

Raw Transcript: In-Person Threat Assessment

Hi. Nice pleasure to meet. My name's Dusty, by the way. Don, don't go by titles. Hi. I don't make my students do that. I'm not gonna make Kelly. Very nice to meet you. Nice to meet you. Kelly. I'm Dusty. Pleasure. Thank you very much. Dawn and Kelly? Yes, yes. Excellent. A counselor in our counseling center. Oh, wonderful students.

So this is, this is something that's a little bit excellent, more unique for me to do, but I really appreciate. No worries. Good to see you. So sorry, you got called into the middle of this thing. It sounds ridiculous, but yeah. Music. Oh it, yeah. I, I don't understand it myself, to be honest with you. So we just a little bit of information.

So it's, it's, that explains our administration. They're gonna not tell you exactly what's going on. Sure. Yes, yes. Um, yeah, no, so we really, truly, and I always wanna make sure that, you know, kind of exactly what we have, but, um, again, like, just kind of very minimal, like, you know, they shared some information about, um.

If you like other faculty or students, you know, really, you've probably gotten the same information you have. As a matter of fact, now, well, yeah, absolutely. You have to inspire the students. Exactly. That's how you do that. That's not who isn't a passionate lecturer, and if you're not a passionate lecturer, why are you even educating anybody here?

It, it serves no purpose. Yes. It doesn't make sense. So, so I guess the part that they, they had mentioned too was that there was a administrative leave. Is that correct? Is that correct? Uh, yes. I, I was forced on it actually. It was, it was not really by choice. I'm wanna get back and I don't wanna get back in the classroom.

I think, what was the administrative leave in place? Uh, probably within the past month, I'd say. I think shortly after the eighth, I believe was when it happened. So it's only been a couple weeks. As a matter of fact, that, that they've told me that I was not allowed in classes at this point, and, which is a little disturbing to hear.

Consider I'm a tenured professor. I have an office here, but I'm not allowed to teach students, so I'm not on sabbatical. So that doesn't make any sense whatsoever. And. So, so it's been a couple of weeks and my memory can, can sometimes really, so, uh, it's okay if you just take some notes, like just comment colors.

I taking notes too. That's, that's why I have paper pen in front of me as well. I can make sure I document everything too. We understand.

Absolutely not. Absolutely not in intellectual freedom is what I believe in. I'm sure that that with count, and I'm sure that with counseling, if you're taking counseling notes, then you understand the importance of those notes in, in somebody's own process, right? They're right. I forgot that back. Don't take your intellectual property then.

Um, so say more about what happened because truly we, we just have limited information. Sounds like there's kind some descriptions from people. You know what, a joke got an adjective for everything. What? What were you told? Gimme an idea and I'll, I'll be able to help fill in some of the blank.

This is all complete overreaction at. At a school trying to silence its educators pretty much what the problem is. So yeah, there's, you know, talking about, you know, um, sounds like people find you inspiring. And then there's also this, I'm nowhere aware, I've seen my teacher review, I've seen my student reviews.

I have a very good set of reviews. Take it through back to that, that, um, that's why this is really unusual and a little disturbing, the fact that I've been here so long, I'm tenured, I I get great student reviews and I'm being forced into this. Being forced outta the classroom serves no purpose other than to deprive the children of.

Of inspiration, of education, of freedom. Dawn, do you mind if I Sure. So Dr. Harrington, please. Absolutely. What did they tell you the reason that they're placing you on? They said that they received multiple emails from folks that, from, from other colleagues, but they won't identify who the colleagues are.

Mm-hmm. That said that they were concerned about me. They said that they received, um, emails from students that were complaining about me in class. Um, I've heard of them whispering on their, on their root, on their, um, in, in their. Online forums and such about students, but I mean, obviously there's, you know, rate a professor out there and stuff, and I never trust that, so God only knows what they're saying.

But the students who approach me directly are the ones that are telling me that I'm doing a great job. The, the quotes I see on my, uh, on my reviews, on my yearly reviews are fantastic. People are saying how inspiring I am. This feedback that you've ever gotten before? No, I've never had this feedback.

Absolutely not.

I, I, I've lost track of time. Once you're tenured, you kind of lose track of time. Yeah. You don't pay attention. It's the years that you're counting until you get tenured that, yeah. It's been a long time. It's been, I'm gonna say, I'm gonna say o over a decade. Right? It, it's been over a decade. No, no. So some, I, I mean obviously there's stuff going on in the world that maybe people don't want to hear the hard message about.

Everybody knows what's going on gaze. Everybody knows what's going on in the Middle East. That's falling into my territory. Um, I know that there's times where they're talking about, I just kind of being more intense in your lectures or erratic, or t use the word teenager, but it seems like maybe kind of going off topic or kind of.

Maybe even some concerning or feeling people feeling intimidated by that. Um, you think is going on there. What do you think is, might be more passionate about your lectures now? And

there have, or I was saying that before you interrupted me. Um. Yeah. Like, you know, I, sorry. No, yeah, I was literally just saying that is the stuff that's going on in the world.

If you're paying attention to news in that way, stuff that's going Gaza, the Middle East, that stuff has become more prominent. So I'm addressing that In terms of con, in terms of. Modern topics for these students to understand how philosophy, how politics, how all of that interrelates with what's going on in the world today, so that they can relate that to that.

So, so, so tell me more about like, even feeling interrupted kind of right now too. Um, like I, I mean that's exactly what this, I mean, that's what the administration's doing right now is interrupting me and interrupting my teacher. Yeah. Yeah.

Yeah. So what, like other people in the world too, are there other, anyone else kind of beyond any like students or other colleagues that have kind of talked about similar, you know, descriptions of their experiences through like the family, friends, or other people that you trust more? In terms of what you're talking about.

So I just wonder if anybody else has described you as more intense or more passionate about the topics that, that you're teaching. Uh, or just a day to day conversation if there's more intensity there that other people have noted for you. Um, is this personal or are we talking about my personal life here, or are we talking about why I'm here for educational purposes?

I'm not really understanding the reason why. To hear more correctly too. And it's part of what we're doing is trying to understand better, really, uh, one of the concerns that I heard, um, and one of one of the boards was, uh, that the students were on, was talking about X-ray. That might be one of the things that's coming up.

Mm-hmm. Um, the first five years and. And, and so there's been some reference about that, about some of that addressed in, in some of my lectures, but I didn't say anything. It's just talking about the realities of life and the consequences to actions and how things don't always work out the way they should.

And so what we're trying to do in classroom experience is to ha incite the passion in children, um, and the students so that as they exit, they're able to think critically about what's going on. Are actually able to address those complex issues. But instead, the administration here believes in folding and not standing up for intellectual freedom as you know what's going on in higher education.

Now they believe that I'm being too in, I'm inciting, um, insurrection among the students that I am. Yeah, no, they both begin with I, um, but. Yeah, no. So they feel that my message might be just a little bit too on topic, I would think, for what's going on in the world. And they don't like that, especially with this administration that's going on right now.

Well, you're doing it anyway, but so that, and that's not my choice. Ask your question. Go for it. Go for it, Sarah. I appreciate that. But are you kind of going back to what you shared just a little bit there about. Divorce or kind of how you were sharing that in class? I wasn't sharing anything in class. I would just make analogies to things that go on in my life.

I don't believe there should be barriers between the students and teachers. As I said, call me dusty, so my students, hold on. So you're Hold, hold on. You, you, you asked me a question. I'm trying to finish it. Okay. I, but let you finish your question. Well, thank you. That's very nice of you to do that. Sure.

Well finish what your question, or do you wanna just make a monologue? I mean, that's perfectly fine, but you asked me a question. Yeah, sure. Go ahead. And then, then are we done? Do you mind if I, sure, sure. Are you sure? Because it sounds like you asked me a question and you're not letting me finish my answer about what my thoughts are.

I'm not used to that in a classroom setting. I'm not used to that in an academic setting other than from this administration who's trying to silence me right now. So it feels like kind of what I'm doing to you right now is interrupting you the same way. Yeah. I'm not surprised that they would actually put you in place in order to actually do, in order to do this interview, somebody who would currently sentence me.

Absolutely. We can continue to talk over each other if you like. Well, you've never actually, that works. I, I mean, I'm not sure what you're getting out of this interview because every time you ask me a question, you interrupt me with another question halfway through. So I guess what I'm trying to understand better is I'm trying to approach you guys nicely.

I really am. I really wanna come at this 'cause I wanna get back into the classroom. So I also understand that you need to, would it be helpful? You need to play, hold on, hold on, hold on, hold on, hold on, hold on. Thank you.

I don't like social situations where somebody tries to talk with that does not lead to. Productive dialogue within the classroom or within the academic setting. Dialogues more important are important, not monologues. I'm not here to lecture you here to answer questions, so if I get a question. I expect the opportunity, I ask a question of my students.

I'm not going to, hold on. I see you moving your lips. Hold on. Wait. Okay. I'm, I'm not done yet. I'm okay. Okay. So this is how this is gonna go. Absolutely. I'm trying to approach it. Do you have any questions? You said you had a question to ask and she continues to walk over you as well. Apparent. Yes, please.

No, not at all. Thank you. So, I'm sorry, Kelly. Kelly. Kelly. Nice to meet you, Kelly. So a lot of your colleagues have expressed concern about, in what we were told is that you've been referencing suicide in death in a lot of your lectures. Do you care to elaborate on that? Is that something that's a topic of, I mean, what's going on in the Middle East right now?

There's death everywhere, and I think students need to do typically reference suicide. Suicide. I mean that you have referenced. Are you asking if I'm suicidal? No. Oh, God, no. No. I'm simply not. I, is that a, I believe the world would be deprived of my presence. If, if, if, if, if I were taken from that, which is one of the reasons I wanna get back into the class.

But no, I'm not gonna kill myself. I understand how these psychological things work. I've heard of them before. I've, I've called the counseling society for in order to talk. About

students or they've contacted me, um, in order to ask about students and to evaluate them, figure out, they've got my opinion on things, obviously as an academic and, and as somebody who interacts with the students on a daily basis.

Um, but in terms of suicide, we've talked about the deaths that are going on in the Middle East. We've talked about complex issues of when somebody chooses to die, when death is forcing beyond them, um, as to who's in control.

And, um, yeah, it's, it's life and death are reading and that's, and that's on a cellular level in terms of talking about how that actually occurs and how that relates to politics and how that relates to government and how that relates to bureaucracy. It's just how it all interacts and how it goes back and, and.

So anyway, um, yeah, I'm sorry. Didn't mean interrupt. No. So how do you feel about your colleagues that you've worked with, that have known you for several years are concerned about Chanel? I think that's the same thing that I discussed is how the, they're the ones that are literally bound down or scraping the boots or licking the boots of the administration so that they don't.

So that they don't get called out. That's the same thing. Everybody's trying to duck their head for four years and see what happens. Everybody's trying to duck their head and because we need our funding, we don't want it cut. We don't want an investigation. We wanna keep our mouths shut. And I, that is not intellectual freedom.

That is not freedom of the teachers. That is not freedom of education. That is not freedom of speech. I recognize there's limits to that. You can't call fire in a theater, but I'm not calling fire in a theater. No. Put your hand down. Put, put your hand down. She's asking a couple of questions and she's also not interrupting me.

So at this point, I'm going to let her ask a couple of questions and then maybe we can get back to you. Um, so what I was saying is be before we so rudely interrupted once again, um, is that it is a process that I, I don't know, I forgot. So continue. I'm, I'm sorry, this is not, this is not your fault at all.

This caused you to just have that moment. Do you find this funny? You're laughing. Is this, is this humorous? Yes. In my career as a tenured professor in this, in No, please chuckle. Chuckle away at, you're asking about my divorced wife or me and my wife's divorce. Um, you're asking about how I'm addressing students and you are literally just sitting here laughing about my future, right?

Absolutely. Right. I know. I'm absolutely right. Not laughing about your future. I'm laughing because you had said that I interrupted, but I was raising my hand and I thought that was a good thing to do because I thought, like in the classroom I was trying to respect that professor aspect of you. And so yes, you're in one and I told you no.

And look, you're talking again. Isn't that amazing if, if a student asks a question and I said, no, I'm not gonna address you. I'm gonna talk to her first. You asked, you're interrupting me

again. This is beautiful. So yes, you had a question. I wanted to talk to you for a little bit. Well, when you just threw down your pen, I'm curious what, what brought that reaction on, what was, what, what were you thinking that when you threw your pen down like that?

People talk about passion in the classroom. Mm-hmm. People talk about, I, I'm not a stand, I, I don't stand there like a statue and, you know, wax museum that just has a recording behind him that allows students to do that, that allows students to just listen. And and zone out and, and just sit there. They need to think they need to move.

That's how my mo that's how my mind works. I need to move to think. But can you, how that type of action would be intimidated doing that for freaking 20 years of teaching? You have to be able to move in order to inspire people. It, again, this isn't a Zoom call. And in fact, when I did it on Zoom I, my desk on a regular basis in order to do it during the pandemic, I, when I was educating students, you know, you have to whip them up, do what's going on, and you need to, and sometimes you need to do that with noise.

So that right there was just my frustrations and it's passion. Passion for the educational process, for intellectual freedom. But you've been passionate your whole career, correct? Absolutely. Only recently you starting to get these concerns and complaints from students and concerns from your colleagues.

What do you think has happened recently? I believe that the stuff in the Middle East that's going on right now, the genocide that's occurring, I believe that I'm speaking up about that. I believe the current administration that's going through the world right now, I believe that they're facing a lot of pressure on higher education at this point.

And I believe that they're trying to pass that down to us. I believe the ball is rolling downhill and they're trying to crush me. When, how So how are they trying to crush you? I'm being interviewed right now. Mm-hmm. In order to get back into the classroom. Since when have I had to sit through and interview?

Other than my doctorate, other than to get my doctorate, other than get my job, why am I re-interviewing for my job again? That makes absolutely no sense. I have my credentials, I have everything that's needed, and now I'm being told no, I'm gonna threat in the classroom. So do you think the, um, events in the Middle East have made you more passionate?

Yes, more absolute and I think more people should be passionate about what's going on over there. And I don't think that our administration or the other teachers within this school are that way. And I think that they're scared by that. Scared by the truth. And how do you feel about that truth? Uh, cowards.

I mean,

it's decided by the people who are gonna stand up, are gonna move to the edge and are going to be willing to make the hard decisions. Those are the ones that are gonna change the world. What would your hobby, what, how would you, what would you describe as a hard decision? What decision? What does that decision look like?

How to adjust my behavior in here to talk to you? Is that what you're doing? Um, I try to, once you get tenured, you don't necessarily have to play any politics games, so you're allowed more freedom. You're allowed to be a little bit more like yourself. And I've been myself for a long time. Now as people hear who I am, they're scared by that and it's not who I am, but it's the right decisions that people need to make and they're not making that.

Can you give me an example of what one of those decisions would be? Don't change your internal policies regarding DEI Don't change your internal policies around. Around the support of. Of countries that are facing genocide just because they're facing pressure from the outside. So taking that stand, but you talked about making the hard decision.

What's a hard decision, uh, personally you said about a hard decision. It was my, the my What do you mean? You, you said it's gonna be decided by people on the edge making the hard decisions. Hmm. What does that mean?

A lot of it can mean no. Anything from as mundane as I, I've approached colleagues and I've asked them if they wanted to publish with me, if they wanted to be involved in things. Um, and I'm one of, if they're the ones who sent the emails or to the administration, um, to our president, to, to the head of department, I'm not sure.

Um, but I'm the people I've reached out to who to collaborate with me on these papers, on these things. I want to get out there on the words that I need to get out there and. And just the act of publishing something you've had term publisher perish. But this is what I'm talking about is they don't want to publish something that that might incite too much attention at this time.

And I'm not afraid of that. I'm not afraid of conflict. I'm not afraid of making my voice heard. That's what the students apparently, if they're getting a little afraid in there, maybe they should, maybe they should listen to what the scary things are. If they're going to be afraid, they should be afraid of what's going on in the world right now.

Oh, teaching probably, I mean,

a doctorate 25 years ago. So I've been teaching since then, but I was teaching before that 'cause you have to teach doctorate. Um, and I've been in academia ever since then. Have you ever been placed on administrative leave before? I've taken sabbatical, never on administration, administrative. This is the first time administrative leave has ever been given to me.

Correct. That is absolutely. So would you, if you were really doing some self-reflection, do you believe that some of your. Thoughts and actions now are causing more people to be concerned and that's caused you to get placed on administrative leave? I think that the world is changing. Mm-hmm. I don't think how I've expressed myself has changed.

I believe that I've been expressing myself passionately with my heart, and I believe that some people can't handle that now. Everybody wants to duck their head, hide under the table like it's an earthquake that's gonna go away. It's not, if you don't stand up and fight, you are

going to get walked off and you are gonna be responsible for the deaths that occur elsewhere if you do not stand up for those people.

Tell me, describe the fight. What's the fight? Nazi Germany fascism. That's the fight you said about people have to stand up and fight. What does the fight look like right now for you? Uh, I mean, other than students that inter interrupt me during, during lectures, I mean, other than that, I mean, my fight is to be heard at this point.

I, I'm out. You talk about my ex-wife. My ex-wife. I'm not. There's constant things that still go on with that. We were divorced five years ago, but that's not a fight, but it is still a tension in my life. Mm-hmm. But other than that, I mean, the fight is trying to be heard and trying to speak up and inspire people.

Philosophy. It's obviously philosophy in a void is, is is just yelling into the void. That is nothing that is yelling into a, a dark hole and it does no change. I'm not yelling into the void. I'm yelling into the ears of the students here and I'm trying to make them listen. They are not an empty hole. They are a vessel that is ready to.

Filled and I am here in order to help fill their minds with the various ideas that they need in order to change things. People are here. Oh, yes. Oh, well, we're teaching them English. We're teaching them how to, um, how to read. We're teaching. No, they're in freaking college. They are in college. They are not in grammar school.

They should know how to write before they get here. We're here to help them, teach them how to think, how to use that knowledge, how to get out there and how to actually do things. Not just braid their, not just braid their penmanship. But this whole thing isn't just about your students, it's about your colleagues as well.

Yes. Colleagues that you've respected and worked well with for years, I would think. Right. Respect is a loose term, but yes. I mean, academic disagreements are natural within. Within academia. Um, but nobody's told me directly what these, what these concerns are. I've heard nothing but vagueness saying, oh, there's been complaints about you.

Information we to, it's been, yeah, that's what I'm saying. I mean, I'm, I'm trying to understand what that is. Nobody told you anything. As I said, the closest I can come is the fact that I'd sent emails to. It three different professors. Mm-hmm. I'm convincing them if they'd like to get together and, um, elaborate and discuss ideas.

What was their response? Uh, that was part of the problem is I didn't get a response from a couple. I left, I left voicemails. I mean that, and that leads me to believe that was. Sorry. Sorry if that hurts your ears. I'm sorry. Um, well, you could see that's pretty aggressive, right? And what with you is, is aggressive.

Inspirational? Depends on what you mean by that. Mm-hmm. I mean, that's, that's the part. It's a solid pen. I'm not going to be hitting anybody with it. I'm an I'm an academic. I am not. I, I am not. Yeah. I, I think that's ridiculous. Well, it's obviously very passionate about this and

you know, we can, we can see how passionate you are about this, but, you know, tell us about some of your online postings.

We, we've got some information. What about my online postings? I post some ideas. We just, we just got some information that some of your online activity has caused some concern as well. And that's exactly, I say the same information we have, I say the same things online that I say. In the classroom. Mm-hmm.

I don't censor myself and I don't think academia, I don't think, I don't think teachers should censor themselves. I believe that that's part of the problem is everybody censoring themselves trying to be politically correct. Mm-hmm. As opposed to being right. As doing right as doing the right thing. So you said you could come back to me at some point in time?

Yeah, not yet. So, no, I, I'm sorry. Should do that in the next minute or two. I just, I can even just be able to. Just a moment. Okay. Gimme 30, 30 seconds. Let, let, let finish up with her and then we'll come back to you. Okay. Everybody deserves a second chance. I am. Which is, which is one of the reasons why I am here myself.

So I think I can navigate that with you. I hope we can come to an understanding about a proper dialogue, how that happens as opposed to you monologuing at me or not letting me finish any answers. Is that okay? That would be great. Thank you. Do you have any other questions? I do not. Okay. Thank you. Thank you very much.

Pleasure. Yes. So Dawn, right? Yes. Yes. It not Dusty. You can call me Dr. Harrington if you want. That's okay. I won't object to that this time. It's okay. I, I normally try to let those boundaries down, but sometimes, sometimes when there's a lack of extent, you have to improve that, and that is through proper. Um, and again, just behavioral techniques.

You understand you're a therapist, correct? Absolutely.

Yes, I, I get the realities that you of course understand me. You're looking here, but it's not what we want to do and you disagree with it. And, and the same thing for us too, if we're all in here together, if you really come to some sense of just a next step for, and so even though it understand it's frustrating when I'm interrupting or it.

And that's okay. You can react to me. 'cause it sounds like you've been through a lot of shit, truly. Like you've been through a lot of things and a lot of people And what I'm even doing in terms of interrupting is reminiscent of administrative interrupting or my ex-wife do. So I'm not sure. Sure. Anyway, I've done it, you know, ex or bitch and, um, but maybe not are you're getting to your point or we're not, but, but yeah.

So we are, we're gonna have to come to something here today. And so it, it's really trying to work together to have a better sense of kind of where we go forward. And so I'm trying, the, the questions I'm asking isn't to interrupt. It's really to, to kind of work together to figure out. What's happening, what else might be going on and to get you back in the classroom.

I mean, that's our goal too. Our goal is to work. They we're here not as a, that is the reason I am here as well. Exactly. So, so really do wanna work with you on that. So I appreciate the second chance. Um, and I, and I do apologize for It's okay. You know, it's okay. I understand. I, I understand to ask questions.

I understand passion. It's, and the expression of it and the need to control it as well. So, um, so thank you. So I, I was even just trying to like, maybe because I'm a therapist, you know, like, so I, we kind of like, you know, think outside of things too about silence. When, when the, when the client is talking is important as well.

I've been, I've been told yes. Yeah. It, it seems like definitely people interrupting you has really been like, yes, my wife has a social worker as well. Sure, sure. Yes. Social workers. Yeah, your question please. Alright, so, so even just like things like sleep for you, what, what has that been like? Just like more like physical things.

Is there any changes there, like in terms of how much you've been sleeping or your appetite?

I'm, I'm a late worker. I do my best thinking at night. And so I am very frequently. I don't know if that's changed. Everyone's paying attention to it. Sure. Yeah. But if you're talking about my sleep, I'm usually up late at night. I'm usually, I, I walk out in my courtyard and I'm often, often pontificating and talking as if I'm in the classroom.

I'm often out there at trying to express my ideas and talk about them. Um. Definitely more monologue because out there in the middle of the night at 3:00 AM talking about things is not exactly conducive to to getting a, a, um, a response from a, from a student. No. So, no, no. Does that perhaps see you understand?

Absolutely. So, so that's, I mean, I don't know if that's changed. I think that there's a lot of stuff out there going on in the world right now that needs to be thought about, and I don't. I think there's a problem with staying up late to think about those things, to write about those things. Hold on, take turns.

Okay. Please. Your, your turn be. Absolutely. Yes. So, so are there times where you find, like, you're kind of still like out, down, you know, pumping ring and, and like you can by the next morning you're like, the sun's get bad. You're like, ow my gosh, I didn't even realize. Actually morning and all. I I, I don't go out all night.

I'm not a college student who's going out drinking all night. Um, but thinking about, yes, yes, you go out and you just start. I think that that's required the proper thinking. I'm not, I, I don't wanna, I don't wanna be like Gram sheet and, and be locked up in a prison and, and forced to write my notebooks there.

I want to be able to do it in the open and not die in a prison like they did. Lot of ideas and that, that's part of even not wanting to be interrupted, you said like wanting to be heard and so there's a lot of like, that you're thinking about very deeply. Just about the world. A number of aspects.

Obviously all the things that are happening now too, and so I, yeah, I guess like I'm trying to even understand too, if you feel like your thoughts are ever. I mean, I don't even know, like they couldn't go with you so much too that that feels like overwhelming for you. Or even if that's, it's not overwhelming for me, apparently, I'm here talking to you because it's overwhelming for other people to hear my thoughts and for me to actually express them and for them to actually think about what I'm saying.

That's part of the problem. My problem is not my thoughts and my campaigning of them. I wanna get them out. I want students to hear what I'm saying. I want, I want the world to hear what needs to be heard. And that's part of the problem is everybody's sticking their head in this so. I'm not having a problem expressing my, I'm not overwhelmed by words.

Makes sense. You're, you're not having a problem expressing, but I was wondering if it did also feel overwhelmed for you, even though like other people are, are kind of talking about feeling overwhelmed by, I'm overwhelmed by the judgment that is being heaped upon me.

Mentioned your ex-wife was a social worker, and I was wondering like, how, how does be meeting with me right now, let you know that you are, I, I don't care. I don't care what your profession is. You're asking how it feels to be meeting with you. I am here in order to get back in the classroom. This is part of the dialogue

in classroom float. You'll tell people I can get back in the classroom. I think that's pretty black. So there's that element. This part of what you know we're here for is academic freedom to, and ultimately really it is to help you with whatever we can in order to do. You get back the classroom and yet you're right that there is this moment of us, a parent needing to tell somebody something that getting back in the classroom.

That's why I was really trying to work with that, maybe 15 more minutes to come up with some plans and some things. And right now it seems like that how people are even reacting to me like feeling irritated and, and. I'm not sure exactly. I'm sorry. Is this the first time you've ever irritated somebody like this?

No, I, I didn't, I didn't think so. Just like this is not my first time of perhaps instigating whole instigating discussions because it, for me, it's sometimes like when you are banging your pen and telling me to be quiet and turn her chair whenever to her because she needed to ask some questions and you needed a little bit of a time out.

Yeah, no, no. You need a little bit of time out in order to do,

like, when you're banging, you know, something down or, you know, it can be sudden or stalking. Um, anything can, so what, what, what are you afraid of? Well, it's, it's a little bit unpredictable and so sometimes just things are unpredictable. Like you might not be doing anything that's scary specifically, just like the world's unpredictable right now.

Yeah, it's scary. Yeah. So, so sometimes I can see that even if, if how you are with us right now and that action, you know, is the same thing that you're display that in the classroom that

you might be misreading. I think they are correct. There's a lot of things that that're thinking about that are very real.

And part of, you know, just part of the world and all the overwhelming that's going on in the world, we just can't even pretend to, to kind of grasp all of that is, I think, should, should political science. I'm not that expert. I, I think everybody needs to Sure. Get a better grasp on it. Get that, yes, these things are escalating.

I want you to understand that. Want you to hear Adam. And so the message seems very genuine that you're wanting to not educate people, but also, you know. Even matching the, of the world going out. Like it, it, it really is that one of the, I think that might be one of the first things you've said. That is correct.

See, look, I tapped a little Yes. And judges. I don't, that made me feel, I'm glad, I'm glad, I'm glad I'm here to make you feel better. If you, if you could talk to the administration and let me back in the classroom. Perhaps you can make me feel better is say so. So getting is that really aren't passionate.

So some of the other things I have would wanna ask, and I know she touched on suicide. Have there been any concerns or any hurt emails at all that relate to wanting to hurt somebody else at any point in time? You know, or any kind of threats to anybody in specific? No, I think people need to take a stand.

That's, I'm clear that I'm clear. Have I threatened anybody in emails? I think that this would be a lot clearer for you to have this conversation with me. I think I'd be having, I believe I'd be. That's fine. I'm just think, well then maybe I'm just, I understand you got thrust in the middle of this as well, but I also think the administration, the administration I believe might be si, it might, might be hitting you as well as it is hitting me in terms of not preparing you for it and, and the fact that it comes out together.

Yeah. It, I honestly think that perhaps you should be as angry at the administration for not preparing you for this experience of, and this education. So, so, but I wanna hear from your perspective, 'cause if they give us more information, which I'm sure that they will Yes. Some point in time is, is just to try to find out from you more directly.

Have there been any statements at all that you have made that could be, not that I recall. Okay. So any, any access to weapons in any capacity or any reference? What do you mean by access to weapons? Well, the needs to be a weapon. I have not said anything. I, I know you're afraid of my pen. We've already discussed that before.

Have you asked me a question? Thank you. Thank you, Doug. So access to weapons. I think everybody has access to weapons in this modern society. Um, I do have a gun license. Um, I do go to the range. I do own a weapon. But I do not bring it on campus. I know what the laws are. I don't go waving it around. I don't do anything like that.

So yes, do I have access to weapons? Yes. Do have I expressed any desire to hurt anybody? No. Do people have the right to protect themselves Sure. And protect the world? Absolutely.

That's what I'm getting. That's all I'm getting at. So I appreciate you clarifying that for me. So that helps, you know, just to be able to kind of knock that blank.

And the fact that you're even asking this again, we're talking about him. Intellectual and physical freedoms, and again, I'm being very honest with you because I do have a desire to get back in the classroom. I'm not trying to hide anything from you. I've never tried to hit hide anything. In fact, that might be my problem is the lack of hiding things.

Mm-hmm. Maybe if I, if I sucked it up and I kept my mouth shut and I tried to duck and cover and maybe I tried to put a bag over my head like everybody else at this institution. Perhaps I would not be here right now having this conversation with you. But then, then the students would not have the option of expanding their intellectual horizons like I believe they have the right what?

What motivate, like. From enjoy being in the classroom because there's, it's almost like a, it seems like there's like a one foot on the gas and had one foot on the brake with that. Like, there's this part of you that feels irritated by students or being interrupted or your colleagues, um, kind of respecting them, maybe not.

And then there's another part of you that really, why haven't I respected my colleague? Well, you had mentioned before that you were like, I'm not sure if I completely respect it or not. I mean, every, as I said, everybody has an academic disagree. Sure. That that is the truth. Sure. And the fact that they didn't respond to me in my emails or my voicemails, they're ignoring.

So they're ignoring you or interrupting you, but either way, you're not being heard or validated. Like truth. I mean, so, so kind of getting like. Don't try to paraphrase so quickly. Please just slow down a little bit. You seem very motivated to get back and Yes, that is exactly. So there's something that you do enjoy.

Yes. And so like, versus, even though there's some things that are irritating you, there's things that you've enjoyed too. Um, yeah. Or that you feel passionate. You've been doing this for a very long time. Yes. And so the, I'm, I'm only sharing this with you because I, we have the opportunity to right here, but.

Kind of going back to what I was saying before, that sometimes the unpredictability of whether you're banging something or the tone of your voice or that being louder, it, it can feel, not obs scary is the best word, but it's unpredictable. It's, it's, you know, perhaps look at what's, can I speak.

Can I, I would like permission. I'm asking a question. Am I allowed to speak? Speak, yes. I I didn't want to interrupt you like you actually done. Yes, yes. Am I allowed to? Sure. Okay. Thank you. Perhaps as opposed to the change in my behavior, perhaps people need to look at what's changed in society that is making them do my actions that I'm not believe that have altered in any way.

Why are they now seeing that as un threat? Perhaps it's the threats from the outside that they're not projecting upon me and they're seeing what's going on with me, and now they're misinterpreting that for what it is when all I'm doing is trying to inspire language. Why gonna teach students why? Mm-hmm.

Because I believe that knowledge needs to be shared. I believe that that academic freedom is important. I believe they're here to have their horizons. Right. Uh, hold. Hold on. Y you asked what, why college students. College students because high school students aren't gonna understand what, what needs to change.

You have, you are supposed to, once you reach college, hold on, I see you open your mouth again. Once you reach college, you're supposed to have a foundation. In order to be able to deepen your thoughts. You don't just have a shallow pond. You're there to dig that pond out, and that's my job, is to help them dig their ponds out and increase that depth, that ability.

It's not just, it's not just showing them where the ocean is, it's showing them the depth of their own thoughts. Can I get, can I get any feedback? No, no, no, no. I, I think I have enough feedback. I, I. I think the feedback that we have here, I don't want any feedback. I'm, I'm perfectly fine. I, I think the feedback's important for you to get back in the classroom, so I'd like to have your permission to do that.

And it's more just yeah, kind of my perspective or my, my feelings related to kind Yeah, exactly what you're saying. Lemme think like, no, you're still talking. I don't know if you know what I'm saying. 'cause I'm not saying anything at this moment. And you've been talking the whole time over me, so I'm not sure if you know what I'm saying.

But anyway, please. Yes, please Don. Give me your feedback. You seem very genuine that you want students to understand, learn These things are important in the world and, and you seem very passionate about teaching students, and it seems like students could feel intimidated and or were. That, that unpredictable or that anxiety that comes with times where you're talking very loudly or throwing something and just a pen or not, but they can't get that message.

It would be harder for them to hear, just like it's harder for you to be heard. It would be harder for them to hear you. Do you teach? Yes, I actually do. Do you do excellent. Mm-hmm. Um, well, I'm not a therapist. Um, and, and I would not. What, what do you teach? Can I ask what you, what you teach. Psychopathology psychopath clinical assessments.

Oh, excellent. Um, do you, so you're teaching them how to assess other people and how to think deeply about what other people are thinking? Correct. Um, I'm thinking that what we teach is different and perhaps there are different teaching styles and I would never seek, um, unless I was a supervisor to tell you.

How to teach in the classroom. So while I appreciate your feedback about Tell Hold, hold on. Don. Don. Don. Don, did you know I'm speak what? I would not seek to tell you how to teach as a master teacher. I would not, unless I was asked. To do that by you Again, consent is very

important as well, and you kind of forced your thing about telling me that I just need to, um, I need to be less passionate in the classroom.

I need to move things. Yes. I'm very well aware and I'm not telling what to do because Yes. I, I, yeah. I don't think, no, your, your feedback is, is to learn this information and in order for them to learn the information, people have to feel scared. Call me in the psychology role of Maslow's Hierarchy meetings if you want, but.

But you're talking about people having to be able to concentrate and learn about very complex, you know, concepts in the classroom that are, that take a great deal of concentration and if they are feeling uneasy, even to the extent of being uneasy in education is important. Being uneasy with thoughts, with ideas of course, that make you uncomfortable.

Of course. So, so, oh, I'm sorry. Are we here for, for you to see me or are we here for you to give me a lecture on, on how to teach? It's, it's not about educational piece. Like yes, like it can be very uncomfortable to learn about things going on in the world. What, what I'm saying is that I think that just kind of based on my interactions with you, that you, it comes across very clearly that you are coming from a very genuine.

And what you're doing and in, in the content and information that you're teaching people, and yet there's this other part that people could feel intimidated by your, I speak for myself, I feel a little bit anxious and nervous around you. I'm also very interested in what you're sharing and saying, and, and so kind of, yes, I'm projecting them on students then, but I'm saying that in the classroom the students are feeling that uneasiness with you specifically and not sure maybe why something is being thrown on down on a desk, um, or what might happen next.

Especially if they have histories of traumatic aspects or things in their world that, that Absolutely. To get back in the classroom. I'm wondering if. Like, I don't know what, what your thoughts are then about, is there a kind of a space there to tone some of that down so that you can continue to teach and they can continue to get the information?

Academic freedom I, but more like the behaviors or the intensity that comes across from you that can be. I, I'm not, again, different people might have their, their different words for it, but for me, no. You have a lot of words for, for, for what I'm doing and, and for, for trying to educate me. Absolutely. I'm a scared person.

I, I'm glad to hear that. Then can you just, you don't seem like you, you seem like you talk a lot. Can you talk less first semester? Yeah. No, no. As a therapist, I think you might need to, to listen to people a little bit more. Mm-hmm. Especially when you're trying to assess me. Honestly. You're just. So it's a little Oh.

Oh, okay. So it turns into a classroom lecture. You're a teacher, aren't you? So you're used to, yeah. Oh, this makes a little bit more sense. Honestly. You are used to people listening to what you have to say and not interrupting you in the classroom, and, and perhaps knowing that their futures are on the line.

And, and, and perhaps bowing down to what you have to say. And so, yes, yes. It does become challenging to not be able to interject or ask questions for you. It's not, you haven't asked any questions of me. You, you asked questions, then I, you decide to, to, to then speak over. We're, we're out of time. Do you have any questions before we finish?

We're gonna about 10 more minutes. Thank you so much. We have, oh, 10 more minutes. We started rolling. Apologies. I do have one question for you. Yes, please. Thank you. A little while ago you talked about, uh, publishing your notebooks. No, not my notebooks. I'm talking about grammar cheese. And so talking about what, uh, Marxist philosopher, um, and his notebooks.

Um, it's a foundational work in Western Marxism. Um, and he died in prison. Mm-hmm. Um, during Mussolini's Reign and yeah. And that is where he wrote all of his works and he really changed the views of Marxism for being more about the larger philosophical approaches, um, of economics to more about the people.

But anyway, so that was just. It's not my notebooks, but I don't want to, um, have to be imprisoned in a non-academic environment, um, where, where I will die, um, and, and be recognized after. I believe that there's a lot more that people need to hear while I am alive, and I believe that in trying to publish and get that information out there and teach the youth of today to think deeper, I believe that's what needs to happen.

So, yes, that, that's what that is. Alright. I miss it. Mr. I, oh no, you were writing notebooks trying to, no, I mean, I write all the time, but I'm trying to get stuff published at this point. I mean, perhaps if you, you talked, perhaps if you go back to the, you know, they, they'll, they'll, they'll, they might share some of the emails that, that I wrote that were so scary, um, about making people, uh, think deeply.

So that might be what's going on. We talked earlier a little bit about your references to suicide, and now you're talking about dying and and, and having information out before you die. Is that something that you think about? We should all think about death on a regular basis. I think about more. I mean, we're talking about that's, that's a little bit trite nowadays in, uh, um, in, in, in the world.

Uh, everybody wants to be stoic. Um, but no, I, I believe that contemplation of, of death in philosophy and politics needs to occur for growth to occur in life. So, I, I think that needs to occur. But am I going to kill myself? No. I hope I've discussed that. No, I, I know the world, as I said, the world would be deprived.

I, I have no doubt about that. Um. Yes. I, oh, you're interrupting again. I'm sorry. I didn't, could we ask her if she has one more question, grant? Yes, we can. One more question. Thank you. Thank Hold again, but we're not gonna ask her. We're not. So you said we can, but you're not gonna let her do that. Are you okay?

Okay. Okay. Ask more question. Sorry. Do you have any more questions? No, thank you. I'm sorry. You haven't had a chance to have a more, more of an active participation? No. Dawn

was very experienced. Oh, Dawn has. Sought to actually share her experience with me. So yes, Don, you wanted to, um, continue your, so I would of course love to have another opportunity to meet with you a whole as I know you would too.

Oh, I, I don't believe, but in the, that we have, or if we're having to give some conclusion together, whether you would, I, I know that you don't really want my feedback, but No, I, I don't, people are feeling intimidated. By how you are operating the classroom. And they're feeling scared, which is why we're here, where we're at.

Ah, you've said that. And so that's, there's something there that's gonna have to change for you to move forward. It's because this administrative leave is in place. As a result of whatever specific behavior, I have not seen their proposals in writing as to what could be changed. And, and then maybe we can meet again after that because I would like to get that information too, because I'm still not clear on what the specific behaviors are.

What is your recommendation at this point to that? What, what are you going to bring back to them? What are you gonna tell them about? Yes. That I am passionate, that I banged my pen and I scared students, or that I scared counselors. Um, scared you. I'm sorry if you're scared, but, uh, what are you going to share with them about that?

What are you going to are, are you gonna make a suggestion that I get back into the classroom or no? Well, that's what we're coming to the conclusion of too. So, so what I'm saying is that if you go back into the classroom, you continue to do what you're doing. It sounds like these things will, will continue and then administratively can turn into something that's more significant.

I believe that my words are what's causing this, not my, not, not my teaching style, which hasn't changed. There's something that's changed, and you're right, once we both get the more concrete information on behaviors, we can be in a better place. And we don't have that right now, so we're only what we're doing.

So yeah, I'm asking if there's a commitment that you could have, like whether there, whether you agree with it or not. Academic freedom. My commitment is towards academic freedom there. My commitment is towards educating the youth. That is where my commitment is towards. You're stuck then. I, I think you are stuck at this point about censoring and that is what did.

It. Oh, so I need to just talk in a monotone and not seek to perhaps that's the other, yeah. Yeah. Teaching style so different. Correct. And you seem very, what's going on in the world. I have said that you've asked what's different, different going on. You have said, and I have told you what's going on in the world, is the things that are different, not what's going on in my classroom.

Well, it seems like, like I said, we'll, we'll find out more concrete. Oh, I'm sure you'll about that too. But, um, but yeah, I think for you to be in a place to go back to the classroom that like

those are things just maybe for you to consider or think about would be it's, it sounds like it's the delivery.

It's not the content because those are real world things that are happening and those are serious and significant and you can't obviously ensure you can't change that you want, if you have power change things in the world, you might, but. But it's, it's, it's the behaviors with you that in your passion where I'm giving you the feedback is that it seems like it comes across to other people.

I've heard your feedback. Yes. I have heard like it comes across to other people as I have heard your, it's scary. I have heard your feedback. You've said that multiple times. So I think that, I think that that's kind of, maybe it's up to you whether you get back in the classroom or not. I think the administration letting me into the classroom.

So you're saying that I need to stifle myself in how I interact with the students in order to get back into the classroom, even though it. So, yeah. Okay. I believe that you need to talk to the administration about that and find out what the final decision is, um, and give them your recommendation. Um, but if you're telling me I need to be some sort of robot, perhaps they can turn to ai, um, you know, audio books, that's a wonderful way to hear things read to them in nice soothing ways.

Um, that, that would be wonderful to teach them, um, as opposed to interacting with some real person in life that. Makes them think of scary ideas. Great. Any say that you do like to hear her feedback and they don't like to hear? Are I, I'm sorry. Kelly. Kelly is, I believe Kelly's feedback was, has been, you know, she, Kelly has had wonderful questions that been helpful.

I, I don't think your feedback about what other people should give feedback, so do you just wanna oversee everybody's feedback? I honestly don't point really. Yeah. No, Don, Don, you've driven us to a point there. There's no doubt about it in terms of your lecture here today. Yes. No, and I appreciate that. I really do.

It's been wonderful listening, so there's your mind. I, I believe, I believe our time is up and I, I, I would normally have a class to teach. I really would. I would have a class to teach. I, I think, I do not want be with you Academy. Yeah, we really are absolutely. That, that yes. No, I, I, I think you understand for your passion and, and the need to interrupt people and, and how you want to express your ideas passionately to me, without listening to me express my, um, yeah.

We, we have a per, perhaps we have a lot in common on. So I, I'm for, to get some more information to be able to really have that concrete, like pieces like you're talking about too. 'cause it seems like using on both of our, as to what the specifics are in terms of cycling. Um, but yeah, it sounds like there are some specific things, specific bits, you know, are, are notable or more concrete in terms of behaviors and that those are things that would impact you being the back in the classroom.

So we do have more information to get. Yes. Now the form, uh, Don and I will be making any formal recommendations, a investigation. It was really, really nice to meet you. Thank you for your cooperation. We really appreciate it. Absolutely. Thank you very much. Very welcome. Take care. And, and if you still wanna meet here Oh, don't, don't worry.

Don't worry, Don. I am well aware of where the counseling center is. Yeah. And I think I'm more than happy with our current discussion. Um, and specifically it's, um, it's ending.