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Editor's Introduction - I am excited to present the newest issue of the TACUSPA Journal (Student Affairs on Campus). This issue of the journal is focused on changes in higher education. As you explore the fifth issue of this journal, think about how higher education professionals can prepare for the impending changes in higher education.

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Historically Bold: Three Texas Moments that Shaped Higher Education and Student Affairs

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Understanding the historical foundation of higher education is crucial in administrative practice and scholarly activity in student affairs. Professionals who understand the background and outcomes of historical movements when discussing the future of our profession is important. Higher education historical moments such as the Morrill Acts of 1862 and 1890, the Serviceman's Readjustment Act of 1944 (also known as the G.I. Bill), and student activism movements in the 1960's have influenced our efforts to improve the educational aspirations and conditions for generations of college students. Higher education institutions in the United States have evolved to provide college access for diverse populations and enriched the college experience by transforming institutional cultures (for example, the increasing number of Minority-Serving Institutions/MSIs). Higher education and student affairs administration owe a great deal to the important historical moments which occurred in Texas higher education and the players connected with them. How we understand and study college student development, learning outcomes, academic achievement, and campus engagement in many ways are connected to how we respond to these historic moments on college campuses.

current template upon which other institutions throughout the world emulate (Thelin, 2013), its earliest history is one riddled with worries for institutional survival (Cohen & Kisker, 2010).

Each historic moment is connected to a specific Texas institution of higher education – the University of Texas-Austin, Southwest Texas Teachers College (now Texas State University), and Texas Southern University. Before describing these significant higher education events, a brief description of each institution is provided to add context to the descriptions of the historic moments. In addition, authors of the historic moment descriptions each provide a positionality statement. Writing these statements disclose any experiences, perceptions, attitudes, and prior knowledge of the institution or event and make them visible to the authors and the reader (Ortlipp, 2008). The next section describes reasons for these statements use in this historiography and the authors connections to the highlighted institutions.

Positionality to Institutions

Positionality, while used often in qualitative research, is used for this historiography to disclose any potential bias with regards to institutional association and the event itself. The authors believe that it is important to make their analysis of the historic moment as visible and transparent as possible (MacNaughton, 2001). Each positionality statement was developed prior to the research on the selected historic moment. These positionality statements explain the personal connection of each institution to the authors and why learning specific institutional history is important for their own professional knowledge of higher education administration. The positionality statements also communicate how the historic moment assists in their own personal and academic development. These statements will describe the authors connections to the University of Texas at Austin, Texas Southern University, and Texas State University respectively.

Author 1. Although I am not an alumna of the University of Texas at Austin, I am very interested in my historic moment. When picking this moment, I wanted to learn more about this significant event that I feel has an impact on my life. Because *Sweatt v. Painter* is used as a legal reference in both low and high courts following the Supreme Court decision, I believe that this case truly paved the way for many cases that followed. As an ethnic minority, Texas resident, and alumna of a higher education administration master's program, I can try to imagine myself being denied admissions into my dream program. This is my connection with this historic moment and to the University of Texas.

Author 2. Texas Southern University (TSU) was selected to learn more about its history and development in Texas higher education. TSU's distinguished alumni also made it a noteworthy institution for historical research. Several prominent African American leaders and politicians have called TSU their alma mater. I am especially drawn to Barbara Jordan, Congresswoman and Presidential Medal of Freedom recipient and graduate of TSU, Class of 1956. As a Houston resident, I knew of its achievements and challenges and wanted to investigate this institution more closely. The location of the campus also is interesting for this analysis since it is near another four-year state public university. Lastly, TSU is considered a Historically-Black College and University (HBCU). While the description of my historic moment starts when the campus became known as Texas Southern University, its history includes moments when it was known as the Houston Colored Junior College and Texas State University for Negroes.

Author 3. Texas State University was selected because it is my undergraduate alma mater. After having a rough beginning to my first years of attending the University of Houston, I transferred to Texas State University in 2008 and graduated with a Bachelor of Arts degree. At

Texas State, I met lifelong friends and made connections to the university through faculty and work-study employers that assisted in my persistence through college. In addition to my personal connection to the university, I chose Texas State University because of a historic event that was celebrated in 2014 that caught my attention and made my connection to the university stronger. The historic event that captured my attention was the fifty-year celebration of integration at Texas State University. As a woman of color, this historic moment means a great deal to me because I worked at an institution that only 54 years ago, I was not able to attend. It changed how I perceived my work environment.

Conceptual Framework

Higher education in the Southern states during the post-Colonial period saw a rise in institution-building once the charters to create the first state universities in the United States were established in Georgia and North Carolina in the late 1700's (Thelin, 2013). Texas soon followed with the establishment of Baylor in 1845 followed by Texas A&M University in 1876. As Thelin (2013) states, "the building of new colleges in the South was the most substantial evidence of higher education's growing appeal throughout the new, expanding United States" (p. 52).

As the history of higher education moved onward into the twentieth century, higher education institutions in Texas reaped the benefits afforded to them in higher education's golden age between 1945-1975 (Thelin, 2013). Higher education institutions statewide and nationally saw increased enrollments, finances, and new infrastructure (Cohen & Kisker, 2010). A result of this accelerated growth and expansion was increased access, opportunity, and diversity for students. Institutions of higher learning also began to transform to fit into the idea of mass education for the nation. No longer was higher education seen as an opportunity for a select few,

it became something within reach for those who aspired to obtain a college degree. However, by the latter part of this golden age period, students started to question dominant social values and responded to social injustices. Cohen and Kisker (2010) described this time period as the “Era of American Hegemony” (p. 187).

Focus is placed on historic moments occurring during what Cohen and Kisker (2010) describe as the “Era of American Hegemony”, which is between the years 1945 to 1975 (p. 187). This era was signified by the rise of mass education, where access to higher learning increased post-WWII and a drive towards equity for marginalized student populations in higher education was emerging. In addition to being significant events, we argue that higher education transformed itself from the occurrence of these historic moments. These transformations of higher education had a significant impact on student affairs and how today’s college student is served on campus. True to Cohen and Kisker’s belief that understanding history is essential for change, the continued transformation of programs, policies, and services is strengthened by the knowledge of how specific historic moments impacted our higher education student affairs profession and institutions.

Three Texas Higher Education Moments

The historic moments selected are described by providing a brief overview of the key issues, players, and setting of each event. Institution descriptions provide context to the historic background of these moments. The time period described by Cohen and Kisker will be used to give societal context to each event. After the description of the selected historic moments, outcomes will be shared to give thoughts on how these specific Texas moments are historically bold in their impact and legacy in higher education and student affairs, within the state and nationwide.

The University of Texas Law School and Sweatt v. Painter, 1950

Sweatt v. Painter is an excellent example one person's fight to never settle for less than what they deserve, no matter how grueling a process may be. Herman Marion Sweatt could have reasoned that it would be a waste of time to pursue with legal action against The University of Texas since they offered him a supposedly equal alternative law degree and college experience. However, he and his amazing legal team revolutionized the legal approach of "separate but equal" educational doctrines by focusing on the undeniable fact that the appearance of equal buildings, books, and other items did not provide evidence of equality, nor equity, in higher education.

Institution description. In 1839, the Congress of Texas declared that an institution of higher education be established to accommodate the state's educational needs (UT-Austin History and Traditions, 2017). After a few decades of delay and one year of construction, the University of Texas was established in 1883 in Austin Texas (UT-Austin History and Traditions, 2017). The University of Texas began with one building, 221 students, and eight professors. The University of Texas School of Law was established in 1883 with the foundation of the University of Texas (UT-Austin History of the Law School, 2017). In its inception, the University of Texas (UT) School of Law was equipped with two professors and 52 students and was located in the basement of the university's Old Main Building (UT-Austin History of the Law School, 2017).

Cohen & Kisker description. In the book, *The Shaping of Higher Education: Emergence and Growth of the Contemporary System (2nd ed.)* by Arthur M. Cohen and Carrie B. Kisker (2010), these authors discuss hegemony during 1945-1975. This time frame was highly characterized by opposing groups attempting to gain dominance, influence, and in some cases equality. Although history widely reflects the aspects of war during this time, many changes and

advances in higher education were noted in this time period. During the 1890s, various Supreme Court rulings focused on whether equal educational rights were obtained via separate facilities and commodities or that the responsibility of education fell to the states, where the federal government had no deciding factors within this jurisdiction (Cohen & Kisker, 2010). With more support from the National Association for the Advancement of Colored People (NAACP) more traction was gained during the 1930s and 1940s challenging separate but equal philosophies and employment opportunities for African Americans (Cohen & Kisker, 2010).

Cohen and Kisker (2010) also mention the access created by the Servicemen's Readjustment Act of 1944, which is more commonly known as the GI Bill. In the six years following the implementation of the G.I. Bill over two million World War II veterans enrolled in institutions of higher education throughout the United States. Although many African American veterans returned, educational access was still hindered by racial discrimination.

Due to the rigid segregation of higher educational facilities, the NAACP reported that "where Negro veterans have sought to enter college under the GI Bill . . . they have found that the educational and training facilities were overcrowded, understaffed, or simply nonexistent." Even in the absence of racial exclusion, "most white colleges" that admitted African Americans at all "had strict quotas for Negroes" and Historically Black Colleges and Universities (HBCUs) were often both too few and too small to adequately accommodate the large number of black veterans interested in undergraduate training (Woods, 2013, pg.12). Only one-fifth of the estimated "100,000 Negro veterans eligible to attend college under the G.I. Bill" ever gained admittance (Woods, 2013, pg.12).

Historic moment description. Having experienced unfair opportunities for advancement employed by the United States Postal Service (USPS) due to his race and ethnicity, Herman

Marion Sweatt, a young African-American man, yearned to become a lawyer (Hemphill, 2015). In February of 1946, Mr. Sweatt, applied for admission into University of Texas School of Law. Because of his race and ethnicity, his request for admission was refused with a rejection letter outlining the state's educational segregation laws.

A very important detail of the case one should note is Mr. Sweatt's academic qualifications before applying for admissions into the University of Texas. He graduated from Wiley College with honors. However, Wiley College was not an accredited institution of higher education (Entin, 1986). Although this was used later in the case to support the decision to not admit Mr. Sweatt, the rejection letter received from Mr. Theophilus Shickel Painter, the President of the University of Texas at the time, referenced that the State of Texas required racial segregation in education (Entin, 1986). As an alternate route for his law school aspirations, Sweatt was told that "the state could create a School of Law for colored people" (Entin, 1986, pg. 7). This is a very important implication showing the educational disparities common to African Americans during this time period. The University of Texas claimed that the applicant was not eligible for admissions based on degree completion from a non-accredited institution likely created under the premise of the separate but equal educational doctrine. In turn, Sweatt was offered to be the test subject to the creation of a new unaccredited law school.

In taking his admission decision to court, Mr. Sweatt was represented by an NAACP legal team which including Thurgood Marshall. The legal team focused on the fact that racial segregation lacked rational purpose and was therefore invalid and contradicted the purpose of public education (Entin, 1986). Marshall enforced this point by citing that segregation "promoted interracial isolation, mistrust, and misunderstanding and inflicted a 'badge of inferiority' upon the minority group" (Entin, 1986, pg. 44). With the previously mentioned effects of segregation,

Marshall then pointed to the numerous disadvantages he had as an African American lawyer witnessed providing legal services to his clients and his community (Entin,1986). By arguing that there was no societal benefit of segregation and the damage done, continuation of separate but equal was pointless.

Since *Plessy v. Ferguson* was a commonly referenced case in *Sweatt v. Painter* of educational segregation, Marshall began by dismantling the case and showing why *Plessy v. Ferguson*, a case based on segregation in public transportation, could not be applied to education. Marshall continued by suggesting that “equality, within the Fourteenth Amendment, can never be realized under a system of segregation” (Entin, 1986, pg. 45).

In conclusion, Marshall gave evidence that in Texas, separate but equal standards could not truly be upheld. By showing the inequity of educational expenditures for White students compared to Black students, lack of accreditation at schools created for non-Whites, lack of an equivalent libraries, limited access to full time faculty, non-welcoming student interactions, and other differences, the disadvantages were clear that the educational experiences of African Americans were substandard.

The ruling in *Sweatt v. Painter* determined that the University of Texas Law School could not provide Mr. Sweatt with equitable education, degree, or student services if separated from his White counterparts. Because the University of Texas could not prove that the quality of Mr. Sweatt’s education would be the same, UT was found guilty of violating the equal protection clause of the 14th Amendment to the United States Constitution.

Outcome. The court case and the subsequent events spurred on by the events that took place following Mr. Sweatt’s admission had a significant impact to the desegregation of higher education in the United States of America. Court cases following *Sweatt v. Painter* cited and

referred to the rulings of the case. One notable outcome was that the suit filed by Mr. Sweatt helped establish Texas Southern University (TSU). The case also had a tremendous effect on the approach of legal teams. Unlike cases prior to this moment, *Sweatt v. Painter* focused not only on the physical aspects of “separate but equal”, but also on the advancement, access to faculty, post-employment opportunities, and the promises of new colleges for African Americans. Most importantly the trial enforced the weight and accreditation of the prospective law degree at a segregated institution in comparison to a degree that would be obtained from others that did not allow African Americans. The conclusion of this historic moment led to Herman Marion Sweatt being the first African American admitted into the University of Texas Law School. Thanks to his persistence, he was not the last.

The Early Development of Texas Southern University, 1927-1957

The history of the foundation and initial growth of Texas Southern University (TSU), bridging the eras of both 1870-1944 and 1945-1975, is a fascinating case study of several historical trends that influenced the development of higher education in the United States as a whole. This institution cannot be studied over the course of one of those eras without missing vital historical context.

Institution description. Texas Southern University is a public four-year historically Black college located in the historic Third Ward neighborhood of Houston, Texas. TSU was the first state university in Houston and is known as one of the largest HBCUs in the country. It has a current enrollment of over 9,500 students and faculty of 1,000 and offers bachelors, master’s and doctoral degrees in eleven different colleges and schools.

Cohen and Kisker description. TSU’s history is a perfect case study for many of the events highlighted in Cohen and Kisker (2010). From its founding at the peak of the post-World

War I boom in U.S wealth and growth in higher education institutions, to its extremely rapid growth from junior college to fully accredited university with a graduate school within only 16 years, to the boom in summer enrollments common in urban colleges that caused the initial summer enrollment of 300 to drop to 88 as all of the enrolled teachers returned to work in the fall (Texas Southern University, n.d.), TSU demonstrates the trends described in Cohen and Kisker's Era of Hegemony.

In addition to these aspects, TSU's founding and the first decades of its existence serve as an excellent example of state government's overwhelming influence on the development of higher education. TSU's governance was controlled by local and state government, which was a disadvantage of the institution itself, as the question of integration and the state of Texas' response to this issue loomed.

In TSU's case, examining only the era from 1870-1944 cuts some hugely important events out of the picture. For this reason, this historic overview moves forward into the 1945-1975 era. The events of the 1950s and their immediate aftermath cannot be excluded from an examination of the college's transition from junior college to full university, which began so smoothly but soon hit huge obstacles.

Historic moment description. Texas Southern University's early history is closely tied to several historic moments from the development of higher education and of the United States as a whole. In fact, we would argue that it is a perfect case study of segregation and integration in higher education - not perfect because the process of integration went smoothly, but because it illustrates the ways in which this process was hindered by societies that were not voluntarily desegregating. To fully understand its impact on higher education, one has to examine its entire

history - with a focus on its founding and development from a segregated junior college to the first public four-year college in Houston.

TSU was originally founded as ‘Houston Colored Junior College’ in 1927 by the Houston School Board, which simultaneously founded two segregated junior colleges, one for African-American students and one for whites (the junior college for white students, incidentally, developed into the University of Houston). By 1931 the Houston Colored Junior College had gained accreditation; by 1934 it grew from a junior college into a four-year institution and in 1943 added a graduate school.

In 1945, its regulation by the Houston Independent School District ended and the Houston College for Negroes became a private institution - but not for long, as looming court cases over segregation (specifically, *Sweatt vs Painter*) prompted the state of Texas to purchase the Houston College for Negroes, which now became the Texas State University for Negroes (TSUN). The name change was an attempt to demonstrate that the state was providing “separate but equal” facilities for African-American students. The state poured money into the school so that it could be argued that students there had opportunities equivalent to the opportunities white students had at the University of Texas at Austin (UT), but once the Supreme Court had ruled that UT had to admit Sweatt, TSUN’s budget was slashed by 40% and Houston’s first public college was ignored by the state (Wermund, 2016). Immediately after the *Sweatt vs Painter* decision, the Texas State University for Negroes was re-named to become Texas Southern University, the name it retains today.

When the University of Houston became a public institution ten years after *Sweatt vs Painter*, disparities in treatment between the two neighboring campuses were grossly apparent. King (2012) highlights how public rhetoric at the time lauded the creation of UH because there

was no state university in Houston, the state's largest city. Interestingly, TSU's existence merely one block from the UH campus was all but completely ignored. This oversight typifies the treatment TSU received from the state which governed it once its hoped-for usefulness in *Sweatt vs Painter* was over.

The advent of *Sweatt vs Painter* may have seemed good for TSU as the state of Texas purchased the school and poured money into it, expanding its programs to demonstrate 'separate but equal. However, this increase in federal government oversight had a paradoxically negative effect on TSU. When *Sweatt vs Painter* did not produce the result segregationists had hoped for, concern in maintaining TSU's gains evaporated as well as various tactics for defying, or at least delaying, integration. In 1999, the editors of the *The Journal of Blacks in Higher Education* wrote an essay titled "Texas Southern University: The Stepchild of the Texas Higher Education System." In this essay, the editors described the many ways in which TSU has been shortchanged, often literally and probably most effectively, by unequal funding since 1951. Of note in this essay is a quote from attorneys responsible for distributing funds from a tobacco settlement to Texas universities. When the attorneys were asked why they had not given TSU one cent of the money, they stated "We take care of family, and frankly, Texas Southern is not in any of our families. ("Texas Southern University", pg. 43)"

Outcomes. Before investigating more closely, we assumed that the presence of TSU as a successful institution focused on higher education for African Americans must have been a positive step for civil rights in the region. However, Pegoda (2010) maintains that the co-existence of UH and TSU, a mere block apart from each other, in fact allowed for segregation in Texas to continue to flourish. Pegoda stated that any African-American students seeking admission at UH could be pointed across the street to TSU. In fact, he wrote that in 1957, TSU

administration cooperated with UH to re-open academic programs that had been previously closed on the UH campus for lack of enrollment. This request was to avoid embarrassment for UH when African-American students sought entrance to those same programs at UH, thus actively maintaining a “separate but equal” response in Texas three years after *Brown vs Board of Education*. If taken to court, this request could have expected successful legal action. TSU went on to hold the course in question for only two students, who ironically sought admission at UH (Pegoda 2010). King (2012) mentions that Thurgood Marshall was critical of TSU and other schools like it born of the “separate but equal” doctrine. He saw them as relics of the segregationist era, although he did consent to the TSU’s law school being named after him, in the end.

Comparison today with UH provides a stark contrast: TSU’s endowment is \$48.7 million, while UH’s is \$716.4 million. Considering that they were founded side by side and both received donations from oilman and philanthropist HR Cullen in the 1940s, it is hard not to compare these ‘twins’ and their histories and draw conclusions about where the roots of this disparity lie. Texas Southern University holds a unique place in the history of higher education not only within the state of Texas, but also in the United States. Its successes in simply continuing to exist, not to mention in graduating a large number of alumni who went on to become well-known politicians, lawyers and judges, deserve to be celebrated. The challenges the institution faces today are a direct result of the segregationist legacy that disadvantaged the school and the students it was created to serve from its beginning; to allow the school to fail now would be a huge loss to the city of Houston. TSU certainly deserves more than it has been given and this author would argue that this situation needs to be reversed.

The Integration of Southwest Texas Teachers College, 1963

Over the years, Southwest Texas State Normal School changed its name six more times as follows: 1918-1923 as Southwest Texas State Normal College, 1923-1959 as Southwest Texas State Teachers College, 1959-1969 as Southwest Texas State College, 1969-2003 as Southwest Texas State University, 2003-2013 Texas State University- San Marcos, and 2013-present as Texas State University (About Texas State, n.d.). Texas State has grown to attract diverse student populations that total 38,303 undergraduate, post-baccalaureate, and graduate students. The current diversity of TSU started when Southwest Texas State College integrated the first five African-Americans into a predominately-White institution (PWI). Five African American women spurred a historic moment in Texas State University history fifty-four years - Dana Jean Smith, Georgia Hoodye, Gloria Odoms, Mabeleen Washington, and Helen Jackson.

Institution description. Texas State University was founded in 1903 with a total of 303 students. From 1903-1918 Texas State University was known as Southwest Texas State Normal School, an institution that prepared students for teaching positions. As the institution experienced continued growth over the years, so did the mission, vision, and name of Southwest Texas State Normal School (About Texas State, n.d.). In 2012, Texas State University was classified as an emerging research institution, which is defined as “institutions that offer a wide range of baccalaureate and master’s degree programs, serve a student population within and outside the region, are committed to graduate education through the doctorate in targeted areas of excellence, award at least 20 doctoral degrees per year, offer at least 10 doctoral programs and/or enroll at least 150 doctoral students and have research expenditures of at least \$14 million per year (University News Service, 2012). In addition to the reclassification, in 2012 Texas State also gained recognition in 2011 as a Hispanic Serving Institution (HSI). In order to have an HSI

status, an institution must have “a full-time undergraduate enrollment of at least 25 percent of the Hispanic undergraduate student population (University News Service, 2011)

Cohen & Kisker description. Cohen and Kisker (2010) describe in more detail overlapping issues the issues of equal opportunity in their book, *The Shaping of American Education*. Specifically, the authors discuss the Supreme Court decisions of the late 1800s that impacted the legal right to racially segregate schools based on the belief that “equal rights were obtained if facilities were separate, but equal (Cohen & Kisker, 2010, pg. 195). The authors also discuss the impact the National Association for the Advancement of Colored People (NAACP) had on legislation that assisted in the passing of federal court rulings that despite resistance, rapidly changed the course of history for equal opportunities for African Americans. Examples such as *Sweatt vs. Painter* and *McLaurin v. Oklahoma State Regents for Higher Education*, which both rejected in 1950 the idea that African Americans needed separate law schools, as well as the famously known Supreme Court ruling of *Brown vs. Board of Education* in 1954 that desegregated schools, provided evidence that institutions were being challenged on providing equitable services (Cohen & Kisker, 2010). Other important laws that impacted marginalized groups are the Civil Rights Act of 1964, Title IX, and the Voting Rights Act (Cohen & Kisker, 2010).

Historic moment description. During the 1960s, the United States experienced much turmoil from the Vietnam War and the cost to keep fighting in the war, political unrest from the assassinations of key political players, John F. Kennedy in 1963, Malcom X in 1965, and Dr. Reverend Martin Luther King Jr. in 1968, as well as social unrest that resulted in violent protests across the nation from the protests of the Civil Rights Movement and the feminist movement, which sparked the creation of radical groups, such as the Black Panthers and the Feminine

Mystique. During the 1960s, the nation was also grappling with the 1954 Supreme Court Case of *Brown vs. Board of Education* that overturned the Supreme Court decision of *Plessy vs. Ferguson* in 1896 that legally upheld segregation in public schools with the notion of separate but equal. Additionally, the nation was also adjusting to the Civil Rights Act of 1964 enacted by President Lyndon B. Johnson in addition to the passing of the Voting Rights Act, that used tactics to keep Blacks from voting.

Although the socio-political unrest was taking place across the country, the same sentiments were also felt towards African Americans within university settings. Despite the various laws that had passed, many colleges and universities were very reluctant to grant African Americans admission into their institution of choice. An example of this is Texas State University. In fact, it had taken a formal letter of application, a formal rejection, a lawsuit, and a court order for the university to open its doors to five African-American students: Georgia Hoodye, Gloria Odoms, Mabeleen Washington, Dana Jean Smith, and Helen Jackson (King, 2011). The integration of the five African American women to Southwest Texas State Teachers College was not an easy task and involved the cooperation of others to facilitate a peaceful integration despite national calamity. The integration involved the cooperation of U.S. District Court Judge Ben H. Rice Jr, whose “court order meant the university had to admit Smith and other qualified African-American applicants forthwith” (King, 2011), John G. Flowers, President of Southwest Texas State College, and the United States 36th President Lyndon B. Johnson who signed the Civil Rights Act of 1964.

The 1963 integration of Georgia Hoodye, Gloria Odoms, Mabeleen Washington, Dana Jean Smith, and Helen Jackson into what is now known as Texas State University sparked an increase in ethnic and racial diversity in college campus settings that were reflective of the

national changes that were taking place across the United States. The impact these women made in Texas changed the trajectory of the future of African Americans in the United States and in higher education. Their presence on campus and their perseverance to challenge segregation empowered other marginalized groups, such as people with disabilities, women, and Mexican Americans to place a demand on the federal government for equal treatment and opportunities. Events described by Cohen and Kisker as it relates to the Era of Hegemony accurately describes the of events that affected the integration of African Americans into Southwest Texas State College.

Outcomes. Over the years, Texas State University has grown rapidly from 303 students in 1899 to 38,303 as of Fall 2016 (About Texas State, n.d.). However, within the enrollment growth that Texas State has experienced, there have been significant changes to the college demographics that are also reflective of demographic changes across the United States. According to the National Center for Education Statistics (NCES), statistics show increasing numbers and percentages of Black and Hispanic students are attending college. Between 2000 and 2014, the percentage of college students who were Black rose from 11.7 to 14.5 percent, and the percentage of students who were Hispanic rose from 9.9 to 16.5 percent. Also, the percentage of Hispanic 18- to 24-year-olds enrolled in college increased from 21.7 percent in 2000 to 34.7 percent in 2014; the percentage of Black 18- to 24-year-olds enrolled did not change measurably during this period. Additionally, due to the location of Texas State University, the institution has also experienced an increase in Hispanic student enrollment, which led to the HSI recognition.

As a result of the shift in enrollment demographics, Texas State transitioned from being a predominately-White institution into one whose minority student population is above 51 percent. Because of the large population of students from underrepresented groups, Texas State has had

to make changes to policies, student programs, and student services to accommodate the needs of its growing diverse student body. For instance, as a result of African American students enrolling into Texas State, Texas State now has resources, such as TRiO Student Support Services, Black History Month celebration, Men of Color Initiative, HSI STEM Grant, and the Office of Student Diversity and Inclusion to help support students in their transition and integrate into to a new environment both academically and socially.

Shaping Higher Education and Student Affairs

The historic moments selected for this article all fall into this interesting time period in U.S. higher education history. These moments reflect how Texas institutions responded to this era of American hegemony and the goals of mass education. Hegemony was described to be in place in U.S. higher education, where despite the gains in access and diversity, universities were perceived “to be lagging in their civic responsibilities” to be “champions of social justice” (Cohen & Kisker, 2010, p. 197). The Student Personnel Point of View 1949 document led the effort to develop student affairs administration into critical components of overall university organizational structures. The history of student affairs is rooted in the “realization of democracy” that was growing within institutions of higher learning at the time. In many ways, this important document in the history of student affairs in the U.S. brought student personnel administrators in the late 1940s and early 1950s awareness of impending changes being brought to higher education.

The historic moments at the University of Texas-Austin and Southwest Texas State Teachers College (now Texas State University) led to student demographic changes and institutional organizational changes which transformed student personnel units. These units on campus increased student services for African Americans and eventually other diverse student

populations now enrolling on campus. While “separate but equal” ruled educational institutions prior to and during the early part of this time period, this era led to the dismantling of such segregation on campuses. Similarly, this dismantling also occurred in campus life and student activities. The rise of ethnic and cultural student organizations provided activism and community advocacy that was widely apparent at the latter part of the 1960s and early 1970s that continued onward to the 1980s and beyond (Montelongo, 2018).

The history of higher education in the United States typically starts with the establishment of Colonial Colleges along the eastern coast, with eventual movement westward and onto the Southern parts of the nation around the late 1700’s (Thelin, 2013). The establishment of Baylor University in 1845 signaled the growth of higher education in the new republic of Texas. The oldest public institution in the state, Texas A&M University, founded in 1876, reflected the rise of providing access to higher learning through the Morrill Act of 1862 which led to the establishment of land-grant institutions. The growth of higher education in the United States reflects the societal dynamics occurring in each era of history of the United States. Despite its numerous transformations, higher education in the United States “has successfully resisted, co-opted, or absorbed – eventually changing” to become the innovative institution it currently is today (Cohen & Kisker, 2010, p. 1).

Knowing where social institutions come from and where they are going helps create change for complex organizations. The institutional histories of colleges and universities in the United States provide thought-provoking evidence on how higher education organizations respond to societal changes during the growth of the nation. Cohen and Kisker (2010) verify this simple fact: “Understanding history is thus essential for those who would reform higher education (p. 1).”

While this era provided opportunities for diverse students, we also recognize the importance of knowing how much effort it took for an HBCU in the state to find equitable status among not only other higher education institutions in Texas, but with one literally just blocks away. Texas Southern University has had numerous challenges within its own institutional history, but it has regained prestige among other colleges and universities in the Houston metro area. TSU's historic moment reminds us that one of our own Minority-Serving Institutions in Texas was once seen as a "stepchild" among our higher education institutions. TSU's efforts to transform itself can be seen in its notable alumni. The campus created a campus climate where college aspirations were achieved, and a sense of belonging was established for students who were denied educational opportunity elsewhere.

What can we learn from student personnel administrators on campus who, despite the discrimination and racism being heaved at them during this tumultuous time, still provided student services and created supportive campus environments? Questions like this one should be asked more as we continue to address current social injustices and use student affairs professionals to lead these efforts. In addition, Texas Southern University has a history of producing advocates for the community as seen through noted alumni and politicians Barbara Jordan and Mickey Leland. Activism and fighting for social justice appear to be a legacy of the early fight TSU had in finding its place among other higher education institutions. Texas Southern University provides a rich opportunity for student affairs to learn more about how to transform societal perceptions of education for African Americans and campus culture. Other institutions in the state can learn a great deal from the numerous HBCU's located within Texas.

Conclusion

In this article, three historic moments in Texas higher education history are described to provide examples of how the state responded to shifts in college access, student demographics, and societal injustices. Cohen and Kisker (2010) described the time in which these three historic moments occurred (1945-1975) as the Era of Hegemony. Ideas of mass education in our institutions of higher learning were being tested to challenge dominant ideas on culture, society, and economic opportunity. Higher education was no longer seen as an opportunity for just a few, it was expanded to include the presence of those who have historically been denied educational advancement based on race, ethnicity, or socioeconomic status. Texas provided three historically bold examples to give credence to the changing times ahead for higher education. We encourage student affairs administrators in Texas to know the history of their institutions and become aware of the impact the historic moments on their campus provide to their constituents, and possibly state and nation.

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