

FORWARD Lecture Series

Dr. Christine A. Stanley

Recruitment and Retention for a Diverse and Dynamic Institution

September 4th, 2015

Attendance

Seventy-six individuals attended the training and sixty-three completed evaluations.

- Of those completing the evaluations, 7 (11.1%) identified as staff, 45 (71.4%) as faculty members, 10 (15.9%) as administrators, and one (1.6%) identified her/his role as other.

Quantitative Results from the Evaluation Form

My understanding of campus-based research initiatives and conceptual frameworks that can be used to build a diverse and dynamic institution has increased of my participation in this lecture.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	3.2	3.2
Disagree	8	12.7	15.9
Agree	30	47.6	63.5
Strongly Agree	23	36.5	100.0
Total	63	100.0	

I will be able to implement new strategies to recruit and retain diverse students as a result of my participation in this lecture.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	4.8	4.8
Disagree	10	15.9	20.6
2.5	1	1.6	22.2
Agree	32	50.8	73.0
Strongly Agree	13	20.6	93.7
N/A	4	6.3	100.0
Total	63	100.0	

I will be able to implement new strategies to recruit and retain diverse faculty as a result of my participation in this lecture.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	3.2	3.2
Disagree	11	17.5	20.6
Agree	27	42.9	63.5
Strongly Agree	9	14.3	77.8
N/A	14	22.2	100.0
Total	63	100.0	

I would recommend this lecture to others

	Frequency	Percent	Cumulative Percent
Disagree	8	12.7	12.7
2.5	1	1.6	14.3
Agree	30	47.6	61.9
Strongly Agree	24	38.1	100.0
Total	63	100.0	

How would you rate the overall quality of this lecture?

	Frequency	Percent	Cumulative Percent
Below Average	3	4.8	5.0
Average	14	22.2	28.3
Above Average	29	46.0	76.7
Excellent	14	22.2	100.0
Missing Data	3	4.8	
Total	63	100.0	

Qualitative Results from the Evaluation Form

1. What questions do you still have after attending this lecture? Please list any areas and/or topics that you would like to receive additional information about or that need further clarification.
 - Educate the students about diversity and give fair evaluations to female faculty with color. As faculty we can't talk about this to students. It's from the university and upper level.
 - I already take time to get to knowing students, particularly those from diverse backgrounds (international students, Muslim students, etc.).
 - What specific strategies can be used for increasing retention rates? Can be used will be even more helpful.
 - Helpful strategies for responding to diversity conflicts in the classroom. How do you address disruptive students when you try to introduce diversity in the classroom?
 - How to do a self-assessment for Multicultural Organizational Development (MCOB) stage – is there an assessment tool?
 - I would like to know specific tips to use in response to uncomfortable (racist, sexist, heterosexist) comments in the classroom.
 - How do we, as a campus, move forward on this in the absence of someone who is dedicated to advancing the diversity agenda at NDSU?
 - Nothing new here, a superficial review of material dated ten years ago.
 - I think we are at "Stage 3 – Compliance." How do we strategically move into stage 4?
 - The lecture was mostly a "why" we should be multicultural and less of a "how" (although there was some at the end about this.) I already buy into the "why" and was more curious about the "how." More examples on "how" would have been helpful.
 - The talk today was a fairly broad overview. I would like to see more detailed follow-ups on many of the ideas presented.
 - I think people come to these lectures to get hands-on take-aways. This was interesting but not helpful. Speaker read slides, too much information.
 - Based on the questions above, I'm not really sure the presentation addressed the topics of recruitment and retention. It was more of a general talk on diversity.
 - The need for a more diverse culture was well outlined. However, how to develop that culture is still not understood. How do I make a difference?
 - I would like to learn more about the classifications or learning styles.
 - Suggestions for broadening university-wide support for issues of diversity, recruitment, and retention.
 - How to address concerns with administrators and faculty who are more senior.

2. What do you think were the most helpful or valuable aspects of the lecture you attended today?
 - Discussion of in-class teaching options.
 - The choice of this presentation topic was good - diversity and inclusion.
 - Dr. Stanley's personal experiences, perspective and research.
 - Learning of the challenges facing female, especially minority female, college faculty members.
 - Examples of the research resources.
 - Teaching inclusivity.
 - A general overview of diversity issues.
 - Some of the references.
 - Introduction to MCOB.
 - MCOB – will look at this. Emphasis on engaging in 'difficult dialogues' in the classroom. Dr. Stanley's presentation is completely in alignment with what I am trying to advocate for.
 - New ways to engage regarding diversity and inclusion.

- Introduction to some research and the concept of the MCOB model. Would like to see more on the latter.
- Multiple aspects of diversity and how comfort with diversity will make students better citizens after college.
- Model of inclusive institution at end.
- The research references.
- The expert from a major research university!
- Information at the research.
- If the presentation would be available for reference in the future.
- The six levels of diversity.
- Lots of data.
- Diverse background.
- Another look at a diversity definition.
- The concept of “interrupting the usual” was interesting. It’s important to find the teachable moment in the silence. It is important to consider differences in learning styles.
- Challenge to consider implicit culture of classroom.
- She is direct regarding marginalized groups and the importance of engaging in discussion about these issues. I appreciate her clear examples of sexism.
- The different frameworks and ways of looking at how to be more inclusive.
- The idea of being a safe place to engage in conversation about diversity and its importance in success in career and life.
- List of reasons that instructors are hesitant to address diversity in their classroom.
- Increased awareness.

3. What is one thing you will do differently as a result of attending this lecture?

- Any data from NDSU about diversity?
- Nothing from this lecture.
- Encourage students to participate in cultural and diversity events/programs on campus.
- I will more readily recognize gender/ethnic bias.
- Be more confident about using my experience as an example of a diverse faculty in the classroom – bring in examples based on my culture and how different it may be back home in comparison to here.
- Teaching inclusively.
- Update proposal (in preparation) for partnership in diversity program in my professional organization.
- I am taking some of these ideas back as I prepare for my diversity class in the spring.
- Take time, and have courage, to engage in difficult dialogues around race, etc. in my work with students (in and out of the classroom).
- Have conversations with others regarding diversity and inclusion.
- More thoughtful about content of courses.
- Try to assess where my college is on the MCOB model.
- Empathize better with all types of minorities.
- Be more cognizant of diversity.
- It seemed like stuff I’ve heard a dozen times over-specific ideas to increase diversity would be worthwhile.
- Work with search committee to encourage efforts on diversity in faculty searches.
- View my students’ learning experience differently.
- Look for opportunities for discussion in class.
- I will explore learning styles more thoroughly.
- Try to understand diverse student perspectives more – make them a part of learning.
- I plan to contact a person on campus who, well-intentioned, but inappropriately used biased language while discussing inclusion.
- Be more inclusive.
- Help students understand their social location – how privilege and oppression impact.

4. How could the FORWARD lecture series be improved to be more beneficial to you? What recommendations do you have for future lectures?
- More practical suggestion.
 - I like to have the “pedagogical” back to describe the luncheon series. It implies professional development for me as well as it reflects the true description of the event.
 - Incorporate “diversity” in classroom teaching.
 - More specific strategies or literature to change the climate from all levels.
 - I’m not faculty, so greatly appreciated this invitation. I wish that non-academic affairs staff had these initiatives, too.
 - Some training on how to react when you witness a situation of bullying/harassment/disparagement, etc.
 - Better lunch – doesn’t need to be all salads.
 - Give me strategies not just problems.
 - Perhaps more lectures for women in academia. Also focus on the tensions between promotion and tenure and work/life balance.
 - This was one of the best lunch talks yet!!

Other comments:

- [Comment on quantitative question “*I would recommend this lecture to others.*”] Disagree, maybe for a different context. More practical suggestion.
- [Comment on quantitative question “*I will be able to implement new strategies to recruit and retain diverse students as a result of my participation in this lecture.*”] Agree, retention.
- [Comment on quantitative question “*I will be able to implement new strategies to recruit and retain diverse students as a result of my participation in this lecture.*”] Agree, maybe.

Questions from audience:

- Our college is currently looking for a new dean and is using a consulting firm to assist with that search. This firm may not be aware of some of the issues that NDSU has faced regarding diversity and recruitment. How can our college work with them on this?
- My department has a diverse graduate student population. Do you have any recommendations for ensuring we provide culturally sensitive advisement?