

2017 Tilford Conference

**Post-Conference Survey Results
and
Findings from Institutional Focus
Groups**



By
Mike Walker, Director
Catherine Pickle, Student Researcher
The Docking Institute of Public Affairs
Fort Hays State University

Background and Methods

The 2017 Michael Tilford Conference on Diversity and Multiculturalism was held at Fort Hays State University (FHSU) on October 23-24. Attendees were notified of an online post-conference survey at the end of the conference. The survey was posted on FHSU's Tilford Conference web site (www.fhsu.edu/tilfordconference/) at 4PM October 24th. Follow-up emails were sent approximately a week and two weeks after the conference, asking attendees to complete the online survey.

The 2017 conference garnered 188 registrations, including four on-site registrations. Seventeen registrants were no-shows, resulting in 171 attendees. Sixty-eight attendees completed the post-conference survey (39.7%).

A copy of the survey is presented in Appendix 1 (page 23).

Findings from the Institutional Focus Groups, held during the conference, are presented in Appendix 2 (page 29).

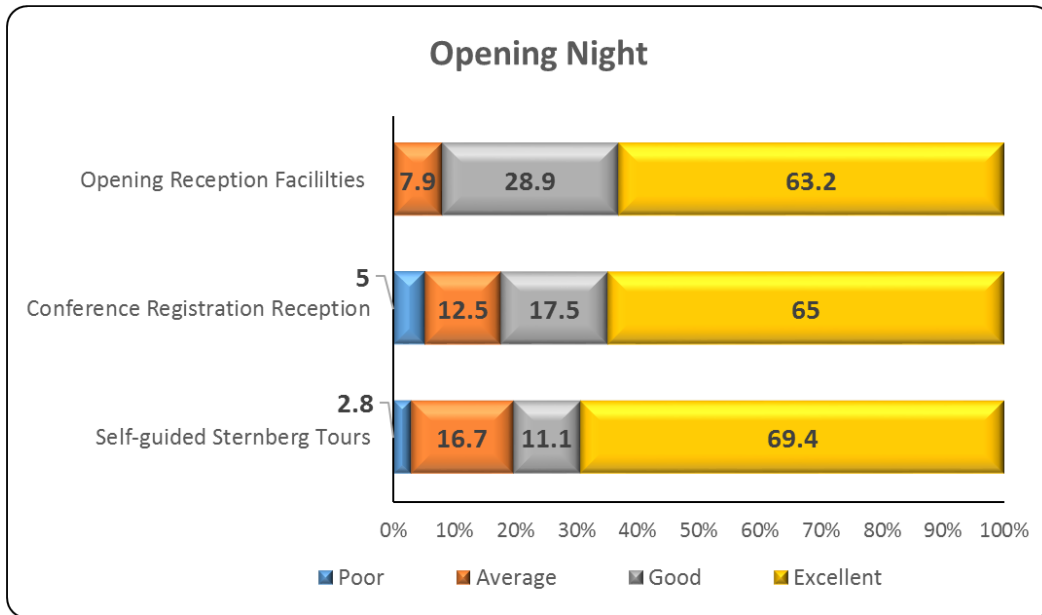
The following pages show responses to each question. All of the figures show the percentages of respondent answers using the same scale: Excellent, Good, Average, and Poor. (A "Did Not Attend" option was also offered but is not included in the figures below.) Responses to "open-ended" questions are also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

Opening Night Activities

The first three questions addressed Tuesday night (October 23rd) activities, including:

- Opening Reception Facilities
- Conference Registration Reception
- Self-guided Sternberg Tours

The figure shows that more than 60% of the respondents answered “excellent” for each item, with almost 70% rating the self-guided Sternberg Museum tours as “excellent.”¹



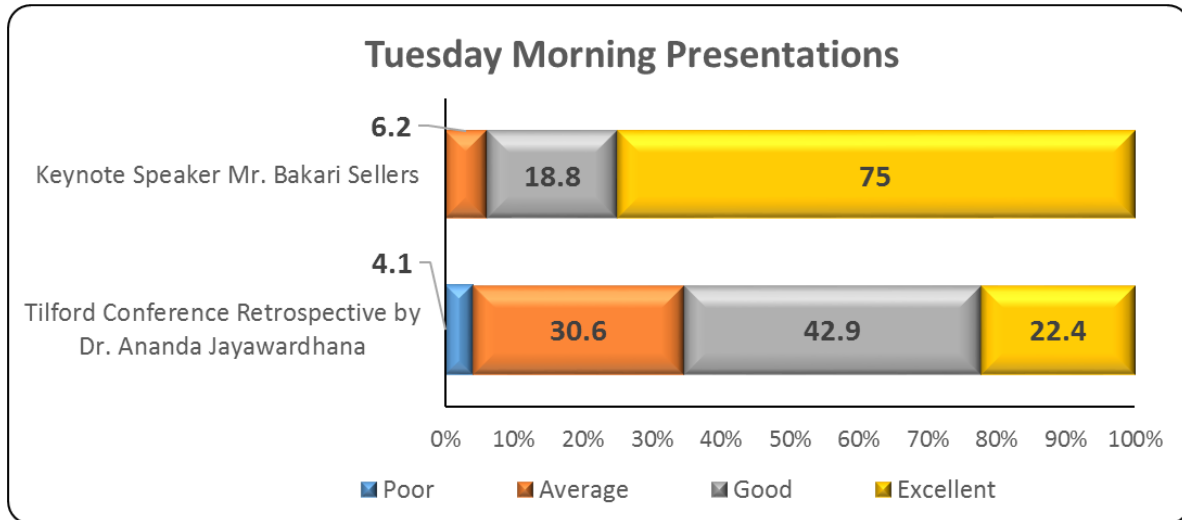
¹ Frequencies follow: Opening Reception: Excellent (24), Good (11), Average (3), Poor (0), Did Not Attend (30). Conference Registration: Excellent (26), Good (7), Average (5), Poor (2), Did Not Attend (28). Tours: Excellent (25), Good (4), Average (6), Poor (1), Did Not Attend (32).

Tuesday Morning Workshop Presentations

The next two questions addressed these Tuesday morning (October 24th) activities:

- Keynote Speaker Mr. Bakari Sellers
- Tilford Conference Retrospective by Dr. Ananda Jayawardhana

The following figure shows that that 75% of the respondents found Keynote Speaker Mr. Bakari Sellers' presentation to be "excellent," and that 65.3% of respondents rated the Tilford Conference Retrospective by Ananda Jayawardhana as "good" or "excellent."²



² Frequencies follow: Mr. Bakari Sellers: Excellent (48), Good (12), Average (4), Poor (0), Did Not Attend (4). Dr. Ananda Jayawardhana: Excellent (11), Good (21), Average (15), Poor (2), Did Not Attend (18).

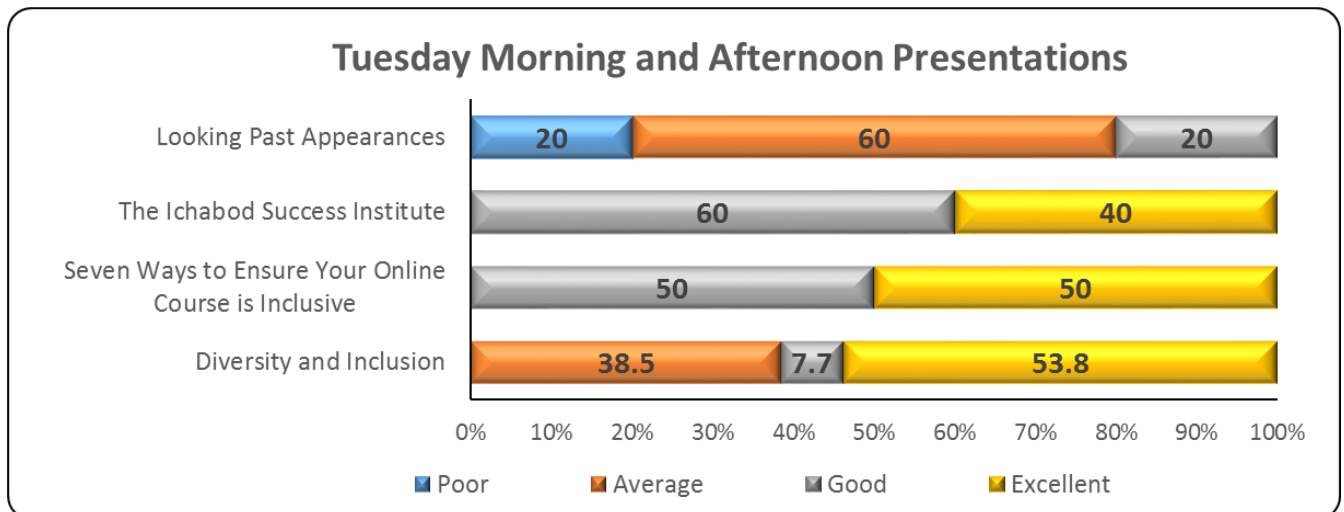
Tuesday Morning and Afternoon Workshop Presentations

The figures below show ratings for the 16 workshop presentations. Figures show ratings for four presentations each.

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

- "Looking Past Appearances: Expanding our View of Cultural Diversity" by Reade Dowda and Taylor Stivers.
- "The Ichabod Success Institute: Creating Pathways to Success for our Community" by James Barraclough, Steve Hageman, and Jennifer Lieusance.
- "Seven Ways to Ensure Your Online Course is Inclusive" by Damara Paris and Anna Catterson.
- "Diversity and Inclusion: The Work is a Journey, Not a Sprint" by Deatrea S. Rose.

The following figure shows that between 40% and 53.8% of the respondents found the "The Ichabod Success Institute," "Seven Ways to Ensure Your Online Course is Inclusive," and "Diversity and Inclusion" presentations to be "excellent." Eighty percent of the respondents rated "Look Past Appearances" as "average" or "good."³

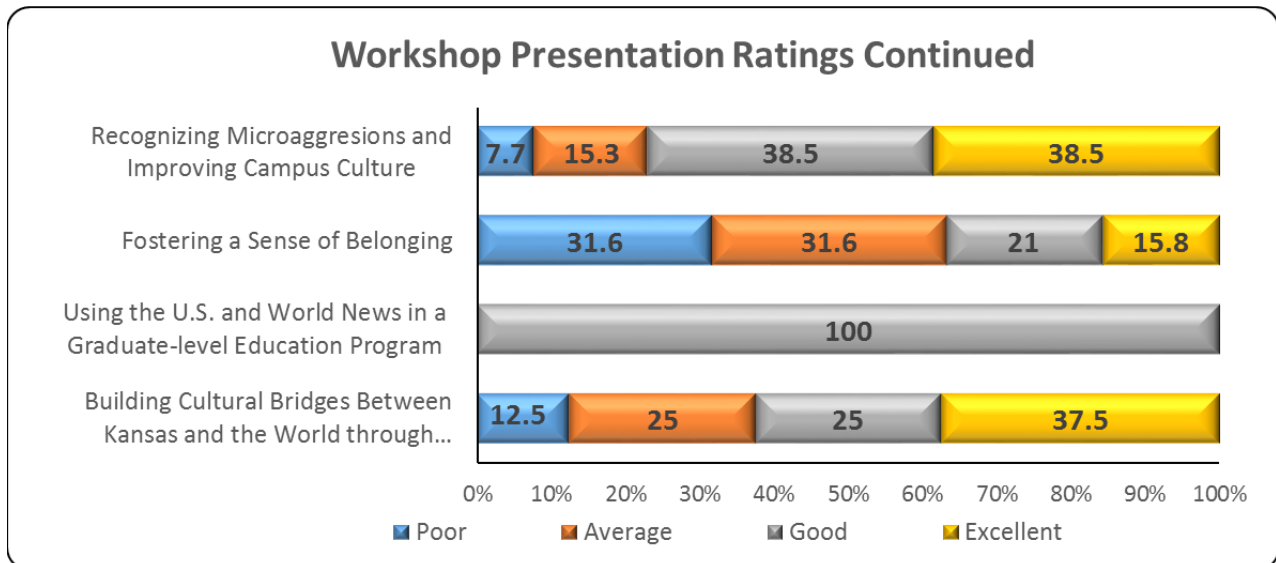


³ Frequencies follow: Looking Past: Excellent (0), Good (1), Average (3), Poor (1), Did Not Attend (59). Ichabod: Excellent (2), Good (3), Average (0), Poor (0), Did Not Attend (60). Seven Ways: Excellent (3), Good (3), Average (0), Poor (0) Did Not Attend (58). Diversity and Inclusion: Excellent (7), Good (1), Average (5), Poor (0) Did Not Attend (52).

The next figure shows ratings for the following workshop presentations:

- "Recognizing Microaggressions and Improving Campus Culture" Rose Helens-Hart.
- "Fostering a Sense of Belonging: The Intentional Creation of Inclusive Campus Environments" by Michelle Robinson and Robert Scott.
- "Using the U.S. and World News in a Graduate-level Education Program to Prepare Teachers and Educators for Cultural Diversity" by Yaprak Ward.
- "Building Cultural Bridges Between Kansas and the World through Campus-Wide Events" by Kimberly Connelly, Irina Aris, and Alexa Smith.

The following figure shows that 38.5% of respondents found "Recognizing Microaggressions and Improving Campus Culture" to be "excellent." Nearly 16% found "Fostering a Sense of Belonging" to be "excellent," while another 21% found this presentation "good." All of the respondents (100%) found "Using U.S. and World News in a Graduate-level Education Program" to be "good." Finally, more than a third (37.5%) rated "Building Cultural Bridges Between Kansas and the World through Campus-Wide Events" to be "excellent," while 25% rated this presentation as "good." ⁴

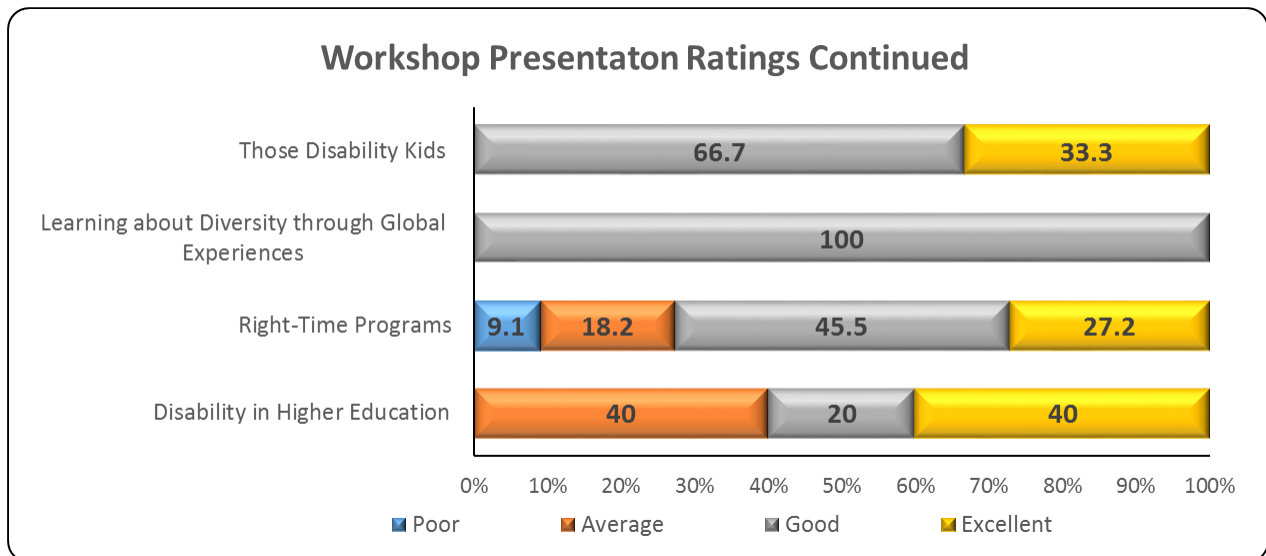


⁴ Frequencies follow: Recognizing Microaggressions: Excellent (5), Good (5), Average (2), Poor (1), Did Not Attend (52). Fostering a Sense of Belonging: Excellent (3), Good (4), Average (6), Poor (6), Did Not Attend (47). Using the U.S.: Excellent (0), Good (1), Average (0), Poor (0) Did Not Attend (64). Building Cultural: Excellent (3), Good (2), Average (2), Poor (1) Did Not Attend (57).

The next figure shows ratings for the following four presentations:

- “Those Disability Kids: Reframing Perceptions of Providing Accommodations in the College Classroom” by Jennifer Stone and Christopher Stone.
- “Learning about Diversity through Global Experiences: The Impact of the SLIM Global Experience Program on Library Science Students' Preparation and Professional Practice” by Andrew Smith, Cynorra Jackson, and Rachel Miles.
- “Right-Time Programs: A Working Model for Institutions Responding to Hot Button Issues and Events” by Kimberly Connelly and Jennifer Keeton.
- “Disability in Higher Education: Supporting Students, Faculty and Staff” by Betsy Crawford and Jennifer Pfeifer.

The following figure shows that 33.3% of respondents rated the “Those Disability Kids” to be “excellent,” and the remaining respondents (66.7%) rated this presentation as “good.” All of the respondents rated “Learning about Diversity through Global Experiences” as “good.” More than a quarter (27.2%) rated “Right-Time Programs” as “excellent,” nearly half (45.5%) rated this presentation as “good.” Finally, 40% rated “Disability in Higher Education” as “excellent,” 40% rated this presentation as “average,” and 20% rated this presentation as “good.”⁵

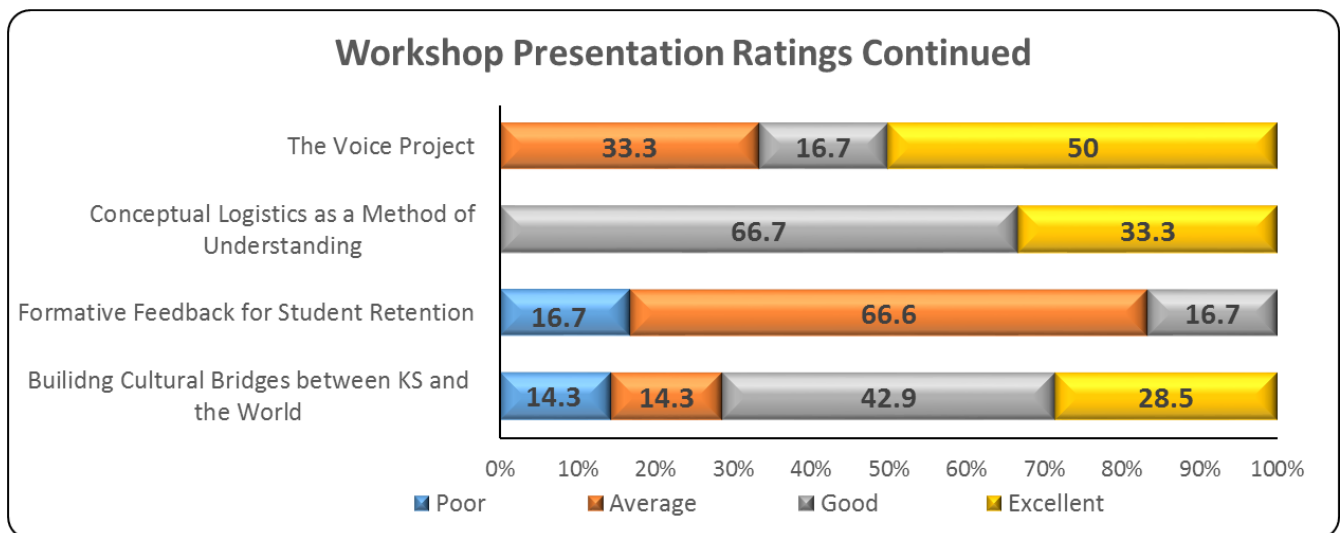


⁵ Frequencies follow: Disability Kids: Excellent (1), Good (2), Average (0), Poor (0), Did Not Attend (61). Learning about Diversity: Excellent (0), Good (1), Average (0), Poor (0), Did Not Attend (63). Right-Time Programs: Excellent (3), Good (5), Average (2), Poor (1) Did Not Attend (54). Disability in Higher Education: Excellent (2), Good (1), Average (2), Poor (0) Did Not Attend (59).

The next figure shows ratings for the following presentations:

- “The Voice Project” by Justin Greenleaf, Brett Whitaker, Kaley Klaus, and Seth Kastle.
- “Conceptual Logistics as a Method of Understanding Diversity” by Gordon Carlson.
- “Formative Feedback for Student Retention (FFSR)” by Eli K. Aba.
- “Building Cultural Bridges Between Kansas and the World through Campus-Wide Events” by Kimberly Connelly, Irina Aris, and Alexa Smith.

The following figure shows that half (50%) of the respondents rated “The Voice Project” as “excellent.” A third rated “Conceptual Logistics as a Method of Understanding Diversity” as “excellent,” while the other 66.7% rated this presentation as “good.” Most respondents (66.6%) rated “Formative Feedback for Student Retention” as “average,” while 16.7% rated this presentation as “excellent.” Finally, more than a quarter (28.5%) rated “Building Cultural Bridges between Kansas and the World” to be “excellent,” and less than half (42.9%) rated this presentation as “good.”⁶



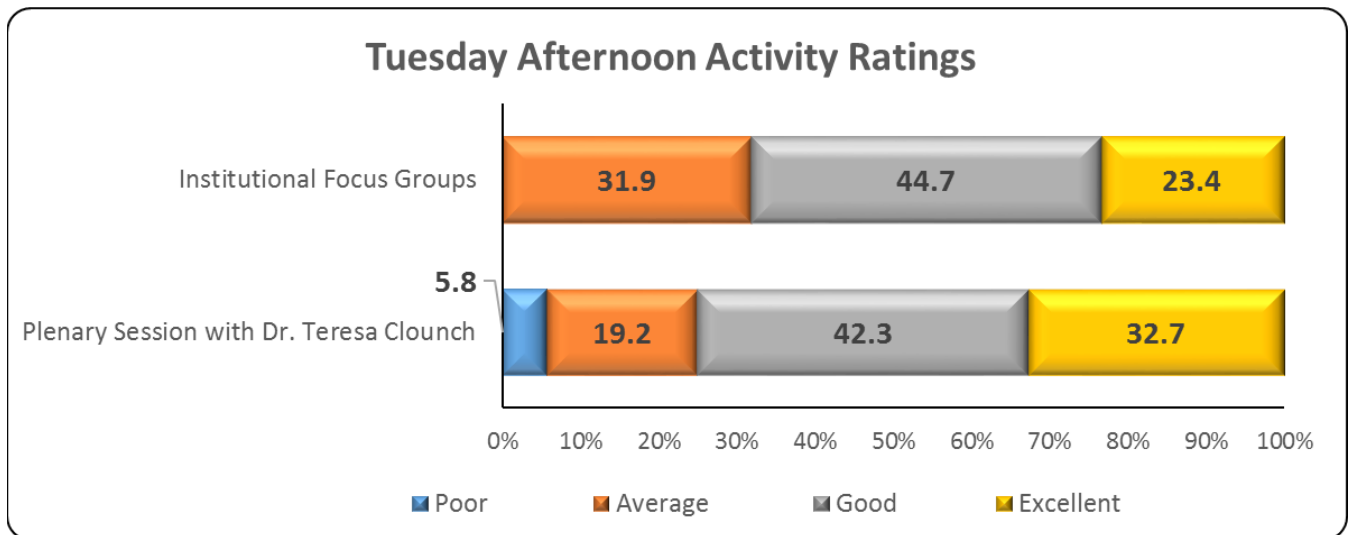
⁶ Frequencies follow: Voice Project: Excellent (3), Good (1), Average (2), Poor (0), Did Not Attend (57). Conceptual Logistics: Excellent (1), Good (2), Average (0), Poor (0), Did Not Attend (61). Formative Feedback: Excellent (0), Good (1), Average (4), Poor (1) Did Not Attend (56). Cultural Bridges: Excellent (2), Good (3), Average (1), Poor (1) Did Not Attend (57).

Tuesday Afternoon Activities

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

- Institutional Focus Groups
- Plenary Sessions with Dr. Teresa Clouch

The following figure below shows that 23.4% of the respondents rated the Institutional Focus Groups as “excellent,” 44.7% as “good,” and 31.9% as “average.” Regarding the Plenary Session presentation by Dr. Teresa Clouch, about a third (32.7%) rated the presentation as “excellent.” Another 42.7% rated the presentation as “good,” and almost a fifth (19.2%) rated the presentation as “average.”⁷



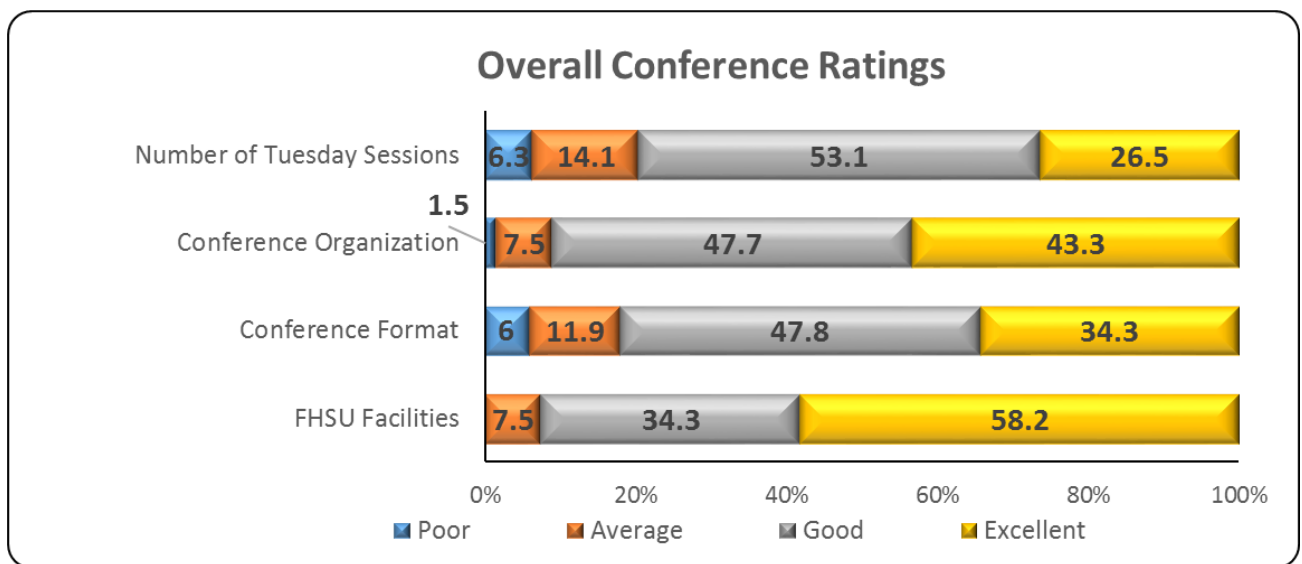
⁷ Frequencies follow: Institutional Focus Groups: Excellent (11), Good (21), Average (15), Poor (0), Did Not Attend (21). Plenary Session: Excellent (17), Good (22), Average (10), Poor (3), Did Not Attend (16).

Overall Conference

Finally, the last figure addressed these four issue:

- Number of Tuesday Sessions
- Conference Organization
- Conference Format
- FHSU Facilities

The following figure shows that more than a quarter (26.5%) of respondents found the Number of Tuesday Sessions to be an “excellent.” More than two-fifths (43.3%) of respondents rated the Conference Organization as “excellent.” More than a third (34.3%) of respondents rated the Conference Format as “excellent.” Nearly three-fifths (58.2%) of respondents rated FHSU Facilities as “excellent.”⁸



⁸ Frequencies follow: Number of Tuesday Sessions: Excellent (17), Good (34), Average (9), Poor (4), Did Not Attend (4). Conference Organization: Excellent (29), Good (32), Average (5), Poor (1), Did Not Attend (1). Conference Format: Excellent (23), Good (32), Average (8), Poor (4) Did Not Attend (1). FHSU Facilities: Excellent (39), Good (23), Average (5), Poor (0) Did Not Attend (1).

Open-Ended Responses

Seven open-ended questions were included in the survey, allowing respondents to provide information. They were as follows:

- What were two of the MOST enjoyable aspects of the 2017 Tilford Conference?
- What were two of the LEAST enjoyable aspects of the 2017 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 provide responses to these questions. Each response from every respondent is provided.

Two of MOST enjoyable aspects of the 2017 Tilford Conference?

- The keynote with Mr. Sellers was inspiring and I thoroughly enjoyed the reception at the museum. Relevance of topics in today's world. Visiting with colleagues with similar interests.
- Tour of the Sternberg Museum, excellent. Bakari Sellers keynote address, excellent.
- Bakari Sellers
- Bakari Sellers (great speaker) and most of conference easy to find
- Bakari Sellers address; Campus is beautiful
- Bakari Sellers
- Bakari Sellers and FHSU group discussion post-conference
- Bakari Sellers talk Great food!
- Bakari Sellers was excellent. Learning from other institutions.
- Bakari Sellers was EXCELLENT...enjoyable and motivational! FOOD...it was great!
- Bakari Sellers and The Museum self-tour
- Bakari Sellers, Workshops
- BAKARI SELLERS and the food during the opening reception!
- Both keynote speakers
- Connecting with faculty from other institutions and variety of workshops offered.
- Dr. McGonigal was an excellent host. All of the meals and snacks were excellent.
- Fellowship and Consciousness-Raising
- Food
- I enjoyed seeing the FHSU campus. The food and snacks were great and inclusive of dietary restrictions.

- I really enjoyed Dr. Clouch's presentation and thought that she was a perfect fit for the conference. The second thing that I most enjoyed was attending the Responding to Hot Button Issues presentation.
- I really enjoyed Monday's events. It was very casual and a great way to meet others.
- In general, talking about diversity in Western Kansas. Also, Bakari Sellers was an excellent presenter.
- Key Note Speaker, meeting allies who have more experience than I in these issues
- Keynote and Plenary speakers
- Keynote speaker: Bakari Sellers; Meeting people from other Kansas institutions
- Meeting people and Natural History Museum
- Meeting people from various institutions.
- Meeting with colleagues from other institutions and hearing different problems at different campuses
- Mr. Sellers' talk. The reception at Sternberg.
- Museum and Tuesday workshops
- Museum, workshops
- My session with Deatra Rose from PSU, very thoughtful and helped me challenge my own teaching style and also really enjoyed the session with Dr. Clouch.
- Networking and meeting people, hearing what other campuses are doing great at and how we can improve.
- Networking and the opening reception
- Reception and Sessions
- The focus group was intense but very important. The food was astonishingly good!
- The food provided was excellent! Mr. Bakari Sellers was an excellent choice.
- The guest speaker was amazing. The sessions offered were great as well!
- the hospitality; Deatra Rose's workshop
- The keynote and the institutional perspectives
- The Keynote speaker, and focus groups
- The keynote speakers and meeting people from other institutions.
- The keynote speakers were the best and the food on Monday evening.
- The Keynote.
- The session with Bakari Sellers and the open conversation we were able to have.
- The sharing of ideas and processes that other institutes are doing and bringing those ideas back to my institution.
- The Sternburg Museum and Bakari Sellers
- Unstructured time to talk during meals, same sessions provided at multiple times

Two of the LEAST enjoyable aspects of the 2017 Tilford Conference?

- Not enough mingling between different schools. No real opportunity to talk with the keynote speaker.

- Too many sessions at one time so the participation was lower in those I attended, and there was no cheese at lunch. :(
- Too many sessions but only option to attend two.
- Tuesday sessions were too short. Closing session wasn't meaningful, and most people had already left. This happens every year, in my experience. Might need to rethink the closing session purpose and timing.
- The good workshops occurred at the same time. It made it difficult to attend more than two or three.
- Afternoon sessions
- Both keynotes
- Disappointed by lack of viewpoint from a white male. Also, there was no input from a successful minority on how to succeed without relying on affirmative action or other set aside programs. That would have been informative.
- Dividing the Black & Gold into 3 spaces with dividers that didn't go to the floor and/or higher towards the ceiling made it difficult to hear the class discussion.
- Education session options and Dr. Teresa Clouch's presentation (very short and lacked research/knowledge/facts of the field)
- Few opportunities to attend sessions. Felt very much like an insiders group and then everyone else.
- Having to find location of the conference
- Having to share the same room with other sessions; noisy at times;
- History of Tilford Conference and breakout session I attended
- I least enjoyed that there were no Gender Neutral/Inclusive restrooms for participants to utilize and I did not enjoy having one of the presentation sessions in such an open area as the Cody Commons. Additionally, I almost thought that there were too many sessions and that some sessions then lacked participants.
- I was really hoping to be able to find a session that dealt with more about diversity within an environment not necessarily just in a classroom. I work for Fort Hays but not on campus or in the classroom.
- I would encourage more intermingling and would recommend encouraging people to break out of their comfort zone.
- I would have liked to have had the opportunity to attend additional sessions. Additionally, the sessions I attended had limited definitions of diversity.
- It was really hard to hear in the room that was split into three sessions.
- Meetings in Black & Gold were very distracting as you could hear the other sessions. I would have liked to attend more of the sessions so personally would not have the Tilford recap at beginning and reduce a speaker?
- Michelle Robinson and Robert Scott's workshop; Clouch's speech
- Moving around rooms
- Moving from venue to venue in the AM. Start at Beach-Schmidt.

- My first session about Fostering a Sense of Belonging was well intentioned, but was overhauled by attendees. At one point, one of the presenters and an audience member began arguing. We only got through a very small portion of the information. I found it to be a waste of time.
- Noise from other groups in the same room during the institution break-out groups
- Not being able to locate the buildings on campus easily.
- Not having time to spend with other attendees to exchange ideas.
- Presentation on history of the conference, parking
- Sessions too short and could not hear in morning welcome
- Sternberg was okay.
- The breakout sessions were too short and didn't cover enough, the recap of the entire history of the conference, year by year
- The conference itself wasn't inclusive, no sign interpreters, lack of person first language
- The first workshop I attended was derailed by audience members attempting to communicate their understanding and beliefs related to identity-based spaces. The presenters were unable to make the conversation constructive, and I believe this likely stemmed from very different 'starting points' of inclusive space efforts and knowledge.
- The food on Monday night was cold and catered too much to vegetarians. Not impressed at all.
- The food on Tuesday (lunch) was not that great. There was little option. Everything was just Mexican food, and I do not like that food. There should have been more salad and veggies options and there should have been milk like there was on Monday evening for the coffee. The food on Tuesday was not that great.
- The Fort Hays Ballroom acoustics was poor. The presenters need to talk into the microphone.
- The keynote speaker and plenary session speaker. Not a lot of substance.
- The only diversity issue covered was color and creating segregation on campus by PC methods of diversity
- The opening session did not add a lot of value to the conference. The lack of structure for the campus feedback sessions.
- The workshop presentations in the ballroom - The physical space was not appropriate.
- The workshops and breakout sessions held in the Black & Gold Room. While the concept was good, the space was NOT good for hearing what anyone had to say. It was extremely difficult to hear and stay focused on what was being said. Not a good layout of the room. Great idea to use the space to the fullest, but not well!
- There needs to be more of a support system or employment track during the conference. Reviewing Resume, Vita's and assisting with career enhancement, what steps are necessary if you would like to advance or change fields.
- There wasn't much depth to the breakout sessions that I attended.
- Too many classes to attend even half of them. Poor locations for some like in the middle of a lunch room.
- Too much noise due to sessions held in the same room

- Two sessions I attended - the one about retention was significantly mistitled and the other spent little time on-topics in terms of presentation and discussion (was looking forward to small group time as identified in overview).
- Workshop selection; advertisement of conference
- Workshops needed more time and training in presenting materials objectively and maintaining heated discussions.

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

- "The Talk" video clip
- Accessibility.
- Am I an ACTOR, ALLY, or ACCOMPLICE! Trying to use that in each situation to determine the best approach for all.
- Bakari's point of the people before the people; establishing a way for others to be educated on our past to know how to navigate today
- Be an example of change.
- Building cultural bridges through on-campus events, small and large;
- Change starts with self
- Consistent branding for events.
- Creating a diversity and inclusion office on campus
- Data
- Doing things intentionally.
- Encourage pride in who one is.
- I didn't really hear anything new.
- I gained several ideas at the Diversity session with presenter from Pitt State.
- I heard no ideas I could take back
- I was a presenter so it was mainly in regards to my topic.
- I will adopt is as "Close your eyes and raise your hands if you think you are going to fail this class"
- I'm not an educator.
- Ideas from the Conceptual Logistics as a Method of Understanding Diversity were great and so was the information from seven ways to ensure inclusivity of online classes.
- Integrating the importance of history in social justice practices and discussions
- intentional diversity and inclusion
- KUMC's use of experience, templates for events, and identifying resources and strategies.
- Learning how to be an actor, ally, or accomplish.
- Make an intentional display of books, training certificates, and art incorporating diversity in your office to help students feel welcome
- Networking is important and knowing that you are not alone in this fight for Diversity.
- Not to be quick to judge why University "higher-ups" do not respond on situations; it is layered and a bit more complicated than I realized; the balancing of what to comment on and what NOT to comment on has to be handled with extreme care.

- Practitioners support visible representation on campuses by encouraging and giving permission for students to take advantage of mainstream leadership opportunities. We have to be instrumental in helping them to see themselves in those roles.
- Provide structure for learning and for expression
- Recognize where I am and when to be an actor, ally or advocate. It was also noted in our institution work time that we should focus on collaboration across campus and including those from diverse backgrounds to help guide the discussions.
- Right Time responses, Coalition building via Bakari Sellers
- several ideas from the class activity ideas placed at tables
- Staying connected among colleagues at the university to move diversity ideas and events forward.
- That issues surrounding diversity need to be discussed and leadership needs to be open to this.
- The best idea that I heard that I will be working to implement on my campus is Dr. Clouch's idea of actor vs. ally.
- The best suggestion that I received was the idea of having a midterm informal evaluation for my online students in order to get feedback that could be utilized to make things better for those current students. Often time we ask for a survey to be filled out at the end of the course which doesn't really help those current students.
- The conference needs more presentations submitted to diversify the breakout sessions.
- The focus on sharing your belief in the student in the classroom by saying comments such as "I believe in you"
- The session on micro-aggressions was thought-provoking; I will consider my own behavior in light of that discussion, and my responses to micro-aggressions I may observe in others.
- The Voice Project was something I hope to incorporate as a project in our counseling curriculum.
- to invigorate administration about complacency regarding diversity and poor preparation/info provided to international students before their arrival on campus
- UDL
- Unconscious bias
- Using empathy while working with underrepresented students
- We need to put the money where the mouth is. If diversity is relevant, we need support (financial) from administration.

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

- Again, the session on micro-aggressions made me think about how I perceive and treat others, and how I respond when I see what I consider to be micro-aggressions. That will make me think twice about my own behavior and my response to others.
- Did not realize that international students had to repeatedly seek info in order to get paperwork in order, receive payment for on campus positions, etc.
- I am still aware that there is little diversity at FHSU
- I'm not an educator. But my perception did not change.

- Interesting to learn of how the members of the campus feel about diversity.
- It has in the past and continues to do so.
- It helped me to articulate why it is so important for marginalized populations to have in-group spaces on our campus, and to confront ideology that those spaces are exclusive simply because they are designated for marginalize folks. This is as important as our students tell us what they need and describe institutional barriers.
- It underscored the need to do "diversity outreach", more so than before;
- Just that we still have a lot of work to do when the conference is still lacking inclusion
- Key ideas from the Keynote's presentation on loving individuals.
- More needs to be done and should be done
- No
- No
- No
- No. I am already locked in to what needs to happen on my campus to make it more inclusive.
- No change necessarily but I felt a call to action of sorts to do more to support the different populations on campus.
- No it did not.
- No, I already have a fairly well developed idea of the diverse demographic groups on my campus and within classes.
- No, it made me feel there was forced segregation
- No! It reminded me of how far we are behind and that we have a lot of work to do. Having one or two staff and faculty of color is not enough. There is a lot of work needed. The Regents schools are not hiring qualified staff and there are zero supports in place to navigate the hopes of having Diversity on the Board of Regents Campuses.
- No.
- NO...I already have a perception of the diverse groups that need more attention in our university.
- Not really
- Not really since I've been to these conferences every year.
- Not really, I am aware of different types of diversity on my campus.
- Not really.
- Not really. Good reinforcement, however.
- Not really...
- Only Bakari's speech
- Somewhat
- The data from one workshop put a lot of things into perspective
- Yes
- Yes, diversity is not the obvious and can be found everywhere, even in all-white male groups.
- Yes. I had a really productive conversation to helped me understand the need for safe spaces
- Yes. Wish there was more focus was on different types of diversity and not just race.

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

- Absolutely!
- Advocate for more diverse art in public spaces, teach others how to do accessibility tagging in PDFs
- As a Residential Life professional, I found very few topics to be applicable. I do not teach and therefore do not have ways to implement inclusive classroom management methods. The one piece I did take away from this was that at our institution, some folks do not know about the resources available (specifically faculty) and so we can work to make sure everyone is aware and knowledgeable.
- Be more intentional about inclusiveness.
- Be more sensitive to others backgrounds and not assume all students understand they know what to do upon entering a college.
- Continue being an advocate
- Continue to advocate for change, and assist staff applying for jobs at the Board of Regents Campuses. We must also retain the staff we have by paying competitive salaries and an environment for sincere change.
- Continue to have conversations with my fellow colleagues about the work we are doing, and make sure to address the areas we know need improvement
- Continue to provide inclusive campus-wide events.
- Currently working with an inclusivity and civility team responsible for assessing climate, professional development planning, and accessibility.
- Evaluating "regular" situations and looking deeper to ensure that multiple diversity have been included, invited, etc.
- Everything I can. I already do that.
- I plan to be involved in the various committees and work more closely with the Diversity office.
- I want to be more aware of the different types of diversity and how to better serve them on campus.
- I will advocate for more student driven efforts to bridge the gaps.
- I will continue to lead organizations with a social justice lens and be inclusive of all students
- I will continue working with the Tilford Group in our university, attend all the meetings and continue defending diversity in my department and university.
- I will encourage our institutional team to take action to implement policies regarding diversity and inclusion as we have developed a plan. We need to take action to implement the plan, which is a good one. Plans are well and good and are in place. Now we need to proceed with the steps outlined, so I will encourage implementation of the plan.
- I will keep advocating for inclusiveness on campus among my colleagues.
- I will not be at FHSU much longer, but can take what I learn to my next institution.
- I will talk to the president about hot button issues policy. I will try to find a way to say that I love my students. May be I care about them.

- I will work to ensure that ability services are actively in the front of my mind as I do not always have ability centered thoughts and this is an area in which I want to grow my focus.
- I would specifically like to focus on language in our assessment efforts (i.e. open ended demographic questions, avoid leading questions, etc.).
- I'm not an educator. I don't believe in forced diversity. I believe in affirmative action for the handicapped.
- Identify programs within my college to move this agenda forward.
- If Admissions hasn't researched number of prospective minority students in Wyandotte County-- and other areas that are underrepresented at FHSU--to do so
- increased use of a diversity and inclusiveness resources hub for faculty, staff, and students
- make sure we look at all types of diversity
- Might suggest and/or spearhead some cultural events, even if small;
- more education
- More information in my syllabus regarding accessibility to student services.
- More research to find out how to get these ideas to those who still haven't heard them.
- N/A
- New to campus, so learning what can be done.
- Not segregate students
- Nothing, we do not need diversity for the sake of diversity
- Recruitment and retention are two main goals for our university.
- Seek to empower my students and be an ally for colleagues working for equity
- take ideas and knowledge back to my university
- Try to include identities that are not "at the table"
- Work closer with Administration to make sure they are aware of how diversity impacts on students on a daily basis.
- Would this have more impact if this were a traveling conference (present at various institutions across the state)?
- Yes, I will be helping share more about veteran students in first year seminars.

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

- Professional development network - identifying and sharing resources 2. Supporting students in navigating the dominant culture
- Student Retention 2. Employment Career track with available jobs on the Regent Campuses
- All around stronger education sessions; opportunities to take what we learn back to our institutions, research, best practices, and experiential in nature.
- Creative, inclusive instructional strategies; a debate -- discussion of controversial topics
- Disability and LGBTQ
- Diversity terminology - preferred words evolve quickly. An engaged discussion highlighting preferred/emerging practice would be helpful.
- Focus on LGBTQ Communities
- Gender Identity, Race/Ethnicity

- Gender Inclusive Restrooms, Pronouns, LGBTQ+ Issues, Intersectionality
- How to carry out the work discussed at the conference - practical ideas and methods for change on our campuses. Recognizing our own roles in lack of change and advancement in diversity and inclusion.
- How to demonstrate to higher administration the return on investment value of diversity.
- I can't think of any at this moment.
- I think the conference should include a speaker who is opposed to forced diversity. I'd like to hear about diversity programs not based on race or gender.
- I would like to present next year.
- I would like to see more about supporting diverse students outside of the classroom. I would also like to see resources for increasing access to our institutions.
- I'd like to hear from college students about their perspective on what an attractive diverse campus would look like for them. Secondly, I'd like to hear more about recruitment and retention plans that have been successful.
- Include all aspects/definitions of diversity in each conference. Diversity is not only about race and ethnicity. Some people think it is just about racial differences. Please give a clear definition every year of DIVERSITY so people include all the aspects of diversity in the conference.
- Include more issues that color and don't recommend segregation
- Institutional Racism and Systematic racism
- Military students
- Monoculture ethnocentrism that is pervasive in higher education
- More content in keynotes.
- More on DACA and how it affects our Latino population
- More sessions focused on how diversity changes the community and what we can do to move people towards acceptance of different cultures
- Privilege - how do we discuss this with those who epitomize white privilege. Advising students in our current political landscape - how to find understanding in a conservative state.
- Really like the idea of cultural-bridging events, art activities; Also, teaching methods for Diversity are always helpful;
- Residential life; current policy
- Sign interpreters, person first language
- Support for gender non-binary students, supporting on-going education for entry-level and seasoned professionals on campus
- Supporting trans* students, supporting queer students
- There was nothing about queer populations. I plan to submit something next year. I would like to see a more active presence from FHSU since it's on our campus, and I would like all the upper admin white males to be at the focus group and simply listen. They would learn so much if they did.
- Topics that are not directed to only faculty (as a non-faculty attendee, I was able to choose between several breakout sessions). A person like Bakari who can motivate the entire audience during the keynote presentation.

- We have many students suffering from mental illness and/or debilitating physical illnesses or disabilities that impact their social interaction, comfort on campus, etc.
- Working with veteran students

I believe the conference could be improved if:

- If you are not on the committee receive more feedback from the attendees. Incentives for attending the school bringing the most participants. Provide a list of potential topics, creating a theme for each conference. Keep offering the conference.
- Advertise nationally known keynote speaker in area media, and promote student attendance at that talk much more aggressively.
- Attract more high administration to the conference.
- Better publicity of the conference.
- Breakout sessions probably need to be longer to provide presentation time and discussion time.
- Do not feature the "Mr., Ms., or Mrs." on name tags. Feature pronouns on name tags. Highlight gender neutral bathrooms in building. Include sessions about Trans* and queer identities.
- Finding a way to not have 3 classes in the Black/Gold room since the dividers are not robust.
- I feel that the conference focuses a lot on visual diversity and very little on non-visible diversity.
- If the speakers in the dining room provided time for table discussions
- If there were representatives from each marginalized groups in the US (e.g. race, ethnicity, gender, transgender, religion, etc.)
- Increased advertisement
- It had more overall structure and intentionality with the program sessions. Some of the sessions had limited quality and lacked learning opportunities.
- It was three days instead of two.
- Keep the host university welcome presentations to a minimum.
- Longer breakout sessions, 2-3 hours
- Monday night is a reception but Tuesday is focused content talks.
- More attendees.
- More inclusion of different criteria other than color
- more organized, reorganized to maximize the conference potential
- More upper administration actually attended the conference.
- N/A
- No suggestions - great conference
- People mingled outside of their institutions and ethnic groups. I felt faculties did not mix up very well.
- Perhaps offer more session times, back to back, rather than so many being concurrent and in the same room; there were some other sessions I would have liked to go to;
- Presenters shared information that was congruent with their title or abstract
- The opening session was a guest speaker.
- There was some additional focus on how to make our 'regular operations' inclusive as well. For example, presenters did not introduce themselves or others with pronouns included, people

were asked to 'stand up' to be recognized (ablest), and there was no effort to share information about accessibility options (to my knowledge) or gender inclusive restrooms.

- There were few session options at one time or the addition of a session time slot to more equally distribute the presentations.
- There were fewer keynote speakers and more opportunity to share what our colleagues are doing to promote diversity in the classroom.
- There were more opportunities and incentives to mingle. Some of the activities were suggested, such as the paper bouquets, but I didn't see anyone doing anything with that. It could have been the perfect bonding experience. One more thing: please make sure that the microphone is carrying better in the ballroom and at reception. I found it difficult to hear some speakers. With the Black and Gold room, dividing into three was hard esp. during focus groups. It was hard to hear with three sessions going at once.
- They had people with disabilities on the committee.
- Tuesday sessions could be longer to provide more time for practical strategizing. Or perhaps the conference starts earlier on Monday so a session could be held then, or the keynote presentation is on Monday evening at dinner, so sessions could start earlier on Tuesday and go for longer. Perhaps a keynote presentation over lunch rather than at the end of the day, so the second session could be longer.
- Use of different meeting rooms -- not combining 3 in black and gold.
- We had better food on Tuesday. If we had microphones for people worth hearing issues in the sessions, if keynote speakers addressed also aspects of diversity that are never touched.
- We had better workshop presenters

Any additional comments or suggestions:

- Better publicity about the conference. It was little known that the conference was happening until last minute or at all. Also, students should be invited to submit proposals to the conference.
- I enjoyed this conference very much. It is one I attend every year and is it nice to see it is growing. Thanks
- I truly believe the Tilford Conference has lost its true intent. I think the focus should be Retention, Support, Career Engagement, Education and Professional Development for those seeking retention, support, careers needs, and all of matters of importance. Diversity is not just another box you can check off. Growth is needed in the Board of Regents schools success starts at the top and funneled down. We are only as strong as our weakest link.
- I understand some of the challenges, but I would like to have the opportunity to have courageous conversations among faculty of all ethnic backgrounds to explore what are the real issues with retention of faculty and students.
- Keep up the good work!
- My biggest suggestion is to not use the Black & Gold room as it was with dividing up the room.
- None
- None

- None- you are all doing a great job. Keep it up!
- Order enough but better food.
- Please add preferred gender pronouns to tags next year. Please add more guided opportunities for people to connect. Dr. McGonigal deserves many accolades for putting on a beautiful and thoughtful conference. She is absolutely wonderful and intentional in her choices and work. Thank you for a great conference.
- Please extend a big thank you to the food service and to the committee who decided the menus -- the food was GREAT!
- Thank you to the conference committee and hosts for your work!
- Thank you.
- The closing session was not valuable to me. Many people - the majority, I would say - had already left, as they had long drives home. I didn't really feel that those of us who attended got much out of the closing session. That said, I really enjoy this conference and appreciate the work and thought and energy that goes into its planning and implementation. It is a valuable event and I hope it continues into the future. Thanks!!
- The conversation starters were upsetting, too. Some suggested we rate which disability or hardship is worse. That's a terrible idea.
- The guided questions for the institutional meet-up time were very enriching - perhaps adding something about goals for the campus delegation would be helpful. Dividing the Black and Gold Room was a bit chaotic - I would suggest leaving this as one space. The major speakers for this event were phenomenal! As a first time attendee, I thoroughly enjoyed the experience and hope to attend again next year. I am fortunate the fee was covered for my registration and would be willing to serve on the conference planning committee in the future. Thanks for hosting this great event!
- This conference was excellent.
- Titles of presentations need to accurately represent content!
- Truly enjoyable. Kate McGonigal and company did a FANTASTIC JOB!!

Appendix 1: 2017 Tilford Post-Conference Survey

NOTE TO REVIEWER: The survey instrument is provided below. Numbers represent frequencies of responses.

Thank you for attending the 2017 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.

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

- Yes - I would like to continue (67 responses)
- No - I prefer not to continue (1 responses)

Skip To: End of Survey If Thank you for attending the 2017 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. The other was the Self-Guided Tours of the Sternberg Museum. In general, how would you rate these two events? In addition, how would you rate the facilities for the opening reception?

	Excellent	Good	Average	Poor	Did Not Attend
Conference Registration Reception	26	7	5	2	28
Self-guided Tours of the Sternberg Museum	25	4	6	1	32
Facilities for Opening Reception	24	11	3	0	30

Q2 Tuesday morning featured two presentations: a Tilford Conference Retrospective by Dr. Ananda Jayawardhana, and Keynote Speaker Mr. Bakari Sellers. In general, how would you rate these two events?

	Excellent	Good	Average	Poor	Did Not Attend
Tilford Conference Retrospective by Dr. Ananda Jayawardhana	11	21	15	2	18
Keynote Speaker Mr. Bakari Sellers	48	12	4	0	4

Q3 Tuesday morning and afternoon featured a number of workshop presentations. Please rate each one.

	Excellent	Good	Average	Poor	Did Not Attend
"Diversity & Inclusion: The Work is a Journey, Not a Sprint" by Deatrea S. Rose.	7	1	5	0	52
"Seven Ways to Ensure Your Online Course is Inclusive" by Damara Paris and Anna Catterson.	3	3	0	0	58
"The Ichabod Success Institute: Creating Pathways to Success for our Community" by James Barraclough, Steve Hageman, and Jennifer Lieusance.	2	3	0	0	60
"Looking Past Appearances: Expanding our View of Cultural Diversity" by Reade Dowda and Taylor Stivers.	0	1	3	1	59

Q4 Workshop presentations continue. Please rate each workshop.

	Excellent	Good	Average	Poor	Did Not Attend
"Building Cultural Bridges Between Kansas and the World through Campus-Wide Events" by Kimberly Connelly, Irina Aris, and Alexa Smith.	3	2	2	1	57
"Using the U.S. and World News in a Graduate-level Education Program to Prepare Teachers and Educators for Cultural Diversity" by Yaprak Ward.	0	1	0	0	64
"Fostering a Sense of Belonging: The Intentional Creation of Inclusive Campus Environments" by Michelle Robinson and Robert Scott.	3	4	6	6	47
"Recognizing Microaggressions and Improving Campus Culture" Rose Helens-Hart.	5	5	2	1	52

Q5 Workshop presentations continue. Please rate each workshop.

	Excellent	Good	Average	Poor	Did Not Attend
"Disability in Higher Education: Supporting Students, Faculty and Staff" by Betsy Crawford and Jennifer Pfiefer.	2	1	2	0	59
"Right-Time Programs: A Working Model for Institutions Responding to Hot Button Issues and Events" by Kimberly Connelly and Jennifer Keeton.	3	5	2	1	54
"Learning about Diversity through Global Experiences: The Impact of the SLIM Global Experience Program on Library Science Students' Preparation and Professional Practice" by Andrew Smith, Cynorra Jackson, and Rachel Miles.	0	1	0	0	63
"Those Disability Kids: Reframing Perceptions of Providing Accommodations in the College Classroom" by Jennifer Stone and Christopher Stone.	1	2	0	0	61

Q6 Workshop presentations continue. Please rate each workshop.

	Excellent	Good	Average	Poor	Did Not Attend
“Building Cultural Bridges Between Kansas and the World through Campus-Wide Events” by Kimberly Connelly, Irina Aris, and Alexa Smith.	2	3	1	1	57
“Formative Feedback for Student Retention (FFSR)” by Eli K. Aba.	0	1	4	1	56
“Conceptual Logistics as a Method of Understanding Diversity” by Gordon Carlson.	1	2	0	0	61
“The Voice Project” by Justin Greenleaf, Brett Whitaker, Kaley Klaus, and Seth Kastle.	3	1	2	0	57

Q7 Tuesday afternoon featured two presentations: a Plenary Session with Dr. Teresa Clouch, and Institutional Focus Groups. In general, how would you rate these two events?

	Excellent	Good	Average	Poor	Did Not Attend
Plenary Session with Dr. Teresa Clouch	17	22	10	3	16
Institutional Focus Groups	11	21	15	0	21

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	Did Not Attend
FHSU Facilities	39	23	5	0	1
Format of the 2017 Conference	23	32	8	4	1
Organization of the 2017 Conference	29	32	5	1	1
The number of sessions provided on Tuesday	17	34	9	4	4

Q9 What were two of the MOST enjoyable aspects of the 2017 Tilford Conference?

Q10 What were two of the LEAST enjoyable aspects of the 2017 Tilford Conference?

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

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

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?

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

Q15 I believe the conference could be improved if:

Q16 Finally, please add any additional comments or suggestions:

Appendix 2: Findings from 2017 Institutional Focus Groups

Summary of Findings from All Focus Groups

- Diversity is good, overall, but can always be improved.
- Kansas State focus group participants report having a major problem with diversity on their campus.
- PSU and KSU both reported that having a better knowledge of microaggressions is the first step in preventing them.
- There is a need for better communication among students, faculty and staff.
- Butler mentioned they have a diverse student population, but lack a diverse faculty and staff.

Notes from Each Session

Pittsburg State University

1. What is the state of diversity on your campus?

We are holding steady. In looking at numbers, they have not really improved, but climate has changed since 10 years ago. Diversity within the faculty has also been on the rise.

2. What is the best idea you heard at this conference that you will use on your campus or in your class?

- Intentional diversity: how to be aware of different students within the classroom and how to best serve them
- Anonymous surveys to know how much students should be targeted to succeed
- Knowledge on microaggressions and how to prevent these instances from occurring

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

- Washburn relations with the community, as a university reach out to students other communities for outreach
- Promotion of student evaluations; professional development
- Working to improve scholarships, on track with recruitment and retention. Losing top students who cannot afford it after scholarships that are one year; cheaper to retain than to bring in new students

4. Having attended this conference, what do you see now as barriers, obstacles, impediments to creating a more inclusive community on your campus?

- Most of us see problems, but we lack to see those problems or take action to address them.
- Many people see their job and their position, but don't go outside of their position to make the extra effort to help with recruitment and retention.
- Students need to be proactive when speaking to faculty and have open communication – there must be effort on both sides from both student and faculty. **ENGAGEMENT WITH FACULTY.**

5. Where have we been? Where are we now? Where will we go with this conference in the future?

- More people from PSU become actively involved in diversity
- Implement the concepts and techniques learned here within classrooms and on campus
- Share our findings with people on campus
- Deans and department chairs talk about how diversity can be implemented within departments; give others ideas to allow students to be successful
- Engage provosts so that they know what is going on during the meetings and sessions

Kansas State University

1. What is the state of diversity on your campus?

- The situation is getting much worse, with incidents happening nearly weekly or every other week.

2. What is the best idea you heard at this conference that you will use on your campus or in your class?

- Actor, Ally, and Accomplice and how we will work to solve multiple problems, and know who stands with us and to what capacity

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

- We are currently hiring a Vice President and Associate VP of Diversity and getting involved in the process and working with the two newly hired persons to be proactive in changing our university's practices and policies.

4. Having attended this conference, what do you see now as barriers, obstacles, impediments to creating a more inclusive community on your campus?

- Ignorance of our student body; there needs to be better education of our principles of community.

5. Where have we been? Where are we now? Where will we go with this conference in the future?

- This year is a very low attendance year for Tilford. We need to send more students, faculty and administration.

Emporia State University

1. What is the state of diversity on your campus?

- ESU doing good work but room for growth
- Climate of intentionality/making change
- Concerned about inclusion of persons with disabilities
 - (IDEA compliance/ADA compliance/508)
- Unintentional bias (scholarships)

- Need to be intersectional
- 2. What is the best idea you have heard at this conference that you will use on your campus or in your classes?**
- Conceptual logistics → familiar concept + uncomfortable=3rd concept –makes it the students idea (idea from communications)
 - Microaggressions –look at own biases/chances to reflect (self-knowledge)
 - Urgency of now—applying diversity and including concepts
 - Fluid and collaborative response to national issues
 - Plan—create triage system
 - How do these things impact students
- 3. As a result of attending this conference, what will you do to advocate for change on your campus in terms of policy, curriculum, teaching methods, or recruitment and retention?**
- Intentionality→ what is the intentionality of implementing a University Diversity plan?
 - promote/encourage education to students about diversity and inclusion prior to arrival at college
 - Inclusive classrooms-review of curriculum
 - Knowledge about ESU resources → promoting accessibility of resources –promote bigger picture among minority students
 - Significance in small things→ language, bulletin boards, processes
- 4. Having attended this conference what do you now see as barriers, obstacles, impediments to creating a more inclusive community on your campus?**
- Same people attend Tilford every year—how do we engage others—message beyond “choir”
 - Getting info out /Availability
 - Host events to screen keynotes
 - Engagement through video
 - Availability to faculty –keynotes on KBOR page
 - Bureaucracy
 - Subcommittees to look at how to integrate in our classes

- THIS ISN'T ABOUT TIME. THIS IS ABOUT OTHERS [FACULTY, etc.]NOT SEEING THIS AS RELATED TO THEM
 - Accommodations are not widely available
 - Both at the Tilford itself and Universities
 - This is an investment that must be made
 - Need better communication on resources
 - Recognize students at different places/meet them where they are at in day to day interactions
 - Grow and develop as professionals at the University
- 5. Where have we been? Where are we now? Where will we go with this conference in the future?**
- Take it back home→be accomplices
 - Make it accessible online/ global accessibility /make it easier for faculty to attend
 - Open up to more students
 - Provide different tracks – everyone is at different levels of “wokeness”
 - Focus at specific issues
 - ESU participate more in presenting
 - Acknowledge what we already have→ make more widely accessible
 - Point counter point topic sessions
 - Diversity Education Committee
 - Developing teaching and learning center with resources
 - Nothing will change if we remain silenced.
 - Will be going to departments to explore
 - Watch Hornet announcements-ideas for resources/volunteers
 - Campus resource—libguide
 - Who isn't coming—approach individually
 - How can we do better / get you there
 - Individualize solutions

- Listen to the students

Butler College

1. What is the state of diversity on your campus?

- Around 20% of our student population identifies with an underrepresented minority group. Our faculty and professional staff is significantly less diverse. We have a few multi-cultural organizations. Women are well represented in key administrative roles and executive positions. We have an active Inclusion Council, a policy-influencing designation on our campus.

2. What is the best idea you have heard at this conference that you will use on your campus or in your classes?

- Using writing assignments in the hard sciences. The Voice Project -- Putting students in another person's position (e.g. a white male student researching the experiences of a black male) and imagining how it might impact their ability to lead. We imagine several uses for this on our campus -- in leadership classes, some humanities classes, and in our campus wide inclusion training,

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

- We want to reorient our campus-wide training to focus on specific points of conflict on campus, and adjust our target audience to include more specifically engineered groups of stakeholders with respect to the issues we address. Also, we have renewed our will and focus on a particular area of campus concern -- faculty hiring and recruitment practices.

4. Having attended this conference what do you now see as barriers, obstacles, impediments to creating a more inclusive community on your campus?

- As a result of one breakout session, we came to identify a particular barrier: stereotype threat experienced (paradoxically) by white men and women that generates unconscious biases and other interpersonal friction. Unconscious bias. Faculty demographics not matching our student diversity. Apparent, unspoken barriers preventing the professional advancement of underrepresented minorities.

5. Where have we been? Where are we now? Where will we go with this conference in the future?

- This year's Tilford conference gave little attention to the unique challenges of community colleges either in its general focus or in the breakouts we attended. Including willing community colleges in the rotation of locations might help redress such oversights. This conference is always inspiring. The opportunity to connect with other colleges and universities and share ideas -- especially among a community with shared goals and shared assumptions -- is extremely valuable. It is a direct result of Tilford at KSU about five years ago and at other locations during the intervening years that we have made efficacious

strides in our work -- a campus-wide series of inclusion trainings, a formal policy-making Inclusion Council, redoubled attention to minority student success, etc. Every year we leave the conference with renewed energy to fight the good fight in supporting students.