



To: Byron Wilson, Associate Professor of Practice

From: Doreen Lorenzo, Assistant Dean

Copy: Ramón Rivera-Servera, Kate Canales, Janet Dukerich, Carmen Kimbrough, Tamie Glass

Date: December 8, 2023

Dear Byron,

Thank you for meeting with me about the results and outcomes of my recent investigation of the MA in Design program. This is what I recall we discussed. Please respond if any of this is different from your recollection of the meeting.

We discussed reception to your teaching and mentoring. We discussed your interest in and performance of your current leadership roles for the MA program.

I told you that teaching is the area that the department most needs you to do and do well. In order to focus on teaching, I told you that I am relieving you of the leadership positions for the MA Design program (Faculty Lead for Curriculum and Practice and Graduate Advisor) and not authorizing you to pursue any current or new research projects. We also discussed and I am outlining below a faculty development support plan meant to provide measurable goals, guidance, and tools to be successful in teaching so that your expertise and experience in design for health can continue to benefit the design department.

As I said during the meeting, we can revisit your research and leadership duties in the future.

A couple of details of this change are that your summer administrative assignment for Summer of 2024 will be reduced to \$10,000 to pay for the four months out of twelve that you held the roles of leadership in the MA program. In addition, Department Chair Kate Canales will adjust your teaching assignment so that it increases to the expected 3+3 course load in Fall of 2024.

Faculty Development Support Plan

In order to develop teaching that (1) demonstrates better respect for students, (2) is more organized toward specific learning goals, and (3) more effectively meets the students at their experience level, you will engage in the following activities:

1. Attend the workshop on Student Engagement Strategies (on January 19th) and the workshop on Having Difficult Conversations in the Classroom (on January 26th) offered by the COFA faculty professional development program, found [here](#).
2. Schedule an individual consultation with the Center for Teaching and Learning that includes a peer observation of one of your classes where discussions are being held. Report to the department chair on the consultation and observation by May 1, 2024. See this [website](#) for details.
3. Collect mid-semester feedback on your Spring 2024 and Fall 2024 courses. Develop the mid-semester survey in consultation with the Center for Teaching and Learning to make certain the survey measures student perceptions of respect, connectedness of reading assignments to stated course outcomes, and organization. The survey should also have an opportunity for students to anonymously provide open-ended written comments in these areas. Report to the department chair by March 1, 2024, about your plans to obtain mid-semester feedback, and provide the feedback to the department chair within seven days after the survey results have been returned to you. See this [website](#) for details.
4. Engage in the peer observation process by a faculty member that will be arranged for you by the department chair during the Spring 2024 and Fall 2024 semesters. Follow the college's [policy on peer teaching observations](#) and utilize one or more of the optional best practices found [here](#).
5. Provide a written report to the department chair after final CES results are released for the Spring 2024 and Fall 2024 semesters that describes how you have incorporated concepts and feedback obtained from these activities in your teaching. This report is due to the department chair 30 days after the results are available for your review. See this [website](#) for strategies for analyzing CES/CIS results.

I also recommend, but do not require, that you add two custom questions from the "Contribution of Course Components to Learning" and one custom question from the "Learning Environment and Engagement" [CES question bank](#) to your CES surveys for your courses during the 2023-2024 and 2024-25 academic years, and to share with the department chair which three questions you chose to add before the date surveys open to students each semester.

The outcomes that will be used to measure improvement in your teaching are:

1. Numerical scores for overall course rating and overall instructor rating will generally be 3.5 or above.
2. Feedback from peer faculty and students will indicate skilled classroom management, well-structured course assignments, and clear explanation of concepts and skills during lecture. Ideally, they will also offer constructive feedback to which you respond and implement.
3. Your teaching category will be evaluated by the Executive Committee as at least Meets Expectations for review of your annual report for academic year 2023-24.

I will monitor the implementation of this development support plan and support you through the process. I will evaluate your progress on this faculty development support plan after CES results are available for the Spring 2024 semester and before June 30th, and after the Executive Committee has met in Fall of 2024 to evaluate your performance for the 2024-25 academic year. I, in consultation with the Executive Committee, am responsible for submitting a one-year status report to the dean by December 31, 2024, addressing your improvement as a result of this development support plan.

Thank you for your participation in this process. I am available to meet to support you in meeting this development support plan. I am hopeful that this will be in our past soon. I look forward to you being an integral part of the program and to your success.