

Good morning Professor Zubieta,

Please accept this email as a follow-up to our meeting on December 15, 2020.

As discussed in the abovementioned meeting, all parties have agreed to resolve this matter informally under the condition that you will complete professional development through the University's Center for Teaching and Learning Excellence ("CTLE"). Upon your successful completion of this directive, the Office of Equal Opportunity, Inclusion, and Resolution Services will consider this matter closed with no further process.

Pursuant to this agreement, we have consulted with the Martha Diede, Director for CTLE and she has developed and offered the following options and opportunities for you. I am available if you have any additional questions or concerns.

CTLE faculty developers start from the position that the faculty member may not be having the kind of impact that s/he/they might want to have and of which the faculty member is fully capable. CTLE developer(s) come alongside the faculty member to develop and employ evidence-based teaching and learning strategies that highlight the faculty member's many strengths and enhance them in order to enhance student learning.

For Dr. Zubieta, several options immediately present themselves and none of them involves restricting Dr. Zubieta's academic freedom nor freedom of speech:

As a distinguished professor and member of the Chemistry department, Dr. Zubieta has the unique advantage and opportunity to work with the Student-Faculty Partners Program (SFPP) under the guidance of Dr. Laurel Willingham-McLain, a faculty developer with CTLE. This program is in a beta phase of testing at SU, so Jon could contribute valuable perspective to the project. In SFPP, a student partner, not from the faculty's discipline, is assigned to the course. The student is not a TA, but works as a partner with the faculty in thinking through teaching practices, classroom dynamics, and student engagement. Faculty partner with the student by "pulling back the curtain" on how classes are structured and the choices that the professor makes in assignments, assessments, teaching strategies, and the like. Students are typically earning credit; faculty get real-time, feed-forward on their teaching. Faculty commit about 10-15 hours over the semester to engaging with the student partner and works with Dr. Willingham-McLain to provide feed-forward about the program through structured interview techniques. Students also work with Dr. Willingham-McLain and learn to provide feed-forward and ask questions in helpful ways. Participation in this program is both a way to enhance positive impact on students and build a new program at SU that will help to bridge gaps for and between faculty and students.

Dr. Zubieta can work sign-up for and participate in the Inclusive Teaching 5-module series from CTLE. This series takes approximately 10+ hours to complete, and the faculty have to submit sample work that demonstrate having made some changes to

their course plans. Faculty who complete the Inclusive Teaching series earn a certificate. This might also entail a few consultations with a faculty developer.

Dr. Zubieta, as a member of the Chemistry department, can participate in the HHMI Course Transformation Grant process and project. In this process, he would submit a course transformation grant proposal and consult with Dr. Willingham-McLain regarding inclusive teaching practices to enhance positive impact on his students with the plan that he implement these practices in the spring and in classes to follow. He will also study the impact of these changes on his students. As the faculty developer, Dr. Willingham-McLain works alongside Dr. Zubieta as a consultant, providing feed-forward to his instructional practices. Participation in this project will entail attending and participating in the January and June HHMI CHANCE workshops for faculty as well as working with peers and Dr. Willingham-McLain to transform his courses for inclusivity. His transformed course may be included as evidence for the progress and changes that the grant makes in the SU environment specifically for under-represented students in STEM classes and programs. As with the SFPP program, should Dr. Zubieta decide to participate in HHMI, he would be a leader in making changes to courses to foster inclusivity.

All of these possibilities provide Dr. Zubieta the opportunity to enhance the positive impact that he makes on his students and to enhance the culture of inclusive teaching in his department, possibly the university as a whole. And all of it comes from treating a mistake as an attempt at learning.

Please respond to this email and indicate which option or options you are interested in completing and we will coordinate with CTLE.

Best regards,

Sheila R. Johnson-Willis, J.D. (Pronouns: she/her/hers)

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