**Scenario 5: DEI Training**

**Group 9:** Andy Agwunobi, Laura Cruickshank, Chris Delello, Kim Fearney, Tom Katsouleas

**Group 10:** Mike Jednak, Scott Jordan, Frank LaRosa, Kristi Henderson, Michael Mundrane

The university leadership asks each Dean and executive-level administrator to discuss their respective DEI strategic plan with their faculty and staff. The first one to do so is an executive-level administrator who shares the unit’s DEI plan during the unit-wide staff meeting. One of the items on the strategic plan includes increasing the professional development of staff members focused on diversity and equity. During the open discussion, a senior-level white administrator comments that their office does not have any issues of racial discrimination, given that Shondell, a staff member of color, has been working in the office for 5 years and has been doing very well at work. He asks why professional development on diversity and equity is being imposed on all staff members when not all units are having challenges with this. During this time, Shondell looks visibly upset. The senior-level administrator is not sure why she looks upset, but assuming he made her feel on the spot, he turns to her and says, “I’m sorry if I put you on the spot, but I think it is important to indicate how you are a shining example of how well our unit is doing.” Shondell responds and says to the entire group, “While I appreciate you viewing me as an example, I have to be honest and say that I make it here because I have to, not because there is an absence of racial issues impacting my experience.” The senior-level administrator is embarrassed that she would suggest his unit is not as great as he thinks it is relative to issues of diversity and equity. In turn, he responds to the group and says, “I’m disappointed to hear that you may not be as happy here. It might be a case of not being a good fit given how welcoming the team has been to you.” A week after the meeting Shondell gets a meeting request from her supervisor. He, also a white man, indicates that the team has been concerned over her attitude in the office and found her comment at the staff-wide meeting offensive. He recommends that she attend some upcoming training sessions that focus on coaching people on how to effectively call out bias and have productive conversations. Shondell refuses to attend the trainings noting that she was not the problem. Subsequently, Shondell’s morale at work lowered and she stopped attending informal gatherings with her team and called out sick several days in a month. Two months later, during her annual review, Shondell received her first negative evaluation for her work performance.

**Please complete the following reflection questions:**

1. How does the shift from a diversity-focused to an antiracist framework inform your response to this case?
2. In what ways are your responses different from before?
3. What aspects of university culture, policies and practices need to be addressed in order to align our responses to this scenario with an antiracist framework.
4. What is the responsibility of this team in leading UConn to becoming an antiracist institution?