

Overview

The Lilly Teaching Fellows Program has served as a model for bringing faculty together in interdisciplinary exchanges stimulating teaching excellence. The Fellows and their Mentors are advocates of good teaching across the University. They offer and participate in workshops and seminars, serve on teaching excellence committees, sit on promotion and tenure committees, and support new faculty and graduate assistants. During its nearly twenty-year history on campus, the Lilly Teaching Fellows Program has enrolled well over 200 Fellows and Mentors from 58 different departments and programs from all the schools and colleges of the University. It is a testimony to the caliber of the Fellows and Mentors, the quality of program offerings, and the impact on the wider campus community that the University has continued to sponsor the program.

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University of Massachusetts Amherst

Lilly Teaching

Fellows Program

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An informational guide to the
Lilly Fellowship Program at the
University of Massachusetts
Amherst.

The Lilly Program

Program Goals

The Lilly Teaching Fellows Program, sponsored by the Center For Teaching and the Provost's Office, helps establish the teaching careers of promising early-career faculty while they pursue the multiple responsibilities expected at a research university. The award provides a reduced course load for one year so that recipients may focus on issues of faculty-student communication, engagement, and assessment. (Departments are compensated for this course reduction).

All full-time, tenure-track faculty who have taught for at least a year, as well as faculty within one year of receipt of tenure are eligible. Fellows are selected on the basis of their promise in teaching and research, their interest in undergraduate teaching and in developing innovative teaching skills, and their potential for making a positive impact on the teaching culture in their department, college, and broader campus community.

Past Lilly Fellows boast impressive success. Many have won campus and national awards for their teaching and scholarship including the Distinguished Teaching Award, the Conti Research Award, NSF and NIH Career Awards, and a number hold department and campus leadership positions.

Components

The Lilly Teaching Fellows Program is composed of several components:

- * *The Annual Retreat* begins the year, introducing the Fellows to each other as well as some of the resources available for developing teaching.
- * *The Seminar on College Teaching* provides a bi-weekly cross-disciplinary forum to consider specific teaching methods that promote student learning and the broader questions out of which these methods emerge.

- * *An Individual Course-Based Project* is designed by the Fellow to improve some aspect of teaching and learning. Some examples include: using writing-to-learn exercises in a computer science course and adding a web-based discussion site to a large general education course in legal studies.

- * *An Assessment of Teaching and Learning* is facilitated by the Center for Teaching staff to determine students' perceptions of the course. The staff provides individual consultations as well.
- * *A Mentor Component* allows each Fellow to develop a relationship with a senior faculty member who can provide advice, support, and skills. Each Fellow selects his or her own Mentor.

- * *The Celebration of Teaching Dinner* ends the Lilly Year. This dinner is an opportunity for members of the University community across disciplines, departments, and ranks to come together to celebrate the importance of excellence in teaching.

Selection Process

In order to be considered for the Lilly Teaching Fellows Program, candidates must be nominated by their department chairs. Nomination forms will be sent to department chairs early in January. Each department may nominate no more than two candidates with nominations due in early February. When eligible candidates are interviewed, they will be asked to describe a project they will undertake during their Lilly Year to further undergraduate education. Generally, Fellows propose to develop a new course or to revise an existing one. Candidates are encouraged to submit a short proposal describing that project.

The Center for Teaching will announce the next year's Lilly Fellows by late March.