Student-Centered Teaching & Learning Fellowship
Spring & Fall 2017
For (Re-) Design of Courses to be Taught Fall 2017

The Institute for Teaching Excellence and Faculty Development (TEFD) invites applications for ten Student-Centered Teaching and Learning (SCTL) Fellowships.

The purpose of the SCTL Fellowship is to provide faculty with structured support to either design a new course or redesign an existing course using student-centered, evidence-based practices to improve learning.

The SCTL Fellowship is a community of faculty with different and overlapping experiences and goals, learning with and from each other. During the first semester, Fellows will proceed together through a purpose-driven design process refining course objectives and a sequence of instruction, activities, and assessments that comprises a learning plan. Fellows will learn about a variety of pedagogical and technological strategies, and learn from colleagues’ experiences. The second semester will focus on implementation issues that arise, discussing experiences of the course designs in practice, especially as they impact student learning. There will be many opportunities for feedback.

SCTL Fellowship Goals:
SCTL is an umbrella term for a wide variety of practices across all disciplines that:

- Focus on facilitating student learning of lasting value;
- Foster students’ agency as learners;
- Seek to understand individual differences and develop strategies for students to engage fully.

The Fellowship aims to help faculty translate these aspirational goals into effective practices.

SCTL focuses on student-learning, but perspectives of faculty are, of course, critical. An integral part of the course design process is reflection on the nature of expertise in our disciplines and how each of us can best promote that development. First semester success will be evidenced by SCTL practices in a draft syllabus and related learning plan. Second semester success will be evaluated through self-report of Fellows’ practices and their impact on student learning.

Stipend:

- $1,000 grant to support SCTL-related activities or professional development, in two disbursements: January 2017 and December 2017.

Eligibility:

- Full-time faculty at the University of Massachusetts Amherst (either tenure-track or non-tenure-track);
- Support of department head/chair to participate in SCTL Fellowship;
- Design and teaching responsibilities for a course expected to be taught in Fall 2017. We expect a new Fellowship cohort will begin each semester, focused on a course to be offered during the second fellowship semester.

Expectations:

- Participate in six 90-minute Fellowship sessions each semester, approximately bi-weekly;
- Approximately 2-3 hours of preparation between sessions in the first semester (mostly, progress on your course design, stimulated by some chosen readings or video content);
- Development of a new/revised syllabus, learning objectives, assessments, and activities;
Engage in a Fall 2017 midterm assessment (MAP) for student feedback;
Participation in program evaluation to contribute to our understanding of the effects of the fellowship program.

Timeline:
- **Applications due January 13th, 2017**
- Notifications of acceptance by January 23th, 2017
- Sessions start during the third week of classes, February 6 – February 10, 2017.
- Session schedule TBD based on availability of Fellows.

Application
- **Please apply using the application available at** [http://tinyurl.com/SCTL2017](http://tinyurl.com/SCTL2017);
- Very brief statement of support from department chair/head ([http://tinyurl.com/SCTL2017Chair](http://tinyurl.com/SCTL2017Chair));
- General schedule availability in Spring 2017 for 90 minute sessions, with preferred and acceptable times.
- Statement of interest (500 - 2000 words) addressing the following issues:
  - Your approach to teaching. Please describe your ongoing development and aspirations as a teacher.
  - How and why you believe the SCTL Fellowship structure will help you.
  - Salient information about your target course and its students, such as enrollment, role in curriculum, history, course goals, challenges and opportunities, or other situational factors.
  - Your motivation and goals in designing or redesigning your target course, especially in regards to your students’ learning. Some questions to consider: What changes do you seek and why? What expertise should your students demonstrate and how? In what ways do you most want to engage with your students’ learning? Generally, what would a successful outcome of this course design be?
  - How you envision contributing to the 10-person SCTL Fellowship cohort, and perhaps the broader teaching community.

Selection Criteria:
Applications will be reviewed and selected according to the following criteria.
- Expected impact of SCTL Fellowship on applicant’s course design process and teaching development generally;
- Potential impact of proposed course changes on student learning;
- Potential contributions of applicant and project to a diverse and cohesive SCTL Fellowship community of practice.

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