Report to the Community

SAMUEL MERRITT UNIVERSITY

2013-2014
Meet Our Family of Icons

We’ve crafted a dynamic system of symbols that visually represents the essence of SMU’s most celebrated areas of achievement.

Please welcome:
Education
Research
Diversity
Community
Technology
Globality

As you thumb through this issue of the Report to the Community, we hope you’ll enjoy the refreshing look, thoughtfully written articles and inspirational features. In future materials, you can look forward to our introduction of companion icons that capture and illustrate the ever-evolving, wide-range mindset that is... Samuel Merritt University.
MISSION
Samuel Merritt University educates students to become highly skilled and compassionate healthcare professionals who positively transform the experience of care in diverse communities.

VISION
Samuel Merritt University will become nationally recognized as a premier, multi-specialty health sciences institution. Expert faculty and staff will shape an inclusive learning environment where all students experience best teaching practices and state-of-the-art learning approaches. The University will select and support students who will flourish in the rigorous academic programs, learn to practice expertly, and pass licensure or certifications examinations on first attempt.

VALUES
At Samuel Merritt University, we value:
> a learning environment where we challenge ourselves and our students to think critically, seek mastery, and act compassionately.
> a collegial environment where we are fair, respectful, and behave with integrity.
> a collaborative environment where we partner with one another and with others in the community.
> an innovative environment where we take reasoned risks and move nimbly.
> a results-oriented environment where we provide and expect exceptional performance and service.
Did You Know?

Samuel Merritt University:

> is the largest source of new registered nurses in California, and the largest provider of physical and occupational therapists, physician assistants, and podiatric physicians in the greater Bay Area.

> educates students who experience some of the highest rates of employment (more than ninety percent) upon graduation.

> has a nationally recognized, state-of-the-art Health Sciences Simulation Center (HSSC) and a Motion Analysis Research Center (MARC).

> retains students across all programs at a rate of ninety-seven percent in their first year.

> receives high satisfaction rates from ninety percent of employers who hire SMU graduates.

> has an institutional strategic goal and commitment to making its campuses more diverse and inclusive of all students, faculty, and staff.

> attracts students who list reputation of school or program as the top reason for attending SMU.

> produces alumni across all programs who indicate high levels of satisfaction with their overall clinical skill competence at a rate of ninety-two to one hundred percent.
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The 2013–2014 year has been one of thinking and planning about the next decade for Samuel Merritt University (SMU). At the heart of the University’s mission is the education of students who want to dedicate their lives to improving the quality of care in our communities. To sustain and grow our capacity to provide premier healthcare education, the University has been examining the type of programs we might offer going forward and the kinds of facilities students and faculty will need to enhance learning.

The University has engaged in several strategic and creative initiatives. This issue of the Report to the Community (RTC) describes how the Academic Affairs division began an envisioning project under the guidance of Provost Scot Foster and the academic leadership. Remaining competitive and vibrant is critical for SMU, and these future-oriented conversations include evaluating the resources, technology, and physical spaces essential for student learning.
SMU students are fortunate to be supported by an extraordinary community of faculty and donors. The RTC introduces the Shapiro family (daughter Allyson Shapiro, DPT, Physical Therapy class of 2010) who has given generously by funding a permanent endowment for PT students. Their philosophy of paying it forward has been a legacy of the family for generations, creating educational opportunities to promising students. We are extremely grateful for their gift of scholarships.

One of our many talented faculty members is Associate Professor and Chair of the Bachelor of Science in Nursing program, Aara Amidi-Nouri, PhD, RN. Dr. Amidi-Nouri has made it her passion and life’s work to educate students for reducing healthcare disparities, and diversifying the nursing workforce. This issue of the RTC shares her many achievements, advancing the University’s commitment to quality and diversity.

We are impressed each year with the caliber of our students. Their commitment to education and giving back to the community inspires us. Take a moment to read about three of our students who embody the values of compassionate healthcare practice: Ana Mejia, Marshé Ivy, and Cassandra Chin.

And, the year would not be complete without celebrations! Please join the University community in welcoming Shirley Strong, ME, BA, as our new chief diversity officer. Her wealth of professional experience and commitment as social justice educator is highly valued as she joins the SMU community.

The California School of Podiatric Medicine (CSPM) is celebrating its Centennial in 2014—an appropriate time to acknowledge decades of CSPM graduates who excel in biomechanics, podiatric surgery, and sports medicine. In June, a gala celebration in Anaheim raised funds for academic scholarships.

On behalf of all members of the Samuel Merritt University community, we thank you for supporting our mission, and remain appreciative of your belief that SMU graduates will have a positive impact in transforming the experience of healthcare.

Sincerely,

Sharon C. Diaz, PhD (hc)
President and Chief Executive Officer

Thomas Drese, MA
Chair, Board of Regents
Aara Amidi-Nouri
Depending on the day, Aara Amidi-Nouri, PhD, RN, can wear any number of lab coats at Samuel Merritt University (SMU).

Amidi-Nouri, who graduated from SMU’s School of Nursing in 2001, is also an associate professor who teaches pediatrics and continues her clinical work at UCSF Benioff Children’s Hospital Oakland. She is also the chair of the Bachelor of Science in Nursing program at the University.

Most recently, Amidi-Nouri’s work as the School of Nursing’s director of diversity—charged with recruiting underrepresented students and diversifying the nursing workforce—has gained her local and national attention.

In April, Amidi-Nouri was honored by the Alameda County chapter of Girls Inc. for serving as a “committed mentor to hundreds of women students and her positive impact as a strong, smart, and bold woman.” And in May, the Robert Wood Johnson Foundation (RWJF) announced the University would receive a prestigious $200,000 grant to help pay tuition for twenty nursing students from underrepresented groups who are making a career switch into the profession. Through Amidi-Nouri’s stewardship, SMU is among a handful of nursing schools in the nation to receive grants through RWJF’s New Careers in Nursing Scholarship Program for six consecutive years.

“It’s hard to overstate how valued and important Aara’s work is for the University,” said Audrey Berman, dean of the School of Nursing. “Her passion for nursing and building a stronger and more diverse workforce is unmatched.”

For Amidi-Nouri, the journey to SMU administration was anything but a straight line—and one that gave her keen insight into the challenges facing underrepresented students.

Born in London, her parents moved the family to their original home in Tehran, Iran, in the late 1970s. As the Islamic Revolution unfolded outside her front door and new laws restricted the role of women in society, Amidi-Nouri’s family fled to Vienna when she was ten years old. As émigrés at a time when anti-Iranian hostilities ran high, Amidi-Nouri found herself at the opposite end of the social ladder in which she was born.

“We struggled like we never struggled before,” Amidi-Nouri said. “Our first table in our apartment was an upside-down cardboard box. We borrowed the neighbor’s vacuum to clean our house. For the first time in her life, my mother struggled to find a job.”

With some help from relatives in the Bay Area, Amidi-Nouri’s family moved to San Francisco when she was a teenager. At a Catholic high school, she became friends with a group of
Chinese students who spoke mostly Mandarin—one of the few languages Amidi-Nouri had not picked up in her travels.

Yet despite the language barrier, it was the immigrant’s experience—the outsider learning to make do—that she connected to and where she found solace.

“Somehow,” Amidi-Nouri said, “I felt more comfortable talking to them than I did speaking English with kids from the US.”

It was also in high school when one of Amidi-Nouri’s teachers offered her a new perspective through two books: *The Autobiography of Malcolm X* by Alex Haley and Malcolm X, and *The Jungle* by Upton Sinclair.

“Those two books gave me a different understanding of the US and the idea of social justice here,” she said. “That’s when I started to think about how important it is to have a voice and to use it.”

At Occidental College in Los Angeles, an economics professor overheard Amidi-Nouri complaining about her thirty-hour work week in food services while trying to balance her studies. The professor asked her to join a movement to implement new college rules that would prohibit freshman from working at all. The campaign succeeded.

“It made me realize if you’re connected with the right people who share the same vision as you, you can get a lot done,” Amidi-Nouri said. Also at Occidental, she joined a group of students who petitioned administrators to open a dorm for multicultural and international students. They won, and helped increase the percentage of multicultural admissions into the freshman class.

After college, Amidi-Nouri returned to San Francisco and took a job working with pregnant teenagers at a clinic—a fateful decision that led her to enter healthcare with an eye toward advocacy.

“I saw the way teenage girls were treated in hospitals and it was unconscionable,” Amidi-Nouri said. “I didn’t know the term *health disparities* but I saw it before my eyes. All of it inspired me to become a nurse.”

She enrolled in an accelerated program at the University, where she found mentors who encouraged her to speak up, be vocal, and get involved. “I went from beyond finding my voice to becoming an advocate at SMU,” Amidi-Nouri said. “My teachers and advisors here taught us to be fierce patient advocates, to speak up for the patients.”

Her work as director of diversity is a lot about speaking up for incoming students and expanding SMU beyond the campus walls. Along with the RWJF grants, she’s brought in nearly $1 million of aid for future nurses from underrepresented groups, and she’s helped bolster recruiting efforts geared toward high school students. A more diverse healthcare workforce, Amidi-Nouri said, will deliver better and healthier outcomes to a more diverse client population.

“Nursing is the largest health workforce in the US,” Amidi-Nouri said. “We spend the most time with the patients in terms of community health. And if we can diversify the largest workforce in the US, then we’ve taken a huge step in reducing health disparities. It’s a priority for me, and that’s my passion.”

“It’s hard to overstate how valued and important Aara’s work is for the University,” said Audrey Berman, dean of the School of Nursing. “Her passion for nursing and building a stronger and more diverse workforce is unmatched.”
New Chief Diversity Officer Announced

President Sharon Diaz is pleased to announce that Shirley Strong, MEd, BA, has been appointed chief diversity officer of Samuel Merritt University effective May 27, 2014.

Shirley Strong has spearheaded initiatives in the fields of education, philanthropy, and social action for more than thirty years. She has been the dean of students and director of diversity at the California Institute of Integral Studies (CIIS) since 2006. An innovator and leader at CIIS, Shirley has worked to transform the university, inspire students, staff and faculty while demonstrating leadership in creating an inclusive, beloved community. She uses the concept of beloved community as a touchstone for her life and work.

Prior to working at CIIS, Shirley spent ten years with the Levi Strauss Foundation directing social justice initiatives that were effective in dismantling discrimination in various communities and constituencies. She has extensive experience across a number of academic institutions including San Francisco State University, Mills College, CSU Hayward (now CSU East Bay), and the University of New Mexico.

Shirley is a compassionate social justice educator, and is committed to supporting individual and social change leading to greater equity and inclusion. She deeply respects all people, places and things, and believes in an integral consciousness based on love, justice, compassion, responsibility, and shared power.

Please join the SMU community in welcoming Shirley Strong to the University as executive director of diversity and chief diversity officer.
The Vision: University Sets Sail for New Academic Future
At a meeting in early 2014, a group of leaders from Samuel Merritt University gathered at a retreat in Cavallo Point to discuss the University’s academic future. The key question: how could the academic experience improve?

The University continues to rank among the premier health sciences universities in California, with a growing regional and national reputation. A more competitive academic world has emerged, however, and the skill set for a growing healthcare workforce has changed, demanding of institutions critical thought about the future of education and effectiveness of learning. Even with the University’s success, the environmental landscape in the healthcare industry and higher education provokes leaders to rethink business-as-usual academic programs and set their sights on planning a new and innovative course to stay ahead of the curve.

“I kept noticing in our discussions with faculty and students that everyone was proud of the great things we continued to do,” said Scot Foster, PhD, CRNA, FAAN, provost and vice president of academic affairs at SMU. “Yet it was unclear if all of our individual achievements were building in integrated ways as a whole. What we needed was a vision—a transparent road map that told us where we wanted to go and how to get there. Together.”

The result of the Cavallo Point meeting is a broad new way of thinking about academics at SMU. The project is reevaluating everything from which classes to teach to how best to teach them. The goal, ultimately, is to take a deep-dive look at how the University can improve teaching for healthcare providers by understanding better how students learn, making instruction methods more contemporary, and building a more collaborative environment on campus.

The brainstorm session also inspired a literal road map: a graphic artist illustrated the group’s ideas and drew a ship leaving the “Old World” to cross an ocean to reach the “New World.” Left behind on the Old World shoreline were outmoded teaching methods, departmental silos, and fuzzy ideas about the University’s academic future. In the New World, a new growth tree sits at the center of a community that prizes creativity, rewards innovation and diversity, and engages students and alumni.

“There was a lot of positive energy in the room,” said Terry Nordstrom, EdD, PT, assistant academic vice president. “It was exciting to see people envision our future together, to see where we could all go if we did it as one. People were given permission to dream big.”

continued on page 12...
But before the metaphorical ship can set sail, the University’s academic leadership needed to reach out for feedback. Since January, the leaders conducted dozens of focus groups that included faculty, students, and alumni to ask them to describe the ideal academic future at SMU.

Penny Bamford, PhD, RN, assistant vice president of academic affairs, said while the data is still getting analyzed, enthusiasm for the project has already spilled over in day-to-day activities on campus. Department heads, charged with reevaluating their tried-and-true habits, have embraced the vision as a necessary step to keep SMU pressing ahead in healthcare education.

“We’re about innovation. We’re about experimentation. We’re not afraid to do things differently,” said SMU provost, Scot Foster, PhD.

Already, Bamford said, signs of “silo busting” are showing up across campus as department leaders take on new responsibilities and work more closely with colleagues.

Foster said that this year, as the vision begins to take shape and clear goals come into focus, faculty and students will see those manifestations come to life—and a new academic culture of learning at SMU will emerge.

“We’re about taking risks right now,” Foster said. “We’re about innovation. We’re about experimentation. We’re not afraid to do things differently. We’re about strengthening relationships and doing the hard work we need to do to increase transparency and collaboration. All of this is about saying, ‘OK, we are entering a new age and moving beyond our past.’”
Podiatry School Celebrates Centennial

For one hundred years, the California School of Podiatric Medicine (CSPM) has managed to persevere and educate the profession’s most skilled and brightest graduates.

The school celebrated its Centennial in June 2014.

“How we got here today is a testament to the dedication of a group of faculty, staff, students, and alumni,” said John Venson, DPM, dean of CSPM. “All of whom remained loyal to the college through its move from San Francisco to Samuel Merritt University.”

At a gala celebration in Anaheim, funds were raised for academic scholarships for current podiatric students at CSPM through the Podiatric Medicine Scholarship fund.

Since its founding in 1914, the California College of Chiropody—later the California Podiatry College, the College of Podiatric Medicine, and now known as the California School of Podiatric Medicine—has witnessed thousands of its graduates advance into successful podiatric careers as practitioners, educators, and community leaders.

Known for pioneering work in biomechanics, podiatric surgery and sports medicine, CSPM now enters its second century poised to lead by innovating for the next one hundred years of educating podiatric physicians and industry leaders.

“With the ongoing support of SMU, CSPM is looking forward to the next century of offering innovative education and research opportunities to attract the most highly qualified faculty and students to pursue their degree in podiatric medicine,” Venson said.

Today, as an integral part of Samuel Merritt University, CSPM is attracting—through scholarships, leading edge educational innovation and dedicated faculty and staff—the best and brightest applicants to the profession of podiatric medicine and surgery.

The costs of educating students for the new healthcare environment are on the rise. Contributions significantly assist students in achieving their goal of becoming podiatric medicine doctors. If you would like information on establishing a named scholarship fund, please contact Carla Ross, director of development for CSPM, at 510.869.6618 or cross@samuelmerritt.edu.
Paying it Forward:
Shapiro Family Offers Scholarships for Physical Therapy Students
For the Shapiro Family, the decision to start a scholarship fund for physical therapy students at Samuel Merritt University was made a long, long, time ago—sometime around 1880.

That’s when Simon Shapiro, a young immigrant from Russia made his way to the United States and took a job rolling cigars in a Brooklyn, New York, tobacco shop. Shapiro saved enough money and eventually completed dental school. He then helped his son, Raymond Shapiro, through dental and medical schools at New York University. Raymond, in turn, started an education fund that helped his son, Dr. Peter Shapiro of Santa Rosa, through Albany Medical College in Albany, New York.

“It has been a family tradition,” Peter Shapiro said recently. “One generation has always helped pay the way for the next. We’ve been blessed to have our education supported by others, and now we’re proud to continue that tradition for others.”

Fast forward to 2014 and the aptly named R. Shapiro Family Foundation will begin funding a permanent endowment for physical therapy students at SMU who show academic promise and financial need.

Growing up in a multi-generational healthcare family had its unique quirks, Allyson said. By age ten, she knew how to prepare a sterile field and could pronounce medical terms that would tongue-tie a second-year med student. Neighborhood friends often turned to her father, one of Santa Rosa’s few general surgeons, for stitch ups and checkups.

“Wherever we went, people knew my dad,” Allyson said. “It was good to see we were a valued part of the community who people counted on.”

After graduation, Allyson accepted a position as a physical therapist at California Pacific Medical Center (CPMC) in San Francisco and continues to give back to SMU students through mentoring. She teaches at the free neuroclinic on Mondays, guiding younger PT students through some of their first hands-on experiences with clients.

Patricia Shapiro, Allyson’s mother, said it was at SMU where she saw her daughter’s passion for helping others blossom.

“Samuel Merritt University was the perfect fit for Allyson,” Patricia said. “She had great teachers, great friends, and got the one-on-one support she needed to succeed.”

Even though supporting education was passed on generation to generation with the Shapiros, Patricia said the R. Shapiro Foundation was established after they watched friends in Santa Rosa fund an entire youth center through a family-run non-profit.

“We thought, ‘If we all pitch in, we can do this together,’” Patricia said. “It goes to show you don’t need to be a Rockefeller or a Vanderbilt to give. Ordinary families can do this, too.”

Allyson’s brother and sister-in-law, Scott and Lisa Shapiro, also play active roles in the family non-profit, which funds scholarships at ten universities throughout the nation. Scott, a financial manager, said starting scholarships at their family alma maters was a great way to support future generations of students.

“We have fond memories of the institutions we’ve attended,” said Scott, who graduated from Boston College. “And we want to make those institutions accessible for those who may not have the monetary means. We want to share those places and experiences with others.”

The same is true for Samuel Merritt University.

“It’s a means of paying it forward,” Patricia Shapiro said. “The more people you can educate, the better the world will be.”

From left to right: Allyson Shapiro, DPT, Physical Therapy class of 2010; Patricia Shapiro; Peter Shapiro, MD; Lisa and Scott Shapiro.
Impact in the Community: Three Students Who Aim to Transform
It was a routine pre-operation evaluation, but Ana Mejia noticed her eighty-year-old patient rub his chest with worry. Mejia, who was born in Honduras, switched from speaking English with her Latino patient to his native Spanish.

“He told me that he had had open heart surgery,” Mejia said. “It wasn’t in any of the files I was reading. It must have been overlooked or lost in translation. But that’s the critical information you need before you send a patient into the OR (operating room).”

For Mejia, a nurse anesthetist student, bridging the diversity gap between provider and patient is part of her mission. In March, she was honored as the Student Registered Nurse Anesthetist of the month as part of the Diversity in Nurse Anesthesia Mentorship Program. Mejia was recognized for her scholarship as well as her role as an ambassador to help promote diversity within the field.

The need for practitioners from underrepresented groups is high, according to the American Association of Nurse Anesthetists. The association, which rolled out a campaign to encourage nurses with diverse backgrounds to pursue the career, reported just four percent of the estimated 45,000 certified anesthetists in the U.S. were Latino or African American. Forty-six percent are male.

“In our work it’s important to get the patients to relax,” Mejia said. “If that means talking to them in Spanish, in a soothing voice before they go into surgery, then that’s helping their well-being. Connecting with a patient provides them a better chance at healing.”

ANA MEJIA
Nurse Anesthesia Master of Science in Nursing Program · Class of 2015

“In our work it’s important to get the patients to relax,” Ana Mejia said. “If that means talking to them in Spanish, in a soothing voice before they go into surgery, then that’s helping their well-being. Connecting with a patient provides them a better chance at healing.”
Marshé Ivy was making a good living as a high-ranking manager at an auto repair company, but there was a nagging sense inside. She wanted to do more: to help people in their moments of need.

“I love being there for people in that moment,” Ivy said. “There’s no public policy to consider, no physician, no paperwork or forms to fill out. It’s just the two of you, one-on-one, and as a nurse, you can fill some of the emotional void for the other person.”

Ivy left business school and enrolled at Mills College, which partners with Samuel Merritt University for a bachelor of science in nursing degree. The program consists of two years of general education and basic science courses taken at Mills, followed by two years of nursing theory and clinical experience offered at the Samuel Merritt University.

“They always tell you nurses are born and not made,” Ivy said. “And after I applied to Samuel Merritt, I asked my mom, ‘Was I born a nurse?’ And she said, ‘As a child, you would think you were everyone’s nurse.’”

As a student, Ivy was also everyone’s mentor. She served as a class representative, a president’s ambassador who helped recruit diverse students, and a leader in the Scholars in Service program, where she helped underrepresented students maneuver through academic life at SMU.

After she graduates in 2014, Ivy wants to continue her work with students at SMU to help diversify the nursing workforce.

“I like being there for (fellow) students, whether it’s helping them solve financial problems or getting through mental blocks with their studies,” she said. “I want them to know, if I can do it, anyone can.”
At the University of California at Santa Barbara, Cassandra Chin studied psychology and Spanish. Yet it was after graduation while volunteering at a public health hospital in Contra Costa County when she felt the career-guiding ah-ha moment.

“Working with people when they are at their most vulnerable is a privilege,” said Chin. “We’re responsible for bringing comfort to someone while they’re in our care, and that’s what I fell in love with right away.”

Chin, an Entry Level Master of Science in Nursing student at SMU’s Sacramento Regional Learning Center, showed an early talent for her new profession. At the pinning ceremony in April, administrators presented her with the Sutter Award, given to the student who “embodies leadership, maintains a GPA above 3.5, and embodies excellence in the nursing practice.”

“Cassandra has been an outstanding student leader during her community health clinical rotation while at the Faculty Student Collaborative primary care clinic,” said Rene Clymer-Engelhart, MS, RN, Sacramento Regional Learning Center’s managing director.

Chin, who is also vice president of the Student Body Association, has worked and studied closely with her cohort. “Their success helps my success,” she said. “We’re all in this together and we push each other to get better every day.”

Chin has managed to dedicate herself off campus as well, volunteering at free clinics in Yolo County and serving as a nurse intern at Elica Health Centers, which provides free care to clients from underrepresented groups. She’s also doing her preceptorship in the Neurosurgical ICU at the University of California at Davis.

“In the end, for all of us it’s about the patients,” Chin said. “And seeing them get healthy, and knowing that you were an integral part in their recovery.”
The Office of the President conducted an informal student survey to get a sense of the student experience at SMU—both the serious side and the not-so-serious side. Nearly 100 students responded. Here are some of the editors’ favorites...

If SMU had a **MASCOT**, what would it be?

**Therapy Dog**

What is the longest number of **CONSECUTIVE HOURS** you’ve worn **SCRUBS**?

**127 Hours**

What **CELEBRITY** would you choose to speak at **GRADUATION**?

**Ellen DeGeneres**

STUDENT SURVEY SAYS!
What is your favorite medical-themed TV SHOW?

What is the most MEMORABLE thing you’ve LEARNED at SMU?

“THE HOURS ARE LONG, BUT THE FRIENDSHIPS ARE STRONG.”

What is the name of the ART PIECE outside of the Peralta MOB building on the Oakland Campus?

For full survey results and information on the SMU student experience, visit www.samuelmerritt.edu/students.
A Glance at SMU Graduates in the Workforce

Percent of Graduates Employed in Specialty

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</tr>
</thead>
<tbody>
<tr>
<td>NURSING</td>
<td>86%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>80%</td>
<td>84%</td>
</tr>
<tr>
<td>OCCUPATIONAL THERAPY</td>
<td>96%</td>
<td>80%</td>
<td></td>
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<tr>
<td>PHYSICIAN ASSISTANT</td>
<td>94%</td>
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<td>PHYSICAL THERAPY</td>
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<td>PODIATRY*</td>
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<td>ALL PROGRAMS</td>
<td>96%</td>
<td></td>
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SOURCE: 2013 survey of graduates

*Reflects 2014 graduate placement in a residency program.

Employers’ Preference of SMU Graduates

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<th>Year</th>
<th>Preference</th>
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<td>2008–2009</td>
<td>86%</td>
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<tr>
<td>2009–2010</td>
<td>80%</td>
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<tr>
<td>2010–2011</td>
<td>85%</td>
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<tr>
<td>2011–2012</td>
<td>90%</td>
</tr>
<tr>
<td>2012–2013</td>
<td>80%</td>
</tr>
<tr>
<td>6-YEAR AVG.</td>
<td>84%</td>
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SOURCE: 2013 Survey of employers of SMU graduates
2013 Financial Review

- **SPECIAL-PURPOSE SCHOLARSHIP FUNDS**: $2,572,556 (83%)
- **PROJECTS (OTHER)**: $215,204 (7%)
- **ENDOWED SCHOLARSHIP FUNDS**: $188,033 (6%)
- **MISCELLANEOUS FUNDS (INCLUDES GIFTS-IN-KIND)**: $117,096 (3.8%)
- **ENDOWED FUNDS (OTHER)**: $4,342 (.2%)
### REVENUE

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<tr>
<td>Fees</td>
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<tr>
<td>Other revenue</td>
<td>$1,834,271.00</td>
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<tr>
<td>Transferred for operations</td>
<td>—</td>
</tr>
<tr>
<td>Endowment income</td>
<td>—</td>
</tr>
<tr>
<td>Released from restriction</td>
<td>$1,682,764.00</td>
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<tr>
<td><strong>TOTAL OPERATING REVENUE</strong></td>
<td><strong>$60,173,985.00</strong></td>
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### REVENUE DEDUCTIONS

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<td>Other deductions and scholarships</td>
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<td><strong>TOTAL REVENUE DEDUCTIONS</strong></td>
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<td><strong>NET OPERATING REVENUE</strong></td>
<td><strong>$58,172,704.00</strong></td>
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### OPERATING EXPENSES

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<tr>
<td>Academic support</td>
<td>$7,785,456.00</td>
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<tr>
<td>Student services</td>
<td>$4,476,063.00</td>
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<td>Institutional support</td>
<td>$7,852,169.00</td>
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<td>Auxiliary enterprises</td>
<td>$189,655.00</td>
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<tr>
<td>Released from restriction</td>
<td>$1,682,764.00</td>
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<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$51,668,301.00</strong></td>
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<tr>
<td>Oper Inc/(Loss) pre allocation</td>
<td>$6,504,403.00</td>
</tr>
<tr>
<td>Interest income/gains</td>
<td>$7,323,556.00</td>
</tr>
<tr>
<td><strong>NET INCOME/(LOSS)</strong></td>
<td><strong>$13,827,959.00</strong></td>
</tr>
</tbody>
</table>

### INVESTMENT ACTIVITY IN RESTRICTED FUNDS*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Investment income</td>
<td>$1,278,560.55</td>
</tr>
<tr>
<td>Realized gains/(losses)</td>
<td>$1,450,361.38</td>
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<tr>
<td>Unrealized gains/(losses)</td>
<td>$3,756,041.81</td>
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<tr>
<td><strong>TOTAL INVESTMENT ACTIVITY IN RESTRICTED FUNDS</strong></td>
<td><strong>$6,484,963.74</strong></td>
</tr>
</tbody>
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