

the expulsion of Alex Bailey '18 - imminent closing of Dean of Students Office

From: **David D** <profWM5@pm.me>

Sunday, February 17, 2019 1:57 AM

To

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- David Dessler<dadessler@gmail.com>

Size: 9.5 MB

----- Original Message -----

On Sunday, February 17, 2019 1:57 AM, David D <profWM5@pm.me> wrote:

This is a long and complex email. To understand everything communicated here will require a couple of hours of reading and thought.

The bottom line is that the Dean of Students' use of arbitrary administrative power is being brought to an end with this email. To reach that conclusion, you need only look at the attachments "WPD Arrests" and "Dean of Students - Bailey," and read the text at the end of the message.

Tonight let me introduce you to three prominent figures in William & Mary's Dean of Students office:

Mark Sikes, Associate Dean of Students and Director of Parent & Family Programs

Dave Gilbert, Associate Dean of Students & Director of Community Values & Restorative Practices

Marjorie Thomas, Dean of Students

(I wanted to include Mr. Mark Weston too. Can't find his email--if he is still in that office, perhaps this email can be sent to him.)

Deans Gilbert, Sikes, Thomas: please read carefully. Few others will believe what I say in this email. That doesn't matter, since you will see that what I say is true. I am closing down your operation.

In this email, I will deliver news that brings an end to the phenomenon of being "swept under the rug" among W&M students.

Let's start with some history. I have a few corrections to make to the historical record.

THE BEGINNING

The College of William & Mary in Virginia was chartered on February 8, 1693 by King William III and Queen Mary II of England. Here is the first correction I have to our understanding of the College's history. In the received account of the Glorious Revolution, 1688, William is seen as the driving force and Mary is just going along with her husband. The truth is the other way around. William & Mary is Mary. She is calling the shots and William fits in as ordered.

It is actually obvious once you get the motives right. But I will skip over that issue and move two decades forward.

In Virginia, James Blair was President of the College of William & Mary. He secured himself an appointment as president for life. He was an incredible politician and William & Mary was an Anglican powerhouse that absolutely dominated the state. W&M in the mid-18th century had representation in the General Assembly. It was financed by export taxes on fur and tobacco. It had the power to appoint the surveyor for each county--Virginia was a royal colony and this meant having a say in royal land grants. The Divinity School trained ministers for the Anglican

churches, and they had an overwhelming presence. Through Bruton Parish control could be exerted over congregations.

Here is what "the state" did: "Virginia's General Assembly passed laws governing the church, and local vestries oversaw the day-to-day operation of the individual parishes. County courts often heard cases involving moral laws that would have fallen under the jurisdiction of ecclesiastical courts in England. The assembly routinely set clergy salaries, established new parishes as the colony's population grew and moved west, defined parish boundaries, set requirements for church attendance, defined how often ministers should preach and celebrate the Eucharist, instructed clergy to catechize children in their parishes, and delegated local authority over church matters to vestries and county courts."

This reconstruction of William & Mary's history does explain what I experienced in my litigation against College: W&M is everywhere. Meaning, there is no location, no level of government, where they cannot call on someone to help. You only learn that W&M is everywhere if you are pitted against them. I found no difference between W&M and the Commonwealth. Now I know why: it is from this period that lasted over 50 years, before the American Revolution, of W&M/Anglican omnipresence. We were not a "college." We were a superpower.

The very last piece of the puzzle to fall in place was determining this: around 1715, plus or minus 5 years, Blair made adjustments to the intended operation of the College not by changing anything about the professors but by putting in the Visitors positions what was essentially a rival faculty.

For the Professors, education meant learning. For the Visitors, education meant control. And it was an intense battle by the mid-18th century.

The language of education as control focuses on responsibility, discipline, values, community, etc. Meaning: responsibility to follow rules. Responsibility to respect the rights of others. And so on. Values are the values your behavior must reflect. Discipline is what you face if you are irresponsible or violate values. In that case, you obviously need more education. It is a language in which you have no rights. Try this:

EDUCATION AS CONTROL

These programs serve to maintain the university's community values and the behavioral expectations of the student body. Their mission is to promote a living and learning environment that is respectful of the rights and perspectives of others, that is safe and free from disruption, and that allows students and faculty members to pursue their educational goals.

This office fulfills its mission by providing educational programs, confronting behavior that violates our community expectations and engaging students in reflective learning in order to foster personal development, civility, and an understanding of the responsibilities attendant with living in our community.

You see? The student has a responsibility to follow the rules. The educator has a responsibility to ensure the student behaves responsibly. You don't want to offend or disappoint the educator in this situation, do you? What if he is extraordinarily dedicated to your learning? Then of course he will put in extra hours and extra effort to educate you, because it would hurt him to see you behave irresponsibly... This scheme can support a practice of the most cruel destruction.

This, of course, is the logic of an Indian School. The Brafferton, which houses the offices of the President and Provost, was built in 1723 to be W&M's Indian School. Our website says the school's goals were "to educate and Christianize Indian boys." But there are no educated Indian young men in Williamsburg in the 18th century. When you educate Indian boys in the sense of teaching men, you would get someone who knew something of a world far different than what he grew up in. At the Brafferton, the stated goal for the boys who were brought in was to turn them into Anglican priests. I'm serious. Education in the sense of discipline meant that none made it.

While that was happening in the Brafferton, we know now, W&M Visitors were educating W&M students according to the same logic. The degree or strictness of the education can be varied, of course. This kind of approach can be used to simply be annoying. It can be used to play mind games of varying degrees of difficulty. It can be used to be simply arbitrary. Or it can be fine-tuned to destroy. The point is, the students face arbitrary power and they have no rights and therefore no ability to check it.

The Professors were trying to teach at the same place. As you can imagine, the Visitors and the Professors did not get along. In this battle, the Visitors are always aware they need the rules bent heavily in their direction and they need darkness. They do not win by skill. They win by overwhelming power. The Professors are always thinking: "If we can only turn on the lights."

Jefferson's reform proposal in 1779 would have turned on the lights. The Visitors would have been driven away. He made his proposal in the form of a bill to the General Assembly. But lo and behold, the ruling came from the Visitors at the College. They rejected Jefferson's proposal and took all power themselves.

Thus, the books and articles that record the Board of Visitors taking all power at this time do not portray the grimness of the situation. It was not that W&M suddenly had an overbearing Board. It was that it had a faculty who defined education as control in charge of the entire institution. That meant Jefferson was never getting back in the door. What do Visitors care about rational argument?

That was a hard time for Jefferson, I can imagine. The Declaration of Independence was a hit. He had been able to push through the Virginia Statute of Religious Freedom--it took eight years. Opposed by the Visitors (remember, they have seats in the Assembly). But his education bill went nowhere. And suddenly there he was in 1779 with W&M now completely and forever gone (in his lifetime at least). He needed a university to complete his plan. Thus was born the idea of UVA. I will leave aside this part of the story and skip to the Civil War.

Benjamin Ewell is President during the period between the College's destruction and its re-opening in 1888. Here is College legend:

"In 1869, Ewell finally re-opened the school with his own personal funds and became president of the College of William and Mary again. He mortgaged his family farm, purchased nearby in 1858, and it was lost to a foreclosure and auction sale. Despite Ewell's efforts, the College was forced to close again for financial reasons."

"It has become legendary at the College and in the Williamsburg community that, every single morning of that long seven-year period, Benjamin Stoddert Ewell would arise and ring the bell

calling students to class, so it could never be said that William and Mary had abandoned its mission to educate the young men of Virginia."

This story of ringing the bell does not really make sense. And what explains using his own funds to buy the school, mortgaging and losing his family farm in the process?

It's obvious what he's doing if you trace his life back to before the Civil War. Remember, the Visitors are in control in there. They are monsters. He wants them out. When the Civil War drives them out, he does everything he can to make sure they don't get back in. Between 1862 and 1881 he devotes his life and even his farm, which he loses, and then the College is out of funds. He gambled and lost his farm to protect the College and now he doesn't have the College either.

He stayed there and he rang the bell each morning to tell the Visitors: "I'm still here."

Benjamin Ewell is one of the great heroes in College history. Think about it. In 1881, no one knew how long it would take for the newly chartered school to open. Indeed no one was sure it would open.

This is a really great story. I've looked it up and what makes it a legend is that he rang the bell every single morning. Not one day missed. Most people probably did not know why. It's the 1880s. Some did. People at the time would say, "There it is again, right on time. Has it been four years now?" It was like that. Then, the College opens, and the ringing stops. There you have it: "It could never be said that W&M had abandoned its mission."

The College re-opens in 1888 as a teacher training school. That's the end of the Visitors, right?

No. The Visitors refers to a certain type of person in the Tidewater area. There were and are many networks of families that can trace connections to faculty who teach education as control at W&M back to the 18th century. And there are people from other networks with a similar philosophy. And these people have a history which gives them, they feel, a claim on the students at William & Mary--they want back in. They want to bring students under control and fight professors who want to set students free.

Where would they go? They will have to enter as administrators, obviously. And to control students, ideally, they will have the job of supervising some aspect of the students' lives. That's all they need--some aspect. They can create darkness and swallow up entire students.

Now here is where history delivers a payoff.

Today, right now, William & Mary is divided between two faculties, one defining education in terms of learning--the professors. The other defining it in terms of control. They call themselves "the administration." They are in the Dean of Students Office.

What was "the Visitors vs the Professors" is now "the administration vs the professors." The line of descent is straight. One major difference between today and Jefferson's time: the faculty today are not told they have rivals on campus. They have no idea a rivalry might exist. The

administration, on the other hand, is well aware of the competition and they take full advantage of getting to keep their work and their sentiments secret.

Occasionally you get a president who sides with the administration over the faculty. Taylor Reveley was one. He took office in 2008. In 2009, he had the University Center renamed the Sadler Center. First hint. His policies ran roughshod over the faculty. I seemed to be the only faculty member who wanted to stand up to him, and thus it is no surprise what happened to me. At the time, I did not know all this background.

History is critical. If you understand the history, everything at W&M makes sense.

You see above, EDUCATION AS CONTROL, in red? Those paragraphs can be found here:

<https://www.wm.edu/offices/deanofstudents/services/communityvalues/index.php>

And here is an analysis.

You see, the student has no rights. Only duties and responsibilities. This is the logic of education as discipline, education as control, education as arbitrary power, direct from the 18th century. But that is on our website right now, February 11, 2019.

For more questions, you can contact Mr. Dave Gilbert, listed above. Note he holds this title: Director of Community Values & Restorative Practices.

Also note this email I procured from the Dean of Students Office, without them knowing about it:

It's sent to the Dean of Students office by a student. He refers to them as "the administration." This is 2015. You see: it is the administration vs. the professors. "This professor," in this case, is me. This is an email sent the night before my illegal suspension. As you can see here, some students operate within the orbit of these administrators who thrive on control. Every dean has workers he can call into action. This student has secured an email I sent to my classes earlier that night. He knows that Mark Sikes may already have it, but he thinks, no harm in sending another. And it gives this student a chance to alert Sikes to the attachment. Look at the subject line of my email: "turning our Govt 204 class over to you." This meant letting the students have a say in what was going to happen to it. I was not insisting on teaching it. I was insisting only that student views be counted.

This dispute between me and McGlennon, Poma, Sikes, Love, Dean of Students office, Reveley has been entirely about whether students have certain rights. Nothing else. This is confirmed by emails at the time, including the one above, and by subsequent statements of College concern. For example, in a telephone interview with my psychiatrist, Dr. Nelson, on Feb 11, 2016, Dr. Nelson asked, "What are your current health concerns with David?" Poma replied as follows.

Dr. Nelson said, "Could you repeat that?" Nelson said I did not follow rules set by my department chair, for example the instructions to cc: the dept chair on an email, and that I was teaching students to disrespect authority.

I have this conversation recorded. Dr. Nelson will testify to it if called. This conversation concerned the fitness-for-duty form I had to turn in. Medically speaking, I was fine--perfectly healthy. I had just gone off antidepressants, in fact. That was not the College's "health concern." As you can see, the "mentally ill" game was an invention to mask the true health concerns the college had about me. It worked to a large extent. Lots of people willing to jump on the mental illness bandwagon. It was, and is, not the issue, either for the administration or for me.

This is a fight about student rights. Those who oppose me oppose the rights of students. I have not emphasized this so as not to put students in danger. I emphasized faculty rights--that was also important.

Those faculty on campus who are not offering me a helping hand today are opposed to the students having basic rights. I did ask for a hearing just on the issue of the students, correct? I said I would give up my rights as a tenured professor --I deserved a hearing before being terminated--just to have a hearing that considered student rights. Well, there you have it. Faculty have chosen to side with the Dean of Students office and to perpetuate its system of education as control. They were willing to sacrifice faculty rights to do so. But we have gone over this part.

I have chosen to fight for student rights. In June 2017, I learned of a case of a student cruelly expelled by the Dean of Students office. I realized then that the policy used in the attempt to destroy me--involving isolation, defamation, deprivation, and coercion--were almost certainly being used regularly against students. It was just borrowed to use against me. A policy of ostracism. I realized, *this* is what students are referring to when they say, "swept under the rug." Here is an example from the Facebook site "Overheard at William & Mary" the day the news broke that I had been arrested several times and jailed.

Not all students know stories of others being "swept under the rug," that is, obliterated by a policy of ostracism. Most know something really terrible happens to students. Sure.

This has been a strange journey into a world professors don't know exists. On Aug 10, 2016, I was forbidden from contacting students or faculty or anyone at W&M by the terms of my bond. I saw one student appearing in various conversations supporting me. She was saying, "I just think he deserves a hearing." I didn't want students defending me--University Counsel was tracking comments on a Excel spreadsheet. Those supporting me were targeted in one way or another.

I sent the friend request, it was confirmed, and my first question was: "I'm sorry, but have you been in one of my classes?" This was a life-changing response.

After a somewhat confused exchange, I told her to knock it off. And I guess I told her I hoped she was well. Her was her reply:

An aside: Can you believe it? I risked arrest to tell a student trying to help me get a hearing by contacting her and telling her to knock it off. I have shown strong moral character throughout this ordeal. I have done so because it is what the students deserve.

I realized in Aug 2016 there was something going on I did not understand. When I put it all together, which was on June 13, 2017, I sent this message to faculty:

----- Message -----

From: David Dessler <dadessler@gmail.com>

Date: Tue, Jun 13, 2017 at 9:55 PM

Subject: EMERGENCY -- GET MEDICAL ATTENTION TO DYING STUDENTS AND STOP THE BUTCHERY

To: David Dessler <dadessler@gmail.com>, Kathleen Slevin <kfslev@gmail.com>, Catherine Forestell <cforestell@gmail.com>, Sophia Serghi <sophia.serghi@gmail.com>, Colleen Kennedy <cjkennwm@gmail.com>, Michael David McGuire <m McGuire@michaeldavidmcguire.com>, Ashley Tarter <atarter@tarterecon.com>, Suzanne Raitt <suzanne_raitt@yahoo.com>, "pgfeiss@gmail.com" <pgfeiss@gmail.com>, Rani Mullen <rani.mullen@gmail.com>, "Porter, Christy" <mcport@wm.edu>, taylor@wm.edu, mark sikes <mark@wm.com>, "Poma, John" <jmpoma@wm.edu>, "Love, Deb" <dalove@wm.edu>, "McGlennon, John J" <jjmcgl@wm.edu>, "Cheesebro, Deborah" <dcheesebro@wm.edu>, Sarah Fearing <sarah.f@localvoicemedia.com>

Dear President Taylor Reveley,

I have received from two doctors, Dr Duchin and Dr McWilliams, stories of students subjected to "swept under the rug." A week ago, I hired Dr Duchin for the faculty. Hourly rate. This is true. This is an emergency.

Ashley has Duchin's phone number. I don't think he will mind that I revealed he broke doctor patient confidentiality for this purpose. He wants that student to be cared for by faculty. I know how to do it--what steps--because I have been in her position. I know the agony. Do not sue. I am just following procedures.

I need faculty leaders, okay? Read this, figure out what to do, and I can guarantee you, 100%, if you take the huge risks I recommend--make those calls--this all ends now. Guaranteed.

Yes, students, this is how the game is played. Swept under the rug. For you.

Reveley, do you care about students? Do you want her to get medical help? Then do this:

(1) Tell Poma, Love, McGlennon they will be held responsible for harm to anyone from this moment forward. I don't care if you don't understand. That is the point. I am doing this to prove, you are not part of the conspiracy, so do it, or people will think you are.

(2) Deb Cheesebro, know that Halleran is in danger. If Reveley does not act. Will you realize Poma now cannot hurt you without consequences? The EEOC is coming. I am protecting the police as you know. You have helped me, as they

will find out. I have released emails. Please just tell Poma and Love to do nothing.

(3) Nate Green and Cathy Black have done something horrible, including coverup of the imprisonment of a W&M Professor, Mike Wilson. This is the state conspiracy: Green-Black-Poma-Love. It is not W&M. It is Poma and Love, who are murderers, who have infiltrated the state.

And Mark Sikes? "Another email from this professor?" Dr Duchin wrote you and wanted evidence of the cocaine abuse you had expelled a student for. You said, he told me, "This is an administrative matter, not a medical one." That meant, as I have told others, a destroyed human life. For what?

I do not care what anyone thinks. The Dean of Students Office will not be swept under the rug. It will be bulldozed.

Do you know what that message is? **Entirely true.** Every bit. Those points (1), (2), and (3)-- accurate. If the faculty had responded that day, or soon thereafter, we could have ended it all. No response.

Note this part: "I know how to do it--what steps--because I have been in her position. I know the agony."

Absolutely true. I said this to Mark Sikes:

And Mark Sikes? "Another email from this professor?" Dr Duchin wrote you and wanted evidence of the cocaine abuse you had expelled a student for. You said, he told me, "This is an administrative matter, not a medical one." That meant, as I have told others, a destroyed human life. For what?

Again, right on the money. A human life destroyed. No purpose served. It bothered me, as you can see.

That was 614 days ago. Which is 1 year, 8 months, 4 days. I have not heard once from the faculty--neither my department or the Assembly--during this time, despite repeated attempts to open up communication. I repeat: not one word this entire time. And we could have wrapped this up on that day, if they had responded.

I had to try to save this student. I could not give up on her.

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Deans Gilbert, Sikes, Thomas: please read carefully below.

I have had to work entirely alone. Tonight I bring news of success. I found the student referenced in the email above and, through her, got a great deal of information, leading to other students and the gathering of an enormous amount of evidence.

Her name is Alex Bailey. In her honor, I am happy to announce that the practice of "sweeping students under the rug," which dates to 1715, is being ended. This is truly a

historic moment and I want Alex to know, her courage is what made this possible. She's not in very good shape. To be honest, I have lost contact with her. Thus I want to move this process along, end the practice of sweeping students under the rug, and get this information to President Rowe so that decisions can be made about what to do with the arrests of faculty, the expulsions of students, and so forth.

What did Alex do to get herself targeted for ostracism? Unclear. She was raped by a student named Nicolas Manuel and she complained about it. Filing grievances in the event you were raped was frowned upon by the Reveley administration. This was probably it. But there need be no reason. It was a sorority sister, Shannon Cannaday, that used the Dean's office--or the Dean used her--to get rid of Alex.

To remind everyone of where we stand vis a vis the use of arbitrary violence and power on campus:

1. Poma (cited above) and his partner, Deb Love, have departed W&M. They were exposed. Faculty and students are no longer being arrested. They are no longer in danger. Please pass the word.

There is only one other site where arbitrary administrative power is exercised: the Dan of Students office. All of the abuses can be traced here.

So let's put an end to this abuse of power. See the attachment "Dean of Students - Bailey."

These are documents from one of two very large binders Alex has loaned me. They reveal the operations of the Dean of Students office, in the dark, where education is control, students have no rights, and rulings are totally arbitrary.

I have a great deal more evidence of the Dean of Students operations over the past two years. I have the records of one other student swept under the rug. Interviews with two more. And I have details of the Ian Smith-Christmas case (actually from 2010, but some evidence is new).

And there is the Williamsburg Police Department "drug investigation" arrests, transparently bogus, and obviously in part directed by the Dean of Students Office because who else would target students for false arrest?

See the attachment "WPD Arrests." Note my exchange with WPD Major Riley on Sept 6, 2018. I informed the faculty of all this. No response.

To establish the Dean of Students link, I have various types of evidence, but how about just this. Look at who was arrested. Page 2.

Shannon Cannaday, 20, Leesburg: one count of felony distribution of marijuana and one count of selling drugs within 1,000 feet of a school.
Nicolas George Manuel, 22, Arlington: one count of distribution of a Schedule I drug and one count of selling drugs with 1,000 feet of a school.

That's right. The young man who raped Alex and the leader of the group who "testified" against her both turned out to be drug dealers!

So the press says. How about this: Sikes and others knew I was on the trail of the Alex Bailey expulsion. Here they were taking out two key witnesses I might want to interview. So long, Shannon and Nick.

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I realize many observers are stunned at these outrageous accusations, not fully articulated here in any case, and they don't believe me. That's to be expected. The point is, they are true. And if they are true, who would know it? Mark Sikes. Dave Gilbert. Marjorie Thomas. They would know. They are copied here.

Deans Sikes, Gilbert, Thomas: The president's office is copied in here. They will see that I have evidence they will want to investigate. I would strongly recommend you immediately cease all operations to sweep students under the rug. Please know that Poma, Love, and Reveley are gone. You have no cover. The information I have will lead to decisive action being taken against your office, I believe, and you will only make things worse if you do not stop hurting students NOW. I don't know when President Rowe will arrive there. Could be some time. Don't think you are safe.

Thus, on the topic of arbitrary administrative power, in addition to #1 above, we can now add this:

2. Dean of Students Office "sweeping students under the rug" is now disabled; awaiting instructions from President Rowe.

See the attachment "four components of College policy" to see the experience I shared with Ian Smith-Christmas, Mike Wilson, and Alex Bailey. This is the policy of ostracism. The students know about it and that's why the Flat Hat ran a 5,428 word article on me. Longest student newspaper article on any topic, and by a wide margin, I am told. It is not because the students like me. It is because they saw I was being treated like one of them. The length of the article proves students are abused extensively this way. There is no other explanation for the way that story was handled. See "Discovering David Dessler," Parts I, II, III, and IV, in the Flat Hat, Feb 6, 13, 20 and 26, 2018. Here it is all in one place:

<https://meilansolly.com/portfolio/discovering-david-dessler/>

Now the professors at other universities may begin to see why I invited them in. There is no story like the one we have just been through at W&M.

A final word: This is a truly historic moment. "Swept under the rug" goes back more than 300 years. It was impossible to dislodge. Until now.

Again, to understand all that I am trying to convey here, two or three hours of reading and thinking and reflection are required.

If you don't take that time, this email will seem like madness. Of course.

Status update: I am sick and getting sicker. Thanks to Mr. Poma, I have no health insurance, so getting medical help is a challenge. I also have no money. In fact, I

face an eviction notice. But I will leave it to the faculty at W&M to reflect on my plight. What is their responsibility for it?

As for me, I can honestly say at this moment in time--it is now 1:48am, Sunday, 2/17/19--I have never been happier in my life. I have no worries about my personal situation. For look at what I have done for the College of William & Mary. I did it alone. And I did it using only email.

First Poma and Love--now the Dean of Students Office. All swept under the rug.

Please know, I did it for the students.

David Dessler

4 Attachments

VP Ambler on suicide and sexual assault

WPD Arrests

Pages from four components of college policy – general Copy

Dean of Students - Bailey