moody School continues to provide strong support for the University’s bid to achieve and maintain Carnegie R1 status by boosting both of these metrics. In 2023–24, Moody School fellowships supported 79 Ph.D. students. These fellowships help recruit high-performing Ph.D. students and also enhance degree completion. In 2023–24, Moody School funding enabled the hiring of 15 postdocs whose salaries count as research expenditures and whose presence and work enhance prospects for securing more faculty research grants.

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

Construction of the three-story, 44,222-square-foot Frances Anne Moody Hall was completed in May 2023, and the Moody School and the Office of Research and Innovation moved into the building in June. The dedication and ribbon-cutting ceremony were held on September 15, 2023. Through the *SMU Ignited* campaign since 2022, donors made 20 six-figure and 20 seven-figure gifts in support of doctoral programs and graduate student fellowships, contributing to the transformation of graduate education at SMU, spearheaded by the new Moody School.

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

For the first time in 2023–24, the Moody School oversaw the postdoctoral hiring process, accelerating the onboarding of postdoctoral scholars and providing added support and services throughout their employment at SMU. The Moody School also organized the second annual SMU Graduate Student Success Day to share best practices with faculty mentors of graduate students and postdocs and to inform faculty of available mentoring resources. The Moody School worked to provide graduate students with additional guidance by revising or establishing University procedures for parental leave and appeals of suspensions and dismissals.

- 1.5.4 Evaluate and fine-tune as necessary the Moody Fellowship Program to attract and support the best and brightest new Ph.D. students.

Moody Graduate Fellowships attract outstanding applicants to SMU Ph.D. programs, providing up to five years of support at competitive stipends. Stipends increase annually to keep offers competitive. Fifteen fall 2024 Ph.D. applicants were offered Moody Graduate Fellowships, eight accepted. The yield rate of 53% is consistent with the yield rate of 57% and 58% over the last two years, indicating that the program often meets the goal of recruiting outstanding applicants who have competing offers from other established programs. Also, to increase Ph.D. completion and shorten time-to-degree, the Moody School offers Moody Dissertation Fellowships to support students in the final stages of completing the Ph.D. Five Moody Dissertation Fellowships were offered in spring 2023 and again in spring 2024. Six completed the Ph.D. in the spring term; two in the summer; and one last fall with one expected fall 2024. Five

Moody Dissertation fellow awards were offered to outstanding Ph.D. students for 2023–24 and five for 2024–25.

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

During 2023–24, the searches in three clusters for 13 new faculty hires – 5 in data science, 1 in TEIL, and 7 in urban research (see 1.1.3) – were strong examples of interdisciplinary search committees. These search committees were each comprised of faculty from at least two departments and schools and as many as three schools and six departments.

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

The Inaugural Director of the new O’Donnell Data Science and Research Computing Institute (ODSRCI), Neena Imam, joined SMU in October 2023. The convergence of data science, HPC, and AI/ML is necessary to position SMU for the evolving computing research landscape. The ODSRCI supports the data science faculty to nurture collaborative research across the University. In 2023, ODSRCI funded five data science seed grant proposals and three faculty research acceleration grants for interdisciplinary research. Additionally, ODSRCI continues to fund graduate fellowships in data science and high-performance computing research. In 2024–2025, ODSRCI supported four graduate fellows and announced five more graduate fellowships.

Reflecting SMU’s historical commitment to the arts and emphasis on data science, high-performance computing, and R1 research, SMU DataArts, a research center within the Meadows School, brings advanced analytical and computational techniques into arts management. SMU DataArts has created the nation’s largest arts and cultural data set by integrating data collected in a proprietary survey instrument (the Cultural Data Profile) with commercial and governmental data.

SMU DataArts continued to publish research reports and blogs and to deliver conference presentations and trainings – reaching over 1,000 individuals throughout the nation. A 2023 study funded by Bloomberg Philanthropies analyzed the impact of federal COVID-19 stimulus funding for the arts. A grant from the National Endowment for the Arts supported a study of workforce diversity, equity, and inclusion with grantees of the Los Angeles County

Department of Arts and Culture. In 2023–24, SMU DataArts published the eighth annual Arts Vibrancy Index, focusing on communities and counties. SMU DataArts also released the first-ever Arts Vibrancy State Rankings.

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

In 2022–23 and 2023–24, the Office of the Provost and the George W. Bush Institute partnered to award three postdoctoral fellowships each year to support faculty research projects that both advance SMU strategic research initiatives and address topics that are central to the research focus of the institute.

The Albert W. Niemi Center for Economic Growth and Leadership Development in the Cox School provides research fellowships to SMU students with placements at the Bush Institute. Up to 10 students a semester conduct research in various initiatives at the institute, with students from different disciplines across campus.

The Bush Institute-SMU Economic Growth Initiative continues to support four Bush Ph.D. Fellows in SMU’s Economics Department. The Department of Economics credits this initiative with contributing to more Ph.D. applications and higher-quality applicants.

The Presidential Leadership Scholars program (PLS) is a joint undertaking of the presidential centers of George W. Bush, Bill Clinton, and George H.W. Bush. The PLS selects a diverse group of mid-career professionals to hone their leadership abilities through interactions with former presidents, key administration officials, leading academics, and business and civic leaders. CORE in the Simmons School is continuing a multi-year partnership with the PLS that provides formative and summative evaluation and thought partnership to program leaders. The PLS is now admitting its ninth cohort, and CORE plans to serve as the external evaluator for cohorts nine and ten.

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

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

The SMU Libraries continue to focus on the key objectives of strengthening student learning, accelerating research activities, and preserving cultural heritage resources as set forth in the SMU Libraries Strategic Plan, 2019–2024. A few of the notable successes during 2023–24 include championing research innovation

with the creation of the SMU Dataverse Repository (a partnership between SMU Libraries and the Texas Data Repository), impacting student learning through a study targeting reading and scholarly research, and enriching cultural heritage and connecting with communities by curating or hosting five exhibits highlighting wide-ranging topics from immigration to punk rock.

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

Extensive planning for the new Rees-Jones Library of the American West set to open in January 2027 is underway. The Rees-Jones Collection continues to grow through major acquisitions, including manuscripts, rare books, maps, photographs, and ephemera, funded by the generosity of Jan and Trevor D. Rees-Jones '78. The DeGolyer and Hamon Arts libraries added significant and wide-ranging research collections such as Larry McMurtry's collection of books written by women. The Bridwell Library was the recipient of a \$100,000 Lilly Endowment planning grant to evaluate and plan the optimization of Bridwell's historical collections, exhibition spaces, and printing and paper-making programs.

SMU Libraries has also made notable progress augmenting its collections with current and historical holdings. Year-over-year increases to the general collections budget funded a range of faculty-requested resources across multiple disciplines. Since 2019, increases from OE2C savings totaling over \$1 million to the SMU Libraries Collections budget have boosted the library's acquisitions.

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

SMU Libraries hired a new Director of Research and Scholarly Initiatives (RSI) to lead collaborative efforts between librarians, faculty, and students in the creative research process. Under the leadership of the new director, the RSI team has defined the scope of their work as offering expertise and instruction on research data management, project planning, geospatial analysis, and digital humanities. The RSI team has collaborated with library departments and units across the University to expand research opportunities.

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

Comparing SMU Libraries to members of the Association of Research Libraries (ARL) provides a sense of the ranking of SMU with the top 100 academic

libraries. The ARL is a nonprofit coalition of leading research libraries in the U.S. and Canada, mostly in major universities. The most recent data (February 2024) from ARL is based on fiscal year 2022, so SMU Libraries data from 2022 is used for comparison. ARL employs an investment index to rank members' overall ability to positively impact university faculty and student success through library support (staff FTE and expenditures) and collections (materials expenditures). Overall, SMU rankings across all ARL metrics declined slightly in 2022. SMU Libraries ranks 97 in total staff expenditures, 107 in total collection materials expenditures, and 108 in total expenditures. Comparable figures for the prior year were 94, 82, and 101, respectively. In the next few years, dramatic growth in planned donor-led special collection acquisitions and staffing expenditures will boost SMU in these ARL ranking metrics.

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

Post-pandemic, audiences continued to return to the Meadows Museum, resulting in steadily increasing attendance. Special exhibitions during 2023–24 included *Spanish Light: Sorolla in American Collections*, September 2023–January 2024; *Meditating on Materiality in the Meadows Collections*, February–April 2024; and *Meadows/Arco Artist Spotlight: Teresa Lanceta*, February 2024. Each exhibition featured public lectures and a catalog.

ARTafterDARK: SMU College Night has offered a total of eleven college nights, serving over 4,000 SMU students. In addition, the museum created five new cocurricular programs designed for students both in and beyond the Meadows School of the Arts.

Since 2016, 32 art history and arts management courses have been taught at the museum. In addition, the museum partners with Spanish language classes at SMU to bring over 4,300 SMU students to the museum as part of their coursework.

Construction for the Custard Institute for Spanish Art and Culture (CISAC) at the Meadows Museum is now complete. The CISAC expands the museum's current research and educational programs and increases its interdisciplinary collaborations with peer institutions. Alongside SMU's archives and libraries, the CISAC facilitates new ways of teaching and learning. Funding for CISAC was made possible through a \$3 million gift from Linda Pitts Custard '60, '99 and William A. Custard '57, matched by The Meadows Foundation.

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

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

Following the COVID-19 shuttering of the SMU-in-Taos campus for two years, the campus reopened for intersessional terms in January 2022. Lasting changes and the timeline for recovery from the pandemic require reevaluating the 2020 master plan for the campus. A task force was initiated and charged in 2023 to conduct this reevaluation and make recommendations. This work has set new strategic priorities for academic operations and facilities: dining hall renovation, academic renovation, new residential expansion, and existing residential renovation. Now in its 50th year, the success of the Taos campus remains an important strategic priority for the University.

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

Enrollment continues to lag behind pre-pandemic levels but the gap is closing. Students participating in 2022–23 totaled 107 in the January, May, and August terms. Subsequently, a robust marketing campaign was launched, and SMU-in-Taos benefitted from “word of mouth” from the students who had experienced post-pandemic Taos. This nearly doubled the student count for the same three terms to 203. Initiatives underway to relaunch student programs in June and July will continue building enrollment.

Expanding educational usage of campus by other universities remains under consideration, but re-engaging SMU students remains the higher priority.

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

Taos course-based activities continue to engage students with the local community as faculty continue to forge new partnerships. Taos staff are also beginning work with Bernstein and Associates, Inc. to engage local tribes over the repatriation of archaeological collections housed in Taos, in response to recently updated Native American Graves Protection and Repatriation Act guidelines.

GOAL TWO: TO IMPROVE TEACHING AND LEARNING

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

GOAL TWO OBJECTIVES

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

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

The CTE has catalyzed the growth of a university culture that values, supports, and rewards effective student-centered teaching. CTE has launched an additional symposium event, CTE Spring Kickoff with faculty-led workshops and panels on pedagogical topics to improve teaching and learning at SMU.

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

In 2023–24, this goal was met with 34% of the instructional faculty engaged with CTE, an 11- and 19-percentage point gain over the prior two years. More programs, workshops, and services contributed to the increase. Additional programming is planned for 2024–25, leading to the expectation of a further increase in faculty engagement. During the pandemic, CTE met the goal for faculty usage and set records with almost 48% in 2020–21 and 40% in 2019–20, thanks to faculty in training courses for online teaching.

- 2.1.3 Evaluate the quality of online teaching and course production, making recommendations for the continued improvement of online teaching.

Information Technology's Online Production Services uses SMU's Quality Matters online quality rubric to maintain high standards in online education at SMU, conducting regular quality reviews of all online classes and making recommendations for continuous improvement. At the end of the 2023–24 academic year, 374 SMU faculty have been certified and trained and are eligible to teach online. Eighteen became newly eligible during 2023–24.

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

CTE's annual Teaching Effectiveness Symposium each August showcases creative and engaging teaching practices of SMU's faculty. Preliminary indications are that the 2024 attendance will match the 2023 turnout of 157 faculty. CTE has launched a new forum in which faculty discuss the impact of AI on teaching in their individual disciplines.

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

The Common Curriculum, SMU's general education program, was designed in part to remove obstacles to timely graduation. Student Academic Engagement and Success (SAES) in the Office of the Provost monitors wide-ranging issues affecting timely graduation and recommends actions to address concerns such as steps to increase intersession access for graduating students or holding seats for graduating seniors for in-demand classes.

Four- and six-year graduation rates are discussed at 1.2.9, 1.2.10, and 5.3.5.

Objective 2.2 Enhance interdisciplinary programs, combining fields generally considered distinct, to reflect the interdisciplinarity of the world today.

- 2.2.1 Evaluate recently implemented interdisciplinary programs in terms of enrollment and sustainability.

SMU's Board of Trustees approved four interdisciplinary programs in the past decade: both the health and society major and the online Master of Science in data science in May 2014, the Bachelor of Science in data science in December 2019, and the Master of public policy in December 2023. Public policy will begin enrolling students in fall 2024. The data science B.S. enrolled 41 in fall 2023 and 91 so far for fall 2024. Enrollments for the health and society B.S. degree have ranged between 32 and 39 from fall 2020 through fall 2024. Enrollments in the M.S. in data science have declined from 210 in fall 2020 to 131 in fall 2023 and 98 in early data for fall 2024. As noted at 2.4.1, the recently established Data Science Department will seek to reverse that decline.

Dedman College Interdisciplinary Institute (DCII) brings faculty from different disciplines and schools together for discussion and debate, resulting in new interdisciplinary material for teaching and research. Research clusters cover topics spanning the humanities, social sciences, sciences, and professions. DCII currently sponsors 39 active research clusters, up from 29 in 2022–23 and eight

in 2014–15. Cluster topics have included wide-ranging topics such as Asian studies and Asian American experience; cognitive science; culture, mind, and brain; and earth hazards and national security.

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

Research has shown the benefit of programs that stretch students across different disciplinary perspectives. A second major or minor that offers undergraduates a different viewpoint helps accomplish this. Of SMU undergraduates graduating in 2014–15 and later, 23%–27% had two or more majors, peaking in 2021–22. Of those with only one major, many earned one or more minors, and such students made up 35%–44% of all undergraduates earning degrees each year, peaking in 2024. If we combine both groups, in the last ten academic years, 58%–67% of undergraduates with degrees had two or more credentials, again peaking in 2024.

If we ask how many SMU graduates took majors and minors that spanned disciplines, we find a noticeable increase over the past nine years. Grouping the disciplines into humanities, social sciences, and natural sciences by adding performing arts (Meadows) to the humanities; Lyle majors and minors to natural sciences; and Cox, Simmons, and other Meadows disciplines (communications, advertising, journalism) to the social sciences reveals how many students spanned these disciplines in their choice of majors and minors. How many students majored or minored in one grouping (humanities, social sciences, or natural sciences) but also majored or minored in at least one other grouping? In 2014–15, the percentage was 26, rising steadily each year to 27, 29, 30, 31, 33, 37, and 37 in 2021–22 before dipping to 32 and 31 in the last two academic years. Still, over the last ten years, the share of undergraduates taking an interdisciplinary approach has grown from a quarter to almost one-third.

- 2.2.3 Continue the integration of SMU Guildhall with other academic units.

With Guildhall’s relocation to the main campus, collaboration with academic units has become more extensive. Planning to promote such collaboration has been broadened to expand research grant activity and expenditures. Guildhall faculty have recently collaborated with faculty from Lyle, Simmons, and Dedman College in research projects such as Integrating Human Computer Interaction; Machine Learning, Game Design, and Educational Assessment in a STEM+C Curriculum; Developing Data Analytics Based Solutions for Countering Human Trafficking; and Automated Intelligent Systems for Bias

Detection in Face Recognition Systems. These projects have been supported through funding by the National Science Foundation, the National Institute of Justice, and various industry sources.

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

- 2.3.1 Report annually on internal and external departmental reviews.

The Provost’s Office held four external reviews of academic departments and programs in 2023–24: Economics (Dedman College), Operations Research and Engineering Management (Lyle), World Languages and Literatures (Dedman College), Graduate Law, LLM and SJD programs (Dedman Law). Also, the provost solicited updates on progress made on recommendations from external reviewers of the programs evaluated the prior year.

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

In 2023–24, the Academic Affairs Committee of the Board of Trustees approved 39 changes to academic programs. Fifteen undergraduate and 24 graduate academic programs were changed significantly, requiring committee approval. Three graduate programs were discontinued, requiring committee approval. The committee was informed of 20 additional changes.

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

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

SMU has made significant strides in expanding online graduate education offerings. Informed by market research, SMU will launch new online graduate programs over the next three years, including the Master of Public Policy and Master of Science in the learning sciences in fall 2024. These programs address evolving professional needs and leverage expertise across SMU’s schools, strengthening SMU’s position in the online education market and providing students with valuable educational opportunities.

SMU’s online offerings have matured in recent years. Examples include the online MBA and MBA Direct programs in Cox, which combined to finish the

2022 academic year with 557 enrollments, rising to 590 in 2022–23. So far in 2023–24, enrollments have receded to 441. Three computer science M.S. degree programs in Lyle enrolled 111 in the 2021–22 academic year, increasing to 167 enrollments in 2022–23, and rising to 207 so far in 2023–24. The online M.S. in data science finished 2021–22 with 255 enrollments decreasing to 198 in 2022–23. In Fall 2023, enrollments were at 159 students. The new Data Science Department will seek to reverse that decline. Despite an increasingly competitive online degrees market, stakeholders across the University will be working to improve these online enrollments and develop additional programs that market research recommends in 2023–24.

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

SMU’s schools are developing new degree programs and credentials. In fall 2024, Dedman College will implement certificate programs in data science, machine learning, and decision analytics. In 2024, the Cox School introduced a M.S. in real estate, a spring Executive MBA cohort, an Online M.S. in management, and an Executive Education program focusing on artificial intelligence in healthcare. Dedman Law is launching a Master of Legal Studies program for professionals who work in law-related fields. Five new Lyle graduate certificate programs, begun in fall 2023, are “stackable” and can be combined for a master’s degree. The Simmons School will launch a new online Masters of Learning Science degree in fall 2024.

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

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

For over a decade, Dedman Law has been home to the premier corporate counsel externship program in the country. Now in its twelfth year, the program has grown significantly: from 30 students in fall 2013 to 121 students in fall 2023. Almost 900 SMU Dedman Law students have completed the program, and many now work in-house at corporate legal departments, including Microsoft, Keurig Dr Pepper, AT&T, Yum! Brands, and Goldman Sachs.

Dedman Law’s multiple externship programs enable students to engage in experiential learning while working in government and public interest agencies, federal judicial clerkships, corporate counsel offices, and mid and small firms.

In all, 231 students participated in externships in 2023–24, an increase from 219 in 2022–23, even with a smaller first-year class. Summer internships have also increased, with placements at 95.3% for first-year law students and 97.0% for second-year law students, respectively.

SMU-in-Taos hosted 31 courses in 2023–24. Each of these took students beyond the classroom to interact with the local community and the environment of Northern New Mexico. The Leadership Institute at SMU in Taos is scheduled for launch in July 2025. This program will emphasize opportunities for community engagement, including collaborations with state and local officials, Los Alamos National Laboratories, and other private and public sector leaders at the local, state, and national levels.

In 2023–24 the Office of Engaged Learning (OEL) promoted undergraduate entrepreneurship through pitch competitions, funding, mentoring, and startup incubation. Through the E-Launch program, OEL provided education, mentorship, and funding to new startups founded by SMU undergraduate and graduate students, faculty, and staff. The Big iDeas program awarded \$38,500 to 21 undergraduate entrepreneurs compared to the prior year with \$35,000 to a total of 18 undergraduate entrepreneurs.

In 2023–24, Engaged Learning Fellowships supported 44 students (including 26 new fellows). Eighteen Fellows pursued creative projects and 26 pursued research projects. Fifty-five percent of these students were non-white, 68% were female, 9% were first-generation college students, and 23% qualified for Pell Grants.

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

During the pandemic, some virtual internships were possible, but internship opportunities were fewer. The effects of that linger among the undergraduates graduating in 2023–24, of whom only 26.3% had an internship during their undergraduate years. While this was above 22.3% from 2022–23, continued recovery from the pandemic should mean a return to levels when about one-third of SMU undergraduates graduating had internships: 25.8% (2021–22), 27.2% (2020–21), 30.2% (2019–20), 34.3% (2018–19), 32.6% (2017–18), 34.7% (2016–17), and 36.5% (2015–16).

Engage Dallas, a residential commons programming initiative, addresses the community needs of South and West Dallas. For the fourth year, the Hegi Center, in partnership with Engage Dallas and partly in response to the Black Unity Forum, offered diversity, equity, and inclusion internships as well as unpaid internships with local business and nonprofit organizations. The 2024

Hegi Summer Internship Program accepted 17 DEI Internship partners, placing 18 interns, and 12 Engage Dallas (ED) Internship partners, placing 12 interns.

Since September 2024, the SMU Board Fellows program, which allows a SMU student to hold an ex-officio board member position with a local nonprofit organization, has been in full swing. Eleven Board Fellows were placed for the 2023–24 academic year, with two students returning for a second term.

Perkins graduate students engaged in internship programs have fluctuated with enrollment: 56 in 2023–24, 48 in 2022–23, 57 in 2021–22, and 51 in 2020–21.

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

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

The Common Curriculum (CC) started in fall 2020 with 17 courses that satisfied the Civics and Individual Ethics requirement. By 2023–24, the net number of courses approved had more than doubled to 40.

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

The Cary M. Maguire Center for Ethics and Public Responsibility enhanced ethics education among faculty and integrated ethics into courses through the coordination of lectures, symposia, and events featuring prominent scholars who examined pressing ethical dilemmas. Among the 2023–24 opportunities were the 6th Maguire Lecture in Ethics, a two-day event featuring a public lecture and a faculty symposium, the 2023 Delta Gamma Lecture in Values and Ethics by Dallas Mavericks CEO Cynt Marshall, and the continuation of the DCII Research Cluster, Healthcare and the Health of the Public.

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

Responsible and Ethical Conduct of Research (RECR) training is required for all Ph.D. students listed on federally funded grants or projects. SMU offers ongoing comprehensive online RCR training through the nationally recognized Collaborative Institutional Training Initiative Program used throughout higher education. To supplement the online RECR training, an in-person training program is being developed for doctoral students and postdocs, with a projected implementation date of late 2024 or early 2025.

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

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

GOAL THREE OBJECTIVES

Objective 3.1 Encourage widespread development of campuswide interdisciplinary research projects.

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

The Provost's office and a faculty working group are benchmarking SMU's policies on centers and institutes against policies of leading research universities to develop qualitative and quantitative metrics to assess research at the centers and institutes. Two important foci are research expenditures accounted for by the institutes and centers which are key to the Carnegie rankings for R1 status (see 3.2.1) and research area utilization which is essential to the Facilities and Administrative (F&A) rate overhead recovery calculations (see 3.2.3). To that end, information was collected from all school deans to indicate the research effort at all centers and institutes on campus. Collaborative work is underway to facilitate strategic allocation of space to maximize research utilization of space

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

Faculty submitted 158 proposals for a record \$201.2 million in fiscal year 2023–24, down from 297 proposals for a record \$207.1 million in 2022–23.

Expendable research funding from external grants for the 2023–24 fiscal year stands at \$32.7 million, 6.8% higher than in 2022–23. External funding in 2023–24 was 77% in federal funding, 3% in state and local government funding, and 20% in corporate and foundation funding.

The Office of Research and Innovation has worked with faculty to increase support for interdisciplinary research. These initiatives include 1) targeting large interdisciplinary funding from federal agencies such as the National Science Foundation and the Economic Development Administration; 2) securing

earmark funding through congressional appropriation; 3) building infrastructure to facilitate bids for classified research; and 4) partnerships such as Pegasus Park to broaden faculty collaboration with UT-Southwestern, University of North Texas Health Sciences, and the biotech industry.

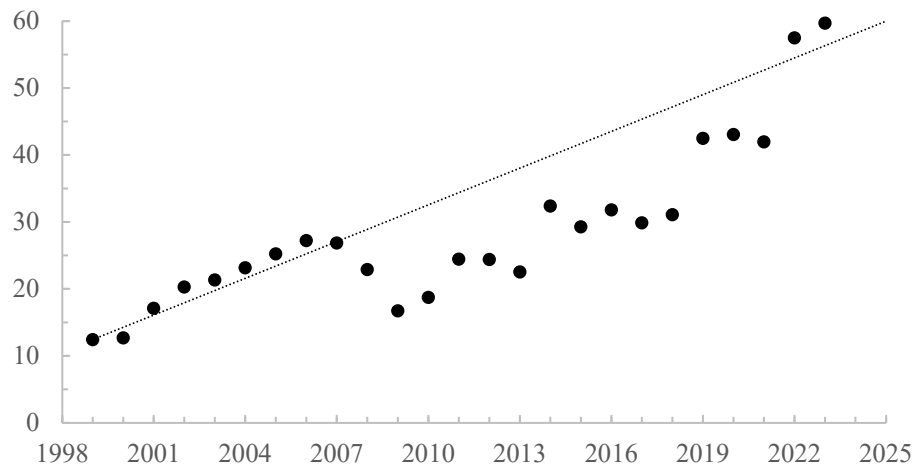
- 3.1.3 Initiate and evaluate seed grant programs for enhancing research.

In 2023–24, the O’Donnell Data Science and Research Computing Institute has awarded \$103,000 as seed grants and \$110,000 as Research Acceleration grants. The Dedman College Dean’s Research Council, created in 2010–11 to award competitive seed funding for faculty research capable of attracting external funding, awarded \$255,126 for research in 2023–24. This program has traditionally returned \$11 in grant and foundation funding for every dollar spent. Also, with similarities to seed grants, the Dedman College Interdisciplinary Institute awards collaborative grants supporting faculty research and the University Research Council awards faculty research grants.

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

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

Research expenditures, 1999–2023 (millions of dollars)



Note: Research expenditures in millions of dollars by fiscal year. The dotted trend line indicates the growth needed to attain \$60 million in 2025.

For the 2022–23 fiscal year, SMU reported a record \$59.7 million in research expenditures, nearing the \$60 million goal for 2025. Such research expenditures are essential to SMU gaining and maintaining R1 status in the Carnegie Classification of Research Universities. (See also 1.5.1.)

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

In 2023–24, \$895,848 was spent on lab maintenance, renovations, and construction throughout the campus. The prior year’s figure was \$305,755. Over the next three fiscal years, \$2.9 million has been earmarked for spending on equipment and infrastructure. In addition, starting in 2023–24, another \$4 million has been identified for spending on equipment and infrastructure.

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

In 2034–24 SMU submitted an updated facilities and administrative (F&A) rate proposal to the U.S. Department of Health and Human Services for an increase to a level above the current 48.5% F&A rate, a rate authorized in 2018–19 after SMU’s previous F&A proposal. The F&A rate enables SMU to recover costs for sponsored research and services (“overhead”). In 2023–24, overhead costs recovery provided \$6.3 million to the University’s operating budget, compared to \$5.9 million the previous year, an increase of 5.5% before rounding.

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

In 2023–24, SMU’s Corporate and Foundation Relations office completed 90 proposals to corporate and foundation entities in support of faculty and staff initiatives. Nine proposals were for \$1 million or more, 22 proposals ranged between \$100,000 and \$1 million. The prior year’s figures were, respectively, 71 proposals, 8, and 19. The University received philanthropic support of \$33,877,342 in foundation funding and \$1,854,983 in corporate funding for current operations and capital projects. Comparable figures were, respectively, \$39,721,366 and \$3,221,241 for 2022–2023; \$25,857,760 and \$4,117,330 for 2021–22; \$33,409,577 and \$2,462,525 for 2020–21; and \$37,791,000 and \$3,414,000 for 2019–20.

In October 2023, SMU was designated the lead agency for Texoma Semiconductor Tech Hub, a federally-funded economic development initiative to strengthen innovation in the semiconductor supply chain in 29 counties in North Texas and Oklahoma through collaboration and workforce development.

See 1.2.5 for discussion of the West Dallas STEM School.

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

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

SMU's high-performance computing growth, 2014–2024

	<i>ManeFrame (M)</i>				<i>NVIDIA SuperPOD</i>	<i>NVIDIA SuperPOD and M3</i>	<i>NVIDIA SuperPOD and M3</i>
	M1, 2014	M2, 2017	M2, 2019	M3, 2022	2022	2022–23	2023–24
Computational ability (teraflops)	104	630	870	1,004	1,644	2,648	2,721
Number of nodes	1,104	349	354	200	20	220	223
CPU cores	8,832	11,088	11,276	25,600	2,560	28,160	28,268
Total accelerator cores	0	132,608	275,968	0	1,392,640	1,392,640	1,515,520
Total memory (terabytes)	29	117	120	112	53	165	167
Node interconnect bandwidth (gigabits / second)	20	100	100	200	200	200	200
Work storage (petabytes)	None	None	0.768 (Shared)	3.0	0.768 (Shared)	3.768	3.5
Scratch space (petabytes)	1.4	1.4	2.8	5.0	0.8	5.8	4.3
Operating System	Scientific Linux 6	CentOS 7	CentOS 7	Ubuntu/ Rocky	Ubuntu	Ubuntu/ Rocky	Ubuntu

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

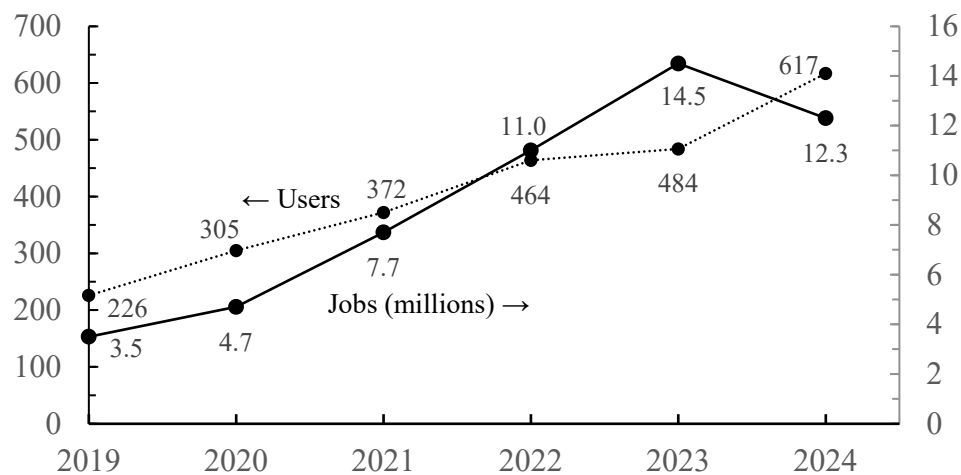
Data science and advanced computing are important components of SMU's push for R1 status. During summer 2022, the NVIDIA DGX "SuperPOD" became available for research use in artificial intelligence and machine learning. During spring 2023, ManeFrame 3 (M3), SMU's next generation supercomputer, was made available for research work. The SuperPOD and M3 are strong steps to keep SMU competitive in high-performance computing.

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

The number of users on SMU's supercomputer, defined as those submitting more than one job, has grown from 226 to 617 between fiscal years 2019 and 2024. This user growth reflects in part increasing student access to M3 to train the next generation of computational scientists and AI researchers.

Job counts on M3 have gone down slightly in the last year due to the departure of a few high-utilization researchers. This dip should be a temporary one as the current installation of new project management tools will make the system even more accessible to faculty and students in the coming year.

SMU's high-performance computing jobs and users, 2019–2024



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

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

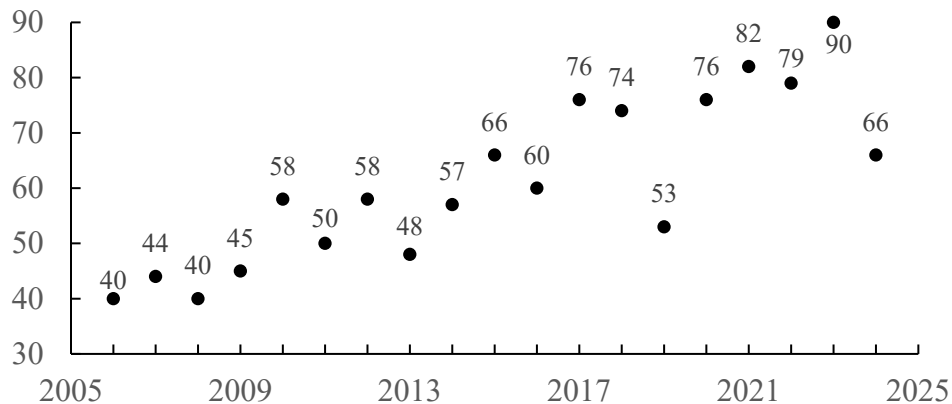
In 2023–24, a Provost's Faculty Fellow collaborated with the Moody School to research best practices of our graduate competitors, analyzing graduate stipends, teaching assistantships, and other funding to benchmark graduate support at SMU. The findings and recommendations of the report were presented to deans and other academic leadership. Based on increased attention to stipend levels, several departments in Dedman College, the Lyle School, and the Simmons School increased stipend levels for their Ph.D. programs to \$30,000 per year. In 2024–25, the Moody School will continue to collaborate with academic leaders of the schools and the University to implement other report recommendations.

such as establishing base stipend levels and providing cost of living adjustments to stipend levels.

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

During fiscal year 2024, 66 Ph.D.s were awarded, down from 90 in fiscal year 2023. This decrease was expected and resulted from initiatives undertaken in 2022–23 to maximize SMU’s doctoral degree conferrals in the Carnegie classification year of record. Ph.D.s awarded are expected to rebound next year. For the 2025 Carnegie Classifications, the threshold will be set at \$50 million in total R&D spending and 70 doctoral research degrees. The classifications will use the higher of either a three-year rolling average or most recent year data. The number of Ph.D. graduates and other research doctorates at SMU is essential to achieving and maintaining R1 status in the Carnegie Classification of research universities.

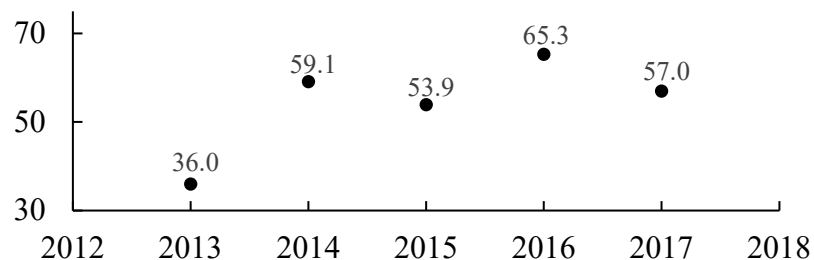
Ph.D.s awarded, by fiscal year, 2006–24



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

The six-year completion rate for Ph.D. degrees was 57.0% with the 2017 entry cohort, remaining above 50% for the fourth straight year.

Six-year Ph.D. completion rate, 2013–17 entering cohorts (%)



Objective 3.5 Implement an updated technology transfer program.

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

In 2022–23, benchmarking of SMU’s royalty distribution policies confirmed alignment with cohort and aspirational peers.

Building on the progress made in 2023 for more efficacious management of SMU research-generated intellectual property (IP), Technology Transfer and Commercialization (TT&C) has developed a protocol to engage faculty early in the invention cycle and work closely with them to identify promising inventions to commercialize. In 2023 TT&C focused on research identified as patent-eligible subject matter and assessed the invention for patentability and commercial potential.

Continuing with the 2023 initiative for translation from Lab-to-Market, published patents are available and highlighted via SMU’s Flintbox website as well as the Association of University Technology Management’s website, both locations are readily accessible by Tech Scouts. These sites not only provide links to the patents, but also summarize the research’s social impact and technology readiness level.

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

SMU’s patent portfolio has 16 active agreements comprising eight Inter-institutional and eight Licensing Agreements. SMU has collaborative and licensing agreements with universities such as the University of Central Florida, the University of Texas-San Antonio, the University of Texas-Southwestern, Northwestern, Oxford, the University of Rhode Island, and Washington State University. These agreements address the needs of various commercial areas, such as clean energy, multi-material 3D printing, chip-scale quantum photonics, and custom data solutions. These provide various levels of reimbursement of expenses and proportional royalties from commercializing joint inventions.

From fall 2019 through May 2023, incubator companies raised approximately \$11.9 million. In 2023, we reimagined the incubator such that SMU will have a stake in all the incubator companies in the form of equity or profit sharing. The new SMU Incubator facility is now ready for startups in which SMU has an equity stake in IP commercialization. The goal is to not only obtain revenue from royalties, but also to increase the influx of research funding.

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

Technology Transfer and Commercialization (TT&C) developed a plan and programming materials to educate SMU's research community on the merits of protecting inventions and to integrate inventions from various academic researchers into a portfolio of commercial prospects. During 2023–24, TT&C worked with faculty to help ensure compliance with federal reporting requirements for invention disclosures resulting from federally funded research, and to help meet the annual Licensing and Commercialization audit report required by iEdison.

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

To date, SMU has 94 patents in good standing with the U.S. Patent and Trademark Office, plus six new disclosures. During 2024, to assist in the stewardship of funds and curation of SMU's patent portfolio, the Office of Research and Innovation will launch an Innovation Council in the third quarter of 2024. This council will meet quarterly with research faculty who will present the materials codeveloped with TT&C to discuss their recent inventions and market potential.

As part of the incubator activity, SMU will track the number of disclosures, patents, licensing agreements, revenues, and various metrics related to startup activities such as external investment, revenues, and research and development investment.

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

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

GOAL FOUR OBJECTIVES

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

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

The Caring Community Connections (CCC) program continued its mission to support all students experiencing challenges. In the 2023–24 academic year faculty, staff, students, families, and others identified 1,588 students of concern. There were 1,633 the previous year. The decrease resulted from the easing of the pandemic. Comparable cases in prior years from 2021–22 back to 2015–16 numbered 1,869; 1,394; 1,222; 996; 908; 782; and 708.

As in previous years, the top three CCC concern types were academic (41%), class attendance (35%), and medical issues (26%). In total, the Office of Student Advocacy & Support (SAS) referred 65% of CCC students to non-academic campus resources such as Counseling Services. About 30% of students were coached through how to approach faculty about what they were experiencing. Most of these students were also referred to academic success programs such as the Altshuler Learning Enhancement Center and Student Success and Retention.

One of the key strategies for promoting retention and graduation of underrepresented minority populations is mentorship. The Connect Mentor Program helps incoming students of color become effective, successful, and engaged members of SMU through peer mentoring. Mentors help incoming students develop personally and academically by introducing them to various

resources, learning opportunities, and cocurricular experiences offered on campus. In 2023–24, Connect involved 61 mentors and 120 mentees, up from 55 and 117 the previous year.

Also, three academic peer-to-peer mentoring programs have shown success in student completion of credit hours, first-year GPA, and first-year retention: the Rotunda Scholars Program is open to any academic interest, the Thrive Scholars Program supports students in Lyle, and the PREP Program serves students pursuing the pre-health track.

Starting Fall 2024, SMU will relaunch the Mustang Mentor Program. This program will provide peer-to-peer mentoring for any new student at SMU and will match students based on a wide variety of shared interests.

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

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

SMU ranks 58th among Best Colleges for Veterans in 2024 by *U.S. News & World Report* – one of only three Texas institutions to gain a ranking. In fall 2023, 173 veteran students were at SMU, an increase of 9% over the previous year and 32% over fall 2013. Most were graduate students (70%). Most veterans are supported in part by Yellow Ribbon Program funds, which SMU doubled in 2020–21 from 50 to 100 available spots, then expanded in 2022–23 to an unlimited status. The Veterans' Center in the Hughes-Trigg Student Center remained a well-utilized space for student veterans to gather and work. The Student Senate Veteran Senator continued to represent student veterans' needs and connect student veterans with other students. The Transfer and Veteran Center in the Blanton Student Services building has provided an easily accessed venue for veterans to meet with academic advisors and VA certifying officials to facilitate receipt of their educational benefits.

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

After selecting *Bringing in the Bystander* in spring 2023, Student Affairs trained seven program facilitators. In fall 2023, sessions were held with fraternity and sorority chapters to introduce the program and training of student organization members began. Staff turnover slowed this process. Recruiting and training of

new facilitators will occur during summer 2024 to enable a broader rollout in fall 2024.

The Call for Help program supports the University's Medical Amnesty/Good Samaritan policy. Students who seek medical assistance for themselves (Medical Amnesty) or another student (Good Samaritan) due to intoxication by alcohol and/or other drugs are not subject to the standard SMU conduct review process, except when it has been determined that another violation of university policy has occurred. Utilization of this program involved 31 cases in 2023–24, up from 28 the prior year and 22 in 2021–22.

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

During 2023–24, the Health Center provided services to currently enrolled SMU students through traditional in-person encounters, virtual visits, and 24/7 online access to clinical and self-help resources. Medical services continued towards pre-pandemic levels of usage, with an increase in in-person visits and a decrease in telehealth visits. Medical services patient care volume settled to levels below pre-pandemic levels, likely due to a growing culture of self-care and perhaps some pandemic-induced healthcare fatigue. Medical services had 10,900 appointments and 4,343 unique patients in 2023–24, compared to 13,286 and 5,130 in 2018–19.

Counseling appointments decreased in 2023–24. Total appointments were 3,752, down 19.8% from the previous year. These appointments represented 823 unique clients, down 7.7% from the prior year. The Center for Collegiate Mental Health and the Association for University and College Counseling have both reported that this decrease is a national trend with the causes yet to be determined. In 2022–23, there was speculation that the decline was due to use of online teletherapy and self-help apps, and that students may be remaining with their counselors from home. SMU online teletherapy and self-help app utilization data do not support these hypotheses. With the increase in counseling staff by seven FTE due to back-filling vacant positions, along with procedural changes and the decrease in student demand, all SMU students seeking services were able to readily access counseling services.

Pharmacy utilization last year was 76% of pre-COVID levels. Total prescriptions were down 8% and unique patients were down by 3% compared to the prior year.

The number of laboratory tests in 2023–24 decreased by 18% over the prior year due to a strong decline in COVID-19 testing but was 130% higher than the pre-pandemic count.

The Health Center administered 1,093 COVID-19 tests in 2023–24 (down 3.0% from the prior year), 30 COVID-19 booster vaccinations (down 90.0%), and 1,720 flu vaccines (down 27.8%).

Forensic exams are available 24/7 for victims of sexual assault on campus. Through a partnership with The Turning Point Rape Crisis Center, a SANE nurse and advocate can be dispatched immediately to the Health Center as needed. One student utilized this service in 2023–24 as compared to four students in the previous year.

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

Fall and spring orientations welcomed newly admitted transfer students to campus. Monthly lunches for transfer students extended opportunities to build community. During 2023–24, seven monthly Transfer Table lunches had an average attendance of 96. Also, campus organizations hosted an expanded week of programs during National Transfer Appreciation Week, the third week of October.

Transfer undergraduate students affiliate with Ware Commons and can participate in Ware Commons events throughout the year. Also, the student group Mustang Transfers Organization holds events and works to enhance the sense of belonging and connection to SMU for transfer students.

Multiple efforts were made during the past year to enhance the transfer student experience and integrate transfer students into SMU. In 2023–24, a database of equivalencies was developed for SMU courses with courses for all Texas colleges and universities. Also, the SMU Transfer Evaluation Database was updated with transfer equivalency rules covering 49,594 total courses across 1,009 colleges and universities. These efforts clarify and expedite transfer admission processing, benefiting students and SMU faculty advisers.

The Moody School provides a comprehensive virtual orientation as well as an in-person resource fair for incoming graduate students. Additional orientation programming is provided by individual schools and colleges, with support from SMU Libraries as well as Student Affairs and International Student and Scholar Services for international graduate students.

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

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

In 2023–24, programming promoting social and civic engagement with the community included The Big Event, Engage Dallas, One Night for Dallas, and Alternative Breaks. An event of note was the Dr. Dennis Simon Civil Rights Pilgrimage, through which 21 SMU community members (17 students, two faculty, and two Student Affairs staff) journeyed together and connected racial justice movements of the past to the present and future.

Engage Dallas, a Residential Commons programming initiative, addresses the community needs of South and West Dallas. During 2023–24, Engage Dallas hosted 98 events with 622 student volunteers providing the community with 2,357 hours of service.

The third annual community partner reception, One Night for Dallas, honored the collective work of SMU service organizations, faculty and staff, and community partners who worked together to make a positive impact and create sustainable change in Dallas.

The third annual #1Day4Dallas event in fall 2023 attracted students from each of the 11 Residential Commons. 141 students served at 13 different sites throughout South and West Dallas, contributing a cumulative total of over 400 hours of service.

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

Each Faculty in Residence (FiR) held a weekly event in their commons. The affiliate program allowed students to engage in their residential community with, in total, 241 faculty and staff who were affiliated with a specific Residential Commons (RC), attended RC events, and engaged as affiliates of a RC.

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

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

Residence Life and Student Housing continued leadership training during an early return to campus for resident assistants, Commons Council executive

members, honors mentors, student wellness champions, peer academic leaders, peer chaplains, Housing Unification Board members, and Engage Dallas directors.

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

Entering its seventh year, the Cultural Intelligence Initiative (CIQ@SMU) continues its mission to equip faculty, staff, and students with the knowledge and skills to manage and communicate in a 21st century defined by its cultural complexity. CIQ@SMU maintains its efforts to increase both its reach and impact on its stakeholders. (See also 4.6.3.)

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

In 2023–24, SMU made the decision to move recruitment from spring to fall. Due to this change, the Office of Fraternity and Sorority Life (FSL) paused some traditional values-based programs (FSLead and R.I.T.U.A.L. Retreat) to prepare for this shift. Staff continued to create programming through individual council support, among them Ethical Recruiting Training for Panhellenic and a mental health discussion for IFC students.

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

In 2023–24, Fraternity & Sorority Life (FSL) continued monthly all-President Roundtables to create regular engagement and dialogue among the four councils, enabling the 24 chapter presidents to share information and build relationships. Chapter presidents, vice presidents, and advisors, attended the annual summit kick-off event, which provided training tools for chapter leaders and engagement with staff in Student Affairs. The four councils also provided feedback during the recent Panhellenic expansion process and in planning meetings for the recruitment timing shift to fall. Finally, the inaugural DFW FSL Leadership Retreat, hosted at SMU, allowed SMU's four councils to engage with each other as well as over 120 members from seven regional institutions.

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

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

The Hegi Family Career Development Center hosted monthly meetings with career professionals from Cox, Lyle, Guildhall, Dedman Law, the Moody Graduate School, and Hegi. Discussions focused on shared needs of students and aimed to increase understanding of the collective and individualized career needs of students served by SMU's decentralized career centers.

The Fall and Spring Career Fairs in 2023–24 featured 158 employers attending and interacting with 1,135 students, similar to last year's numbers with 167 employers and 1,096 students.

Students were served through 2,692 advising appointments in the Hegi Center, up from 2,070 in 2022–23 and 1,438 in 2021–22. Over the past year, undergraduate usage of the Hegi Center has increased. The center completed at least one appointment with 20% of undergraduates, up from 14% in 2022–23, and 9% in 2021–2022.

674 students attended the Fall 2023 All Majors Career Fair, up from 585 the year before. At the fair, SMU hosted 180 recruiters of 84 employer partners seeking to fill their internship and job positions. Ninety percent of responding employers stated that they received what they sought from the fair, up from 74% last year. 97% noted they were likely to return to such fairs at SMU in the future, up from 76% last year.

Lyle Engineering Connections Career Fair brought out 531 students and 79 employers across the fall and spring semesters. During Spring 2024 Lyle Engineering and the Moody School partnered to deliver the first networking event for master's and Ph.D. students to connect students, employers, and alumni.

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

The Hegi Family Career Development Center and the Office of Institutional Effectiveness partner to track comprehensive career outcomes and placement of both SMU graduate and undergraduate students. The Hegi Center also reports this information to the National Association of Colleges and Employers.

Students are surveyed three or six months after graduation (up to ten months for law school students), so 2023 graduates are the most recent data. For undergraduate students earning degrees in 2022–23, 86% were employed or continuing education, down from 88% in 2021–22, 87% in 2020–21, but still above the 85% reported in 2019–20. For graduate students earning degrees in 2022–23, 91% were employed or continuing education, up from the 90%

reported in 2021–22, on par with the 91% reported in 2020–21, and up from 88% in 2019–20.

Dedman Law achieved 98.6% full-time employment for graduates in 2023, 98.9% in 2022, 98.6% in 2021, 93.2% in 2020, and 94.1% in 2019.

In the latest data for full-time MBAs, surveyed up to three months after graduation, 90% of the 2023 graduates had accepted a job, down from 97% in 2022, but up from 83% in 2021 and 77% in 2019–20.

Perkins students had an overall job placement at a record rate of 99% in 2023, up from 90% in 2022, 84% in 2021, 76% in 2020, and 90% in 2019.

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

Athletics and SMU's career centers work together to prepare student-athletes for post-graduation employment. Prominent in this work is Life After Ball (LAB). LAB utilizes SMU alumni to create networking experiences as well as mentorship and internship opportunities. LAB exposes student-athletes to a wide array of sectors and industries to discover fields where interests and skill sets align. All student-athletes must complete LAB's Professional Development Series, which provides professional photographs and a custom suit. All athletes are offered one-on-one help with resumes, LinkedIn profiles, interview prep, and other career-related needs.

- 4.4.4 Increase the career opportunities for undergraduates.

In 2023–24, there were 21,873 approved job postings in Handshake. The prior year had 23,947 postings. The decline was intentional as Hegi continued to streamline and highlight professional, full-time work and internship experiences, limiting the listing of positions that were not work-based learning opportunities, internships, or full-time jobs.

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

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

13 of 15 SMU Athletics programs scored above SMU's goal of 975 for the four-year span and 12 programs scored perfect 1,000s for the 2022–23 cohort. Seven SMU programs – men's golf, men's soccer, men's tennis, cross country,

women's golf, women's swimming and diving, and volleyball – scored perfect multi-year 1,000s, earning public recognition from the NCAA.

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

After the 2023–24 academic year, 14 of SMU's 17 sports had an average team cumulative GPA above 3.0, with only football (2.912), men's basketball (2.916) and women's basketball (2.792) falling shy of the mark. For the 17 SMU sports, in prior years 14 (2021–22; 2022–23) and 15 teams (2020–21) averaged 3.0 or above.

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

SMU exceeded this goal in 2023–24, winning a school-record seven conference championships, most among AAC members. SMU also won its second consecutive National Collegiate Equestrian Association National Championship.

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

Over the last five years, SMU has ascended 106 spots in the National Association of Collegiate Directors of Athletics (NACDA) Board of Directors Cup Division I Final Standings. SMU finished 54th in 2023–24, 73rd in 2022–23, 88th in 2021–22, 125th in 2020–21, and 160th in 2018–19. (The 2019–20 Cup was canceled due to the pandemic's curtailing of competition.)

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

15 of 17 SMU programs qualified for the postseason in 2023–24: cross country, equestrian, football, men's golf, women's golf, rowing, men's soccer, men's basketball (NIT), women's swimming and diving, men's swimming and diving, indoor track and field, outdoor track and field, women's tennis, men's tennis and volleyball. In all, nine teams finished in the top 35 of their respective sports. In 2022-23, only 12 of 15 SMU programs had qualified for the postseason.

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

SMU set a historic milestone in its fundraising efforts, raising a record-breaking \$159 million during fiscal year 2023–24. This unprecedented achievement underscores the unwavering support and commitment of the SMU community, alumni, and supporters toward advancing the University's athletic programs.

This landmark fundraising year was punctuated by an unprecedented \$100 million donated in just seven days following the September 1 announcement that SMU would join the Atlantic Coast Conference (ACC) on July 1, 2024.

In 2023–24, the Mustang Club annual fund raised \$8,278,448, an 87% increase from the prior year (\$4,423,952). In total, 5,000 donors gave to the Mustang Club’s mission of Shaping Champions in 2023–24. This is a 72% increase in Mustang Club members since the prior year and a 59% increase from 2021–22.

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

Basketball attendance soared, with the men’s team moving from an average attendance of 3,916 in 2022–23 to 5,134 in 2023–24 (31% increase) and the women’s team going from 683 to 1,335 (95% increase). On the gridiron, SMU averaged 22,616 fans for the 2023 season, a 9% decrease from 2022.

- 4.5.8 Complete funding and construction of Athletics facilities for swimming and diving and football.

Construction of the fully funded Holt Hickman Outdoor Pool, adjacent to the Barr-McMillion Natatorium at the Robson & Lindley Aquatics Center, was completed and the pool dedicated on December 8, 2023.

Construction of the Garry Weber End Zone Complex is on track to be completed in August 2024 with the dedication scheduled for September 6, 2024. Efforts to complete funding are ongoing.

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

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

In 2023–24, programs designed to advance awareness of diversity occurred across the University. To mention two such programs: the Women and LGBT Center facilitated over 15 Ally Training/LGBT 101 workshops and the 59th annual Women’s Symposium featuring Alex Elle, a social media celebrity, was attended by 115.

The Hamas attacks in Israel on October 7th and the Israeli responses in Gaza posed pressing challenges in 2023–24 to assure SMU’s Jewish and Palestinian students that the University prioritized their ability to learn and live in peace on our campus. The principles of CIQ, encouraging cross-group dialogue even through administrators if necessary, were upheld. Frequent meetings and communication with our Jewish, Muslim, and Palestinian student leaders, permitted agreement on social media usage and guidance as well as peaceful campus protests and solidarity activities. The campus community was able to host the Shabbat Table Installation, vigils by both groups to remember those affected by the events, and a campus walkout in support of the citizens of Gaza.

- 4.6.2 Strengthen support services for international students.

In 2023–24, SMU solidified support for international students, through a comprehensive graduate student orientation and programs to support students’ social, academic, cultural, and professional success. The International Student and Scholar Services (ISSS) office served international students by developing them as leaders and expanding community ties to help them transition to life in the U.S. ISSS hosted over 52 programs with over 2,813 students recording their attendance.

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

In 2023–24, The Office of Diversity and Inclusion (ODI) emphasized expanding the number of diversity officers certified as CIQ trainers by the Cultural Intelligence Center; expanding curriculum offerings; and implementing the BridgeBuilders Lunch lecture series.

The Cultural Intelligence Center can certify individuals as trainers in cultural intelligence. The class offerings in the U.S. are limited and enrollment is competitive. In 2023–24, seven of SMU’s fifteen diversity officers were selected and completed CIQ training certification. These certifications enable CIQ to be taught and implemented in the day-to-day contexts of our faculty, staff, and students.

ODI continues to assess the needs of our faculty, staff, and students in the areas of CIQ. Partially in response to the Israeli-Hamas War, partnership with the University of California-Berkeley Jewish Center provided immediate resources on understanding and preventing Anti-Semitism. Additionally, working with our global e-learning partners, Ciphre (UK), ODI is developing courses on Islamophobia, trauma-based leadership, and neurodivergence.

Beginning in August 2023, ODI began hosting Heritage Month Bridge Builder Lecture lunches. Toward that end, we invited nationally renowned scholars, community scholars, and public figures who have made it their mission to build bridges of intercultural understanding. Our featured speakers included Dr. OiYan Poon (Northwestern University), Maria Hinojosa (NPR), and Antong Lucky (Urban Specialists).

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

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

The SMU Child Care Center is committed to providing an enriching, supportive, and high-quality learning environment for all children and their families. The SMU Child Care Center is seeking full Discovery Driven Learning implementation, achieving National Association for the Education of Young Children (NAEYC) accreditation, and collaborating with SMU departments to enrich the education of children attending the center.

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

SMU continues to offer Cariloop as a University-paid benefit for employees to utilize for caregiver support. This benefit is offered at no cost to eligible faculty, staff, and dependents. Through this service, employees and their extended family are provided caregiving support including eldercare help. The need for elder care services has grown every year. In 2023–24, 774 new cases were opened through Cariloop for SMU employees and their dependents, contrasted with 1,000 cases the prior year. Both recent years are up dramatically from two and three years ago which had only 546 and 105 cases, respectively.

In 2023–24, Human Resources partnered with Cariloop to offer a new enhanced resource called UrbanSitter. This integrated network is designed to allow users to search for backup childcare, pet care, household, and senior support. In addition to the digital tools, Care Coaches are also available to help faculty and staff with their unique care needs.

GOAL FIVE: TO BROADEN GLOBAL ENGAGEMENT

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

GOAL FIVE OBJECTIVES

Objective 5.1 Maintain and expand agreements for academic and research collaboration with foreign universities, in particular European, Central American, South American, and Asian universities, that advance SMU's strategic objectives in teaching and research.

- 5.1.1 As appropriate, maintain and add signed agreements for academic and research collaboration with foreign universities, in particular Central American, South American, and Asian universities.

SMU's schools have engaged globally through international consortial agreements, such as Lyle School's continued agreements with Feng Chia University (Taiwan), National Central University (Taiwan), Bahçeşehir University (Turkey), Istanbul Bilgi University (Turkey), and Eastern Mediterranean University (Northern Cyprus), Veermata Jijabai Technological Institute (India), Sardar Vallabhbhai National Institute of Technology (India), and Universidad Nacional de Colombia (Colombia). Meadows School of the Arts has a one-year master's program in arts administration with HEC Montréal (Canada) and Bocconi University Milan (Italy). Perkins School of Theology maintains agreements with Methodist University of Sao Paulo (Brazil), Cliff College (United Kingdom), and Bishop Han Theological School (Philippines). Dedman College signed a Memo of Understanding (MOU) with East China Normal University (China) to send their undergraduate economics students to SMU who may remain at SMU to pursue master's degrees.

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

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

In 2023–24, SMU Abroad policies and procedures were reviewed and revised to improve clarity and efficiency.

Since fall 2022, SMU has participated in the 20th cohort of the American Council on Education's (ACE) Internationalization Laboratory, to create a comprehensive internationalization plan that touches every aspect of the University. To spearhead this work, the provost charged an Internationalization Steering Committee of faculty, staff, and students to conduct a self-study. The committee developed an internationalization plan for the University and submitted it to SMU leadership in spring 2024. This work will also shape the ongoing development of the undergraduate study abroad program.

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

The pandemic set back progress on this goal. The participation rate in study abroad for academic credit for those who graduated in 2023–24 was 23.5%, up from 16.8% in 2022–23 and 10.7% in 2021–22. Study abroad was suspended during 2020–22 due to the pandemic. The exceptional nature of these low levels for recent years can be seen by comparing percentages for graduating SMU seniors studying abroad in the eight previous academic years: 27.0 (2013–14), 25.3, 28.0, 27.1, 30.4, 29.0, 29.6, and 25.7 (2020–21). Percentages do not reflect students who studied abroad but not for academic credit.

Recovery from the pandemic makes the goal of 50% of SMU graduating seniors studying abroad by 2025 elusive. Nevertheless, the aspiration continues to focus energy on globally engaging students. And SMU Abroad has surpassed pre-pandemic levels of participation. SMU undergraduates have shown strong interest in foreign study: In summer 2024, 688 undergraduates studied abroad, far outstripping the prior year's 434, both topping the pre-pandemic summer 2019 figure of 426.

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

SMU Abroad supplemented aid for qualified students who study abroad with need-based awards ranging from \$500-\$4,000. In fall 2023 through summer 2024 terms, SMU awarded 45 students a total of \$95,000 in such need-based aid. In addition, SMU Abroad matched a prorated amount of centrally administered financial aid awards. In 2023–24 (January 2024 and summer 2024 terms) this amounted to \$1,010,935 in additional aid distributed to 303 students.

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

Also, as Access SMU begins meeting full, demonstrated financial need of high-achieving undergraduates from Texas who receive Federal Pell Grants, this program will support those who wish to study abroad during fall or spring terms.

- 5.2.4 Develop study abroad programs for intersessions and increase the number of courses that include an international experience during spring break.

In January 2024, 74 students studied abroad, surpassing the record 68 students in January 2023.

Participation in Cox study abroad trips remained strong with 325 graduate students, 19 faculty, and 13 staff in 2023–24 compared to 356 graduate students, 17 faculty, and 13 staff in 2022–23. Both years topped the prior peak of 302 graduate students in 2015–16.

The number of Cox graduate students participating in study abroad trips declined in 2023–24 due to lower enrollment of the Online MBA students (OMBA) and a curriculum change no longer requiring OMBA students to take two immersions. The Cox School did see an increase in the number of graduate students participating in Global Electives. Cox introduced the Energy Trek, a new program led by the Maguire Energy Institute. Sixteen Cox undergrads and six MBA students spent a week in Saudi Arabia and the UAE to learn about the energy industry ecosystem.

The University Honors Program and the Human Rights Program led a two-week research seminar to rural Peru in May of 2024. Fifteen students conducted a course of study on Human Rights and rural Peru, visiting rural villages to interview residents and government officials. In addition, students contributed to community service projects in two locations.

Perkins School of Theology sponsored one international experience during spring break in El Salvador.

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

This goal has been met: in 2022–23, eight additional courses have been approved to satisfy the Global Perspectives requirement of the Common Curriculum. The total number of courses approved stands at 89 for fall 2024.

The Council on General Education will work to identify existing, eligible courses in 2024–25.

- 5.2.6 Sustain and, as appropriate, expand the number of majors who encourage study abroad in their curricular requirements.

SMU major requirements facilitate study abroad. But the pandemic, suspending study abroad from spring 2020 through fall 2021, cut into the ability to take study abroad credits that count toward the major by subsequent graduating classes. Between 2015 and 2021, graduating undergraduates counted study abroad credits toward major requirements in about 50 different majors, with the annual count fluctuating between 41 and 57. Due to the pandemic, the annual count fell to 33, 38, and 39 in 2022, 2023, and 2024, respectively. From 2015 to 2021, the percentage of graduating seniors fulfilling one or more major requirements through study abroad ranged from 14% to 17%. With study abroad essentially suspended for two years, the pandemic severely reduced that percentage to 3.4% in 2021–22, 7.0% in 2022–23, and 11.1% in 2023–24. As study abroad recovers from the pandemic, students meeting major requirements through study abroad should return to, perhaps surpass, previous levels.

Objective 5.3 Increase the international representation of students and faculty.

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

SMU continues to offer merit or artistic scholarships, but not need-based financial aid, to international undergraduate students. Most of the admitted international first-year students since fall 2017 were offered academic- or talent-based scholarships. While percentages vary by year, international students offered these scholarships track overall yield rates for entering undergraduates, the pandemic years excepted. In addition, athletic scholarships are awarded to international students.

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

In Summer 2024, 44 SMU faculty accompanied 426 students in 29 summer programs across various locations abroad including Bali, France, Italy, Morocco, Spain, Japan, and the United Kingdom. Through internship courses, faculty make connections with host country institutions, faculty, and internationally-based businesses.

SMU faculty network internationally through speaking opportunities, performances, and conferences. A new, full-time faculty awards director helped

faculty apply for and receive international awards and fellowships. Xi Wang (Music, Meadows) was awarded a 2024 Guggenheim Fellowship for her work in the field of music, which has drawn international acclaim. Jeffrey Engel (History, Dedman College) was awarded a prestigious Fulbright Award as the visiting professor of international studies at the Diplomatic Academy of Austria. Philip van Keuren (Art, Meadows) was awarded a Visiting Artists and Scholars Residency by the American Academy in Rome.

Renee McDonald (Psychology, Dedman) has collaborated with researchers and practitioners in Sweden to help train service providers in the use of evidence-based methods to help children exposed to violence. McDonald is being awarded an honorary doctorate from Karlstad University for her work in this collaboration.

In 2023–24, Marc I. Steinberg (Dedman Law) was appointed the Kerry Holdings Visiting Fellow in Corporate and Financial Law at The University of Hong Kong. Steinberg lectured at several European universities and conferences among them the universities of Cambridge, Oxford, Luxembourg and the King's College London.

Jenia Iontcheva Turner (Dedman Law) was invited to serve as a 2024 visiting professor at the University of Bologna, Department of Legal Studies.

Bruce Marshall served as the Aquinas Visiting Professor of Theology at the Pontifical University of St. Thomas Aquinas in Rome for the fall 2023 term.

In 2023–24, several Lyle faculty gave university seminars in countries such as Turkey, India, and Korea.

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

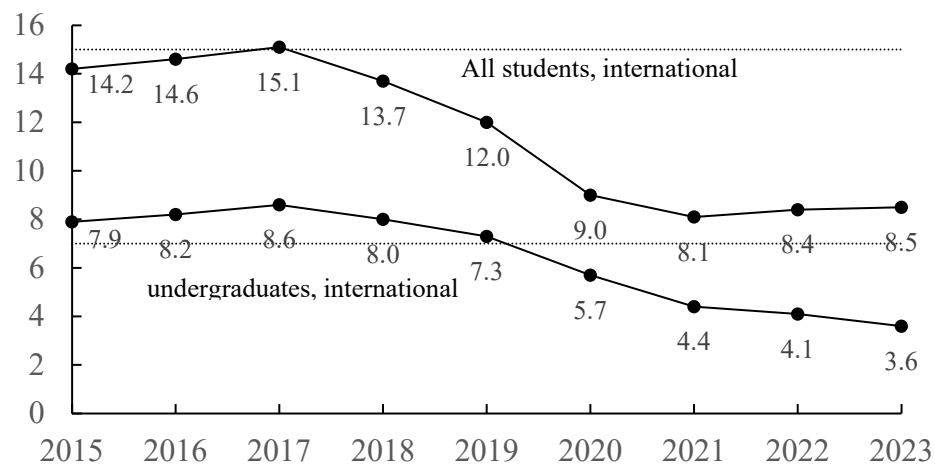
As the international recruitment landscape has changed, SMU has connected with recruitment agents in India to support graduate student enrollment. Also, Undergraduate Admission has agreed, as a courtesy and on a limited basis, to consider undergraduate applicants referred by these agents and to explore these relationships further.

After COVID-19 travel restrictions were lifted, SMU reinstituted the successful international counselor fly-in program in conjunction with Trinity, St. Edwards, and TCU. SMU has also returned international recruitment travel to pre-COVID-19 levels, with a specific focus on Mexico, Central and South America.

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

The graph indicates that SMU achieved these goals in the fall term for all students (15%) in 2017 and undergraduates (7%) from 2015 through 2019. In more recent years, immigration and emigration policies and the COVID-19 pandemic restrained the ability of universities to recruit and enroll international students, challenging such recruitment in historically strong regions for SMU such as China, India, Latin America, and the Middle East. Since the fall 2017 peaks, international students have declined to 3.6% among undergraduates and 8.5% among all students. Such declines resemble patterns across the nation.

International undergraduates and all students, fall 2015–fall 2023 (%)



Note: The dotted lines indicate the goals for percentage international for all students and for undergraduates.

International applications, admissions, and enrollment at SMU among undergraduates and graduates give further details on international students at SMU. The dip in international students has been particularly pronounced among undergraduates. The following table shows international undergraduate applications for fall admissions have ranged between 1,023 and 1,116 in the last four years including 2024, down from the 2017 high of 1,910. International undergraduate admits have ranged between 312 and the 2017 high of 531 but enrollments have ranged between 59 and 71 over the last four years. Enrollments of 67 so far for 2024 remain below the 142 in 2017.

International applications, admit rates, and yield rates, undergraduate students, 2017–24, fall

	2017	2018	2019	2020	2021	2022	2023	2024
Applications	1,910	1,555	1,330	1,187	1,023	1,042	1,116	1,049
Admitted	531	466	444	464	312	315	414	386
Admit rate (%)	27.8	30.0	33.4	39.1	30.5	30.2	37.1	36.8
Enrollments	142	102	108	61	59	63	71	68
Yield rate (%, enrolled of admitted)	26.7	21.9	24.3	13.1	18.9	20.0	17.1	17.6

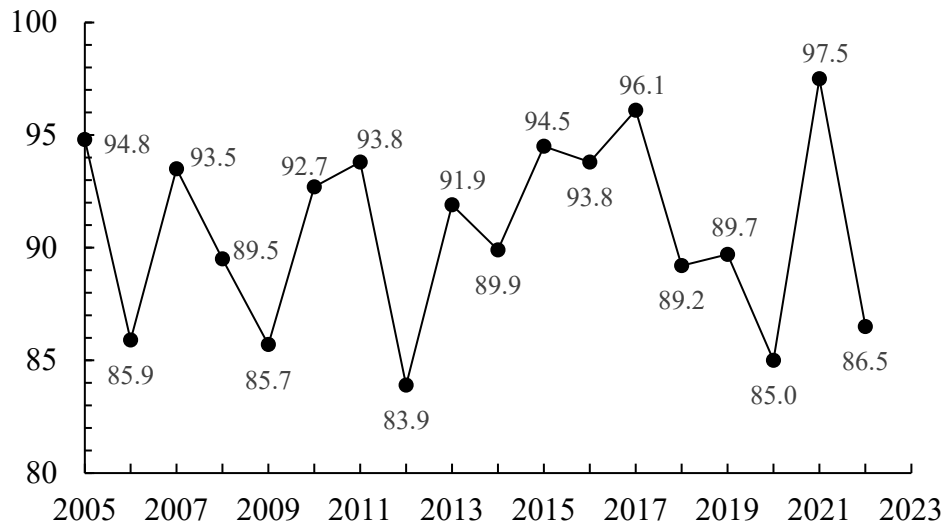
Note: Data for 2024 as of August 20, 2024. The official numbers for 2024 will be available after the census date of September 11, 2024.

In 2023–24, the Moody School assumed oversight of the University’s graduate admission process, managing master’s and doctoral applications for most schools. Overall, graduate applications from international students for fall 2024 were up by 15% over fall 2023 which had been an increase of 29% over the previous fall. Since graduate enrollments are more uncertain until the start of the term and reported after the start of term, enrollments for international graduate students for fall 2024 are still pending. Fall 2023 enrollments were 20% greater than fall 2022 enrollments. The University and the schools will be closely monitoring and responding to the challenges for attracting and retaining international students. The new Moody School will help focus and coordinate this at the graduate level.

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

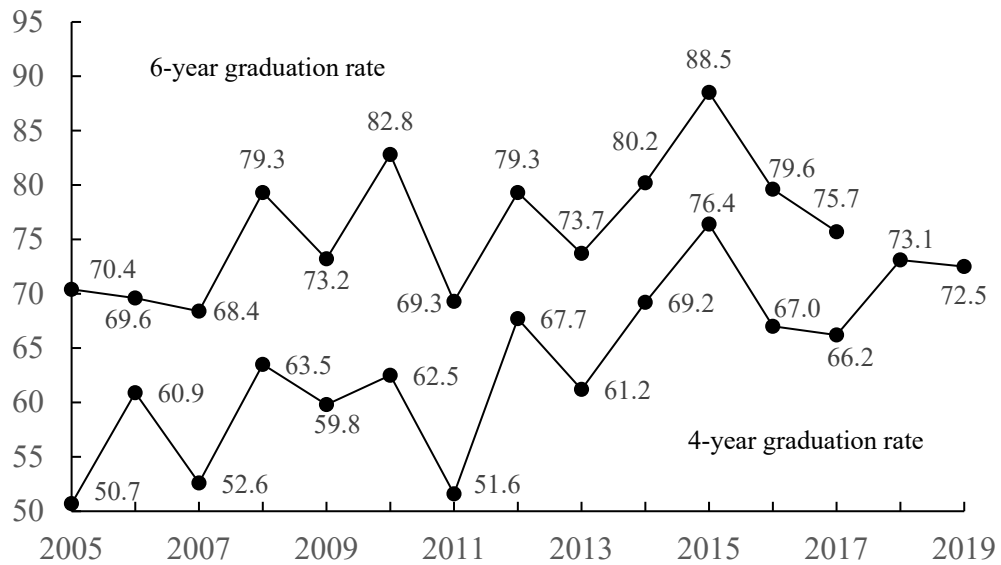
Support services for international undergraduates can help SMU retain these students at rates resembling exceeding or matching the rates for all undergraduates (see 1.2.8 for overall retention and 1.2.9 for overall graduation rates). Indeed, retention of international undergraduates surpassed or matched the retention of all students in 10 of the 15 years since 2008. International graduation rates fluctuate but international students trail all undergraduates for the six-year and particularly the four-year rates. For the 22 comparisons possible, international students surpassed or matched the graduation rates of all students only seven times.

First- to second-year retention rates, international undergraduate entry cohorts, fall 2005–fall 2022 (%)



Note: The official retention figure for the fall 2023 international entry cohort will be available after the census date of September 11, 2024.

Four- and six-year graduation rates, international undergraduate entry cohorts, fall 2005–fall 2019 (%)



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

Social media outreach by SMU (see 6.4.3), seeks to leverage SMU's advances and progress. The \$100 million Moody Foundation gift in 2019 establishing the Moody School of Graduate and Advanced Studies was a major breakthrough in terms of visibility and raising the reputation of SMU. In the years ahead, the work of the Moody School itself will further support SMU's higher profile and progress toward the Carnegie Classification R1 status.

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

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

GOAL SIX OBJECTIVES

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

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

Through the OE2C initiative, several administrative processes were evaluated and modified for efficiency. Metrics, posted on the Operational Excellence (OE2C) website (archived as historical data at blog.smu.edu/opex/) were developed for each initiative to measure service delivery, cost savings, and efficiency improvements, as appropriate. Also, a financial tracker posted on the Operational Excellence site outlined the administrative cost savings, along with the related academic uses of such funds. A total of \$20 million was saved annually from administrative functions and redirected to the academic sector. In fiscal year 2023–24, \$3.6 million in funds were allocated from Operational Excellence recurring and one-time savings.

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

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

Since the organizational design and shared services efforts were completed in 2015 as part of OE2C, SMU has made progress in limiting the growth in unrestricted staff positions to those strategically focused or supporting additional revenue sources. In fiscal year 2023–24, there were 1,634 unrestricted staff

positions (excluding postdocs). This is an increase of 48 positions from 2022–2023. New positions in academic areas support *US News & World Report* higher education ranking metrics as well as retention, research, and graduate programming with the expectation of increased revenue. Nonacademic positions were added to support OIT, Athletics, and facilities to support increases in enrollment and the square footage of the University’s buildings. The new unrestricted positions were subject to review and approval focusing on supporting strategic priorities and new revenue sources.

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

Total resources spent on the academic mission (financial aid, instruction, research, and academic support) increased since Operational Excellence (OE2C) ended in 2014–15. The percentage of total expenditures for these academic expenses increased from 62.8% in 2014–15 to 63.5% in 2023–24. The \$415 million spent on academics in 2014–15 rose to \$599 million in 2023–24, an increase of \$184 million.

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

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

SMU Ignited officially launched September 2021. In May 2023, the campaign total stood at \$1.054 billion. One year later, in May 2024, the campaign total exceeded \$1.316 billion in support of strategic priorities, including \$217.5 million in student support; \$598.3 million in faculty and academic support; and \$422.9 million in campus, community, and athletics support.

- 6.3.2 Complete funding for existing capital projects.

The Owens Art Center and Cox School of Business Renovation and Expansion were fully funded in 2023–24. Funding for Athletics capital projects has been discussed at 4.5.8.

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

In 2023–24, SMU received over \$102 million dollars for current-use priorities, compared to over \$60 million the year before. As part of that, SMU Giving Day continues to thrive. On March 5, 2024, 4,160 donors contributed more than

\$3.4 million during the 24-hour initiative. Previous figures were 4,035 donors, over \$5.2 million in 2023; 3,347 donors, over \$3.1 million in 2022; 5,244 donors, \$2.5 million in 2021; and 3,250 donors, \$1.4 million in 2019. (SMU Giving Day was suspended in 2020 due to COVID-19.)

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

In 2023–24, the campaign received 33 new commitments of \$1 million or more. At the end of May 2024, 171 donors of \$1 million or more have contributed to *SMU Ignited*. Over the course of *SMU Unbridled*, the previous campaign, SMU had support from 184 donors at the \$1 million or more level.

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

In 2023–24, 29 new expectancies were recorded for \$28 million, compared to 19 and \$19 million the prior year.

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

During fiscal year 2024, 65 new, substantially endowed scholarships and fellowships were added, raising the total to 3,790, 539 more than at the end of fiscal year 2016 when the number of substantially endowed scholarships and fellowships stood at 3,251.

The current number of substantially endowed chairs and academic positions is 148, constituting 34.1% of SMU's 434 tenured and tenure-track faculty. An additional 12 endowed positions would reach the 160 goal.

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

During 2023–24, 806 alumni and parents volunteered to participate through Annual Giving and Alumni Relations channels as fundraisers, admissions volunteers, board and committee members, chapter leaders and social media ambassadors, up from 588 the previous year.

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

In the *U.S. News & World Report's* 2024 Best Colleges, SMU again ranks among the top 20% of national universities (89 out of 439 institutions in 2023–24; 72 out of 443 institutions in 2022–23). In Texas, only Rice and the University of Texas at Austin and Texas A&M ranked higher.

In the 2024 Center for World University Rankings, SMU ranked among the top 1.7% of world universities (357 of 20,966 institutions evaluated in 2024; 343 of 20,531 the previous year).

SMU is among the nation's best institutions for undergraduate education on *The Princeton Review's* Best 389 Colleges list and among its 2024 Best Southwest colleges.

The SMU Guildhall graduate game design program was ranked by *The Princeton Review* No. 5 in the world and No. 1 in the southwest.

Cox School of Business

- No. 34 Full-Time MBA (FTMBA) in *U.S. News & World Report's* Best Business Schools, April 2024
- No. 27 FTMBA *Bloomberg Businessweek's* 2023–24 rankings
- No. 43 FTMBA *Fortune Magazine* 2024 rankings
- No. 46 FTMBA Poets & Quants Top Business Schools 2023–24
- No. 20 Online MBA *Poets & Quants* The Best Online MBA Programs of 2024
- No. 26 BBA, *Poets & Quants for Undergrads*, 2024

Dedman School of Law

- No. 42 in *U.S. News & World Report's Best Law Schools*, 2024
- No. 33 Criminal Law, No. 36 Health Care Law, No. 40 Tax Law, No. 42 Business/Corporate Law, No. 52 International Law, No. 55 Trial Advocacy Law in *U.S. News & World Report's Best Law Schools*, 2024
- No. 21 *National Law Journal's The 2024 Top 50 Go-To Law Schools* ranking for placing 2023 graduates in associate positions at the 100 largest law firms in the U.S.
- No. 34 in Law.com ranking for placing students in judicial clerkships

Simmons School of Education and Human Development

- No. 48 in *U.S. News & World Report's* 2024 Education School rankings; in Texas, only The University of Texas at Austin and Texas A&M rank higher
- 6.4.1 Continue to support SMU branding efforts, centrally and through schools and units.

Throughout 2023–24, SMU continued to roll out the unified logo system introduced in 2021–22 and to bring to life the “World Changers Shaped Here” brand message in communications across all schools and units.

To increase awareness about the quality and accessibility of an SMU education among students and parents, SMU invested for a sixth year in an advertising campaign that targeted teenagers and parents of teens, continuing targeted outreach in Dallas-Fort Worth, Houston and Nashville. The theme “You Belong Here” emphasized the welcoming, inclusive community of SMU.

In 2023–24, the campaign objective focused on increasing total application volume. The campaign generated 52.2 million impressions (browsers on social media have been shown your content) contrasted with 46.1 million the prior year and 108,000 clicks to the SMU website compared with 113,000 the prior year. Of the 3,420 leads generated by the campaign, 408 people who interacted with the ads ultimately applied.

Additionally, SMU worked with the schools to introduce a University-wide campaign to attract prospective fee-paying master’s students. The University-wide campaign generated 20.0 million impressions and more than 54,000 clicks, ultimately generating 1,752 leads.

Finally, SMU continued to invest in advertising efforts to promote the impact of the *SMU Ignited* campaign to current and prospective donors, as well as to people in North Texas whose philanthropic passions might make them interested in the outcomes made possible by SMU donors. The advertising effort generated 53.9 million impressions, up from 30.0 million the year before, and 72,000 clicks, up from 23,000 the prior year, with 567 individuals (up from 248) taking an action that demonstrated an interest in learning more.

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

In fall 2023, the 2022–23 Annual Progress Report on the SMU Strategic Plan was shared with executive boards of each school and major center at SMU.

SMU continued highly successful, aggressive promotion of SMU students, faculty, staff, and programs, logging significant growth in placements across all areas – up 25% in local mentions, 59% in global mentions and 31% in broadcast mentions. The cultivation, editing and pitching of op-eds written by SMU faculty members continued to successfully position SMU faculty as thought leaders on timely topics. Targeting news releases to ACC cities to help introduce SMU to its new peers logged a remarkable 62% open rate on those news releases among education writers in cities such as Boston, Charlotte, Pittsburgh, Atlanta, and San Francisco.

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

With its new three-year marketing plan, SMU seeks to increase the numbers of higher education leaders who recognize SMU as a premier university, the alumni and North Texans who perceive SMU as a smart investment, and the prospective undergraduate and graduate students who apply to SMU.

The results from 2023–24 demonstrate continued strong performance. The decline among higher education leaders resulted from intentionally reducing paid advertising in *The Chronicle of Higher Education*. By contrast, numbers for alumni, North Texans, and prospective undergraduate students increased substantially without incurring significant additional spending.

Higher education leaders:

- 47% decrease in impressions (browsers on social media have been shown your content; 7.1 million in 2023–24, 13.5 million the prior year)
- 76% decrease in clicks to SMU website (39,092 in 2023–24, 162,874 the prior year)

Alumni and North Texans:

- 19% increase in impressions (browsers on social media have been shown your content; 75.7 million in 2023–24, 63.7 million the prior year)
- 92% increase in clicks to SMU website (235,954 in 2023–24, 123,212 the prior year)

Prospective undergraduate students:

- 60% increase in impressions (browsers on social media have been shown your content; 79.9 million in 2023–24, 49.9 million the prior year)

- 166% increase in clicks to SMU website (368,072 in 2023–24, 138,147 the prior year)

Across all audiences:

- 25% increase in mentions over local media (6,173 compared to 4,928)
- 59% increase in mentions over global media (300,461 compared to 188,498)

SMU grew its total social media followers on its Facebook; LinkedIn; X, formerly known as Twitter; and Instagram accounts from 298,000 in 2022–23 to 329,284 in 2023–24, an 11% increase.

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

- 6.5.1 Outperform policy benchmarks while managing risk.

At the end of May 2024, SMU’s endowment had a market value of \$2.13 billion after providing \$93 million in support of University operations.

SMU’s diversified pool of endowment assets returned 7.5% from July 1, 2023, to June 30, 2024, underperforming the 70/30 Global Stocks/Bonds benchmark which returned 13.6%. SMU’s results lagged the policy benchmark because of flat returns for private investments, one-third of SMU’s endowment portfolio. Private investment returns typically trail behind public markets. Although public markets have generated strong returns over the past two years, private investments have remained flat, reflecting a partial correction from the significant value increases seen during 2021-2022.

Over the past five years, SMU’s endowment portfolio has delivered a 7.4% annualized rate of return versus 7.0% for the 70/30 benchmark.

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

As of June 30, 2024, SMU’s five-year annualized return of 7.4% falls below the 8.5% median return for large endowments (those with over \$1 billion in assets). Differences in asset allocation have played a role in SMU’s lagging performance. Peer institutions have gained from a higher allocation to private equity and venture capital, historically the highest-returning asset classes.

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

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

Creative communications with students, faculty, and staff inform the campus of the ongoing sustainability efforts in new construction LEED certifications, energy management, and landscaping methods. Enhancements to the interactive map include city-provided recycling bin locations, electric vehicle charging stations, LEED building locations, and water bottle filling stations.

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

The Office of Facilities Planning and Management continues to pursue LEED certification on new construction, and when feasible, renovations. LEED certification is being pursued for the Cox School of Business Renovation and Expansion, the Weber End Zone Complex, and the Smith Perkins Halls Renovation.

- 6.6.3 Establish and maintain a University-wide work management system for students, faculty, and staff to manage space, events, and service requests.

STABLE (Supporting Technology, Assets, Buildings, Logistics, and Events), SMU’s work management system begun in 2021, is now fully integrated across campus for use by students, faculty and staff for event management, space management, and facility maintenance request management. During 2023–24, the Office of Information Technology support operations migrated to STABLE and are now fully managed on the platform.

For more information, contact:

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smu.edu/AboutSMU/StrategicPlan

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 IX. The Executive Director/Title IX Coordinator may be reached at the Perkins Administration Building, Room 204, 6425 Boaz Lane, Dallas, TX 75205, 214-768-3601, accessequity@smu.edu. Inquiries regarding the application of Title IX may also be directed to the Assistant Secretary for Civil Rights of the U.S. Department of Education.

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

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August 2024



World Changers Shaped Here