

# **2018 Tilford Conference**

## **Post-Conference Survey Results and Notes from Institutional Focus Groups**



By

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## **Introduction and Methods**

The 2018 Michael Tilford Conference on Diversity and Multiculturalism was held at Fort Hays State University (FHSU) on Monday October 22<sup>nd</sup> and Tuesday October 23<sup>rd</sup>.

Online registration opened on September 13, 2018. One hundred ninety-nine online registrations were received. Twenty-one registrants were no-shows, but 22 attendees registered on-site on October 22<sup>nd</sup>.

The conference had 200 attendees.

Attendees were notified of an online post-conference survey at the end of the conference. The online survey was posted on FHSU's Tilford Conference web site ([www.fhsu.edu/tilfordconference/](http://www.fhsu.edu/tilfordconference/)) at 4PM October 23<sup>th</sup>. Emails containing links to the survey were sent attendees on October 26<sup>th</sup>.

Ninety-two attendees completed the post-conference survey, resulting in a response rate of 46%. The margin of error is +/- 7.53%.

Findings from each survey question begin on page 2.

Written comments collapsed into categories begin on page 11.

All written comments begin on page 15.

The 2018 Tilford Post-Conference Survey instrument begins on page 30.

Notes from the Institutional Focus Groups held during the conference begin on page 40.

## Survey Responses

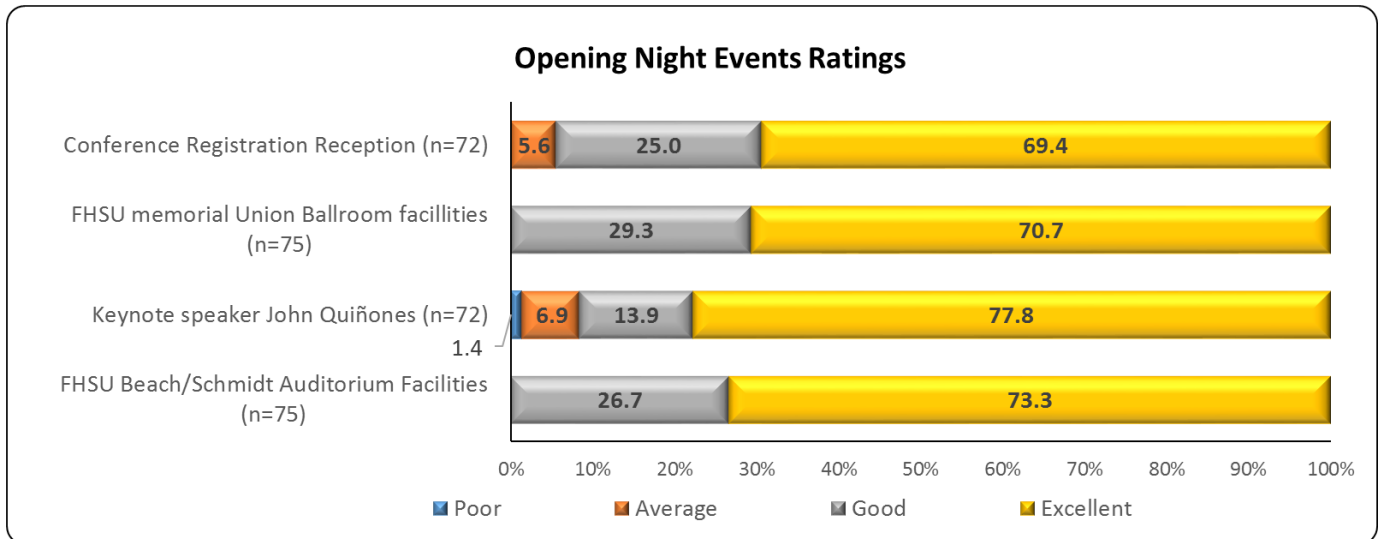
The following pages show responses to each question. All of the figures show the percentages of respondent answers using the same scale: Excellent, Good, Average, and Poor. (A “Did Not Attend” option was also offered but is not included in the figures below.)

### Opening Night Activities

The first four questions addressed Monday night (October 22<sup>nd</sup>) activities, including:

- Conference Registration Reception
- FHSU Memorial Union Ballroom Facilities
- Keynote Speaker John Quiñones
- FHSU Beach/Schmidt Auditorium Facilities

The figure shows that about 70% or more of the respondents answered “excellent” for each item, with almost 78% rating the keynote speaker as “excellent.”



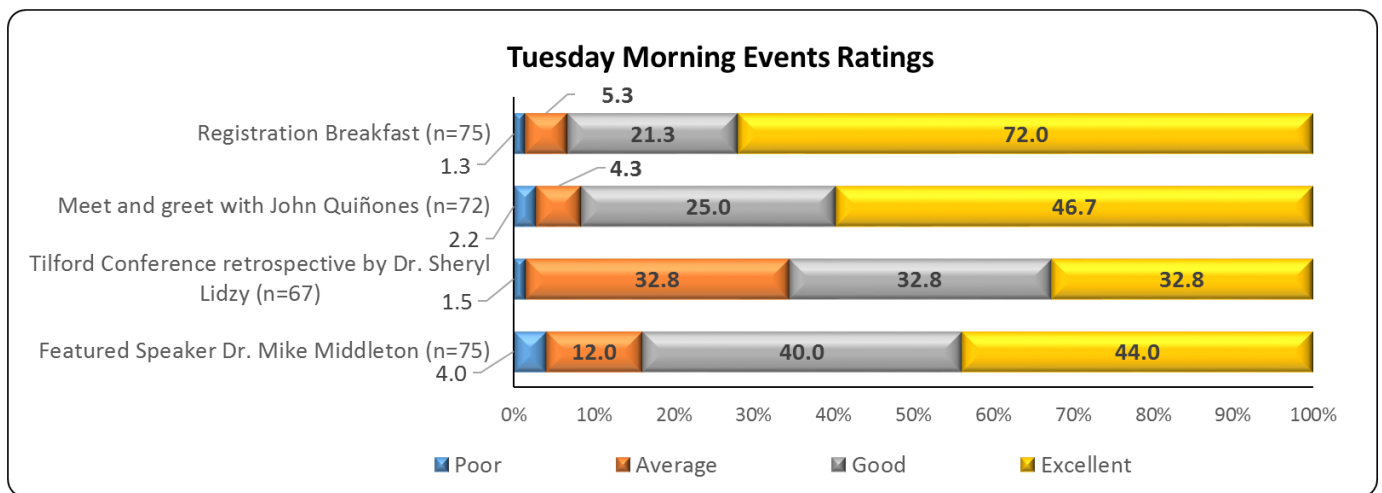
## Tuesday Morning Workshop Presentations

The next set of questions addressed these Tuesday morning (October 23<sup>th</sup>) activities:

- Registration Breakfast
- Meet & Greet with John Quinones
- Tilford Conference Retrospective by Dr. Sheryl Lidzy
- Featured Speaker Dr. Mike Middleton

The following figure shows that that 72% of the respondents found the registration breakfast “excellent,” 46.7% found the meet and greet with John Quinones “excellent,” and 44% found Dr. Mike Middleton speech “excellent.”

A third of attendees found Dr. Sheryl Lidzey’s retrospective “excellent,” “good,” and “average.”



## Tuesday Morning and Afternoon Workshop Presentations

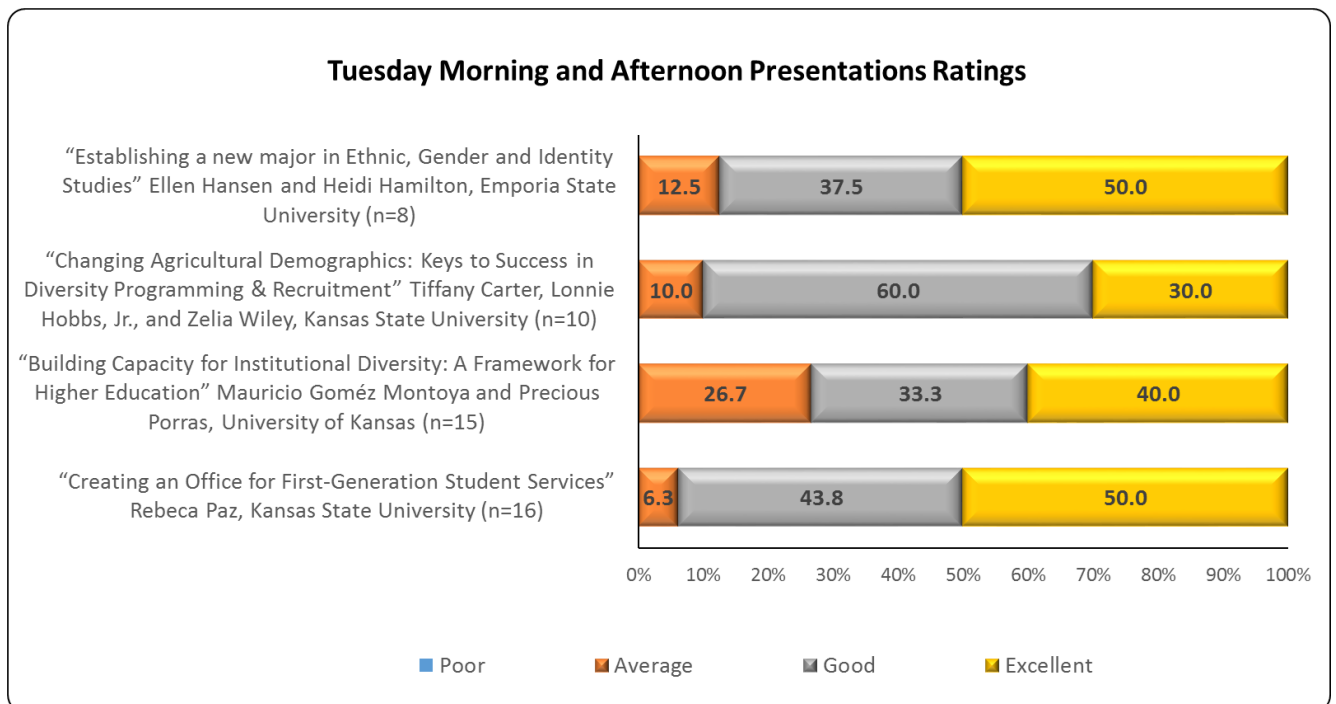
The figures below show ratings for the 18 workshop presentations. Figures show ratings for four or five presentations each.

The first figure shows ratings for the following four workshop presentations:

- “Establishing a new major in Ethnic, Gender and Identity Studies” Ellen Hansen and Heidi Hamilton, Emporia State University.
- “Changing Agricultural Demographics: Keys to Success in Diversity Programming & Recruitment” Tiffany Carter, Lonnie Hobbs, Jr., and Zelia Wiley, Kansas State University.
- “Building Capacity for Institutional Diversity: A Framework for Higher Education” Mauricio Gómez Montoya and Precious Porras, University of Kansas.
- “Creating an Office for First-Generation Student Services” Rebeca Paz, Kansas State University.

The figure below shows that half of those attending “Establishing a new major in Ethnic, Gender and Identity Studies” and “Creating an Office for First-Generation Student Services” rated these presentations as “excellent.”

Almost a third and more than a third of those attending “Changing Agricultural Demographics: Keys to Success in Diversity Programming & Recruitment” and “Building Capacity for Institutional Diversity: A Framework for Higher Education” rated these presentations as “excellent,” respectively.



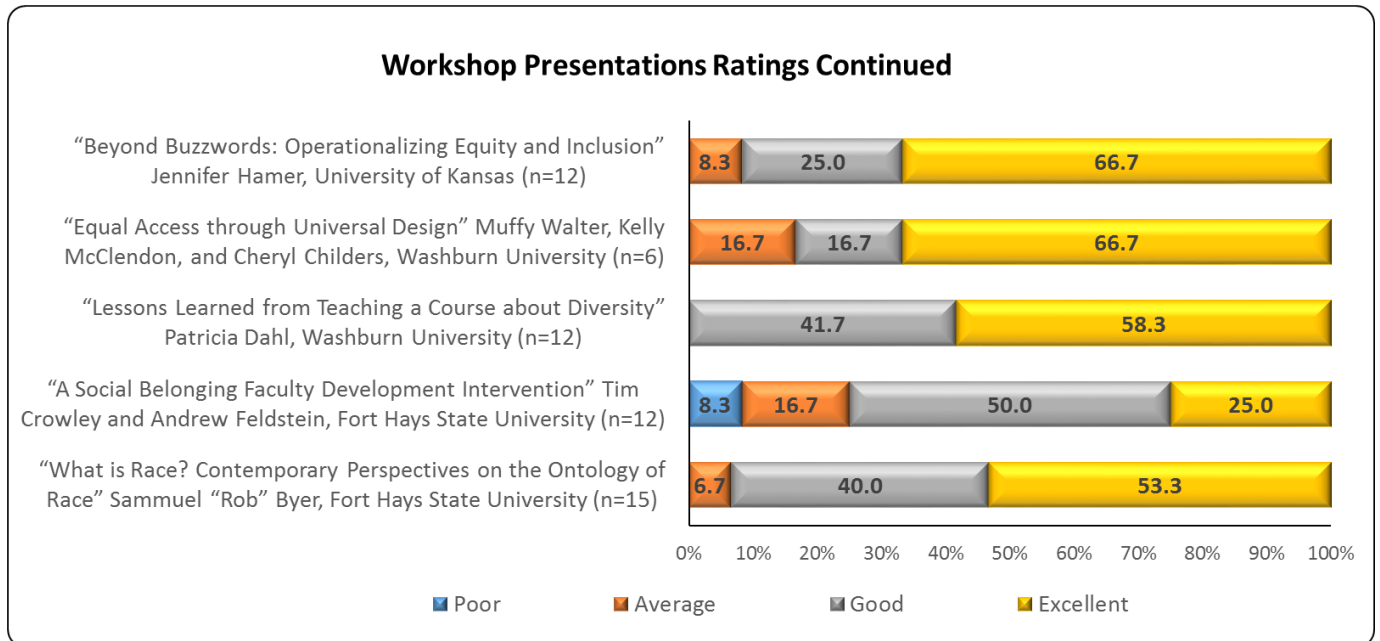
The next figure shows ratings for the following five workshop presentations:

- “Beyond Buzzwords: Operationalizing Equity and Inclusion” Jennifer Hamer, University of Kansas.
- “Equal Access through Universal Design” Muffy Walter, Kelly McClendon, and Cheryl Childers, Washburn University.
- “Lessons Learned from Teaching a Course about Diversity” Patricia Dahl, Washburn University.
- “A Social Belonging Faculty Development Intervention” Tim Crowley and Andrew Feldstein, Fort Hays State University.
- “What is Race? Contemporary Perspectives on the Ontology of Race” Sammuel “Rob” Byer, Fort Hays State University.

The figure below shows that two-thirds of those attending “Beyond Buzzwords: Operationalizing Equity and Inclusion” and “Equal Access through Universal Design” found these presentations “excellent.”

More than half of those attending “Lessons Learned from Teaching a Course about Diversity” and “What is Race? Contemporary Perspectives on the Ontology of Race” found these presentations “excellent.”

Half of those attending “A Social Belonging Faculty Development Intervention” found this presentation “good” and a quarter found this presentation “excellent.”



The next figure shows ratings for the following four presentations:

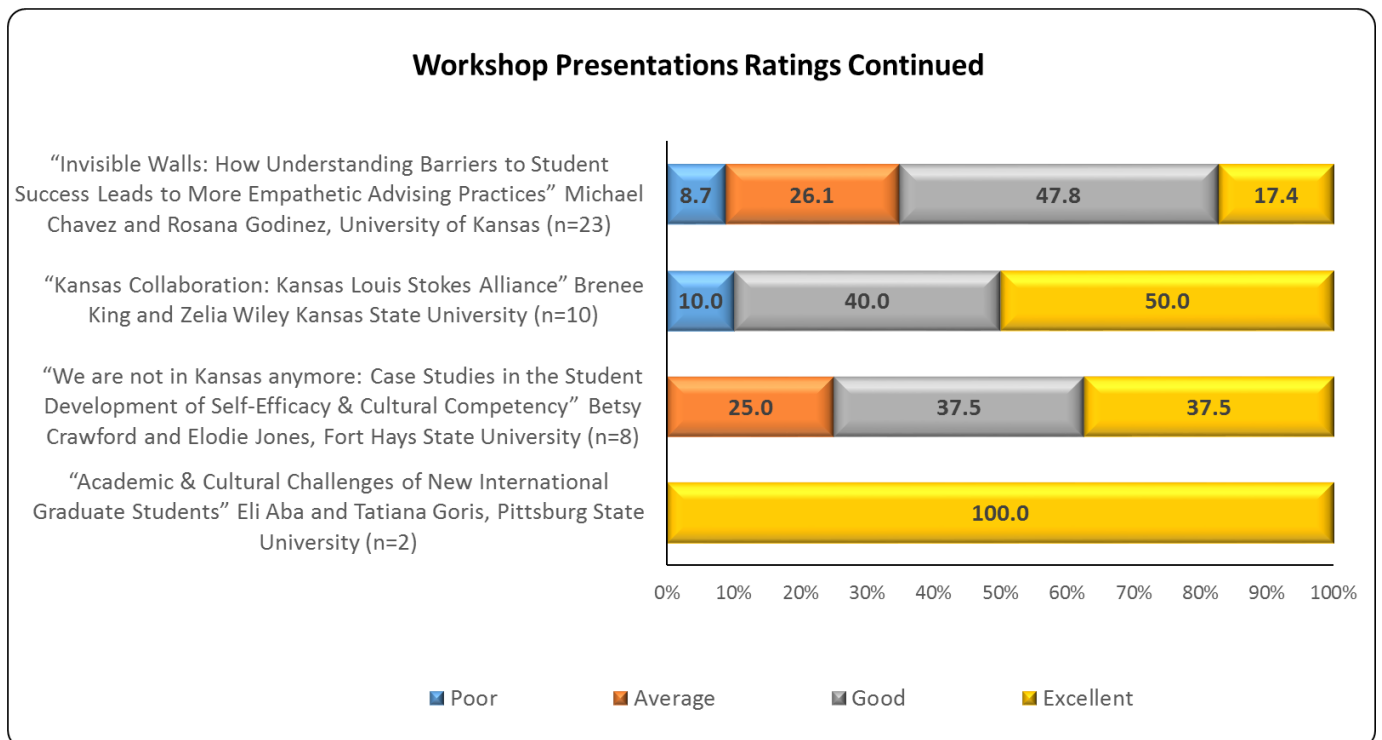
- “Invisible Walls: How Understanding Barriers to Student Success Leads to More Empathetic Advising Practices” Michael Chavez and Rosana Godinez, University of Kansas.
- “Kansas Collaboration: Kansas Louis Stokes Alliance” Brenee King and Zelia Wiley Kansas State University.
- “We are not in Kansas anymore: Case Studies in the Student Development of Self-Efficacy & Cultural Competency” Betsy Crawford and Elodie Jones, Fort Hays State University.
- “Academic & Cultural Challenges of New International Graduate Students” Eli Aba and Tatiana Goris, Pittsburg State University.

The figure below shows that those attending “Academic & cultural Challenges of new international Graduate Students” rated this presentation as “excellent.”

“Kansas Collaboration: Kansas Louis Stokes Alliance” was rated as “excellent” by half of those attending this presentation; two-fifths rated this presentation as “good”.

“We are not in Kansas anymore: Case Studies in the Student Development of Self-Efficacy & Cultural Competency” was rated “excellent” by a third of those attending this presentation; another third rated this presentation as “good.”

Almost half of those attending “Invisible Walls: How Understanding Barriers to Student Success Leads to More Empathetic Advising Practices” rated this presentation as “good,” 17% rated this presentation as “excellent.”

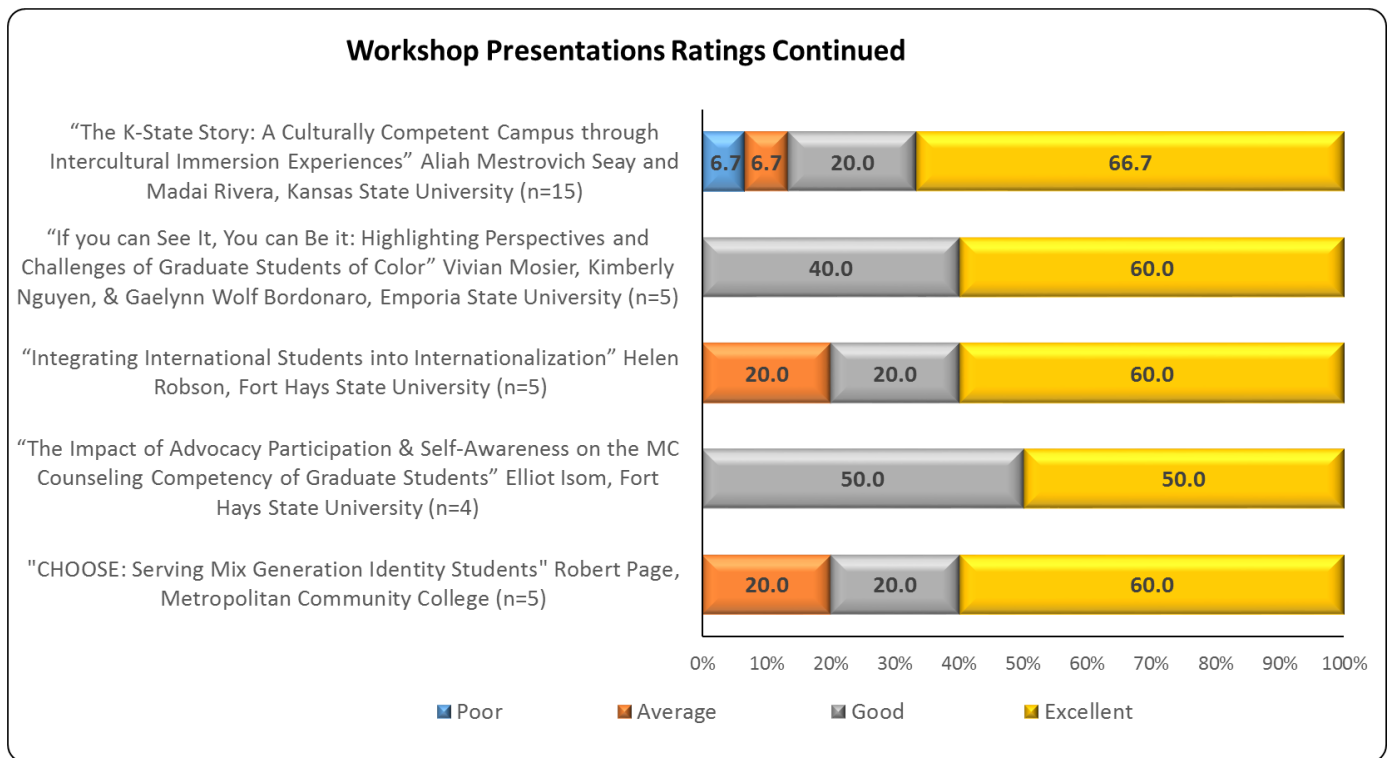


The next figure shows ratings for the following five presentations:

- “The K-State Story: A Culturally Competent Campus through Intercultural Immersion Experiences” Aliah Mestrovich Seay and Madai Rivera, Kansas State University.
- “If you can See It, You can Be it: Highlighting Perspectives and Challenges of Graduate Students of Color” Vivian Mosier, Kimberly Nguyen, & Gaelynn Wolf Bordonaro, Emporia State University.
- “Integrating International Students into Internationalization” Helen Robson, Fort Hays State University.
- “The Impact of Advocacy Participation & Self-Awareness on the MC Counseling Competency of Graduate Students” Elliot Isom, Fort Hays State University.
- "CHOOSE: Serving Mix Generation Identity Students" Robert Page, Metropolitan Community College.

The figure below shows that about two-thirds of those attending four presentations rated them as “excellent.” These four presentations were “The K-State Story: A Culturally Competent Campus through Intercultural Immersion Experiences,” “If you can See It, You can Be it: Highlighting Perspectives and Challenges of Graduate Students of Color,” “Integrating International Students into Internationalization,” and "CHOOSE: Serving Mix Generation Identity Students.”

Half of those attending “The Impact of Advocacy Participation & Self-Awareness on the MC Counseling Competency of Graduate Students” rated this presentation as “excellent.” Another 50% rated this presentation as “good.”





## Tuesday Afternoon Activities

The next figures shows ratings for four activities held Tuesday afternoon:

- Lunch in the FHSU Memorial Union Building Ballroom
- Entertainment by FHSU pianist Helber Fernandes Ribeiro
- Poster Session
- Plenary Speaker Dr. Julie Middleton

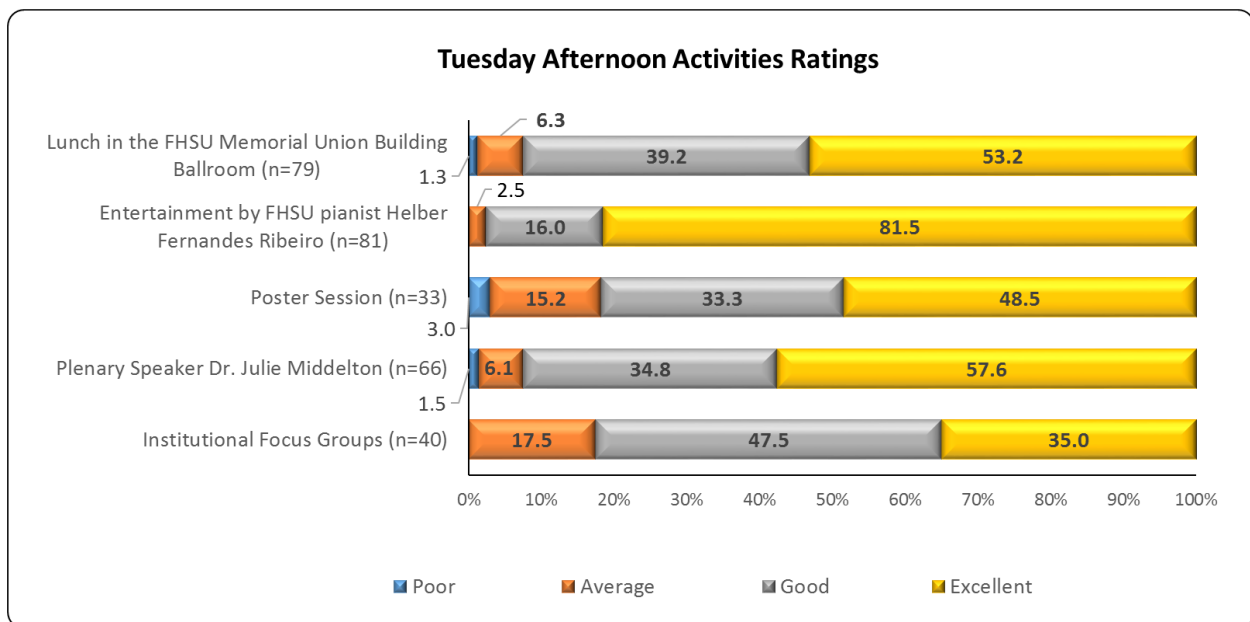
The figure below shows that more than four-fifths of those attending the lunch rated that the Entertainment by FHSU pianist Fernando Ribeiro as “excellent.”

More than half rated the lunch as “excellent.” Another two-fifths rated the lunch as “good.”

Almost half of those attending the poster session rated it as “excellent,” while a third rated it as “good.”

More than half of those attending Dr. Julie Middleton’s plenary speech rated it as “excellent,” while another third rated it as “good.”

Almost half of those attending the institutional focus groups rated them as “good.” Another third rated them as “excellent.”



## Posters

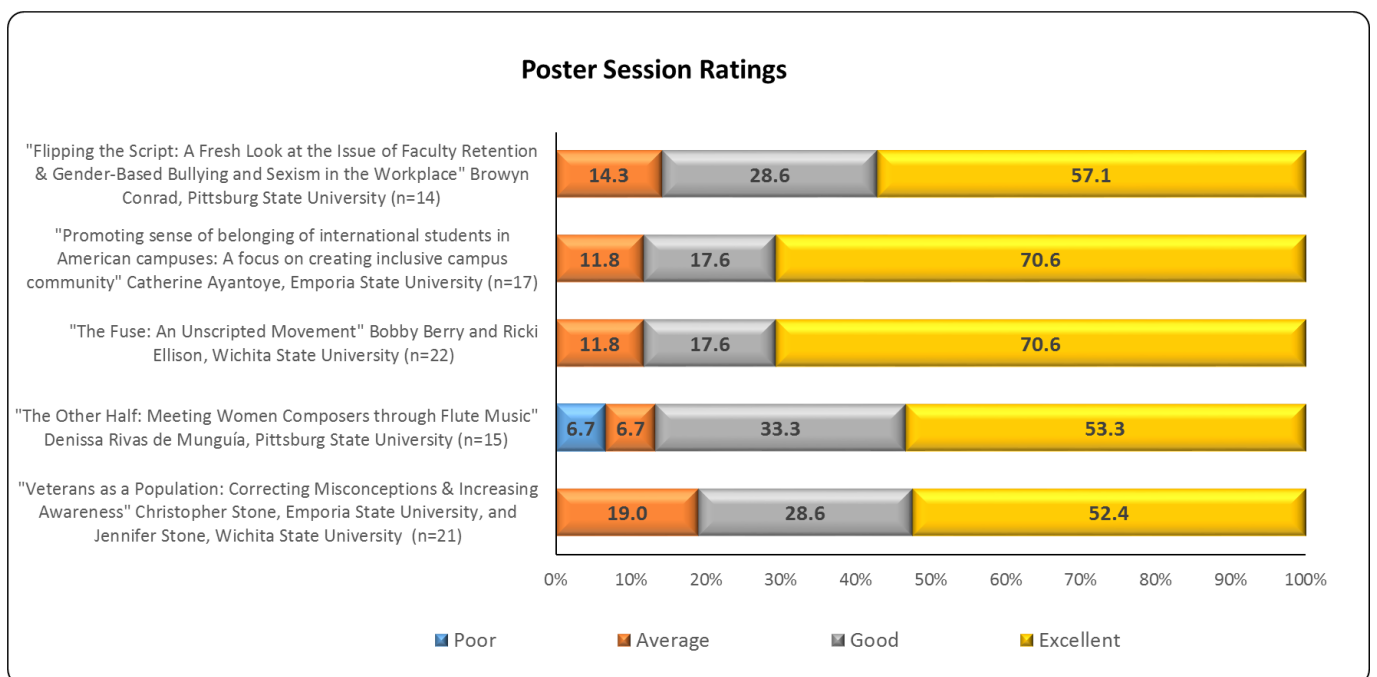
The next figure shows ratings for the following five posters:

- "Flipping the Script: A Fresh Look at the Issue of Faculty Retention & Gender-Based Bullying and Sexism in the Workplace" Browyn Conrad, Pittsburg State University.
- "Promoting sense of belonging of international students in American campuses: A focus on creating inclusive campus community" Catherine Ayantoye, Emporia State University.
- "The Fuse: An Unscripted Movement" Bobby Berry and Ricki Ellison, Wichita State University.
- "The Other Half: Meeting Women Composers through Flute Music" Denissa Rivas de Munguía, Pittsburg State University.
- "Veterans as a Population: Correcting Misconceptions & Increasing Awareness" Christopher Stone, Emporia State University, and Jennifer Stone, Wichita State University.

The figure below shows that posters presentations received high ratings. At least four-fifths of attendants felt that the Posters presented were either "good" or "excellent."

Seventy percent of those attending the poster session rated "Promoting Sense of Belonging of International; Students in American Campuses." and "The Fuse: An Unscripted Movement" as "excellent."

More than half of those attending the poster session rated "Flipping the Script: A Fresh Look at the Issue of Faculty Retention & Gender-Based Bullying and Sexism in the Workplace," "The Other Half: Meeting Women Composers through Flute Music," and "Veterans as a Population: Correcting Misconceptions & Increasing Awareness" as "excellent."



## Overall Conference

Finally, the last figure addresses these four issue:

- FHSU Facilities
- Format of the 2018 Conference
- Organization of the 2018 Conference
- The number of sessions provided on Tuesday

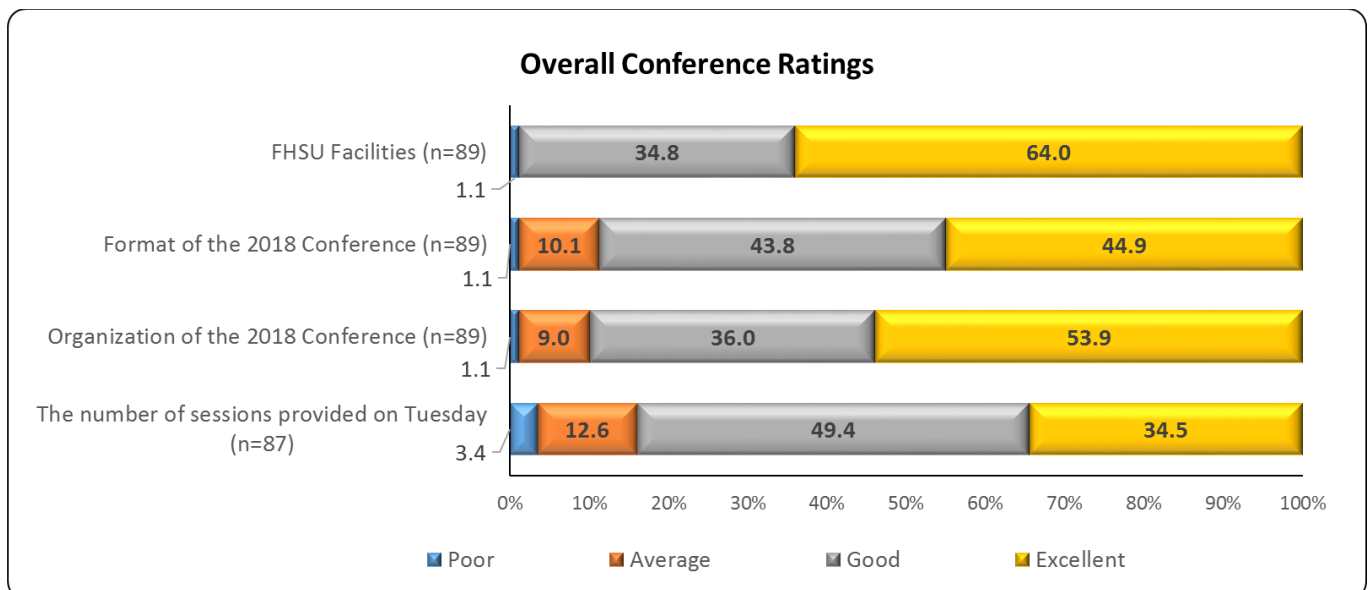
The figure below shows that at least four-fifths or more of attendance felt that the Format of the 2018 conference as well as the organization of the 2018 conference and the number of sessions provided were either “good” or “excellent.”

About two-thirds of those attending the conference rated FHSU Facilities as “excellent,” while another third rated them as “good.”

More than two-fifths rated the Format of the 2018 Conference as “excellent,” while another two-fifths rated them as “good.”

More than half of those attending the conference rated the Organization of the 2018 Conference as “excellent,” while another third rated the organization as “good.”

Finally, almost half of those attending rated the Number of Sessions as “good,” while another third rated the Number of Sessions as “excellent.”



## Open-Ended Responses

Eight open-ended questions were included in the survey, allowing respondents to provide information:

- What were two of the MOST enjoyable aspects of the 2018 Tilford Conference?
- What were two of the LEAST enjoyable aspects of the 2018 Tilford Conference?
- What is the best idea you heard during the Tilford conference that you will use on your campus or in your class?
- Did the Tilford conference change your perception of the diverse demographic groups on your campus, and if so, how?
- As a result of attending this year's conference, what will you do to advocate for change on your campus in terms of policy, curriculum, teaching methods, or recruitment and retention?
- Two topics or issues that you would like to suggest for next year's conference.
- I believe the conference could be improved if:
- Finally, please add any additional comments or suggestions:

The following pages include responses collapsed into categories.

### Two of MOST enjoyable aspects of the 2018 Tilford Conference?

#### First Most Enjoyable Aspect Provided

	Frequency	Valid Percent
John Quinones	28	41.2
Middletons	3	4.4
Keynotes/Speakers	16	23.5
Sessions/Workshops	8	11.8
Hospitality/Food	3	4.4
Socialization	10	14.7
Total	68	100.0

#### Second Most Enjoyable Aspect Provided

	Frequency	Valid Percent
John Quinones	1	2.4
Middletons	11	26.2
Keynotes/Speakers	4	9.5
Sessions/Workshops	10	23.8
Hospitality/Food	10	23.8
Socialization	6	14.3
Total	42	100.0

## Two of the LEAST enjoyable aspects of the 2018 Tilford Conference?

### First Least Enjoyable Aspect Provided

	Frequency	Valid Percent
Session Locations	12	17.9
Session Issues	6	9.0
Attendance Issues	10	14.9
Keynotes/Speakers	9	13.4
Food	4	6.0
Socialization Time	5	7.5
Need for more sessions/repeats	11	16.4
People who felt offended by various issues	4	6.0
No Answer	6	9.0
Total	67	100.0

### Second Least Enjoyable Aspect Provided

	Frequency	Valid Percent
Session Locations	5	18.5
Session Issues	8	29.6
Attendance Issues	3	11.1
Food	2	7.4
Socialization Time	1	3.7
Need for more sessions/repeats	6	22.2
Registration Issues	2	7.4
Total	27	100.0

## Best idea you heard during the Tilford conference that you will use on your campus/class?

### Best Idea

	Frequency	Valid Percent
Civility	7	11.3
First Generation	3	4.8
Changes around Universities or Institutions	8	12.9
Advising/Educating Students	13	21.0
Various Ideas from Presenters/Workshops	29	46.8
No Answer	2	3.2
Total	62	100.0

**Did the Tilford conference change your perception of the diverse demographic groups on your campus, and if so, how?**

Change Perception		
	Frequency	Valid Percent
Yes	16	26.7
No	36	60.0
Supported/Reinforced	8	13.3
Total	60	100.0

NOTE: Response to the second half of this question (how) are shown in the next section.

**What will you do to advocate for change on your campus in terms of policy, curriculum, teaching methods, or recruitment and retention?**

Advocate for Change		
	Frequency	Valid Percent
What I am already doing	12	20.7
Approach Curriculum/Topics Differently	10	17.2
Be more active	17	29.3
Be more inclusive	19	32.8
Total	58	100.0

**Two topics or issues that you would like to suggest for next year's conference.**

Topic or Issue Listed First		
	Frequency	Valid Percent
Engaging On/Off Campus Communities	16	34.0
Strategies for Change	9	19.1
Defining Diversity	8	17.0
Free Speech	2	4.3
LGBTQ	1	2.1
Diverse Students	9	19.1
No Answer	2	4.3
Total	47	100.0

**Topic or Issue Listed Second**

	Frequency	Valid Percent
Engaging On/Off Campus Communities	10	41.7
Strategies for Change	7	29.2
Free Speech	1	4.2
LGBTQ	2	8.3
Diverse Students	4	16.7
Total	24	100.0

**I believe the conference could be improved if:**

**Improvement**

	Frequency	Valid Percent
Change Day/Date	2	4.3
More Participation	12	25.5
Advanced/More Information	7	14.9
Improved Organization	11	23.4
More/Less Time	13	27.7
No Answer	2	4.3
Total	47	100.0

**Any additional comments or suggestions:**

**Additional Comments or Suggestions**

		Frequency	Valid Percent
Valid	Great Job/Thank You	17	60.7
	Other Comments (see Appendix 2)	11	39.3
	Total	28	100.0
Missing	System	64	
Total		92	

## All Written Comments

### Two of MOST enjoyable aspects of the 2018 Tilford Conference?

- Attending a small session where a lively discussion took place. 2) Socializing over food.
- Connecting with various professionals across the state and partaking in robust, meaningful conversations about diversity; the informational speakers like Dr. Julie Middleton--she was phenomenal!
- Dr. Mrs. Middleton keynote and the two workshops I attended
- Facilities Sessions
- Good colleagues and conversation
- Good speakers and good food!
- Guest speakers, FHSU Crowley/Feldstein's presentation and the food
- I did enjoy Quinones evening, and the lunch of Tuesday. It was excellent.
- I enjoyed the hospitality of FHSU and the Poster Sessions.
- I loved John Quinones and his insight on the importance of diversity. I also enjoyed the workshops I was able to attend. I found them both very informative and got to see/participate in great discussion.
- I particularly enjoyed "building capacity for institutional diversity" by Mauricio Gomez Montoya and Precious Porras and the featured speaker Dr. Mike Middleton
- I really enjoyed listening to John Quinones and his story. It was really inspiring to learn about how hard he worked to get to where he is now. I also enjoyed the presentation from the KU academic center about barriers to student success and some of the programs they implement to help their students.
- I think the speakers that were picked were very informative and gave good insight
- I was not able to attend the workshops because they overlapped with my classes. I was pretty disappointed, as there were several topics of interest. I did enjoy the poster session very much and spoke to several presenters.
- Incredible idea generation and great food. The speakers really willing to exchange contact information and serve as resources in the future.
- Institutional discussion
- John Quines a TRIO alum
- John Quinones
- John Quiñones & first gen session
- John Quiñones & having the opportunity to dialogue about inclusion, diversity, multiculturalism with my colleagues and others outside of our institution. Parking was very convenient, thank you!
- John Quinones & networking
- John Quinones and Julie Middleton
- John Quinones and Middleton Speakers
- John Quiñones and the food
- John Quinones and the KSU presentation about the recruiting for the College of Agriculture at KSU.
- John Quinones keynote and breakfast address, both with Q&A; Julie Middleton's talk with concrete, tested examples
- John Quinones speech



- John Quinones speech and Dr. Mike and Julie Middleton
- John Quinones Talk
- John Quinones talk and Mike Middleton's talk
- John Quinones was lovely to speak to. I enjoyed speaking with people from different areas. We are very isolated in Western Kansas.
- John Quinones, Dr. Mike Middleton and Dr. Julie Middleton and the beautiful campus and great food.
- John Quinones was a fantastic keynote speaker! One of the best I have heard. Congratulations on bringing him to the Tilford Conference. Looking forward to sending the edited YouTube Video to others that were unable to attend. (2) Julie Middleton was the second most enjoyable aspect. Good insight about how another State supported institution is struggling and handling diversity challenges. It is a toss-up for the luncheon entertainment by the pianist
- John Quinones and the sessions
- John's keynote and the poster sessions
- Key speaker and poster session
- Keynote Speaker and meeting new people
- Keynote speakers
- Keynote speakers and food
- Meeting John Quinones and the Focus Group after
- Meeting new people and collaboration
- Meeting people who care about diversity and educating everyone. Meal conversations.
- Middleton sessions
- Mike Middleton's address was incredible, as was the hospitality.
- Networking and convenience
- Networking and meeting new people
- Plenaries and sessions
- Sessions were top notch
- Several great sessions from K-State and the fantastic, cogent, timely speech by Mike Middleton
- Speakers and sessions
- The amazing food--all three meals and the snacks! The Universal Design session
- The fact that all Kansas Institutions get to network and learn from each other. The speakers from Mizzou were excellent
- The featured keynote speaker on Monday evening and the all the food/hospitality.
- The food provided was the best that Chartwell's has ever put together. Also, the key note speaker John Quinones gave a great perspective into his life, making for great conversation about the need for diversity.
- The keynote speaker on Monday
- The keynote speakers and visiting with the University teams/participants
- The Keynote speakers. I liked that this was held in a large theater. It made it easier to relax and listen
- The lecture by John Quinones and the race workshop
- The meet & Greet w/John Quinones and the Plenary Speaker Dr. Julie Middleton
- The Monday evening speaker and the Tuesday morning speaker
- The people, the content, and the food
- The variety of workshops to choose from and the keynote speakers
- There were so many workshop options.

- Topics and keynote speakers
- Understanding the situation at Mizzou from 2 different perspectives and learning what KU is doing to promote social justice.

### **Two of the LEAST enjoyable aspects of the 2018 Tilford Conference?**

- Not being able to attend more sessions. Nothing else was unenjoyable.
- Balancing classes and attending sessions
- Being spread out between two buildings and need more sessions on teaching a diverse classroom
- Break outs
- Cody Commons and Malfunctioning microphones
- Didn't work with my teaching schedule.
- Don't make the preferred pronouns a requirement on the Registration Form. It upset some people. There were people who didn't attend the conference because they couldn't leave the field blank. We have to remember that this is a diversity conference and no one should be required to identify.
- Dr. Mike Middleton's presentation--it was rather dry and did not engage on the same level as other presenters during the conference. Also, the food at the Monday evening reception (we were under the impression that it was a meal, not appetizers... they were delicious, but we were very hungry!)
- Everything was great! (Well, the potatoes during breakfast were a bit uncooked, but other than that everything was great!)
- Hearing about diversity challenges from people not of the minority populations are not relatable.
- I enjoyed the whole conference. It was well organized. I would maybe say more time for sessions.
- I feel that we got information at the last minute and made it hard to plan =(
- I honestly can't think of anything
- I missed a lot of good workshops because I had to teach on campus, so I was just a little bummed about that! Otherwise, great stuff!
- I sometimes just wanted to eat and talk with people about what we had heard or seen, but there was always someone at the podium talking so it felt like you couldn't just have that break or time to discuss with others at the conference; 2) Rather than a 3rd speaker, I wish there had been another workshop time period. I would have rather heard more about what others are doing, research, etc.
- I think there needs to be more dialogue amongst KBOR schools as to what current issues we are all having.
- I thought Dr. Mike Middleton's presentation was a little hard to follow and I did not get as much from it as I thought I would. Also, I did not care for the structure of the Black and Gold room with two different workshops in the same room. It was hard to hear at times and stayed focused on the workshop I was in.
- I wanted to attend workshops that conflicted with one another. The titles and descriptions of workshops did not always match their content
- I was disappointed by the lack of a "theme" in regard to what the breakout sessions had to offer.

- I would have enjoyed Dr. Mike Middleton presentation more if it was held in the Fort Hays Ballroom. I had a difficult time understanding him in the Beach/Schmidt Performing Arts Center. The pianist was excellent but played a little too loud.
- It was difficult to attend a large part of the conference due to teaching schedule and other obligations.
- It was very difficult to hear presenters in Cody Commons.
- John Quinones
- Less time with the perspective college to truly make impact 30 minutes is not enough. 2. On Monday and Tuesday keeping the events in one location, going back and forth became cumbersome.
- LOTS of time padding in the evening and morning. Fewer breaks needed?
- Moving back and forth from the Union to Beach Schmidt
- N/a
- N/A
- None
- Not enough practical workshops addressing situations in the classroom.
- Nothing to say
- One session was in a room that was split it to sessions. It was hard to hear my speakers because of the other session.
- Only being able to attend two sessions
- Sessions in the Black & Gold Room were very difficult to hear. The Louis Stokes session had no real value or information that was usable to others.
- Sessions in the space that was shared with several other sessions made it very difficult to hear
- Some inaccuracies in the program complicated the process of choosing a session. Registration process was a bit confusing and website was slow to provide details/clarification.
- That there were not many program/sessions available to attend. I also did not particularly think that the retrospective on the Tilford Conference was necessary.
- The evening reception/snacks
- The first Tuesday Keynote speaker and there were too many sessions that weren't repeated.
- The keynote didn't have anything to do with higher education
- The KU presentation on advising covered too much without anything that was easy to use. More information on what John Quinones and the other speakers would address would have been VERY helpful.
- The lack of repeated sessions
- The lighting and sound in the auditorium. The question cube was useless. I couldn't hear. Those with questions should walk up to a microphone at the front of the auditorium --- and be lit. Also, the sign person was not adequately lit.
- The limited number of workshops we were able to attend and the lack of time specifically dedicated to network with other university representatives.
- The number of no-shows and consequently the amount of wasted food.
- The poster sessions being during workshop times.
- The room that had two sessions in it with a divider; it was hard to hear and focus on my session without hearing comments, laughter, etc. from the other session.
- The session in the Black and Gold room -- it was too distracting with 2 sessions at the same time.
- The shared ballroom for some of the presentations

- The totem is inappropriate and offensive to indigenous cultures. Why is it being used in a conference that focuses on diversity and multiculturalism? Is there a better way to do this?
- The Tuesday morning featured speaker (which was boring and vague) and the fact that I wasn't able to see any poster sessions because they were during a workshop time
- The two sessions in the Black & Gold room were distracting
- The waste of food and the constant "thank yous" from organizers.
- There needs to be a broader definition of diversity. Also, clearly designate whether sessions are geared toward administration or towards teaching.
- There should have been dessert on Monday night and better lighting was needed in Beach Schmidt
- There were a lot of session options to go to, however I wish there was still an opportunity to go to more of them since it was hard to choose between which ones.
- There were no handouts for the Social Belonging workshop, so with the spotty internet, it was hard to follow and truly understand what faculty were taught to increase students' sense of belonging and how that would affect their academic success.
- There were too many panels at one time. I was unable to see the ones I wanted to because they were at the same time as my own.
- There were too many workshops making it impossible to cover everything
- This was my first time to attend this conference and I was excited to attend. I am a nursing mother who was "asked" to pump breast milk in a bathroom. At every other campus I have been at there was a lactation room I was directed to. If there was not one available there was an office I was able to use. This was embarrassing and heart breaking that I had to do this. For a conference that represent diversity and inclusion in higher education. The lack of the ability to meet this need is sad. I will not feed my child in a bathroom but I had to pump her food in this location. The second time I asked I was in the faculty lounge where a hospitality personal came in half way through pumping. Needless to say this is very demoralizing as a woman and mother to go to a conference with this experience in mind. The website for this conference needs to be updated. Finding information in advance on what the day will look like was difficult. Please make sure it is updated for next year.
- Time conflicts
- Too many sessions and not repeated, the Black and Gold room was not conducive for two separate presentations or the campus meeting.
- Too many sessions at one time - could not attend
- Too much down time on Monday
- Trying to figure out sessions that were most relating to my job with pre-college students.

**Best idea you heard during the Tilford conference that you will use on your campus/class?**

- "Don't worry about talking to the movers in the shakers. Instead talk to the moved and the shaken."
- Accommodation is not the same as accessibility
- Activity from one of the workshops (cultural competence from KSU)
- Agricultural extension and student advisement program with "intentional advising" was the best idea.
- All great information.
- All the subjects were useful and will definitely be used

- Allies
- Allies and gratitude cards.
- Building Capacity
- Campus programs about civility
- Conversations with students
- Engaging everyone to be a part of the solution.
- First Gen initiatives and diversity coordinator at satellite campus
- First gen office, civility summit
- Following up with my institution on what we are doing to identify/serve multi-racial students.
- From the Poster Session- "The Fuse" project. I am working on establishing a similar program now. It was a fantastic idea.
- Good luck is also a key factor in success
- Great everyone equally.
- Helping students think about the meanings of the term "race"
- I got some interesting ideas about international student best practices.
- I really liked the Fuse poster presentation; I would like to see something like this on our campus, but I am not in a role to do something like that.
- I will get to use one of the theories models in my student development course
- I will look at accessibility in my courses to serve a larger variety of students
- Ideas about changing the structure of the program I'm involved in. Creating a concentration focused on diversity was at the top of that list.
- Ideas for working with 1st gen students
- In the Invisible Walls workshop, they talked about having workshops with staff on different topics such as food security, student homelessness, campus safety, etc. I think something like that would really benefit our staff and our students and I would like to see about doing something similar in the future.
- Intentional inclusion
- Keeping the different types of diversity and how they affect students when advising students, considering the presence of hidden diversity/challenges
- Learnings from the Middletons
- Loved the Respect/Civility campaign idea from Dr. Julie Middleton
- Make sure that your students take advantage of every opportunity present.
- Middleton ideas on civility
- Multicultural Scholars Programs
- n/a
- No one should be required to identify
- None
- Practicing civility regularly
- Promote civility!
- Recruitment programs/events for high school students
- Remember you could have me sitting in your class. John Each student is full of human potential.
- Shared learning
- So many! Each speaker provided great insight. I loved learned from their personal experiences.
- Social Belonging tag
- Some of the material from the First Generation workshop
- Take one step at a time, even if you can't see the staircase.

- Taking students to the sessions and ideas about teaching/learning about Diversity
- Teaching students to use differences as assets
- That everyone can be powerful with their words and ideas, we just need to give everyone the opportunity to speak.
- That it is important to talk the "moved" and the "shaken" to understand the realities of a situation or issue.
- That we all have the ability to make change, and to make change and make connections we need not to talk to the movers and shakers, but to the moved and the shaken.
- The Civility Campaign caught my attention.
- The importance of being proactive rather than reactive when building diversity initiatives. The Mizzou example speaks to this; they lost millions of \$.
- The importance of changing University wide mission statements to include diversity, equity, and inclusion.
- There were many. I appreciate the effort made to offer concrete solutions in addition to the opportunities to think broadly about issues.
- To make cultural change you need to include the whole University (faculty, staff, and community).
- Too many to list.
- Understanding multiple perspectives
- Using the TV program, "What Would You Do", to stimulate classroom discussion and engagement
- We need to be critical of our institutions and ask the tough questions.
- Wiley's use of corporate funding for college diversity initiatives.
- You have to talk to the moved and the shaken - that is where you will find the stories.
- YouTube offers free captioning for videos so that hearing impaired and/or L2 students can grasp the material.

**Did the Tilford conference change your perception of the diverse demographic groups on your campus, and if so, how?**

- Art Therapy master program is not very diverse and more is needed to make sure clients have an opportunity to see someone that looks like them.
- I learned a lot at our FHSU focus group at the end. This will be the start of more conversations that we have to have.
- I think it certainly depended my understanding of diverse demographic groups.
- I was able to understand the perspective of diverse students better.
- If I were a first time attendee it would have. But the conference reminded me the importance
- It did not change my perspective; it reinforced it.
- It did not really change my perception of the groups, but it did make me realize that we do not do enough to educate our staff and students and there are a lot of things we could do to make our campus more inclusive to showcase all the different cultures we have here and to bring awareness about topics that people generally don't talk about.
- It reminded me that many students of color experience our campuses as outsiders, despite the best efforts of many. We need to do better.
- It was reaffirming and reassuring.
- No

- No, but I think it gave me some specific ideas for how I can address the needs of diverse groups on campus.
- No, but it did make me see there are problems with diverse demographics all over, not just a Western Kansas issue.
- No, but rather about how to teach diversity
- No, I already have a good sense of our demographics
- No, I am on the Tilford committee and have been for years. I help make that change of perception happen also.
- No, it did help me with some ideas on diversity however. Overall it was great
- Not necessarily
- Not really
- Not really, I'm already aware of that
- Reinforced my thoughts
- Reminded me that change is constant and we must continue systematic change and produce outcomes.
- Somewhat - I probably would not have thought about veterans in this context.
- Supported it
- Tuesday morning's keynote made me realize that we need to be attuned to the needs of the many diverse students on campus--even when we think "everything's fine" and "all needs are being met; all voices are being heard."
- Yes collaborative learning
- Yes it did. I found out what all Universities in Kansas are doing to promote diversity on campus.
- Yes, I reconsidered what race is vs. ethnicity and the way in we view those things impact our daily practices
- Yes, I want to improve inclusivity more in the campus
- Yes, I would say so. It gave a more realistic purpose and understanding as to why diversity on campuses is vital to the environment
- Yes, it highlighted the need for diversity.
- Yes, it made me realize how we aren't doing enough.
- Yes, we need to have more interactions amongst different campus groups
- Yes. Diverse demographic not only includes LGBT, and women, but also international students, and people with disabilities.
- Yes. Though I knew the importance of supporting diverse demographics on campus, the Tilford conference gave me more concrete examples and explanation on why we need to focus on supporting diverse groups on our campus from both an administrative and student program focus.

**What will you do to advocate for change on your campus in terms of policy, curriculum, teaching methods, or recruitment and retention?**

- A lot
- Acknowledgement and acceptance of differences
- Advocate for a multicultural environment for diverse groups on campus and to provide resources to groups that are underprivileged.
- Advocate for climate measurements, advocate for a resurrection of our international student activities

- Advocate to remove race questions from surveys and instead use open ended questions.
- All that I am trying to do at present
- Along with my K-State peers, I would like to see a change in conference attendees, specifically including undergraduate individuals in the planning process and allowing the opportunity for undergraduates to attend the conference
- Be a voice, and be a strong voice. We have the opportunity to make real change, but it means you have to be courageous and stand up for others.
- Be active in the campus Tilford group
- Change the focus from Old White Male Playwrights to more diverse playwrights in the Intro to Theatre Course
- Considering approaching a topic differently than in the past.
- Continue service learning efforts
- Continue to advocate for the inclusion of persons with disabilities in conversations about diversity.
- Continue to create awareness and start intentional collaborations with some of the partners across the state.
- Continue to try and implement programming to make connections between diverse faculty and students
- Continue what I am doing.
- Encourage civility in all that I do to help contribute to an improved campus climate.
- Enhance the cultural competence of the campus
- Get more people involved in diversity issue awareness
- I always do
- I am already active. This conference did not propel me to do more, but it reinforced my efforts.
- I believe we need more support from the highest levels of administration to ensure that equity, diversity, civility, and inclusion are enacted in practice, similar to what Dr. Mike Middleton recommended
- I do not foresee doing anything different as a result of the conference.
- I don't know what I could do to advocate for change yet, but I am really interested in trying to create and implement some of those workshops.
- I need to make a bigger effort to work with others. Even those that are in the polarizing stage.
- I plan to focus more research and time on these diversity topics
- I plan to invite minority students to help me recruit in their home areas.
- I want to advocate for reevaluating the mission statement to help the university create actual policies on inclusion, rather than simply saying they want to work towards a more inclusive campus.
- I will continue and expand my efforts to make sure students of color feel that they are heard and seen.
- I will continue to make understanding diverse needs a priority and expand my knowledge and teaching practice to be more inclusive.



- I will definitely be incorporating some material on philosophy of race, and I plan to follow-up with my institutional leadership on specific questions about how we're identifying and addressing the needs of multiracial students.
- I will fight harder for the students of color on campus and equitable treatment.
- I will use my own diversity to bring awareness and keep pushing for changes in the classroom and in the University community.
- I'll try to incorporate several of the ideas exposed in the conference in the teaching of music.
- It empowered me to continue to engage in the change.
- It was apparent and disappointing that not more Deans, VPs and even the President of FHSU were not present at the Tilford Conference. What does this say about their desire to improve diversity and inclusiveness at the site of the Tilford Conference? What does this say to KBOR that sponsors the conference?
- Listen more consciously and purposefully to those on the margins.
- More UDL strategies in classroom, include culture from diverse writers, artists, experiences and be more mindful of student experience;
- N/a
- Not sure yet; however, there are mini decisions made every day that collectively add up. Events like these help guide the mini-decisions.
- Nothing different as a result of this conference
- Perhaps a Diversity curriculum
- Retention
- She asked, "what one thing," at the lunch presentation. I am already involved in diversity recruiting and retention, but I plan to find a good time to approach a colleague who makes jokes about racists that are too easy to misconstrue and, potentially, make a student of color uncomfortable.
- Speak about advising
- Speak out
- Start an organization like the one KSU has with the western Kansas educational institutions.
- Strengthen our Equity and Inclusion Council and do a climate survey on students.
- Support minority students
- Support our diversity and inclusion team by attending meetings and working to implement the goals in the university's plans.
- Teaching methods
- Work on expanding definition of diversity to include many minoritized groups
- Work to address "everyday sexism" as a component of organizational culture.
- Work with our foundation to find donors for Diversity programs
- Writing letters in support of gender neutral bathrooms and gender neutral titles for instructors.
- Yes
- Yes, curriculum and teaching methods.
- Yes!

**Two topics or issues that you would like to suggest for next year's conference.**

- Diversity programs on different KBOR campuses 2. Practical ways to engaging the larger campus community in diversity issues
- Outcomes for change. 2. Tool kits to support Universities at varying stages of change.
- A keynote speaker who is a researcher on any diversity issues, recruitment and retention of under privileged students
- Building a community of diversity on campus
- Creative instructional strategies that bring about social belonging (Fridell at KBOR does a great session which I have seen)
- Cultural diversity and lessons from others
- Defining diversity and multiculturalism - how we can make those terms more inclusive. Supporting student led organizations centered on diversity.
- Dismantling racism in the faculty
- Diversity across Kansas and collaboration between schools to create a baseline of goals
- Diversity and free speech, veterans, and people with disabilities on campus
- diversity as a mission statement: dedicating a university to the pursuit of true diversity and inclusion from our own worlds: experiences of undergraduate students with diversity issues in their residence halls/campus environments/etc./
- Free Speech/Protests on Campus
- Gender in the arts and multiethnic students on campus and how they identify themselves with their mixed ethnicity and culture.
- Hate Speech vs Free Speech and sensitivity training in regard to the LGBT community
- Have student led sessions with topics of their own. Other suggestions: campus climate, how to deal with macroaggressions, efforts to recruit and retain multicultural faculty, students and staff.
- How to deal with (sexist, racist) bullies & programmatic issues.
- How to engage upper administration in diversity issues, not just the Director of Diversity. More concrete ideas and activities, rather than just theory
- How to fund and begin diversity initiatives
- I think the conference highlighted problems relating to African-Americans and Latinx, but did not highlight the problems that other races deal with. When trying to advocate for diversity and trying to be inclusive, we need to remember other populations such as people of Asian, Indian, Indigenous descent. Workshops on these populations would be useful as people working in student affairs or academic affairs will encounter people from every population.
- I would have liked to see more LGBTQ issues, especially trans students and preferred pronouns. There may have been a session on this that I could not attend.
- I've been to this conference before. I would love to see Tuesday's speakers of other groups (other ethnicities -Thanks for Mr. John Q., GLBTQ, with disabilities, etc.) to speak about those diverse experiences.
- Impact of rise in tuition fees on international and underrepresented students.

- Intersectionality. LGBTQIA issues
- Making campus feel inclusive organically (gender neutral bathrooms, pronoun tags on email signature lines, etc.)
- Maybe figure out a way to incorporate immigration and policy change into this. The Trump administration has been so vocal on this issue, it might be a good thing to talk about in detail.
- More information on international students.
- More on disability studies
- More related to veterans services and perhaps applying for grants or other monetary support for diversity programs
- More sessions emphasizing specific classroom strategies/ideas/methods
- More support to educate staff (non-faculty) and other people about diversity at Universities.
- More teaching diversity tips always welcome
- Not sure
- One campus had a workshop - what are the things that well-intentioned white people do that are problematic. That would be good to hear. Another might be to tackle directly incivility in our politics and how that impacts our lives and the lives of others
- Perceptions of diverse populations in athletics and the effect of culture bias on their athletics and college experience
- Practical classroom techniques and how to incorporate diversity training into general education classes
- Program and curriculum development
- Programming
- Reaching students through social media networks. Successful models of inclusion.
- recognition of international students and the perspectives they bring to campuses
- Resources for HSIs; more sessions for community colleges
- Same
- Service Learning & Serving Immigrants
- Sexual violence
- Social Justice and graduation rates of URM
- Student/Faculty/Staff Perception of Diversity Relations on campus (includes people of color, different religions, LGBTQ, and international)
- Target audience under workshop titles and pre-college issues and/or best practices.
- The overarching racial climate of the State of Kansas & more ideas on retention of nontraditional students.

**I believe the conference could be improved if:**

- 1. Microphones were available at all sessions. 2. All sessions were recorded and available for later 3. Potentially change timing of conference (October is busy)
- Administrators and members of KBOR should attend
- Again, more information on what sessions and speakers would address.

- Allow presenters to set up beforehand as opposed to forcing them to miss sessions.
- Allowing time to attend more sessions
- Back to the previous format: less workshops repeated morning and afternoon
- Comments after the main speaker diminished the "high"
- Each session must have its own room and there should be a stronger connection/attendance of KBOR faculty and staff
- Each workshop has its own enclosed space
- Even split in workshops between those for administrators and for instructors.
- Had a teaching activities workshop period--would like to know more about how others approach some of these topics in classes, different activities, etc.
- I found this conference one of the best I have attended in general.
- I suggest that communications go out much earlier. Perhaps a save the date email with detailed information on time line? I also suggest having the conference in early November. Check with institutions that the date does not conflict with major campus events. September/October is Hispanic Heritage Month and there are several key events scheduled for that time. I also suggest offering the opportunity to attend more than 2 sessions. Perhaps limit to one keynote speaker and spread out the sessions throughout the morning or afternoon.
- I would like to see it spread out so that you could find a time to attend around teaching.
- If it was longer (I know this is not likely, but it would be nice to have another day of sessions). More practical and interactive sessions focused on implementing plans for changes and improvement.
- If it were held on a Friday instead of a Tuesday--truly disruptive to my week!
- Including student perspective on these topics.
- It began on Monday afternoon with sessions.
- It was advertised better
- It was clear when someone would be speaking during the reception portions of the event
- It was good except for the room situation and the two separate presentations in it.
- It was open to undergraduate students.
- Keynote focused on higher education.
- Less speakers in order to allow us to attend more sessions.
- More administrators and faculty were talking about the issues together. Encouraging more faculty to bring their classes to stimulate post-conference discussion. Also helps to fill the rooms.
- More advance communication
- More participation from faculty, staff, and leadership.
- More people were to attend. Right now it seems like the same people year after year. We are all preaching to the choir, so to speak.
- Nothing
- Only the best workshops are offered and repeated.
- Repetition of popular workshops

- Representation from community college speakers /presenters.
- Students could be included for some events that way we could bring our students along.
- The facilities were better and the number of concurrent sessions were reduced.
- The poster session was not at the same time as other workshops and was better explained
- The workshops were tagged "intended audience" such as administrators, teachers, counselors, etc. and if they were repeated. Perhaps start earlier on the first day so that there would be more time for workshops.
- There was a concert or a recital of chamber music so attendees could see and hear how music bring a people together.
- There was as much content geared toward faculty as toward institutional-level personnel. I don't think faculty know about the conference, or if they do, it's not clear to them what they could expect to gain or learn from attending.
- There was something sort of common thread to the presenters, whether they are the keynote or breakout sessions.
- There was the opportunity to attend more educational sessions.
- Undergraduate students were able to participate. While the focus on admin and graduate initiatives on campus is important, expanding the conference to include a half day or sessions focused on undergraduates would be valuable.
- Undergraduate students were invited.
- Undergraduates were able to attend and assist with the conference
- We could get glimpses of all conferences.
- We need to bring non-KBOR institutions into the conference structure
- We would advertise it much earlier on our campuses.
- We would have the ability to attend more of the workshops either by lengthening the conference to two full days or shortening the workshops. There were several that I wanted to attend but we only had enough time for two.
- You must increase time for the college to work towards institutional change to take back to the home universities. Also the Regents should all have shared outcomes.

**Any additional comments or suggestions:**

- A conference schedule earlier, so I can determine how beneficial the sessions will be and block out more time.
- Good job...!
- Great job to your sign language interpreters.
- Great job! It is a great way for us to learn from each other. Thank you for the opportunity to attend!
- I always enjoy the Tilford conference. I wish more people would attend, because it's always full of good information about diversity and inclusion. Thanks to the planning committee members for all the hard work they do.
- I arrived at 8:15 and the breakfast was cold and unpleasant to eat. I was disappointed as I drove in that morning and was looking forward to a great breakfast to start my long day.

- I think this conference was excellently run and I am pleased to have been able to participate.
- I thoroughly enjoyed the conference and wish it could have been longer to allow more time for workshops and discussions.
- It was very nice to have this in the western half of the state.
- Keep having the Tilford Conference and making it better. Keep having it, make it happen annually.
- NA-Great Job
- Overall, I thought it was a great conference and very beneficial for all!
- Overall, it was a good conference. It seemed like the schedule could have been tightened up a bit. Some free time between sessions is great for networking AND I feel like there was a little too much filler time.
- Participant list
- Please continue the conference. This is very important to Kansas higher education.
- Thank you for all the hard work. :-)
- Thank you for having the Middleton's address a current event that could happen on any campus.
- Thank you to the organizers! Thank you for food I could both enjoy AND feel good about eating!
- Thank you to the planning committee. This was a great conference. It brought together a wonderful group of individuals. It is always nice to be able to interact and collaborate with other KBOR institutions.
- Thanks for all your great work!
- Thanks to all responsible.
- The conference was awesome
- The speaker for the workshop I attended Tuesday morning had a power point presentation but there was no technology available in the room and the room was not in the same location as everything else. I believe the planning group should ask presenters what their needs are so they can be accommodated. While the opening reception was great, I was disappointed in location. Last year it was at the museum which was a really neat experience. I've attended this conference both years at FHSU and have had positive experiences. A huge thanks to Dr. McGonigal and the planning committee for all their hard work with this program.
- This was a phenomenal conference. Thank you for letting me be a part of it!
- This was the best Tilford Conference I've ever attended. It was fantastic with quality national speakers. I've never been able to interact with the speakers at one of these before. The food quality and quantity was fantastic. So much of the food at past conferences was cheap and Fort Hays State really puts on a quality conference. Last year's Tilford at FHSU was great. The 2018 conference at FHSU was excellent in terms of format, speakers, food quality, and interaction between speakers and those attending.
- Too many concurrent sessions diluted attendance. Some venues were inappropriate for academic presentations (Cody Commons at 11am, really?) Lunch crowd was terribly disruptive and microphones given had dead batteries.
- Well done FHSU! :)
- Wonderful event.

## 2018 Tilford Post-Conference Survey

QIntro Thank you for attending the 2018 Michael Tilford Conference at Fort Hays State University.

The Docking Institute of Public Affairs has been asked to conduct a post-conference survey. By completing this survey, you will help improve future conferences. Your responses will remain confidential. Only grouped data will be provided to conference leadership. This survey is also completely voluntary. You have an option to exit now if you prefer.

If you have any questions about this survey, please contact Mike Walker, Director of the Docking Institute, at 785-628-5563 or [mwalker@fhsu.edu](mailto:mwalker@fhsu.edu).

Please select "Yes - I would like to continue" below to complete the survey.

Yes - I would like to continue

No - I prefer not to continue

*Skip To: End of Survey If Thank you for attending the 2018 Michael Tilford Conference at Fort Hays State University. The Do... = No - I prefer not to continue*

Q1 Monday evening featured two main events. One was the conference registration reception held in the FHSU Memorial Union Building. The other was the conference keynote address by John Quinones held in the Beach/Schmidt Auditorium. How do you rate the following elements of these events?

	Excellent	Good	Average	Poor	Did Not Attend
Conference Registration Reception	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FHSU Memorial Union Ballroom Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keynote Speaker John Quinones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FHSU Beach/Schmidt Auditorium Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 Tuesday morning featured a registration breakfast, a meet & greet with John Quinones, and two speakers. In general, how would you rate the following events?

	Excellent	Good	Average	Poor	Did Not Attend
Registration Breakfast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet & Greet with John Quiñones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tilford Conference Retrospective by Dr. Sheryl Lidzy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Featured Speaker Dr. Mike Middleton	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 Page Break



Q3 A number of workshop presentations were held Tuesday morning. Please rate each one. If you did not attend a workshop, please select "Did Not Attend."

	Excellent	Good	Average	Poor	Did Not Attend
"Establishing a new major in Ethnic, Gender and Identity Studies" Ellen Hansen and Heidi Hamilton, Emporia State University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Changing Agricultural Demographics: Keys to Success in Diversity Programming & Recruitment" Tiffany Carter, Lonnie Hobbs, Jr., and Zelia Wiley, Kansas State University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Building Capacity for Institutional Diversity: A Framework for Higher Education" Mauricio Gómez Montoya and Precious Porras, University of Kansas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Creating an Office for First-Generation Student Services" Rebeca Paz, Kansas State University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q4 Tuesday morning workshop presentations continue. Please rate each one.

	Excellent	Good	Average	Poor	Did Not Attend
“Beyond Buzzwords: Operationalizing Equity and Inclusion” Jennifer Hamer, University of Kansas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“Equal Access through Universal Design” Muffy Walter, Kelly McClendon, and Cheryl Childers, Washburn University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“Lessons Learned from Teaching a Course about Diversity” Patricia Dahl, Washburn University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“A Social Belonging Faculty Development Intervention” Tim Crowley and Andrew Feldstein, Fort Hays State University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“What is Race? Contemporary Perspectives on the Ontology of Race” Sammuel “Rob” Byer, Fort Hays State University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

Q5 A number of workshop presentations were held Tuesday afternoon. Please rate each one.

	Excellent	Good	Average	Poor	Did Not Attend
<p>"Invisible Walls: How Understanding Barriers to Student Success Leads to More Empathetic Advising Practices" Michael Chavez and Rosana Godinez, University of Kansas.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>"Kansas Collaboration: Kansas Louis Stokes Alliance" Brenee King and Zelia Wiley Kansas State University.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>"We are not in Kansas anymore: Case Studies in the Student Development of Self-Efficacy &amp; Cultural Competency" Betsy Crawford and Elodie Jones, Fort Hays State University.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>"Academic &amp; Cultural Challenges of New International Graduate Students" Eli Aba and Tatiana Goris, Pittsburg State University.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q6 Tuesday afternoon workshop presentations continue. Please rate each one.

	Excellent	Good	Average	Poor	Did Not Attend
<p>"The K-State Story: A Culturally Competent Campus through Intercultural Immersion Experiences" Aliah Mestrovich Seay and Madai Rivera, Kansas State University.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>"If you can See It, You can Be it: Highlighting Perspectives and Challenges of Graduate Students of Color" Vivian Mosier, Kimberly Nguyen, &amp; Gaelynn Wolf Bordonaro, Emporia State University.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>"Integrating International Students into Internationalization" Helen Robson, Fort Hays State University.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>"The Impact of Advocacy Participation &amp; Self-Awareness on the MC Counseling Competency of Graduate Students" Elliot Isom, Fort Hays State University.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>"CHOOSE: Serving Mix Generation Identity Students" Robert Page, Metropolitan Community College</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q7 Tuesday afternoon featured a luncheon, poster session, a plenary speaker, and institutional focus groups. Please rate the following Tuesday afternoon activities:

	Excellent	Good	Average	Poor	Did Not Attend
Lunch in the FHSU Memorial Union Building Ballroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entertainment by FHSU pianist Helber Fernandes Ribeiro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poster Session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plenary Speaker Dr. Julie Middleton	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Focus Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 Display the following Question if Poster Session [ Did Not Attend ] NOT selected

Q7a The following posters were presented during the poster session. Please rate each:

	Excellent	Good	Average	Poor	Did Not Attend
"Flipping the Script: A Fresh Look at the Issue of Faculty Retention & Gender-Based Bullying and Sexism in the Workplace" Browyn Conrad, Pittsburg State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Promoting sense of belonging of international students in American campuses: A focus on creating inclusive campus community" Catherine Ayantoye, Emporia State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"The Fuse: An Unscripted Movement" Bobby Berry and Ricki Ellison, Wichita State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"The Other Half: Meeting Women Composers through Flute Music" Denissa Rivas de Munguia, Pittsburg State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Veterans as a Population: Correcting Misconceptions & Increasing Awareness" Christopher Stone, Emporia State University, and Jennifer Stone, Wichita State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 In general how would you rate the conference facilities at FHSU, the format of the conference, organization of the conference, as well as the number of session provided on Tuesday?

	Excellent	Good	Average	Poor	No Comment
FHSU Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Format of the 2018 Conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization of the 2018 Conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of sessions provided on Tuesday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 What were two of the MOST enjoyable aspects of the 2018 Tilford Conference?

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Q10 What were two of the LEAST enjoyable aspects of the 2018 Tilford Conference?

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Q11 What is the best idea you heard during the Tilford conference that you will use on your campus or in your class?

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Q12 Did the Tilford conference change your perception of the diverse demographic groups on your campus, and if so, how?

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Q13 As a result of attending this year's conference, what will you do to advocate for change on your campus in terms of policy, curriculum, teaching methods, or recruitment and retention?

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Q14 Two topics or issues that you would like to suggest for next year's conference.

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Q15 I believe the conference could be improved if:

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Q16 Finally, please add any additional comments or suggestions:

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## Notes from 2018 Institutional Focus Groups

### *Pittsburg State University*

#### **1. Is there value in continuing the Tilford Conference?**

- Yes, central location, keep looking for a better format. Certificate for attending a few more online tasks. Follow-up activities.

#### **2. What is the most important takeaway from the 2018 conference?**

- Mizzou experience
- KS-LSAMP (PSU would like to know more)

#### **3. What do you see as the most significant barrier preventing faculty and staff from attending?**

- Lack on incentive
- Distance
- Too much on our plates

#### **4. Considering the message of Mike Middleton, what do you think is the state of race and ethnic relation on your campus?**

- There is always opportunity for improvement.

#### **5. Added Comments**

- Concentrate on students and what others a doing

### *Fort Hays State University*

#### **1. Is there value in continuing the Tilford Conference?**

- Yes, we came up with lots of good ideas. One person reported hearing a quote “like technology, diversity has to be central-core.”

#### **2. What is the most important takeaway from the 2018 conference?**

- Respect and civility to all - Be kind to each other. Then there were actual concrete examples, real plans that can be applied, actionable ideas, for example, UDL design in practice... Real ways to show respect.

#### **3. What do you see as the most significant barrier preventing faculty and staff from attending?**

- "50 bazillion obstacles to attending"
- How many people registered and didn't attend? Interesting considering the fact that we have hunger issues and yet lots of food had to be thrown into the trash. Wasted food, and a cost to the institution. Perhaps it could be communicated in the registration process.
- Suggestions included breaking out each meal and even planned sessions to attend on the registration form. One suggestion also was that there could be a helpful informative message next to the selection choices for meals, stating that in view of hunger issues participants are asked to indicate whether or not they expect to eat, for each of the meals, to raise consciousness and at the same time more accurately gauge food costs. Definitely a need for a detailed count and food count.
- By having registrations include food/no food options and session selections, "ownership" would be created, so possibly fewer registration no-shows. Note, a count indicated that 18 FHSU sign-ups did not pick up conference bags.

- Also, there are scheduling problems that come up, for example, the fact that attendance from student affairs offices was affected by a big regional student affairs event on the same dates.
- Also, FHSU faculty still had classes to teach, so that produced scheduling conflicts.
- It was noted that many drove in from a distance on Tuesday instead of overnighting and including the opening ceremony and a Hays hotel. "When you sign up to go in a van with a hotel reservation, you tend to show up."
- The event could have been put more at the core or center of FHSU and Hays area events. A need for community interaction, community engagement. Could have been promoted more to the community (FHSU, Hays).
- Point was made that two big talks (Friday evening and Monday morning) were located in Beach-Schmidt precisely to include opportunities for non-conference goers, local community members, students and faculty to attend big name events. Could have been promoted more effectively to local community and utilized more by faculty to encourage students to attend for extra credit etc.

**4. Considering the message of Mike Middleton, what do you think is the state of race and ethnic relation on your campus?**

- Could the Mizzou crisis happen here at FHSU or at any other KBOR campus? Yes, it could happen here. Things don't get noticed and are not talked about widely. It is not Taylor Kriley's responsibility.
- As an institution we need to be offering training to staff and faculty, just like we do for security and awareness.
- Is it going to be woven into the campus plan? Could we devote 1 chapter or 1 unit in our curriculum to civility? For example, could this be an element included in first year writing classes?
- Do we know what the experience is of students on our campus? Are there occasional episodes they experience?
- "If this is a community that wants to move Kansas forward, it is going to have to take us out of our comfort zones."
- One faculty member in the focus group reported that a student of hers said that she "felt offended" that faculty made emphasis on African American culture during Black History Month.
- One faculty member reported that African American students confided that they feel they are "outliers" on the FHSU campus.
- There are student organizations designed for certain groups but many of those who would belong choose not to join.
- "To want to assimilate or hide is natural in an environment like ours is today."
- One faculty member reported that students of color do not feel safe to speak out at this institution.
- One faculty member mentioned that it cannot be all on a single person to speak for or represent the whole group.
- A focus group member said that the fact that any student does not feel safe must be addressed.

- It is not just teaching the students, but as an institution as a whole, faculty and staff, there needs to be professional development to change the climate, engaging the whole university, students, staff, faculty, community.
- It need to be more than just faculty, we need to empower students.
- There is a subtle, unspoken, less obvious racism in effect.

### ***Washburn University***

#### **1. Is there value in continuing the Tilford Conference?**

- Yes, especially today in the climate we live in in the U.S. It is important for people to see the value of diversity. It is great to come back to campus with ideas to support our diverse student populations.

#### **2. What is the most important takeaway from the 2018 conference?**

- Quinones: recognizing the importance of what he brought as a journalist because of his background. Also you need to talk more to those affected, not those who think they know. Set up realistic goals.

#### **3. What do you see as the most significant barrier preventing faculty and staff from attending?**

- Time
- Money

#### **4. Considering the message of Mike Middleton, what do you think is the state of race and ethnic relation on your campus?**

- Not good, especially for Black students.

#### **5. Added Comments**

- There may be too many sessions.