

THE COLLEGE OF PUBLIC AFFAIRS AND COMMUNITY SERVICE

Diversity Survey

March 2017

CPACS Diversity Committee Members 2016-2017

**Lyn Holley, Amanda Micheli, Nellie Beyan, Gaylene
Armstrong, Daniel Wuebben, DeeDee Bennett, R.K.
Piper, Dennis Armstrong, Barbara Hewins-Maroney,
Andrew Aleman, Tami Buffalohead-McGill,
Theresa Barron-McKeagney**



BACKGROUND

- Reports in November 2016 showed unusual incidents of diversity-based aggression
- Diversity Committee members met to discuss reports and share own observations
- Decision to form Task Group, conduct open-forums, and student survey



FORUMS: DROP-IN

SESSIONS

THE CPACS DIVERSITY COMMITTEE WOULD LIKE TO HEAR FROM YOU!

- **IN AN EFFORT TO GAIN AWARENESS FROM OUR STUDENTS....**
- **DROP-IN SESSIONS WITH MEMBERS OF THE COMMITTEE TO DISCUSS ANY ISSUE**
- **RELATED TO DIVERSITY, INCLUSION, EQUITY AND ACCESS**
- **COMMITTEE MEMBERS AVAILABLE FROM OCTOBER 27-NOVEMBER 1, 3 &4, 2016**

WE HOPE YOU CAN DROP BY AT YOUR CONVENIENCE!

- Academic Advisor -Amanda Micheli
Division of Continuing Studies
- Academic Advisor-Nellie Beyan
Division of Continuing Studies
- Academic Advisor -Andrew Aleman
Grace Abbott School of Social Work
- Lyn Holley, Professor
Department of Gerontology
- Barbara Hewins-Maroney,
Associate Professor
Goodrich Scholarship Program
- Gaylene Armstrong, Director
School of Criminology and Criminal
Justice
- R.K. Piper, Research Associate
Center for Public Affairs Research
- Theresa Barron-McKeagney,
Associate Dean-CPACS



FORUMS: DISCUSSION GROUPS

- CPACS Leadership-Chairs and Directors provided names of students
- Students were invited via email
- Discussion groups were held:
4 discussions-total 10 students



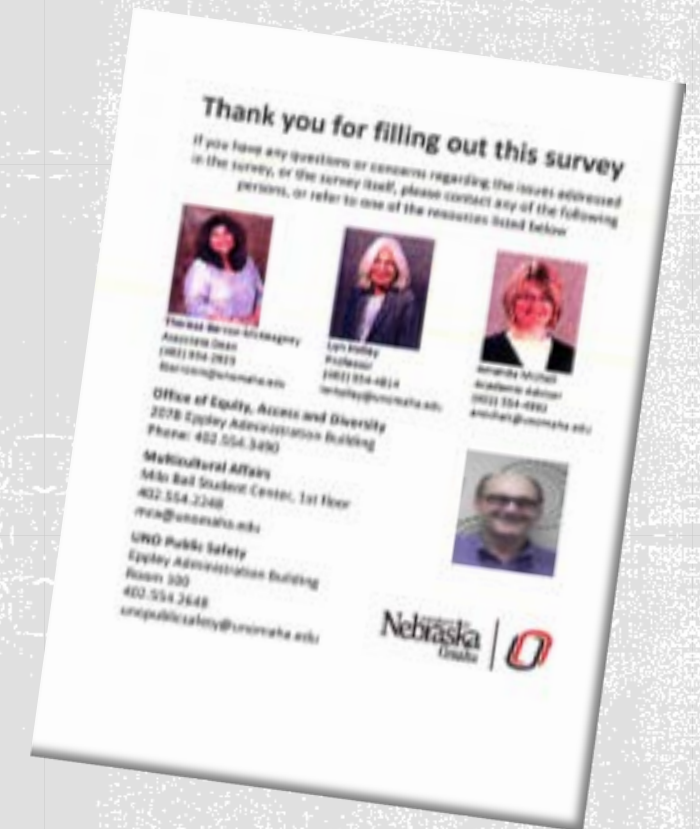
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THE DIVERSITY SURVEY

MARCH 2017

- Primary goal: to gather input from students about their experiences in regard to diversity, equity and inclusion in CPACS
- Task Force: RK Piper, Lyn Holley, Amanda Micheli and Theresa Barron-McKeagney
- Search for data: UNO Institutional Effectiveness advised exploratory methodology
- Open-ended survey designed(see handout)
- Task force members were invited to 8 CPACS classes this Spring



STUDENT DEMOGRAPHICS

Participation from students in Social Work(2), Aviation, Emergency Management, Goodrich, Gerontology(2) and Criminal Justice classes



- Total of 133 student responses
- 53 students (40%) identified as students of color

STUDENT RESPONSES

Q2:

*“When it comes to in-class discussions (during CPACS classes) on controversial topics related to race or ethnicity...**what do you appreciate about your professors’ actions or comments? What could your professors improve upon?**”*

- “They don’t skirt around issues. They talk about it and help students talk about it in a safe way”
- “We all have biases but I like the professors that tend to bring both sides of the argument. ***I would say just talk more of today’s issues***”



STUDENT RESPONSES

Q2:

*“When it comes to in-class discussions (during CPACS classes) on controversial topics related to race or ethnicity...**what do you appreciate about your professors’ actions or comments? What could your professors improve upon?**”*

- “They don’t make it seem like race is as controversial as people make it seem”
- “Stop race baiting or making it feel all whites are evil”
- “There are some professors who do not handle topics in an appropriate way. **Educate teachers that not all students feel the same way about certain subjects”**



STUDENT RESPONSES

Q3:

“Are CPACS staff, professors and/or administrators available to talk about issues of diversity, equity or inclusion? What has been your experience when you wanted to talk with someone about such issues? How could that experience have been better?”

- “I have never talked to anyone about this/these issues”
- “I don’t talk about it”
- “My experiences have been really good thus far; I am taking race, class and gender and I am comfortable to speak out about these issues. All of my classes in CPACS have been good ones”
- “I have never had an issue with those, I have not felt the need to seek out others. If I did, I wouldn’t know where to go to. ***Maybe clearer steps on where/who to go to***”



STUDENT RESPONSES

Q3:

“Are CPACS staff, professors and/or administrators available to talk about issues of diversity, equity or inclusion? What has been your experience when you wanted to talk with someone about such issues? How could that experience have been better?”

- ***“No experience, I tend not to talk about it because what’s the point?”***
- “Some people seem to feel uncomfortable talking about these issues, especially if it is not part of the class. ***Train staff on how to talk about these issues that may seem harder to talk about***”
- “Racism is big right now and I feel like it is somewhat overtaking cultures and breaking them. ***Engage and bring a variety of cultures together***”



STUDENT RESPONSES

Q5:

“What should CPACS Committee on Diversity, Equity and Inclusion know about your experiences as a student?”

- **“Continue to strive to do better”**
- **“As a white student taking classes about race just me feel attacked. Not all whites are evil”**
- “Military getting back into the swing of going back to school. How is the university going to react if LGBTQ rights are diminished at state and/or federal levels?”
- “So far, I’ve had very positive experiences in CPACS. I like how all the professors are inclusive and kind”



STUDENT RESPONSES

Q5:

“What should CPACS Committee on Diversity, Equity and Inclusion know about your experiences as a student?”

- **“They should talk more about diversity because learning about cultures is good”**
- “Chill out. It is a minority-I am about to the point of needing support for being straight. Last semester I was about to quit this school because it is so IN YOUR FACE. I came for an education not picking out who is who.”
- **“I am a Christian, and do not always feel safe sharing my views in front of teachers because I am scared, that if they disagree with me, that that will affect how they treat me, my opinions, and my grades.”**
- “As a religious person, I feel overwhelmed and unseen as it is a very liberal sphere.”



STUDENT RESPONSES

Q5:

“What should CPACS Committee on Diversity, Equity and Inclusion know about your experiences as a student?”

- “I have heard **‘safe space’** more times this year than I can count, was emailed, texted often after the election that UNO provided safe spaces on campus, etc. Here’s my question, isn’t UNO a safe space? In the middle of my education here I left for 1 year to go to Iraq and after my return I had to attend many classes in a building with many students from that area in the world. I was shot at for a year never asked if I needed a ‘safe space’ when I got back to school. I didn’t need one and that’s really not the point, I was supposed to feel safe on campus, right? I have had to argue with professors that I was an invader.”



KEY TAKE-AWAYS

- Appreciation for professors who are open and support debate
- Students asked for more dialogue about diversity, equity and inclusion issues
- Some White students and Christian students are feeling marginalized
- Communicate better the concept of safe space
- Further research needed to more accurately represent student experience in CPACS

