



SGA Commission on Diversity Report and Recommendations

Prepared for the Texas Christian University Student
Government Association, April 2013

SGA Commission on Diversity

Miles Davison, Class of 2014, *Co-Chair*
Pearce Edwards, Class of 2013, *Co-Chair*

Manoj Chelvanambi, Class of 2015
Drew Curd, Class of 2014
Catherine Dooley, Class of 2015
Kee-Kee Jackson, Class of 2014
Varun Pramanik, Class of 2013
Briyet Sigala, Class of 2016

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Table of Contents

Executive Summary.....	4
Introduction to the TCU SGA Commission on Diversity.....	5
Literature Review on Diversity in Higher Education.....	6
Research Design.....	9
Admissions and Marketing.....	10
Curricular Activities.....	14
Co-Curricular Involvement and Inclusion.....	17
Peer-to-Peer Interaction.....	20
Analysis of Evidence.....	21
Recommendations.....	23
Endnotes.....	26

Executive Summary

The SGA Commission on Diversity offers its research and findings at the conclusion of a two-month process to investigate an important social justice issue on the campus of Texas Christian University (TCU). Called by Student Body President Joshua Simpson, the Commission asks important questions about race and socioeconomic diversity at TCU, evaluates standards set by TCU for diversity, connects diversity to multiple pieces of the student experiences and suggests ways in which the university can improve. The report draws on professional statistical research, student body surveys and data from the U.S. government as well as interviews with students, faculty, staff and content analysis of important TCU visioning documents.

From the wide net of research and data gathered, a picture emerges of an institution which does not always prioritize or specify its diversity-related goals, creating a difficult environment in which to reconcile the differences between students of different backgrounds and improve the experience of students passionate about diversity. TCU is ranked among the lowest schools in Texas in its ethnic diversity score from U.S. News and World Report and has lower acceptance rates for students of color than it does white students. TCU faculty and staff are less racially diverse than the student body despite efforts to the contrary, and Black and Hispanic students face challenges in terms of grades and academic resources such as advising.

Within their co-curricular experiences, TCU students of color are less satisfied overall with the university, study abroad far less and in some cases do not participate in as much community service. Only one tenth of students felt TCU frequently discusses diversity on an administrative level, even though half of respondents think about such issues and three quarters find diversity important to their education. In peer-to-peer interaction, students encounter a degree of social segmentation through fewer conversations with students of differing racial and socioeconomic backgrounds and students rate their inner social circles more homogenous than the rest of the campus. However, the data show a broad student desire to discuss these issues.

For Student Government Association, the report finds twin issues of a lack of knowledge about the organization and low favorability for initiatives which promote diversity, including passing legislation and setting objectives related to the participation of students from different backgrounds. The report recommends creating an SGA Inclusion and Representation Campaign (SIRC) which will promote and train marginalized students who historically lack access to top student leadership. Initiation of an SGA Diversity Summit which dialogues about respect and identity would address deficiencies in campus interaction and involvement across social lines.

Administratively, the report calls on TCU to recognize the parallel experiences of students who do not conform to the mainstreamed image of the university and to create and improve programs to welcome these interests. A Permanent Council on Diversity and Bias Response Program in Campus Life assist this public, sincere affirmation of the centrality of diversity to the educational mission of TCU as a world-class, values-centered university.

Introduction to the TCU SGA Commission on Diversity

On January 22nd newly elected Student Body President, Joshua Simpson in conjunction with the Student Government Association Cabinet announced four principles that would guide SGA throughout the 2013 spring semester. The four principles are transparency, purpose, inclusiveness and effectiveness. To further illustrate the need for these principles, Simpson stated the following: “What has worked in the past may not work in the future... now is the time to mend the student government and unleash its hidden potential.”ⁱ Corresponding with the principle of inclusiveness, Simpson created the SGA Commission on Diversity. The purpose of the Commission on Diversity is to explore issues of diversity at TCU, more extensively than could be addressed within the capacity of the traditional SGA branches.

The Commission on Diversity is the first rigorous, SGA-mandated study of a social justice issue at TCU, coming at a time in which issues pertaining to diversity are prevalent on campus. The university environment presents increasing challenges to students of varying racial and socioeconomic backgrounds. Examples of these challenges include an increase in tuition, student concerns about segmentation between student groups, and the discussion of the racial composition of students on Intercom. In addition to these concerns, improving diversity should be important to every student on campus, and a top priority of student government. For the purpose of this study, diversity is defined as the following by the City University of New York.ⁱⁱ

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Furthermore, fulfilling this definition of diversity is impossible without considering inclusiveness, as it is a practice that enables students of all backgrounds to interact. The TCU office of Inclusiveness and Intercultural Services describes the practice of inclusiveness as:ⁱⁱⁱ

Various programs, activities, events and organizations, through which students, faculty, staff and the community can learn, grow, interact and develop.

From the preceding definitions of diversity and inclusiveness, there are many personal attributes that classify students on campus as diverse. However, the issues most regularly expressed to SGA have related to issues of race (specifically African American and Hispanic students) and socioeconomic status. Furthermore, these two areas are often correlated, as college

access and retention are more difficult for members of lower socioeconomic classes and marginalized racial groups such as African Americans and Hispanics. The commission report traces the experiences of these groups at TCU to evaluate the strengths and weaknesses of the university in providing them educational equity. Although the focus of the commission is limited to race and socioeconomic experiences, there are a multitude of other identities that deserve the attention of student government and the administration as well.

In order to effectively evaluate the University's standing on diversity, the commission approached its research with four specific questions. These questions allow for the comparison of TCU's performance on diversity against a clearer standard of success, rather than measuring the University against itself over time. These are the questions that were used to outline the research:

1. What does a diverse campus look like?
2. Is TCU diverse? Does it promote diversity?
3. How does diversity affect the TCU experience?
4. What should TCU do moving forward?

In addition to these questions, the commission examined a specific framework of institutional behaviors that all impact diversity in varying ways. These behaviors are concerned with the impact of the university's decisions and practices on student life as opposed to exclusively focusing on student culture. The commission searched for evidence of diversity within the campus systems of programs, events, policies, priorities, and structures of power and privilege. When possible, the research looked for trends over time, as well as trends from comparable universities and the United States as a whole.

Through the completion of this commission, SGA will be empowered to fulfill its goal of "representing the collective voice of the student body and encompassing the spirit of the TCU community."^{iv} TCU will be empowered to achieve its goal of widespread academic success, which is largely dependent on its dedication to diversity. Outcomes from the report give students, student leaders and administrators the tools to better achieve these goals and include all members of the TCU community. Keeping diversity as a central focus enables students to become ethical leaders and responsible citizens in a world that requires them to embrace and celebrate the identities of all people.

Literature Review on Diversity in Higher Education

Answering questions about the state of racial and socioeconomic diversity at TCU cannot occur when only comparing the university against its past performance, or simply assuming the numbers in these areas are improving – as though diversity is a car which drives itself. Rather, diversity must be evaluated through serious and measurable standards which prevent it from being neglected and compartmentalized within the mission of the university. Jonathan Alger (1997)^v found diversity in higher education to have "become an end in itself rather than a means

to a greater educational end...universities have failed to establish the fundamental link between diversity and their educational missions.” Diversity must take center stage in higher education.

The first key to understanding diversity is realizing the breadth and depth of its effects on campus life. Diversity of race and socioeconomic status is not simply a measure of student demography, but rather an *institutional mindset* which affects students, staff, administrators and university programs. A university which demonstrates diversity seeks to bring a lens of inclusion and transformation into its departments and initiatives. Similarly, student leadership should do more than gesture to diversity in name; it should actively initiate and generate diversity through its policies and programs. Aguirre and Martinez (2002)^{vi} find diversity to flourish most when combined with *leadership practices* which “seek to determine goals and strategic planning within the organizational culture of higher education.”

Benefits of leadership-driven institutional diversity are numerous. Eve Fine of the University of Wisconsin (2004)^{vii} gathered academic research to demonstrate the following advantages of a diverse university environment:

- Positive impact on student cognitive development, satisfaction and leadership skills
- Interracial interaction shows greater intellectual growth in and outside the classroom
- 90% of surveyed faculty believe campus racial diversity enhanced critical thinking
- A non-discriminatory university environment affects students’ beliefs about diversity

In the opposite case in which a university does not actively promote diversity in its practices and leadership, it follows logically that students are less satisfied, less capable leaders, poorer critical thinkers and not in line with the beliefs of faculty nationwide about the ingredients for effective learning. Because the university models diversity for students, it does a disservice to those students in the long term when it fails to adopt a leadership-driven diversity approach. As Aguirre and Martinez write, “diversity is stagnant in higher education if it is neglected.”

As advantageous as diversity is when spread across a campus and instituted into policies, such prioritization is insufficient by itself to produce results. A university and student leadership must be able to create change through setting and meeting goals which put diversity into operation. *Operational diversity* differs greatly from diversity as a value or principle in that it requires innovation and creation within university governance and the questioning of the effects of existing systems on diversity. Perceiving diversity as an issue of cause and effect means the university must take responsibility to build the causes/mechanisms which generate diversity and consistently measure success beyond simply the proportion of students from different backgrounds. In their review of the *transformational* approach to leadership-driven diversity, Martinez and Aguirre recommend using these university mechanisms to generate diversity:

- Student participation
- Faculty/staff mentorship

- Administrative opportunities
- Degree requirements
- Research and teaching agenda
- Financial allocation
- Governance practices

For students and student leaders, what must occur on the ground in the fabric of the campus experience are tangible products which demonstrate the university is working to actualize diversity. While the design of this report answers the question of how TCU's interactions with students affect diversity, there are several successful examples from other universities of how students can see and request that racial and socioeconomic diversity be promoted and celebrated.

First, Cornell University addressed racial discrimination in 2008 when inflammatory articles appeared in a student-run publication. A group of student leaders met to “enlighten the student body” and “pressure the administration” to take a firm stand in favor of tolerance and acceptance.^{viii} Cornell identified its *bias response program* which gave students an easy and formal way to report incidents of discrimination to staff. Cornell also holds *diversity workshops*, has a Faculty Diversity Initiative, a University Diversity Council and multiple initiatives to encourage discussion and debate about the diversity on their campus.

Second, Smith College – a small women's liberal arts college in Massachusetts – began a program called Otelia Cromwell Day in 1989 which celebrated the legacy of the university's first African American graduate through a mandatory day off from classes in which students participate in workshops, film screenings, lectures and entertainment which encourage education and reflection about issues of diversity and racism in contemporary America.^{ix} The program includes themes stretching across disciplines, as the 2012 Otelia Cromwell Day was entitled: “Social Justice, Activism and New Media.”

Third, Oberlin College – a small liberal arts college in Ohio – suspended classes in spring 2013 in response to multiple incidents of hate speech on its campus. Its president called for “a series of discussions of the challenging issues that have faced our community in recent weeks.”^x Despite being one of the most progressive institutions of higher education in the United States, Oberlin still confronted the obstacles of discrimination and exclusivity which harm the quality of student life and experiences.

The common thread from the examples demonstrates that the approach of student leaders and university officials to diversity must be one that is *public, inescapable, sincere and self-critical*. Effectively addressing racial and socioeconomic diversity does not require students and staff to have particular opinions on related political and social issues, but rather permits “airtime” to diversity and admits the central role individuals' decisions play in sustaining it. Diversity is a goal which cuts across the “noise” of other university programs and becomes a measuring stick for the institution's future growth.

Key claims from review of literature and experiences with diversity are in the table below:

Claim 1	Diversity is a cross-cutting issue which affects all areas of a university
Claim 2	Diversity has too often been treated as an end in itself instead of a means
Claim 3	Greater diversity leads to greater student performance and improved skills
Claim 4	Universities must actualize diversity by innovatively enabling its causes
Claim 5	Students must participate and engage in the creation of these causes
Claim 6	Universities must be publicly accountable in honestly measuring diversity

Research Design

At any university, the student experience begins with admission, is greatly affected by the institution's curricular goals, characterized by co-curricular involvement, and is influenced by interactions with peers. In order to effectively examine diversity at TCU, it is necessary to dissect the nature of the TCU student experience. Exploring the differing aspects of the student experience enables the commission to specifically evaluate TCU's standing on diversity rather than trying to measure the institution as a whole. The goal of dissecting the student experience is to trace the roots of diversity at TCU, which will better frame the current state of diversity on campus.

Since admission plays a vital role in the student experience, this research examines the racial breakdown of students at TCU and compares them with other universities and national trends. The research also explores methods of student recruiting and measures how well TCU recruits various groups. Lastly, the research examines the process of student acceptance rates and measures how that process is impacted by race.

In continuing with the TCU student experience, the research explores curricular practices of TCU that directly impact students. These practices include institutional priorities, classroom environment, use of campus resources, and the racial makeup of faculty and staff members. It is important to evaluate the curricular practices of TCU because they indirectly influence the nature of the student experience. As curricular practices indirectly impact student life, co-curricular practices directly impact students; co-curricular practices can be classified as any activity that is done outside of academic interest. Co-curricular activities that are explored include student activities, Student Affairs administration, and the Student Government Association.

Throughout all of the aspects of the student experience, peer-to-peer student interaction is a big indicator of diversity. Since the diverseness of student interaction is largely influenced by admissions, curricular practices and co-curricular practices, the amount of interaction between social groups will be an indicator of how diverse TCU is as a whole. In order to examine student interaction, it is necessary to measure social segmentation and incidents of discrimination at TCU. By measuring social segmentation and incidents of discrimination at TCU, the commission will be able to draw conclusions about the diverseness in the student body.

In order to assure that the research is well rounded, this report uses both qualitative and quantitative data. Qualitative data can be defined as any data that cannot be numerically measured. For the purpose of this study, qualitative data was used in order to include perspectives of students, faculty and administrators, and also to analyze the specific goals of departments at TCU. Qualitative data is collected in this study by interviewing students, questionnaires sent to faculty and administrators, and analyzing applicable university strategic plans through the Vision in Action process. This data will not only convey what various students and faculty of TCU are experiencing, but it will also show whether or not those experiences reflect the goals of the university and its departments.

Contrary to qualitative data, quantitative data is any data that can be measured and analyzed numerically. Quantitative data is used in this research to measure diversity in a variety of ways. In regard to admissions, quantitative data is used to show the racial breakdown of students at TCU and examines trends in population increase or decrease within racial groups. The research then examines the most recent TCU student responses to the National Survey of Student Engagement (NSSE),^{xi} which is a survey that explores the student perception of their university in both curricular and co-curricular ways. In this study, the NSSE is used to show the differentiation between racial groups in the classroom, in student life, and through use of resources. Lastly, this study uses a TCU student survey to measure feelings of racial interaction on campus.^{xii} The survey will show how the general student population feels about diversity at TCU, and will show how often students interact with peers from different backgrounds than themselves. The NSSE results and the student and faculty survey responses can be found in the appendices following the conclusion of this report.

Throughout our research, it is necessary to have a standard of proof in order to determine if any statement, event or trend is significant enough to truly impact diversity. The standard of proof that is used in this study will be any instance in which a racial or class group has been significantly marginalized. This marginalization can be positive or negative, as there can be areas in which TCU excels and areas in which need improvement. In quantitative data, the standard of proof will be applied when discrepancies in trends or percentages has more than an 8% difference between groups. In qualitative data, the standard of proof will be applied in cases of extreme experiences, and in cases in which university goals are either exceeded or not met. Through these various methods of research, it will be possible to draw effective conclusions of diversity at TCU.

Admissions and Marketing

Beginning the narrative of diversity at TCU, an important distinction must be made between the kinds of data and analyses in the four primary sections of the university organization which are examined. First are the encounters of all TCU students with issues of race and class diversity in the different facets of campus life, such as witnessing the discussion of inclusiveness or being enabled to form diverse friend groups through university action to the same. Second are

the experiences of students from diverse race and class backgrounds, regardless of the relevance of the particular issue to diversity. For example, if students of color report less ability to enjoy campus social activities or athletics, such a statistic would be reported here. Blending these two categories of analysis sheds light on the strengths and weaknesses of the university in placing diversity high on the agenda of the student body and following through by equalizing its services for students of all backgrounds.

While Student Government Association (SGA) takes a prominent role in the third part of the report content, a framework of the composition and management of issues of race and class must be built through the discussion of university admissions and curricular services in the classroom. This report makes certain claims about the need for leaders among students and administrators to operationalize diversity, but leaves the specification of where such action ought to take place or does not need to take place in the hands of the data. Beginning with the admissions process, this section assesses perceptions of TCU, a longitudinal view of admission numbers disaggregated by race as well as identifying the driving forces behind the changes or lack of change in the demographic makeup of the student body.

The TCU division of Marketing and Communication “has responsibility for managing the University’s image on a day-to-day basis,”^{xiii} including divisions for church, community, internet and print media, among others. Evaluated in the division’s Vision in Action report card – a systematic campus effort to craft a strategic plan based on five cardinal principles and filled with TCU’s “competitive advantages” – Marketing and Communication set several goals under a diversity theme. To promote a “friendly, diverse campus living and learning experience in a unique city,”^{xiv} the division promoted a marketing program for Study Abroad as well as pictures of campus facilities to emphasize residential environment and of faculty interacting with students.

Marketing and Communication’s strategic plan, included in the appendices, makes no mention of race and/or class diversity in its goals related to promoting a diverse campus environment. The Office of the Chancellor does, however, mention a general goal of creating a “ethnically diverse mix of undergraduates”^{xv} as part of an initiative to keep an ideal size and balance of the TCU student body. While the TCU Factbook^{xvi} reports over 20% of students listed their racial background as nonwhite, students’ perceptions asked in an SGA survey found a strong majority (65%) actually *underestimated* the proportion of nonwhite students at TCU.

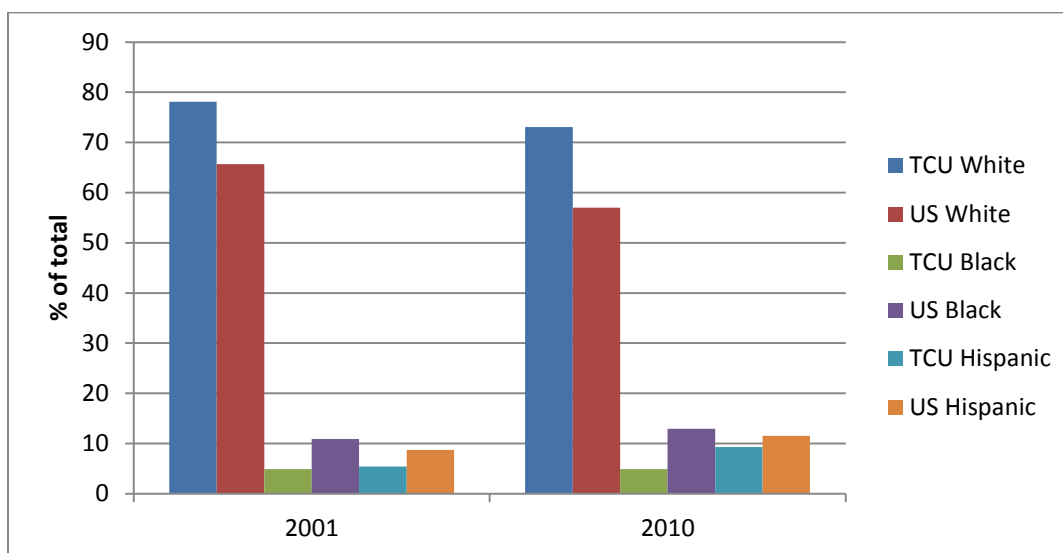
Junior Shannon Sweeney observed that based on the white, affluent image of the university, “there is an obvious lack of reaching out to other communities...it makes the idea of TCU very whitewashed.”^{xvii} The effects of a non-diverse campus image reach beyond skewing the perceptions of students and closing ranks around a privileged demographic. Senior Jonathan Davis described the TCU image as “recursive” – meaning repeated application of a single idea to obtain successive results – and one that “makes you want to improve your image in some ways so you are not looked down upon.”^{xviii} In other words, in the encounters students have before

entering TCU and initially at the university, the tightly controlled image of the campus translates onto the psychology and esteem of students who do not correspond to such an image.

The story of perceptions of TCU translates onto the perceptions of potential applicants and their acceptance through the Office of Admissions. As a private university, however, TCU is not bound by legal decisions about admissions based on race, class or any other criteria not exclusively based on merit affecting public universities. Supreme Court cases *Fisher v. Texas* and *Hopwood v. Texas*^{xix} challenged the justification of Texas public universities to use race as a factor in admissions to counter past discrimination and the need for student body diversity. TCU as a private institution must only be aware of its responsibilities receiving limited federal funds to be nondiscriminatory in its admissions process per the Civil Rights Act of 1964.

Even with the legal freedom to accept a diverse student population, admissions numbers for the university show mixed results in composition of the student body since 2000 as well as acceptance rates over the past several years. Report annexes include data related to demography and the Office of Admissions,^{xx} but important numbers are highlighted in Figures 1 and 2 below. TCU has witnessed minimal change in the proportion of Black students it enrolls since 2000, running now at almost one-third the national proportion. The number of Hispanic students has increased in proportion with the national increase in Hispanic population in the same period.

Figure 1: Comparative Race Enrollment (%), 2001-2010



The data indicates a discrepancy between students of Black and Hispanic backgrounds and the national population for each of these demographic groups. Additionally, these rates do not factor in the greater racial diversity of Texas and California, from which the majority of TCU applications come. U.S. News and World Report, a premier college rankings organization, compiled an index of campus ethnic diversity based on the likelihood students will encounter

students different from their own background at the university. TCU ranked below most public and private universities in Texas on this index, as shown in Figure 2.^{xxi}

Figure 2: Texas Universities' Ethnic Diversity Scores

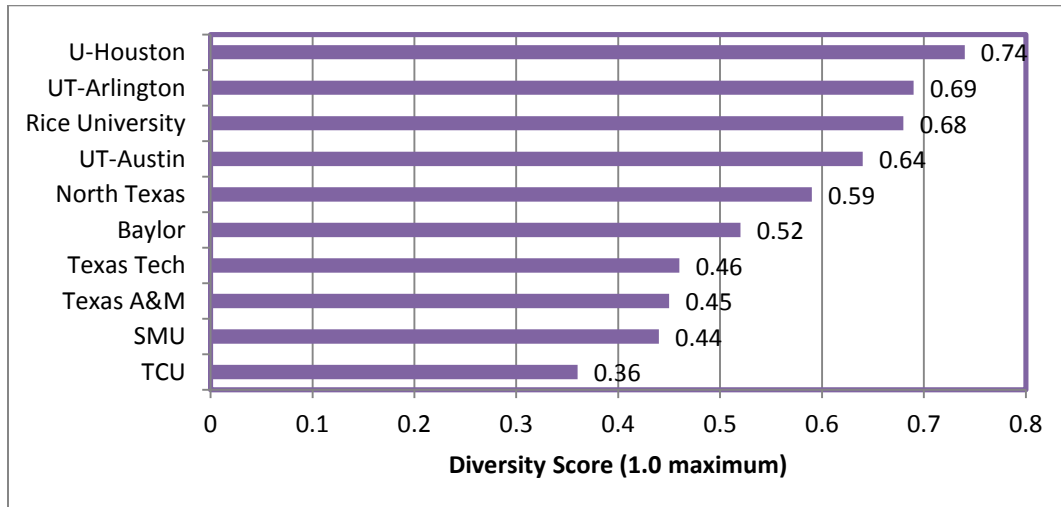
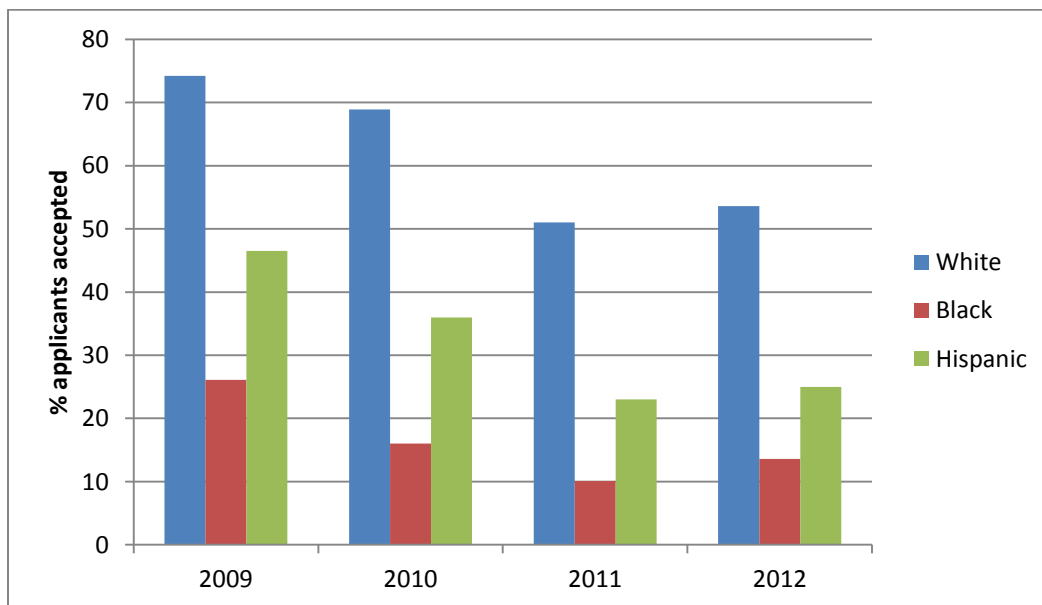


Figure 3 below shows the differing acceptance rates between racial groups based on data provided by the Office of Admission.

Figure 3: Comparative Race Acceptance Rates (%)



What the data in Figure 3 suggests is that enrollment numbers, which are a personal choice of students, are affected by the preceding acceptance numbers which are beyond the control of applicants. Put differently, the number of students at color at TCU is determined largely by the numbers which have the chance to enroll in the first place. When White students

are accepted at four times the rate of Black students, opportunities to increase campus diversity are seriously constrained. Jonathan Davis believes TCU primarily targets high-achieving students from suburban areas, while “most high-achieving students from urban schools do not come to TCU largely because of that image.” Targeting applicants, selection of applicants for acceptance and the applicants’ decision to enroll together affect diversity reflected in admission.

With the mixed record of increasing campus diversity through the Admissions process and the composition of the student body, TCU does offer several examples of productive university initiatives to diversify its image and improve access to students of minority or low-income backgrounds. Senior Alex Adewunmi asserts “TCU has done a much better job of advertising our campus to minority students at local high schools.”^{xxii} As early as 1999 under Chancellor Michael Ferrari, the Chancellor’s Council on Diversity and Community worked to endow a Martin Luther King, Jr. scholarship for students who embody the values of the late civil rights activist.^{xxiii} The Community Scholars program, founded by the same council in 1999, has given over 200 scholarships now valued at \$195,000 each to students in lower-income North Texas high schools.^{xxiv} TCU’s College Access programs also boast having attracted 6000 low income and first-generation students to the university.^{xxv}

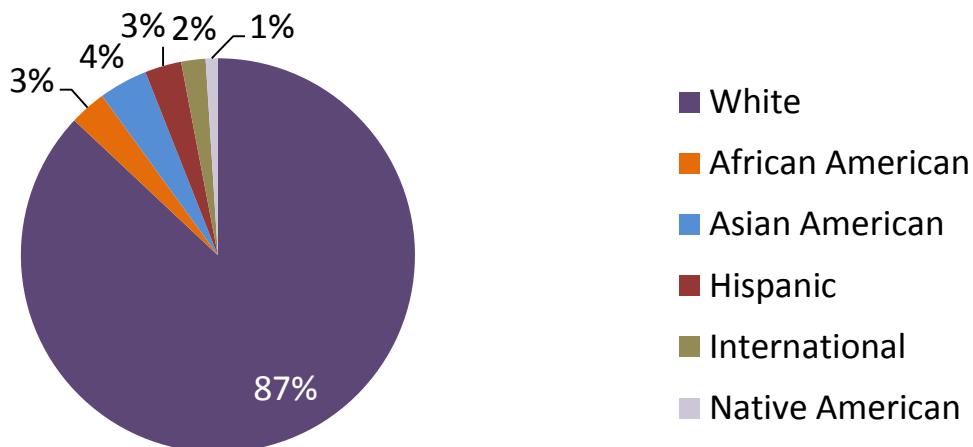
The story of admissions and access at TCU indicate a non-diverse image, low rankings relative to other universities, inconsistency with national demographic trends and much lower than expected acceptance rates by race. However, a number of funds and programs work to improve these ratings but lack the sustained institutional focus they were once given under the Chancellor’s Council on Diversity and Community in the early 2000s. Marketing and Communication addresses Study Abroad as an element of campus diversity, while the Chancellor’s Office expresses a desire for increased ethnic diversity which is not reflected in statistical trends or Office of Admissions acceptances.

Curricular Activities

Diversity among Faculty

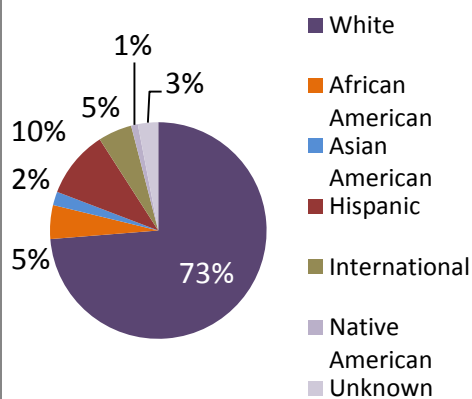
Research shows that a diverse learning experience both directly and indirectly benefits the student experience.^{xxvi} Diversity among peers is important, but it is also imperative to have a diverse group of faculty. If diversity is represented in faculty, students are much more aware that the university is truly dedicated to diversity, as a diverse staff creates a welcome environment for students of all backgrounds. Diversity among faculty is a goal of most academic departments at TCU, but this goal not reflected in the current makeup of faculty. The breakdown of faculty by race can be seen as follows:

Figure 4: TCU Faculty Composition By Race



In its current composition, the TCU faculty does not effectively exhibit diversity as 87%

Figure 5: TCU Student Body Composition By Race



of professors on campus classify as white. The remaining 13% of faculty members are ethnically diverse, which does not adequately reflect the composition of the student body, nor does it reflect the amount of diversity that TCU claims to seek. This point is effectively explained by a response to an anonymous faculty survey: “It (TCU) is lacking in diversity across the student, staff and faculty population. It is especially lacking in upper administration.”^{xxvii} Having a faculty that is not diverse hinders the ability of students to understand different values and cultures, which will be integral to career success. The lack of diversity within the faculty could also negatively impact the amount of students from diverse backgrounds. If prospective students do not see a lot of diversity reflected in faculty,

it could make them feel less at home, which would lead them to choose another school to attend. Diversity is taken seriously by TCU, but the lack of diversity among faculty does not convey that TCU is fully dedicated to diversity.

NSSE Student Survey

As diversity impacts all facets of the student experience, it especially has an impact on classroom production. The National Survey of Student Engagement (NSSE) of TCU student engagement suggests that there is a discrepancy between the academic experiences of white

students and students of color. These experiences range from classroom engagement to use of academic resources such as advising, and are important to the academic success of students.

Table 1: Academic Experiences by Race (NSSE)

Survey Questions	White %	Black %	Hispanic %
% met with an academic advisor 3+ times in one year	37.9	46.8	45.2
% identified key information in reading assignments	81.1	84.5	77.7
% spend more than 20 hrs/wk preparing for class	30.1	22.0	30.3
% regularly solve complex real-world problems	69.4	57.5	69.4
% primarily receive letter grades of A and A-	53.3	35.9	50.0
% rate their educational experience as excellent	71.1	53.7	59.7

As the data from the NSSE survey shows, race plays a role in the academic experience of students at TCU. This data does not show exactly why race is a predictor of academic experience, but it suggests that TCU as an institution causes the discrepancy between races. Diversity among students will impact the university, but the diverseness of the university (faculty, administrators etc.) will undoubtedly impact the student experience. If the university were as diverse as it could be, the racial discrepancies of academic experience at TCU would likely be minimized.

The biggest discrepancy that is shown through the NSSE survey is the student evaluation of their educational experience at TCU. 71.1% of white students rate their educational experience as excellent, while only 59.7% of Hispanic students and 53.7% of African American students have similar ratings. Another important difference to examine is the difference between high achieving white students and high achieving African American students. 53.3% of white student respondents consistently receive letter grades of A- and above, compared to just 35.9% of African American students. This discrepancy is not likely to be due to the notion that white students are more academically competent than African American students, but could likely be explained through external factors such as co-curricular activities. The racial difference between student ratings of educational experience and the percentage of students that primarily receive letter grades of A- or above shows that TCU produces a classroom environment that better benefits white students.

Overall the NSSE survey shows that academic experiences vary between whites, blacks and Hispanics at TCU. The biggest difference in experience occurs between white and black students, as the difference between those two groups exceeded the standard of proof (8%) in five of the six survey responses highlighted in the table. The numbers invite further consideration into why such a difference exists between academic performance and use of resources.

Co-Curricular Involvement and Inclusion

Outside the classroom, the university gives students the means and skill set to accomplish their personal goals. Most frequently this occurs in the form of participation in programming sponsored by the division of Student Affairs and through recognized student organizations. In these environments students receive mentoring, training, experiential learning, the chance to serve the local community, intensive peer-to-peer interaction, leadership development, conflict resolution and exposure to leading-edge ideas and questions about identities and place in the global community. In other words, the bulk of the TCU Mission Statement can be fulfilled in a campus environment which spreads its benefits to all with respect, tolerance and diversity.

The most recent National Survey of Student Engagement (NSSE) results for TCU included several questions relating to involvement and inclusion which were statistically significant by race. In other words, actual responses from different racial groups varied sufficiently from what would be expected if race were not a factor in student opinions. In Table 2 which follows, areas of student involvement in which race is an explanatory factor are illustrated with the most important statistical differences between White students and Black and Hispanic students marked. The discrepancies of 8% or more among minority groups are in boldface type.

Table 2: Student Involvement Data by Race (NSSE)

Survey Question	% Whites answers	% Black answers	% Hispanic answers
% Studied abroad	20.6	4.3	12.0
% In student group leadership	44.3	43.5	43.0
% Frequently at campus events	22.7	28.2	25.3
% At political/social issue events	45.1	51.3	45.5
% Involved for > 10 hours/week	23.1	25.0	15.8
% Working for pay on campus	25.0	41.5	27.3
% Volunteering weekly	55.2	61.5	57.5
% Relaxing for >30 hours/week	5.5	9.8	6.9
% Caring for parents/children	17.3	12.3	20.5
% Solving real-world problems	31.5	15.0	36.4
% Excellently satisfied with TCU	71.1	53.7	60.2

While each response above was statistically significant, only several had widely varying differences in substantive significance. The most telling statistics paint a picture of students of color who are less able to take advantage of study abroad, Hispanic students who find less time to be involved, almost half of Black students working for pay at TCU while feeling they address fewer real-world issues at the school and an overall lower satisfaction with the university. These differences apply constraints to students and affect their ability to participate and achieve at similar levels with their privileged counterparts. Furthermore, even with similarities in leadership positions, students are often pushed into involvement in groups defined by racial boundaries.

In addition to the NSSE survey, Student Government Association sent a poll to the TCU student body asking for opinions specifically on the role of diversity in student life. Whereas the NSSE focused on experiences determined by racial background, the SGA survey examines experiences with different race/class backgrounds regardless of the respondent's own race/class. Table 3 depicts the responses to student perceptions of diversity in campus involvement. The first set of questions pertains to diversity-related activities, the second to equal access and opportunity and the third exposure to campus departments.

Table 3: Student Perceptions of Campus Diversity (SGA)

A. Diversity-Related Activities

Survey Question	% Responding “often” or “very often”
Discuss issues of race/class diversity	32.5
Think about TCU’s race/class diversity	50.4
See TCU discuss its race/class diversity	10.3

B. Equal Access of non-Caucasian Students

Survey Question	% Responding “strongly agree” or “agree”
To campus resources	80.3
To leadership positions	56.4
To representation on SGA	23.1
To opportunities for influence	56.4
To academic success	81.2

C. Exposure to Campus Departments and Initiatives

Survey Question	% Who were previously familiar
Inclusiveness and Intercultural Services	59.0
Student Development Services	78.6
MGC and/or NPHC	39.3
IFC and/or Panhellenic Council	84.6

Given that the Student Affairs strategic plan calls for the department to “develop programs for students and their families that are reflective of the increased diversity of the university,” success of such initiatives should be evaluated by how aware students become of the issues of diversity on the campus and in the world around them. There is a clear discrepancy between students thinking about and having the opportunity to discuss diversity issues, and an even greater one between discussions and recognition of TCU initiating such conversations. Students similarly are positive about the inclusiveness of campus resources, but are less hopeful about opportunities for leadership and influence which TCU should be able to provide.

While a slim majority of respondents to the SGA survey often think about diversity, their ability to implement and operationalize these concerns is constrained. Shannon Sweeney notes from a personal experience at Trinity University in San Antonio that small private schools which publicly demonstrate and discuss their diversity make “students in these communities more well-rounded and students come out more accepting and more aware of the world around them.” As for the challenges of increasing the proportion of students concerned about the diversity of people and perspectives on their campus, Sweeney says “the average student is blissfully aware but unwilling to make any efforts toward diversity.”

Finally, student involvement is shaped by the policies and practices of Student Government Association. Patterns of campus life and connection with diversity-related issues are not sufficient if the student body is not able to express its priorities through the leadership of representatives in the SGA House and among its executive Student Body Officers. The data in Table 3 above shows a low confidence in the representativeness of SGA. The student survey returned further data about the use of resources and programming SGA allocates, as well as free responses which offered suggestions for how SGA can enhance the attention to and discussion of diversity at TCU. Table 4 below shows these results.

Table 4: Student Perceptions of SGA’s Performance on Diversity

Survey Question	% Excellent and Above Average	% Don’t Know
Funding diverse student orgs.	21.4	39.3
Empowering diverse leaders	17.9	31.6
Passing diversity legislation	12.8	39.3
Affirming value of diversity	17.9	27.4
Setting objectives for diversity	17.9	30.8

Twin issues of lack of knowledge and low evaluation of SGA practices come through in the data. Students in free response prompts praised the survey as a step in the right direction, as well as asking for ways to increase diverse representation in the House of Representatives and create campaigns, events, speakers and concerts to campus which reflect the interests of a diverse student body. Jonathan Davis points out a problem when he observes about campus events, “you aim to please the majority...events are almost always aimed at those same audiences and it leaves out these [diverse] audiences.” Student Government Association has begun a path of reform, but faces hurdles to greater representativeness. In the SGA House’s 99th session, legislation as H.B. 99-08 “A Bill to Foster Direct Communication with Students” and H.R. 99-11 “A Resolution to Facilitate Discussion with Students” are examples of these good faith efforts.^{xxviii}

Co-curricular involvement at TCU suggests certain lifestyle and campus resources constraints on students of color, a lack of conversation about diversity from Student Affairs and a knowledge gap on the efforts of SGA to make campus-wide statements and efforts for diversity.

Peer-to-Peer Interaction

One of the major aspects of the student experience is peer-to-peer interaction. Interaction between peers is important because it encompasses all aspects of diversity on campus. A diverse campus not only has members of multiple backgrounds, but those students interact and collaborate with each other on a regular basis. In a survey administered to TCU students, the true nature of peer-to-peer interaction was conveyed.

Table 5: Peer-to-Peer Student Survey Responses

Survey Question	Student Responses
% who frequently interact with different racial and class backgrounds.	40.2
% with friends that classify as somewhat diverse	39.3
% whose classmates classify as hardly diverse	39.3
% who classify TCU as tolerant and accepting of racial and class diversity	41.0
% that feel that a diverse campus positively affects their experiences	76.1
(Rank 1-5) Where do you encounter the most racial/class diversity on campus?	<ol style="list-style-type: none"> 1. Campus Buildings 2. Campus Activities 3. Classroom 4. Organizations 5. Private Social Events

The above data conveys multiple characteristics of peer-to-peer interaction at TCU. The first is that 40.2% of student respondents frequently interact with peers of different racial or socioeconomic backgrounds, which is interesting considering the nature of their interactions. According to the second question that is highlighted in the table, the more intimate the arena, the less likely students are to engage in peer interaction with someone of a different racial or socioeconomic background, which suggests that there is segmentation among the TCU student body. If only 40.2% of student respondents frequently interact with students that are racially or socioeconomically different than themselves, then it can be inferred that this interaction is primarily happening in campus buildings, campus activities and the classroom, as opposed to interaction through organizations and private social events; which often are the most important to students as they characterize who they are as individuals. If students are not interacting with peers of different backgrounds in arenas that are most important to them, the impact of diversity on a deep level is minimized.

Furthermore, 41% of students classify TCU as tolerant and accepting in the realm of racial and class diversity. Tolerance and acceptance allows for diversity to happen, but it does not promote a diverse environment. This is best described by a faculty response to a survey: “TCU should move beyond tolerance as an ideal and examine institutional practices and coded structures that inhibit access to the institution by different groups.” TCU does a good job at tolerating and accepting diverse groups, but in order to increase diversity TCU must promote diversity through practice. Diversity is an aspect of the student experience that should be increased, as 76.1% of student respondents feel that a diverse campus positively affects their experiences.

Table 6: Peer-to-Peer Interaction by Race (NSSE)

% Students that converse often/very often with...	White %	Black %	Hispanic %
People with different political views	44.0	26.7	34.8
People with different religious views	57.8	54.6	52.6
People from different socioeconomic backgrounds	49.1	68.9	54.3
People from different racial/ethnic backgrounds	44.0	75.6	55.3

The biggest discrepancy that is conveyed by the NSSE data is the extent to which students have serious conversations with students from a different racial background than themselves. The 31.6% range between the extent to which white students seriously interact with students of different races and the extent to which African American students seriously interact with students of different races is alarming. The data shows that TCU has an environment in which white students do not have to consistently interact with students of a different race during their college tenure. Even if diversity is promoted throughout campus, true diversity will only be achieved once students of all racial backgrounds begin to interact on a regular basis. A similar trend is seen in the area of socioeconomic background, and can be characterized by the following quote from TCU student, Jonathan Davis: “TCU will see diversity as being we have x percentage of African American, x percentage of Hispanic students, etc. and transfer students. Where TCU doesn’t see the big picture as far as socioeconomic class is even with the students that come from different racial groups largely come from very affluent areas of the country.” This quote shows that peer-to-peer interaction between racial and socioeconomic groups is just as important as having those groups on campus.

Analysis of Evidence

The collection of evidence from four categories of campus life: Admissions, Curricular Activities, Co-Curricular Involvement and Peer-to-Peer Interaction, bring out common themes in the performance of TCU in creating an institutional mindset, leadership practices and transformational policies for diversity. As claimed through the research overview and literature review, universities must actualize diversity in order for students to participate in it and in order to hold themselves accountable for its success. There are four key findings in the evidence which

illustrate the state of race/class diversity at TCU, both in terms of experiences of students from those backgrounds as well as the ability of students to engage with related issues.

1. TCU sets goals for diversity but infrequently concretizes or quantifies those goals.

The report of the Steering Committee to the Chancellor called for an increase in ethnic diversity among faculty/staff and in the student body, yet the data suggest this has only occurred in piecemeal fashion. The university should not broach legal territory by setting quotas, but neither should it shy away from making bold statements about the degree and kind of race/class diversity it wants to bring about. A lack of programming addressing issues of diversity and privilege based on race/class reflects the lack of specific goals.

2. TCU inconsistently defines diversity and therefore prevents its measurement.

Different university departments view diversity differently, and often are able to attach it to another less salient category (i.e. Study Abroad, parent programs, physical spaces). As a result, there is less accountability and transparency about the real success of diversity initiatives at TCU. Only one-tenth of student respondents ever witnessed TCU discuss these issues publicly, creating a gulf between the many who value diversity and wish to make it part of their college life and the few who can find the opportunity to live it out.

3. Unspecific and inconsistent treatment of diversity creates an awareness gap at TCU.

The lack of direct, targeted and accountable treatment of diversity issues directs away the attention of those who wish to discuss them, as well as preventing the airing of concerns in a public and systematic way by students of color who encounter different challenges and lifestyles at the university. Conversely, the TCU student body and SGA are less able to access, advocate for and address the concerns of students who have an experience varying from the one promoted by a centralized marketing and programming approach. Students are far more aware of some parts of Student Affairs than others as a result.

4. Mainstreaming the TCU experience marginalizes the interests of racial minorities.

Although the university has built its academic profile on a cohesive and well-groomed image, its mainstreamed approach affects every stage of the university's procedures, from who is targeted and accepted in the admissions process to the involvement decisions students make to their classroom performance. Systematic inequalities exist in society outside of TCU, but certain processes within the university also disproportionately affect the experiences of students of various race/class backgrounds. Consequently, students of color have more difficulty academically, study abroad at much lower rates and have to spend more time working on campus for pay. Mentoring networks are also less available to them with a faculty less diverse than the student body, and students report constrained opportunities for transformational campus leadership and influence.

Not only does the mainstreaming dynamic affect academic and co-curricular experiences, it also changes the day-to-day interaction of students. The more intimate social environments into which students are placed correlate with a decrease in the race/class diversity of those interactions, while fewer than half of white students have regular interaction with students of different racial backgrounds. Furthermore, the offices of many of the Student Affairs divisions responsible for encouraging these kinds of interactions are located separately in Jarvis Hall away from most Student Affairs offices in the University Union. Students of diverse backgrounds and students seeking diverse experiences find themselves facing a serious trade-off – if they even have the privilege to make such a choice in the first place. They can pursue progressive, social justice values and be less visible on campus, or give up consistent discussion of and attention to those issues in order to achieve greater visibility, reward and influence.

The parallel, separate experience of students of diverse backgrounds or those with related interests stands in contrast with the university's priority to create a singular image. Rather than using the power, resources and potential of the university to prioritize diversity, the university in its growth has staked a claim on facility improvements student leadership development, increase in faculty hiring, international teaching and learning and support for scholastic achievement. Yet issues of race/class diversity are cast adrift from the means by which they could most effectively be advanced. In that spirit, this report makes four strong recommendations for the future improvement of race/class diversity at TCU, building on existing strengths and filling voids in the existing structures and systems of the university.

Recommendations

Throughout the course of this study there have been many areas in which TCU has room for improvement. For the purpose of bettering the TCU community, there are many actions that can be taken to increase diversity at TCU. This section concludes the report by offering a list of potential initiatives that SGA and upper administration can enact that will improve diversity on campus.

SGA Inclusion and Representation Campaign (SIRC)

In response to growing concerns about representation in student government and student knowledge of SGA activities, the SGA Inclusion and Representation Campaign seeks to increase student awareness about SGA, reach out to *all* segments of the student body and encourage them to get involved in SGA activities.

Action Steps:

1. Reach out to organizations and departments about encouraging student involvement in SGA.

- a. This campaign will require that house members reach out to their respective assigned organizations to communicate SGA activities and encourage them to get involved in SGA.
 - b. This campaign requires members of SGA to reach out to departments (Inclusiveness and Intercultural Services, Religious and Spiritual Life etc.) to encourage student involvement in SGA (running for house etc.)
 - c. This campaign will make a strong effort to encourage members of socially marginalized groups (transfer students, LGBTQ students etc.) to become involved in SGA.
2. Leadership Training
- a. Should students show interest in getting involved in SGA, offer leadership training that explains the following:
 - i. What SGA does
 - ii. Why SGA is important
 - iii. What students can do to be involved

Please note that this campaign training would be different than Frog Aides as it would include more than first year students in its scope. Although the scope of the program is different from Frog Aides, the curriculum could include much of the same concepts.

SGA Diversity Summit

The SGA Diversity Summit would be an annual program that would allow students to discuss issues related to social interaction, respect, tolerance, and acceptance at TCU. This program would promote student interaction, and would ultimately work to decrease social segmentation at TCU. This program would heavily focus on inviting TCU student leaders, but ultimately any interested member of the TCU student body or faculty/staff could participate.

Action Steps:

1. Look to State of Leadership Conference and Justice Day as examples of effective models.
 - a. Use groups and departments on campus such as SDS and IIS to coordinate and plan the event.
2. Conduct the day-long event.
 - a. Have a speaker kick off the event.
 - b. Use student facilitators to lead small group discussions and activities related to social interaction at TCU.
 - c. Have students formulate action plans for the future.
3. Collaboration and sponsorship from higher administration.
 - a. Allow higher administration to utilize this event as a way to express their dedication to diversity on campus.

- b. Encourage funding for this event from SDS, higher administration, and outside partners.

The Chancellor's Permanent Council on Diversity

As previously mentioned in the report, there was once a Chancellor's Council on Diversity that resulted in many positive implementations on campus. That council had such a positive impact that it should resurface and remain as a permanent committee. This committee would allow upper administration to address and solve issues of diversity as they arose on campus. Since diversity is complex and always changing, it is necessary for this committee to be permanent, which would also allow diversity to be seen as a means rather than an end.

Action Steps:

1. Address the lack of diversity among faculty and staff members.
 - a. Offer a program for recruitment, retention and tenure of faculty of color.
 - b. Make a strong effort to recruit people of color for upper administration positions (not only positions that are related to diversity).
2. Address goals of admissions and the marketing strategy at TCU.
 - a. Focus on making TCU more accessible to prospective students of color.
 - i. Scholarships
 - ii. More college access programs
 - b. Focus on enhancing the TCU image to be more inclusive.
 - i. Branding
 - ii. Use of technology and communication platforms
3. Reporting and goal setting for the strategic plan.
 - a. Evaluate how diversity fits into the Cardinal Principles.
 - b. Define diversity consistently throughout departments on campus.
 - c. Set and renew specific goals for diversity for the long term.

Bias Response Program

Many universities across the United States utilize Bias Response Programs to address issues of discrimination on their campuses. TCU should implement a similar program that would allow students to report issues of discrimination and get connected with resources and advocacy to address psychological and emotional stress.

Action Steps:

1. Connect with Campus Life to add the bias response component to their Victim Advocate Program.^{xxix}

- a. Establish a phone number and email address to manage student concerns about bias and discrimination on campus.
 - b. Provide resources for students to get support once they report the issues such as counseling and support groups.
2. Use resources like the HOPE Initiative^{xxx} and Safe Zone Training^{xxxi} as models for promotion of respect, tolerance and inclusion of all racial and socioeconomic backgrounds on campus.

ⁱ TCU Daily Skiff. January 23, 2013. "Student Government Association Launches Plan for Reform at Inauguration Ceremony."

ⁱⁱ "Definition of Diversity," Queensborough Community College – City University of New York

ⁱⁱⁱ "Mission," TCU Student Affairs: Inclusiveness and Intercultural Services (IIS)

^{iv} "Mission," TCU Student Government Association

^v Alger, Jonathan. 1997. The Educational Value of Diversity. *Academe* 83:20-24

^{vi} Aguirre, Adalberto and Ruben Martinez. 2002. Leadership Practices and Diversity in Higher Education: Transitional and Transformational Frameworks. *The Journal of Leadership Studies* 8: 53-62

^{vii} Fine, Eve. 2004. Benefits and Challenges of Diversity. *University of Wisconsin-Madison*

^{viii} The Cornell Daily Sun. September 8, 2008. "Student Groups Unite, Tackle Issues of Campus of Diversity."

^{ix} "Otelia Cromwell Day," Smith College Events

^x BBC News. March 4, 2013. "Oberlin cancels classes amid campus hate speech spate."

^{xi} National Survey of Student Engagement (NSSE) Disaggregated Data for TCU. Full documentation available as an Annex to this report.

^{xii} SGA Student Survey administered March 18-20, 2013 with 117 respondents. Full documentation available as an Annex to this report.

^{xiii} "Office of the Vice Chancellor," TCU Marketing and Communication

^{xiv} Full Report, TCU Vision in Action (VIA) Strategic Plan

^{xv} TCU Office of the Chancellor, Report of the Steering Committee

^{xvi} "Ethnic Distribution of Student Headcount," TCU Factbook 2012

^{xvii} Personal Interview, February 15, 2013

^{xviii} Personal Interview, March 14, 2013

^{xix} *Hopwood v. State of Texas*, 5th Circuit Court of Appeals 2000. *Google Scholar*

^{xx} TCU Office of Admissions Statistics, compiled by Drew Curd – February 2013. Full documentation available as an Annex to this report.

^{xxi} "Campus Ethnic Diversity – National Rankings." 2011-2012. *U.S. News and World Report*

^{xxii} Personal Interview, March 14, 2013

^{xxiii} TCU Daily Skiff. March 31, 2000. "Council seeks financing for MLK Award."

^{xxiv} Fort Worth ISD, "FWISD Students Awarded TCU Scholarships."

^{xxv} TCU News and Events, "Points of Pride."

^{xxvi} American Federation of Teachers. 2010. "Promoting Racial and Ethnic Diversity in the Faculty: What Higher Education Unions Can Do."

^{xxvii} Anonymous survey administered March 2013

^{xxviii} TCU Daily Skiff, "SGA Legislation Database."

^{xxix} "TCU Victim Advocate Program," TCU Student Affairs – Campus Life

^{xxx} "Hope Initiative – Suicide Prevention," TCU Counseling Center

^{xxxi} "Programs," TCU Student Affairs: Inclusiveness and Intercultural Services (IIS)