**Scenario 1: Student Protests**

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Tensions among students start building on the Storrs campus when a graduate student is caught posting right-wing fliers denouncing the new anti-Black Racism curriculum as Marxist propaganda. These fliers contain racially coded language and “Blue Lives Matter” slogans, but no explicitly racist language or language that otherwise violates University policy. Student chatter online begins to connect this incident with the spirit rock incident, online racism, and Charter Oaks. Students begin to feel frustrated when institutional leaders are not taking any immediate punitive action against this graduate student, who is still enrolled and continues to teach a lab section. Despite changes in policy after each incident, Black students note a pattern of inaction by administrators. Black student leaders decide to show up with signs protesting the graduate student’s lab section, as well as at his home department. Despite COVID-19 concerns, they plan a campus protest beginning with campus leaders reciting poetry and giving speeches about the importance of an anti-Black Racism curriculum for all students. This peaceful protest turns chaotic, however, when tensions spark between protestors and police over the “Blue Lives Matter” message – it is unclear whether students or police spark the confrontations; but it is clear that the ensuing chaos spans out of control and UConn suffers injured students, injured UCPD, and property damage. National news and conservative news are in attendance.

**Please complete the following reflection questions:**

1. How does the shift from 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?