



Thank you for teaching or considering to teach a course associated with the Science Literacy Program. We truly appreciate your efforts in innovative teaching of non-science students and mentoring science undergraduates and graduate students. Here we describe activities in which we believe it is important for SLP-related faculty to participate to build and maintain the program:

- **Undergraduate SLP Scholars and Graduate SLP Fellows:** SLP-related faculty help select and mentor STEM undergraduate and graduate students who are interested in learning about science education. SLP will help support student selection (and stipend or salary administrative details) and can provide training on mentoring. Students are required to participate in start-of-term orientation and end-of-term exit interviews and surveys. We have a [separate document](#) that details more about the specifics of mentoring scholars and fellows.
- **Science Literacy Teaching Journal Club:** Scholars and fellows are highly encouraged to participate in the weekly Journal Club, and we encourage the same of faculty. We have found the journal club to be powerful for building a community of science educators. We want to provide a forum where you can share the great work you do in class and explore other advantageous teaching techniques.
- **Teaching development:** Employ active learning (also called student-centered learning, evidence-based pedagogy, best teaching practices, or inquiry-based learning) in your course to make the science relevant to non-science students to build their science literacy. This may include methods for best use of clickers, demos, group learning, and a wide variety of other teaching techniques explored in the science education literature and in the Journal Club. There are so many ways to make a “lecture” more than just a faculty-presented lecture, and the SLP is not prescriptive about the particular methods employed. However, we are available for consultations and idea generation before and during the term. A valuable aspect of the SLP is the opportunity to talk with other faculty who have tried various techniques. The Journal Club also provides opportunities to try out techniques before in-class implementation.
- **Assessment:** Participate in Science Literacy Program research projects about science literacy. This currently involves collecting survey data from students a couple of times a term and developing student activities related to the research. Faculty may be invited to participate in workshops about implementation of assessment projects. Additionally, we ask faculty to complete an end-of-term survey as part of our ongoing research with the Center on Community and Diversity (CoDaC).
- **Special projects:** With the Interactive Media Group we have developed a new Graphicacy toolbox. We ask that faculty take a look at this program to see if it can offer benefits in courses you are teaching and implement it where appropriate. We encourage feedback to help create a high-quality tool that is flexible enough to work across many courses.
- **Class observation:** We offer the opportunity to visit other SLP courses, and to have SLP faculty and SLP administrative staff visit your course. We want to see the great things you are doing in your classroom and share them! SLP will provide an observation form, and we ask that faculty visit another course at least once a year.
- **Innovation:** Do you have class materials you want to purchase for a new idea you want to try out? Let us know; we may be able to purchase materials for you and support the implementation!