

(b) (6) Privacy, (b) (7)(C) Enf. Privacy

To whom this may concern,

My name is (b) (6) Privacy, (b) (7)(C) Enf. Privacy and I am a (b) (6) Privacy, (b) (7)(C) Enf. Privacy in the department of (b) (6) Privacy, (b) (7)(C) Enf. Privacy. This report is an update to Case Number (b) (6) Privacy, (b) (7)(C) Enf. Privacy. As a Black woman in STEM, I am the face of one of the most underrepresented and historically marginalized groups in this field. Navigating this space means confronting both visible and invisible barriers, while also giving me a unique and powerful perspective that drives my passion for innovation, inclusion, and excellence in science and engineering. In addition to this, I am a (b) (6) Privacy, (b) (7)(C) Enf. Privacy, and was raised by a (b) (6) Privacy, (b) (7)(C) Enf. Privacy. Despite these challenges, I worked (b) (6) Privacy, (b) (7)(C) Enf. Privacy to put myself through community college, undergraduate, and then graduate school defying the odds and overcoming statistics. I hold an (b) (6) Privacy, (b) (7)(C) Enf. Privacy, a (b) (6) Privacy, (b) (7)(C) Enf. Privacy, and an (b) (6) Privacy, (b) (7)(C) Enf. Privacy.

During my first semester, in the midst of my adjustment to the University of Delaware, I took (b) (6) Privacy, (b) (7)(C) Enf. Privacy with (b) (6) Privacy, (b) (7)(C) Enf. Privacy. Despite the obstacles I have overcome, nothing could have prepared me for the emotional turmoil I experienced in (b) (6) Privacy, (b) (7)(C) Enf. Privacy class. Throughout the course, I experienced persistent criticism and moments that were deeply demoralizing. (b) (6) Privacy, (b) (7)(C) Enf. Privacy explicitly stated that I lacked the mathematical foundation necessary for the program and that he did not believe I belonged *here* – he further stated that I was not a good fit and should not have been accepted into the program. The comments struck at the core of my identity as a scholar and someone who has worked tirelessly to be here.

In an effort to strengthen my understanding and demonstrate my dedication to the course, I attended office hours diligently, twice a week. However, there was an incident that occurred during an office hours segment via Zoom that significantly scarred me both emotionally and academically. (b)(6) Privacy, (b)(7)(C) Enf. Privacy

(b)(6) Privacy, (b)(7)(C) Enf. Privacy

I politely logged off Zoom, feeling devastated inside. This daunting experience left me feeling humiliated, embarrassed, discriminated against and emotionally depleted. At the time of the incident and as a new student to the University of Delaware, I didn't feel safe enough or supported enough to report the incident to anyone in a position of authority, so I confided in my therapist.

I felt attacked, bullied, demeaned, discriminated against, singled out and targeted by (b)(6) Privacy, (b)(7)(C) Enf. Privacy. This memory constantly replays in my mind and still is extremely painful considering that professors are expected to encourage, uplift, and support students. Rather than create a welcoming environment, his words and behavior left me feeling defeated, despondent and discouraged. Given the context, the nature of his comments, and the condescending tone in which they were delivered, I believe this interaction went far beyond a critique of academic performance. It was not only deeply unprofessional but also a racial and gender-targeted attack on my identity as a Black woman in STEM. The remarks he made and the manner in which he addressed me reflected harmful biases that perpetuated exclusion and undermined the dignity of underrepresented students. At that moment, I wasn't being evaluated as a student—I was being judged through the lens of prejudice, racism, gender bias and not potential. Instead, I was being defined not by my capabilities, but by the identity I carry.

Following this incident, I was not given acknowledgement nor a formal apology by the (b)(6) Privacy, (b)(7)(C) Enf. Privacy or The University of Delaware. Facing academic dismissal after a poor first semester (b)(6) Privacy, (b)(7)(C) Enf. Privacy I confided in (b)(6) Privacy, (b)(7)(C) Enf. Privacy my former advisor, who struggled to understand my low grades. I was ultimately dismissed from the program. (b)(6) Privacy, (b)(7)(C) Enf. Privacy told me that it was going to take "too much time to bring me up to speed", although I was never given a proper project for him to see my talents. (b)(6) Privacy, (b)(7)(C) Enf. Privacy told me there was nothing he could do to help and suggested that I become a technician.

At the end of the (b)(6) Privacy, (b)(7)(C) Enf. Privacy semester, I switched labs. I transitioned from (b)(6) Privacy, (b)(7)(C) Enf. Privacy lab and started a 6-week rotation in (b)(6) Privacy, (b)(7)(C) Enf. Privacy lab. At the end of my rotation, I became a permanent member of the (b)(6) Privacy, (b)(7)(C) Enf. Privacy lab. I was proud to have increased my GPA by earning a term GPA of (b)(6) Privacy, (b)(7)(C) Enf. Privacy and a cumulative GPA of (b)(6) Privacy, (b)(7)(C) Enf. Privacy. I only had 3 more classes to take before completing the course requirement for my (b)(6) Privacy, (b)(7)(C) Enf. Privacy, which would be completed later that year in the fall (2025). Within my first few weeks as a permanent member of the (b)(6) Privacy, (b)(7)(C) Enf. Privacy lab, I was appointed to lead a high-priority project utilizing a cohort of (b)(6) Privacy, (b)(7)(C) Enf. Privacy provided by the (b)(6) Privacy, (b)(7)(C) Enf. Privacy. I was responsible for spearheading this study to evaluate how (b)(6) Privacy, (b)(7)(C) Enf. Privacy.

In accordance with the annual review process, I completed a comprehensive self-evaluation and outlined my strategic goals for the upcoming year. On July 9, 2025, I met with (b) (6) Privacy, (b) (7)(C) E for a formal review to discuss these objectives and align on my research trajectory for the next twelve months. As a new member of the lab, I shared my project goals with (b) (6) Privacy, (b) (7)(C). Still overcome by trauma and anxiety of my first year, (b) (6) Privacy, (b) (7)(C) was positive and reassuring. She told me: "Relax! You belong in the lab and in the program." (b) (6) Privacy, (b) (7)(C) Enf. Privacy

(b) (6) Privacy, (b) (7)(C) I was happy to see the tide turning for what I thought was better, but my peace didn't last long. I was still in the (b) (6) Privacy, (b) (7)(C) Enf. P but now performing research in a new lab in the (b) (6) Privacy, (b) (7)(C) Enf. I which was founded by (b) (6) Privacy, (b) (7)(C) herself, who is also the (b) (6) Privacy, (b) (7)(C) Enf. Pr (b) (6) Privacy, (b) (7)(C) suggested that I switch my major to (b) (6) Privacy, (b) (7)(C) Enf. Privacy, citing her disdain for the (b) (6) Privacy, (b) (7)(C) Enf. Privacy and the greater control that she would have over my studies. I chose to remain in (b) (6) Privacy, (b) (7)(C) Enf. Privacy, as I had nearly completed my coursework and switching would have required me to start over. Furthermore, I remained committed to my standing as a (b) (6) Privacy, (b) (7)(C) Enf. Privacy recipient which is a prestigious, merit-based scholarship awarded exclusively to (b) (6) Privacy, (b) (7)(C) Enf. Privacy students.

During the summer, I underwent extensive training, mastering complex methodologies including (b) (6) Privacy, (b) (7)(C) surgical techniques, histology, MRI, MicroCT, mechanical testing, and gene expression, and literature review in between. Before the summer was done, I was performing surgery independently. I had officially made it to my second year of the (b) (6) Privacy, (b) (7)(C) Enf. Privacy, which seemed impossible only a few months prior. I was taking a full load, 3 classes, a seminar, ~ 30 hours of research weekly, along with a (b) (6) Privacy, (b) (7)(C) Enf. Privacy for (b) (6) Privacy, (b) (7)(C) Enf. Privacy lab. Performing surgeries on (b) (6) Privacy, (b) (7)(C) Enf. Privacy—historically characterized by a 25% survival rate at the end of their life—presented significant challenges. Through my diligent post-operative care, I achieved a survival rate of (b) (6) Privacy, (b) (7)(C) Enf. Privacy. This outcome far exceeded previous statistics and was critical to the successful completion of the study.

On occasion, I also encountered my former (b) (6) Privacy, (b) (7)(C) Enf. Privacy professor, (b) (6) Privacy, (b) (7)(C) F. Our interactions often left me feeling marginalized; her interrogations felt less like an academic interest and more like an inquisition. During one of our final encounters in the Fall semester, she questioned me regarding my research, my current coursework, and my (b) (6) Privacy, (b) (7)(C) F. (b) (6) Privacy, (b) (7)(C) F. for (b) (6) Privacy, (b) (7)(C) Enf. Privacy specifically questioned whether I possessed the necessary background for the role. I found this particularly dismissive and disrespectful as this was a course requirement of an undergraduate student. My understanding of her dismissiveness and her nonchalant behavior was based on the fact that I am a Black and ambitious graduate student who does not deserve an opportunity in advancing her education.

I ended the semester with significant achievements: a (b) (6) Privacy, (b) (7)(C) Enf. P GPA (bringing my cumulative GPA to (b) (6) Privacy, (b) (7)(C) F), the successful completion of my seminar and (b) (6) Privacy, (b) (7)(C) Enf. Privacy, and continued clinical care of the (b) (6) Privacy, (b) (7)(C) Enf. Privacy. When I updated (b) (6) Privacy, (b) (7)(C) F, she congratulated me but added that she (b) (6) Privacy, (b) (7)(C) Enf. Privacy referring to my heavy workload. I attempted to dismiss the remark, though her low expectations were discouraging. As the year drew to a close, I began vigorously preparing for my Qualifying Exam. I was mentally and physically

exhausted as the (b) (6) Privacy needed around the clock care to keep them comfortable, stable and healthy: (b)(6) Privacy, (b)(7)(C) Enf. Privacy

(b) (6) Privacy I provided an exceptional level of care, deeply respecting the lives of the (b) (6) Privacy that were involuntarily sacrificed for scientific progress. This dedication was intertwined with my determination to become the first (b) (6) Privacy in my family. I prioritized monitoring my experiments over Thanksgiving and Christmas Eve holidays by remaining in-state. After a brief trip home to (b) (6) Privacy to see my family, I returned to deliver a practice Qualifying Exam presentation. Despite significant nerves and limited preparation time, I was appreciative of the feedback from my labmates. In a subsequent feedback session, (b) (6) Privacy, (b) (7)(C) stated unequivocally that she did not believe I would pass. With this looming over me, my anxiety intensified as the exam approached.

According to the University of Delaware's Graduate Program Policy, the Qualifying exam is evaluated on two primary criteria: a minimum of a 3.0 in core coursework and the oral exam itself. The oral component consisted of a written report, a 30 minute oral presentation, and a subsequent question-and-answer session. A student's performance is assessed based on their academic grades, performance in the oral exam, and the advisor's opinion on the student's overall performance including work ethics, research aptitude, creativity, and productivity. The outcomes are (i) outright passing, (ii) conditional passing, or (iii) outright failing.

I took my Qualifying Exam on Wednesday (b) (6) Privacy, (b) (7)(C) Enf. Privacy at (b) (6) Privacy, (b) (7)(C) Enf. Privacy. The committee was chaired by (b) (6) Privacy, (b) (7)(C), alongside (b) (6) Privacy, (b) (7)(C) Enf. Privacy and (b) (6) Privacy, (b) (7)(C) Enf. Privacy. At the onset, the committee offered a departure from the handbook guidelines: rather than the standard (b)(6) Privacy, (b)(7)(C) Enf. Privacy

(b) (6) Privacy they expressed a preference for (b)(6) Privacy, (b)(7)(C) Enf. Privacy (b) (6) Privacy. In an effort to be accommodating, I agreed to this format. However, the volume of questions and frequent stops meant that I was unable to complete my meticulously prepared presentation. After approximately an hour, I was stopped from presenting as (b) (6) Privacy, (b) (7)(C) had a 'hard stop' at (b) (6) Privacy. (b) (6) Privacy, (b) (7)(C) asked me how much longer was I going to take. (b) (6) Privacy, (b) (7)(C) inquired about my remaining slides and then requested a Gantt chart—items not listed as formal requirements for the exam. Appearing to be impatient and frustrated by this point, (b) (6) Privacy, (b) (7)(C) told me (b)(6) Privacy, (b)(7)(C) Enf. Privacy go out to the hallway” as the committee needed to deliberate. I stood in the hallway far from the door reflecting on the abrupt conclusion of the session. Despite the challenging nature of the exam, I had answered the majority of the questions successfully and felt confident that I had, at minimum, secured a conditional pass, particularly given the high praise my labmates received during my preparation phase.

As a student entitled to ADA accommodations—(b) (6) Privacy, (b) (7)(C) Enf. Privacy (b) (6) Privacy—the committee's decision to truncate my presentation due to a 'hard stop' was not just a procedural error, but a failure to comply with the handbook and my academic needs. Navigating a graduate journey while carrying the weight of past trauma from evident racial and gender bias encounters has required me to build a psychological armor just to persist. In that room, it was not only my academic proficiency being tested, but right to exist as a scholar, as an (b) (6) Privacy, (b) (7)(C) as a scientist and researcher. I was forced to defend my identity and my right to

occupy that space, even as the structural supports designed to ensure my success were disregarded. After a brief deliberation, I was called back into the room and informed that the committee's final decision would be communicated to me at a later time.

Following the exam, I endured several days of uncertainty. During this time, (b) (6) Privacy, (b) (7)(C) reached out to me to check on me and she offered to buy me a drink. She told me that she did not have a definitive answer, but wanted to touch base with me. We met at the (b) (6) Privacy, (b) (7)(C) Enf. Privacy on (b) (6) Privacy, (b) (7)(C) Enf. Privacy at (b) (6) Privacy, (b) (7)(C) on Monday (b) (6) Privacy, (b) (7)(C) Enf. Privacy. (b) (6) Privacy, (b) (7)(C) had a glass of wine and I opted to get a cup of hot water to settle my stomach. By this point, I was physically sick, persistently nauseous, and had stopped eating from nerves and uncertainty. The meeting commenced with (b) (6) Privacy, (b) (7)(C) asking me for a self-assessment of the exam. I reiterated that I had prepared extensively and answered nearly all questions successfully, although I was disappointed that I was not permitted to complete my presentation. I followed up by saying that I believed that I had either passed or received a conditional pass. She asked me what my plans were if I did not pass, I knew this was not the case, and told her that I did not have a plan B, and that I do not believe in plan B in life. She would revisit this question many more times during this conversation. I would come to realize that she was not checking in on my mental health or well-being, she was preparing me for an outcome of failure.

During our conversation, she questioned me on my background, family lineage and my motivation for pursuing a (b) (6) Privacy. I responded with the same convictions I shared in my personal statement. (b) (6) Privacy, (b) (7)(C) Enf. Privacy

(b) (6) Privacy, (b) (7)(C) Enf. Privacy, much of which is in my personal statement. She said (b) (6) Privacy, (b) (7)(C) Enf. Privacy recognizing that this is a word that is used to refer to a person's ability to adjust or recover from adversity or trauma. Observing my reserved nature, she attempted to prompt me further, to which I was reluctant, and she said (b) (6) Privacy, (b) (7)(C) Enf. Privacy. She then questioned whether I could handle the difficulties of the (b) (6) Privacy program, stating that it would only become more difficult. I responded by saying "I will endure" whatever is necessary to become (b) (6) Privacy, (b) (7)(C) Enf. Privacy. Rather than offering me academic support, she suggested that I would be "so valuable" and could be "making so much more money elsewhere"—an assessment that felt more like a redirection away from the program than academic advice. As the wine level in her glass decreased, the meeting came to a close. She thanked me for my 'kindness and understanding', remarking that I was 'so easy to speak to' and admitting she was uncertain about how the conversation was going to go. (b) (6) Privacy, (b) (7)(C) placed an order for a second glass of wine, and I left her to continue working for the evening.

Following this meeting, (b) (6) Privacy, (b) (7)(C) Enf. Privacy, the (b) (6) Privacy, (b) (7)(C) Enf. Privacy, requested a meeting with me on Wednesday (b) (6) Privacy, (b) (7)(C) Enf. Privacy at (b) (6) Privacy, (b) (7)(C) Enf. Privacy. During this meeting, he indicated that there was a possibility I might not pass the Qualifying Exam and outlined the next steps for transitioning into a (b) (6) Privacy, (b) (7)(C) Enf. Privacy should that occur. (b) (6) Privacy, (b) (7)(C) Enf. Privacy recommended that I schedule a follow-up with (b) (6) Privacy, (b) (7)(C) to advocate for a conditional pass, noting that as the (b) (6) Privacy, (b) (7)(C) Enf. Privacy she had the most significant influence over the final outcome. I maintained my position by citing the specific criteria outlined in the graduate

handbook and left the meeting confident that my performance warranted, at minimum, a conditional pass. (b) (6) Privacy, (b) (7)(C) Enf. Privacy agreed to a follow-up meeting via Zoom later that evening at (b) (6) Privacy.

I opened up the Zoom meeting by directly asking if a conditional pass was a possibility. (b) (6) Privacy, (b) (7)(C) Enf. Privacy demeanor shifted instantly. She appeared to be focused solely on discussing my 'Plan B' and career exit strategies. She responded sharply, stating, "I thought I made myself clear" (regarding the Monday meeting at (b) (6) Privacy, (b) (7)(C) Enf. Privacy) and asked, "What part of that wasn't clear". She proceeded by saying (b) (6) Privacy, (b) (7)(C) Enf. Privacy

(b) (6) Privacy, (b) (7)(C) Enf. Privacy I asked for specific critiques on my presentation, to which she replied that it was "fine" and told me to stop focusing on it. I then pointed out the inconsistency in her stance: if my presentation was "fine", I had answered the majority of the questions, my GPA exceeded the requirements, and she had previously expressed satisfaction with my research capabilities, there was no logical basis for failure. I was left questioning why I had to fight for my academic status—a conditional pass—that my academic and research record had already earned.

During our meeting, (b) (6) Privacy, (b) (7)(C) Enf. Privacy expressed a lack of interest in my second research aim, citing that I had not invested sufficient effort into its preparation. She further critiqued the absence of (b) (6) Privacy, (b) (7)(C) Enf. Privacy — an item that was not a requirement for the exam and one I did not have the capacity to assess during a semester with a heavy load. When she suggested I should have analyzed this data in January, I reminded her that I was preparing for the Qualifying exam. (b) (6) Privacy, (b) (7)(C) Enf. Privacy stated that she did not see the "critical thinking" necessary for a (b) (6) Privacy and proposed that I be demoted to a (b) (6) Privacy, (b) (7)(C) Enf. Privacy to complete the (b) (6) Privacy write a thesis, and publish a paper. I firmly declined, and explained that I already hold a (b) (6) Privacy, (b) (7)(C) Enf. Privacy. I pointed out the professional redundancy of pursuing a (b) (6) Privacy, (b) (7)(C) Enf. Privacy and the difficulty in justifying such a step to future employers. It became clear that we were working toward two fundamentally different objectives, with no path toward a resolution. I thanked her for her time and we closed out the meeting.

The following morning, I received a message from (b) (6) Privacy, (b) (7)(C) Enf. Privacy stating: (b) (6) Privacy, (b) (7)(C) Enf. Privacy I've thought more and am going to recommend to the department to give you a second chance. We can discuss (b) (6) Privacy, (b) (7)(C) Enf. Privacy

(b) (6) Privacy, (b) (7)(C) Enf. Privacy. I thanked her for her reconsideration, but her demeanor towards me from there was different. During our follow-up meeting, we discussed my re-examination, which required the inclusion of (b) (6) Privacy, (b) (7)(C) Enf. Privacy and a revision of my second research aim. I also took the opportunity to share how deeply her words from our previous meeting affected me. While I had previously viewed her mentorship as distinct from others, her feedback proved to be more distressing than any I had previously received. She apologized and said she would watch how she spoke to me going forward. Thereafter, my communications went unacknowledged, meetings were cancelled without any justification, and I was subjected to persistent discouragement. I scheduled my re-examination for Friday (b) (6) Privacy, (b) (7)(C) Enf. Privacy at (b) (6) Privacy, (b) (7)(C) Enf. Privacy with the same committee along with (b) (6) Privacy to moderate and ensure that

I was given enough time to present. Everyone accepted the calendar invite except for the (b) (6) Privacy, (b) (7)(C) Enf. Privacy

During the interim, I discovered that my privacy rights under the Family Educational Rights and Privacy Act (FERPA) rights, which safeguards my academic standing, were violated. This was confirmed through separate conversations with (b) (6) Privacy, (b) (7)(C) Enf. Privacy and (b) (6) Privacy, (b) (7)(C) Enf. Privacy both of whom were aware of my required re-examination before I had disclosed it. Furthermore, I learned that (b) (6) Privacy, (b) (7)(C) Enf. Privacy had also been informed of my confidential academic timeline. She explicitly mentioned her awareness that my re-examination was scheduled for (b) (6) Privacy, (b) (7)(C) Enf. Privacy further demonstrating that private details regarding my academic status were being shared without my consent.

During our last in-person meeting on Thursday (b) (6) Privacy, (b) (7)(C) Enf. Privacy I arrived prepared to discuss the revisions to my second research aim. However, the meeting quickly shifted as (b) (6) Privacy, (b) (7)(C) Enf. Privacy informed me of my dismissal from her lab. She again cited a perceived lack of “critical thinking” and stated flatly, (b) (6) Privacy, (b) (7)(C) Enf. Privacy When I asked for clarification—specifically how a successful re-examination wouldn't resolve her concerns—she replied, (b) (6) Privacy, (b) (7)(C) Enf. Privacy She proceeded to berate me for shortcomings that were beyond my control, most notably regarding (b) (6) Privacy, (b) (7)(C) Enf. Privacy. Despite her previous explicit instructions (b) (6) Privacy, (b) (7)(C) Enf. Privacy until I was fully trained and independent, she criticized me for my lack of independence and for following the safety protocols she had mandated. When I asked directly, “Do you want me in your lab?”, she did not answer the question directly. She stated that even if I passed the exam, she would not allow me to continue in her lab group. She noted that I could still sit for the re-examination, while acknowledging how difficult it would be to remain in the program without a supporting lab.

(b) (6) Privacy, (b) (7)(C) Enf. Privacy concluded the meeting by stating she wished to meet again soon to discuss my ‘Plan B’ moving forward. I left the office feeling utterly defeated, deflated, feeling despondent and demoralized, struck by the profound lack of concern for my well-being, academic welfare and my desire for becoming a valuable asset in positively contributing to society. This experience has been far from the standard rigors of a terminal degree. I have been subjected to unfair targeting and disparate treatment based on my race and gender.

The toll of this environment has been devastatingly damaging to my physical and mental health. I am currently managing what I describe as (b) (6) Privacy, (b) (7)(C) Enf. Privacy and have been clinically diagnosed with (b) (6) Privacy, (b) (7)(C) Enf. Privacy. I meet weekly with my therapist, (b) (6) Privacy, (b) (7)(C) Enf. Privacy. At my lowest points, I have required up to three therapy sessions per week to manage the psychological impact of this treatment. Furthermore, the chronic stress has manifested in (b) (6) Privacy, (b) (7)(C) Enf. Privacy within my body. I am under the care of multiple specialists including my (b) (6) Privacy, (b) (7)(C) Enf. Privacy (b) (6) Privacy, (b) (7)(C) Enf. Privacy. To address widespread (b) (6) Privacy, (b) (7)(C) Enf. Privacy I undergo a rigorous treatment regimen consisting of (b) (6) Privacy, (b) (7)(C) Enf. Privacy. This prolonged physiological strain has led to the development of (b) (6) Privacy, (b) (7)(C) Enf. Privacy and a severe flare-up of (b) (6) Privacy, (b) (7)(C) Enf. Privacy, alongside

(b) (6) Privacy, (b) (7)(C) Enf. Privacy. My physical and mental health decline is a direct reflection of the persistent psychological duress and hostile conditions I have navigated within the program.

While I seek a path towards recovery from this traumatic experience, my ultimate goal is to facilitate institutional accountability. A (b) (6) Privacy program is intended to foster original research within a culture of mutual respect and academic integrity. The environment I encountered was a complete departure from these values. Instead of mentorship, I faced systemic obstruction. Instead of professional development, I was subjected to harassment. This environment did not foster growth as an academic scholar—it forced me to survive as a target and reduced me to a terrified victim, which is a fundamental violation of the university's mission, policies and the very purpose of (b) (6) Privacy, (b) (7)(C) education. I am committed to ensuring that the professional misconduct and structural failure documented here are addressed so that no other student of color has to endure such horrific experiences. As a Black woman in STEM, I did not stand a chance at the University of Delaware. In truth, I have been subjected to a hostile work/academic environment which exhibited inappropriate, unprofessional conduct, discrimination, and retaliation. The failure of my advisor did not only hinder my academic progress but also discounted my well-being and human rights as a student of color.

I have included personal statements from select individuals within my cohort (b) (6) Privacy, (b) (7)(C) Enf. Privacy and (b) (6) Privacy, (b) (7)(C) Enf. Privacy

Personal Statement of (b) (6) Privacy, (b) (7)(C) Enf. Privacy

My name is (b) (6) Privacy, (b) (7)(C) Enf. Privacy, and I am a (b) (6) Privacy student in (b) (6) Privacy, (b) (7)(C) Enf. Privacy at the University of Delaware, with a research focus in (b) (6) Privacy, (b) (7)(C) Enf. Privacy. I am currently a member of (b) (6) Privacy, (b) (7)(C) Enf. Privacy research group and have been in the program since Fall of 2024.

Overall, my experience within the department has been positive. The coursework has been academically rigorous and intellectually engaging. In particular, (b) (6) Privacy, (b) (7)(C) Enf. Privacy classes have been valuable in expanding my ability to think critically as a research scientist while also developing skills to communicate complex technical concepts to broader audiences. Additionally, I have had hands-on opportunities in design-focused courses through (b) (6) Privacy, (b) (7)(C) Enf. Privacy, which fostered a collaborative and supportive learning environment among students. I have been fortunate to have professors who prioritize a valuable learning experience in these classes.

Within my research lab, I have felt supported by my advisor, (b) (6) Privacy, (b) (7)(C) Enf. Privacy. He provides a balance of challenge and flexibility, encouraging academic growth while also allowing space to maintain a healthy work-life balance. I have felt comfortable prioritizing personal matters when necessary without negative repercussions. My lab group consists primarily of international male students, and I have consistently been treated with respect and as an equal contributor. We maintain a collaborative working dynamic and have also developed collegial relationships outside of the lab.

Beyond academics and research, I have been involved in the (b) (6) Privacy, (b) (7)(C) Enf. Privacy Graduate Association (b) (6) Privacy, (b) (7)(C) Enf. Privacy, where I have had opportunities to connect with students outside of my immediate lab and coursework. Through participation and leadership, I have contributed to organizing social and professional events that support community-building within the department. These experiences have further enhanced my sense of inclusion and belonging within the program.

While my personal experience in the department and my lab has been positive, I recognize that experiences can vary significantly between individuals, research groups, and advising environments. My statement reflects only my own perspective and is provided to contribute context to the broader departmental climate.

Personal Statement of [REDACTED]

My name is [REDACTED] and I am a [REDACTED] student in the [REDACTED] department. I would like to preface this email with the fact that I have never lodged a complaint regarding a professor. I am hoping to lodge a formal complaint regarding one of my professors last semester, [REDACTED]. He taught [REDACTED]. While I have never been very good at mathematics, I have never failed a class or really ever been in danger of failing one until taking [REDACTED]. My complaints regarding the course itself are as follows. It covered far too much material for one semester, basically [REDACTED] while also expecting you to review all undergraduate math classes is too much for an introduction to graduate school.

The worst part of the course however was by far [REDACTED] approach to, not only the material, but teaching in general. Any question asked by a student was met with condescension and a hurried explanation. It was often stated that it was our fault for not doing enough of the work. I did every problem set multiple times and asked many questions through an anonymous discussion board setup. Because of his handling of other questions in the class I only attended his office hours a few times (2-3) and each time left feeling worse than before. The final time, I came to ask questions regarding content on the final, which led to a tangent, genuinely unprompted by me, about how he had no idea why I did so poorly on each test, that the tests were fair, other students were getting 100s, and he just didn't understand what I was doing wrong. He said I was getting in my own head and really tried to make me feel more confident about the material. I ended up doing the best I had done on this final exam. I have heard from other friends that were in the class that he was the opposite of encouraging and led them to believe that they didn't belong in the program. If it is true, as [REDACTED] argued with me, that I was quote "getting in my own head" about my knowledge of the material, how dare he explicitly tell a student that they did not belong in the program? How could this ever have improved performance on an exam?

I hope that this is taken into proper consideration and kept anonymous if possible.

Thank you,

[REDACTED]

(b) (6) Privacy, (b) (7)(C) Enf. Privacy

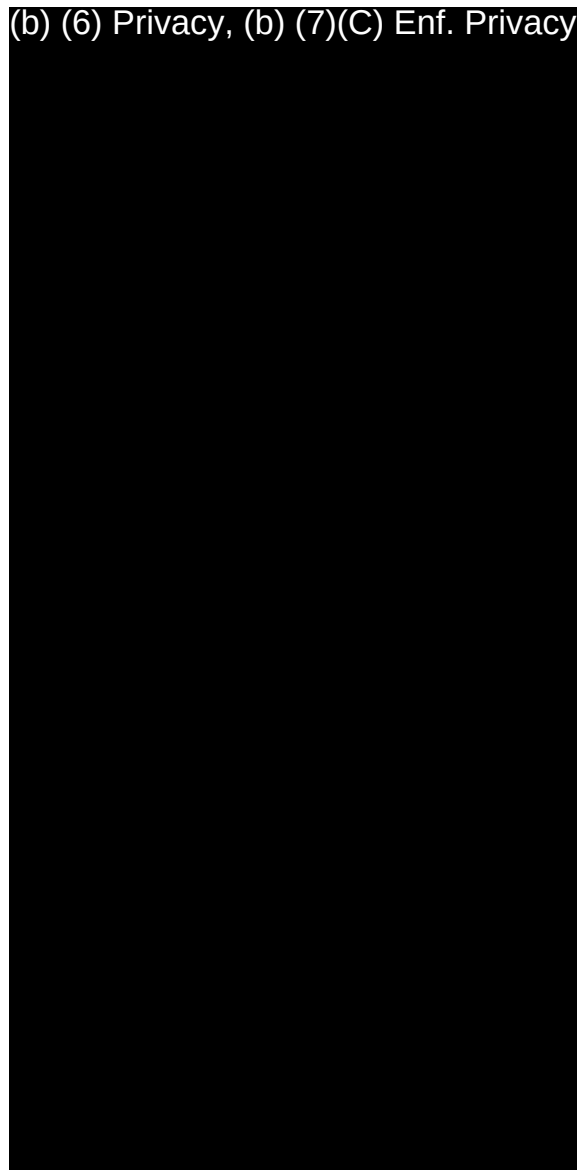
This information was brought to my attention through (b) (6) Privacy, (b) (7)(C) Enf. Privacy, a current (b) (6) Privacy, (b) (7)(C) Enf. Privacy, an alumna of our undergraduate program, and a former colleague in the (b) (6) Privacy, (b) (7)(C) Enf. Privacy Lab. During her undergraduate tenure (b) (6) Privacy, (b) (7)(C) Enf. Privacy was a student in (b) (6) Privacy, (b) (7)(C) Enf. Privacy course. She recalls a period of significant departmental interventions due to allegations of gender-based bias. Specifically, (b) (6) Privacy, (b) (7)(C) Enf. Privacy noted that (b) (6) Privacy, (b) (7)(C) Enf. Privacy exhibited a dismissive attitude for female students questioning their qualifications as engineers. To address these concerns and eliminate grading bias, the department eventually mandated a blind grading policy where students used ID numbers rather than names on examinations. Despite these measures, (b) (6) Privacy, (b) (7)(C) Enf. Privacy indicated that the issues persisted.

Furthermore, (b) (6) Privacy, (b) (7)(C) Enf. Privacy shared an account of (b) (6) Privacy, (b) (7)(C) Enf. Privacy conduct during office hours raises serious concerns. In one instance, a male student seeking clarification on course material was allegedly told by (b) (6) Privacy, (b) (7)(C) Enf. Privacy that he could not understand the content because his “brain was too small.” Such demeaning rhetoric is not only unprofessional but directly contributed to the mental health challenges many students face when academic criticism becomes personal disparagement. Given this history of documented bias and verbal hostility in undergraduate settings there is significant concern regarding (b) (6) Privacy, (b) (7)(C) Enf. Privacy recent appointment to (b) (6) Privacy, (b) (7)(C) Enf. Privacy. This pattern of behavior is inconsistent with a supportive learning environment and warrants further review.

(b) (6) Privacy, (b) (7)(C) Enf. Privacy

I am writing this portion to formally address a notable discrepancy in the performance standards and oversight within the (b) (6) Privacy, (b) (7)(C) Enf. Privacy lab, specifically regarding the onboarding and expectations of new (b) (6) Privacy, (b) (7)(C) Enf. Privacy students. (b) (6) Privacy, (b) (7)(C) Enf. Privacy a (b) (6) Privacy, (b) (7)(C) Enf. Privacy student in (b) (6) Privacy, (b) (7)(C) Enf. Privacy recently joined the laboratory in December 2025. (b) (6) Privacy, (b) (7)(C) Enf. Privacy current workload consists of three courses and a TA appointment; notably, he is not currently assigned to an active research project. This stands in stark contrast to the expectations placed upon me during my first semester in the same laboratory. While maintaining a similar academic load, I was required to conduct an active, large-scale study involving (b) (6) Privacy, (b) (7)(C) Enf. Privacy. This high-intensity research requirement was a primary factor in the scrutiny I faced, which ultimately led to my dismissal from the lab. The fact that a student of a different demographic background is not being held to the same rigorous standards—and is instead allowed to focus on coursework without an immediate research mandate—suggestive of an inconsistent application of departmental and laboratory policies. I believe this inequity in workload warrants a formal review to ensure that all students are evaluated against the same objective criteria.

(b) (6) Privacy, (b) (7)(C) Enf. Privacy



The (b) (6) Privacy, (b) (7)(C) Enf. Privacy cohort was composed of (b) (6) Privacy, (b) (7)(C) Enf. Privacy. While the majority of the (b) (6) Privacy, (b) (7)(C) Enf. Privacy students have successfully completed their requirements or are nearing graduation, a critical analysis of the (b) (6) Privacy, (b) (7)(C) Enf. Privacy trajectory reveals a significant discrepancy between recruitment and retention. The University successfully recruits a diverse student body admitting students from various backgrounds and cultures. While these enrollment figures provide favorable statistics for prospective applicants and institutional reports, they do not reflect the live experience of the cohort. The paramount metric for institutional health is not admission but rather the retention rate—the percentage of students who actually complete their program and graduate. Observations suggest that minority students are frequently utilized to satisfy diversity metrics during the recruitment phase which boost governmental funding and enhances the institution's public-facing reputation and digital presence, yet they are disproportionately subjected to dismissal before completing their programs. This suggests that the department's commitment to

diversity is superficial in prioritizing representative statistics over the sustained support required to ensure that underrepresented students successfully navigate the program to completion.

(b) (6) Privacy, (b) (7)(C) Enf. Privacy

I am writing to formally document a concerning pattern of student dismissals and a breach of academic confidentiality involving the (b) (6) Privacy, (b) (7)(C) Enf. Privacy department specifically involving the (b) (6) Privacy, (b) (7)(C) Enf. Privacy laboratories. (b) (6) Privacy, (b) (7)(C) Enf. Privacy, a (b) (6) Privacy, (b) (7)(C) Enf. Privacy student, shares an academic trajectory that is strikingly similar to my own. (b) (6) Privacy, (b) (7)(C) Enf. Privacy was dismissed from the (b) (6) Privacy Lab shortly before the start of his second year. This timing is particularly precarious, as securing alternative placement is exceedingly difficult once the annual cohort of incoming students has already filled available positions. While (b) (6) Privacy, (b) (7)(C) Enf. Privacy initially found a placement in the (b) (6) Privacy Lab, he will be dismissed from the lab effective at the end of the (b) (6) Privacy, (b) (7)(C) Enf. Privacy semester. I was informed of (b) (6) Privacy, (b) (7)(C) Enf. Privacy dismissal from (b) (6) Privacy, which was an unauthorized disclosure of his private academic status according to FERPA. The implications of this dismissal is particularly severe given (b) (6) Privacy, (b) (7)(C) Enf. Privacy status as an international student from (b) (6) Privacy. He is fully committed to completing his (b) (6) Privacy, (b) (7)(C) Enf. Privacy program within the given five-year allotment. Due to the volatile conditions in his (b) (6) Privacy, (b) (7)(C) Enf. Privacy, he has no desire to return to (b) (6) Privacy, (b) (7)(C) Enf. Privacy. The lack of stability in his research placements directly threatens his visa status and personal safety. The fact that both (b) (6) Privacy, (b) (7)(C) Enf. Privacy and myself have transitioned from the (b) (6) Privacy Lab to the (b) (6) Privacy Lab only to face the same ultimate outcome suggests a systemic failure in student support and oversight. I request that the (b) (6) Privacy, (b) (7)(C) Enf. Privacy review these patterns of dismissal and investigate the breach of privacy regarding student records as well.

(b) (6) Privacy, (b) (7)(C) Enf. Privacy

(b) (6) Privacy, (b) (7)(C) Enf. Privacy is a graduate of the (b) (6) Privacy, (b) (7)(C) Enf. Privacy department who completed his (b) (6) Privacy, (b) (7)(C) Enf. Privacy degree in the Fall 2025 semester. His experiences raise critical questions regarding the department's commitment to its current students versus its recruitment of new cohorts. An international student from (b) (6) Privacy, (b) (7)(C) Enf. Privacy, (b) (6) Privacy demonstrated significant dedication to his (b) (6) Privacy, (b) (7)(C) Enf. Privacy aspirations. Over the course of two semesters, he conducted an exhaustive search for a research home, seeking placement not only within the (b) (6) Privacy, (b) (7)(C) Enf. Privacy but throughout the (b) (6) Privacy, (b) (7)(C) Enf. Privacy. Despite his persistence and willingness to work across disciplines, he was unable to secure a laboratory. Consequently, he was compelled to (b) (6) Privacy, (b) (7)(C) Enf. Privacy and seek a (b) (6) Privacy program elsewhere—a decision made with great professional and personal discouragement, as he was understandably reluctant to return to his (b) (6) Privacy, (b) (7)(C) Enf. Privacy without achieving his original (b) (6) Privacy, (b) (7)(C) Enf. Privacy goals. This situation highlights a troubling contradiction in departmental policy. It appears that while the department successfully facilitates laboratory placements for incoming students each year, it fails to provide the same level of support or priority to current students of color who have already proven their academic merit. This practice effectively dismisses established talent in favor of new enrollment. I am requesting

a formal review of the department's placement protocols. Specifically, how does the department justify the systematic recruitment of new students when it cannot ensure the continued research stability of its existing, qualified graduate researchers?

(b) (6) Privacy, (b) (7)(C) Enf. Priv

The case of (b) (6) Privacy, (b) (7)(C) Enf. Priv represents a distressing and recurring pattern within the department. Much like (b) (6) Privacy, (b) (7)(C) Enf. Priv—a qualified female engineer and (b) (6) Privacy student from (b) (6) Privacy, (b) (7)(C) Enf. Priv—faced exhaustive hurdles in securing a stable laboratory placement. Despite her persistence, she will be forced to graduate in Spring 2026 (b) (6) Privacy, (b) (7)(C) Enf. Privacy without completing her (b) (6) Privacy, (b) (7)(C) objectives. Her departure underscores a systemic failure: the department continues to prioritize new enrollment while failing to provide a research home for its existing international talent. This trend of displacement is no longer an isolated incident. It is most pertinent and urgent that there are formal reviews of student retention and placement equity.

The current composition of the (b) (6) Privacy, (b) (7)(C) Enf. Privacy Laboratory's undergraduate research cohort raises significant concerns regarding the transparency and equity of its recruitment protocols. An analysis of the appointments spanning from Summer 2025 through the projected 2026–2027 academic year—including students such as (b) (6) Privacy, (b) (7)(C) Enf. Privacy—reveals a strikingly homogenous demographic profile. With the singular exception of (b) (6) Privacy, (b) (7)(C) Enf. Privacy—who is of partial Puerto Rican descent, the cohort comprises exclusively of white students. This pattern extends to (b) (6) Privacy, (b) (7)(C) Enf. Privacy recruitment, as evidenced by the offer extended to (b) (6) Privacy, (b) (7)(C) Enf. Privacy, who also reflects this demographic profile. Furthermore, (b) (6) Privacy, (b) (7)(C) Enf. Privacy personal reaction to (b) (6) Privacy, (b) (7)(C) Enf. Privacy subsequent rejection of the offer—reportedly characterized by a (b) (6) Privacy, (b) (7)(C) Enf. Privacy—suggests a highly unconventional and unprofessional approach to recruitment. The consistent selection of a singular demographic, combined with these reported behavioral irregularities, suggests a systemic failure to provide equitable access to research opportunities. Such persistent demographic uniformity warrants a formal review to determine whether these outcomes are a product of exclusionary recruitment practices or inherent institutional bias.

I am writing this portion to address a concerning pattern of disparate treatment and institutional bias within the (b) (6) Privacy, Laboratory. While the laboratory maintains a diverse appearance, a closer analysis of student outcomes suggests a clear preference for a specific demographic. While (b) (6) Privacy, (b) (7)(C) Enf. Pr remains a male-dominated field it appears that white female students are uniquely prioritized and mentored for achievement in academia. In contrast, students of color are frequently marginalized. Both (b) (6) Privacy, (b) (7)(C) Enf. Privacy and I—two researchers of color—experienced a strikingly similar trajectory: we were transferred from the (b) (6) Lab to the (b) (6) Privacy Lab as a purported “second chance,” only to face orchestrated dismissals within a nearly identical timeframe

This sequence of events suggests a methodical strategy of attrition rather than a genuine attempt at student support. The current actions of the department indicate that institutional self-preservation and the protection of funding sources have been prioritized over equitable treatment and the success of minority graduate students. It is my contention that the department was unable to proceed with my dismissal from last year due to the significant liability created by (b) (6) Privacy, (b) (7)(C) Enf. Pr documented discriminatory and exclusionary conduct during my first year. Rather than addressing the root cause of that hostile environment, the administration appears to have delayed my termination to mitigate the immediate risk of legal or ethical complaints. The current decision to remove me from the (b) (6) Privacy, (b) laboratory—a position that carries significant weight within the college—appears to be a calculated attempt of professional ostracization. By removing me from such a high-profile lab the department is effectively creating a pretext for my complete removal from the (b) (6) Privacy, (b) (7) program. This sequence of events suggests that the initial decision to retain me was not an investment in my success, but a strategic pause to avoid public scrutiny. I believe this current dismissal is a delayed act of retaliation and a systematic attempt to terminate my academic career through professional isolation.

I would like to conclude with this statement by reciting a remark from (b) (6) Privacy, (b) (7)(C) Enf. Privacy

(b) (6) Privacy, (b) (7)(C) Enf. Privacy

Thank you for your time, and I look forward to hearing from you.

Sincerely,

(b) (6) Privacy, (b) (7)(C) Enf. Privacy

(b) (6) Privacy, (b) (7)(C) Enf. Privacy