

**SOUTHWESTERN UNIVERSITY**  
**The Strategic Plan for 2010**  
**Progress Report**  
**For the period, January 2007 – December 2007**  
**Compiled by the Office of Strategic Planning and Assessment**

Southwestern University endeavors to provide a liberal arts and sciences experience that encourages an ethos of high intellectual standards while continuing to value the spiritual and moral dimensions of our community's life.

The pursuit of such an important goal must begin with the individual undergraduate experience. Students are central to everything we do at Southwestern, thus it is our belief that the learning and living environment we envision building through the *Strategic Plan for 2010* will ignite in them a passion for lifelong learning, a compassion for others, and a desire to accept civic responsibility. For this vision to succeed, our students, in turn, will inspire other people, organizations, and communities through their actions and decisions.

**Indeed, to be a “Graduate of Southwestern University” should represent an unparalleled liberal arts experience and should be understood by employers, graduate school deans, and leaders nationally by 2010.**

**Four strategic goals** will serve as the guiding principles for Southwestern's 2010 Plan and will substantiate our work with our students throughout the next decade and beyond.

**By 2010, Southwestern University will have:**

- **Achieved the goal of fostering a liberal arts institution of the highest rank and quality.**
- **Developed a self-critical, tough-minded community of scholars that maintains rigorous academic standards.**
- **Actualized our core values at both a personal and institutional level.**
- **Developed an increasingly diverse community of scholars that fosters perspectives which enrich the well-being of humanity.**

**INTRODUCTION:**

This annual Progress Report on *The Strategic Plan for 2010* includes the revised and additional initiatives approved by the University Council on March 6, 2007 and by the Board of Trustees on March 30, 2007. In lieu of producing a Progress Report in 2006, which was the mid-way point of the *Strategic Plan for 2010*, the original initiatives were reviewed using the Progress Reports from past years – resulting in revisions and additions to some of those initiatives. This report provides a description of accomplishments and challenges for each initiative.

## STRATEGIC GOALS ONE AND TWO

- **Achieved the goal of fostering a liberal arts institution of the highest rank and quality.**
- **Developed a self-critical, tough-minded community of scholars that maintains rigorous academic standards.**

The above two strategic goals will be achieved by the successful accomplishment of the following initiatives:

1. **Paideia Program:** Gain national recognition for the Paideia Program (originally established as the Named Fellows Portfolio Program) that is grounded in a rigorous liberal arts academic program, along with civic engagement (leadership, service and public intellectualism), intercultural/diversity experiences, and undergraduate research/creative works.

### **PROGRESS:**

Under the leadership of Dr. David Gaines, the Paideia Program has enjoyed renewed vitality and momentum. In the 2007-08 academic year, seven new Paideia Professors joined the program, as well as, 93 new students that were accepted to participate. Student interest in the program continues to grow and faculty support is broadening. It is anticipated that the Paideia Program will flourish in the coming years.

2. **Center for Lifelong Learning:** Construct the Prothro Center for Lifelong Learning to house the Paideia Program and serve as the center for academic and career advising, and services that would provide a foundation for the lifelong learning aspirations of students and alumni.

### **PROGRESS:**

To date, \$11 million has been raised with a groundbreaking ceremony held on January 24, 2008. Plans are to begin construction during summer 2008 with expected completion in fall 2009. Efforts to gain Leadership in Energy and Environmental Design (LEED) Certification are underway.

3. **Named Scholars Program:** Establish an academic/leadership tuition-free scholarship program that would select at least one student from each state each year to build a student body that is national in scope.

### **PROGRESS:**

As of December 31, 2007 the *Thinking Ahead Campaign* has raised \$11,634,233 toward the goal of \$23,000,000 for supporting students. The University now awards four Brown Scholarships in each first-year class, up from three prior to the gift from the Brown Foundation, for a total of 12 Brown Scholars on campus at any given time.

The Office of Admission continues its work to expand into new markets in an effort to increase the geographic representation of our student body. Applications from non-Texas students are up 12% at this point in the recruitment cycle.

Groups of high school counselors are regularly invited to campus every academic year with the purpose of introducing Southwestern to high school professionals who influence the college selection process of students and their families.

4. **New Faculty:** Add 25 permanent, tenure-track faculty and five visiting positions to increase student/faculty interaction and academic opportunities.

**PROGRESS:**

Since the 2005 Progress Report, two new tenure-track faculty positions have been added, bringing the total number of faculty added since the adoption of *The Strategic Plan for 2010* to sixteen. The two new positions are in Music (the conversion of a long-standing visiting position to tenure-track) and in English (a position in African American Literature that, if the search is successful, will provide greater diversity of our faculty and in our curriculum).

5. **Campus Governance:** Revise the faculty governance structure to reduce committee responsibilities and to increase the time available to teach, prepare for courses, advise students, and undertake research or other scholarly or professional activity.

**PROGRESS:**

We continue the practice of limiting the number of committees assigned to each faculty member. The position of Senior Faculty Representative for the Brown College of Arts and Sciences has continued since the 2005 Progress Report. It is anticipated that this position will continue for the foreseeable future; however, the configuration of the position and the way in which the person is selected to serve in the position are currently under review.

6. **Curriculum:** Annually review the curriculum to support our mission as a liberal arts institution of the highest rank and quality and reflect these initiatives.

**PROGRESS:**

Since the 2005 Progress Report, the new curriculum has been implemented; however, continuing interest on the part of many faculty regarding the reduction of student course loads has led to a continuous discussion regarding the curriculum. At a retreat in December 2007, faculty leaders, the President, and the Provost, set a goal to reduce the student course load to four courses per semester by the 2010-2011 academic year.

7. **Course Hours/Student Course Load/Faculty Course Load:** Initiate comprehensive study to determine optimum student course load and hours per course with respect to each department and program; provide equity in terms of each existing faculty course load and offer faculty the option of teaching a varied course load, including documentation of the resultant benefits to students, the individual faculty member, the contribution to knowledge in the field, and Southwestern.

**PROGRESS:**

The task force on faculty teaching load has been exploring the feasibility of moving the faculty teaching load to five courses per year (a 3/2 teaching load). The work of this task force was folded into the discussions of student course loads described in the section on curriculum. It is anticipated that the shift of student course loads will allow a number of departments to move to a 3/2 teaching load. In other departments, however, additional staffing (faculty and/or staff) will be necessary to facilitate this change.

8. **Technology:** Establish a teaching and learning initiative to put Southwestern at the forefront of liberal arts colleges in terms of equipment, software, and pedagogy.

**PROGRESS:**

With the installation of two emergency power generators, the 3M projects have been completed with the exception of the cable TV headend upgrade which has been postponed pending a decision for the best way to provide high definition (HD) channels. Of special note is the conversion of all classrooms to SMART ones. The 3M initiative has substantially improved our instructional program and has ensured a robust IT infrastructure.

Other projects completed include a web-based database of sheet music in the library; a large project to simplify and automate employee position control; a revised workflow for our Academic Early Warning System; and a major revision of our web-based tuition estimator which is featured on the home page of the University's website.

Work in progress includes a multi-modal emergency notification system that may be used to contact faculty, staff and students in the event of a serious emergency situation; a server-based faculty database to manage faculty workloads; an ongoing project to move the university portal to a more current and less expensive version of uPortal; and continuing work on our multi-year project to simplify and improve identity management on campus.

Information Technology Services has played a major role in the web site redesign project. Two ITS staff members are part of the Web Management Team (WMT) which has been responsible for the complete redesign of the site. The WMT selected White Whale Web Services of Oakland, CA to provide necessary services for the redesign. The project is well underway and is on schedule to be completed in early August 2008.

Other projects include: Sakai and Moodle pilots; HP grant proposal support; NITLE lab conversion now used for instruction purposes; Course Evaluation program upgrades; supported construction in the Alma Thomas Theater and the Dorothy Manning Lord residential center; completion of wireless access in all residence halls; Portal improvements; Web Redesign; support of recommendations from Art and Science Group; implemented auto course creation and roster load in Segue; supported creation of the Admissions blog (Student Views); upgraded computers in student computer labs; set up a computer lab for Nikos Bentenitis; initiated ITAC meetings; significant progress in identity management system; taught 14 workshops (86 faculty and staff participants and students also) including these topics: Segue, Thunderbird, Web Site Creation, and Graphics; Olin 113 classroom was updated with all new equipment in fall 2006; Mood open lab was updated with new equipment summer 2007; ordered and installed 85 new computers for faculty and staff; upgraded the student computer lab in Mood; redistributed 55 hand-me-down machines to staff, labs and student workers.

Financial Aid Calculator was created and implemented to support Enrollment Services; feedback was solicited via web survey and direct queries by the Financial Aid office; EZproxy was installed and 150+ databases are now accessible off-campus via the portal. Testing began in February and implementation began on May 25 with users live on May 28. Datatel original code that has been customized and could not be moved from Release 17 had to be re-customized – 143 programs; and 115 administrative computer programs were moved into Envision for Release 18 and 65 programs had to be changed to work in Release 18.

9. **Library:** Build programming, a superior collection, technological resources to support the intellectual and cultural life of a preeminent college.

**PROGRESS:**

Funding library book and periodical budgets continues to be a high priority. Even in times when general operating budgets were not increased, the library budgets were increased by 3%. The new “coffee bar” has been a very successful enhancement to the library and has led to increased student traffic in the library. The “Writer’s Voice” program continues to flourish and has been one of the premier events on campus (listed now as a “priority event”).

10. **Facilities:** Prepare and continuously review and update a Facilities Master Plan of the highest caliber to reflect the University's needs for facilities to fulfill the academic and student life goals in this Plan.

**PROGRESS:**

The Dorothy Manning Lord Residential Complex opened and was dedicated in fall 2007. Construction of the Wilhelmina Cullen Admission Center is scheduled to begin in March 2008 with a completion date of early 2009. A request was made for funding the renovation of Herman Brown Hall and Moody Shearn Hall – the funding for Herman Brown has been secured and the renovations will occur

in summer 2008. Construction should begin on The Prothro Center for Lifelong Learning during the summer of 2008 with expected completion in fall 2009. The Maple Street design contract is being considered by the Georgetown City Council in March 2008 with expected construction during the summer of 2009. The Facilities Planning Committee has been charged with taking the next steps in evaluating how the 500-acre east campus property should be developed and when.

11. **Financial Resources:** Manage the University's financial resources in a fiscally responsible manner, managing both operating and capital costs and resources thoughtfully and strategically for the long-term best interests of the University

**PROGRESS:**

Southwestern completed the FY 2006-07 year with a balanced budget – the 30<sup>th</sup> consecutive year – and received a clean opinion from Deloitte & Touche in the annual audit of the Financial Statements. Southwestern responded to a review of our credit rating by Moody's Investor Services, which released an affirmation of our Aa3 long-term debt rating on February 1, 2008. A 58 page budget primer on the University's budgeting process was prepared. The newly formed Investment Committee was supported and a request for proposals for professional endowment management services was issued. Following discussions with several interested buyers for the Leander property, the Board of Trustees has decided to wait for the market to improve.

12. **Management Policies:** Adopt sound, ethical, best management policies and practices that are aligned with the University's core purpose and core values.

**PROGRESS:**

Off-campus usage services have been added to the Pirate Card, improving both town-gown relations and the services available to students. An ethics and business conduct statement and policies, have been implemented, which include a whistleblower policy and a confidential hotline to report violations of University policy. A new cell phone policy has been adopted to comply with IRS "listed property" guidelines. The adoption of the new IRS Form 990 has been closely followed and will be engaging the Board of Trustees in best practice compliance that will include other issues of transparency and governance. Adherence to the Audit Committee charter, which includes the majority of Sarbanes Oxley provisions, has been reviewed. Information has been distributed to the Board of Trustees regarding the passage of the new Uniform Prudent Management of Institutional Funds Act (UPMIFA).

13. **Alumni:** Recognize the essential nature of alumni as the outcome of the Southwestern experience and create a heightened awareness of and engagement by alumni in the life of the University.

**PROGRESS:**

Dramatic progress has been made in implementing reconnections from the 2002 Alumni Self Study. Thirteen local associations of alumni have been established across Texas and the nation plus a virtual association for international alumni.

The following have been completed or are on-going, unless otherwise noted:

- Restructure governance to provide more opportunities for leadership,
- Create stronger ties with the Board of Trustees,
- Formally orient and train alumni leadership,
- Dedicate a facility for alumni,
- Establish a position for an Associate Vice President For Alumni Relations,
- Increase number of staff positions in alumni relations,
- Increase funding for alumni programs,
- Establish an Annual Fund Giving Board,
- Include objectives related to the support of alumni programs in the comprehensive campaign. (This objective was later removed when the campaign goal was set at \$125 million. Opportunities to support programming or alumni facility are available should willing donor(s) be identified,
- Ensure that programs support Southwestern's Core Values,
- Promote lifelong learning and a passion for intellectual and personal growth through Alumni programming,
- Develop a program to involve alumni in mentoring students,
- Integrate faculty into alumni activities and programs,
- Enhance Homecoming and Reunions,
- Leverage relationships with campus affinity groups,
- Establish local alumni associations,
- Establish an alumni class year system or structure (Need to work on a plan to invite classes to select delegates for Assembly),
- Implement a plan to smooth transition from student to alumnus/a,
- Enhance on-line alumni community,
- Maintain connectivity through the alumni Web site,
- Give greater access to on-campus publications and news,
- Consider outsourcing the development, expansion and maintenance of the alumni online community, and
- Establish a Communications Advisory Group (task force to be appointed and charged).

14. **Integrated Marketing:** Conduct marketing research, develop strategies, and implement programs to enhance visibility and engagement with external audiences with emphasis on capable prospective students.

**PROGRESS:**

Over the last two years, Southwestern University appointed an Integrated Marketing Management Committee, convened a broader Integrated Marketing Advisory Committee campus-wide, and retained the Arts & Science Group to conduct marketing research. Results have been reviewed and 57 strategic implementation steps are being managed. A total overhaul of Southwestern's website is underway through White Whale, a web design firm.

15. ***Thinking Ahead: The Southwestern Campaign:*** Seek to raise \$125 million by June 30, 2009, to support the initiatives outlined in the University's *Strategic Plan for 2010*.

**PROGRESS:**

*Thinking Ahead: The Southwestern Campaign* reached \$72,847,716 as of December 31, 2007, or 58% of the \$125 million goal. The impact of the campaign gifts, to date, reaches across the University in new buildings, renovations, new faculty, and the Paideia Program development and scholarships.

The number of donors giving \$1000 or more annually has increased from 265 in 2002 to 450 in 2007. Gifts to the Southwestern Fund (new identity program for annual giving) increased from \$1.27 million in 2002 to \$1.6 million in 2007.

## STRATEGIC GOALS THREE AND FOUR

- **Actualized our core values at both a personal and institutional level.**
- **Developed an increasingly diverse community of scholars that fosters perspectives which enrich the well-being of humanity.**

**The above two strategic goals will be achieved by the successful accomplishment of the following initiatives:**

1. **Diversity:** Initiate a comprehensive program to further diversify the faculty, staff, and student body to maximize the educational experience of students.

### **PROGRESS:**

In August 2007, the Diversity Enrichment Committee (DEC) completed the Diversity Strategic Initiative Action Plan. The DEC has developed subcommittees to implement the plan which was developed to achieve the goals for the Strategic Diversity Initiatives approved by the University Council in the fall of 2005.

The Office of Diversity Education continues to present programs and activities to promote an environment that is affirming and welcoming to all. Activities for 2007 included: Diversity Dialogue Training; a student led Diversity Dialogue series; the third annual Native American Powwow; the second community wide Conference on Race and Ethnicity; a Global Village Cultural Festival; and a Kwanzaa Celebration. Diversity Education also continued to honor cultural holidays and traditions with banners and decorations.

Faculty diversity is a continuing commitment of the President, the Provost, and the Faculty Search Committees. Southwestern University continues to participate in the Consortium for Faculty Diversity and the Mellon Foundation supported project on Engaged Diversity. In response to the Diversity Enrichment Committee strategic plan, the Fall Faculty Conference for the 2007-08 academic year focused on diversity in the classroom. Additionally, the creation of a tenure-track position in African-American literature yielded four African-American candidates (the results of this search are pending) and, if the search is successful, will not only increase the diversity of Southwestern's faculty, but the curriculum as well.

Applications from persons of color are up 11.37% over last year, with a dramatic increase in the number of Hispanic students (14.6%). African American applications are also running ahead of the previous year (9%). Our pool of minority candidates is generally stronger from an academic perspective, allowing for more offers of admission for the fall 2008 incoming class.

2. **Cross-cultural Experiences:** Provide significant cross-cultural study opportunities, including study abroad. All students will have a substantial cross-cultural study experience, and at least 50% will study abroad.

**PROGRESS:**

Study abroad participation has grown steadily, but is gradually reaching a "leveling off" point in terms of numbers. Of the last graduating class, 55% studied off-campus (within the US or abroad). New summer programs have been added to Southwestern's portfolio of "in house" programs, with faculty involvement and interest growing. The Office of Intercultural Learning has also been working more intentionally with faculty to expose them to professional development opportunities related to study abroad. The new Intercultural Perspectives (IP) requirement has been added as part of the general education structure at Southwestern, and this category of inquiry certainly has the potential to intersect with the goals of the study abroad program. The Office of Intercultural Learning has a voice on the Intercultural Perspectives Committee, thus allowing for a direct connection between the spirit of the IP requirement and the structure of the study abroad program.

3. **Retention for Student Success:** Initiate a variety of improvements to aid student retention and persistence.

**PROGRESS:**

In the Student Life area, a pilot pre-orientation trip was initiated. A "Letters" program was added to Orientation and the Career Center started a student newsletter, highlighting student successes. The Student Success Team continues to meet and intervene as appropriate. The development of a more extensive exit interview process has begun for students who withdraw or do not register for a subsequent semester.

The Living-Learning Communities (LLC) program has expanded twice since its inception – first to 11 sections in 2006 (to include all of Mabee Hall) and then to 13 sections in 2007 (to include the first floor of Brown-Cody). This represented an increase in participation to nearly half of the incoming first-year students. Feedback among faculty, residents, and even prospective students and their families continues to be positive. Retention of students in the LLC program has been impressive, with 98% compared to 92% (non-LLC) in 2005-06 and 98% compared to 85% (non-LLC) in 2006-07.

During the winter break between the fall 2006 and spring 2007 semesters, another element of the LLC experience was introduced with the Winter Reading Interest Groups (WRInG). LLC faculty were invited to select a book to read and discuss with a group of students upon their return to campus in January. Participation was voluntary, and positive with 47 students participating. This program was co-sponsored by Paideia, and was continued after the fall 2007 semester.

Over the last two years, the profile and credibility of the Peer Academic Mentors, student staff members of the Center for Academic Success (formerly the Office of Academic Services), has continued to increase. The Mentors work extensively with entering students over the summer prior to their arrival on campus, and throughout the first semester. The primary vehicle for this involvement continues to be the First-Year Seminar program, but Mentors have also become extensively involved in the Early Warning System, reaching out to any student whose name appears as one of concern – seeing nearly half of those students in person in fall 2007.

4. **Residential College System:** Using existing facilities, initiate a residential college system that creates “communities of learning” outside the classroom.

**PROGRESS:**

The Living Learning Communities (LLC) increased to 11 in fall 2006 and to 13 in fall 2007, with almost 50% of the first-year students participating. In addition, two upper-class LLC were established: civic engagement/sustainability and Paideia.

5. **Student Life Enhancement:** Revitalize Student Life by providing an array of new student activities and programs, thus offering more on-campus options to students during times when they are not engaged in schoolwork.

**PROGRESS:**

The following programs have been implemented:

- Friday Night Live, featuring national touring or regionally known performers each Friday night with an average attendance per event of 187 (fall 2007),
- Cinematic Saturday movies with an average attendance of 43 per event,
- Large Act Concerts (Last year’s concert had over 900 in attendance),
- Late Night Robertson Center program with an average attendance of 45 per weekend (fall 2007),
- Pirate Bike program, and
- Activities and food program for students staying on campus during breaks.

6. **Student Wellness:** Provide an array of new student health and well-being services and educational activities.

**PROGRESS:**

The following new services were implemented: women’s health services; lab services; free immunizations; physician’s assistant appointments; doctor’s appointments; health education – including alcohol and other drugs (AOD), sexual assault and prevention, eating disorders and stress management. Activities included a health fair, educational speakers and workshops. A peer education program was also started.

7. **Conference Center/Institutes:** Build an on-campus conference center that will host University events; become a center for national conversations on topics essential to our Core Purpose; and house academic institutes established by Southwestern.

**PROGRESS:**

An optional plan for the design of a conference center, lodging facility, and other amenities including a golf course were developed. After review, scope and cost questions the project was pushed in another direction. Currently, the Facilities Planning Committee is evaluating the possible next steps that should be taken including looking at the development of the 500-acre east campus as not only a conference center venue, but also a possible long-term revenue generator.

The Center for Hispanic Studies is being undertaken in conjunction with The National Hispanic Institute. The Center's mission is to strengthen American society by increasing educational access for Hispanic students and advancing Latin American studies and scholarship. In 2007, Congressman John Carter, with support from other members of the Texas delegation, was successful in securing \$263,000 from the U.S. Department of Education to fund this Center.

8. **Alliances with Historically Black Colleges & Universities (HBCUs):** Initiate formal alliances and exchange programs for faculty and students for the mutual benefit and enhancement of students and institutions.

**PROGRESS:**

The Engaged Diversity Project, funded by the Andrew W. Mellon Foundation, consists of two components: Student Exchange and Faculty Exchange. The Student Exchange component included the second Student Leadership Workshop hosted by Rhodes College, Memphis, TN, in March 2007. A planning session for implementation of the Faculty Exchange was also held at Rhodes College in September 2007. These two projects include participants from three HBCUs: Dillard University, Huston-Tillotson University, Morehouse College, and two PWIs, Rhodes College and Southwestern University.

The Moving Forward Project, also funded by the Andrew W. Mellon Foundation (\$160,000), a collaboration to provide technology and training for Dillard's faculty was completed in 2007. Dillard University is now better prepared to continue providing education to its students in the face of major catastrophes.

9. **Local Initiatives:** Develop comprehensive local community initiatives to foster better relations with the citizens of Georgetown. Establish a formal relationship with the residents of Sun City Texas retirement community for the mutual benefit of both communities.

**PROGRESS:**

The Board of Visitors (BOV), now at 53 members, continues to develop with members from Texas and across the nation. Numerous gifts, grants, lecturers, and advice have resulted from BOV members' involvement and interest. The Sarofim School of Fine Arts and members of The Community Fine Arts Series are developing a new organization to provide financial support annually for fine arts programs. New Board of Visitors members include local and county business leaders. New trustees include a prominent developer and key alumni leaders.

Through the continued efforts of Suzy Pukys, Coordinator of the Office of Civic Engagement, students and faculty engage in activities with the local community. These activities benefit students, who are offered experiential learning opportunities and partnerships with agencies addressing pressing social or public issues. They benefit faculty, who are able to incorporate community-based learning pedagogy that enhances the learning objectives of their courses. They benefit the greater community, through the creation of partnerships and projects crafted around an articulated, specific need. The University has consistently had at least 20 academic courses each year that implement community-based learning pedagogy, and over 50% of our students engage in co-curricular community service or activism totaling over 18,000 hours every year. Examples of this work include:

- The SMaRT (Science & Math Achiever Teams) program pairs Southwestern students with elementary school students to design and implement a project of scientific inquiry. Each team explores an area of interest driven by the younger student. These questions become a springboard for exploratory observation, investigation, experimentation, and reflection that lead students to scientifically based answers, and new questions.
- In November 2007, a \$66,000 grant was awarded by the Verizon Foundation to implement a program placing student interns with local agencies addressing issues of domestic and family violence.
- Deepening the partnership Southwestern has had with the Boys & Girls Club of Georgetown since its opening in 2006, students in an art class worked with the Club to create several designs for a large wall in the facility. Students were challenged to create a workable design using techniques taught in the class while accommodating the space they were given and the primary audience.
- In November 2007, a Paideia Professor and Paideia Scholars were awarded a grant from the Trull Foundation to visit Honduras in 2008 to set up 80 computers donated by Southwestern's ITS Department
- Through a Spanish class, students with a high degree of fluency are required to connect with native speakers through community- or school-based programs to serve as tutors, mentors, and translators.
- Best Buddies, a newly-revived student organization that pairs Southwestern students with mentally- or physically-disabled community members, has worked closely this past year with Georgetown Independent School District's Bridges Program, a school-to-work transitional program for mentally-disabled students ages 18-24 who meet at Southwestern. Students in Best Buddies make efforts to integrate Bridges students into the campus culture.

10. **Rockwell Fund Initiatives:** Enable annual staff access to \$50,000 of the Rockwell Fund to improve Southwestern through innovative ideas. Enable annual faculty access to \$50,000 of the Rockwell Fund for innovative start-up projects and ideas.

**PROGRESS:**

Although this remains an important initiative, there is no change in the budget requirements for this fund.

11. **All Faiths, Peace, and Reconciliation Initiative:** Enhance programming to recognize and celebrate all faiths and to promote world peace and reconciliation.

**PROGRESS:**

The Office of Religious Life has continued the tradition of having campus-wide events to celebrate Hanukkah, Kwanzaa, and Christmas. Space and resources have been provided as requested by students and faculty for religious observances of different faiths as they have arisen. Efforts have been made to facilitate campus participation in the Georgetown Community Martin Luther King Parade and observance; Destination Service trips during spring break; and to be part of any discussions regarding faith, social justice, and other issues of relevance to initiatives for reconciliation. Because a source of funding has not been identified to provide a dedicated building for such an "All Faith's Center" the realization of this project is now on hold.

12. **Faculty & Staff Salaries:** Move to the 90<sup>th</sup> percentile of schools of our type for faculty and to the 90<sup>th</sup> percentile of the Austin market for staff.

**PROGRESS:**

The revised initiative sets a target of reaching the 90<sup>th</sup> percentile for faculty and staff. Using the University's multi-year budget forecasting model, modest salary increases will be the norm. The 2007 salary pool was 3% for faculty and staff.

13. **Enrollment:** Maintain an annual full-time equivalent (FTE) enrollment of 1250 students.

**PROGRESS:**

The Office of Admission continues to work towards a larger applicant pool from which to select the incoming class. The applicant pools of the last two years have been the largest in the history of the University. This year's applicant pool will likely be the second or third largest pool with over 1900 applications received for the fall 2008 class. Ideally, Southwestern needs approximately 3000 applications to most effectively shape its incoming classes to meet enrollment goals. To that end, the Admission staff continues to expand recruitment into new markets through increased travel and counselor visit programs. University Relations is overseeing the implementation of an integrated marketing plan which should, over time, add to Southwestern's visibility outside of Texas. Additionally, the Office of Admission is continuing to its initiative to reach out to high school students earlier in their academic careers, particularly with sophomores.