



VILLANOVA
UNIVERSITY

PRESIDENT

November 1, 2019

The Honorable Chuck Grassley
Chairman
Committee on Finance
U.S. Senate
219 Dirksen Senate Office Building
Washington, DC 20510-6200

Dear Chairman Grassley:

Thank you for your letter of September 25, 2019 raising some important issues in higher education that I can assure you are of mutual concern. On behalf of the Villanova University community, Provost Patrick G. Maggitti and I appreciate your interest in these topics, and we hope that the information provided in this response will be useful to your understanding of Villanova's vision and mission as an institution of higher learning that is absolutely committed to academic freedom and diversity, equity and inclusion on campus.

Key to understanding that vision and mission is the fact that Villanova University is a Catholic, Augustinian institution – the only one in the United States. Saint Augustine is generally regarded as the greatest thinker of both Christian antiquity and the Western intellectual tradition. While Saint Augustine has been celebrated across the ages for his expansive intellect and prolific writings, it was his passionate commitment to the pursuit of truth, a pursuit that he believed ultimately leads to God, that truly distinguished him. Villanova takes seriously its vision and mission to provide an Augustinian education in the search for the truth which has the ability to transform minds and hearts. Villanova's mission statement includes both a commitment to "excellence and distinction in the discovery, dissemination and application of knowledge" and "always welcoming people from all faiths, cultures and traditions to contribute their gifts and talents to our mission." Inspired by Saint Augustine's travels and interactions with people of many cultures and faiths in his search for truth, Villanova's mission reflects the belief that promoting academic freedom and promoting diversity, equity and inclusion are intertwined pursuits.

The pursuit of truth in Catholic universities is fundamentally grounded in academic freedom wherein faculty members have the ability to research, create, teach and express themselves in accord with their own best judgment. At Villanova, we believe that students also need to have the freedom to inquire, express opinions, explore ideas and engage in discussion. The secular notion of academic freedom, when applied without qualification to Catholic universities, fails to recognize intellectual tradition specific to the Catholic faith. Those theological traditions are privileged and occupy a special place in our curriculum. Indeed, freedom of expression necessarily has limits in some circumstances at Catholic universities. We heartily encourage a diversity of perspectives and values in a dialogic, civil and respectful manner. We also believe there is a distinction to be made between public events and the classroom, which is where academic freedom is evident. In fact, Villanova's religious affiliation extends the scope of academic freedom beyond what is generally accepted at secular higher education institutions to include discussion of questions of faith. A faith-based institution such as a Catholic university must guard and promote a robust body of opinion and recruit faculty who know the Catholic intellectual and moral traditions, teach the tradition and make scholarly contributions to the tradition. We have encouraged "hiring for mission" and welcome all faculty, regardless of their own personal faith perspective, in their promotion of our mission. Again, a critical part of our mission is the pursuit of the truth which is fundamentally grounded in academic freedom. Villanova's mission expressly calls for the University community to "[r]espect and encourage the freedom proposed by St Augustine, which makes civil discussion and inquiry possible and productive."

As part of Villanova's commitment to the pursuit of the truth, the University encourages the open exchange of ideas on a wide array of subjects, and hosts hundreds of lectures, symposia, and conferences each year, all dedicated to intellectual inquiry and the pursuit of the truth. These events have included a diverse range of speakers from various perspectives of the political, religious, and philosophical spectrums. These distinguished guests have included Senators Kelly Ayotte, Cory Booker, and Pat Toomey, Governors Tom Ridge and Jon Huntsman; a variety of well-known authors such as Bob Woodward and Stephen Moore; and a diverse list of respected academics including Dr. Cornel West, Dr. Robert George, Dr. Charles Murray, and Dr. Walter Williams.

With that background, let me respond to the specific questions posed in your letter.

1. Does Villanova University include "diversity and inclusion" questions on its course and teaching evaluations as described by Profs. Sheehan and Wilson, and, if so, does the university intend to continue asking such questions on its course and teaching evaluations for the foreseeable future? What is the standard wording of questions? In your response, please provide a representative example of such questions.

The short answer is "yes." However, with due respect to Professors Sheehan and Wilson's undoubtedly good faith attempt to express their perspective on Villanova's Course and Teacher Surveys ("CATS"), the description offered in their op-ed was not factually accurate and, as a

result, misleading. Indeed, as a threshold matter, I must clarify that the CATS are not intended to be, nor do I believe they are, “politicized” in any way, whether with respect to the specific questions included or how the results are used. Further, the CATS questions were developed based on input from students and faculty and are not used for tenure or evaluations of faculty performance for employment purposes. The following information should be helpful to you in understanding exactly what the CATS are and how they are used.

For many years now, CATS have been one of the many tools Villanova has used to gather feedback from students about the quality of their course instruction. The CATS are intended to provide information to the faculty and the University about student perceptions of their course experience, including the faculty member’s teaching, the curriculum used, the use of technology, and the quality of the learning facilities. The CATS were designed more than 20 years ago by a committee of Villanova faculty and administrators after an exhaustive process that included the circulation of drafts to the entire faculty for review and comment. Upon completion of that process, the first CATS were put into use in 1997.

Historically, the body responsible for overseeing the design, administration, and reporting of the CATS has been the Academic Policy Committee (“APC”) which is part of the University’s governance system. The APC is chaired by a faculty member, and its membership is comprised of faculty who are elected members of the Faculty Congress (an organization constituted by the faculty for the purposes of discussing all matters of interest to the faculty and, where appropriate, passing resolutions on such matters). Other APC members include student members who are elected members of the Student Government Association, the Deans of the University’s various Colleges and Schools, graduate students, and a representative from the University’s Student Life Office. The Vice Provost for Academics serves as an *ex officio* member of APC. The APC works closely with the University’s Office of Institutional Research (“OPIR”) which administers the CATS. The CATS process is subject to periodic reviews in an effort to continually explore ways to improve its efficiency and usefulness.

In their current form, the CATS consist of between 28 and 35 questions, including a section at the end where faculty may add up to five questions about their particular course, at their discretion. Among these 28 to 35 questions are three questions concerning “diversity and inclusion.” These diversity and inclusion questions are not among the questions that are used in faculty rank and tenure evaluations, or performance or merit pay evaluations. These diversity and inclusion questions were first added to the CATS used in all courses in the Fall of 2018 following a year-long APC subcommittee study of the idea which had been proposed by student leaders. As a result of its work, the subcommittee presented draft questions for consideration by the full membership of the APC which then engaged in a robust, months long review process, eventually leading to the approval of three questions to be added to the CATS. The first two questions ask students to indicate their level of agreement with each of the following statements:

- “The instructor for this course demonstrates cultural awareness.”

- “The instructor for this course creates an environment free of bias based on individual differences or social identities.”

The response options for each of these questions consist of a five-point scale of agreement ranging from “Strongly Agree” to “Strongly Disagree.” The third question is an open-ended question asking students to comment on the instructor’s sensitivity to the diversity of the students in the class, for example, biological sex, disability, gender identity, national origin, political viewpoint, race/ethnicity, religious beliefs, sexual orientation, socio-economic status, etc. Importantly, all of the questions are viewpoint-neutral, allowing for students of any background or viewpoint to determine whether the instructor created an environment that was sensitive to, or free from bias towards, their particular background or views.

Before actually including these three questions on the CATS, a pilot program was conducted during the Fall of 2017 to test their potential impact. The pilot was designed by OPIR and a faculty member with expertise in social science and statistical analysis who chaired the APC sub-committee and was tested in approximately 2800 CATS over 150 course sections taught by more than 125 tenured faculty representing the University’s various colleges. Only after the APC reviewed the pilot’s results and confirmed the new questions’ validity, i.e. that they measured what they were intended to measure and did not affect responses to the other questions on the CATS, were the three new questions added to the CATS on a University-wide basis. Following their inclusion in the Fall of 2018 CATS, the University conducted another comprehensive study of the diversity and inclusion question responses in a review similar in scope to that of the pilot study and presented the findings to the APC in the Spring of 2019. The results of the Fall 2018 study mirrored those of the pilot study, confirming the construct validity of the new questions and finding no biasing effect on the other, core CATS questions.

2. In your statement above, you begin to describe the process for including diversity and inclusion questions in course and teaching evaluations as one that began with student input and then "moved through the administration for formation and then to the faculty for evaluation and shaping...."

a. Please describe the "student input" that began the process for including these questions on course and teaching evaluations?

b. Please describe what it means that these questions "moved through the administration for formation." What administrators formed these questions, and what are these administrators' qualifications?

c. What was the process for "faculty ... evaluation and shaping" of these questions and how long was that process? During that process, did any Villanova University faculty member raise the possibility that inclusion of such questions on its course and teaching evaluations

might have a stifling or chilling effect on what might be described as the "the discovery, dissemination and application of knowledge," or something similar? If so, how were such concerns addressed?

In the Spring of 2017, the APC met with several student leaders to discuss various campus initiatives to promote diversity, equity, and inclusion, and to discuss how the APC might aid those initiatives with regard to academic policy. Based on feedback from these student leaders, the APC formed the above-referenced subcommittee to explore the addition of diversity and inclusion questions to the CATS. The APC subcommittee was chaired by a faculty member and included other faculty with extensive education and expertise in teaching, communications, survey and data science, and diversity and inclusion in the higher education environment.

Upon completion of the pilot study, described above, the University informed all faculty about the proposed new diversity and inclusion questions by way of an email which clearly stated that the three new questions would not be used for any faculty evaluations. This email also explained the process by which the APC developed the questions and shared the results of the pilot study. Of the hundreds of faculty members who received the email about the new diversity and inclusion questions, only a very few expressed any concern about potential adverse effects from the addition of the new diversity and inclusion questions to the CATS. The University responded by recommending further discussion with those faculty members, providing additional information in response to their specific questions, and, where applicable, identifying individuals at the University who were involved in the development and testing of the new questions, including APC members and representatives of OPIR, who could speak to the faculty member's specific concerns.

3. What would be the repercussions for a professor at Villanova University who, in any given semester, might have discussed in the relevant classroom setting any of the topics mentioned in Profs. Sheehan's and Wilson's commentary, including (a) "sexual dimorphism," (b) the texts of John C. Calhoun, Abraham Lincoln, Mark Twain, Harriet Beecher Stowe, Frederick Douglass or Flannery O'Connor, or (c) the traditional Catholic doctrine on marriage, in a way that earned him or her a statistically significant number of teaching evaluations describing him or her as "insensitive" to "biological sex, disability, gender identity, national origin, political viewpoint, race/ethnicity, religious beliefs, sexual orientation, socio-economic status, etc." ?

a. Could those evaluations give rise to that professor having to meet with a superior to discuss his or her "sensitivity" in a meeting he or she would not have reasonably thought was optional to attend?

b. Could it become a part of his or her "permanent record," as alleged by Profs. Sheehan and Wilson?

c. Could it negatively affect his or her compensation?

d. Could it negatively affect his or her chances for advancement at Villanova University, including chances to gain tenure?

e. Could it negatively affect his or her chances for maintaining tenure at Villanova University?

f. Does Villanova University take the position that a professor's teaching on any of these topics in good faith, in a relevant classroom setting, might reasonably rise to a level of discrimination being so severe, pervasive, and objectively offensive, and that so undermine and detract from a student's educational experience, that a student is effectively denied equal access to the university's resources?

Again, it is important to emphasize that the University does not consider the CATS to be “student evaluations.” While the University considers student perceptions as documented through the CATS process to be useful in evaluating teachers’ effectiveness, and, therefore, uses responses from the CATS to help improve teaching effectiveness, only faculty members and administrators – not students – actually evaluate faculty members’ performance.

Moreover, the diversity and inclusion questions on the CATS are not intended to be used, and are not in fact used, as part of any faculty member’s annual or triannual evaluation of teaching effectiveness, disciplinary reviews, or for decisions regarding tenure, promotion, or compensation. The responses to these questions are excluded from the CATS data provided by the University to the committees that perform tenure and promotion evaluations and make these decisions.

The University does not keep CATS results as part of faculty employment files. And, again, the University does not consider the responses to the diversity and inclusion questions as part of the process to evaluate faculty members for promotion, tenure, or compensation. Notwithstanding the fact that the responses to the diversity and inclusion questions are excluded from the faculty evaluation process, this information is intended to be used by faculty members, and their respective Department Chairs, to improve their teaching based upon how their students view their performance concerning diversity and inclusion related issues.

4. Does Villanova University have a written policy defining "Bias Response Team" as well as its policies and procedures for receiving, evaluating, and referring complaints? If so, please provide a copy of those policies.

The Bias Response Team is not a separate mechanism for the University’s receipt, evaluation and referral of formal complaints. The Bias Response Team is accessible to the University community to discuss concerns about bias incidents and explain the available processes

for formally filing a complaint with the University. Therefore, beyond the general guidance provided on the University's Office of Diversity, Equity and Inclusion webpage, Villanova does not have a formal, written, approved policy which defines "Bias Response Team" or documents policies and procedures for receiving such complaints, because its role is not to receive complaints. Its role is to listen and provide information to community members about where to go on campus to formally register a complaint with the University.

5. What individuals or groups are eligible to serve on the Bias Response Team, and how are they selected? How many members does it have, and what, if any, are those members' other positions at Villanova University, whether it be faculty, staff, student, or some other affiliation with the university?

The existence, composition and operation of Villanova's Bias Response Team ("BRT") is still a work in progress and, at the present time, there are no formal policies that set forth exactly how a BRT is selected or who may serve on a BRT. The effort to consider the potential formalization of any such process is housed in the Office of Diversity, Equity and Inclusion, and is still in its nascent stages.

We appreciate your questions regarding the BRT – and the webpage more broadly – which have highlighted clearly our need to better define and communicate the role of the BRT to the campus community. Indeed, we see the BRT concept as representing a potential opportunity to educate campus constituencies about bias; help our largely young adult student population develop the tools necessary to successfully navigate uncomfortable, difficult and sometimes wholly inappropriate situations; and strengthen the campus climate in a way that ultimately encourages academic freedom and the expression of diverse ideas.

The relevant literature suggests that BRTs began to appear on college and university campuses decades ago, in the 1980s. Such teams have become more prolific as institutions of higher education strive to positively impact campus climates and demonstrate their commitment to diversity and inclusion. We do not believe that BRTs are, in and of themselves, an affront to academic freedom. To the contrary, their practices should expressly acknowledge and embrace the importance of the free and open exchange of all ideas. At Villanova, it is the free and open exchange of ideas, the pursuit of truth in a diverse community, through which we pursue our mission.

6. What is an "incident of bias"? According to Villanova University's website, "No one should be mistreated because of their race, age, color, sex, sexual orientation, religion, ethnic or national origin, disability or veteran status...." Are "incident[s]s of bias" limited to activities that are so severe, pervasive, and objectively offensive, and that so undermine and detract from a student's educational experience, that a student is effectively denied equal access to the university's resources? Or can an "incident of bias" at Villanova University involve lesser activity?

Beyond the wording quoted from Villanova University's website above, there is no definition of "incident of bias" in the University's policies. An individual who wishes to receive a response from the BRT will define in their communication with the BRT what activity they believe constituted an incident of bias.

As noted on the Office of Diversity, Equity and Inclusion's webpage – and as is the case at many colleges and universities across the country – the BRT does not have the authority to conduct a formal investigation or impose a sanction as a result of a bias incident report. Instead, as currently organized, the BRT may suggest resources for someone who reports having been subjected to what he/she believes was improper bias, including the processes available for making a formal complaint to the University, so that the offices (e.g. human resources, student affairs, etc.) intended to receive such formal complaints can determine whether an investigation is appropriate and, if so, to undertake it consistent with published University policies (e.g. staff handbook, faculty handbook, student code of conduct, etc.).

7. What training, if any, does Villanova University provide to members of its Bias Response Team for the purpose of helping them distinguish between "incidents of bias" that are (1) so severe, pervasive, and objectively offensive, and that so undermine and detract from a student's educational experience, that a student is effectively denied equal access to the university's resources compared with those that are (2) merely the expression of heterodox ideas made or offered in good faith? Please provide copies of those materials.

As explained above, Villanova's BRT process is still relatively new, and a work in progress. At the present time, there are no additional materials beyond the website. The University does provide training to all personnel on topics such as the prevention of discrimination and harassment, and offers training to students, faculty and staff on related topics such as bystander intervention.

Like many other institutions that have established similar models, Villanova began the BRT concept as representing a potential opportunity to educate campus constituencies about bias; help our largely young adult student population develop the tools necessary to successfully navigate uncomfortable, difficult and sometimes wholly inappropriate situations; and strengthen the campus climate in way that ultimately encourages academic freedom and the expression of diverse ideas.

8. What training, if any, does Villanova University provide to other individuals in its community who might be responsible for handling reports of "incidents of bias" for the purpose of helping them distinguish between "incidents of bias" that are (1) so severe, pervasive, and objectively offensive, and that so undermine and detract from a student's educational experience, that a student is effectively denied equal access to the university's resources compared with those that

are (2) merely the expression of heterodox ideas made in good faith? Please provide copies of those materials.

At the present time, there has been no such formal training. As noted above, the University provides training to all personnel on topics such as the prevention of discrimination and harassment, and offers training to students, faculty and staff on related topics such as bystander intervention. University employees responsible for our compliance with local, state and federal law, and with assuring compliance with University policy receive significant training. By way of example, these employees work within several departments at Villanova, including: Human Resources, Title IX, Department of Public Safety, the Villanova University Police Department and the Office of the Vice President and General Counsel. Each of these departments provide training relevant to their respective responsibilities.

9. Since the beginning of the 2017-2018 academic year, how many complaints has Villanova University's Bias Response Team received, and does the Bias Response Team keep records of such complaints? If so, please provide copies of those complaints that involve allegations of bias committed by faculty, with personal information redacted.

As mentioned above, the BRT may receive certain reports which may then be processed under published University policies by the Offices responsible for receiving, processing and potentially investigating these matters. Since the beginning of the 2017-2018 academic year, the Office of Diversity, Equity and Inclusion has recorded three reports, two of which involved an allegation of bias on the part of a faculty member. Copies (appropriately redacted to protect certain private information) of these reports is provided herewith.

10. Does the Villanova University Bias Response Team accept anonymous complaints, and, if so, does the Bias Response Team keep records of anonymous complaints?

Yes, the BRT does accept anonymous reports and does keep records of such reports.

11. How does Villanova University's Bias Response Team address "incidents of bias" that are not so severe, pervasive, and objectively offensive, and that so undermine and detract from a student's educational experience, that a student is effectively denied equal access to the university's resources?

a. Since the beginning of the 2017-2018 academic year. have there been any such incidents that resulted in discipline of students or faculty?

b. If so, how many of such incidents resulted in discipline of students or faculty, and what types of discipline ensued on account of such incidents?

c. How many of such incidents involved subject matters taught by faculty?

d. How many of such incidents involved faculty behavior outside of a classroom setting?

The BRT is not intended to, and the BRT does not, make a determination whether any “incidents of bias” raised with the BRT meet the standard of “so severe, pervasive, and objectively offensive, and that so undermine and detract from a student's educational experience, that a student is effectively denied equal access to the university's resources.” The BRT is not involved in investigating, processing or addressing these complaints.

12. If a professor at Villanova University had sought to teach or discuss any of the topics mentioned in Profs. Sheehan's and Wilson's commentary, including (a) "sexual dimorphism," (b) the texts of John C. Calhoun, Abraham Lincoln, Mark Twain, Harriet Beecher Stowe, Frederick Douglass or Flannery O'Connor, or (c) the traditional Catholic doctrine on marriage, in a relevant classroom setting at the university, and such teaching or discussion had prompted a report to the Bias Response Team, would the Bias Response Team have reviewed or further reported such teaching or discussion to any other office at the university?

a. If so, please elaborate on the processes involved in that further review or reporting. In such elaboration, please discuss any meetings that might have been held with the professor, informal or otherwise, that he or she might have been asked to attend and which he or she would not have reasonably thought was optional to attend.

b. In such meetings, which individuals at Villanova University might the faculty member have met with? Would these processes, or any part thereof, described in your answer to this question become a part of the professor's "permanent record"?

These questions pose hypothetical scenarios that require speculative responses. Based on that, we are regrettably unable to answer this question with any reasonable measure of accuracy or specificity. As noted above, the BRT is viewed as an opportunity to educate campus constituencies about bias; help our largely young adult student population develop the tools necessary to successfully navigate uncomfortable, difficult and sometimes wholly inappropriate situations and strengthen the campus climate in way that ultimately encourages academic freedom and the expression of diverse ideas.

13. I assume Villanova University has orientation programming for its new students. During such programming, how does Villanova University communicate to those new students the importance of academic freedom, if at all? Please provide copies of any materials used for such programming.

As explained above, academic freedom is the cornerstone of intellectual growth and the pursuit of truth at Villanova. Rather than address this fundamental principle in the abstract during

new student orientation, the University puts the principles of academic freedom into practice beginning with the Core Curriculum classes that students must complete.

The Core Curriculum courses cover a broad range of disciplines and promote literacy as a foundation for intelligent discourse and the articulation of informed views. These courses are designed to prepare students to become active participants within society, to engage in the process of informed political debate, and to encourage an understanding and appreciation of the diversity of cultures and experiences, a respect for the individual, and the development of a multicultural and international perspective.

For example, regardless of their college of study, all students take the “Augustine and Culture Seminar” (“ACS”), which lays the groundwork for emerging as thoughtful, intellectually-curious, and spiritually-grounded persons through Augustinian inquiry. In this seminar, students learn not only about Augustine, but how to be like him in his passionate engagement with “the higher things”: literature, history, and politics; truth and moral values; the gods and God. Students read some of the most important texts of world literature and thought, and like Augustine, seek to come to terms with the biblical, Greek, and Roman traditions. Students are also asked to engage with the best of what has been written and thought, whether it belongs to their tradition or not and whether they agree with it or not, in order to respond creatively to the needs of the present.

Students also take “Theology 1000: Faith, Reason and Culture,” which teaches students of the Christian tradition to recognize that their beliefs have implications for the lives of others in their own society and across the globe, including other religious traditions and cultures. Recognizing that Villanova exists within a world of profound religious, theological and cultural diversity, Theology 1000 provides students with an opportunity to understand themselves in relationship to others, the social order, and the social divisiveness and violent confrontations rooted in deep economic, political, cultural and theological worldviews.

In addition, students in the College of Liberal Arts and Sciences (“CLAS”) – the largest College at the University – take additional Core Curriculum classes in philosophy and ethics as part of their degree requirements. These classes are designed to have students emerge with the ability to understand the perspective of their own cultural assumptions and values; analyze the complexity of shared, diverse, and underrepresented human experiences from multiple points of view; and express clearly, listen carefully, and enter into dialogue with others in a respectful manner, with concern for underrepresented voices.

Finally, I want to, once again, emphasize that, at Villanova, we value the voices of each of our community members. We celebrate hearing and listening to everyone’s thoughts and opinions, which embody a very wide spectrum of perspectives. Diversity, equity and inclusion and the principle of academic freedom are not accessories in higher education today; they are at its core. Our Catholic Augustinian Mission Statement insists that “to foster academic excellence, we as a University: create a diverse community of scholars, united and dedicated to the highest academic standards.” Our work is not to eliminate perspectives, but to be carefully attentive to

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our and others' perspectives. It is only through such communal, caring engagement that our students and faculty can exemplify the teachings and wisdom of Saint Augustine, all in pursuit of the truth.

Thank you for the opportunity to provide this information to you and the Committee.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter M. Donohue, OSA". The signature is fluid and cursive, with a large initial "P" and a long horizontal stroke extending to the right.

Rev. Peter M. Donohue, OSA, PhD

Enclosures

From: [REDACTED]
To: [REDACTED]
Subject: Bias Incident
Date: Wednesday, April 3, 2019 8:43:12 AM

Villanova Form Response

FirstName: Anonymous

LastName: Report

Role: Witness

Email:

Phone:

Year: Senior

Date:

Time:

OffenderRole: Faculty

Location: Other

OtherLocExplain: [REDACTED]

IncidentDescription: [REDACTED] Professor [REDACTED] uses sexist and derogatory language about a faculty member on his twitter feed: "thanks to that B's WSJ op ed . . ." [we all know what "B" means in this context.

This email was generated by a form at
https://www1.villanova.edu:443/content/villanova/provost/diversity/report_bias.html

From: [REDACTED]
Sent: Friday, November 16, 2018 11:03 AM
To: [REDACTED]
Cc: [REDACTED]
Subject: Bias Complaint

Hi Everyone,

I am emailing to inform you of a complaint that we received. Second year student, [REDACTED], is currently taking [REDACTED] with [REDACTED]. A few weeks ago, the reading assignment was Steven Singer, who is an animal rights activist. [REDACTED] concern is that within the assigned reading Black people are compared to animals. She emailed the faculty to explain this and sent him readings and other points to consider. [REDACTED] responded by asking her to read other things and recommend what he should and shouldn't use to make the class inclusive. He also told her that she should bring up the discussion in the next class. The next class period [REDACTED] felt like she had to speak (although not called on), realizing that none of her other classmates made the connection and as the only Black person in the class. She stated that she felt put on the spot and had to teach the class about why the reading was problematic. The faculty member stated, "I'm just a White person trying to be woke." In the larger context [REDACTED] concern is that this material has been taught for several semesters and the faculty did not realize that comparing Black folks to animals could be offensive and that there is no counter narrative presented that illustrates the racism in the piece.

When I asked her what she wanted to come from her complaint, she stated that [REDACTED] is nice and well-intended and she did not want him to get in trouble. However, even after the conversation she felt that [REDACTED] did not truly understand the hurt she experienced or the problem itself. [REDACTED] hopes for a curriculum shift or at least more counternarratives to be used in the class.

Furthermore, the complaint is delayed because [REDACTED] did not plan to bring it up. She thought that as a Black person "that is just life." She was promoted by [REDACTED] to tell our office.

[REDACTED]

[REDACTED]