**HBS Teaching Fellows Program**

***Updated February 2021***

Teaching is an important aspect of scholarly development and a valuable skill for future employment in any profession requiring a didactic role, the clear articulation of ideas, or public speaking. To this end, HBS has developed a Teaching Fellows program.

**Eligibility and Criteria**

The HBS Teaching Fellows program is competitive. To be eligible, students must:

* be enrolled in the Health and Behavioral Sciences doctoral program
* be in their 3rd or higher year of the program
* be considered “on time” in the program
* have a commitment to improving their teaching skills
* (desired but not required) have previous teaching experience. This could include having served as a Teaching Assistant (TA) in the HBS department in the past.

Being a Teaching Fellow does not preclude participation in the Research Fellowship program or other HBS funding opportunities

**Structure of the Program**

Teaching Fellows are more than just teaching assistants or graduate instructors. Rather, they are HBS doctoral students who make a commitment to be part of a pedagogical community and to take steps to reflect on their role as teachers and to improve their skills in teaching during the course of the academic year.

Teaching Fellows will commit to either TA or serve as a graduate instructor for one course in both the fall and spring semesters of the academic year (two total courses per academic year). Many TA opportunities will come with an additional expectation of leading one or two recitations. Serving as a graduate instructor of record is rarer, and appointments of this type will be based on departmental needs and at the discretion of the Director of Undergraduate Studies.

During the year, Teaching Fellows will form a pedagogical community and commit to meeting with each other *at least* twice per semester. There will be a Lead Teaching Fellow each year who will work with other Teaching Fellows to create the meeting schedule and agenda and who will also lead these meetings. Meeting content could involve the discussion of particular pedagogical readings, review of syllabi, discussion of issues arising in courses, or whatever the Fellows feel would be most useful for their development as teachers. An HBS Faculty Teaching Mentor will provide oversight for Teaching Fellows, serve as a resource, and participate in meetings when helpful. Dr. Hyeyoung Nelson will serve as the Teaching Mentor for the 2021-22 Academic Year.

TAs should still meet with their instructors of record regularly as would normally be expected and should not use the meetings and mentor in place of good communication with these faculty. Graduate instructors might seek guidance from the Teaching Mentor on their syllabus and on issues that arise during the semester. Teaching Fellows who are doing independent instruction, i.e., those with recitations or serving as instructors should complete brief reflections at the end of the semester that note what they felt worked and what they would do differently in the future. These reflections will be useful learning tools as fellows continue to develop their pedagogical skills. Teaching Fellows doing independent instruction may also want to invite the Teaching Mentor to observe a course and write up an observation that could be used for professional development and for putting together a teaching portfolio.

**Scholarship Support**

As stated above, the goal of the Teaching Fellows program is to support the development and refinement of teaching practice. To support these goals, which we see as a valuable part of a doctoral education, HBS will support up to 4-credits of dissertation hours (tuition & fees) in each semester (Fall/Spring) in which the student is a fellow. (Note: once a student has accumulated the 30 dissertation hours needed to graduate, only a maximum of 1-credit per semester will be supported). Additionally, students will receive financial support of between ~$9,500-$15,000 per academic year through a combination of salary and scholarship. The level of support will vary based on whether the student leads one or more recitations or serves as instructor of record. The Lead Teaching Fellow will also receive a small additional stipend to support their leadership role.

As an illustration, estimated annual support in 2021-22 (including 8-credits of tuition[[1]](#footnote-1) and fees) would be the following:

* TA with 3-Credit Hour Course: $13,500
* TA with 3-Credit Hour Course with One Recitation: $16,800
* TA with 3-Credit Hour Course with Two Recitations: $18,900
* Graduate Part-Time Instructor and Lead Teaching Fellow[[2]](#footnote-2)2: $16,500

These examples are illustrative only. The actual teaching commitment will often vary across semesters, and funding will thus vary accordingly. Anne Marie can help answer questions about specific situations. Teaching Fellows should be flexible and understand that for a number of reasons particular placements (e.g., course, number of recitations) may change in the months leading up to the start of each semester.

**Application Process**

Students apply to be HBS Teaching Fellows in the spring of the year preceding the fellowship. The deadline for the 2021-2022 academic year is March 31, 2021. To apply, students should complete the attached “HBS Teaching Fellows Program Application.” The application along with the student’s CV must be submitted to hbsadmin@ucdenver.edu by the deadline of March 31, 2021 to be considered.

**HBS Teaching Fellows Program Application**

**CV Included**

* Yes
* No

**Please rank your interest in the following TA-eligible courses (1-6, 1 is highest):**

\_\_\_\_ Introduction to Public Health (comes with a minimum of 1 recitation)

 Are you willing to teach 2 recitations?

* Yes
* No

\_\_\_\_ Introduction to Epidemiology (comes with a minimum of 1 recitation)

 Are you willing to teach 2 recitations?

* Yes
* No

\_\_\_\_ Environmental Health

\_\_\_\_ Health Policy

\_\_\_\_ Global Public Health

\_\_\_\_ Social Determinants of Health

**Please rank your preference for course delivery method (1-4, 1 is highest):**

\_\_\_\_ In-Person

\_\_\_\_ Hybrid

\_\_\_\_ Remote

\_\_\_\_ Online (Asynchronous)

**Would you like to serve as a Graduate Part-Time Instructor (i.e., teach your own course)?**

* Yes
* No

**If yes, briefly describe your qualifications to teach your own course and include the course(s) you would be interested in teaching (electives only) and the semester(s) you would be interested in teaching them:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Would you like to serve as Lead Teaching Fellow?**

* Yes
* No

**If yes, briefly describe your qualifications for this leadership role if not already described above):**

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1. Estimates provided are based upon in-state tuition. [↑](#footnote-ref-1)
2. 2 The Lead Teaching Fellow role comes with a small scholarship supplement. [↑](#footnote-ref-2)