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Lessons from National Protests: Strategies for Curriculum and Community Engagement

June 18, 2020



**OFFICE OF
DIVERSITY AND INCLUSION**

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Presenters



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ODI

The Office of Diversity and Inclusion (ODI) provides vision, leadership, and advocacy in fostering an inclusive, equitable, and welcoming campus central to the land-grant mission of UNL.

“To start, it comes down to us doing things differently to get different results. The series of events that we are seeing today and the civil rights moments in our history point to an echoing call for systemic change. If we were listening and watching closely, we would see and hear a call for justice that has been shouted throughout our country’s history. I believe it will take time for us to get there (to be just, inclusionary, and equitable) as a society, but I believe that it can happen. We just have to be willing to keep moving forward, keep ourselves and each other lifted, and for those who do not know where to start, just starting somewhere.”

- Vice Chancellor Marco Barker

Every interaction and every person matters



Visit: <https://go.unl.edu/echoingcall>

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Objectives

As the national protests in support of racial justice, escalate, there has been a significant increase in calls for education surrounding antiracism and race equity standards.

This session will:

- Define key terminology and frame current socio-political climate for broader context, including impact on upcoming academic semester.
- Provide internal assessment strategies needed for practitioners to effectively comprehend and prepare to facilitate race-based learning and dialogue.
- Provide strategies to incorporate antiracism and race equity principles and standards into community engagement, communication and curriculum.



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Poll 1 

What is your role at UNL?

- A. Faculty**
- B. Staff**
- C. Student**
- D. Other (ex: postdoc)**
- E. Friend of UNL**

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Definitions and Framing the Need



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Definitions

Word	Definition	Applicability
Anti-Racism	Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily. In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy and unequal institutions and society.	<i>Being racist or antiracist is not about who you are; it is about what you do. (NMAAHC)</i>
Critical Race Theory	A framework that offers researchers, practitioners, and policy-makers a race-conscious approach to understanding educational inequality and structural racism to find solutions that lead to greater justice.	<i>CRT provides critical lenses to deconstruct oppressive policies and practices and to construct more emancipatory systems for racial equity and justice. (Crenshaw, Gotanda, Peller & Thomas)</i>
Racism	We understand racism as “a system of advantage based on race” that is perpetuated through institutions, policies, practices, ideologies, and interpersonal interactions.	<i>Racism powerfully shapes life experiences and life chances (for more information, see Stanford Center on Poverty and Inequality’s 2017 State of the Union report documenting racial disparities in employment, poverty, safety net, housing, education, incarceration, health, earnings, wealth, and intergenerational mobility).</i>
Race Equity	When social, economic and political opportunities and outcomes are not predicted based upon a person’s race.	<i>We apply racial equity when those most impacted by structural racial inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives. (Center for Social Inclusion)</i>
Systemic Racism.	A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity.	<i>Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic and political systems in which we all exist. (The Aspen Institute)</i>

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Why these protests are different

There have been uprisings against police brutality and racism before, but this is the country at its exasperation point.

For Colleges, Protests Over Racism May Put Everything On the Line

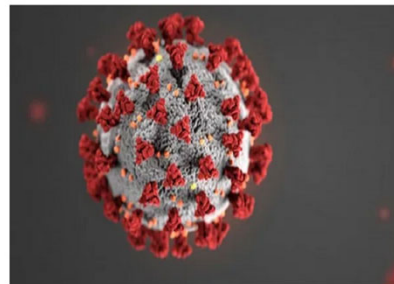
By Lindsay Ellis | June 12, 2020 | PREMIUM



Temple University students march in support of Black Lives Matter.

Colin Evans, The Temple News

Racial disparity in COVID cases far worse than you imagined, CDC data shows



[CDC]

We know Coronavirus is impacting Black, Latinx, and Native Americans at rates far higher than whites. New data from the U.S. Centers for Disease Control shows the racial gap is far worse than previously known.

Letter to the Editor: Black Student Union demands change

The opinion of the Black Student Union | Jun 3, 2020 Updated Jun 12, 2020



(From left to right) Basel Ibrahim and Terri Grayson protesting in Lincoln, Nebraska. Courtesy of Basel Ibrahim

f t i s

Dear Lincoln and UNL community,

The murders of Ahmaud Arbery, Breonna Taylor and George Floyd have reignited a deep and enduring pain in the hearts of the Black community. To our fellow Black students, the Black Student Union (BSU) executives grieve with you now just as we grieved with you in the unjust murders of Black people before them, and as we unfortunately will grieve with you in the unjust murders of Black people that will come after them. These are not isolated incidents. As executives and former executives of the Black Student Union at the University of Nebraska-Lincoln, we feel that we have

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The Chronicle of Higher Education @chronicle · 1h
Like the activists on the policing of black communities, the founders of [#BlackInTheIvory](#) say they're not interested in reforming academe but in deep structural change.



'I Was Fed Up': How #BlackInTheIvory Got Started, and What Its Founder...
The academics who began a hashtag documenting black scholars' experiences with racism in their careers talk about the radical, structural ...
[chronicle.com](#)



· Jun 7
I discuss systemic racism in all my classes . Constantly I am told I center race too much . And now all my white colleagues wanna use me to write statements because they just discovered what systemic racism is watching the passing of George Floyd 🙄 [#blackintheivory](#)

13 182 1.1K

[Show this thread](#)



· Jun 7
The stories being told in [#blackintheivory](#) are so important. A mere 3% of all U.S. college/university faculty members are black and only 4% are tenured. I'm the first black woman to work as full time faculty in the 60 years of my department's existence...and I'm still not tenured

20 1.1K 3.4K

[Show this thread](#)



· Jun 8
I was criticized on my NIH F31 grant app last year bc "the elegance of the research plan was from the mentor" & they wanted to see the research plan written in my own words "however immature." I clearly stated I wrote the research plan in the same application [#BlackintheIvory](#)

58 517 3.5K

[Show this thread](#)



· Jun 7
Been watching [#BlackintheIvory](#) from the shadows and thought I'd stay quiet since I'm still a doc student for fear of repercussions and such... But that's what I've learned about academia-- whether you're quiet or not, if you're Black it will always try to spirit-murder you.

5 124 807



· 58m
When I earned tenure, I was the first Black male to do so in my department's 107 year history. While numerous White individuals have been hired in the 21 years that I have been here, not one additional Black faculty member has been hired. [#BlackInTheIvory](#)

3 8



· 1h
Things I've experienced with 3 professors I've worked with:
-Had a book on his shelf arguing blacks have genetically lower IQ than whites
-Said the N-word when he didn't know I was outside his office
-Became a white nationalist speaker after retirement

[#BlackintheIvory](#)

11 35 262

[Show this thread](#)



· Jun 8
[#BlackintheIvory](#) is when a history teacher brings me in front of the class, closes the door, and says to the class:

"Reuben, you're a big strong guy, you would have been the perfect slave"

I told student admin. They didn't believe me. Nothing happened to her

1/
223 429 2.1K



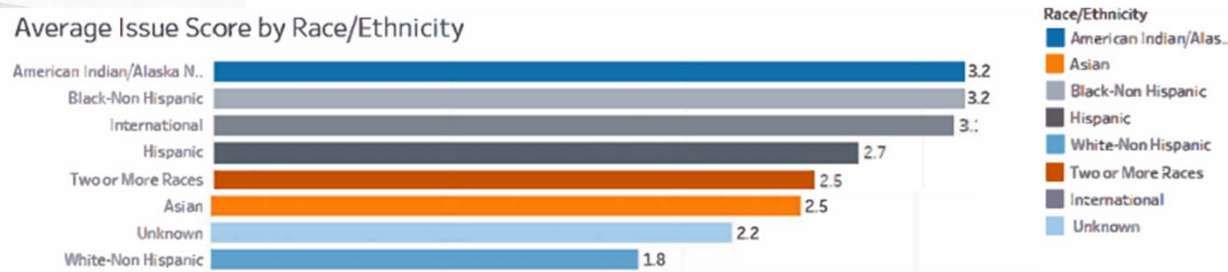
· Jun 7
Another part of being [#BlackintheIvory](#) is being shamed because you won't apply broadly to academic jobs.

"Well, you don't want it bad enough." Uh, no, I'm not trying to live in a small White town where they've only seen Black people on TV.

40 497 4.1K

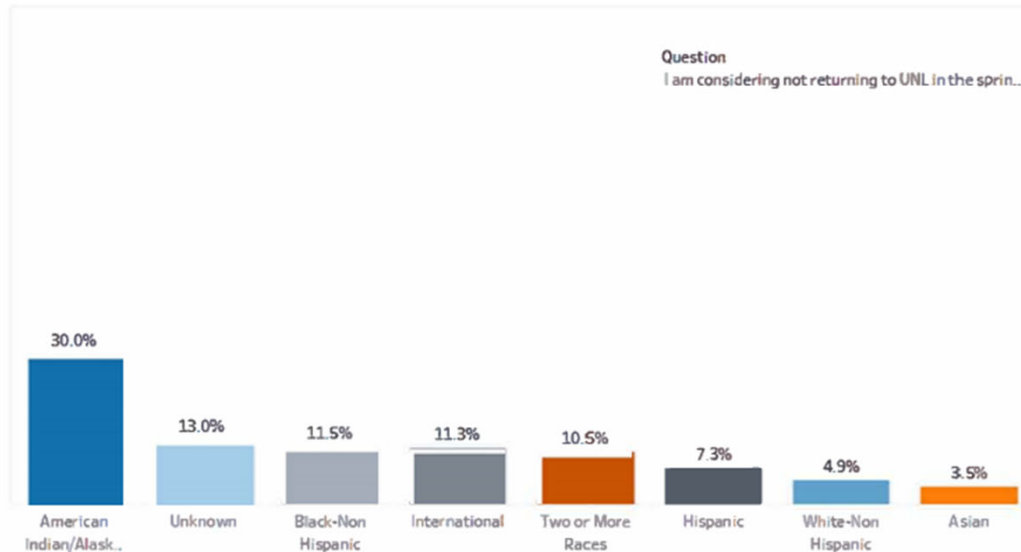
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Average Issue Score by Race/Ethnicity



I am considering not returning to UNL in the spring semester.

Bar height is determined by percentage within Race/Ethnicity group who indicated that item "I am considering not returning to UNL in the spring semester." was an issue.



- "I sometimes feel alone or isolated because of my racial, ethnic, or cultural background." – **156 respondents**
- "I sometimes feel alone or isolated because of my sexual orientation and/or gender identity." – **100 respondents**

Husker Student POWER survey distributed to 4,665 first-year students. (UNL, 2019)

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Poll 2

Which description most accurately represents you?

- A. I would rather not talk about race/racism.
- B. I am very uncomfortable talking about race/racism.
- C. I am usually uncomfortable talking about race/racism.
- D. I am sometimes uncomfortable talking about race/racism.
- E. I am usually comfortable talking about race/racism.
- F. I am very comfortable talking about race/racism.

Adapted from Teaching Tolerance

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Shared Understanding and Self Assessment

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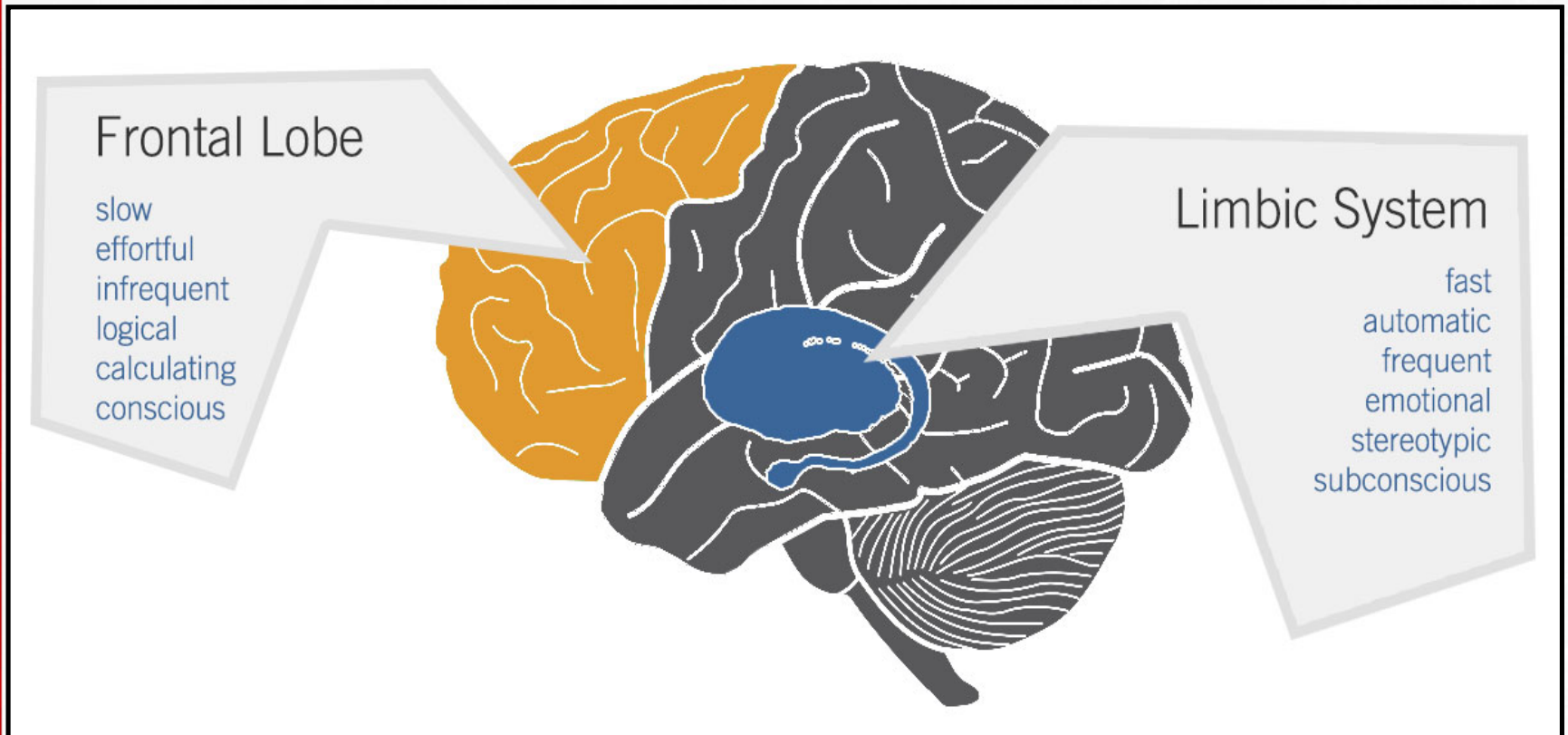
We Have Diversity But What Does It Take to Have Inclusion?



Inclusion Shows Up in How People Feel About Their School, Workplace

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Brain and Bias



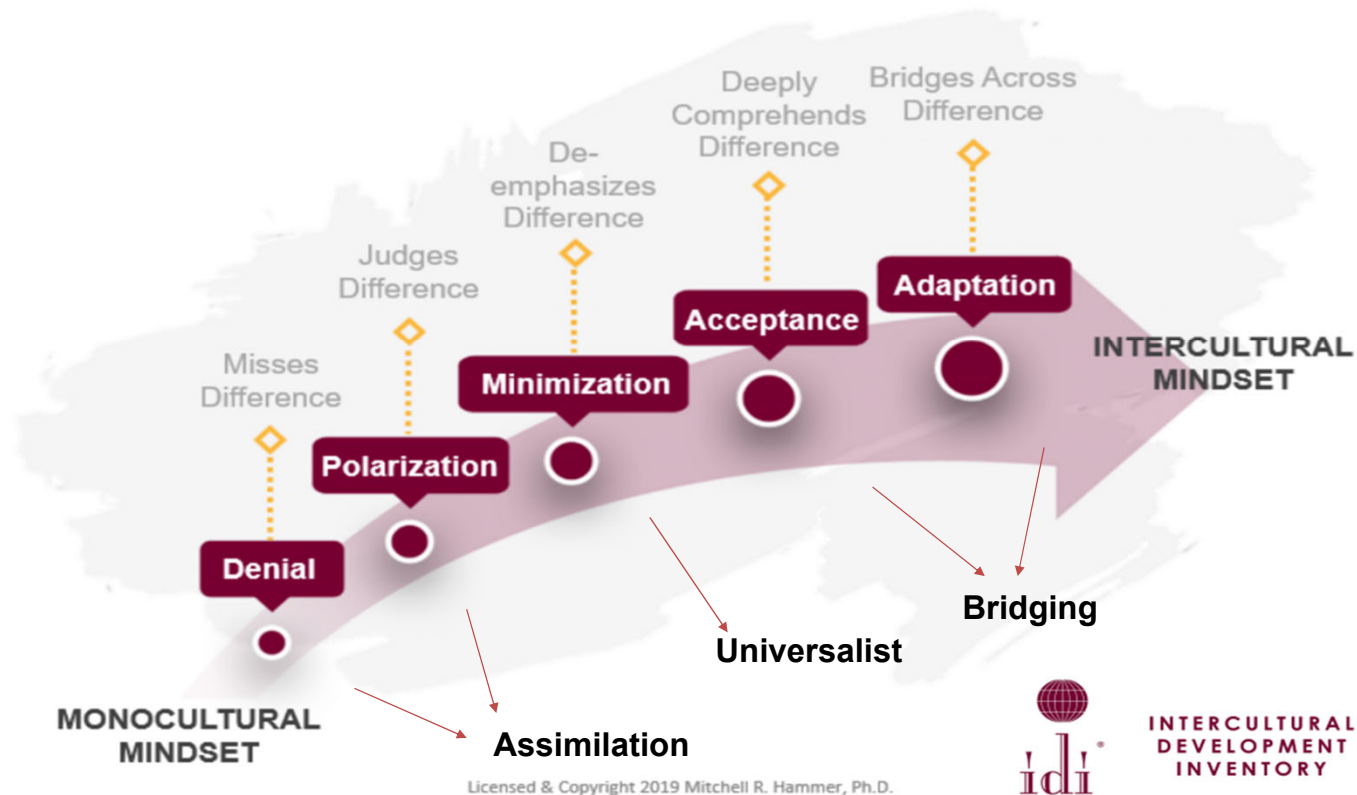
Adapted from Kahneman; Rock and Ting; Mlodinow

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Mindset and Meaning Making

Intercultural Development Continuum (IDC™)



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BELONGING

High

I love working here because everyone makes me feel like I belong. But if they knew the real me would they still feel the same way? I'm afraid to bring my whole self to work.

I can bring my whole self to work. I can be real with you and you make us all feel included even though we are so different. Each of us is different, and our team is better because of it.

Low

I am afraid to bring my whole self to work. I hear you leaders we want to hire more diversity. I've been hired for my diversity. I've been told repeatedly that my differences are the reason I was hired. But I'm expected to "fit in" to their way of doing things.

I can bring my whole self to work. However, I see our leaders struggle with managing our differences. They believe equal treatment is fair treatment. But our needs are different, which makes me think I don't belong here.

Low

High

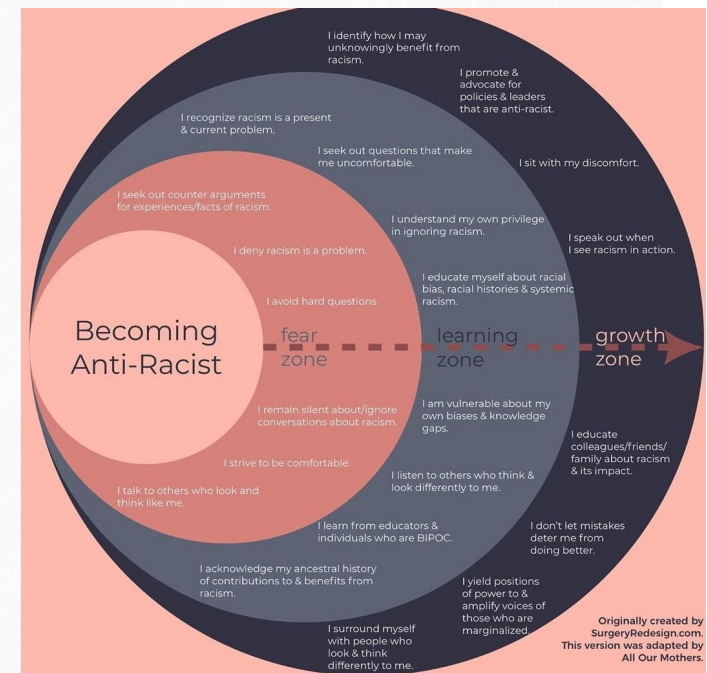
MATTERING

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Ways to Be Anti-Racist

Stop Saying "I'm Not Racist."	Champion Antiracist Ideas and Policies	Identify Racial Inequities and Disparities	Understand How Your Antiracism Needs to Be Intersectional
<p>It's not enough to say, "I'm not racist," and often it's a self-serving sentiment.</p> <p>By reflexively defining yourself as not racist, or beyond racism's firm grip, you're making it impossible to see how your own ideas, thoughts, and actions could be indeed racist.</p>	<p>One cannot strive to be antiracist without action, and one way to act is by supporting organizations in your community that are fighting policies that create racial disparities.</p>	<p>Racism yields racial inequities and disparities in every sector of private and public life. That includes in health care, criminal justice, education, income, employment, and home ownership. Being antiracist means learning about and identifying inequities and disparities that give white people, or any racial group, material advantages over people of color.</p>	<p>Racist ideas and policies target many different people within racial groups. A policy that creates inequality between white and Native American people, for example, also yields inequality between white men and Native American women.</p>
<p><i>So, for example, if you're a white liberal who considers herself "not racist" but you refuse to send your child to a local public school because the population is predominantly African American, that choice is racist. The antiracist position would be to at least consider enrolling your child and/or learning about the disparities and inequities affecting that school in order to fight them.</i></p>	<p><i>It is recommended using one's power or getting into a position of power to change racist policies in any setting where they exist — school, work, government, and so on. The point is to commit to some form of action that has the potential to change racist policies.</i></p>	<p><i>What an anti-racist does first and foremost is identify racial inequities.</i></p>	<p><i>Because race intersects with multiple aspects of people's identities, including their gender identity, sexuality, and ethnicity, it's imperative to use an intersectional approach when being antiracist.</i></p>



Created by Andrew Ibrahim

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Poll 3

**Do you currently possess the proper resources
(literature, media, etc.) to engage in antiracism work?**

- A. Yes, I have quite a few resources
- B. I have resources, but could use more from others
- C. I have limited to no resources and don't know where to start

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Facilitating Community Engagement

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Generate Opportunities for Introspection



- ~~WHY~~
- Tell Your Crucible Moment
- Suspend Judgement
- Transcend Your Own Perspective

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Power of Listening to Gut Reaction



Creativity

Cognitive Perception
Meaning Making
Thinking / Logic



Compassion

Values
Emotions
Relating



Courage

Safety
Movement
Identity

Adapted from Soosalu, Henwood and Deo

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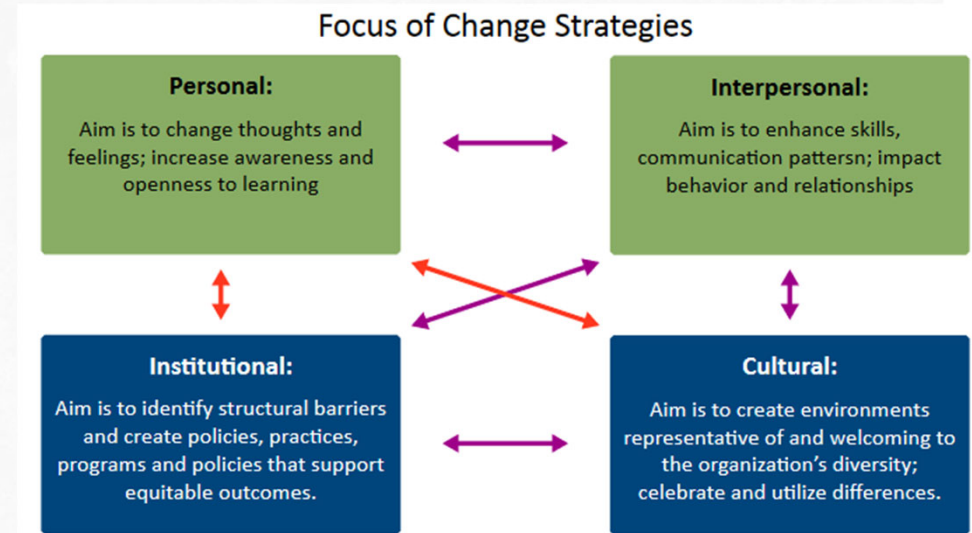
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Collective and Movement Building

Community strategies to end structural racism and support racial healing and place-based initiatives to address racial/ethnic inequities are mutually supportive.

Because inequities are one consequence of structured racial inequalities, place-based efforts to change policies, programs, and environments that create and sustain inequities can be facilitated by community strategies to end structural/institutional racism and promote racial healing.

Community members serve as the foundation for this theory of change. Community members must first experience a perspective transformation – new ways of understanding.



As this illustration from **Visions, Inc.** indicates, racism and other forms of oppression are expressed at four levels.

The different expressions of oppression are mutually reinforcing and, consequently, each of these levels needs to be addressed in order to influence and implement change.

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Strategies to Engage

- Effective strategies identify structural racism as the root cause of race and place-based inequities.
- Feature community dialogue that includes all groups – not just people of color – and draw on an explicit framing of how structural and personal-level racism creates and sustains inequities.
- Opportunities need to be available for white communities to explore their own experiences of privilege and racial superiority through facilitated dialogue, and how whites view their responsibility to address race and place-based inequities.
- Issues of internalized racism and privilege must be discussed internally before a meaningful external dialogue between diverse communities can take place.
- Requires engaging institutional leaders and staff in dialogue about racism, white privilege, and the roles of the institution in creating and sustaining racial/ethnic inequities.
- Specifically documenting how policies and programs create unexamined and unearned privilege for whites and helping individuals to understand how these privileges have played out in their own lives are key steps in promoting such a shift in power.
- Promoting a detailed understanding of how communities become healthy and unhealthy places and the role of racism and privilege in this process is a necessary component of effective strategies to reduce bias and promote healing.
- Communities seeking to undo place-based inequality and reduce racial/ethnic health inequities need to recognize the power of institutional inertia, status quo political ideologies, and individual barriers to perspective transformation and commit to long-term change strategies.



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Poll 4

How prepared are you to return to fall courses/regular schedule and lead antiracism efforts?

- A. Very prepared
- B. Prepared
- C. Not very prepared
- D. Not prepared at all

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Preparing to Facilitate and Teach

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Challenges to Teaching Race

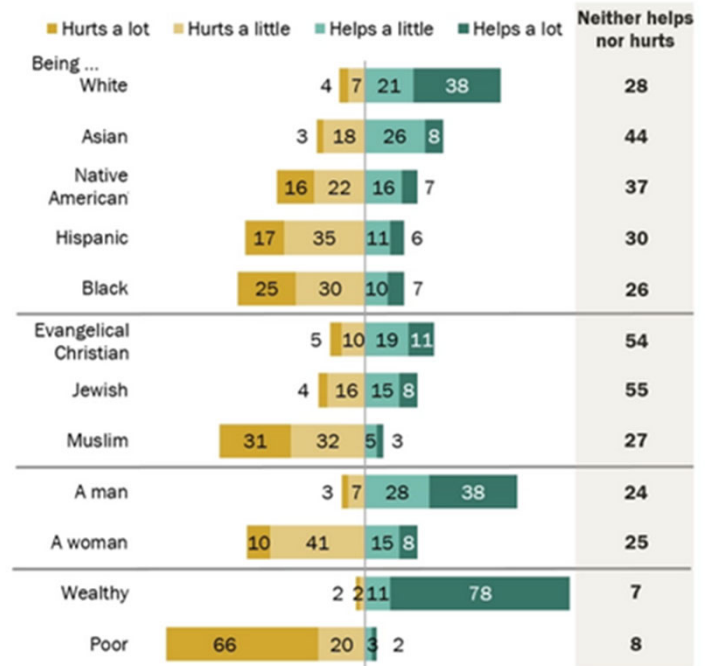
There is significant momentum in higher education to integrate racial justice education into the curriculum across a broad array of disciplines.

Challenges

- Students may articulate simplistic models of racial identity
- White students may resist confronting issues of race and racism
- Internalized oppression may complicate participation for students of color
- Instructors may feel uncertain about whether to, or how best to intervene when students have emotional responses to course content
- Instructors may face challenges to their authority

Half or more say being poor, Muslim, black or Hispanic puts people at a disadvantage in our society

% saying being each of the following helps/hurts people's ability to get ahead in our country these days



Note: Share of respondents who didn't offer an answer not shown.

Source: Survey of U.S. adults conducted Jan. 22-Feb. 5, 2019.

"Race in America 2019"

PEW RESEARCH CENTER

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Intentional Course Design

Anticipating Misconceptions About Race

- Instructors must anticipate preconceptions and ideologies students may hold about race and proactively structure assignments (readings, discussions, writing, projects) that lead students to deconstruct them.
- Scaffolding, or assigning readings in an intentional sequence that confronts misconceptions and builds competencies, equips students with critical knowledge and skills necessary to interrogate and transform their preconceptions.

Selecting Diverse Course Materials

- Diversifying course material in their voice, their disciplines, and their forms can enable a critical approach to race dialogue and support an inclusive learning environment.
- Engaging students with alternative texts that explore course content that encourage new forms of intellectual, emotional, and social development—, which might include theatre, video, social media, media clips, etc.

Interrogate Your Expectations of the "Ideal" Student

Racism is often embedded when we make assumptions about what students should be like, what they should know before your class begins, what comportment they should enact in their meeting with you, and notions about their capacities to self-discipline.

Interrogate the Content in Your Course, Advising, or Training Programs

What we believe to be the core of our discipline, our best practices as advisers, and the sense of our organizational schema — all have to be interrogated as they likely carry legacies of racism and colonialism.

Employ Evidence-Based Anti-Racist Pedagogy

There are many robust pedagogical approaches for organizing your teaching and ensuring that you are ready to engage in difficult discussions.

Make a Concrete and Actionable Plan to Change

Four key strategies to go from learning to action now!

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Intentional Course Design (cont.)

Creating a Concept-Centered Syllabus

Syllabi that adopt a group-centered model focus on individual groups in isolation, which can make it more difficult for students to integrate deeper, and more fundamental concepts such as privilege and structural disadvantage.

The concept-centered model uses key ideas such as colonialism, prejudice, and discrimination to examine broader social processes and understandings of the socio-historical significance of race and ethnicity.

Incorporating Diverse Forms of Assessment

When assessing student learning in terms of cognitive development, typical assessment strategies (such as a quiz, exam, or research paper) may be appropriate.

However, including other modes of assessment allows instructors to assess affective and social development as well. For example, if equipping students with tools for intergroup dialogue is a learning objective, assessment might include self-and peer reflections on student participation in large and small group dialogue in class.

Four key strategies to go from learning to action now!

1. Schedule learning and action into every week. .
2. Identify relationships that you want to build and strengthen. These relationships may be individual ones with colleagues or students, or they may be collective relationships that can be built by participating in a campus reading groups, learning communities, or workshops. Many programs are offered on our campus!
3. Think about your role on campus: are there changes that should be made by you in your practice, in your department or across campus? If there are, consider working with others — or even stepping up to lead.
4. Do you know what your professional association is doing? Many scientific societies and professional associations have put together a wealth of resources that are specific to your work. Look them up!

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Facilitating Conversations

GRIT

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Internal Prep for Critical Conversation

If we want to be active participants in dismantling systemic inequities and racist policies, we must engage and develop others to be active participants in a diverse democracy, we'll need to teach them not only to think for themselves but also to understand the impact and ongoing structures that prohibit equity.

It is imperative that we engage in critical conversations. Advocates must engage in the following preparation needed to lead critical conversations:

- Laying the foundation
- Shared understanding
- Social justice anchor standards (identity, diversity, justice)
- Consider your own identity(ies)
- Assess your comfort level with different topics
- Determine what is holding you back

Fear Zone	Learning Zone	Growth Zone
I deny racism is a problem	I recognize racism is a present and current problem	I identify how I may unknowingly benefit from racism
I avoid hard questions	I seek out questions that make me uncomfortable	I sit with my own discomfort
I strive to be comfortable	I understand my own privilege in ignoring racism	I speak out when I see racism in action
I talk to others who look and think like me	I listen to others who think & look differently than me	I yield positions of power to those otherwise marginalized

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Before the Conversation

<p>Set up your class for discussion. Before the critical conversation, make sure your classroom/environment is arranged so the parties can all see and hear one another. You want the parties talking to one another, not filtering their discussion through you.</p>	<p>Consider your goals for the conversation. Examples:</p> <ul style="list-style-type: none">▪ Connect a critical topic to shared principles like respect, fairness and individual worth.▪ Demonstrate an understanding of perspectives and experiences different from their own.▪ Respect and respond to the experiences of the participants.
<p>Teach up to the conversation. Ask yourself:</p> <ul style="list-style-type: none">▪ What context or vocabulary will the participants need to speak clearly and honestly on this topic?▪ How can participants connect this critical discussion to our curriculum/mission/objectives and to their lives?	<p>Anticipate strong emotions. As you plan the discussion, remember to make space for participants' emotional responses and consider how they could affect the conversation. Their experiences may trigger anger, for example, that could manifest in interruptions, loud talking, sarcasm or explicit confrontations; trauma or shame might lead to crying. Participants may be uncomfortable, but discomfort alone isn't reason to end the conversation.</p>

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Opening the Conversation

<p>Be positive. The participants take their cues about how to approach the conversation from you. When you engage critical topics with confidence, respect and a genuine curiosity about your participants' ideas and experiences, you encourage them to speak thought-fully and truthfully and to value one another's contributions.</p>	<p>Establish norms. Begin the discussion with a collaboration; setting norms together helps participants build ownership in the conversation. It may reassure participants to know that the discussion will have a clear structure.</p>
<p>Establish goals. Participants should know why a critical conversation is taking place and what you expect them to gain from it. Talking through goals with participants also eases the group into the discussion.</p>	<p>Offer a shared starting point. However a critical topic finds its way to your classroom/group, remember that connections that seem obvious to you may not be clear to participants. Instead of requiring them to be ready to jump into a critical conversation, provide a prompt to connect the discussion to their lives and to the curriculum/group.</p>

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During the Conversation

Structure the conversation. Planning a structure for your critical conversation will ensure that all students have the opportunity to contribute.

Plan ways to support and check in with participants. These strategies are designed to help participants communicate with you and with one another.

Navigating A Polarized Classroom Or Discussion

Contrast norms with political rhetoric. Establish norms for your discussion, ask the parties to consider how your conversation should differ from political discourse surrounding this issue and why.

Stress the distinction between identity and ideas, intent and impact. Remind parties that a productive critical conversation – one in which participants work towards better understanding one another – doesn't mean no one will disagree. Re-emphasize the difference between intent and impact, remind parties that in your community, it may be impossible to walk away from the impact of their statements.

Don't be afraid of drawing red lines. There are some debates, arguments or opinions that you simply may not accept in your classroom or presence, points where you've decided you'll step in and either address a statement or pause the conversation to redirect. When drawing a red line, be clear with parties about where you're drawing the line and why.

Enlist help when needed. Reach out to colleagues or consult with experts (discipline-based, devoted organizations) for assistance.

Focus on commonalities. Look for ways to highlight experiences that those on opposite ends of the spectrum might share in common. If discussion becomes particularly divisive, you might pause to refocus parties on shared experiences and ask them to consider why these similar experiences resulted in such different arguments.

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Wrap Up the Conversation

Wrap up the discussion. In addition to asking for anonymous feedback that can make your next discussion smoother, try one or more of these ideas.

- Summarize what you've learned
- Revisit your goals
- Share your appreciation

Allow time and space to debrief. Even if you end the conversation on a positive note, everyone involved will still need time and space to let go of emotions before they leave the classroom/setting. These strategies can help participants debrief what they learned and the experience of learning it.

Solicit anonymous feedback. Some participants may feel uncomfortable contributing to a critical conversation. They may also be reluctant to critique classmates/group or to let you know what they wish you were doing differently.

Plan for follow up action. Brainstorm ways that participants can take action. Make a list of steps, big and small, that participants can take to engage with this topic. This might range from something as simple as talking to a family member about their immigration story or reading a chapter of *The New Jim Crow* to learn about racism in the justice system.

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Activities to Create Safe Dialogue

BRINGING YOUR WHOLE SELF TO THE TEAM

In order to create extraordinary teams, members need to build a culture that invites all too bring their totality to work: to bring not only skills, but full commitment, presence, and gifts. When this happens, members feel joy, passion, and a desire to contribute. Highly effective teams elicit the best in employees, inspiring them to be fully present and commit to sharing their talents, courage, and skills in the workplace.

Checking the appropriate column below will help you identify the aspects of yourself that you bring to the team and those that you leave out.

	100%	Very Much	Moderate	Little	0%
My Enthusiasm					
My Intellect					
My Creativity					
My Ability to Change Others					
My Full Presence					
My Commitment					
My Skills					
My Personality					
My Cultural/Ethnic Perspective					
My Humor					
My Honesty					
My Empathy					
My Inclusion of Others					
My Vulnerability (Fear, Concerns)					
My Interests					
My Gratitude					
My Core Needs					
My Opinions					

Adapted from Emotional Intelligence for Managing Diversity for Teams. Gardenswartz, Rowe, Cheborsque. 2008

DIVERSITY AND EMOTIONS ON YOUR TEAM

Directions: Consider each of the dimensions of diversity and select 3 to 5 dimensions around which you sense the most powerful emotional reactions. Then note the feeling elicited (e.g. frustration, anger, excitement, anxiety) and the impact of each on the team (e.g. withholding input, volunteering for projects).

Dimension of Diversity	Emotional Reactions	Impact on the Team
Personality		
Style and Characteristics	(e.g. isolation)	(e.g. loss of input, commitment)
Internal Dimensions		
Age/generation		
Gender		
Physical/mental ability		
Ethnicity		
Race		
External Dimensions		
Geographic location		
Income		
Person habits		
Recreational habits		
Religion		
Educational background		
Work experience		
Appearance		
Parental status		
Marital status		
Organizational Dimensions		
Functional level/classification		
Work content/field		
Division/Department/unit/group		
Seniority		
Work location		
Union affiliation		
Management status		

Adapted from Emotional Intelligence for Managing Diversity for Teams. Gardenswartz, Rowe, Cheborsque. 2008

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Ground Rules for Healing Conversations

- ❑ My purpose in being here is to listen and understand others' perspective.
- ❑ I will not take what is said as a personal attack.
- ❑ I will not personally attack anyone during the conversation.
- ❑ I will speak only for myself, using I, me, my statements.
- ❑ I will keep an open mind, and heart when others share things that I disagree with.
- ❑ I will pay attention to my gut reactions and use them as a guide to help me gain self-awareness.
- ❑ I will share airtime and engage others in the conversation. We are better when we all feel safe to share.
- ❑ I will keep whatever is shared confidential. It is not my responsibility to share other people's story.

Created by Dr. Helen Abdali Soosan Fagan, Ph.D. (2016)

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Question and Answer

Q&A

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Upcoming Events and Initiatives

June 23, 12:00 pm - [Dish it Up: Special Edition](#)

June 30, 12:00 pm – [My Husker Action](#)

June 30, 6:00 pm – [Just Mercy, Film Discussion](#)

August 20, 11:30 am – [#NCLUDE](#) (sign up)

For details on all upcoming events, visit:
<https://events.unl.edu/diversity/upcoming/>

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Thank you!

Please be on the lookout for a short survey.



Visit our upcoming resource page at:
<https://go.unl.edu/echoingcall>

Contact us | diversity@unl.edu

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