

MOVING FORWARD TOGETHER

PROGRESS REPORT THROUGH ACADEMIC YEAR 2023-2024

THE OFFICE OF THE PROVOST AND ACADEMIC AFFAIRS

DR. ELIZABETH LOBOA, SENIOR VICE PRESIDENT

1.3 Increase Black representation in hiring processes on campus (100% Complete)

The Chief Diversity Officer and the Office of the Provost have implemented procedures to increase Black representation during the faculty hiring process. The Office of the Provost requires all members of the faculty search committee to have completed search and recruitment training, Searching Intelligently, provided by the CIQ@ SMU's Implicit Bias Training for Faculty within three years of search committee service, as certified by their academic unit's diversity officer.

The first bullet below has been addressed with 100% compliance. The second bullet has been addressed to 95% compliance, with the full benchmark goal considered complete when faculty, chairs, and deans create diverse representation on all search committees as standard practice without need for revision.

1.4 Develop or revise written faculty tenure standards and departmental accountability processes (95% complete).

All Schools/College have revised their Promotion and Tenure Standards, with the exception of 4 departments in Dedman College that have requested an extension. The majority of the Schools posted revisions in 2022 and made additional clarifications in 2023. All faculty can access all guidelines through this Box folder: [Promotion and Tenure Documents](#).

Each year for the last four years, several opportunities have been developed for all faculty to have centralized, Provost-level opportunities for feedback. First, each November (2020, 2021, 2022, 2023), the Associate Provost for Faculty Success has hosted separate "Road to Tenure" and "Road to Full Professor" workshops. Each year, the Associate Provost for Faculty Success hosts the [Springboard](#) that invites new faculty to a series of brunch conversations and utilizes the core curriculum from the National Center for Faculty Development and Diversity. The Springboard was expanded to include mid-career, associate-to-full, faculty. The Associate Provost for Faculty Success meets annually with all deans and all Associate Deans in each School/College to review formalized feedback from faculty and the Provost Advisory Council on Promotion and Tenure to create more clarity and mentorship opportunities within the departments, schools, and colleges. Records of these meetings are maintained in the Office of the Provost and can be provided to faculty upon request.

1.5 Establish clear violation protocol in Student Code of Conduct and SMU Policy Manual against acts of racial discrimination (100% complete).

Faculty Code of Conduct: For the faculty Code of Conduct, a working group comprised of the Chief Diversity Officer, Faculty Senate President, Office of Legal Affairs Representative, HR representative, and Associate Provost for Faculty Success revised Policy 2.1 Standards of Professional Ethics for Faculty and Academic Freedom. They conducted a peer and aspirant review of other university Faculty Code of Conduct policies and found that this policy aligns with a Faculty Code of Conduct. The working group made minor revisions to update the policy and recommended not changing the name of the SMU policy, but rather to have it serve as the Faculty Code of Conduct. The [revisions to 2.1 were adopted on August 6, 2024](#).

1.9 The University is dedicated to increasing Black faculty to 5% by 2025 (100% complete).

In the Action Plan response, the University indicated that it is dedicated to increasing Black faculty to 5% by 2025. In the 2023 faculty census data, SMU faculty was comprised of 6% Black faculty; this same percentage of 6% seems to hold for 2024, although final data will not be confirmed until faculty census on November 1, 2024.

Data is available annually as the Faculty and Staff Dashboard maintained by the Office of University Decision Support. The data is open and available to all senior-level administrators and includes a Tableau dashboard for ease of access and review. The data is updated annually by November 1 each year for the official Census date. As of November 1, 2023 (the latest official faculty census date), the overall number of full-time Black instructional faculty had increased from 28 in 2018 to 47 in 2023), which represents 6% of the total faculty population. Preliminary data suggests only a slight increase from 2023 to 2024, from 47 to 49, due in part to faculty departures and to the hiring of faculty from visiting lines into full-time, multi-year lines. Final data will be confirmed on Census Date (11/1/2024).

Below is a table depicting the percentage of Black faculty at SMU, as compared to aspirational peers and cohort peers for fall 2022 (the most recent year available allowing for direct comparison). This data is published by IPEDS and uses a standard reporting system for instructional faculty. Inclusion criteria include all full-time instructional faculty (e.g., tenured, tenure-track, NTT, and visiting); exclusion criteria include research faculty and faculty administrators at the level of associate dean and higher.

Table 1: Fall 2022 IPEDS Data: Full-time Instructional Staff with Faculty Status

Institution Name	Black or African American
Southern Methodist University	5%
Aspirational Peers	4%
Boston College	5%
Boston University	5%
Brandeis University	3%
Carnegie Mellon University	3%
Emory University	8%
Northeastern University	3%
Tufts University	3%
Tulane University of Louisiana	6%
University of Notre Dame	3%
University of Rochester	3%
University of Southern California	5%
Wake Forest University	5%
Cohort Peers	5%
American University	10%
Baylor University	4%
Fordham University	6%
George Washington University	7%
Lehigh University	3%
Pepperdine University	6%
Syracuse University	6%
Texas Christian University	6%
University of Denver	4%
University of Miami	5%
University of Tulsa	3%
Villanova University	4%

As seen in the above table, at 5% in 2022, SMU was slightly above its aspirational peers and on par with its cohort peers in terms of percentage of overall Black full-time instructional faculty.

Three years ago, an important issue was identified, in that not all faculty searches for teaching and professional faculty (NTT) were going through national searches. Therefore, process improvements began in consultation with the Chief Diversity Officer. All faculty hires now go through national searches, and the CDO has a formal review and signature authority in the process of all searches. Additionally, all faculty who serve on searches are required to attend Searching Intelligently. The path for hiring without a search, “Variance to the Hiring Process,” is still an option, and has been revised to include a robust review by the Chief Diversity Officer, Office of Faculty Success, and IAE Officer.

1.9b. The Office of the Provost will develop a post-doctoral fellowship program for two to four candidates of color to enter residency at SMU with the goal of implementation no later than the beginning of fall 2022 (50% complete).

Since assuming oversight of postdoctoral appointments in fall of 2022, the Moody School has been refining postdoctoral hiring and support of SMU’s postdoctoral scholars. As the next step in this development, a Postdoctoral Advisory Council, including faculty and

current postdocs, will be created to advise on policies related to postdoctoral appointments. The Moody School has drafted several proposed approaches to systematically attract postdoctoral fellows of color. Among the first tasks of the Postdoctoral Advisory Council will be to review Moody School proposals and develop guidelines and policies for recruitment and support of underrepresented postdoctoral scholars, in order to facilitate the expansion of the population of minority postdocs on campus. In partnership with the Council, the Moody School will work with the Office of Legal Affairs and the Department of Human Resources to ensure proposals taken forward for adoption meet federal and state laws.

2.2 Create a system of incentives for departmental recruitment and retention of Black faculty, and create additional endowed chairs (80% complete).

In addition to the efforts listed in section 1.9, the University will continue to utilize research support, stipends, awards, salary enhancements, and travel funds to bolster the recruitment, retention and support of Black and other underrepresented faculty members and their teaching, scholarship and research endeavors. The University will aggressively pursue operational resources that will have an immediate impact on the retention of underrepresented faculty, as well as endowment resources to increase the number of substantially funded endowed chairs and professorships to 160 by 2025 to comprise about one-third of our tenured and tenure-track faculty. These endowed positions should significantly assist in the recruitment of senior Black faculty of national prominence.

The Provost Office instituted Performance-Based Funding, which provides deans with \$5 million annually to support university goals. \$501,250 are allocated to Inclusive Excellence, and \$1.875M to research support, which deans can allocate for stipends, awards, salary enhancements, and travel funds. Currently, the Provost Office does not monitor or track the further dissemination of these funds (e.g., how the deans deploy the additional monies). However, when recruitment and/or retention issues for Black (and other) faculty are involved, the Provost Office has allocated additional central budgeted dollars to recruit/retain faculty. This information is confidential to the individuals involved and cannot be made public. The deans are discussing the potential implementation of a new inclusive excellence metric this year that tracks and monitors URM faculty count. It would be a five-year view of the data by college/school and will benchmark against aspirational peers as well as the ACC.

2.3 Increase compensation of faculty members working on inclusion-focused initiatives (100% complete).

The Office of the Provost, in consultation with deans, department chairs, the Faculty Senate, and faculty members, has reviewed and revised faculty workload policies as well as examined means of compensation (including but not limited to teaching load reduction and financial compensation) to address additional service burden experienced by Black and other underrepresented faculty.

The [Equity and Transparency in Workload](#) website was created to describe the full scope of how this initiative has been addressed as part of a 5-year project (currently entering Year 5). The site lays out the goals and progress each of the past three years, which has included partnerships with the President's Commission on the Status of Women (PCSW), the Provost Faculty Fellow for Equity and Inclusion, deans, associate deans, and department chairs.

Annual surveys were collected, analyzed and reported on each of 2022 and 2023 in partnership with these constituent groups. Merit allocations and workload/in-load allocations by deans and chairs have taken equity into explicit account. A university-wide system for reporting on faculty in-load for each faculty member was implemented in 2022-23 to increase visibility of workload distribution. In Year 4 (2023-24), the project continued to be tied to PBF, such that deans responded to the survey results, conducted department-level audits of in-load distribution, and provided a report to the Provost Office in fall 2024.

2.4 Introduce a No Loan Assistance Program. SMU will convene a taskforce no later than fall 2021 to identify best practices and innovations among our peer and aspirational schools to bolster our efforts to meet the financial needs of our students. Within 90 days of submission of the task force's findings, SMU will work with its external financial aid consultants to assess the capital and structural needs for viability and successful implementation (100% complete).

Access SMU, first awarded in Fall 2022, provides scholarships to meet full demonstrated need for high achieving students from households in Texas with limited income (i.e., Pell eligible). This program discontinued the use of unsubsidized, parent, and private loans to meet financial need by limiting loans to the maximum federally subsidized undergraduate loan each year (i.e., \$19,000 total over four years). In addition, SMU removed all loans from scholarships for the Mustang Scholars Program, SMU's cornerstone scholars program for students from households in North Texas with limited income. The University continues to evaluate additional opportunities to increase affordability and access and to meet more financial need of its students through fundraising goals in the SMU Ignited campaign.

2.5 Desired Outcome: Increase of Black student population in all schools of study until total population reaches 12%. The University believes that culmination of the efforts taken through this plan of action will result in an increase to 6% by 2025 of SMU's undergraduates identifying as Black, and an increase of 20% by 2025 in the number of undergraduates listing "Black" among the more-than-one-racial category (85% complete).

In Fall 2024, 398 undergraduate students identified as Black or African American (5.5% of all undergraduates). An additional 134 include Black or African American as one of multiple racial/ethnic identities. These groups total 532 students or 7.3% of the undergraduate population. (90% achieved, 5.5 of 6.0)

Four of the five undergraduate schools within SMU exceed 6% of declared majors identifying as Black or African American: Dedman College (6.6%), Lyle School of Engineering (6.9%), Meadows School of the Arts (6.4%), and Simmons School of Education & Human Development (8.9%). In the Cox School of Business, 2.5% of students identify as Black or African American. School data includes only those with primary major in that school and does not include students who include Black or African American as one of multiple racial/ethnic categories. (80% achieved, 4 of 5 schools)

When considering all students (undergraduate and graduate), 927 of students identify as Black or African American (7.7% of all students). Five of the nine schools and programs exceed 6% of students identifying as Black or African American: Dedman College (6.5%), Lyle School of Engineering (8.8%), Meadows School of the Arts (6.9%), Simmons School

of Education & Human Development (17.3%), and Perkins School of Theology (23.9%). Other schools include: Cox School of Business (5.8%), Dedman School of Law (4.9%), Guildhall (2.0%), and Moody School of Graduate & Advanced Studies (5.6%).

2.6 Desired Outcome: Increase 6-year graduation rate of Black first-year students enrolled in SMU by 50%. The University believes that culmination of the efforts taken through this plan of action will result by 2025 in a consistent increase in the six-year graduation rate of Black first-year undergraduates of 75.4% to approach the overall student body graduation rate of 80.9%. (50% complete).

The 2018 cohort started with 1,530 students and finished with a 6-year graduation rate of 84.2%. This is a 1% improvement compared to the 2017 cohort (see Table 2 below).

The 2018 cohort had 61 students reported as African American. Twenty-six were classified as student athletes during their first year at SMU and 35 were not classified as student athletes. The six-year graduation rate for all African American students was 70.5% and 74.3% for non-student athletes. This is a 1.3% improvement compared to the 2017 cohort rate for African-American non student athletes.

While some improvement occurred in the 6-year graduation rate for non-student athletes, we did not close the gap between the overall cohort and the African American cohort. The emerging gap in the subsequent cohorts (admitted in 2019 or later) indicates that additional efforts need to be taken to understand why African American students in particular are transferring to other schools and extraordinary steps need to be taken to retain these students. The Associate Provost of Student Academic Engagement and Success will schedule a meeting with Dr. Jennifer Jones to discuss findings from the last three years of exit survey data to develop a more detailed plan.

Table 2: Six-Year Graduation Rate

	Entry Count	Overall 6 YR Rate	Overall 6 YR Rate for African American	Overall 6YR Rate for Non-Student Athlete African American
2018 Cohort	61	84.2	70.5	74.3
2017 Cohort	61	83.1	75.9	73.0

THE OFFICE OF BUSINESS AND FINANCAL AFFAIRS

MS. CHRIS REGIS, SENIOR VICE PRESIDENT

1.3 Increase Black representation in hiring processes on campus

The Department of Human Resources (HR) will implement the following procedures to increase Black representation in the hiring process for staff:

- Partner with search committee chairs to develop staff recruiting strategies for filling a position. (100% - Ongoing)
- Require that search committee chairs complete CIQ@SMU Implicit Bias Training, as certified by the unit's diversity officer, within two years of coordinating the search process. (100% - Ongoing)
- Embrace and facilitate a more proactive, intentional process to add ethnically diverse representation to search committees. (100% - Ongoing)

Human Resources continues to partner closely with business units to ensure job postings are advertised to a wide variety of diverse and niche job sites to encourage a robust applicant pool.

- Human Resources continuously refines the staff recruitment process to ensure it aligns with recruiting a diverse applicant pool. HR monitors various advertising avenues and career fairs that support this mission.
- In FY 23-24, HR spent \$148,353 in advertising to support better sharing of job opportunities among underrepresented populations. This is a 65% increase from the nearly \$90,000 spent in February 2022.

1.7 Create citizen's review board for SMU PD

Beginning in November 2020, the Chief of Police and appropriate staff will meet quarterly with the new Community Advisory Board to provide perspectives on issues related to race and campus policing. Subject to applicable law, this committee will have access to all SMU Police Department statistics including arrest, citation, and referral statistics. The committee will administer the campus community policing survey and provide advice on police-community engagement.

- The SMU Police Department Community Advisory Board (PCAB) was formed in 2021 and meets monthly, and conducts quarterly community events to foster improved communications between police and the campus community.

3.1 Establish clear career paths for staff to increase retention of Black staff (40% - 3 distinct phases).

Working with SMU's Department of Human Resources, each administrative unit, college, and school will develop a retention and career advancement plan for staff positions before the start of the 2022-23 academic year. The plan will include staff organizational and reporting structure, advancement opportunities and a talent review as well as clearly-defined job titles, roles and job descriptions for each position. The skills, education, and certifications necessary for selection and or promotion to these positions will be identified, updated as necessary, and made accessible

to all employees.

The first phase of the compensation study included creating market-based job families, job level groups, job codes (job titles specific to each function) and a revised compensation structure aligned with available compensation and market data for the DFW region and SMU's peer and aspirant universities. This new framework will facilitate more precise comparisons of similar roles campus wide.

- Additional results of this phase are:
 - 45% of individuals received a pay increase.
 - 55% of the classified staff positions analyzed are currently paid at or above the competitive market range.
 - Of the 1520 employees included in the compensation study, 465 self-identified as Black or Hispanic.
 - 49% of employees who self-identified as Black or Hispanic received a pay increase.

As part of this effort, all staff salaries were adjusted to meet or exceed 90% of the market median. Phase 1 of the study has been completed, allowing us to move forward with Phase 2, which focuses on establishing career paths. Human Resources will meet with schools, departments, and divisions in the Fall 2024 and Spring 2025 to discuss and develop career paths for their respective areas.

Phase 3 entails implementing JDXpert, a new online tool for job descriptions. Human Resources will finalize the master job template and upload all current job descriptions to the new software by the end of 2024. Spring 2025 will be spent on workflow, approvals, and creating a plan to roll out the new software to campus.

THE OFFICE OF STUDENT AFFAIRS

DR. K.C. MMEJE, SENIOR VICE PRESIDENT

1.5 Establish clear violation protocol in Student Code of Conduct and SMU Policy

Manual against acts of racial discrimination (100% complete).

By fall 2020, the University will convene a task force of student, staff, and faculty representatives to engage in a comprehensive examination to identify best practices in higher education around this important concern. The task force will identify and review current SMU policies and procedures, which require revision and updating to more precisely reflect the University's dedication to constitutional principles while honoring its commitment to provide a safe and respectful professional and educational environment for all of its members. The University will begin assessing the viability of revision and implementation of the Student Code of Conduct and the SMU Policy Manual no later than 90 days after the task force report is submitted, or sooner if practical. Because the Black Unity Forum action Plan seeks synchronization of policies for all SMU members, the University will complete the vetting and approval process for any necessary student code or policy manual changes within 24 months of submission of the task force report.

A comprehensive analysis of the data revealed the need to clarify and strengthen language in SMU's Student Code of Conduct, and highlighted the need for ongoing education efforts to raise

awareness of SMU's bias incident reporting process. The Student Code of Conduct Review Task Force submitted to President R. Gerald Turner for his review proposed recommendations for strengthening SMU's Student Code of Conduct and the Bias Education Response Team (BERT) processes. Recommendations ranged from bolstering BERT training and education efforts, including reference of the BERT process in the Student Code of Conduct, and enhancing communication with complainants during the student conduct, non-discrimination, and BERT grievance processes. Collectively taken, the recommendations were designed to ensure that the Code more precisely reflected the University's dedication to constitutional principles while honoring its commitment to provide a safe and respectful educational living and learning environment for all of its members. Those recommendations approved by Dr. Turner were assigned to the appropriate offices for further study and implementation.

The Implementation Team recommended that the following bias definition be added as a potential charge to Section IV,C. Sincere Respect and Regard for Others of the Student Code of Conduct:

An act of hostility, harassment, vandalism, or intimidation, beyond the bounds of protected speech, targeted against an individual or group's legally protected personal identity. Bias is behavior that could reasonably be considered to cause an impact to the individual or group, regardless of intent.

This definition was shared with SMU's Student Senate in early-April 2022, and was approved for inclusion in the Student Code of Conduct, effective Fall 2022.

The Student Code of Conduct did not lend itself well to including references to University committees beyond the Honor Council and University Conduct Board; however, there were opportunities to include additional information in the SMU Student Handbook, where the Code is published. After discussions with representatives from the BUF Task Force and the Implementation Team, information regarding how to report a bias incident, the weblink to report a bias incident, and a flowchart explaining the process once a report is received was included in the 2022-2023 Student Handbook.

1.10 Desired Outcome: Reduction of reported racial profiling and discrimination by 50% (100% complete).

The Offices of Diversity and Inclusion and Institutional Access and Equity as well as the Division of Student Affairs will work with the Black Unity Forum to develop metrics by which progress can be accurately measured, as some incidents currently go unreported and increased awareness of the avenues available for reporting bias may result in increased numbers. The University will:

- Create by spring 2021 a clear system (database and measures) for recording racial bias incidents.
- Create by fall 2021 a baseline of incidents in a more formal, systematic way.
- Begin by spring 2022 incident tracking and reporting across the first year of implementation.

The BERT process has been modified to include multiple types of bias. A university definition of bias was created, adopted, and included in the Student Code of Conduct. The BERT video has been updated to include not only what BERT is, but what it is not. A visual map of the process is included to explain the process. The number of BERT reports have increased by 50%. We believe this is due to enhanced awareness within the campus community about the process. Each year BERT training has been provided for major student leaders and new undergraduate students. Maxient, the database used to collect and manage bias incident reports, allows for a weekly report with data on the types of bias being reported. The Dean of Students Office includes BERT education when conducting its “Road Show” to the academic schools. Academic, Athletic, and SMU Police representatives were added to the BERT team.

3.2 Establish a paid internship and mentorship program for Black students (100% complete).

Effective immediately, SMU’s Office of Alumni Giving and Relations will develop a targeted mentorship program in partnership with the Black Alumni Board of the SMU Alumni Board, promoting these efforts through additional personal and mass solicitations, alumni engagement, and promotion and marketing.

The Hegi Center’s DEI focused internship program has grown steadily year over year

since we began the program in 2020. In 2021 there were 9 students involved in the program with 18 participating in 2024. This past year we added new impactful features to the DEI Internship experience including:

- Incorporating knowledge and assessment of NACE Competencies into the overall internship experience.
- Requiring participation in community engagement and virtual professional development sessions focusing on critical thinking, communication, equity and inclusion training, leadership, teamwork, and LinkedIn profile development and utilization skills.
- An employer and student orientation and debrief were both added this year, which better educated employers on how to maximize student interns.
- The Hegi Employer Relations Team conducted onsite visits with DEI internship employers.

All 18 of these DEI Internship opportunities were paid directly through participating companies and organizations or through a Hegi Family Career Development Center sponsored stipend.

3.3 Increase representation in pivotal meetings for students and Black Unity Forum (75% completed)

The administrative leadership of SMU commits to four meetings per calendar year with the Black Unity Forum to review progress on this action plan and its objectives.

- BUF members meet with the Administration quarterly to provide an update on the action plan.
- There is always a representative from the community on the Police Community Council.
- BUF student representatives are included in the monthly Vice President for Student Affairs Student Advisory Board (VPSASAB)

3.5 Start a Black student/alumni summit sponsored by SMU (0% Complete)

SMU will collaborate with Black students and the Black Alumni Board of the SMU Alumni Board, as well as other stakeholders, to develop by fall 2022 a biennial University-sponsored Black student/alumni summit to more effectively knit current Black students and alumni. The Hegi Family Career Development Center and school career centers will assist with networking aspects of the summit and the office of Undergraduate Admission will determine the viability of utilizing the summit as a prospective recruitment tool for Black students.

Mary Margaret Carrillo and her team in Alumni Relations took the lead on this project. Progress has been slow due to staff turnover in this area.

THE OFFICE OF UNIVERSITY ATHLETICS

MR. RICK HART, DIRECTOR OF ATHLETICS

4.1 Create a mandatory racial inequality and implicit bias workshop specific to SMU Athletics (100% and ongoing).

Over the last four years, the Department of Athletics has instituted at least 1-2 monthly training sessions on important inclusion topics in college athletics for coaches, staff, and student athletes. Recent topics include, LGBTQ Allyship, Coaching Generation Z, and the history of race in athletics.

4.2 Establish opportunities for SMU Athletics to serve the greater Dallas community (100% complete and on-going)

SMU Student Athletes and coaches are active participants in civic life throughout the Dallas Metroplex. Activities include:

- The Department of Athletics participates in the Annual MLK Day Parade.
- Each April, the Department of Athletics including representatives from all athletic teams participate in the Metroplex program, Curing Kids Cancer.
- Student Athletes have partnered with Billy Earl Dade Middle School where they have done a Pep Rally to encourage students to preparing for the STAAR Testing, Back-to-School bookbag & supplies drives, Read Across America initiatives, and reading times with students.
- The Department of Athletics continues its successful partnership with Project Unity's, Together We Ball. Over the last two years, our basketball teams and their coaches have participated in skills camps and coaching the celebrity basketball game. This event brings over 1000 members of the community to the campus.
- In partnership with St. Luke Community United Methodist Church, we participate in programs such as "First Sundays with Pastor Richie Butler and the SMU Black Faculty, Staff, and Student Convocation held at St. Luke UMC in 2023 and working on another one for 2024.

4.3 Hire a Black mental health professional for student-athletes (100% complete).

Ellicia Money and Alexis Harris are now on staff.

4.4 Create access to educational classes for student-athletes such as financial literacy, voting education, and career development (100% complete).

We have prioritized helping our student-athletes transition to the college culture, including managing faculty and coaching relationships. We have instituted an orientation for our international students as well as multiple check-ins at different points during on-boarding to get access to student feedback more quickly.

Our student-athletes participate in our successful program, Life after Ball, which oversees all curriculum for the development of life skills including employment, internships, and financial literacy.

4.5 Mandate Election Day as a day off for all athletic teams (100% complete)

All athletics teams are provided with several options to assist their student athletes with fulfilling their civic duty. For sports in season on the road, coaches work with them to identify mail in or early voting options.

4.6 Cease the stifling of student-athletes academic breadth and opportunity for the sake of scheduling simplicity (100% complete).

The Department of Athletics and The Office of the Provost collaborated to hire Teiana Jones, Senior Director in SAES/ Assistant Athletic Director to assist our athletes and coaches in developing degree plans that fit the interests and desires of our student athletes.

4.7 Enforce a zero-tolerance policy for racist behaviors in academic or athletic settings (100% complete).

- Per University Policy, the Office of Institutional Access and Equity is designated to handle inquiries regarding SMU's nondiscrimination and affirmative action policies.
- Any person who has a claim of discrimination is encouraged to file a complaint by completing and submitting a Discrimination Complaint Form to the Office of Institutional Access and Equity. The Office will investigate the matter to determine if this policy has been violated and will take the appropriate corrective actions.
- Additionally, the Director of Inclusive Excellence for the Department of Athletics now sits on the Bias Education and Response Team (BERT). BERT is comprised of SMU staff members who provide support to community members who file a report of bias, keep records of bias incidents, and analyze trends in efforts to continually improve our campus community in keeping with our values. They also review each report on a case-by-case basis and will provide information and referrals to resources, while also tracking incidents to examine trends and opportunities for education.

4.8 Create a space for the fellowship of student-athletes beyond the study hall requirements, as well as opportunities to connect with student-athlete alumni (100% complete).

- The Gary Weber End Zone Complex is now open with the Flanagan Family Training Table for ALL student-athletes.
- Black Excellence Brunch is the athletic event that concludes SMU Black Excellence week. This event invites black student-athletes to visit and meet with alumni.