Appendix A

Contributions to Student Success

Sources of Evidence May Include (but are not limited to)

- Syllabus (diversity or climate statement)
- Syllabi comparison (changes highlighted along with rationale and impact)
- Course site (e.g. Canvas site)
- Lesson plans or sample activities
- Instructor statement (teaching philosophy or reflection)
- Student survey of teaching (midterm or end-of-semester)
- Instructor reflection
- Peer observation

Example Activities

Fostering a supporting learning environment

- Promoting a positive and inclusive learning environment. Consider items such as:
  - Flexible attendance policies
  - Grading systems that account for family life or work schedules (dropping X number of quizzes or exam scores, systems that offer more points than needed for full credit, grade replacement of midterms, opportunities to regain missed points on assignments)
  - Class discussion structures that reduce barriers to contribution (silent discussions, gallery walks, use of anonymous polling)
  - Updating slides or other course materials to highlight contributions of scientists and mathematicians from historically underserved groups, etc.
  - Recruiting and supporting a diverse student community

Interacting with students / Fostering whole-person development in students

- Advising a registered student organization
- Mentorship of staff or other faculty members on their student success activities
- Participating or organizing impromptu or organized student engagement activities
- Serving on student-focused committees
- Engaging in professional society or community-related student activities
- Participating in or leading programs for students with historically underserved backgrounds or identities.
- Pedagogical approaches and class structures that promote a positive and inclusive learning environment also contribute to student health and well-being.
- Participating in QPR (Question, Persuade, Refer) or Mental Health First-Aid
- JED Foundation Initiative training
- Other professional development opportunities that increase the faculty member's ability to contribute to a health- and wellness-promoting environments
- Identifying students who may be in distress or in need of assistance and make appropriate referrals to relevant campus resources.
- Contributions to lifetime, continuing, or professional education

- Designing, developing, and delivering continuing education or professional education initiatives in a variety of modalities (online, in-person, hybrid) in a manner to increase access and expand the impact of GT
- Delivering academic learning experiences for pre- or post-college learners, such as programs performed in collaboration with community groups and programs
- Research experiences for teacher
- Camps
- Career advising and mentoring that transcends the typical college student population and enables success for working adult learners
- Involvement in "high impact practices"
  - High impact practices are defined by the AAC&U as:
    - Capstone courses and projects
    - Collaborative assignments and projects
    - Common intellectual experiences
    - Diversity/global learning
    - ePortfolios
    - First-year seminars and experiences
    - Internships
    - Learning communities
    - Service learning or community-based learning
    - Undergraduate research
    - Writing-intensive courses

Appendix B
Course Design and Teaching Practices

Potential Sources of Evidence
- Syllabus (diversity or climate statement)
- Syllabi comparison (changes highlighted along with rationale and impact)
- LMS site
- Lesson plans or sample activities
- Instructor statement (teaching philosophy or reflection)
- Student survey of teaching (midterm or end-of-semester)
- Instructor reflection
- Peer observation

Examples of course structure and key syllabus components
Course structure
- Amount of time allocated to specific topics and order of topic presentation
- The number of course activities and/or assignments
- The scaffolding of course activities and/or assignments
- Structure of LMS content

Key syllabus components
- Course goals and/or learning objectives
- Prerequisite information (courses and/or topics)
- Evaluation and assessment criteria
- Institute policies and course policies
- Course instructor contact information
- Resources for assistance

Examples of student engagement in a course or class period
In a course
- Interaction with course materials
- Note taking (on reading assignments, etc.)
- Posting on Piazza, EdDiscussion, or a similar discussion platform

In a class period
- In-class activities
  - Polling
  - Group problem-solving
  - Group or paired discussion
  - Worksheets
  - Note taking
- Presentations

Appendix C
Continuous Self-Assessment and Professional Growth

Potential Sources of Evidence
- Instructor statement
- Documentation of how the instructor's teaching has changed over time: comparing changes & updates to a course syllabus over time with annotation.
- Documentation of how growth & change is informed by evidence of student learning.
- Articulates lessons learned and/or improvements & updates that are informed by: 1) students' learning (homework/quiz/test/exam scores & performance) 2) feedback from students in various forms: mid-term evaluations, comments from students in the free-response sections, comments & discussions with students in office hours, in class, etc., observation of students' behavior.
- Changes informed by: 1) prior teaching experiences, or by engaging with colleagues, professional learning opportunities, or engaging with research, literature, workshops, etc.
- Notices and documents ways to address and improve equity and inclusion in the classroom, and in the overall course options through course modifications, and other related modifications.
- Documentation of other factors that have prompted adaptations. e.g contextual/situational circumstances, changing conditions at the university or in the department, etc.
- Annotated screenshots from Canvas showing the ways that the LMS has improved over time
- Samples of student assignments or examples of student work that highlight changes in the course over time
- Changes in student achievement: assignment or exam performance, improvements in rubric dimension, etc.

List of professional development activities which inform teaching practices, culture or engagement with students & colleagues
- Attended/ facilitated/ developed individually or with others: GT, state, national or international level (conferences, seminars, workshops, etc)
- Engaging in GT opportunities offered by CTL, The LGBTQIA Center, The Women's Center, their department, college or institute, etc.
- Involvement with committees, conferences, professional organizations with a focus on teaching.
- Member of / or leadership positions related to teaching: committees, organizing activities, newsletters, publications, etc.
- Giving presentations, talks, seminars, webinars, etc. related to teaching practices, including a focus on student learning and wellbeing.
- DEI activities related to teaching, classroom cultures, and so on.
- Publications, grants, etc. with a focus on teaching related topics and issues.

- Organizing & facilitating opportunities for junior instructors to be involved in teaching or improving their teaching (TAs, postdocs, new faculty).
- Learning activities related to improving the teaching of others: conducting teaching observations, pre- and post- feedback meetings, working directly with instructors in the classroom to support improved teaching.
- Gaining expertise in a teaching-related area through research or practice; sharing this expertise with others (meetings, workshop, conference talk, etc.)
- Directly contributing to the professional development of others in the realm of teaching/ teaching others how to teach through coursework, orientations, workshops, etc. (TA, postdoc, new faculty training, more senior faculty)
- Working on curriculum committees, program assessment, co-curricular activities.
- Organizing a faculty book club with readings related to teaching; facilitating discussions of the readings.

Appendix D
Mentoring and Advising

Potential sources of evidence
- Faculty member's CV in the standardized GT format (which clearly identifies student-led publications/ conference abstracts and contains a list of undergraduate/graduate student mentees)
- Abstract books of conferences in the discipline; selection lists for, e.g., the GT PURA fellowship (undergraduates)
- Annual progress reports of the graduate students, submitted to the departmental coordinator of the graduate program. In some CoS departments, these reports include dedicated feedback of the student on the advisor.
- End-of-term reports submitted by undergraduate researchers as required by some units when undergraduate students do research for credit
- Products of undergraduate or graduate research (*e.g.*, posters, conference abstracts submitted, slides that form the basis of group meeting or conference presentations)
- Peer observations during PhD proposal defense talks, student talks given during departmental/discipline seminars, etc.
- Information obtained through meetings with/ letters from current and former graduate students. *Probably problematic, since a dependence of the students on their advisors often remains for years after completing graduate school (need former advisor for recommendation letters).*