Contemplating Course Comments, COVID-19 Crisis Communication Challenges, and Considerations – Change vs Color?

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On March 10, 2020, when President Mitch Daniels announced that all faculty would be asked to move their classes online to resume the semester virtually after Spring Break in the wake of the coronavirus disease 2019 (COVID-19) global pandemic (Purdue University – Newsroom 2020), I am sure that many faculty (myself included) did not quite know what to expect. Nevertheless, in a short period, the COVID-19 pandemic flipped institutions of higher education upside down (Lederman 2020). Scientists hypothesize that disparities related to inequity, job security, work functions (i.e., teaching, research, and service) will also affect women, particularly those from racial and ethnic minorities disproportionately in the wake of COVID-19 (Malisch et al. 2020). I believe that the lingering effects of the virus, in the absence of a vaccine, could have far-reaching consequences for part-time and non-tenure track faculty of color.

One silver lining in this global crisis is that a number of tertiary institutions permitted faculty to opt out of collecting student ratings of their teaching for the winter and spring terms (Lederman 2020). Other institutions of higher education planned to collect evaluations during the pandemic but did not use them in assessing faculty performance (Lederman 2020).

In this article, I provide a thematic analysis of students' evaluation comments for the two courses, Physiology And Nutrition During The Life Cycle (NUTR 365) and Communication Techniques In Foods And Nutrition (NUTR 424) that I taught in spring 2020 (see Appendix A for course descriptions), when the university suddenly switched to online teaching. My analysis considers the gender and racial biases in the comments, and the ways in which these experiences might point to long-term consequences for teaching evaluations of underrepresented minority (URM) faculty. Overall, my paper makes an important argument and contribution to the literature on ways in which teaching is understood in crises and how biases continue or are amplified. I also provide numerous examples from students' course evaluation comments to support five themes pertaining to communication challenges that I faced.

An Overview of Past Scholarship

The academy has its work cut out with respect to making strides toward achieving racial and gender equity (Huston 2006). While diversifying faculty in higher education has long been sought after across many college campuses, and even more so now in the midst of the national

racial climate (Flaherty 2016), yet the growing diversification has primarily occurred in part-time and non-tenure track positions, which tend to lack stability (Finkelstein, Conley, and Schuster 2016). Ironically, this demographic shift in higher education has been accompanied by a decrease of tenure-track positions, which has further hampered diversity efforts higher up the academe career ladder, especially for minority women faculty (Finkelstein et al. 2016). Moreover, Pratt-Clarke (2020) contends that the way in which Americans are "socialized" to observe race and gender contributes to the "precariousness" and "tenuousness" of the academic pathways of faculty of color (Pratt-Clarke 2020).

> Our skin color as black and brown people distinguishes us. We show up as color in the often predominantly White spaces of the academy. We stand out. We feel it. We enter spaces in classrooms, labs, …conferences, meetings, and we instantly are made to feel that we do not belong. We enter these departments as…faculty, as staff, as employees, with our Blackness and Brownness, and especially our womanness, or dreadlockness, and we feel it. It is a feeling that we have been conditioned and socialized to recognize (Pratt-Clarke 2020).

Upon examination of the progress made by women and underrepresented minorities in the academy, it is evident that inequity and bias co-exist as persistent impediments to progress (Huston 2006). According to Subramaniam (2018) female faculty of color are often expected to conform to standards of "niceness" imposed through the lens of colorism and gendered stereotypes. Subramaniam (2018) has hypothesized the following.

> Women of color, irrespective of professorial rank, who are serious about their work and accomplishments are more likely to be described as aggressive and/or angry than other women and men (2018:9).

Therefore, I think it is appropriate that Pratt-Clarke (2020) believes that "when people of color, and women of color… get promoted, become tenured and also full professors, and become leaders, and deans, and presidents" they are miraculous events worthy of celebration.
One of the areas where bias and inequity rear their ugly head is in relation to the use of student evaluations of teaching to evaluate faculty, because they are sources of hidden biases for female members of faculty in male-dominated fields, and for all minority members of faculty (Huston 2006). A recent study found that "common uses for student evaluations of teaching can easily produce many unfair outcomes when those evaluations are extremely reliable, unbiased against any group, and moderately correlated with true faculty quality" (Esarey and Valdes 2020:11). Although they are dreaded and resented by many in the academy, student evaluations do not appear to be going away (Patton 2015). Despite the measured, multi-dimensional approach to assessing faculty teaching as recommended by the American Association of University Professors (AAUP 2015), student evaluations continue to play a critical role in crucial decisions concerning promotion and tenure of faculty (Hornstein 2017).

My Path to the Academy, Position, and Philosophy of Teaching
Before I detail my experiences of spring 2020, I will elaborate on how I arrived at this point. My journey as a woman of color to the academy began roughly a decade ago, when after working as a registered dietitian in clinical, community, and customer service settings in the South, I began

teaching an introductory nutrition course as an adjunct instructor at a community college. While in that role, after teaching part time for a couple of years, I felt called to earn a doctoral degree to transition into full-time academia. Having been moved by the health disparities and food access issues I observed in my own clients, I evaluated efforts to improve access to locally grown produce in food insecure populations throughout the state of New York as part of my dissertation research. After completing my doctorate, I worked in academic institutions in Mississippi and Ohio where I pursued pedagogical practices to increase undergraduate student engagement. I have received recognition professionally both as a practitioner and (assistant) professor for dedication and devotion to my clients and students, respectively.

I am a Clinical Assistant Professor at Purdue University in the Department of Nutrition Science, where I am currently the only Black faculty member. I teach four undergraduate Nutrition Science courses and I have occupied the position since January of 2019. My line of scholarship of teaching and learning includes using multi-media to engage students, collaborative learning, service learning, and flipped classrooms. In the fall of 2019, I was a fellow of Instruction Matters: Purdue Academic Course Transformation, which was a *Chronicle of Higher Education* 2018 Innovator for promoting classroom culture change. My philosophy is to bring fun and excitement, as well as emotional responses into the classroom. My goal is to teach effectively in a way that incorporates both inductive and deductive methods, while sharing real-life situations from my field experience. Hence, I endeavor to make learning fun and exciting for students by involving them in auditory, visual, and kinesthetic learning activities.

Thematic Analysis
I used the thematic analysis approach to analyze students' comments provided as part of course evaluation (anonymously) for NUTR 365 and NUTR 424 that I taught in spring 2020, when the university suddenly shifted to online teaching. According to Braun and Clarke (2006), "Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data" (2006:79). This technique also defines and categorizes data sets meticulously (Braun and Clarke 2006).

NUTR 365 is a content-rich, required core course offered in the third year of study in the spring semester for certain baccalaureate programs in the Department of Nutrition Science.
NUTR 365 has significant course requirements, which increase throughout the duration of the semester. In spring 2020, there were 69 students enrolled. NUTR 424 is a required core course offered in the fourth year of study in the fall or spring semester for certain baccalaureate programs in the Department of Nutrition Science. NUTR 424 has had a long history of being a labor-intensive course, as it entails two three-hour labs and one hour of lecture. It has had instructor turnover in recent years and has anecdotally been considered as a difficult course to teach and a demanding course to take. In spring 2020, NUTR 424 had 29 students enrolled.

I selected two open-ended questions as suggested for the spring 2020-course evaluations because of adjustments made due to COVID-19 (Office of the Provost, Purdue University 2020) for investigation.

> Q2: Make a suggestion(s) for improving the course (a criticism alone is not helpful; tell your instructor how you would fix any problem).

Q3: Given the unexpected change to remote instruction necessitated by the pandemic, what guidance can you offer to your instructor about the manner in which they delivered the rest of the course? Which aspects of remote instruction worked well, and which could be improved?

While students were prompted to reflect specifically on a given course prior to the suspension of in-person instruction (Office of the Provost, Purdue University 2020), I elected to include question two because the wide-scale disruption triggered by the pandemic would likely influence students' views of the first half of the semester, and to account for any overlapping student responses. I received response rates of 69.57% and 93.10% for NUTR 365 and NUTR 424 course evaluations, respectively. Purdue's Human Research Protection Program IRB-2020-972 confirmed it is exempt from IRB review.

The five themes that emerged from my analysis are prohibitive pandemic email policies, taskmaster persona, social media insensitivity, and controlling and hostile behavior toward students.

Prohibitive Pandemic Email Policies
Scholarship suggests that compassion should be a foundational aspect of teaching and needs to be at the center of the teacher-student relationship (White 2017). While I believe that all faculty should embrace compassionate pedagogy, I argue that compassionate pedagogy needs to go both ways. This is especially critical, as undergraduate students have tended to err on the side of having impractical expectations of their instructors regarding must-have qualities, such as responding promptly which can make them dissatisfied with courses (Trammell and Aldrich 2016).

One week into the transition to remote learning I was so overwhelmed by the sheer volume of emails inundating my inbox that I found it difficult to respond in a timely fashion to students in my NUTR 365 (N=69) course. I was relieved when one of my TAs agreed to assume responsibility for responding to student emails by the end of the first week of remote learning. Subsequently, the TA sent out an announcement via Blackboard on March 27, 2020, diplomatically asking students (per my request) to use her as the contact person moving forward, while providing the rationale for doing so. Little did I know that my decision to delegate that task would lead to me receiving such disparaging feedback and I was therefore surprised to read the following comments.

> We were banned from emailing the professor after the online switch. We were banned from emailing the second TA as well. I did email her once to give Sam a break, and I got a response from DR Allsopp instructing me not to email that TA again.

> This professor told us to stop sending her emails and to send them to the TAs instead. That made me, personally, feel like I was a valued member of the class. This made me felt as if I could not rely on Dr. Allsopp. There was also a lot of misinformation that was given during this time about assignments and the correct answers to questions which made this class very confusing during these trying times.

One thing that could be improved is communication. Communication was cut by two-thirds, only allowing us to email one person during the online period.

Don't ban us from emailing the professor or a TA?

My reaction to reading these comments is that students intentionally used the word "ban" to portray me in a harsh manner because of negative connotations associated with that word. The Oxford American Dictionary defines ban as to "officially forbid something or prevent someone from doing something" (Lindberg and Zimmer 2008:55). Neither my TA nor I ever used that kind of language. Moreover, my decision to have one TA handle emails was justified as the other TA was new to the role and the students were well aware of that. The fact that I modified course practices in the middle of a crisis to manage my time more efficiently does not equate to me devaluing my students. Unfortunately, some of my students perceived my inability to be at their beck and call as a glaring deficiency. Jasmine Roberts writes the following…

Rather than demonstrating reciprocal grace, COVID-19 amplified some of my students' …need to "mammy" me. Like the house slave figure romanticized in the White imagination, as a Black woman, I am expected to be unconditionally nurturing, understanding, hardworking, and mothering without an ounce of regard for my humanity or my emotional and mental health boundaries (Roberts 2020).

According to the Oxford American Dictionary a "mammy" is an offensive term for a "black nursemaid or nanny in charge of white children" previously in the South (Lindberg and Zimmer 2008:497). African American female faculty at predominantly white universities have metaphorically been referred to as "the maids of academe" because they have been viewed as having less privilege than their contemporaries who are not from underrepresented minorities (Harley 2008).

Taskmaster Persona
In order to address the issues of increased rates of failure and lower the number of students dropping out of universities, institutions have developed approaches to track online student engagement through measurable activities (Dyment, Stone, and Milthorpe 2020). However, Dyment, Stone, and Milthorpe (2020) have found that these measures may be met with student resistance.

The risk is that these are perceived by students as arbitrary and alienating 'busy work,' deployed more for their effectiveness as surveillance than as authentic means towards engagement with course materials or learning. (Dyment et al. 2020:12).

This kind of student resistance may have also been explained in part by academic entitlement, referred to as "expectations of high grades for modest effort and demanding attitudes toward teachers" (Greenberger et al. 2008:1193). At the foundation of one of the defining characteristics of academic entitlement is "external locus of control", which indicates that students do not see themselves as active participants in their learning (Sessoms, Finney, and Kopp 2016).

The first characteristic, external locus of control regarding academics, manifests in three beliefs: education should be delivered by instructors in a manner that requires minimum effort on the part of the student, educators are responsible for structuring the learning process, and educators are primarily responsible for the student's academic failures (Sessoms et al. 2016:243).

Teaching for me is a calling and something I am very passionate about, therefore in transitioning to remote learning I made sure that my students would not be shortchanged. I wanted to communicate to them that I cared enough to make every effort to give them a high-quality virtual experience. With that said, I fully embraced the compassionate pandemic pedagogical practices promoted by Purdue, which included flexibility with assignment deadlines and open-book tests. Furthermore, I provided additional extra-credit assignments that incorporated student reactions to COVID-19. However, my zeal to integrate COVID-19 content into coursework and provide students with an online experience comparable to their face-to-face experience backfired, as can be surmised from the following comments.

> Reflections shouldn't have been made longer. It was said that this was done due to us having more time being online, but I think it added even more to our plate than we were doing in-person.

> Lessen the workload. We may be in college, but we also have 4-5 other classes to worry about. I would suggest that you lessen the workload on your students by including the lecture content in class. Making students watch 2 hours of lectures outside of class and then doing 3 hours during the week makes the 3 credit hour course seem like it should be 5.

> …since moving to remote learning, i feel like there has been extra work put on us.

> I personally found it challenging to complete the amount of work offered on top of my other courses.

> I feel the professor thought that since we were online it meant she needed to add on more work. I don't think since we were put online that means we should have more work. We would have to watch four 20-40min lecture videos, and the lectures videos were supposed to be equivalent to 1 class. The professor also lengthened our weekly reflections just because we were online.

> I did not appreciate that it seemed like Dr. Allsopp tried to make the course more challenging after the transition to online learning. The lecture videos were longer as were the reflections after the transition.

> The course load felt even heavier than it was when classes were held on campus.

> The pandemic was traumatic and created a new environment for everyone. She gave us more work to do to prove we were doing the work.

The pandemic severely impaired my ability to finish my semester. Professors should have lowered the workload. As an international student being separated from my family and stuck alone in campus…proved extremely difficult and impacted my mental health…

…when the class became an online platform, there was a significantly large amount of small tedious required tasks implemented into the course that required a lot of time to complete such as tweeting and referencing multiple accounts, along with also emailing those respective guest speakers…

I think that many of the participation activities assigned, following the online transition, were just busy work...

Remove busy work

Maybe have less "discussion" in an online class. This would have helped me more because I was busier doing other things…instead of logging onto blackboard or twitter to post something.

After course went remote, the one improvement I had was the challenge with keeping up with tweets and lectures.

I think in the future, it would be better to try to stick as close to in person format. ….there were so many random activities and participation activities added in for the online format.

We did not need more work during this time.

She has many menial tasks required of the students to prove their participation.

In hindsight, I probably could have decreased the workload, as it would have made life easier not just for my students but also for me. Based on the commentary, my goal to incorporate active-learning activities in an asynchronous online platform in NUTR 424 fell flat and was perceived as "busy work." Additionally, my goal to integrate relevant COVID-19 content into reflections by lengthening them a bit in NUTR 365 also had the same outcome. This was in spite of the fact that in my estimation, the online lectures and activities would not have been more time consuming than the face-to-face format. It certainly did not help the situation that the course content in NUTR 365 naturally increased in the second half of the semester. The same can be said of NUTR 424, which has had a history of being a typically labor-intensive course not connected to the pandemic.

While I concede that I may have erred on the side of excess, rather than less, with regard to coursework, I was unable to locate any mention of the additional pandemic extra-credit opportunities I graciously provided to the students in both courses. I would be remiss however if I did not confess that I was also motivated to act accordingly from having a previous flipped course of mine at Purdue labeled as "lazy teaching." I was also influenced in part by the intense

pressure I feel as a Black academic to work "twice as hard" in order to prove that I belong, in spite of my qualifications.

Having to go the extra mile in order to achieve success is not a new phenomenon for women faculty of color in the academy (Harley 2008). My experience in the academy and in teaching this spring 2020 appears to mirror the sentiments expressed in the following quote.

> I regard working harder and pushing ourselves and students harder as a metaphor for our internal mastery— proving ourselves worthy in a system that defines us as "other." Creating solidarity with one another provides a testament to our collective legitimacy within the academy (Gutiérrez y Muhs et al. 2012:261).

Therefore, predominantly white institutions would be well served to recognize that women faculty of color may be at higher risk for burnout and should take proactive steps to address potential problems.

Social Media Insensitivity
Regardless of privacy concerns, faculty believe that social media sites are beneficial in teaching (Moran, Seaman, and Tinti-Kane 2011). Social media can be influential in learning, teaching, and engaging in institutions of higher learning (Moody 2010). Furthermore, faculty have described that students have reacted positively to their use of Twitter in the classroom (Hull and Dodd 2015).

When I taught NUTR 424 for the first time in fall 2019, I implemented a Twitter account requirement to coincide with current course content and promote community building as well as active learning. The Social Media requirement was detailed in the NUTR 424 syllabus. I also included a consent statement regarding being photographed and having photographs shared on Twitter, which I asked students to complete at the start of the semester as part of the NUTR 424 syllabus contract.

We used #NUTR424 as the course hashtag. Based on the fall 2019 feedback, students seemed to enjoy using Twitter and therefore I had no reason to anticipate issues in the spring 2020 semester with continuing the social media requirement.

- Social Media Requirement – NUTR 424 Syllabus

    o "An active Twitter account is required for NUTR 424. We will be using Twitter this semester with #NUTR424 and #Purdue on every course-related tweet. I expect each of you to follow me @Marie_RD_CHES on Twitter for class participation."

In the spring 2020 semester, all students consented to have their photographs shared on Twitter and I included that consent as part of the syllabus contract.

- Consent – NUTR 424 Syllabus Contract

- o "As a student in this course I acknowledge that I have read the syllabus and agree to abide by guidelines and policies laid out in it. I consent to have my photos taken and posted via Social Media and other means."

Much to my surprise, some students took issue with the use of Twitter in the course and this was amplified during the pandemic, as per the following comments.

> Also having a tweet be more open as to what needs to be in it because tightly regulating and requiring certain hashtags or phrases for grading to what we put out on social media is not ok and against our rights. We did sign a waiver in the beginning of class however, if you didn't sign it you basically couldn't get a good grade in the class

> The instructor also wanted students to use a hashtag, "#Covid19college" in our tweets for class. Myself and MANY other students found this hashtag insensitive and inappropriate, and did not use it in our tweets (while still using all the other hashtags the instructor required). Her response was to take away points for these participation assignments unless we used every hashtag she wanted us to. I believe if students are communicating to you that they do not find something appropriate, or do not want it associated with their own personal/professional social media accounts, an instructor should be more flexible and not punish students for trying to control how they present themselves on social media.

> She asked us to tweet on Twitter using #covid19college after several students stated that they felt that it was insensitive and did not want it on their professional personal account. She did not reply to emails and told us we would not recieve credit if we did mot complete the "Twitter Assignments".

> Several students expressed their concern to Dr. Allsopp about an inappropriate hashtag she made students use on twitter. She chose to respond to some students concerns by not really addressing the issue and also did not respond to other student that expressed their concerns. There were moments where I personally spoke with Dr. Allsopp about a concern and felt that she did not understand or care to really listen to my concerns. I felt that she really just made excuses and treated concerns as they were not important.

> One hashtag was offensive and made me uncomfortable, I did not use it and emailed her about how I felt. She did not email me back.
> I do not feel it is appropriate to ask students to post specific information on Twitter…

The "Covid19College" hashtag that students were opposed to using described efforts made by institutions of higher education to facilitate the transition to online learning at the beginning of the pandemic, therefore there was nothing overtly offensive about using it. My students' objections would have carried more weight if I had insisted on them using #COVID19 in their tweets, but that was not the case. Further to that, I continued to use Twitter to foster a sense of community in the course after we shifted to remote learning. Therefore, I believe these comments negatively misrepresent my character. In addition, the hashtag only became an issue when I offered additional bonus points for a pandemic Twitter extra-credit assignment that I was

kind enough to offer to NUTR 424 students. When I saw that only a handful of students met the requirements for the bonus points, I sent out an announcement encouraging students to follow the instructions fully to benefit from the extra credit assignment. I did respond to the only email message I recall receiving about the hashtag, in which the student filed a lengthy complaint without expressing an ounce of gratitude for the opportunity to earn bonus points.

Inhumane Pandemic Response
Student complaints about my response to COVID-19 in relation to teaching is an issue that is particularly troubling to me. Consequently, the following quote by Roberts (2020) was a source of comfort in learning that my experience this spring 2020 was not unique.

> I want to focus on the professors, like me, who made extraordinary efforts to ensure an inclusive and accommodating learning environment during this odd time, yet it never seems to be enough for some. It is those extra efforts from faculty that not only deserve to be respected, acknowledged and seen, but also met with grace when we don't always meet the mark (Roberts 2020).

As a faculty member who was genuinely concerned about my students' welfare, I took great lengths to record an online welcome video for each course at the onset of the transition to online learning. In each video I specifically said, "Please do not hesitate to reach out to me if you have any concerns." Additionally, that was the first of three videos I recorded, with the second being a check-in video with instructions to earn extra credit, and the third which was a farewell video to thank students for their participation and wish them well. On top of that, I sacrificed part of my Spring Break to binge record video lectures for NUTR 365 in the Video Express rooms at Purdue, to ensure that they would be accessible with closed captions in the event of a shutdown, which later took place. Despite my efforts, the students' comments, as shown below, are about my lack of concern.

> Considering the challenging circumstances, it would have been nice if Dr. Allsopp had been more understanding that the situation was difficult for the students as well as the instructors.

> This instructor had absolutely no regard for the unforeseen circumstances and showed no concern for students during this pandemic.

> This professor delivered to the rest of the course as if the pandemic did not happen… It was unrealistic the way she wanted to complete the course and it made things very awkward and uncomfortable for the guest speakers and ourselves.

> Due to everything taking longer to complete with the transformation on the online class platform along with the addition of multiple tasks, I do not believe the instructor was very cognizant of this and was not very helpful in the transition from in-person classroom to remote instruction. In the future, the instructor should try to decrease or refrain from adding small tasks that are very tedious and require the whole day to complete.

I also disliked that an assignment was removed from the syllabus when classes switched to online, then was added back two days before it was due. I think this is very unfair, and while the syllabus does say it is subject to change, re-adding an assignment two days before it is due is stressful to students.

Again, my attempts to provide an exceptional online experience for students were not perceived as such. While I did receive and respond to feedback in NUTR 424 about the workload, I did not receive any feedback from students in NUTR 365. Therefore, this was yet another example of miscommunication. With regard to including an assignment that had been removed in the updated remote learning syllabus, I understand the student's concerns, but once more that student could have relayed those concerns to me and/or the TA for NUTR 424. That additional assignment was somewhat beyond my control as it came at the request of a guest lecturer, a "guru" in nutrition communication. This is an additional instance in which my efforts to provide a high-quality, interactive virtual learning experience for students was not valued as such.

Controlling and Hostile Behavior toward Students
As a scholar and teacher, I strongly believe that my pedagogy should stem from evidence-based practice. Consequently, I use scholarship of teaching and learning literature to inform my class policies on multitasking, notetaking, and participation in active learning. Even with communicating that to my students, they remained unreceptive to change. This however should not be surprising, because as Rodriguez (2009) states, the authority of female faculty of color is typically questioned before they even set foot into classrooms with predominantly white students. It has also been reported that since students do not normally see Black people in positions of power, particularly Black women, this may result in them being skeptical about Black women's leadership and academic abilities (Harlow 2003). Students' level of distrust of Black women faculty increases if those professors have a youthful appearance (Harlow 2003) as is the case with me.

The students' rhetoric in the following course evaluation comments could also be explained by two characteristics of academic entitlement. Students who are academically entitled believe that they have the right to influence course policies and view themselves as consumers who expect good customer service in order to be satisfied with educational products (Sessoms et al. 2016).

> I don't think we needed to spend soooo much time lecturing, and on top of that we weren't allowed to use phones or laptops. I understand it can be disrespectful, but we generally spent nearly 5-7 hours on lecture some weeks and it was really hard not to get distracted. Also, I'm paying a lot of money to go this school, it's my decision if I want to take 5 minutes every once in a while to take a mental break and look through my phone.

> I did not like the method of note-taking that was, essentially, forced upon us for this class. As a senior, I know what style of note-taking works best for me. I would recommend allowing students to take notes the way that works for them – even if this means allowing students to use their laptops.

> I also do not agree with regulating how we take notes during the class. For me, I felt as though I had no control over how I should take notes.

Marie Allsopp has specific expectation and expects everyone to complete tasks and projects exactly the way she wants. She wants to be in control of the products. She micro manages the students and treats them like they are younger with strict rules. She has a no electronic policy, which she publicly singled people put for violations. she tries to incorporate the class tactics, but makes things awkward. Her emails come off as passive aggressive and matter of fact. She has complained that students are bias against her race which is why she gets negative reviews. This was even more off putting and made me uncomfortable around her.

I often felt as though Dr. Allsopp tried to micromanage students. It was patronizing and frustrating being treated as though I could not be held responsible for my own learning. I think the instructor needs to realize that she cannot control how her students behave in class when it comes to paying attention, and all the steps she took to avoid us being distracted only built resentment in students.

Listen to students more often. There were several times during the semester where myself and other students contacted this instructor and got a you-get-what-you-get styled answer. It really discourages learning.

I do not feel Dr. Allsopp enforced policies that are appropriate for upperclassmen in college. As a student who learns best when I type my notes, I did not appreciate the fact that laptops and cell phones were not to be used and participation points would be deducted if they were. I don't think it is a fair policy, especially when Dr. Allsopp proceeded to use her electronic devices throughout most guest speaker lectures.

Threaten us with points if we were not watching the whole video the entire time, because she was tracking involvement. Required us to use Twitter and threaten to not give us participation for not using her specific hashtags.

The instructor also sent multiple "threats" that she would be monitoring our activity on Blackboard, and became more strict when the switch was made. This is the opposite of what the instructor should have done. The pandemic is a stressful time… and is not the time to become more strict with higher expectations for students, as instructors have no idea what students are going through during this time.

My NUTR 424 syllabus policy pertaining to participation states, "As a part of class participation, I will be asking you to submit photos of your handwritten/electronic notes from class sessions." Furthermore, my NUTR 424 syllabus states that "I will deduct two point five (2.5) points per each offense if you do not silence your cell phone and cause a disruption in class (for a non-emergency related call) and/or for unauthorized use of computer i.e. laptops for non-class related activity) or other electronic devices during class."

These policies are supported by literature that discuss the detrimental effects (that is as a source of distraction) associated with cell phone use in class (Tindell and Bohlander 2012; Elder 2013). Additionally, taking notes with laptops leads to word for word copying of lecture material

without students being able to process it at a deeper level, as they would have to with traditional pen and paper notetaking (Mueller and Oppenheimer 2014).

While I accept the "guilty" charge of using my cell phone, I do not feel guilty because I was using my phone to take class photos and to conduct course-related Twitter activity. The student who wrote that comment was well aware of that because I notified the entire class, but nonetheless I am convinced that his/her sole motivation for doing so was to denigrate my character. The timing of #NUTR424 tweets can provide further proof of this. Additionally, after sitting through the guest lectures in the fall 2019 semester, I decided to utilize classroom time more productively to free up my evenings from course-related Twitter activity to engage in self-care.

In spite of the qualifications I possess, my students seem to resent the fact that I have the right to employ class policies I deem appropriate for learning and applying course content. I faced opposition even though the policies are supported by scholarly evidence and align with the course content concerning attributes (refraining from excessive electronic device use) that employers are seeking in the workplace. With respect to application of course content, engaging in active listening in a communication class is challenging if one is multi-tasking on a phone or laptop.

Their use of terms such as "passive aggressive", "forced", "micromanage", "threats", and "threaten" all carry significant undesirable connotations. Likewise, they serve to purposely portray me as an "angry Black woman" as I especially find the use of "threats" and "threaten" offensive. As Ashley (2013) writes the "angry Black woman" label likely evolved as a means for survival.

> Many characteristics of the angry Black woman stereotype, including hostility, rage, aggressiveness, and bitterness may be reflective of survival skills developed by Black women in the face of social, economic, and political oppression (Ashley 2013:28).

The prevalence of the "angry Black woman" stereotype is problematic, affecting Black women's self-confidence and how they are regarded by others (Morgan and Bennett 2006), which can be detrimental to the welfare of Black women in the academy by potentially interfering with their mental health (Williams 2001) and their overall success (Hughes et al. 2014), including promotion.

Concluding Thoughts
Many of my experiences this semester in the face-to-face environment have mirrored those of other faculty of color with regard to recognizing classrooms as cruel places and sources of pervasive "disregard and disrespect" (Pittman 2010), as well as racially motivated emotional harm (Mowatt 2019). Much of what I have detailed in this paper reflects those of other Black members of the academy, including racial differences in their evaluations of teaching effectiveness at predominately white institutions (Smith and Hawkins 2011), the ramifications of speaking about race in white spaces, and having behaviors assessed through "highly stereotypical lenses and racialized interpretations imposed on them" (Daniel 2019:28).

I would like to point out that in addition to the five themes that emerged this spring 2020, I was also labeled as not being articulate enough and smart enough to teach the two courses in question.

> Dr. Allsopp, herself, seems uncomfortable with public speaking and lacks good communication.

> I wonder if she could even pass this class.

During my short career at Purdue (even while employing more relaxed policies and less labor-intensive pedagogy), I have not been exempt from receiving harsh student evaluation comments (Allsopp 2020). However, this pandemic has placed my policies and pedagogy under a greater level of scrutiny and wrath. This phenomenon has been referred to as the magnification of the "mammification" of the roles of Black female faculty during the COVID-19 crisis, which existed prior to the pandemic (Roberts 2020). To quote the author of "The Angry Black Woman Scholar" I would like to pose a series of questions to which all the answers are "no":

> Am I being too sensitive?
> Am I overreacting?
> Am I misreading the situation? (Williams 2001:94-95)

According to the National Alliance for Inclusive and Diverse STEM Faculty, introducing questions to evaluations to ascertain what worked well in online classes, after the transition to remote learning, may increase the racial and gender bias of evaluations (Gonzalez and Griffin 2020). Although this might help to explain my recent experiences, I fully support the decision made by the Office of the Provost to include the question regarding remote instruction during the pandemic, because it provided insight into the mindset of students, which will be beneficial to tailoring teaching methodology as the COVID-19 pandemic continues into the foreseeable future. While it is helpful that my spring 2020-student evaluations will not count at Purdue, it does not discount the fact that the rhetoric in them was hurtful. Stereotyping on the part of students has been detrimental to me as an instructor and has taken an emotional toll on me. Therefore, writing this paper has been a type of catharsis for me. Looking ahead to the fall, I sincerely hope that students do not show similar abhorrence towards faculty of color, such as myself, but would be willing to comply with Protect Purdue classroom policies. I find this concerning, because even in fall 2020, with the "new normal" semester of pandemic teaching, COVID-19 will likely exacerbate unfavorable effects on teaching evaluations for faculty of color.

In closing, my efforts to improve and streamline communication during the pandemic, integrate pandemic-focused student experiences into the virtual classroom, deliver high-quality online teaching, and engage in evidence-based teaching pedagogy were received by several students in ways that made them question my authority and right to set class policies. Some of my students questioned new communication norms put in place to improve efficiency, misperceived course policies to promote continued dialogue and discussion remotely, misunderstood the amount of work, care, sacrifice, and effort I put into online teaching, and viewed my assignments as "busy work" rather than forms of pedagogy. Not only do these reveal student bias and academic

entitlement in undergraduate teaching, but also may impact faculty specifically with respect to teaching record and wellbeing.

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Appendix A
Course Descriptions

NUTR 36500 - Physiology And Nutrition During The Life Cycle. This course "explores the life stages of pregnancy, childhood, adulthood and older adulthood from physiological, social, and behavioral perspectives, focusing on the biological underpinnings of special nutritional needs for each life stage for optimal growth and development, maturation, aging, and overall health and well-being" (MyPurdue Self-Service 2020a).

NUTR 42400 - Communication Techniques In Foods And Nutrition. This course covers the "communication of foods and nutrition information to lay and professional audiences through oral, written, and mass media channels" (MyPurdue Self-Service 2020b).