

CASE NO. 15-cv-324-C

IN THE UNITED STATES DISTRICT COURT FOR THE
WESTERN DISTRICT OF OKLAHOMA

RACHEL TUDOR

Plaintiff,

v.

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY and THE REGIONAL
UNIVERSITY SYSTEM OF OKLAHOMA,

Defendants.

DEFENDANTS SOUTHEASTERN OKLAHOMA STATE UNIVERSITY AND
THE REGIONAL UNIVERSITY SYSTEM OF OKLAHOMA'S RESPONSE IN
OPPOSITION TO PLAINTIFF'S MOTION FOR REINSTATEMENT

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UNITED STATES OF AMERICA,

Plaintiff,

RACHEL TUDOR,

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SOUTHEASTERN OKLAHOMA STATE
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THE REGIONAL UNIVERSITY SYSTEM
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Defendants.

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**DEFENDANTS SOUTHEASTERN
OKLAHOMA STATE UNIVERSITY AND THE REGIONAL
UNIVERSITY SYSTEM OF OKLAHOMA'S RESPONSE
IN OPPOSITION TO PLAINTIFF'S MOTION FOR REINSTATEMENT**

Defendants, Southeastern Oklahoma State University, ("SEOSU"), and The Regional University System of Oklahoma ("RUSO"), (collectively "University Defendants" or "the State"), and pursuant to the Court's Minute Entry of November 20, 2017, [Doc. 256], submit the following Response Brief in Opposition to Dr. Tudor's Motion for Reinstatement [Doc. 268] asking this Court for an order reinstating Plaintiff and awarding her tenure.

INTRODUCTION

A working relationship is a lot like a marriage, and if both parties are not enthusiastic about it and eager for it to succeed, then it will not. A forced marriage is no marriage at all; it is a condition of servitude. Dr. Tudor asks this Court to force the State of Oklahoma into a condition of servitude to a dysfunctional and fundamentally broken

relationship. There is a reason that our nation's justice system has evolved to reduce disputes and their solutions to monetary payments.

The Court is now the finder of fact with respect to equitable relief. In determining whether reinstatement and/or tenure is an appropriate remedy, the Court conducts a fact-specific inquiry taking into account not only the jury verdict, but also the jury instructions and the evidence presented by the parties. If the Court finds any evidence that the termination was motivated by something other than discrimination, reinstatement is not an appropriate remedy. 42 U.S.C.A. §2000e-5(g)(2)(A). This inquiry should be conducted with deference given to academic or business decisions of the institution. Traditionally, federal courts have been wary of interfering with academic tenure decisions. Courts do not sit as super-tenure committees and may not readily substitute their judgment for that of a university.

Defendants ask this Court to deny Dr. Tudor's requests for (a) reinstatement and (b) tenure. Reinstatement is neither reasonably feasible, nor is it desired.

ARGUMENT AND AUTHORITY

PROPOSITION I: OPINIONS OF TUDOR'S QUALITY AS A PROFESSOR

As the Court is already well aware, the jury in this case awarded damages well in excess of the statutory cap and reasonableness. This is not evidence warranting reinstatement. Nor is the self-serving testimony of Tudor or the impassioned pleas of her "close friend," Dr. Cotter-Lynch. While Tudor and her counsel put on a case of transgender discrimination, the jury was hoodwinked into disregarding the settled law that while Title VII may protect against instances of gender stereotyping and conformity (or non-

conformity) with gender stereotypes, Title VII does not protect against discrimination based *per se* on someone's status as transgender. Dr. Tudor mistakenly or intentionally disregards the evidence presented against her proposed return to campus. Dr. Tudor also asked this Court and jury to wholly disregard (or remain wholly ignorant of) her poor work performance after leaving Southeastern. Whether or not Dr. Cotter-Lynch, Dr. Tudor, or even Dr. Tudor's expert believe Dr. Tudor was a good teacher or scholar nearly a decade ago, in 2009-2010, is not the issue now. The issue today is whether or not Dr. Tudor would be good for the students, the department, and the university presently, and in years to come. The evidence shows that she would not.

A. Dr. Randy Prus: Tenure Committee Member, Department Chair

The Court heard Dr. Prus' testimony for itself. Dr. Randy Prus is currently the Chair of Southeastern Oklahoma State University's department of English, Humanities, and Languages, ("EHL"), the department to which Dr. Tudor wishes reinstatement and tenure. Dr. Prus testified in open court that in 2009-10 he voted against granting Dr. Tudor tenure, and was the lone dissenter on that committee. (*Trial Transcript Vol. 3*, p. 465, ln. 13-18, attached as Exhibit 1). Dr. Prus testified that Dr. Tudor's portfolio in 2009-10 demonstrated a failure to properly address her audience in writing, something at which one would expect an English professor to do better. As Dr. Prus put it, Dr. Tudor's cover letter "lacked professional competence," missed its intended audience, and simply "didn't make sense." (*Id.* at p. 465, ln. 21 – p. 466, ln. 3). Dr. Prus criticized Dr. Tudor's lack of engagement and energy as a teacher. (*Id.* at p. 466, ln. 2-4). Dr. Prus testified that Dr. Tudor's inclusion of a personal journal as a form of publication was not an appropriate publication for a tenure

portfolio to include. (*Id.* at pp. 472, ln. 24 - p. 473, ln. 4). Dr. Prus testified that Dr. Tudor's portfolio references to non-tenured faculty and staff was not appropriate in seeking tenure for herself. (*Id.* at p. 473, ln. 13-16).

As the current Chair of the department, Dr. Prus testified about the logistics and benefits of Dr. Tudor's departure from (or possible return to) the EHL department. For example, Dr. Prus testified in court that no one in particular took over duties that would have been filled by Dr. Tudor had she received tenure and promotion. (*Id.* at p. 480, ln. 3-6). Regarding possible reinstatement of Dr. Tudor, Dr. Prus testified as follows:

Q.: As the current chair of the English, Humanities, and Languages department at Southeastern, do you think it would be a good thing for that department if Dr. Tudor came back to work there now?

Prus: No.

Q.: Do you think it would be a good thing for those students if Dr. Tudor came back to work now?

Prus: No.

Q.: Do you think it would be a good thing for the university if Dr. Tudor came back to work there now.

Prus: No.

Dr. Tudor argues in her brief on reinstatement and tenure [Doc. 268] that there would be no opposition to her return to work at Southeastern's EHL department, relying primarily on the endorsement of her "close friend," Dr. Cotter-Lynch, for this proposition. "To [Cotter-Lynch's] knowledge, no one in the English Department opposed Tudor's return to Southeastern." [Doc. 268, p. 3]. However, as noted above, Department Chair Dr. Prus, specifically objects to Dr. Tudor's return as it would not be good for the department, the students, or the university. Further, when questioned by Dr. Tudor's counsel, Dr. Prus

testified on the issue of whether anyone in the Department opposes Tudor's return, as follows:

Q.: Do you think other faculty in the English department would welcome Dr. Tudor back at Southeastern?

Prus: I – we didn't discuss it formally as a department, but informally, I spoke with my colleagues, and it might be split at best, you know. There are a few – there are those who would object to it for a variety of reasons.

(Ex. 1 at p. 483, ln. 11-20).

Perhaps most tellingly, and most germane to the question of tenure, was Dr. Prus' testimony about the promise of what future work Dr. Tudor demonstrated (or failed to demonstrate). Dr. Prus testified as follows:

Prus: As I think I might have mentioned . . . tenure for me is not just a reward but a promise of what further work one is going to do in a field, and I didn't see that promise.

Q.: And by that you mean a promise from the candidate demonstrating potential?

Prus: Yeah.

(*Id.* at p. 474, ln. 8-14).

Dr. Tudor simply did not demonstrate potential for future contributions and success in a way that merited tenure.

Finally, Dr. Prus seems to be, perhaps, the one professional academic involved in this litigation whom everyone regards highly. For example, Dr. Tudor herself testified under oath and in open court that she trusts Randy Prus' judgment and that he is a truthful person. (*Trial Transcript, Vol. 1*, p. 90, ln. 2-5, attached as Exhibit 2). Dr. Tudor's most ardent advocate and close personal friend, Dr. Meg Cotter-Lynch, testified before the Court that she respects Dr. Randy Prus, and that she trusts him. (*Trial Transcript, Vol. 2*, p. 361,

ln. 7-10, attached as Exhibit 3). Former-Dean, Dr. Lucretia Scoufus, testified in open court that Dr. Prus is “an outstanding department chair.” (*Trial Transcript, Vol. 4*, p. 631, ln. 18-20, attached as Exhibit 4). Finally, Dr. Tudor’s lead counsel, himself, Mr. Ezra Young, represented in his closing remarks to that jury that, “Dr. Randy Prus [] is a bit of a curmudgeon, but he’s an honest curmudgeon.” (*Trial Transcript Vol. 5*, p. 835, ln. 12-13, attached as Exhibit 5). Keep in mind that Dr. Prus’ honest and sworn testimony as a professional academic, as someone who reviewed Dr. Tudor’s actual 2009-10 portfolio and found it lacking, and as the current Chair of the EHL department, is that Dr. Tudor should not come back to work at Southeastern; that it would not be good for the students, the EHL department, or the university. No one else in this litigation has the benefit of the insights held by Dr. Prus. Trust Dr. Randy Prus’ professional judgment.

B. Dr. Tudor’s Work Subsequent to Leaving Southeastern

Throughout this litigation, Dr. Tudor and counsel on her behalf have treated the concept of tenure as an entitlement, something which Dr. Tudor was owed by virtue of the fact that she worked at Southeastern for seven years, regardless of the merit and promise she failed to demonstrate. However, Dr. Tudor’s work performance and professional productivity show that Dr. Prus was right about Dr. Tudor in his 2009-10 evaluation of her. To be blunt, Dr. Tudor’s work performance since leaving Southeastern’s employ has been demonstrably poor in the areas that matter for a professional educator and someone who claims an entitlement to tenure in the higher education setting.

1. Collin College

The jury did not get to hear about Collin College. But Dr. Tudor's performance at Collin College is directly relevant to whether or not she deserves reinstatement or tenure at Southeastern today. At the end of the spring semester of academic year 2010-11, Dr. Tudor separated from Southeastern Oklahoma State University due to her inability to merit tenure there. In the summer of 2012, Dr. Tudor signed a contract to begin teaching at Collin County Community College in the State of Texas. (*See Excerpts from Tudor's Personnel File from Collin College* at CC 5, attached as Exhibit 6). Dr. Tudor was paid a salary of \$51,184 that year. (*Id.* at CC 13). Dr. Tudor then benefitted from general raises to \$52,720 (2012-13) (*id.* at CC 16); then to \$54,829 (2013-2014) (*Id.* at CC 19); and then to \$58,022 (2014-2015) (*Id.* at CC 25).

However, despite benefitting from the general raises in her salary, Dr. Tudor ultimately demonstrated that she was not meeting the needs of the students and the College, and her contract there was not renewed. For example, during her "Faculty Performance Appraisal 2014-2015" at Collin College, dated 1/11/16, Dr. Tudor's then-dean, Dr. Donald Weasenforth, wrote the following:

In the Fall 2014 and Spring 2015 student evaluations, a notable number of students in Professor Tudor's dual credit classes and in one College campus-based class report that Professor **Tudor's instruction is not as clear as it should be** and that **her classroom management is lacking**.

(*See Collin College Faculty Performance Appraisal 2014-2015*, CC 299 – 307 at 301, attached as Exhibit 7). (Emphasis added)

In the same annual review, Dean Weasenforth described Dr. Tudor's service to Collin College as, "adequate, albeit not outstanding." *Id.* at 303. Dean Weassenforth went on to

give Dr. Tudor an “Overall Evaluation” score of “Improvement Needed.” (*Id.* at CC 307). Finally, Dean Weasenforth’s “Recommendation to the Council on Excellence” was as follows:

I do X do not recommend this faculty member for a multi-year contract.

JUSTIFICATION/COMMENTS: Professor Tudor’s professional development meets standards of excellence. However, her service is adequate, and student evaluations from Fall 2014 and Spring 2015 indicate a need for improvement in instruction and classroom management.

Ex. 7.

In short, Dean Weasenforth and Collin College judged Dr. Tudor’s work performance as a mixed bag – some good, some bad – but ultimately not good enough to continue teaching there.

Unable or unwilling to accept responsibility for her own deficiencies, Dr. Tudor cried discrimination, (as she did at Southeastern), and filed a grievance with Collin College accusing Dean Weasenforth of “biased performance evaluation . . . based on sex,” the “deliberate distortion of information,” a “factual misrepresentation of the data,” and failures to respond to Tudor’s inquiries. (*See Tudor’s Employee Complaint* at CC 1045 – 1047, attached as Exhibit 8). Dr. Tudor accused the Dean of mishandling an incident involving “transphobic remarks” allegedly made by another professor. (*See Collin College Hearing Officer Findings*, CC 1049-1052 at 1050, attached as Exhibit 9). Dr. Tudor also argued in the internal Collin College hearing that negative remarks in certain student evaluations purportedly reflect bias against her because of her transgender status, and that some of her students allegedly called her “sir.” *Id.* Dr. Tudor demanded negative

remarks be removed from her written evaluation, and that new policies or procedures be established at Collin College. Apparently, maligning people in her profession is something to which Dr. Tudor readily resorts, whether it be at Southeastern, Collin College, or who knows where else. However, the Collin College Hearing Officer found Tudor's claims "not substantiated." (See Ex. 9 at CC 1049-1052). Needless to say, Dr. Tudor appealed that decision, pressing her accusations of discrimination against Dr. Weasenforth. (See *Tudor Appeal*, "CC 1054-1057," attached as Exhibit 10). The Collin College lower panel's finding against Dr. Tudor was affirmed. (See *Collin College Review Panel Decision*, "CC 1058," attached as Exhibit 11).

Despite Dr. Tudor's accusations of administrative or institutional transphobia and sex discrimination, the student evaluations spoke volumes. As a sample set, the student evaluations about Dr. Tudor's performance at Collin College included the following statements directly from her students in 2014:

"[We] are having a problem with [our] composition two professor Rachel Tudor. She is very vague on instructions and does not explain what she wants in our essays. The whole class is lost . . . I tried to get help and even went to the writing center but they could not help me because the instruction [sic] were so vague and they didn't know what I had to write about. . . . Her teaching is very unprofessional and the whole class is having problems with her. . . .

On Thursday, March 20th she puts my email up for the whole class to see and she starts correcting my grammar and says that there are clear instruction [sic] for the essay. . . . I did not give her consent for her to show my email to the whole class. . . .

(See *Collin College Student Evaluations*, "CC 1067," attached as Exhibit 12).

Another student wrote:

“The major concern I have with this professor was in class, she informed the class that a complaint had been made about her. She put the complaint up on the overhead projector for the class to read, asking us if we agreed or disagreed with the student’s complaint. I feel rather uncomfortable with this I also feel this is highly unethical. She asked the students to go to the dean saying that the statement the student made was not true.

(Id. at CC 1069).

Then, in one representative instance in October of 2015, Dr. Tudor held up a student’s paper for ridicule in front of other students, and the authoring student’s name was visible to the student’s classmates. In pertinent part, that student’s complaint says:

On 10/26/15 the professor exposed my paper in front to my classmate, without my permission. She used my paper as a bad example. I felt so embarrassed because my name was on it and everybody knew it was my paper.

(Id. at CC 1073).

Public humiliation of her students in front of the whole class seems to be a recurring theme in Dr. Tudor’s method of instruction. One can only imagine the cries of discrimination Dr. Tudor would have wailed had something like this happened to her. Another student’s evaluation echoed some of these same concerns, writing, “Professor [Tudor] does not give specific instructions to students and makes fun of students’ work,” and “assigns papers to students in a confusing way.” *(Id. at CC 1074).* Still another student evaluation in late 2015 described Dr. Tudor as a “bully.” *(Id. at CC 1076).* In more banal complaints, students cited concerns such as, “I don’t feel like I have learned anything this year.” *(Id. at CC 1078).* More recently, in early 2016, one of Dr. Tudor’s students wrote:

I have been flagged on Blackboard [a digital classroom management tool] for the use of the word ‘illegal.’ She [Tudor] has made a rule that ‘illegal’ will result

in expulsion from the class. I can't turn in my required blog posts due to her removing me from Blackboard discussion boards. I fear my grade will suffer because I don't align with her politically.

(*Id.* at CC 1082).

But according to Dr. Tudor, this is no doubt all part of a transphobic conspiracy to ruin her career, perpetrated at no less than two institutions of higher education, in two states, by everyone from the RUSO board, the SEOSU administration, the Collin College Administration, and the Collin College students. It is also noteworthy that in the one hundred and twenty (120) pages' worth of exhibits attached to Dr. Tudor's Motion for Reinstatement and Tenure, there is not a single reference, recommendation, or endorsement from any of Dr. Tudor's former students, either at Southeastern, Collin College, or elsewhere.

Although Dr. Randy Prus, and the administration at Southeastern Oklahoma State University may not have known how poorly Dr. Tudor would do as a professor at Collin College, the evidence shows that Dr. Prus' professional judgment was right in the first place. Dr. Tudor showed neither the potential (nor the actuality) of a successful professor in the university setting. Administrators, evaluators, and students all agree: Dr. Tudor's professional performance is lacking. She should be neither reinstated, nor granted tenure.

2. Seminole State College

In the summer of 2017, Dr. Tudor applied for work with an Oklahoma entity outside of SEOSU and the RUSO system: Seminole State College ("SSC"). (*See Declaration of Holly Newell*, attached as Exhibit 13). According to employees at SSC, Dr. Tudor declined to appear in person or to participate in a Skype/live-video interview remotely, instead

requesting only an interview by telephone. *Id.* at p. 3. She was applying for a job as an Instructor of English Composition, and was informed that part of the interview process was a sample teaching presentation which might not be effective over the telephone, and Dr. Tudor still declined to appear in person or via video conferences. *Id.* at p. 4. Dr. Tudor refused multiple attempts from Holly Newell at SCC to aid in setting up video conferencing. *Id.* According to the documentation obtained in this litigation by subpoena from SSC, Dr. Tudor seemed good on paper to SSC reviewers, getting the highest pre-interview score of the twenty applicants, but then had the poorest interview score of the six applicants who actually spoke with the reviewers. (*See SSC Documents*, attached as Exhibit 14). The SCC Interview Committee offered terms like “not engaging,” “monotone,” “disappointing,” and “lacked energy” to describe Dr. Tudor’s presentation. (Ex. 13 at p. 5).

Just as Dr. Parker (Tudor’s trial expert on tenure) was impressed with Dr. Tudor on paper, (though never having observed her in a teaching or interview setting), the SSC reviewers thought her written application submissions were strong. But, Dr. Tudor then failed to inspire confidence as a potential classroom teacher in a live setting, interacting with human beings. Dr. Tudor ended up ranked sixth among the six applicants who were actually interviewed, and SSC did not hire her, meaning that at least five (5) other applicants in 2017 were better qualified over all to teach at SSC (in that institution’s opinion). Dr. Tudor asks this Court to award her something that she has repeatedly demonstrated she cannot, and will not, ever merit on her own. As evidenced at trial, Dr. Tudor was given the opportunity to withdraw her tenure application so she could strengthen her publication and service, but she refused. Her refusal is very telling of her

lacking abilities, and her lack of commitment to excelling in higher education. She knew she was unable to strengthen these areas in which she was deficient, regardless of how much time she was given. She knew she would not be able to accomplish what was being asked of her, as she repeatedly demonstrated at Southeastern, at Collin College, and in the minimal efforts she put forth to obtain future employment upon her non-renewal at Collin College. Dr. Tudor is asking this Court of one person to sit as a super-tenure committee, something courts in the past have been loath to do, as set forth more fully, below.

PROPOSITION II: REINSTATEMENT IS NOT FEASIBLE; TENURE IS UNWARRANTED.

While the Court may not ignore a factual issue explicitly or implicitly resolved by the jury, the Court must construe the verdict in conjunction with the instructions the jury received and the evidence that the parties presented to the jury. *LG Electronics USA, Inc. v. Whirlpool Corp.*, 790 F.Supp.2d 708 (N.D. Ill. 2011) (citing *Bartee v. Michelin N. Am., Inc.*, 374 F.3d 906, 912-13 (10th Cir. 2004)). In this case, the jury made no finding as to whether Defendant University would have retained Plaintiff in the absence of discrimination, much less granted her tenure, nor did Plaintiff present any evidence to support such a finding.

According to Dr. Tudor, reinstatement is a preferred remedy. However, reinstatement is not an absolute right. *E.E.O.C. v. Prudential Federal Savings and Loan Ass'n*, 763 F.2d 1166 (10th Cir. 1985) cert. denied 474 U.S. 946, 106 S.Ct. 312 (1985). “Reinstatement . . . may not always be possible.” *Whittlesey v. Union Carbide Corp.*, 742 F.2d 724, 728 (2d Cir. 1984). To determine if reinstatement is appropriate, courts conduct a fact-based assessment of feasibility. *See Greenbaum v. Svenska Handelsbanken*, 979

F.Supp. 973, 986 (S.D.N.Y. 1997). (Reinstatement “is an equitable remedy whose appropriateness depends upon the discretion of the court in the light of the facts of each individual case.”) (quoting *EEOC v. Kallir, Philips, Ross, Inc.*, 420 F.Supp. 919, 926–27 (S.D.N.Y. 1976)); see also *Zakre v. Norddeutsche Landesbank Girozentrale*, 541 F.Supp.2d 555, 570 (S.D.N.Y. 2008) (“[R]einstatement may be denied where the plaintiff’s employment term would have already ended by the time of judgment, where reinstatement would displace an innocent third party, or where the[] employer-employee relationship may have been irreparably damaged.” (internal quotation marks and citations omitted)). Dr. Tudor acknowledges in her brief that infeasibility is a proper ground for denying a plaintiff’s request for reinstatement. While reinstatement might be a preferred remedy, “where it is not feasible, a plaintiff will be entitled to front pay.” *Thornton v. Kaplan*, 961 F. Supp. 1433, 1437 (D. Colo. 1996) (citations omitted). “An order of reinstatement and an award of front pay are mutually exclusive remedies in this circuit.” *Thornton, citing Anderson v. Phillips Petroleum Co.*, 861 F.2d 631, 637 (10th Cir.1989). “Reinstatement may not be an appropriate remedy where hostility or animosity between the parties, as a practical matter, makes a productive and amicable working situation possible.” *Id.* at 1437.

In the present case, the hostility between the parties is significant. What hostility may have existed in the first place has certainly been exacerbated by the protracted litigation. The discovery and motion practice engaged in by the former-Plaintiff, United States of America, in conjunction with Dr. Tudor’s personal counsel, bordered on abusive, and only deepened pre-existing feelings of hostility and distrust. The relationships on campus suffered as a result of the side-choosing engaged in by university employees even

before Dr. Tudor's separation. The current Chair of the department, Dr. Prus, testified that Dr. Tudor's return to campus would not be beneficial to the students, the department, or the university. Further, there is not an available slot or budget line into which Dr. Tudor could be reinstated. There is no gap of classes not being offered, or a similar situation in need of an additional professor (tenured or otherwise). (*See Declaration of Dr. Randy Prus*, attached as Exhibit 15).

Dr. Tudor's demonstrated inability to address work conflicts without resorting to crying discrimination, (as evidenced by her accusations and filings both at Southeastern and at Collin College), mean that Dr. Tudor would bring to campus the kind of professional radioactivity that will make each situation involving her a powder keg on the edge of explosion. As a brief reminder, Dr. Tudor has accused the following colleagues of discrimination: Dr. Lisa Coleman, Dr. Lucretia Scoufus, Dr. Doug McMillan, Dr. Claire Stubblefield, Dr. Larry Minks, the entire RUSO board, former RUSO general counsel Charles Babb, Dr. Donald Weasenforth, not to mention the Collin College students whom Dr. Tudor accused of discrimination, after providing them with poor class management, confusing instruction, and public humiliation before their peers. Dr. Tudor should not be reinstated.

Of course, what Dr. Tudor really wants is reinstatement *with tenure*. As the *Thorton* court aptly noted, "the actual remedy sought by plaintiff, reinstatement with tenure, would entangle this Court excessively in matters that are left best to academic professionals." *Id.* at professionals. 1439-40 *citing Gutzwiller v. Fenik*, 860 F.2d 1317, 1333 (6th Cir.1988). As the Sixth Circuit recently said about *Gutzwiller*, "a court must not sit as a 'super tenure

committee.” *Seoane-Vazquez v. Ohio State Univ.*, 577 F.App'x 418, 432 (6th Cir. 2014). Moreover, “federal courts have traditionally been wary of interfering with academic tenure decisions.” *Ford v. Nicks*, 866 F.2d 865, 875 (6th Cir.1989). This sentiment has been echoed in other circuits. For example, “we do not sit as a super tenure review board,” *Roebuck v. Drexel Univ.*, 852 F.2d 715, 731 (3d Cir. 1988). In fact, a significant body of case law emphasizes that courts do not sit as “super-tenure committees” and may not readily substitute their judgment for that of a university. *Villanueva v. Wellesley Coll.*, 930 F.2d 124, 129 (1st Cir.1991); *Jiminez v. Mary Washington *31 Coll.*, 57 F.3d 369, 376-77 (4th Cir. 1995); and *Gutzwiller*.

In *Thonton v. Kaplan*, the District Court of Colorado noted that awarding tenure in a Title VII case “is a ‘significantly more intrusive remedy than remedies ordinarily awarded in Title VII cases, such as reinstatement or seniority, because a judicial tenure award mandates a lifetime relationship between the University and the professor.” 937 F. Supp. 1441, 1449 (D. Colo. 1996) (*citing Brown v. Trustees of Boston University*, 891 F.2d 337 at 359 (1989)). That type of intrusion is not warranted here because the would-be tenured professor, Dr. Tudor, has demonstrated over the last six (6) years the same lack of promise noted by Dr. Randy Prus during the 2009-10 tenure and promotion process. Dr. Tudor’s miserable work history, service, and scholarly production since separating from Southeastern warrant against any impulse to intrude in such a significant way as to award tenure. Dr. Tudor invited a jury to ignore these things (or remain wholly ignorant of them), and focus on her personal struggle as a transgender person. But one’s transgender status

does not, *per se*, merit protection under Title VII, nor does it mean entitlement to a tenured job, despite performance problems. Reinstatement and tenure should be denied.

PROPOSITION III: DR. TUDOR'S ONGOING, AND DEMONSTRATED, LACK OF SCHOLARSHIP AND SERVICE CAUTION AGAINST EITHER REINSTATEMENT OR TENURE.

Dr. Tudor claims to be an excellent scholar in her field, but has apparently published nothing in the last six (6) years. On March 25, 2016, Dr. Tudor submitted an application for an Assistant Professor of Humanities position at Rogers State University ("RSU"), in Claremore, Oklahoma. Her application materials were submitted via electronic mail to Mrs. Kristi Mallet at RSU. (*See Email of Friday, March 25, 2016 and eight (8) attachments, from Dr. Tudor to Mrs. Mallett*, attached as Exhibit 16). Included amongst the materials in her application, Dr. Tudor included zero (0) documents attached showing any of her work at Collin College. Bizarrely, Dr. Tudor's application letter was dated "24 February 2012," despite being submitted in March of 2016. *Id.* at p. 2. Dr. Tudor's CV submitted with her application to RSU in 2016 showed no work experience past 2011, despite the fact that Dr. Tudor had been working at Collin College since 2012. Both her CV and her application letter reveal what is, at best, Dr. Tudor's sloppiness and lack of attention to detail, and at worst, her deliberate deceptiveness and lack of honesty. With regard to scholarship specifically, Dr. Tudor's CV submitted to RSU in 2016 showed zero (0) publications since 2012, a year in which she apparently had a single article accepted for publication that was "pending." Based on a search performed by the undersigned, Tudor's 2012 article was a six-page article published in the January 2012 edition of the "ASEBL Journal." Thus, the article necessarily must have been written in 2011 or some time prior to 2011, and

according to Dr. Tudor's application submissions in March 2016, that was the last thing of any kind she published.

Dr. Tudor's scholarship, unlike perhaps teaching or even service, does not require her to have a full-time position anywhere, at any college, university, or high school. She could perform research and then write articles from any place on Earth that has an internet connection. And yet, over the past six (6) or so years, Dr. Tudor has published nothing. This is telling not only of Dr. Tudor's current qualifications to be a full-time university professor, but also of her promise and potential as a future employee and professor. If she has published anything, there can be no good reason for not telling a prospective employer about it 2016. This is exactly one of the considerations Dr. Randy Prus mentioned during his testimony in open court. In 2009-10, Dr. Tudor simply did not show the promise for future success that Dr. Prus wanted to see, and that Southeastern deserved. The years since Dr. Tudor's denial of tenure have only confirmed Dr. Prus' professional, academic evaluation.

As to service, Dr. Tudor's job application submissions demonstrate the same lack of service to the community and to her field. Dr. Tudor's CV submitted in March 2016 shows no service with committees, journals, think tanks, scholarly organizations, or even work with service-based organizations like community groups, tribal organizations, churches, youth groups, or civic entities. In short, Dr. Tudor has continued to demonstrate the lack of promise presaged by her poor work performance at Southeastern, and as aptly observed by Dr. Prus during the 2009-10 tenure and promotion process. Whether or not Dr. Tudor was ready and qualified for tenure in 2009-10 is debatable by the parties. However, not a

single witness that reviewed Dr. Tudor's application at the time it was submitted testified she was qualified. Every witness (Dr. Scoufos, Dr. Prus, Dr. McMillan and Dr. Spencer) all testified she did not meet the service and publication requirements, or that her portfolio of work was weak. While Dr. Cotter-Lynch (who testified that she never actually saw Tudor's tenure portfolio) thinks Tudor was ready, Dr. Prus and others testified Tudor was not. However, what is not debatable now is that Tudor is not ready for, or worthy of, either reinstatement or tenure today. To turn her loose on a student population, workplace, and university already vulnerable to insufficient funding and resources, as well as alignment divides within the institution, would only exacerbate the situation for all involved, likely set up Dr. Tudor for continued failure, but most certainly set her would-be students up for an education that fails to meet their needs. Dr. Tudor should be denied reinstatement and tenure.

PROPOSITION IV: MONEY

Dr. Tudor does not specifically ask this Court to award back pay, but does argue for "front pay for the period of time between the entry of the verdict and the date Tudor is reinstated." [Doc. 268, p. 9]. This request should be denied. Dr. Tudor found employment after leaving Southeastern. She was hired at Collin College, and earned salaries comparable to, or higher than, what she was paid at Southeastern. That is undisputed. The dispute is whether or not Dr. Tudor properly mitigated her own damages. She did not, and that is not the fault of SEOSU or RUSO. Dr. Tudor was not able to demonstrate work product sufficient to maintain her employment at Collin College. But for her own failures and deficiencies, she would still have that job today.

To begin with, plaintiffs securing equal or greater pay through subsequent employment are not entitled to back pay. *Blum v. Witco Chem. Corp.*, 829 F.2d 367 (3d Cir. 1987). Back pay terminates when the plaintiff begins earning higher wages at his or her new job than he or she earned (or would be making) at the old job from which he or she separated. *Stephens v. C.I.T. Group Equipment Financing, Inc.* 955 F.2d 1023, 1029 (5th Cir. 1992). Back pay is typically reduced by any interim earnings (such as those earned by Tudor at Collin College), regardless of the type of work involved. *Merriweather v. Hercules*, 631 F.2d 1161 (5th Cir. 1980). Dr. Tudor's request for front pay now, after having lost her job teaching at a community college, (where she was earning pay comparable to that at SEOSU), is yet another attempt by her to have someone else fix deficiencies of her own making for her. This Court should not be taken down that path. Dr. Tudor asks for a front pay award of pro-rated portion of \$57,091, but she was actually earning more than that during her 2014-15 year at Collin College. That year, she made \$58,022 (2014-2015). (See Ex. 6 at CC 25 cited above). Again, Dr. Tudor's inability to keep a job should not affect SEOSU and RUSO's entitlement to the full mitigation of damages warranted by Tudor's finding other employment in the first place. Any final award bestowed upon Dr. Tudor should have deducted from it the salaries she earned at Collin College, and any back pay should be limited to the time between her separation from SEOSU in 2011 and when she started working at Collin College in 2012.

Additionally, regarding the jury verdict, the statutory cap on damages, and related cost and fee issues, Defendants anticipate submitting a separate motion for remittitur within the appropriate deadlines after this Court imposes the final verdict, based on

Tudor's position. Finally, Defendants strongly disagree that there was any discrimination or retaliation. This will be appealed.

CONCLUSION

Dr. Rachel Tudor convinced some people at Southeastern Oklahoma State University to hire her in 2004. In the ensuing thirteen years, she's only been able to convince one entity to hire her: Collin College. Legitimate concerns at SEOSU over Dr. Tudor's lack of promise of future success and contributions were drowned out by Dr. Tudor's howls of discrimination, and the accusations she cast about at her colleagues, administrators, and students. Dr. Tudor's most recent work history, job performance, and her ability to interact with students and colleagues in a professional way clearly show that she should not be teaching in higher education. At this point, reinstatement of Dr. Tudor to a classroom of students is both unwarranted and unwise. Sending her back to a department divided over her is a recipe for future litigation. Forcing a university and the State of Oklahoma into a condition of servitude by giving Dr. Tudor tenure at this point would be a waste of taxpayer resources and contrary to common sense. The State of Oklahoma asks this Court to deny Dr. Tudor's requests for reinstatement and tenure.

Respectfully submitted,

/s/ Jeb E. Joseph

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State University and The Regional University

System of Oklahoma

CERTIFICATE OF SERVICE

I hereby certify that on this 20th day of December 2017, I electronically transmitted the foregoing document to the Clerk of Court using the ECF System for filing and transmittal of a Notice of Electronic Filing to the following ECF registrants:

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/s/Jeb E. Joseph

Jeb E. Joseph

Jury Trial - Volume 3
November 15, 2017

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UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF OKLAHOMA

DR. RACHEL TUDOR,)	
)	
Plaintiff,)	
)	
vs.)	Case No. CIV-15-324-C
)	
SOUTHEASTERN OKLAHOMA STATE)	
UNIVERSITY and THE REGIONAL)	
UNIVERSITY SYSTEM OF)	
OKLAHOMA,)	
)	
Defendants.)	
)	

VOLUME 3
TRANSCRIPT OF JURY TRIAL
BEFORE THE HONORABLE ROBIN J. CAUTHRON
WEDNESDAY, NOVEMBER 15, 2017; 9:15 a.m.
OKLAHOMA CITY, OKLAHOMA

Proceedings recorded by mechanical stenography,
transcript produced by computer.

Jury Trial - Volume 3
November 15, 2017

1 correct?

2 A. Correct. I was on the tenure promotion committee in
3 2009.

4 Q. And can you help explain for us here today what your role
5 on that committee in 2009 was?

6 A. My role was to review the portfolio, attend the meeting,
7 discuss the merits of the portfolio and her work in the
8 department. And a vote was taken, and the results were passed
9 on to the department chair.

10 Q. Okay. And do you recall what that vote was?

11 A. Yes.

12 Q. Okay. And what was that vote?

13 A. The vote was 4 to 1 in favor of tenure and promotion.

14 Q. So the committee then at that point recommended tenure
15 for Dr. Tudor?

16 A. The committee did, yes.

17 Q. And who was the one dissenter?

18 A. Me.

19 Q. Okay. And what was your reasoning for voting against
20 tenure at that time?

21 A. Well, I -- the cover letter lacked professional
22 competence. Dr. Tudor made an argument that three people on
23 campus who weren't qualified for tenure deserved tenure, and,
24 therefore, she did.

25 And as writing instructors, we teach for audience and

Jury Trial - Volume 3
November 15, 2017

1 purpose. And she was addressing this to a group of people
2 with doctorates and tenure -- and tenure. It didn't make
3 sense.

4 Q. I see. And so you didn't -- you disagreed with the cover
5 letter.

6 Did you know of any publications that Dr. Tudor had at
7 that time?

8 A. She had one.

9 Q. Okay. And were there other professors who had earned
10 tenure that had only one publication at that time?

11 A. I can't speak -- I don't remember.

12 Q. Okay. Now, ultimately, though, the committee votes and
13 takes a position as a committee; is that correct?

14 A. Correct.

15 Q. And do you stand behind the committee's decision to --

16 A. Well, as part of the committee, yes.

17 Q. Okay. So you stand behind the committee's decision to
18 recommend tenure and promotion?

19 MR. JOSEPH: Objection, Your Honor. Leading.

20 THE COURT: Sustained.

21 Q. (BY MS. NOVOTNY) Were you familiar with Dr. Tudor's work
22 other than publications and the cover letter you spoke of?

23 A. In 2009?

24 Q. Yes.

25 A. Yes. I visited her classroom once or twice. Twice, I

Jury Trial - Volume 3
November 15, 2017

1 Q. Okay. And I believe you mentioned an application letter,
2 and you said it was poor. Was that your word?

3 A. It wasn't professionally competent. I think that's the
4 term I used.

5 Q. Okay. Was -- can you expand briefly on what you mean by
6 that?

7 MS. NOVOTNY: Objection. He's already testified to
8 this.

9 THE COURT: Sustained.

10 MR. JOSEPH: Okay.

11 Q. (BY MR. JOSEPH) In terms of the letter, did it appear to
12 you that the letter understood its intended audience?

13 MS. NOVOTNY: Objection. He's already testified to
14 that. Duplicative.

15 THE COURT: Sustained.

16 MR. JOSEPH: Okay.

17 Q. (BY MR. JOSEPH) In terms of her portfolio, was there a
18 collection of poetry included with that document?

19 A. It was a collection of poems in a journal with "open mic"
20 put on top of it.

21 Q. And by "open mic," do you know what that term means?

22 A. I know it's in reference to sometimes open poetry
23 readings where people can just gather to read.

24 I wasn't sure -- it seemed as if she were passing off
25 journal -- a personal journal as a form of publication.

Jury Trial - Volume 3
November 15, 2017

1 Q. And, in your opinion in 2009-2010, was that an
2 appropriate publication for a tenure and portfolio
3 application?

4 A. No, it wasn't.

5 Q. Okay. Is Corey Delashaw a tenured member of the faculty?

6 A. No, she isn't.

7 Q. Okay. Is Kim McGeehee?

8 A. No, he wasn't -- he's retired since, but he wasn't at the
9 time.

10 Q. Okay. And was Theresa Anderson at that time a tenured
11 member of the faculty?

12 A. No.

13 Q. Okay. So to the extent that Dr. Tudor's portfolio
14 referenced them, do you have an opinion about whether or not
15 that was appropriate?

16 A. It wasn't appropriate.

17 Q. What is a chapbook?

18 A. A chapbook is a small collection of poetry, 20, 30, 40
19 pages maybe.

20 Q. And is the chapbook the same thing as the open mic book
21 that you referenced a moment ago?

22 A. No. Chapbooks have their own publishers.

23 Q. Okay. Did Dr. Tudor include any chapbooks in her
24 portfolio?

25 A. Not that I -- except for the open mic. That's the only

Jury Trial - Volume 3
November 15, 2017

1 one I recall.

2 Q. Okay. And was there anything that you found problematic
3 with Dr. Tudor's actual publication or publications in the
4 2009-10 application committee meeting?

5 A. It seemed to be -- there weren't very many recent
6 references, and the field is somewhat dynamic. And it didn't
7 show -- didn't quite show promise; right?

8 As I think I might have mentioned -- maybe I didn't --
9 tenure for me is not just a reward but a promise of what
10 further work one is going to do in a field, and I didn't see
11 that promise.

12 Q. And by that you mean a promise from the candidate
13 demonstrating potential?

14 A. Yeah.

15 Q. Okay. Did you consider Dr. Tudor's work on Southeastern
16 University's Native American Symposium to be a work of
17 scholarship or was it a work of service?

18 A. A work of service, I would categorize it.

19 Q. Did you consider it to be noteworthy for appropriate
20 purposes of tenure and promotion?

21 A. It certainly wasn't outstanding, but it was -- it added
22 to it.

23 Q. Okay. How many -- I believe you may have testified to
24 this; I just couldn't hear you earlier.

25 How many total professors were on Dr. Tudor's 2009-10

Jury Trial - Volume 3
November 15, 2017

1 MR. JOSEPH: I'm sorry if I'm blowing anyone's
2 eardrums out, Your Honor. I apologize.

3 Q. (BY MR. JOSEPH) Dr. Prus, did anyone in particular take
4 over any duties that were slotted for Dr. Tenure [sic] had she
5 been given tenure and promotion?

6 A. No.

7 Q. Okay. As the current chair of the English, Humanities,
8 and Languages department at Southeastern, do you think it
9 would be a good thing for that department if Dr. Tudor came
10 back to work there now?

11 A. No.

12 Q. Do you think it would be a good thing for those students
13 if Dr. Tudor came back to work now?

14 A. No.

15 Q. Do you think it would be a good thing for the university
16 if Dr. Tudor came back to work there now?

17 A. No.

18 Q. Okay.

19 MR. JOSEPH: Nothing further, Your Honor.

20 Thank you, Dr. Prus, ladies and gentlemen.

21 THE COURT: Ms. Novotny.

22 MS. NOVOTNY: Judge, if I may approach briefly just
23 to confer?

24 THE COURT: Yes.

25 (The following proceedings were had at the bench and out

Jury Trial - Volume 3
November 15, 2017

1 Q. Isn't it true that many folks who review tenure
2 applications will, you know, skim certain parts of it and
3 focus on the parts that they think are most important?

4 MR. JOSEPH: Objection, Your Honor. Calls for
5 speculation.

6 THE COURT: Overruled.

7 THE WITNESS: I would hope not, but I'm sure they
8 do.

9 Q. (BY MS. NOVOTNY) Now, you indicated before that you were
10 not necessarily sure you would welcome Dr. Tudor back.

11 Do you think other faculty in the English department
12 would welcome Dr. Tudor back at Southeastern?

13 MR. JOSEPH: Objection, Your Honor. Calls for
14 speculation.

15 THE COURT: Overruled.

16 You may answer if you know.

17 THE WITNESS: I -- we didn't discuss it formally as
18 a department, but informally, I spoke with my colleagues, and
19 it might be split at best, you know. There are a few -- there
20 are those who would object to it for a variety of reasons.

21 Q. (BY MS. NOVOTNY) Now, you are currently the chair of a
22 department at Southeastern.

23 Is your boss at Southeastern in the room right now?

24 A. Yes.

25 Q. So many professors move up the ranks and eventually move

Jury Trial - Volume 1
November 13, 2017

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UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF OKLAHOMA

DR. RACHEL TUDOR,)	
)	
Plaintiff,)	
)	
vs.)	Case No. CIV-15-324-C
)	
SOUTHEASTERN OKLAHOMA STATE)	
UNIVERSITY and THE REGIONAL)	
UNIVERSITY SYSTEM OF)	
OKLAHOMA,)	
)	
Defendants.)	
)	

VOLUME 1
TRANSCRIPT OF JURY TRIAL
BEFORE THE HONORABLE ROBIN J. CAUTHRON
MONDAY, NOVEMBER 13, 2017; 9:00 a.m.
OKLAHOMA CITY, OKLAHOMA

Proceedings recorded by mechanical stenography,
transcript produced by computer.

Jury Trial - Volume 1
November 13, 2017

1 application 2010-2011 would succeed.

2 Q. Do you trust Randy Prus's judgment?

3 A. Yes.

4 Q. Is he a truthful person?

5 A. Yes.

6 Q. Dr. Tudor, why don't we move forward in time.

7 Do you know what happened after you met with Randy Prus?

8 What was the next step in your 2010-11 application?

9 A. Randy Prus began assembling the tenure review committee
10 to look at my portfolio and to make a decision on my tenure
11 application for that year.

12 Q. Dr. Tudor, did something significant happen in early
13 October 2010?

14 A. Yes. Randy Prus and myself received -- we received
15 notice to go to Dean Scoufos's office.

16 Q. Did Dean Scoufos tell you what that meeting was about
17 before you arrived?

18 A. No. We -- she did not tell me, and she did not tell
19 Randy Prus either. When I went to his office, we walked over
20 to Dean Scoufos's office together. Her office is in a
21 different building. He had no idea what the meeting was
22 about.

23 Q. Was that unusual?

24 A. I believe so, yes. He's the department chair. I believe
25 that he should be kept in the loop about -- and -- about

Jury Trial - Volume 2
November 14, 2017

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UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF OKLAHOMA

DR. RACHEL TUDOR,)	
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SOUTHEASTERN OKLAHOMA STATE)	
UNIVERSITY and THE REGIONAL)	
UNIVERSITY SYSTEM OF)	
OKLAHOMA,)	
)	
Defendants.)	
)	

VOLUME 2
TRANSCRIPT OF JURY TRIAL
BEFORE THE HONORABLE ROBIN J. CAUTHRON
TUESDAY, NOVEMBER 14, 2017; 9:15 a.m.
OKLAHOMA CITY, OKLAHOMA

Proceedings recorded by mechanical stenography,
transcript produced by computer.

Jury Trial - Volume 2
November 14, 2017

1 Q. Did you follow those guidelines to the best of your
2 ability?

3 A. To the best of my ability, yes.

4 Q. Can professional people in a workplace have legitimate
5 differences of opinion without it being discriminatory?

6 A. On some topics, yes.

7 Q. Do you respect Dr. Randy Prus?

8 A. I do.

9 Q. Do you trust him?

10 A. Yes.

11 Q. Do you respect Dr. Claire Stubblefield, the former
12 affirmative action officer at the school?

13 A. I have concerns about her.

14 Q. Did you trust Dr. Stubblefield's word?

15 A. Which word in particular?

16 Q. In general, did you find Dr. Claire Stubblefield -- you
17 worked with Dr. Claire Stubblefield -- at least your tenure
18 there overlapped at the university; correct?

19 A. Yes. Yes.

20 Q. Did you trust Dr. Stubblefield?

21 A. I was aware that her job was --

22 Q. Did you trust her? It may be a yes-or-no question.

23 A. If it has to be a yes-or-no question, the answer is no.

24 Q. Okay. If Dr. Claire Stubblefield testifies that she
25 conducted, in her opinion, a conscientious and thorough

Jury Trial - Volume 4
November 16, 2017

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UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF OKLAHOMA

DR. RACHEL TUDOR,)	
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vs.)	Case No. CIV-15-324-C
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SOUTHEASTERN OKLAHOMA STATE)	
UNIVERSITY and THE REGIONAL)	
UNIVERSITY SYSTEM OF)	
OKLAHOMA,)	
)	
Defendants.)	
)	

VOLUME 4
TRANSCRIPT OF JURY TRIAL
BEFORE THE HONORABLE ROBIN J. CAUTHRON
THURSDAY, NOVEMBER 16, 2017; 9:15 a.m.
OKLAHOMA CITY, OKLAHOMA

Proceedings recorded by mechanical stenography,
transcript produced by computer.

Jury Trial - Volume 4
November 16, 2017

1 MS. GALINDO: Thank you, Your Honor. Thank you.

2 Q. (BY MS. GALINDO) Do you think, when Mindy House was
3 terminated, that was right?

4 A. That went before two committees, six people, I believe,
5 on each committee. That's twelve people who recommended her
6 termination based on the evidence that they gathered.

7 Q. Did you leave one person off the list of presidents?

8 A. I might -- that's what I said. I might have left one
9 off.

10 Q. One of those you left off was your husband; isn't that
11 right?

12 A. It was -- oh, he was interim president. I hope nobody
13 tells him that I left him off. He was interim president for
14 one year. I think it was one year. It might have been less.

15 Q. Dr. Prus was the only faculty member that disagreed as to
16 Dr. Tudor; correct?

17 A. I don't know that.

18 Q. Well, you're pretty close to Dr. Prus; correct?

19 A. Close inasmuch as he's an outstanding department chair
20 and I was his dean.

21 Q. And you're saying you don't know that because it's
22 supposed to be confidential?

23 A. I don't know that because it's confidential, but I also
24 know that we were advised from the very first not to discuss
25 it at all.

Jury Trial - Volume 5
November 17, 2017

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UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF OKLAHOMA

DR. RACHEL TUDOR,)	
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SOUTHEASTERN OKLAHOMA STATE)	
UNIVERSITY and THE REGIONAL)	
UNIVERSITY SYSTEM OF)	
OKLAHOMA,)	
)	
Defendants.)	
)	

VOLUME 5
TRANSCRIPT OF JURY TRIAL
BEFORE THE HONORABLE ROBIN J. CAUTHRON
FRIDAY, NOVEMBER 17, 2017; 9:15 a.m.
OKLAHOMA CITY, OKLAHOMA

Proceedings recorded by mechanical stenography,
transcript produced by computer.

Jury Trial - Volume 5
November 17, 2017

1 new rules so that they could break the law.

2 Now, you also heard from John Mischo. He was the former
3 chair of the English department.

4 John Mischo wanted to give Rachel a chance to prove
5 herself. He wanted to foster success in his department just
6 like any administrator should.

7 But those other Southeastern administrators wouldn't let
8 Dr. Mischo do that. They wouldn't let Dr. Mischo treat Rachel
9 just like everyone else. They wanted her to be treated
10 different. They needed her to be treated differently.

11 Now, I'll be honest with you again. It takes a little
12 bit for you to get used to Dr. Randy Prus. He is a bit of a
13 curmudgeon, but he's an honest curmudgeon. Randy critiqued
14 Rachel, but he ultimately stood behind the department's vote
15 in 2009-10. A true mark of a collegial and respectful
16 colleague is to respect differences of opinion, which Randy
17 does.

18 Now, Dr. Prus also told us a little bit about how he
19 tried to help Rachel when she tried to reapply in 2010-11.

20 He told us that he helped edit her cover letter, gave her
21 specific advice on things that should and shouldn't go in that
22 portfolio.

23 He also told us something very important, that in
24 2010-11, he looked at those materials, and he thought that if
25 Rachel did what she did, did what he said, that she merited

Dr. Rachel Tudor's Personnel File at Collin College

CC 1

Exhibit 6

11. Any action or event that the College determines creates a financial exigency and a need to reduce expenditures for personnel, including, but not limited to, declines in enrollment, tax revenues or funding shall constitute good cause and may result in termination of the Contract.
12. This Contract is conditioned on the Faculty Member's providing and/or having on file necessary experience records, and other records required by the College, including, but not limited to, records required for personnel and payroll purposes. Any intentional misrepresentation by the Faculty Member in any of these records shall be grounds for dismissal.
13. Employment in federally or categorically funded positions is expressly conditioned upon availability of full funding for the position and any reduction of such funding constitutes good cause for dismissal.
14. Supplemental duties may from time to time be assigned to the Faculty Member. No property right to continued employment exists in such supplemental duties regardless of whether stipends are paid. Such assignments may be terminated for any reason or for no reason, at the discretion of the President. The Faculty Member understands and agrees that only the President is authorized to establish stipends, and that any other representation made by any other person regarding stipends is void and of no effect.
15. The Contract is not valid unless signed and returned to the Human Resources Office of the College within thirty (30) working days, nor is this Contract valid without the approval of employment by the President. The President is authorized to sign this Contract with the approval of the Board.
16. The Faculty Member is entitled to all rights of due process as defined by law and as authorized in College policy.
17. This Contract supersedes all prior contracts concerning full-time employment of the Faculty Member, and any prior full-time employment contracts are of no force or effect.
18. Salary: The annual compensation for the 2012-2013 year is set at \$51,184, based on the approved calendar of 171 work days. As noted in Section 2 above, total salary paid may be pro-rate based on the actual number of days worked in the contract period.
19. Benefits: A Faculty Member employed full-time by the College shall receive employee benefits authorized by state law and adopted by the Collin County Community College Board of Trustees.

I HAVE READ THIS CONTRACT AND AGREE TO ABIDE BY ITS TERMS AND CONDITIONS.

Faculty Member: Rachel Tudor

CWID: 100139507

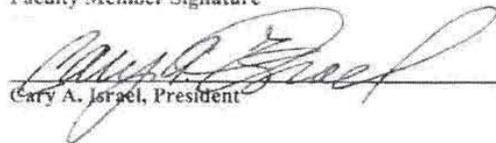
Address: 1124 N 10th Avenue
Durant, OK 74701-3236



Faculty Member Signature

7/3/2012

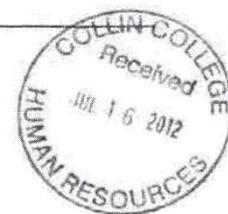
Date



Cary A. Israel, President

6/29/2012

Date





**COLLIN
COLLEGE** | **MEMORANDUM**

To: Rachel Tudor
Dept.: Communications-Humanities
Campus: Spring Creek Campus
From: Cary A. Israel, District President
Date: August 31, 2012
Re: Compensation for 2012-2013



I am pleased to share with you that at the August 28 meeting of the Collin College Board of Trustees, the base salary for faculty was approved to increase by 3.0%. This will result in an increase that will be applied to your compensation package for the 2012-2013 fiscal year and brings your annualized salary from \$51,184 to \$52,720. This new rate will be reflected on your September 28, 2012 payroll check.

It has been a great year for our college. Despite ongoing reductions in state funding, we continue to accomplish our strategic goals through the efforts of a committed, outstanding group of faculty, staff and administrators who are leading our students to success.

Our accomplishments this year have been numerous and I want to thank you for your contributions in helping us achieve these exciting milestones.

- National League of Nursing recognition as a Center of Excellence
- Recognition as a "Top Military-Friendly Institution"
- Partnership forged with Texas Tech Health Science Center for concurrent admission of our nursing students
- Program accreditation received for our EMT/Paramedic program
- Collin College's men's and women's tennis teams finished third and sixth, respectively, in the nation after competing at the national tournaments.
- Collin College was named the No. 1 college in the education category in a recent reader's choice poll conducted by Star Community Newspaper.
- *Collin Serves* contributed more than 3,000 hours in various volunteer projects across the district in 2011-2012. More than 930 students, faculty and staff contributed their time and efforts to various projects.
- More than 600 faculty, staff and students purchased SPIRIT t-shirts, contributing over \$11,000 toward scholarships for 2012-2013.

While these are only a few of our major successes this year, I value the contributions each of you make and I look forward to working with you as we begin the 2012-2013 academic year.

Stay well and have a terrific new year!

Collin County Community College District
Collin Higher Education Center | 3452 Spur 399, McKinney, TX 75069
P | 972.599-3100 | www.collin.edu

CWID: 100139507

CCCCD does not discriminate on the basis of race, color, religion, age, sex, gender, national origin, disability or veteran status.

CC 16

Exhibit 6



MEMORANDUM

To: Rachel Tudor
From: Cary A. Israel, District President
Date: August 30, 2013
Re: Compensation for 2013-2014

A handwritten signature in cursive script, appearing to read 'Cary A. Israel'.

I am pleased to share with you that the Collin College Board of Trustees approved a general salary increase of 4% for the 2013-2014 fiscal year at the August 27th meeting. This brings your annualized salary from **\$52,720** to **\$54,829** and this new rate will be reflected on your September 30, 2013 payroll check.

It has been a tremendous year for our college, and we have made a great start to accomplishing our Vision 2016 Strategic Plan, including progress on our SACSCOC reaffirmation review and documentation process.

Our accomplishments this year have been numerous, and I want to thank you for your contributions in helping us achieve these exciting milestones.

- Designation as a National Center of Excellence in Convergence Technology by the National Science Foundation
- Recognition as a Phi Theta Kappa 5-Star Chapter
- Designation as a Presidential Award Finalist on the National Higher Education Community Service Honor Roll
- Recognition as one of the Top 10 Awesome Community Colleges in the Lone Star State
- Recognition of Dr. Gregory Sherman as a Texas Professor of the Year by CASE and the Carnegie Foundation for the Advancement of Teaching
- Continued recognition as a "Top Military-Friendly Institution"
- Our men's and women's tennis teams both finished third in the nation after competing at the national tournaments held at Collin College.

While these are only a few of our major successes this year, I value the contributions each of you make, and I look forward to working with you as we begin the 2013-2014 academic year. Stay well and have a terrific new year!

(Email: rtudor@collin.edu)
(CWID: 100139507)

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McKinney, Texas 75069
www.collin.edu

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CC 19

Exhibit 6



**COLLIN
COLLEGE** | **MEMORANDUM**

To: Rachel Tudor
From: Cary A. Israel, District President
Date: September 3, 2014
Re: Compensation for 2014-2015



As we prepare to embark upon a brand new academic year with new opportunities to enhance the academic and collegiate experiences of our 53,000 students, I am grateful to have a few minutes to reflect upon what a stellar year 2013-2014 has been for Collin College.

Several of Collin's outstanding faculty were in the spotlight, including notably, Ceilidh Charleson-Jennings, who was honored as 2013 Texas Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE) and Dr. Kyle Wilkison, who was one of two community college professors in Texas to receive the prestigious Minnie Stevens Piper Award.

Many other of our outstanding faculty members wrote scholarly books, helped students obtain scholarships, served as sponsors for student organizations and honor societies, coached athletic teams, produced/choreographed theatrical, dance, and music performances, and served as mentors and advisors to students. Others were selected to serve on internal Collin committees/councils or by professional associations to serve in leadership roles and/or present academic papers.

Similarly, our staff employees have been involved on and off campus in representing the college in a myriad of student and community organizations, activities and programs and many have also received professional honors and/or accepted leadership positions with professional associations. As I often say, Collin is home to a blizzard of activity and many engaged colleagues!

Your efforts and accomplishments are greatly appreciated and I am pleased to be able to share that at the August 26th meeting of the Collin College Board of Trustees, a general salary increase for faculty of 4% + \$1000 for the 2014-2015 fiscal year was approved. This brings your annualized salary from **\$54,829** to **\$58,022** and this new rate will be reflected on your September 30, 2014 payroll check.

(Email: rtudor@collin.edu)
(CWID: 100139507)

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CC 25

Exhibit 6



FACULTY PERFORMANCE APPRAISAL
2014-2015

Faculty Member: Tudor, Rachel

Date: 1/11/16

CWID: 100139507

Annual Appraisal

Period Covered: Summer 2014-Summer 2015

Dean: Donald Weasenforth

Division: Communication and Humanities

INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty. See pages 53-55 of Faculty and Associate Faculty Handbook Fall 2014.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

Definitions and Examples:

MEETS: One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

IMPROVEMENT NEEDED: One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

NOT APPLICABLE: The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

In the comment area provided following each section, you must justify ratings that indicate a need for improvement.

CC 299

Exhibit 7

I. TEACHING

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

COMMENTS:

From Professor Tudor:

Fall 2015 marks the end of the mentoring period prescribed at the conclusion of last year's appraisal. Consequently, the student evaluations from Fall 2015 should be used exclusively to evaluate the outcome. I am pleased to report that the evaluations overall were outstanding! For example, in English 1301.S54 EVERY response was unanimously "Strongly Agree" in EVERY category. The student comments supported the unanimous, "strongly agree" appraisal with such explanations as: "Great teacher—always knew what was expected"; "Her skills in the subject"; and two students remarked on my personable demeanor by stating that I am "very nice!" I am also pleased to report that another class, English 1302.S20 was also unanimously positive with EIGHT students marking "Strongly Agree" in every category. Students commented on my being "thorough with her assignments and what she expects"; being "very involved with the students"; "well-organized . . . presents her materials very well"; "Her unending desire to make us learn"; and "She uses a lot of things to explain her lessons." Students also commented on my use of "videos and readings of current events that were very helpful towards my writing." My English 2332.S03 evaluations were, as my literature courses always are, overwhelmingly positive. The students in this class noted: "very knowledgeable about the topics"; "Loved the class, great teacher 10/10"; "I liked the discussions and how open the class was"; "Dr. Tudor was really passionate . . . making the class discussion interesting"; "She encourages us to think outside the box"; "She involved all the students to participate in the discussions"; "Really challenged your thinking". There was only one negative evaluation and it was paired with comments that directly contradicted what the rest of the class wrote on their evaluations. My 1301.S13 was also overwhelmingly positive, it had 11 positive evaluations, 4 mixed, and only 1 negative. The students wrote that they liked my use of "various teaching techniques"; "different types of assignments"; use of "group work"; use of Blackboard (three stars in front of "updating Blackboard"); several students commented on my personable presence by noting "she's very understanding" "humble" "respectful"; and "great knowledge of the subject". The one student who was an anomaly is a student who wanted to write a paper that did not fall within the parameters of the class and was angry when I required him to follow the assignment's guidelines. The only course to fall outside the overwhelming positive parameters of the other classes was 1301.S01. Although it should be noted that this class too had more positive (7) than negative (4) evaluations and (2) mixed. It should be noted that this class was an anomaly in an otherwise overwhelmingly positive semester.

The portfolios of the students who successfully complete my classes demonstrate that they have met the learning objectives. I note that a few students may mistake the independent thinking I encourage for an absence of direction, but they are a minority. A few students prefer to be told precisely what to do instead of being given models of completed assignments and detailed evaluation rubrics. In the future, I will more strenuously encourage students who need more supervision to ask for it. I also plan to revise my grading policy for in-class writing assignments.

In reference to student evaluations for Fall 2014 and Spring 2015 I would like note to be taken of the following: Last year I adopted a new textbook for my 1302 classes, *Writing Arguments*, and this year I adopted a new textbook for my 1301 classes, *Composition in the Classical Tradition*. I reviewed numerous textbooks and materials to select texts that closely meet the learning outcomes of the courses. It should be noted that the textbooks used formerly also complied with the learning outcomes mandated for the courses. Most of the students who enroll in my classes successfully complete the classes. Most of my class evaluations are overwhelmingly POSITIVE and most of the individual student comments are

positive. For example, in five of the classes I taught at Collin College I had a total of 1049 positive (strongly agree/agree) responses and only 92 negative (disagree/strongly disagree)—that is over a 90% positive rating. That is an exceptional outcome—if a student has over a 90% success rate, they would earn an A. The anomaly was one class that was only 2/3rds positive (147/102). Now, I want to address the classes I was assigned at Plano West. After last year's assessment, I brought to the administration's attention that a student wrote on her evaluation that the other high school students had colluded to subvert the evaluation process by discussing things they could write to get rid of me. It is important to note that I had the very same students in the Spring semester. The students continued their collusion by making spurious and ludicrous complaints to the Dean throughout the semester. I shared these with my mentor and she agreed that they ranged from not credible to patently absurd. Many of the comments on the Spring 2015 evaluations were a repetition of the same unfounded claims and bogus accusations they wrote on the Fall 2014 evaluations only more deliberately constructed and spitefully invective. The spurious nature of the negative comments is evidenced by the fact that I used the identical lesson plans at Plano West that I used on the on-campus courses and NOT ONE student at Collin College complained. In fact, the overwhelmingly positive responses from the student evaluations at Collin College is irrefutable evidence of the deceptiveness and malicious intent of the comments from the high school students. I request in the strongest terms possible that the student evaluations from Plano West not be used in my yearly assessment or in my multi-year contract assessment. It is also to be noted that I taught a composition class in the Summer 2015 at Collin College without complaint. It should also be noted that the total student enrollment in two sections of composition at Plano West is less than that of the enrollment in one composition class at Collin College—that fact gives Plano West a disproportionate and unfair impact. While I am always open to new ideas to improve my teaching, the problem at Plano West was not pedagogical.

Students from Collin, by contrast, wrote, for example, "Thank you so much for enthusiasm. New ways of thinking/experiencing literary ideas/discussion." "Very engaged with students during discussions . . . very knowledgeable and insightful on subject." "Fantastic professor! Loved the class!" "Very well-organized calendar format . . . timely updates when schedule changed." "She was very sensitive to opposing views." "The instructor is very positive and outgoing. She loves her job and to teach." "She is very descriptive of what she expects from you. Always offers help, and even posts helpful things online." "Dr. Tudor is the best." "She allows each student to participate in class activities." "Great attitude and energy in class." "Dr. Tudor is a great professor who really cares. She's awesome." "She is very nice and pleasant, easily approachable." "I like how Professor Tudor was enthusiastic about every topic we talked about in class discussion." "Gave us interesting points, videos, and articles to give us detailed insight on our topics." "The dynamic style of the class from the blogs to classroom discussions and interesting topics." "Knows the course material well and can explain the concepts to the class effectively." "I really enjoyed how she helped me thoroughly." "She did a very good job of teaching and making this class easy to understand." "She is very organized and was a very good teacher." "Asks questions to challenge me." "She explains things very well." "I like the content of the course and that she respected my opinions."

Finally, I would like to add the following anecdote from my colleague Dr. Michael Schueth: "One of my best 1301 students last year was enrolled in Dr. Tudor's English 1302 course in the Spring. When I ran into my student, I asked her how she was doing in her English 1302 class (without knowing who her professor was). The student energetically told me her assignments were challenging and interesting, and that her professor was helpful. She then pulled out papers she recently got back from Dr. Tudor so show me her work, her professor's helpful comments, and her high grades. I find moments like there entirely telling of what kinds of teaching happens around me, and I was so delighted that Professor Tudor's class pushed in the best ways possible on a talented student."

From Dean Weasenforth: In the Fall 2014 and Spring 2015 student evaluations, a notable number of students in Professor Tudor's dual credit classes and in one Collin College campus-based class report that Professor Tudor's instruction is not as clear as it should be and that her classroom management is lacking. Please see details below and in student evaluations. These comments are not universal in that some students/classes find her instruction clear and her classroom management conducive to learning, and there were more positive comments made in Spring 2015 evaluations than in Fall 2014 evaluations. I encourage Professor Tudor to continue providing clear instruction and effective classroom management, but to do so in a manner that promotes the learning of all students.

Professor Tudor has adequately addressed concerns about providing students with the fundamental body of knowledge of her discipline and teaching them to apply that knowledge. She has done so by changing her textbook selections and the themes/topics she uses as a basis for discussions/writing assignments.

While there were two students who reported collusion during completion of the evaluations, there is no indication of prejudice in students' comments. No individual student evaluations were removed, nor will any be removed from Fall

2014 or Spring 2015 sets of evaluations.

Furthermore, it was in the first draft of this document that Professor Tudor first reported explicit incidents of harassment. I have advised her that this information should have been provided when the incident occurred. I have also encouraged her to report future such incidents immediately to me and through a SOBI report/Student Incident Report.

II. ASSISTING STUDENTS

1. **MIN** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **MIN** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **MIN** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **MIN** Is available to and approachable by students.

COMMENTS:

From Professor Tudor: I volunteered for Collin College student mentor program and I am looking forward to formally mentoring students as I have been doing informally. I have one mentee assigned to me at present—Sophia Hermann. I encourage graduating seniors to continue their education by affirming their strengths and abilities. I frequently inform deserving students that they are welcome to ask for letters of recommendation and I provide letters of recommendation when requested. In reference to resources, I direct students to services and programs that will help them succeed at Collin College. For instance, some students were not aware that Pell Grants are not loans until I informed them. I have been here long enough now that students who formerly took my classes drop by for information—which I am pleased to provide. I require students to have an up-to-date portfolio and conferences to review their portfolio to give them an in-depth and concrete evaluation of their performances.

III. COLLEGE SERVICE

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS:

From Professor Tudor:

- Chair of the Interdisciplinary Colloquium (Fall 2014-present)
- Contributor: Book-in-Common Study Guide
- Volunteer: Collin College Student Mentor Program (Summer 2015-present)
- Member: English Department Curriculum Review Committee (Fall 2012-present)
- Member: English Department Sourcebook Committee (Fall 2012-present)
- Reviewer/editor of Quest (Fall 2013-present)

I have held multiple meetings of the Interdisciplinary Colloquium and attendance is improving. I have had more than half a dozen faculty members attend a meeting. I expect higher attendance in the future. The Interdisciplinary Colloquium allows faculty from different disciplines to collaborate on teaching, research, share ideas, engage in community building, and self-improvement. Although chairing the Interdisciplinary Colloquium is a time and labor intense service, I believe the contributions it makes to the college are worth the effort.

From Dean Weasenforth: Professor Tudor has provided adequate, albeit not outstanding, service to Collin.

Professor Tudor has provided valuable service by chairing the Interdisciplinary Colloquium, including promotion and facilitation of the discussions. Likewise, her contributions to the Book-in-Common Study Guide, student mentoring, and review of submissions for Quest are instances of valuable service. I applaud her for her plan to facilitate a panel discussion focused on Native American apocalyptic views, and I'm encouraged that she is scheduled to give this presentation in May of 2016.

Professor Tudor was a member of the English Department Curriculum Review Committee and the English Department Sourcebook Committee but was not asked to perform any duties for those two committees. I encourage Professor Tudor to take a more proactive approach to seeking out and performing service. I have, for instance, encouraged Professor Tudor to increase promotion of the Colloquium.

IV. PROFESSIONAL DEVELOPMENT

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS:

From Professor Tudor:

- Attended and presented: Texas Tech Comparative Literature Conference, "An Experiential Discourse on Gender and Race in Faculty Affective Relations," Spring 2015.
- Presented: Trends in Teaching College Composition Conference, "Teaching Argument as a Civic Virtue," Fall 2014.
- Attended: Blackboard Training, eLC Collin College, Summer 2015.
- Attended: Faculty Development Conference, "Scott Barry Kaufman," Fall 2014.
- Attended: Faculty Development Conference presentations: "Google Tools for Education," "Flipping Realities . . . Engaging Students in Critical Thinking," "Pythagoreans: The Mystical Mathematicians," "The Library as Textbook," "Getting Your Groove On: Learn the Apps and Tips to a More Efficient Workflow," "Creativity in Teaching: Using the Tools Available," Spring 2015.
- Participate in mentoring program with senior faculty members Lisa Roy-Davis and consulted with Scott Cheney, Fall 2014-Summer 2015.

From Dean Weasenforth: Professor Tudor has completed an adequate amount of professional development.

V. PROFESSIONAL INTERACTION

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.

COMMENTS:

From Professor Tudor: In the Fall of 2014 some very hurtful transphobic remarks were made in my presence by a colleague. However, with the help of Dean Weasenforth and Human Resources the colleague apologized, and I accepted the apology without acrimony. I regularly attend and actively participate in all regularly scheduled department meetings and assist other members of the college community as needed.

From Dean Weasenforth: I don't frequently see Professor Tudor, but when I do, I've observed her interact invariably

in a professional, collegial manner with others.

VI. POLICIES, PROCEDURES AND TIME LINES

1. MIN Performs duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned work.
3. MIN Provides timely notice for substitutes and class/schedule changes.

COMMENTS:

From Professor Tudor: I have responsibly performed my duties during the past year and completed additional training on policies and procedures from Human Resources in the Fall of 2014.

From Dean Weasenforth: Professor Tudor has fulfilled administrative responsibilities as expected.

VII. OPTIONAL ACTIVITIES PERFORMED

VIII. ACADEMIC CHAIR ACTIVITIES

To be completed only for faculty members with Academic Chair responsibilities.

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
1. MIN Ensures associate faculty meet criteria required for accreditation.
2. MIN Follows hiring procedures and completes related documentation on a timely basis.
3. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.
4. MIN Ensures teaching excellence among associate faculty.

COMMENTS:

IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

Fall 2014

Nearly all ratings for one class are favorable ("Agree" or "Strongly Agree"); most ratings for a second class are favorable; and for the remaining three classes—including both dual credit classes—there is a noticeable number of unfavorable ("Disagree" or "Strongly Disagree") ratings. Approximately half of students' comments are positive and most frequently refer to Professor Tudor's enthusiasm and portray her as nice. The negative comments most frequently refer to a perceived lack of clarity of Professor Tudor's instruction and her classroom management (cf. references to "awkwardness," "lack of confidence" and the view that she doesn't teach).

The comment immediately below is the only of its kind in that it criticizes other students' views and suggests collusion during completion of the evaluations.

- "The fact that the instructor is very passionate about what she is teaching gives her a positive contribution to my learning...Others will say that she is not helpful through her teaching, but in reality, the students themselves don't try to learn and only know how to slack off. Others, at this moment, are commenting on how the class is hard, but Professor Tudor is very lenient and forgiving to the class but the students take advantage of this characteristic."

The following comments are representative of critical comments related to clarity of instruction, instructional effectiveness, and classroom management.

- "She was just an average teacher. I didn't feel like she did much besides show us outside videos and have us peer review each others essay. She could interact with the class more. This class felt really detached and it was very confusing if you didn't ask others about what was going on."
- "She is very knowledgeable about the books but she doesn't explain anything about how to do assignments...She needs to give us better directions for our assignments... She explains nothing and I feel so lost in the material. The curriculum is repetitive and she gets very uncomfortable around us and whenever I ask a question she just stares at me blankly and tells me to look at the syllabus. Directions for our huge essays have about 3 sentences of explanations. English is my best subject but I have struggled so much in this class. This teacher has caused me to feel very behind in my education & I hope I have a new one next semester who knows how to educate me."
- "Mrs. Tudor is a great person but not the best to teach english...Be confident with material, be more involve and less shy."

The following comments are representative of the comments that note Professor Tudor's enthusiasm for the material and for teaching, her knowledge of the material, and her niceness.

- "She knows a lot about the curriculum and is passionate about what she teaches. The videos that she played in class really helped my thesis writing...She could answer questions more clearly and completely. She could be more open to talk to, and she could also let you know your grade in the class. She could try to have better social skills instead of making conversations awkward as well."
- "She did a very good job of teaching and making this class easy to understand...I think she did a wonderful job teaching, I have no complaints."
- "She is very organized and was a very good teacher...explain instructions better...She was a good teacher."

Spring 2015

Nearly all ratings for one class are favorable ("Agree" or "Strongly Agree"); most ratings for a second class are favorable; and for the remaining three classes—including both dual credit classes—there is a noticeable number of unfavorable ("Disagree" or "Strongly Disagree") ratings. Approximately half of students' comments are positive and most frequently refer to Professor Tudor's enthusiasm and helpfulness. The negative comments most frequently refer to a perceived lack of clarity of Professor Tudor's instruction and her classroom management (cf. references to "timidity," "lack of interaction with students," and lack of "control").

The following examples are representative of students' critical remarks.

- "The characteristics of my professor that made a positive contribution to my learning were very limited. I had a lot of trouble learning in this course because the professor had so much trouble with answering questions and teaching the class. The only characteristic I saw as positive was her use of extensive resources to show us what we needed to learn...The instructor could have been more helpful in her actual teaching of the class, answering questions, and explaining how we can improve. We also had virtually no update on what our grades were throughout the semester or if we were meeting her standards or not. We also did the same thing every day in the class which provided no challenges for me...While I can see that Dr. Tudor is extremely knowledgeable in this field, it was difficult to learn from her because of her unease around students. She did not communicate with us or try to help us improve our skills...I also believe that our essays were graded with a strong bias which gave unfair grades to those students that did not agree with her points of view."

CC 305

Exhibit 7

- “I knew she graded hard so it pushed me to write better essays and pay more attention in class...Does not explain things well. We always did the same activities in class and would like the change that up...Personally, I liked her. I made good grades and she seemed to respect my ideas. However I noticed that she was grading unfairly of other peoples essay. At this point, I am the only one to have made a good grade. She helpt me a lot but put others down.”

The examples below are representative of complimentary comments made by students.

- “My instructor was genuinely knowledgeable about the content we explored in class. She also discussed much of what we went over with the whole class so we completely understood everything. She offers a lot of insight which was very beneficial to me...”
- “She is very descriptive of what she expects from you. Always offers help, and even post helpful things online... She does everything already...Dr. Tudor is the best.”
- “Very engager with students during disussions...very knowledgeable & insightful on subject...Take control more aggressively when class gets off topic...Fantastic Professor! Loved the course!”

Discussion (Comparison with 2013-2014 annual appraisal and classroom observations)

While there is some improvement in ratings and comments from Fall 2014 to Spring 2015, there is a notable number of unfavorable ratings and approximately half of the comments are critical in nature, something rarely seen when reviewing student evaluations. Students generally note Professor Tudor’s enthusiasm for the material, her knowledge of the field, and her “niceness.” However, a notable number of students report a lack of clear instruction and a lack of effective classroom management. It appears that Professor Tudor’s instruction is better received by more mature students, given the fact that she received more unfavorable ratings and negative comments from all her dual credit classes than she did from most of her Collin College classes. It should be noted that two students reported collusion among students during completion of the evaluations, but it’s not clear to what extent the alleged collusion actually affected students’ ratings and responses.

OVERALL EVALUATION: Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE
 IMPROVEMENT NEEDED

Comments:

RECOMMENDATION TO THE COUNCIL ON EXCELLENCE

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

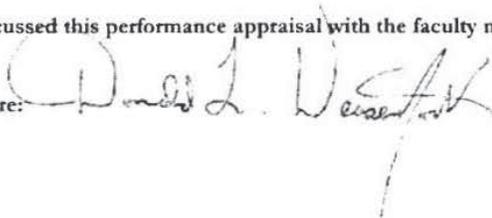
I _____ do X do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS: Professor Tudor's professional development meets standards of excellence. However, her service is adequate, and student evaluations from Fall 2014 and Spring 2015 indicate a need for improvement in instruction and classroom management.

Division Dean's Statement:

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature:



Date: 1/20/16

CC 307

Exhibit 7



Home Submit Help Ticket Feedback

- 90 Day Performance Appraisals
- Candidate References
- Complaints - Employees
- Complaints - Students
- Complaints - Students (HR)
- Employee Coaching and Discipline
- Faculty Credentials
- HR Action Item Manager
- HR Metrics
- Innovation Challenge
- Leave of Absences
- Online Employee Handbook
- Performance Appraisals - Staff
- Sick Leave Pool
- HRAdmin

Employee Complaints

Employee Complaint Form Search Employee Complaints Notify Respondent #1 and Hearing Officer
 Notify Respondent # 2 Notice of Hearing and Hearing Instructions Notice of Extension Close or Add Appeal Info

Search Again

EMPLOYEE COMPLAINT

PART 1: COMPLAINANT'S INFORMATION

CWID

First Name Rachel
Last Name Tudor
Address
City
State
Zipcode
Phone Number
College Email Address rtudor@collin.edu
Job Title Professor
Campus Spring Creek Campus

PART 2: TYPE(S) OF COMPLAINT

Wages Hours Conditions of Work Y
Violations of College Policy Y
Unlawful Discrimination or Harassment Y

PART 3: DETAILS OF THE COMPLAINT

Please provide the name of the person(s) or entity against whom you are complaining.

Donald Weasenforth

Please provide the specific date(s) of the actions that led you to file this complaint.

14 September 2015

Please provide the details of your complaint. Please list each applicable event, incident or condition separately. Attach all of documents that support your complaint in Part 5 below.

Complaint

My present complaint originates with a biased performance evaluation by Donald Weasenforth, but it also entails ongoing violation of district policy with specific instances of unlawful discrimination/harassment based on sex that has not allowed me to exercise my legally protected rights.

On 14 September 2015 Dr. Weasenforth presented me with his annual appraisal that included, among other

CC 1045

things, that he does NOT recommend me for a multi-year contract and that overall improvement is needed.

In his appraisal, he writes, "There are more unfavorable ratings than I have seen for any other faculty member." He repeats this two more times in his evaluation. I asked him if he thought it necessary and appropriate to make such a pejorative and uncollegial remark in a formal assessment that will be viewed by administrators, colleagues, and become a public document of record. He cavalierly dismissed my concerns. I cannot imagine putting a similar comment on a student paper—even if were private—when assessing their performance. He attempts to support his disparaging claim by misrepresenting and distorting information. For example, in his presentation of alleged representative student comments for the Fall of 2014, he cites 11 comments—7 are from Plano West (I will explain the significance of this later); for the Spring 2015 semester, he cites 11 comments—8 are from Plano West. In addition, the first seven comments he cites from the Fall semester are from Plano West and eight out the nine of the first comments in the Spring of 2015 are also from Plano West. In total, 15 out of 22 comments are from Plano West and they are not only placed before the comments from the courses I taught on campus at Collin College, they are also quoted at length. For example, there are 438 words from Plano West (two classes) and only 95 words cited from all of the students I taught at Collin College (three classes) in Fall 2014; the misrepresentation is even more egregious in the Spring of 2015 where there are 529 words cited from Plano West (two classes—the exact same students) and only 92 from the students at Collin College (three classes). This constitutes a deliberate distortion of information.

In addition to the placement and selection of quotes to distort the information as a whole, Dr. Weasenforth makes factual misrepresentation of the data. He writes, for instance, "Nearly all ratings for one class are favorable; most ratings for a second class are favorable; and for the remaining three classes—including both dual credit classes—there is a marked number of unfavorable ratings. There are more unfavorable ratings than I have seen for any other faculty member." I will call your attention to the data itself which clearly indicates that almost all of the responses in two classes was positive (177 to 21 and 142 to 12) and two-thirds (147 to 102) of the responses in the third class was positive. It was ONLY in SEE ATTACHED DOC "COMPLAINT" FOR MORE INFO

Please provide the name(s) of any witnesses, if applicable.

Lisa Roy-Davis

Describe what information the witnesses, if any, named above have or know about your complaint.

She was my mentor for 2014-2015

Have you discussed the situation with anyone or attempted to resolve this situation prior to filing this complaint? If so, please explain.

Sent an email with a detailed explanation of my cares and concerns to Dr. Weasenforth, but he has failed to respond.

RELIEF REQUESTED

My annual appraisal to be revised to more accurately represent the facts.

Policy and procedures implemented to address discrimination.

PART 5: UPLOADED SUPPORTING DOCUMENTS (Note: If this section is blank, no files were uploaded)

TUDOR Faculty Performance Evaluation 14-15 (2) with comments from Don.docx

PART 6: AFFIRMATION AND ELECTRONIC SIGNATURE

Electronic Signature

Rachel Tudor

Signature Date

09/25/2015

CC 1046

11/15/2016 11:47 AM

Exhibit 8

Timestamp
09/25/2015 04:23:12

HR CASE ASSIGNMENT INFORMATION:

HR Representative

Hearing Officer

Hearing Date

HO Response Due Date

HO Response Sent

Case Summary Notes

ARP scheduled to review for appeal - 1/27/16
ARP meeting continued to 2/1/16
2/2/16 - ARP decision sent out to R. Tudor

Date Resolved

Resolved in Complainants Favor?
Yes No

Appeal Due Date

Appeal Filed Date

Online Database by Caspio

Collin College Human Resources
3452 Spur 399
McKinney, Texas 75069
972-785-3783

CC 1047

**COLLIN COLLEGE BOARD POLICY DGBA (LOCAL)
HEARING OFFICER FINDINGS/RESPONSE TO COMPLAINT**

Complainant:	Rachel Tudor
Respondent(s):	Donald Weasenforth
Date Complaint Filed:	9/25/2015
Date of Hearing:	10/28/2015
Witnesses at Hearing:	Lisa Roy-Davis
Hearing Officer:	Mary McRae
HR Representative:	Norma Allen & Tonya Jacobson

Section A. Complaint Types Filed by Complainant and Hearing Officer Findings:

Each complaint type filed by Complainant is marked with an "X" in the left hand column below. After a review of the complaint, Collin College policy and procedures, the testimony offered by Complainant and witnesses, and further investigation into this complaint, the Hearing Officer makes the findings below regarding each complaint type filed by Complainant. (Please note that the hearing officer may find that additional complaints types are substantiated even though Complainant may not have selected that complaint type, if the hearing officer believes the record and the evidence supports such finding).

Complaint Type(s) Filed by Complainant		Substantiated	Not Substantiated
<input checked="" type="checkbox"/>	Complaints concerning an employee's wages, hours, or conditions of work, including performance evaluations or reviews.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Violations of Collin College Policy.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Specific allegations of unlawful discrimination or harassment based on sex, race, color, religion, national origin, age, veteran's status, disability, or any other legally-protected classification.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Specific allegations of unlawful discrimination or retaliation based on the exercise of legally protected rights.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Specific allegations of adverse personnel action based on the employee's good faith report to an appropriate law enforcement authority of a violation of law by the College District or a College District employee, i.e., "whistleblower complaints."	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Complaints arising from the termination of an at-will employee.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Complaints arising from the non-renewal of a contract employee.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Any other complaint brought by an employee against another employee, supervisor, manager, student, vendor or the College District.	<input type="checkbox"/>	<input type="checkbox"/>

Section B. Relief Requested:

List Specific Relief Requested by Complainant:		Denied	Granted in Part	Granted
1	I would like for the annual assessment to exclude recognizable prejudicial content and comments.	<input checked="" type="checkbox"/>		
2	I would like for the assessment to take into consideration the hostile environment faced transgender faculty.	<input checked="" type="checkbox"/>		
3	It is important to develop some permanent policy and procedures to address and compensate for anti-trans bias in the assessment and evaluative process.	<input checked="" type="checkbox"/>		

CC 1049

Section C. Summary of Complaint

On September 25, 2015, Dr. Rachel Tudor, Professor of English, submitted to Collin College a complaint against Dr. Don Weasenforth, Dean of Communication and Humanities. On October 21, 2015, Dr. Tudor submitted a revised complaint.

Dr. Tudor complained about her annual Faculty Performance Appraisal for 2014-2015, and her allegations that Dr. Weasenforth purportedly violated Collin College policy "with specific instances of unlawful/discrimination/harassment based on sex" that, according to Dr. Tudor, allegedly have not allowed her to exercise her legally protected rights.

On October 28, 2015, a hearing was held regarding the complaint filed by Dr. Tudor. At the hearing, Professor Lisa Roy-Davis served as a witness for Dr. Tudor. Professor Roy-Davis's testimony did not support the allegation that Dr. Weasenforth had acted in a discriminatory manner towards Dr. Tudor. Professor Roy-Davis was asked the specific question "have you ever witnessed any discriminatory or harassing behavior from Dr. Weasenforth?" Professor Roy-Davis responded "No." Professor Roy-Davis further indicated that this included any behavior directed by Dr. Weasenforth at Dr. Tudor.

Dr. Tudor also complained about Dr. Weasenforth's handling of her complaint of an incident involving "transphobic remarks" allegedly made by Professor Leslie Richardson in August 2014. After Dr. Tudor brought her complaint to the attention of Dr. Weasenforth, he took action to investigate and address the complaint.

Professor Roy-Davis was a witness to the incident and she confirmed that Dr. Weasenforth met with all of the faculty members who attended the luncheon and witnessed the incident. Professor Roy-Davis testified that she believed that Dr. Weasenforth took Dr. Tudor's concerns seriously and that he met with each attendee to discern what happened at the luncheon. The end result of Dr. Weasenforth's investigation was an apology from Dr. Richardson to Dr. Tudor, which Dr. Tudor accepted. Therefore, it appears that Dr. Tudor's complaint over that incident was addressed, resolved, and no further complaints arose from that incident involving Dr. Richardson.

The main allegations concerning Dr. Tudor's complaint stem from her 2014-2015 annual Faculty Performance Appraisal (the "Appraisal"). Dr. Tudor complained that the dual-credit student evaluations she received from Plano West High School students were allegedly biased and should not have been taken into account as part of her Appraisal. Dr. Tudor alleges that her Appraisal does not reflect her "actual abilities, competencies, or performance." Dr. Tudor claims that the negative remarks reflected in the dual-credit student evaluations purportedly reflect bias against her because of her transgender status and that some of those evaluations were a result of collusion. Professor Roy-Davis testified that Dr. Tudor raised those concerns to her as her mentor. Professor Roy-Davis also testified that she did not "overtly" voice those concerns to Dean Weasenforth. While some of the dual-credit student evaluations are critical of Dr. Tudor, they do not contain any statements regarding Dr. Tudor's transgender status. Dr. Tudor testified that she did not discuss her transgender status with her dual-credit students, but she assumes that her students knew and were biased because a few of them allegedly called her "sir." Dr. Tudor alleges that she reported such comments to Dean Weasenforth, but not until she received her performance appraisal in September 2015. While Professor Roy-Davis was aware of the alleged comments and one inappropriate posting on the *Rate My Professor* website, there is no indication that Professor Roy-Davis discussed these comments with Dean Weasenforth. Professor Roy-Davis took action to flag the

inappropriate posting on the *Rate My Professor* website and it was immediately removed. The incident involving the *Rate My Professor* website occurred "more than a year ago." Dr. Tudor did not report any of the student comments to any other departments, such as the Dean of Students Office or the SOBI program.

At the hearing, Dr. Tudor also indicated that she thought Dr. Weasenforth was premature in his determination of the overall Appraisal by indicating in the Appraisal that he would be recommending a one-year contract instead of a multi-year contract. Professor Roy-Davis testified that she was also surprised that Dean Weasenforth made such a recommendation early. Dr. Weasenforth needed to complete and conduct the Appraisal by the end of September 2015. On the Appraisal form there is a box that a Division Dean must check indicating their recommendation to the Council on Excellence. That box specifically contains the following instruction: "*To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract.*" The Division Dean then checks a box either recommending or not recommending a faculty member for a multi-year contract. On the box on the Appraisal, Dr. Weasenforth checked that he did not recommend Dr. Tudor for a multi-year contract. In the comments section provided as part of the box, Dr. Weasenforth provided specific observations and comments for such a recommendation, including both positive and constructive comments about Dr. Tudor's overall performance. Therefore, Dr. Weasenforth acted in accordance within his scope as the Division Dean of Communication and Humanities and within Collin College's performance evaluation cycle.

Nonetheless, I am making the recommendation that Dr. Weasenforth follow-up with the Appraisal in January 2016 by reviewing all of Dr. Tudor's Fall 2015 student evaluations. In January 2016, the Council on Excellence will review all items from Professor Tudor's COE file and will make a final recommendation regarding whether to issue a multi-year contract or a non-renewal.

At the conclusion of the hearing I asked Dr. Tudor what specific relief she was seeking. She stated the following:

- 1) **Relief requested: Dr. Tudor requested that the annual assessment exclude recognizable prejudicial content and comments.**

There is no evidence of prejudicial comments in the Appraisal. Neither Dr. Weasenforth nor the dual-credit students made any prejudicial comments in their respective evaluations of Dr. Tudor's classroom performance. Dr. Tudor's subjective belief that the dual-credit students were purportedly biased against her is not evident in the student evaluations. The dual-credit students gave her both positive and negative evaluations, with several being critical of her classroom performance. As a result, I will instruct Dr. Weasenforth to re-format the Appraisal to point out both positive comments and constructive criticism based on a larger sampling of student comments in both categories. Dr. Tudor may also include her own comments in the faculty comment section of the Appraisal.

- 2) **Relief requested: Dr. Tudor requested that the assessment take into consideration the hostile environment faced by transgender faculty.**

As part of the hearing, Dr. Tudor provided a written report of the results of Executive Summary, Injustice at Every Turn; A Report of the National Transgender Discrimination Survey. Considering that report, I find no discrimination or bias in the Appraisal prepared by Dr. Weasenforth. I also do not find any discriminatory or harassing conduct by Dr. Weasenforth directed at Dr. Tudor based on her transgender status. In fact, Professor Roy-Davis testified that she had not witnessed any discriminatory or harassing

behavior by Dr. Weasenforth directed at Dr. Tudor. I wish Dr. Tudor would have promptly reported that dual-credit students at Plano West High School were addressing her by the improper pronoun of "sir." If this would have been promptly reported to Dr. Weasenforth, me, or the staff at Plano West High School, I am confident that such conduct would have been immediately corrected. However, Dr. Tudor only reported this to Dr. Weasenforth during the discussion about her Appraisal in late September of 2015. The timing of her reporting this alleged behavior was several months after the fact. In addition, effective Fall 2015 semester, Dr. Tudor was no longer teaching dual-credit students.

- 3) **Relief requested: Dr. Tudor requested that "it is important to develop some permanent policy and procedures to address and compensate for anti-trans bias in the assessment and evaluative process."**

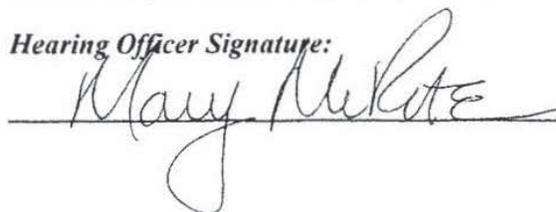
Dr. Tudor suggested the creation of policy and procedures to address alleged bias against transgender faculty in the performance evaluation process at the College. The creation of College-wide policy and procedures is not a type of specific relief that I can grant as Vice President/Provost of the Spring Creek Campus. Dr. Tudor is encouraged to seek the development of such policy or procedures which she feels may be lacking or not addressed by currently existing College policies and procedures. Additionally, Dr. Tudor expressed interest in developing awareness programming on campus or getting involved with Book in Common, the Dignity Initiative, the Auteur Film Series, and/or the Working Class Studies Program. I would encourage Dr. Tudor to pursue these options if interested. Not only could it be beneficial for our students, but it could also provide Dr. Tudor another venue to develop her service requirements. Since this type of relief is not available from the Hearing Officer, it will not be granted.

END OF HEARING OFFICER SUMMARY

<p><i>Notice of Right to Appeal Hearing Officer's Findings/Response</i></p> <p><i>Pursuant to DGBA (Local), this decision:</i></p> <p> <input type="checkbox"/> <i>Is final and cannot be appealed.</i> <input type="checkbox"/> <i>May be appealed by Complainant to Level II (appropriate Leadership Team Member)</i> <input checked="" type="checkbox"/> <i>May be appealed by Complainant to Level III (an Administrative Review Panel)</i> <input type="checkbox"/> <i>May be appealed by Complainant to Level IV (the President)</i> </p> <p><i>All permitted appeals must be filed in writing using the attached Appeal Form within fifteen (15) days of receipt of this response by submitting the attached completed and signed Appeal Form to the Associate Vice President of HR & Organizational Development. The Associate Vice President of HR & Organizational Development will log the appeal and forward the appeal and all supporting documents to the appropriate party. Please see DGBA (Local) for further information regarding the appeal process.</i></p>
--

All other complaints and/or requests for relief not specifically addressed herein are hereby denied.

Hearing Officer Signature:



Date: 12.14.15

CC 1052

From:

**COLLIN COLLEGE
DGBA (LOCAL) APPEAL FORM**

PART 1: COMPLAINANT'S CONTACT INFORMATION		
Name: Rachel Tudor		
Address:		
City: Plano	State: TX	Zip Code: 75024
Phone #:	Email Address: rtudor@collin.edu	
Please check one of the following: <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Student <input type="checkbox"/> Other		

PART 2: DECISION THAT YOU ARE APPEALING	
Date of Response/Findings:	11/14/16
Hearing Officer that issued Response/Findings:	Mary McRae

PART 3: REASON FOR YOUR APPEAL
<p>Please provide the reason you are appealing the decision:</p> <p>There is not sufficient room in this space to post my reasons. Please see attached document.</p>

AFFIRMATION:	
I hereby affirm that the information provided herein is true and correct to the best of my knowledge.	
<u>Rachel Tudor</u>	<u>1/11/16</u>
Signature	Date

FOR HR USE ONLY PART 4: LEVEL OF APPEAL
Type of Complaint: _____
Level of Appeal: <input type="checkbox"/> Level Two to Leadership Team <input type="checkbox"/> Level Three to Administrative Review Panel <input type="checkbox"/> Level Four to President/Board of Trustees

01/11/2016 15:34

#031 P.003/005

From:

RE: Reason for Appeal

I wish to appeal based on substantive errors of fact and findings appear in the decision.

First, Dr. Lisa Roy-Davis did not appear as a witness "for Dr. Tudor" as alleged in the finding. As a matter of fact, it is very clear in the testimony that I interviewed Dr. Roy-Davis because she had information that I required and she was an "uncooperative" witness. I had to ask HR to compel her to attend the hearing. This is important because the findings in reference cite her at length and imply that my witness did not substantiate my allegation when, in fact, she was not "my" witness. In addition, the findings Dr. Roy-Davis' testimony is alleged to support are facts that she did not, in fact, have knowledge of. For example, Dr. McRae cites her response that she did not witness any harassing or discriminatory behavior. The main cause of action against Dr. Weasenforth was his biased, discriminatory, and retaliatory content of the annual appraisal. Dr. Roy-Davis did not see or review the appraisal nor did she attend the conference I had with Dr. Weasenforth about the appraisal. Therefore, Dr. Roy-Davis cannot be used to invalidate the grounds of the complaint. The other substantive ground for my complaint against Dr. Weasenforth was his removal of me from a search committee and replacing me with the faculty member who committed an act of anti-trans aggression for which she was compelled by HR to apologize for. Again, Dr. Roy-Davis had no first-hand knowledge of the event. The fact that Dr. Roy-Davis had no first-hand knowledge of the events does not mean that they did not happen or invalidates my testimony or evidence presented.

Second, Dr. Weasenforth's handling of my complaint against Dr. Leslie Richardson is likewise misrepresented. There is no evidence cited refuting my testimony that Dr. Weasenforth only acted after I said I would take my complaint to HR myself if he did not act. Dr. Roy-Davis only confirmed that Dr. Weasenforth interviewed the witnesses and concluded that Dr. Richardson had indeed violated policy. There is no addressing of Dr. Weasenforth subsequently removing me from the search committee and replacing me with Dr. Richardson on the committee.

Third, and most disturbing, is the finding that the bar to substantiate anti-trans bias are explicit anti-trans comments: "they [the dual credit evaluations] do not contain any statements regarding Dr. Tudor's transgender status." This is a near impossible standard to meet and is not the standard used in the policy and procedures of businesses, colleges, and universities in compliance with Department of Education guidelines, EEOC rules, Department of Justice causes for litigation, or rulings by numerous courts of law. In fact, one student actually reported collusion occurring between the students during the evaluation in order to injure me. That undisputed fact is omitted from the findings as a compelling reason not to consider the dual credit evaluations credible. And, no mention was made of the fact that Dr. Weasenforth relied

CC 1055

Exhibit 10

01/11/2016 15:35

#031 P.004/005

From:

almost exclusively on the dual credit evaluations in his appraisal. No note was made of Dr. Weasenforth's extensive representation of them as representative of my classes as a whole or that the dual credit classes from the fall and spring semester were from the SAME students. However, mention was made of Dr. Roy-Davis' stating she was "aware of the alleged comments and one inappropriate posting on the Rate My Professor website". If you review the transcript, her actual testimony was that the comment was explicitly anti-trans, I believe she used the term "hate speech"—not "inappropriate". Likewise, Dr. Roy-Davis testimony that she was not aware of other postings should not be used as evidence that there have not been other hateful postings. I testified that there were and that I have been regularly monitoring the cite and flagging them for removal.

Fourth, the findings suggest that my complaint should be dismissed because I did not "report any of the student comments to any other departments or the SOBI team." I would call attention to the fact that there are no policies or procedures or training in reference to transgender faculty, staff, or students. No mention was made of the suffering and distress raising such complaints may cause trans employees when there are no specific policies, procedures, or education to support them. No mention was made in the facts that the result of my complaint—which was substantiated—resulted in me being removed from the search committee and replaced by the person who committed a hurtful act. No mention was made of the impact such retaliatory behavior has on reporting anti-trans acts by faculty or students. It is also critical to note that the result of my bringing the anti-trans bias of many of the dual-credit students was Dr. Weasenforth citing those evaluation extensively and almost exclusively.

Finally, the directive to Dr. Weasenforth to include "both positive comments and constructive criticism based on a larger sampling of student comments" in inconsistent with the findings that his appraisal was not originally biased, discriminatory, and retaliatory. It is also to be noted that Dr. Wasenforth has not followed the recommendation of Dr. McRae. He has not substantively changed his appraisal. In fact, he deleted the following information I wrote:

Fall 2015 marks the end of the mentoring period prescribed at the conclusion of last year's appraisal. Consequently, the student evaluations from Fall 2015 should be used exclusively to evaluate the outcome. I am pleased to report that the evaluations overall were outstanding! For example, in English 1301.S54 EVERY response was unanimously "Strongly Agree" in EVERY category. The student comments supported the unanimous, "strongly agree" appraisal with such explanations as: "Great teacher—always knew what was expected"; "Her skills in the subject"; and two students remarked on my personable demeanor by stating that I am "very nice!" I am also pleased to report that another class, English 1302.S20 was also unanimously positive with eight students marking "Strongly Agree"

CC 1056

Exhibit 10

01/11/2016 15:35

#031 P.005/005

From:

in every category. Students commented on my being "thorough with her assignments and what she expects"; being "very involved with the students"; "well-organized . . . presents her materials very well"; "Her unending desire to make us learn"; and "She uses a lot of things to explain her lessons." Students also commented on my use of "videos and readings of current events that were very helpful towards my writing." My English 2332.S03 evaluations were, as my literature courses always are, overwhelmingly positive. The students in this class noted: "very knowledgeable about the topics"; "Loved the class, great teacher 10/10"; "I liked the discussions and how open the class was"; "Dr. Tudor was really passionate . . . making the class discussion interesting"; "She encourages us to think outside the box"; "She involved all the students to participate in the discussions"; "Really challenged your thinking". There was only one negative evaluation and it was paired with comments that directly contradicted what the rest of the class wrote on their evaluations. My 1301.S13 was also overwhelmingly positive, it had 11 positive evaluations, 4 mixed, and only 1 negative. The students wrote that they liked my use of "various teaching techniques"; "different types of assignments"; use of "group work"; use of Blackboard (three stars in front of "updating Blackboard"); several students commented on my personable presence by noting "she's very understanding" "humble" "respectful"; and "great knowledge of the subject". The one student who was an anomaly is a student who wanted to write a paper that did not fall within the parameters of the class and was angry when I required him to follow the assignment's guidelines. The only course to fall outside the overwhelming positive parameters of the other classes was 1301.S01. Although it should be noted that this class too had more positive (7) than negative (4) evaluations. My explanation for this anomaly is that there were a couple of students who demonstrated personal animus toward me because of their hostility toward transgender people in general, and that had a negative impact on the classroom experience for everyone.

In addition, he removed all of the comments I posted on the appraisal.

For all of the foregoing reasons, I appeal the findings in my original complaint against Dr. Weasenforth.

CC 1057

Exhibit 10

**COLLIN COLLEGE DGBA (LOCAL)
LEVEL III - ADMINISTRATIVE REVIEW PANEL RESPONSE**

Complainant:	Rachel Tudor
Respondent:	Donald Weasenforth
Date of Complaint:	September 25, 2015
Administrative Review Panel:	Brenda Carter, Alicia Huppe, Abe Johnson
HR Representative:	Tonya Jacobson
Date Issued:	February 2, 2016

After a review of the Complaint and supporting documentation provided by the Complainant, Respondent's response to the complaint, Collin College policy and procedures, and all other relevant data, the Administrative Review Panel hereby finds that the decision of the Level Two Hearing Officer is:

- Affirmed
- Affirmed in part and reversed in part (see explanation below)
- Reversed (see explanation below)

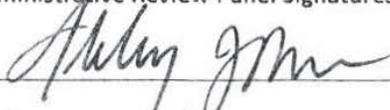
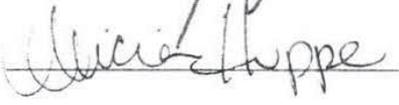
Administrative Review Panel Comments:

The Administrative Review Panel (ARP) reviewed Section C: Summary of Complaint, 1) Relief requested. Per the directive of Dr. McRae, Dr. Weasenforth was to:

- 1) re-format the Appraisal
- 2) point out positive and constructive criticism
- 3) base comments on a larger sampling of student comments

It was unclear to the ARP whether the larger sample was used. Dr. Weasenforth was contacted and he confirmed utilization of all available student evaluations for the appraisal period.

Administrative Review Panel Signatures:

	2/2/16
	Date
	2.2.16
	Date

	Date



Donald Weasenforth - Student trying to pass a confusing class.

From: [REDACTED]
To: <dweasenforth@collin.edu>
Date: 4/1/2014 4:07 PM
Subject: Student trying to pass a confusing class.

My name is [REDACTED] and I go to Collin College and me and several other class mates are having a problem with my composition two professor Rachel Tudor. She is very vague on instructions and and does not explain what she wants in our essays. The whole class is lost on what we are supposed to be writing about because there is no prompt and she explains nothing. If we personally talk to her she tells us to look at the syllabus but the answer we need is not in the syllabus. I tried to get help on my paper and even went to the writing center but they could not help me because the instruction were vague and they didn't know what I had to write about. The examples for this paper I'm writing do not help me at all. My dad and sister couldn't even help me on this paper and they are really smart. For the paper we are basically just picking a topic out of the blue and start writing about it. Her teaching is very unprofessional and the whole class is having problems with her. My groups paper was supposed to be edited by the class the week before spring break March 6th and it never got edited. Then she told us our papers were going to be edited the week after spring break march 18th but they never got edited. She took of ten points off my groups paper because she would not let the class edit our groups papers. And I emailed the professor on Tuesday march 18th saying that know one could help me on my paper and I also said the whole class is having trouble on this essay. On Thursday march 20th she puts my email up for the whole class to see and she starts correcting my grammar and says that there are clear instruction for the essay. There is not clear instructions for the essay because the instruction are vague and the whole class is having a problem with the essay. I did not give her consent for her to show my email to the whole class. This was very unprofessional of her to show my email to the whole class. This class is very confusing and we never no what we are doing because she changes what we are doing the day we get to class. She never emails the students back but for some reason she only emails me. The whole class is confused on what to do but they don't want to tell the professor because she will not help us at all. And on wednesday march 26 she puts an announcement on blacking board telling our class that someone in our class is a hateful troll. And on thursday march 27 she told the class if we don't participate in the on circle we fail the whole class. The thing is we did an on circle on tuesday march 25 and we some of the class did not participate in the on circle including me. So now i and many others are going to fail her class because we did not participate in the on circle. She always tells us things at last minute when it's to late to do anything about it.

used the Norton field guide of writing book. As I understand the class is meant to concentrate on learning how to write different forms of papers such as an analytical argument, a theoretical argument or a rhetorical argument. The major concern I have with this professor was in class; she informed the class that a complaint had been made about her, she put the complaint up on the overhead projector for the class to read, asking us if we agreed or disagreed with the student's complaint. I feel rather uncomfortable with this I also feel this is highly unethical, she asked the students to go to the dean saying that the statement the student made was not true. I also have concerns about the set up of her class schedule as students from the last group handed in their first paper after the spring break meaning they have wasted over two months in class doing nothing to help themselves, being part of this group I feel I have no idea of my standing in this class grade wise, I ~~do~~ do not want to fail this course but at this point I feel I maybe left with no other alternative which concerns me deeply. I have asked for outside help from this professor who seem quite reluctant to do so. I also want to use the writing center.

CC 1069

Dear: Communication & Humanities Division.

By the following letter of complaint, I would like to express my un-satisfaction about how she exposed my essay in front to my classmate, teaching method, grades, and assignment submission.

1. On 10/26/15 the professor exposed my paper in front to my classmate, without my permission. She used my paper as bad example. I felt so embarrassed, because my name was on it and everybody knew it was my paper. Also, before I turned my first draft, I asked the teacher to explain the assignment because I did not understand, the teacher replay is about everything. But she didn't give me a clear explanation, when I went to her office; I felt I wasn't welcoming to her office. She was uncomfortable speaking with me for that reason; I didn't tell al my doubts that I had about the paper.
2. Teaching method. She only put some videos and gave us paper with the assignment, and we have to look in the book, and do it, then with discus with the classmate, but she doesn't give the class and explanation she just says read chapter so and so. My thought was. I pay to the class to learn, I go the class I don't receive any knowledge from her; I feel that I am in an online class. My opinion of the teacher is that they teach and help you understand, and with her I don't feel that way.
3. Grades. I feel really confuse, how she grade, because she doesn't give assignment that she grade, like my other class. Only papers that we do in class that sometimes we give to her for grading. After we read it, and we ask her a question concerning to the material all the information is in the chapter. I have not received any of the assignments back.
4. Assignment submission. I don't see the point to submit the draft, if I will not have a feedback from her. She just said to review the draft between the classmate, and we all have to check the paper, not only giving and opinion of what we think about the paper, but also checking the grammar and this was our first paper. I looked for help in that area and found in writing center and personal tutoring I know that one of my weaknesses is grammar. The writing center and the personal tutoring helped me to correct my paper. The teacher stated that my classmate were to grade the grammar. I wanted the teacher to give me feedback, because I think she is the expert, and we are there to learn.

I want to finish saying that I don't agree with my grade. I have the grade how is (D), because she hasn't done her job. I haven't learn much, everything that I did so far, is what I understand, I don't feel any support from her, to explain or talk to me about my concerns of the assignments. Please consider changing me to different class. I really want to pass this class with good grade and learning about the class that will be helpful for my others classes. I don't want waste more time and I don't want any repercussion from the teacher.

Thank you [REDACTED]

CC 1073

Exhibit 12

**Student Complaint Form
Communication and Humanities**

Today's date: <u>11/9/15</u>	Student: <u>[REDACTED]</u>
CWID: <u>[REDACTED]</u>	Email: <u>[REDACTED]</u>
Person with whom you have a concern: <u>Dr. Tudor</u>	
Course (or other context) in which the concern was raised: <u>1301.507</u>	
Date(s) on which the concern was raised: <u>11/9/15</u>	
Have you discussed your concerns with the person noted above? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
General nature of your concern: <input checked="" type="checkbox"/> Instructional (e.g., teaching method, grades, assignment submission) <input type="checkbox"/> Other (Please specify: _____)	
Your specific concerns (provide examples): <u>Professor does not give specific instructions to students, and makes fun of students work though they may have accommodations on spelling. Professor assigns papers to students in a confusing way and instead of explaining she tells them to look at blackboard.</u>	

I. If your concern is related to instruction in your class, please discuss your concern with the professor and ask him/her to complete the following section before you submit this form to the dean.

Professor: _____ Date: _____

I've discussed the student's concerns and responded as follows:

II. If you do not receive an adequate response from your professor, please contact the Communication and Humanities office at 972-881-5810 (B189) to make an appointment to meet with the dean to discuss your concerns. Bring this form with you to the meeting with the dean.

Dean's response:

CC 1074

**Student Complaint Form
Communication and Humanities**

Today's date: 11/23/2015 Student: [Redacted]
 CWID: [Redacted] Email: [Redacted]

Person with whom you have a concern¹: Rachel Tudor

Course (or other context) in which the concern was raised: Eng 1201 S01

Date(s) on which the concern was raised: All semester

Have you discussed your concerns with the person noted above? YES NO

General nature of your concern²: Instructional (e.g., teaching method, grades, assignment submission)
 Other (Please specify: Bully)

Your specific concerns (provide examples): she is a bully with higher power! she is retaliating against me because I complained her before and she fabricated my attendance! Have met with ~~Shera~~ Rachel Tudor 11/23/2015. Her methods of taking attendance is inconsistent.

I. If your concern is related to instruction in your class, please discuss your concern with the professor and ask him/her to complete the following section before you submit this form to the dean.

Professor: _____

I've discussed the student's concerns and responded as

Available
Mon - Wednesday,
Afternoon
1-4 pm

II. If you do not receive an adequate response from your Humanities office at 972-881-5810 (B189) to make an appointment, bring this form with you to the meeting with the dean.

and
 your concerns.

Dean's response:

CC 1076

Student Complaint Form
Communication and Humanities

Today's date: 12-2-15 Student: [Redacted]
 CWID: _____ Email: [Redacted]
 Person with whom you have a concern: Prof Juder
 Course (or other context) in which the concern was raised: Composition I S07 - MW 9:00
 Date(s) on which the concern was raised: Several
 Have you discussed your concerns with the person noted above? YES NO
 General nature of your concern: Instructional (e.g., teaching method, grades, assignment submission)
 Other (Please specify: _____)
 Your specific concerns (provide examples): not very helpful with questions
bias grading I feel like all the work we do is
just busy work I dont feel like I have learned anything
this year

I. If your concern is related to instruction in your class, please discuss your concern with the professor and ask him/her to complete the following section before you submit this form to the dean.

Professor: _____ Date: _____

I've discussed the student's concerns and responded as follows:

II. If you do not receive an adequate response from your professor, please contact the Communication and Humanities office at 972-881-5810 (B189) to make an appointment to meet with the dean to discuss your concerns. Bring this form with you to the meeting with the dean.

Dean's response:

CC 1078

Student Complaint Form
Communication and Humanities

Today's date: 2-5-16 Student: [Redacted]
 CWID: [Redacted] Email: [Redacted]

Person with whom you have a concern: Rachel Tudor

Course (or other context) in which the concern was raised: Composition I

Date(s) on which the concern was raised: 2-5-16

Have you discussed your concerns with the person noted above? YES NO

General nature of your concern: Instructional (e.g., teaching method, grades, assignment submission)
 Other (Please specify: _____)

Your specific concerns (provide examples): I have been flagged on blackboard for the use of the word "illegal". She has made a rule that "illegal" will result in expulsion from the class. I can't turn in my required blog posts due to her removing me from Blackboard discussion board. I fear my grade will suffer because I don't align with her politically

I. If your concern is related to instruction in your class, please discuss your concern with the professor and ask him/her to complete the following section before you submit this form to the dean.

Professor: _____ Date: _____

I've discussed the student's concerns and responded as follows:

_____ [Redacted] _____

II. If you do not receive an adequate response from your professor, please contact the Communication and Humanities office at 972-881-5810 (B189) to make an appointment. Bring this form with you to the meeting with the dean.

Communication and
to discuss your concerns.

Dean's response: _____

CC 1082

DECLARATION OF HOLLY NEWELL

1. I am the Sponsored Programs Compliance Officer at Seminole State College within the Human Resources department.

2. I started working at Seminole State College in 2008.

3. I have been at my current position for 2.5 years.

4. My job duties include ensuring that 15 federal grants under Seminole State College are in compliance with state and federal regulations, Title IX Deputy for Employees, assist in all Human Resource responsibilities, and Travel Clerk.

5. I was in charge of the candidate search for an English Instructor at Seminole State College in Summer, 2017.

6. Dr. Rachel Tudor applied for the English Instructor position at Seminole State College in Summer, 2017.

HIRING PROCESS FOR ENGLISH INSTRUCTOR

7. The hiring process for a Seminole State College English Instructor is as follows:

- a. Advertisements for the position were placed in multiple newspapers, as well as online with various job search websites.
- b. Upon receipt of the resumes, all resumes are housed in the Human Resources Office.
- c. A Candidate Application Packet is requested in the job description for all candidates which includes: Resume, Cover Letter, Academic Transcripts, and three (3) professional letters of recommendation.
- d. The Department Chair creates a scoring rubric for all applicants upon which each candidate packet will be scored.

- e. The Department Chair selects an Interview Committee, which must be approved by the Director for Human Resources, to review the candidate packets for each applicant.
- f. Candidate packets are distributed to each Interview Committee member for their review and scoring.
- g. The candidates are ranked on a point system created within the scoring rubric from the Department Chair.
- h. I compile all of the scores from the Interview Committee and enter the scores into a spreadsheet.
- i. The spreadsheet is then sorted with scores from the highest to the lowest.
- j. The top qualified candidates based on the scores of their respective candidate packets are then selected for an interview with the Interview Committee, including the Department Chair.
- k. The Department Chair creates a scoring rubric for all applicants upon which each interview will be scored.
- l. The interview score is worth double what the candidate packet is worth in the final scoring of a candidate in order to emphasize the importance of the interview.
- m. The top qualified candidates selected for an interview with the Interview Committee are notified of their selection for an interview by me and I schedule their interview either in person or via video conference.
- n. I am present for the interviews of all the candidates.
- o. The top qualified candidates present a teaching demonstration and answer questions from the Interview Committee and Department Chair and are given the opportunity to ask questions of the committee.
- p. At the conclusion of the interview, each of the Interview Committee members scores the candidates using the rubric provided by the Department Chair.
- q. The top three (3) candidates are sent to the President of Seminole State College for final review and recommendation.

- r. The President of Seminole State College is not given the rankings or the scores for any of the top three (3) candidates.
- s. The President of Seminole State College then determines who to offer the position to and contacts the Chair of the Department and the Director of Human Resources with the name of the candidate who has been selected for hire.

DR. RACHEL TUDOR'S APPLICATION PROCESS

8. Dr. Tudor sent in her application for the English Instructor position in Summer, 2017.

9. After the initial scoring of Dr. Tudor's Candidate Application Packet, she was considered a top applicant for the position and was invited to interview for the position with the Interview Committee.

10. There were five (5) other applicants for the position chosen to participate in the interview process for the position.

11. Three (3) of the candidates were local, residents of Oklahoma, and three (3) of the candidates were not local, two from Texas, and one from the Marianas Islands.

12. All three (3) local candidates chose to interview in person at Seminole State College with the Interview Committee.

13. Two (2) of the non-local candidates, including one from Texas and one from the Marianas Islands elected to interview via video conference.

14. Dr. Tudor declined to interview in person or via video conference, and instead chose to interview via telephone only.

15. Dr. Tudor was informed that part of the interview was a teaching presentation which may not be as effective over a telephone call and it would be better to present her material via video conference in order to allow the Interview Committee to evaluate Dr. Tudor's presence and presentation.

16. Dr. Tudor declined to interview via video conference.

17. Dr. Tudor indicated that the cost of video conferencing applications was cost prohibitive.

18. I explained to Dr. Tudor that there were free video conferencing applications, including Skype, available for her to conduct the interview.

19. Dr. Tudor, again, declined a video conference interview and instead opted for a telephonic interview only.

20. I offered to assist Dr. Tudor with setting up video conference for free on Dr. Tudor's computer and Dr. Tudor, again, declined by indicating that telephone interviews were always sufficient for her in the past.

DR. RACHEL TUDOR'S INTERVIEW

21. Dr. Tudor interviewed, via telephone, in Summer, 2017.

22. All of the remaining five (5) candidates interviewed in Summer, 2017.

23. All candidates were scored by the Interview Committee following each of their respective presentations.

24. I collected all of the scores from the Interview Committee and entered them into a spreadsheet.

25. Each candidate was then ranked based on their interview score.

26. Dr. Rachel Tudor was ranked sixth (6th) out of six (6) candidates.

27. Then all of the scores from the Candidate Application Packets and the interviews were combined and ranked according to total score by the Interview Committee.

28. Dr. Rachel Tudor was, again, ranked sixth (6th) out of six (6) candidates.

29. Comments from the Interview Committee regarding Dr. Tudor's interview included that Dr. Tudor was "not engaging," "monotone," "disappointing," and "lacked energy."

30. The position was ultimately offered to another candidate who was not local, who interviewed via video conference.

31. Dr. Tudor was informed that she was not selected for the position via email on August 11, 2017.

32. At the time of receiving Dr. Tudor's application, I, the Interview Committee nor the Department Chair were aware of her lawsuit pending against SEOSU or her transgender status. However, on the morning of Dr. Tudor's interview, the Director of Human Resources called me into her office to discuss Dr. Tudor and some information that I needed to be made aware of in light of some news that was brought to her attention. The Director for Human Resources informed me that the LAH Division Chair had "Googled" all of the candidates and discovered that Dr. Tudor had been involved in a law suit against SEOSU regarding her termination involving her gender identity. She wanted me to be aware so that I could monitor the committee and any conversation that took place to ensure that no bias was exercised or discussed

and that “business would go on as usual” with no mention of anything disclosed to me. The Director for Human Resources directed the LAH Division Chair to write a statement declaring that she would not discuss her discovery with anyone and would proceed with the interview process professionally as if she never discovered any information about Dr. Tudor; the LAH Division Chair submitted her statement and the interviews of all candidates proceeded in a normal fashion that day. These elements did not influence the Committee or Department Chair’s scoring during Dr. Tudor’s interview.

I state under penalty of perjury that the foregoing is true and correct. Executed on this 16th of December 2017 in Seminole, Oklahoma.

Holly Newell

HOLLY NEWELL
SPONSORED PROGRAMS COMPLIANCE
OFFICER AT SEMINOLE STATE
COLLEGE WITHIN THE HUMAN
RESOURCES DEPARTMENT

FY18-English Composition Instructor

Overall Totals

	Pre-Interview Scores						Interview Scores						Overall Scores					
	70	68	72	70	56	336	149	146	146	149	147	737	219	214	218	219	203	1073
	59	68	72	75	54	328	135	139	141	149	135	699	194	207	213	224	189	1027
	58	73	65	68	54	318	137	134	142	137	140	690	195	207	207	205	194	1008
	57	66	73	75	53	324	109	121	141	139	122	632	166	187	214	214	175	956
	68	74	72	67	63	344	107	139	86	119	132	583	175	213	158	186	195	927
Dr. Rachel Tudor	75	75	74	75	60	359	86	96	122	92	80	476	161	171	196	167	140	835
	60	71	73	74	52	330						0	60	71	73	74	52	330
	66	70	71	70	45	322						0	66	70	71	70	45	322
	68	63	65	67	47	310						0	68	63	65	67	47	310
	62	68	70	64	43	307						0	62	68	70	64	43	307
	64	60	74	62	43	303						0	64	60	74	62	43	303
	48	67	67	61	50	293						0	48	67	67	61	50	293
	52	64	64	64	48	292						0	52	64	64	64	48	292
	53	57	66	67	47	290						0	53	57	66	67	47	290
	61	70	61	53	33	278						0	61	70	61	53	33	278
	60	63	62	26	39	250						0	60	63	62	26	39	250
	37	51	63	41	22	214						0	37	51	63	41	22	214
	40	51	42	22	36	191						0	40	51	42	22	36	191
	53	37	38	31	23	182						0	53	37	38	31	23	182
	50	34	53	35	10	182						0	50	34	53	35	10	182
						0						0	0	0	0	0	0	0
						0						0	0	0	0	0	0	0
	643	565	848	641	437	5753	723	775	778	785	756	3817	1884	2025	2075	1952	1634	9570

DECLARATION OF DR. RANDY PRUS

1. As a member of Dr. Rachel Tudor's tenure and promotion committee in 2009-10, it was my opinion then that she did not demonstrate the promise for future success as a tenured professor.
2. As the current Chair of the English, Humanities, and Languages Department ("EHL") at Southeastern Oklahoma State University, it is my opinion that it would not be good for this department if Dr. Rachel Tudor were to return to work here.
3. As the current Chair of the EHL Department at Southeastern Oklahoma State University, it is my opinion that it would not be good for this university if Dr. Rachel Tudor were to return to work here.
4. As the current Chair of the EHL Department at Southeastern Oklahoma State University, part of my duties involves assigning faculty members to teach certain classes and subjects. At present, there is no need for an additional professor, let alone an additional tenured professor, in the EHL Department. Further, there is no available budget for an additional professor.
5. As the current Chair of the EHL Department at Southeastern Oklahoma State University, and a teacher of students here, it is my opinion that it would not be good for the students if Dr. Rachel Tudor were to return to work here.
6. As the current Chair of the EHL Department at Southeastern Oklahoma State University, I have firsthand knowledge from colleagues in this department that, at most, half of the faculty would potentially accept it if Dr. Rachel Tudor were to return to work here, but at least half of the faculty oppose Dr. Rachel Tudor's possible return to work here. This will be detrimental to department functioning and collegiality.

I state under penalty of perjury that the foregoing is true and correct to the best of my knowledge.

Execute on this 20th day of December, 2018, in Tulsa, OK.



Dr. Randy Prus

From: [Rachel Tudor](#)
To: [Kristi Mallett](#)
Subject: Asst Prof of Humn
Date: Friday, March 25, 2016 4:07:43 PM
Attachments: [app letter 2012.docx](#)
[26_May_2011vita_publication_emphasis.docx](#)
[philosophy_of_teaching.rtf](#)
[phd_trans_page.pdf](#)
[Mischo_rec_letter.pdf](#)
[allen_rec_letter_2011.pdf](#)
[dr_coleman_letter_of_rec_25aug2011.pdf](#)
[univ_of_houston_transcript.pdf](#)

Please find my application materials attached.

Thank you,
Dr. Rachel Tudor

Dr. Rachel Tudor

racheltudor3731@gmail.com

24 February 2012

Dear Members of the Search Committee,

I was pleased to see your recent advertisement for an Assistant Professor of Humanities in HigherEdJobs. My unique qualifications and extensive experience make me a superb choice for Rogers State University. My whole-hearted commitment to higher education is demonstrated by my award-winning dissertation, faculty senate recognition award for excellence in scholarship, years of dedicated service on department and university committees, superior student evaluation scores, and practice of the arts.

Areas of concentration in my PhD studies were American and Native American literature with an equal emphasis on Modernity and Theory. The leading professional society of Native American scholars and writers awarded me "Writer of the Year" in academic prose for my dissertation. As a faculty member, I have published articles on a broad range of topics in a number of professional journals. In addition to articles focusing on American literature, I have written articles and presented at conferences on such varied topics as Greece's atavistic myths, medieval dream poetry, Latin American magical realism, gender studies, memoir, post-colonialism, genre, and philosophy. Thus, my postgraduate scholarship demonstrates a diverse and ever-increasing fluency in literature and philosophy across time and culture. My peers honored my scholarship by awarding me the Faculty Senate Recognition Award for Excellence in Scholarship.

I have eleven years full-time faculty-level experience teaching in the classroom and on the web. As a faculty member at a teaching university serving students from diverse ethnic and socioeconomic backgrounds, I regularly taught undergraduate courses in philosophy, humanities, literature, and composition. In addition, I have taught upper division and graduate courses in American literature as well as individual directed readings. I have been repeatedly and consistently nominated by my students and colleagues for teaching awards, earned exceptional peer evaluations, and received overwhelmingly positive student evaluations. I credit my classroom success to the extensive training I have pursued in the use of technology and pedagogy coupled with a passion to see my students succeed. As part of my commitment to constantly upgrade my skills, I have developed online and hybrid courses as well as completed on-line credited courses in computer science and internet pedagogy. In addition to developing new courses within my department, I had the privilege of being the campus coordinator of the Oklahoma Scholar-Leadership Enrichment Program and developing an interdisciplinary course with the renowned scholar Dr. Rennard Strickland.

In terms of service, I had the privilege of being elected to Southeastern Oklahoma State University's faculty senate. While serving in the senate, I also served on the senate Planning Committee and Personnel Policies Committee. In addition to my university-wide service, I chaired my department's most demanding committee, the Assessment, Planning, and Development Committee from 2007-2010. As chair, I wrote the department's annual assessment report. I was also a member of several other vital

department committees. However, one of my most rewarding experiences was serving as a core member of the Native American Symposium Committee and co-editing the Symposium's proceedings. I particularly appreciate the opportunity the Symposium provided to reach out into the broader community and welcome visiting students and scholars to our campus. My commitment to active service is longstanding. As an undergraduate and graduate student, I was elected by my peers to serve on the student senate and served as an executive officer of the Native American Student Association.

Perhaps what distinguishes me the most from other candidates for the position is my successful practice of the arts. As an undergraduate, I wrote and directed a two-hour play that was performed in the university's theater with a cast of students, faculty, staff, and community members. A local theater group was so impressed with the play that they commissioned me to write and help direct a version of my play for them the following year. As a graduate student, my poetry was recognized with the award of a residential fellowship by the Virginia Center for the Creative Arts. As a faculty member, my art work was juried-selected to appear in Southeastern Oklahoma State University's Centre Art Gallery. My love for the liberal arts is not merely theoretical, but hands-on. I believe that my experience as an artist provides depth and perspective on the arts that enriches the classroom experience of my students.

I am confident that I have much to offer your department and students, and I would be honored to visit with you to answer any question you may have. Thank you for reviewing my application.

Cordially yours,

Dr. Rachel Tudor

Rachel Tudor

Education

- 2000 Ph.D. English, University of Oklahoma
Concentration: *American and Native American Literature & Modernity and Theory*
- 1994 M.A. Humanities, University of Houston-Clear Lake
Concentration: *Philosophy*
- 1991 B.A. Multi-Cultural Studies, University of Houston-Clear Lake
Concentration: *History*

Academic Teaching Experience

- 2004-2011 Assistant Professor of English and Humanities, Southeastern Oklahoma State University
- 2002-2004 Professor of Humanities, College of the Mainland
- 2001-2002 Visiting Assistant Professor of English, University of Idaho
- 2000-2001 Post-Doctoral Lectureship, Meritoriously Awarded Position, University of Oklahoma
- 1997-2000 Teaching Associate, University of Oklahoma
- 1995-1997 Teaching Assistant, University of Oklahoma

Professional Interests

Philosophy
Modernity and Theory
American and Native American Literature

Publications

Articles:

- 2012 "The Ethics and Ethos of Eighteenth-Century British Literature." *ASEBL Journal*.
(Accepted, publication pending)

Tudor 2

- 2011 "Genre and the Native American Novel." *Parnassus: An Innovative Journal of Literary Criticism*. Issue 2/3, July, 2011.
- 2011 "Sara Suleri: A Study in the Idioms of Dubiety and Migrancy in *Boys Will Be Boys* and *Meatless Days*." *disClosure: A Journal of Social Theory*. Number 20, April, 2011
- 2011 "*Pearl*: A Study in Memoir and First-Person Narrative Poetry." *Diesis: Footnotes on Literary Identities*. Spring, 2011
- 2010 "A Reading of Jonathan Swift's 'A Modest Proposal' Using Roman Jakobson's Poetic Function." *The Atrium: A Journal of Academic Voices*. Winter, 2010
- 2010 "Romantic Voyeurism and the Idea of the Savage." *The Texas Review*. Spring/Summer 2010
- 2010 "Memoir as Quest: Sara Suleri's *Meatless Days*." *Research and Criticism*. Special Issue on Contemporary Literature and Theory. Volume 1, 2010
- 2010 "N. Scott Momaday's *The Ancient Child* and the American Dime Novel." *Indian Review of World Literature in English*, Volume 6, Number II, July 2010
- 2010 "*House Made of Dawn*: A New Interpretation." In *Diasporic Consciousness: Literature From the Postcolonial World*. Ed. Smirti Singh. Berlin, Germany: VDM Verlag, 2010 ISBN: 3639302036
- 2010 "Latin American Magical Realism and the Native American Novel." *Teaching American Literature: A Journal of Theory and Practice*. Spring/Summer 2010
- 2009 "Historical and Experiential Postmodernism: Native American and Euro-American." *Journal of Contemporary Thought*. Winter 2009

Editor:

- 2008 Co-Editor. *Symposium Proceedings*. "Sixty-Seven Nations and Counting: Proceedings of the Seventh Native American Symposium."
- 2006 Co-Editor. *Symposium Proceedings*. "Native Women in the Arts, Education, and Leadership: Proceedings of the Sixth Native American Symposium."

Book Review:

- 1997 Book Review. *Outlaws, Renegades, and Saints: Diary of a Mixed-Up Halfbreed*. Tiffany Midge. *World Literature Today*. Winter, 1997
- 1996 Book Review. *Deadly Medicine*. Peter C. Mancall. *American Indian Libraries Newsletter*. Winter 1996
- 1995 Book Review. *Shadow Distance: A Gerald Vizenor Reader*. Comp. A. Robert Lee. *American Indian Libraries Newsletter*. Spring, 1995

Creative:

2007 Open-Mic Chapbook. *AlienNations*

2005 Open-Mic Chapbook. *Diaspora*

1992 Play. *The Trial of Columbus*

Effective Teaching

Internet Courses

Humanities 1213 *Ancient to Medieval*

Hybrid Courses

English 1113 *Intro to Composition*

English 1213 *Composition*

Humanities 1213 *Ancient to Medieval*

Philosophy 1213 *Intro to Philosophy*

New Courses

Oklahoma Scholar Leadership Enrichment Program: *Native American Life, Law, and Literature*

This course was created with the assistance of the renowned Native American legal scholar Dr. Rennard Strickland and introduces students to current events in Native American law, life, and literature through the prism of American jurisprudence.

English 4853 *Great Books*

English 4563/5103 *Native American Literature*

Other Courses at Southeastern

English 1113 *Intro to Composition*

English 1213 *Composition*

English 2313 *Intro to Literature*

English 4563/5103 *Native American Literature*

Humanities 1213 *Ancient to Medieval*

Philosophy 2113 *Intro to Philosophy*

Courses Taught at College of the Mainland

English 1301 *Composition and Rhetoric in Communication*

English 1302 *Composition and Reading*

English 2328 *American Literature II*

Humanities 1301 *Ancient to Medieval*

Humanities 1302 *Renaissance to Modern*
Philosophy 2306 *Ethics*

Courses Taught at the University of Idaho

English 208 *Personal and Expository Writing*
English 295 *American Indian Drama*
English 484 *American Indian Literature*

Courses Taught at the University of Oklahoma

English 1113 *College Composition I*
English 1213 *College Composition II*
English 2213 *Introduction to Fiction*
English 2223 *Poetry*

Committees and Special Assignments

Southeastern Oklahoma State University

2010-2011 Faculty Senate Personnel Policies Committee

- Reviewed and assessed policy and procedure changes in reference to their impact on the faculty
- Proposed policy changes to the Faculty Senate in reference to salary, teaching, and tenure

2009- 2011 Faculty Senate

- Reviewed, evaluated, and made recommendations for changes in undergraduate and graduate academic policies and procedures
- Reviewed and made recommendations for changes in the Policy and Procedures Manuel

2009-2010 Faculty Senate Planning Committee

- Facilitated the development and implementation of long-term goals relating to curriculum

2007-2010 Chair, Assessment, Planning, and Development Committee, Department of English, Humanities, and Languages

- Composed yearly assessment report for the department
- Compiled, distributed, and tabulated department assessment of upper-level capstone student papers
- Compiled, distributed, and tabulated department assessment of junior-level student papers
- Organized meetings and agendas

Tudor 5

2004-2010 *Native American Symposium Committee*

- Moderated panels
- Recommended themes and speakers
- Edited the 6th and 7th Symposium proceedings
- Provided transportation for speakers and guests to and from hotels and Dallas Airport

2007 *Oklahoma Scholar Leadership Enrichment Program*

- Recommended Dr. Rennard Strickland as guest scholar
- Assisted Dr. Strickland prepare a course curriculum and syllabus for program
- Served as local director and supervising professor of Dr. Strickland's course
- Graded student presentations and papers

2004-2011 *Hiring Committee*

- Reviewed applications of prospective faculty members
- Interviewed prospective faculty
- Participated in deliberations and evaluations of applicants

2004-2011 *Five-Year Program Review Committee*

- Compiled pertinent paperwork
- Contributed to review of curriculum
- Assisted outside reviewer with assessment report

2004-2006 *Assessment, Planning, and Development Committee, Department of English, Humanities, and Languages*

- Evaluated upper-level capstone student papers
- Evaluated junior-level student papers
- Participated in regular meetings and deliberations of committee

College of the Mainland

2002-2004 *Curriculum Committee*

- Recommended revisions of curriculum to align with Texas' *Academic Course Manual*
- Reviewed new course proposals

2002-2004 *Multi-Cultural Team*

- Organized multicultural activities on campus
- Promoted and publicized events
- Invited speakers to campus
- Hosted guest speakers on campus

2002-2004 *Estrella Award Committee*

- Reviewed nominees and applications for award to honor outstanding Hispanic student leaders in the community

University of Idaho

2001-2002 *Native American Advisory Board*

- Advised on issues important to the Native American community
- Liaison between the university and local Native American tribes

Professional Activities

- 2011 Presentation. "Modern Media's Translation of Greece's Atavistic Myths." 13th Annual McCleary Interdisciplinary Symposium. Texas Southern University
- 2009 Presentation. "Native American Protest Fiction." 11th Annual McCleary Interdisciplinary Symposium. Texas Southern University
- 2007 Art Exhibit. "Kachinas and Gourds." Centre Art Gallery, Southeastern Oklahoma State University, Juried Art Show
- 2005 Presentation. "The Lynching of Ward Churchill." Sixth Annual Native American Symposium. Southeastern Oklahoma State University
- 1998 Presentation. "Charlotte Bronte's Indians" SAGES Conference, University of Oklahoma, Norman, Oklahoma
- 1996 Presentation. "Self-Selected and Other-Attributed Gender Performance: A Theoretical and Experiential Investigation." Culture Studies/Cultural Intervention, University of Colorado, Boulder, Colorado.
- 1995 Presentation. "What is Native American Literature?" Southwest/Texas Popular Culture Association, Regional Meeting, Oklahoma State University, Stillwater, Oklahoma
- 1994 Presentation. "Suicide or Genocide? Self-Inflicted Death in Native American Novels." English Graduates for Academic Development. East Texas State University, Annual Conference
- 1992 Director. *The Trial of Columbus*. Performed at the Mecotha Theater, Houston, Texas

Professional Training and Continuing Education

- 2011 *Faculty Grant Writing Workshop*, Dr. Kathryn Plunkett, Digital Information Literacy Librarian, Southeastern Oklahoma State University

- 2009 *PowerPoint to Windows Media Player*, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2009 *SMARTBoard Basics*, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2009 *Getting Started: Toward Online Teaching*, The Sloan Consortium
- 2009 *Blackboard Assessments*, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2009 *PowerPoint to Windows Media Video*, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2009 *Respectful Workplace*, Southeastern Organizational Leadership Development, Southeastern Oklahoma State University
- 2009 *Legal Aspects of the Faculty*, Southeastern Organizational Leadership Development, Southeastern Oklahoma State University
- 2008 *On Media, Culture, Violence, and the College Student*, Southeastern Office of Violence Prevention, Southeastern Oklahoma State University
- 2008 *Teacher Tube*, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2008 *BlackBoard Discussion Forums*, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2008 *Using Microsoft Office Powerpoint*, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2007 *New Technologies for Enhancing Instruction*, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2007 *Customizing Your Blackboard Course*, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2007 *Grading Documents Electronically*, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2003 *Introduction to Microsoft Powerpoint*, Department of Continuing Education, College of the Mainland, Texas City, Texas
- 2003 *Interactive Instruction Training*, Department of Continuing Education, College of the Mainland, Texas City, Texas

Awards and Honors

Faculty Senate Recognition Award for Excellence in Scholarship, Southeastern Oklahoma State University, 2011

Tudor 8

Nominee, Faculty Senate Recognition Award for Excellence in Scholarship, Service, and Teaching, Southeastern Oklahoma State University, 2010
Nominee, Faculty Senate Recognition Award for Excellence in Teaching, Southeastern Oklahoma State University, 2008
Nominee, Teacher of the Year, College of the Mainland, 2003
Writer of the Year, Wordcraft Circle of Native Writers and Storytellers, 2000
Post-Doctoral Lectureship, University of Oklahoma, 2000
Residential Writing Fellowship, Virginia Center for the Creative Arts, 2000
Merit Tuition Scholarship, University of Oklahoma, 1996-1999
Roy and Florena Hadsell Award for Research, University of Oklahoma, 1995
Sigma Tau Delta, Rho Omega Chapter of the National English Honor Society, 1993
Omicron Delta Kappa, Atrium Circle Chapter of the National Leadership Honor Society, 1992

Professional Memberships

- Modern Language Association
- Wordcraft Circle of Native Writers and Storytellers

References

- **Dr. Margaret Cotter-Lynch.** (Associate Professor) Department of English, Humanities, and Languages, School of Arts & Sciences, Southeastern Oklahoma State University, 1405 North 4th Avenue, Durant, Oklahoma, 74701. mcotter@se.edu (580) 745-2986
- **Dr. Daniel Althoff.** (Professor) Department of English, Humanities, and Languages, School of Arts & Sciences, Southeastern Oklahoma State University, 1405 North 4th Avenue, Durant, Oklahoma, 74701. dalthoff@se.edu (580) 745-2584
- **Dr. Lisa Coleman.** (Professor) Department of English, Humanities, and Languages, School of Arts & Sciences, Southeastern Oklahoma State University, 1405 North 4th Avenue, Durant, Oklahoma, 74701. lcoleman@se.edu (580) 745-2770
- **Dr. Virginia Parrish.** (Associate Professor) Department of English, Humanities, and Languages, School of Arts & Sciences, Southeastern Oklahoma State University, 1405 North 4th Avenue, Durant, Oklahoma, 74701. vparrish@se.edu (580) 745-2594
- **Dr. Mark Spencer.** (Associate Professor) Department of English, Humanities, and Languages, School of Arts & Sciences, Southeastern Oklahoma State University, 1405 North 4th Avenue, Durant, Oklahoma, 74701. mspencer@se.edu (580) 745-2921
- **Dr. Paula Allen.** (Professor) Department of English, Humanities, and Languages, School of Arts & Sciences, Southeastern Oklahoma State University, 1405 North 4th Avenue, Durant, Oklahoma, 74701. psmithallen@se.edu (580) 745-2592

Philosophy of Teaching
Dr. Rachel Tudor

I love teaching because I find my life is enriched by helping students improve their lives. The reason students enroll in college is to improve the quality of their lives, and it is our responsibility as educators to help them achieve their goal. Although students generally expect us to help them increase their skills and abilities, it is my goal to help them gain wisdom as well. In other words, I consider students' apprehension of material as important as their comprehension of it. For instance, while there is value in knowing the names of the main actors in Homer's *Iliad* and being able to knowledgeably outline the plot of the story, it is life-changing to apprehend the significance of a father (Priam) loving his son (Hector) more than he hates the man (Achilles) who killed him.

Teaching is as much an art as it is a science. I have spent more nights than I can count laying awake asking myself why a seemingly pedagogically sound lesson failed to meet its goal. As an inexperienced teacher, I was often puzzled why the very same lesson plan that succeeded in one class was a failure in another--sometimes in a class held immediately after the successful class. As an experienced teacher, I know that each class has its own personality. Each class has its own needs and abilities. I cannot expect a class to adapt to my lesson plan; I must adapt my lesson plan to fit the personality, needs, and gifts of each class.

I have yet to discover a magic formula for success (if you have one, please share), but I do know that students need to feel a sense of connection (to the material, to one another, and to the teacher), recognition for their effort, and power (also known as "agency").

In classrooms with movable desks, I build a sense of connection by having the students move their desks in a circle so we are all facing one another. It is important for students to see one another's faces when talking to build interpersonal classroom relationships. No one is talking to the back of someone else's head, and no one is trying to listen to an unfamiliar disembodied voice behind them. In

order for the students to feel a connection with me, I think it is important to sit with the students. To facilitate connection with the material, I might ask a student what difference it would make in his or her life to share Priam's values. What difference does it make in the quality of one's life to value love more than vengeance?

Students feel a sense of recognition when a teacher practices active listening. Active listening requires taking student contributions and questions seriously. It requires the flexibility and improvisation that is only acquired through experience and frequent critical reflection on what happens in the classroom. Students are intelligent enough to know when a teacher is fishing for the right answer. Fishing for "right" answers humiliates students who stray from the lesson plan script and intimidates other students from contributing. When students do not voice anticipated responses, I am curious why. Discovering why is an opportunity for students and teachers to recognize one another. Of course, written assignments are another opportunity for students to feel recognized if evaluations are inquisitive instead of punitive. For instance, asking a student why they repeatedly commit an error is more helpful than simply penalizing a student for an error.

Students feel power when they are given responsibilities and choices. Small group assignments and peer revisions are excellent opportunities for students to take leadership roles and make decisions in reference to the material we are covering. I explain the purpose and goals of our activities. I invite students to comment on and offer suggestions in reference to our activities. In addition, after we finish reading a text or complete an assignment, I ask them if they would recommend the text or assignment for the next class. This is not an empty exercise; I have gained valuable insight into making connections with students simply by listening to their lived classroom experience. Facilitating connection, recognition, and power are mutually reinforcing strategies for successful teaching and learning.

Student response to my philosophy of teaching has been positive. For example, student demand for my *Introduction to Philosophy* class necessitated opening additional sections as well as adding

another philosophy class, *Ethics*, to the course schedule. Also, I have been informed by a number of colleagues that students cited their experience in my class as their reason for selecting a major in our department. We all need to feel connection to one another, recognition for our contributions, and some sense of agency over our lives to be happy. My philosophy of teaching is simply my philosophy of life brought into the classroom.

THE UNIVERSITY OF OKLAHOMA, NORMAN, OK 73019

OFFICE OF ADMISSIONS AND RECORDS

NAME
Rachel Jona Tudor
BIRTH PLACE:
BIRTH DATE: 7/26/XX

HIGH SCHOOL NAME:
HIGH SCHOOL PLACE:

PRINT DATE
2/11/11

PAGE: 1

Course Level: Graduate
Major(s) College : College of Arts and Sciences
Major : English
Maj/Concentration : Composition/Rhetoric/Literacy
Awarded Doctor of Philosophy 06-MAY-2000
Major : English

Institution Information continued:
ENGL 5113 Teach Coll Comp/Lit
Term: Ehrs: 6.000 QPts: 21.00
GPA-Hrs: 6.000 GPA: 3.50
Good Standing

SUBJ NO. **COURSE TITLE** **CRED GRD** **R**
PTS

Term: Spring 1996
GRAD COL ENGL Cont Crit Thought 3.000 A 12.00
EDFN 5823
ENGL 5003 Feminism/Postmodern 3.000 A 12.00
Term: Ehrs: 6.000 QPts: 24.00
GPA-Hrs: 6.000 GPA: 4.00
Good Standing

UNIVERSITY OF OKLAHOMA

UNIVERSITY OF OKLAHOMA

INSTITUTION CREDIT:

Term: Fall 1994
GRAD COL ENGL Adv Lit Analysis 3.000 A 12.00
ENGL 5003
20th Cnt Am Ind Lit 3.000 A 12.00
Term: Ehrs: 24.00 QPts: 24.00
GPA-Hrs: 6.000 GPA: 4.00
Good Standing

Term: Fall 1996
GRAD COL ENGL Methods-Grad Study 3.000 A 12.00
ENGL 5903
Directed Readings 3.000 S .00
Term: Ehrs: 6.000 QPts: 12.00
GPA-Hrs: 3.000 GPA: 4.00
Good Standing

Term: Spring 1995
GRAD COL ENGL Sem-Medieval Lit 3.000 B 9.00
ENGL 5523
Philosophy of Mind 0.000 W .00
Term: Ehrs: 3.000 QPts: 9.00
GPA-Hrs: 3.000 GPA: 3.00
Good Standing

Term: Spring 1997
GRAD COL ENGL
Fall 1997
GRAD COL ENGL
Term: Spring 1998
***** CONTINUED ON PAGE 2 *****

Term: Fall 1995
GRAD COL ENGL Romanticism Lang/Idn 3.000 B 9.00
ENGL 5003
***** CONTINUED ON NEXT COLUMN *****

***** CONTINUED ON PAGE 2 *****

Student Record

INTERPRETATION OF GRADES

A = Excellent
B = Good
C = Average
D = Poor
F = Failing
I = Incomplete
AW = Admin. Withdrawal
W = Withdrawn
S = Satisfactory
U = Unsatisfactory
P = Pass
NP = No Pass
AU = Audit
X = Work in Progress
E = Conditional
WF = W Failing
N = No Report

GRADE POINTS PER SEM. HOUR SINCE 1950
A=4
D-1
B=3
F=0
C=2
WF=0
Other Grades Not Computed in GPA

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Stacie Arndt
Assistant Director, Academic Records

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Stacie Arndt

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DEPARTMENT OF ENGLISH, HUMANITIES, & LANGUAGES

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
1405 N. FOURTH AVE., PMB 4127
DURANT, OK 74701-0609

580-745-2066
FAX 580-745-7406
WWW.SE.EDU

August 24, 2011

To Whom It May Concern:

I am writing this reference in support of Dr. Rachel Tudor and her application to an academic position.

Dr. Tudor's teaching practice exemplifies her commitment to the humanities, in particular to the areas of classical literature, philosophy, and Native American literature. I have twice observed—in my former capacity as department chair—her philosophy classes for purposes of faculty development. Her teaching style clearly motivates students: group work, discussion and lecture are blended effectively. In one class in particular I was impressed as to how the students were excitedly immersed in a discussion of Plato and Orwell. Dr. Tudor's classroom method could be described as Socratic, but in a non-confrontational way. Students were eager to participate. Dr. Tudor has a great deal of experience in teaching a varied range of courses at all undergraduate levels. At Southeastern she has regularly taught first-year composition, general sophomore-level Western humanities, and introduction to philosophy sections. She has twice taught an upper-division Native American Lit class. She also teaches an online version of our general Western Humanities class. As department chair during her time here at Southeastern I witnessed Dr. Tudor develop into a wonderfully engaged teacher.

In terms of service, Dr. Tudor's greatest contribution to Southeastern has been her involvement with our Native American Symposium. The logistics of coordinating even a small conference can be incredibly time consuming. She has also been involved with editing the conference proceedings. She has also been involved in bringing a noted scholar in Native American studies, Rennard Strickland, to teach as a visiting scholar here in the Oklahoma Scholar-Leadership Enrichment Program.

Dr. Tudor has recently been extremely successful in securing forthcoming publication for her scholarly manuscripts. In the past two years she has had about ten articles published or accepted. Particularly impressive is the range of her publications, which focus on topics as varied as Latin American realism, classical literature, medieval literature, Swift, and especially Native American writers.

Sincerely,

A handwritten signature in black ink that reads "John Brett Mischo".

Dr. John Brett Mischo
Professor

jmischo@se.edu

(580) 745-2590

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY



DEPARTMENT OF ENGLISH, HUMANITIES, & LANGUAGES

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August 19, 2011

To whom it may concern:

I am writing to recommend Dr. Rachel Tudor for your position opening. Dr. Tudor was my colleague as a professor of English in the English, Humanities, and Languages Department at Southeastern Oklahoma State University from 2004 until 2011.

At Dr. Tudor's first interview, I was very impressed at the description of her teaching methodologies and the depth of her research in several scholarly areas, including Native American literature. She has since acknowledged that expertise both in her teaching and in the impressive number and quality of her publications. In terms of her teaching, Dr. Tudor spent considerable time in the design and implementation of the courses she taught and maintained high standards for her students in academic achievement.

As a colleague, Dr. Tudor endeavored to carry more than her share of the leadership and workload within the department. I recall that, while still relatively a newcomer within the EHL Department, Dr. Tudor led an assessment effort by the department with alacrity and foresight over a several-year period. She participated on committees at both departmental and university levels, and was very active and vocal in her service in Faculty Senate, a faculty-elected position. Needless to say, Dr. Tudor has earned the respect of her colleagues for her conscientious and dedicated professionalism.

I had the advantage of having the office next to Dr. Tudor's, which I believe gave me some insight into the efforts she made toward her professional duties. Though Dr. Tudor has a very quiet demeanor, she was generally hard at work when I came in, often very early in the morning, and still working in the late afternoon.

I find Dr. Tudor to be a likeable, responsible, and professional colleague in all respects pertinent to professional life within the University community. I believe Dr. Tudor's efforts and worthiness has been very apparent in her service to Southeastern, and those same qualities should sustain and promote her service elsewhere as well.

Sincerely,

Paula Smith Allen, Ph.D.
Professor of English, English Education Coordinator

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY



OFFICE OF THE HONORS PROGRAM

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
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580-745-2771
FAX 580-745-7495
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25 August 2011

To Whom It May Concern:

I am writing in support of Rachel Tudor's application to a position in your department. I have known Dr. Tudor since 2004, and she has been an asset to the department of English, Humanities, and Languages, to our students, and to the greater Southeastern Oklahoma State University community. Dr. Tudor is sincerely and deeply interested in student success, and she conscientiously makes every effort to determine how she can best serve students while drawing their attention to the values and the conflicts that inform Western culture in general and American culture, in particular. As a specialist in Native American literature and culture within the context of American history and literature, and as a Native American herself, she is highly cognizant of the fraught situation that arises when Native American literature is taught as separate and distinct from American literature. She performs her culture's ethos by insightfully pointing to the disparities that exist between Native American and American culture; but she accomplishes this pointing in such a way that one is gently led both to understand the disparities and the idea that since these cultural differences are not necessary but chosen, different choices could be made.

Dr. Tudor's teaching is exemplary. She has been nominated in the past three consecutive years (2009-2011) for the Faculty Senate Excellence in Teaching Award for the School of Arts and Sciences. The most recent departmental evaluation of Dr. Tudor's teaching supports those nominations and points, in particular, to the mindful way in which the class is taught and the emphasis that is placed on student success and how to achieve it in the given assignment--constructing PowerPoint slides, for example, for a course in ancient humanities. In his assessment letter, a faculty observer positively noted the camaraderie between Dr. Tudor and her students and commended her for the careful way she placed the day's work in the context of the course. Her teaching reflects the numerous courses she has taken in the Curriculum Instruction and Development in Technology at Southeastern to hone her skills in creating hybrid courses that draw upon online and in-class activities. She has also participated in leadership development courses and assisted in student crisis interventions.

In terms of curriculum, Dr. Tudor has constructed several new courses for the department including one on Great Books, which she suggested in response to a student survey of desired departmental changes. She also devised the course on Native American literature and worked in tandem with the renowned Native American scholar, Rennard Strickland, who taught a course on our campus at the invitation of OSLEP, or the Oklahoma Scholar-Leadership and Enrichment Program, after Dr. Tudor suggested to me that he would be a good speaker for OSLEP to consider. As the OSLEP representative on our campus at the time, I took her suggestion to OSLEP and they immediately tendered the invitation to Dr. Strickland to be the OSLEP guest lecturer at Southeastern in 2007, the first OSLEP speaker at Southeastern since the 1990's.

The OSLEP program requires that there be a campus coordinator to work with the visiting scholar to help devise the course and assess student involvement. Dr. Tudor took on this task and executed it

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

successfully. Dr. Strickland then became the keynote speaker at Southeastern's biennial Native American Symposium for 2007, a conference that Dr. Tudor helped to coordinate as a member of the Native American Symposium Committee.

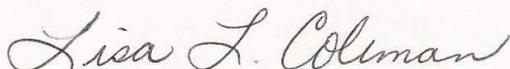
As the narrative of Dr. Tudor's experience with the OSLEP program suggests, her service has been an asset to a community far wider than that of Southeastern alone. By serving on the Native American Symposium committee since 2004 and by making suggestions in terms of theme and speaker more than once, Dr. Tudor has served the greater Southeastern community as well. In 2005 she suggested that the topic be "Native Women in the Arts, Education, and Leadership" and was a key player in seeing to it that Native American radio host Jacqueline Battiste attended the 2005 symposium.

From 2009 to 2011, Dr. Tudor has also served as a Faculty Senator, elected by the faculty at large. During her tenure on this prestigious committee, she also served on the Personnel Policies Committee within the Faculty Senate. She has served as Chair of the Assessment, Planning, and Development Committee, the most innovative committee of the English, Humanities, and Languages Department. She has also served on hiring committees and on the Five-Year Program Review Committee that I chaired, in which she made a very valuable written contribution that thoughtfully articulated the teaching mission of the department.

In the area of scholarship, Dr. Tudor made a great breakthrough beginning in 2010 and continuing to the present moment in 2011. While she has co-edited the Native American Conference proceedings on two occasions and has had articles accepted for publication previously, 2010-2011 have been banner years for her burgeoning record of scholarship, with numerous publications in a broad array of venues that range from journals of literary criticism, to Native American collections, to philosophy journals, to journals of social theory, all indicative of Dr. Tudor's interest in Native American studies, American and British literature, humanities, social theory, and philosophy. In recognition of Dr. Tudor's outstanding scholarship production in 2011, she won Southeastern's Faculty Senate Award for Excellence in Scholarship for the School of Arts and Sciences. In addition to her teaching, service, and scholarship in the world of academia, Dr. Tudor is also an accomplished artist and poet.

Dr. Tudor's passion for teaching and her commitment to her students' success are matched by the high expectations she has for her own scholarship and university service. She will be a thoughtful contributor to any department that is fortunate enough to hire her. If you have any questions or concerns, I would be happy to visit by phone or email.

Sincerely,



Lisa L. Coleman, Ph.D.
Honors Program Director
Professor of English

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TUDOR, RACHEL JONA

Prepared: 05/19/94

Birth Date: 07/19/78

Page # 1

COURSE NO	COURSE TITLE	HRS	GRADE	COURSE NO	COURSE TITLE	HRS	GRADE			
Transferred From				G/DS SPRING 1992						
SAN JACINTO C CENTRAL CAM				COMM 5733	SEMNR IN WRITING FICTION	3	B+			
				FUTR 6234	VISIONARY FUTURES	3	B A			
				LITR 4237	VICTORIAN LITERATURE	3	A			
				LITR 5537	AMERICAN POETRY	3	A			
U/DS SPRING 1989				G/DS SUMMER 1992						
ASTR 3131	MODERN ASTRONOMY I	3	A	LITR 5034	WORKSHOP IN POETICS	3	A			
BIOL 3332	BIO-ECOLOGY	3	A	LITR 5931	TOPIC:AMERICAN DRAMA	3	A A			
U/DS SUMMER 1989				G/DS FALL 1992						
BIOL 4931	TOPIC:FIELD BIOLOGY	3	A	HIST 5031	RESEARCH & METHDS SEMINAR	3	A-			
COMM 3135	TECHNICAL WRITING	3	B	HUMN 5931	TOPIC:AMERICAN PHILOSOPHY	3	A-			
U/DS FALL 1989				LITR 5538				CONTEMPORARY AMERICAN LITR	3	A
BIOL 3133	PLANT ANATOMY	3	B	LITR 5939	IS:CONT MINORITY LITERATURE	3	A			
BIOL 4231	MARINE BIOLOGY	3	A	G/DS SPRING 1993						
BIOL 4336	GENETICS	3	C	HIST 5035	PHILOSOPHY OF HISTORY	3	A			
MATH 3038	COMPUTATIONAL STATISTICS	3	WX	LITR 6939	MASTER'S THESIS RESEARCH	3	CR			
U/DS SPRING 1990				LITR 6939				MASTER'S THESIS RESEARCH	3	CR
ANTH 4532	INTRO ARCHAEOLOGY & PREHISTORY	3	A	G/DS SUMMER 1993						
COMM 3037	ADVANCED WRITING	3	B	EDUC 5931	TOPIC:COGNITION AND INSTRUCTION	3	A			
HUMN 3031	BASIC TEXTS WSTRN TRADITION I	3	A	LITR 6939	MASTER'S THESIS RESEARCH	3	CR			
LITR 3334	MYTHOLOGY	3	B	G/DS FALL 1993						
U/DS SUMMER 1990				HUMN 5336				PHILOSOPHY AND RELIGION	3	A
PSYC 4131	SOCIAL PSYCHOLOGY	3	A	LITR 6939	MASTER'S THESIS RESEARCH	3	CR			
SOCI 4535	MINORITIES IN AMERICA	3	A	PHIL 5939	IS:FEMINIST PHILOSOPHY	3	A			
PRESIDENT'S LIST				G/DS SPRING 1994						
U/DS FALL 1990				LITR 4238				RISE DEVELOP ENGLISH NOVEL	3	A
ANTH 3134	MEDICAL ANTHROPOLOGY	3	A	LITR 6939	MASTER'S THESIS RESEARCH	3	A			
ANTH 4333	INDIANS OF CENTRAL AMERICA	3	A	LITR 6939	MASTER'S THESIS RESEARCH	3	A			
PSYC 4661	RESEARCH DESIGN AND STAT MEAS	6	B	Name: TUDOR, RACHEL JONA						
U/DS SPRING 1991				Degree: MASTER OF ARTS						
ANTH 3136	ANTHROPOLOGY OF RELIGION	3	A	Major: HUMANITIES						
ANTH 4334	INDIANS OF NORTH AMERICA	3	A	Conferred: MAY 14, 1994						
HIST 4899	NATIVE AMERICAN HISTORY	3	A	*****						
PSYC 4839	PSYCHOLOGYRESEARCH	3	A	*****						
SILC 4135	THEORIES OF AMERICAN PLURALISM	3	A	End of Transcript						
SOCI 4132	SOC STRUCTUR:CLASS,POWER,STATUS	3	A	*****						
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Name: TUDOR, RACHEL JONA				*****						
Degree: BACHELOR OF ARTS				*****						
Major: MULTI-CULTURAL STUDIES				*****						
Conferred: MAY 11, 1991				*****						
G/DS SUMMER 1991				*****						
HIST 5432	STUDIES IN EUROPEAN HIST	3	A-	*****						
SOCI 5238	NEGOTIATING ACROSS CULTURES	3	A	*****						
G/DS FALL 1991				*****						
FUTR 5131	STUDY OF THE FUTURE	3	B	*****						
FUTR 5132	QUALITATIVE FUTURES	3	WX	*****						
HIST 5939	IS:TOPIC:THIRD WORLD	3	A	*****						



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