

Finding Ourselves in Community



Texas Christian University Quality Enhancement Plan Executive Summary

TCU's Quality Enhancement Plan (QEP), *Finding Ourselves in Community (FSC)*, makes an important and necessary intervention in undergraduate student learning by developing students' foundational understanding of how identities are socially constructed, how identities shape perspectives and attitudes, and how these impact relationships with others in the communities they inhabit. *Finding Ourselves in Community* responds to student-led, grassroots initiatives calling for a robust campus-wide reckoning with diversity, equity, and inclusion (DEI). Researchers have identified self-awareness, our QEP topic, as foundational to individuals' engagement with DEI. By embedding student learning in self-awareness in the undergraduate curriculum, TCU's QEP will propel lasting change that will positively impact TCU's climate and culture and students' ability to navigate a diverse world outside the university with empathy and cultural sensitivity.

The centerpiece is the *Finding Ourselves in Community Courses (FSCC)* in which students will enroll. These courses will be offered across the TCU curriculum and incorporate content and learning activities to ensure students achieve learning outcomes. They will be taught by faculty who have received training in *Inclusive Excellence Pedagogy Workshops (IEPW)*, an essential component of implementing FSC. The IEPW will spur faculty's development in self-awareness and prepare them to deliver content related to self-awareness while creating an inclusive learning environment in their classrooms. While progressing through the workshop, faculty members will redesign one of their undergraduate syllabi to ensure students achieve the QEP student learning outcomes. Redesigned syllabi will be carefully vetted; participating courses will be tagged with an attribute in the registrar's system, and student learning will be carefully assessed.

To facilitate the achievement of this inclusive learning environment based on inquiry and activities fostering self-awareness, the following student learning outcomes have been identified and will be annually assessed:

- Define key concepts associated with identity and the formation of social identities.
- Explain how values, norms, biases, and practices continually shape identity.
- Illustrate how one's developing identity informs relationships with others in communities.

FSC aims to impact the larger campus community by fostering an equitable learning environment where all undergraduate students experience pedagogy and course content that resonates with their identities – an environment where students feel valued and affirmed as learners. Students will encounter high-quality interactions among and between faculty, staff, and fellow students. Furthermore, students will demonstrate a strong sense of belonging within the TCU community as a result of their experiences in the classroom.

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