

Assessment of the Impact of the Lilly Teaching Fellowship: Summary 1991-2004, 2004-2009 Cohorts

Survey, Analysis and Summary Prepared by Kristin Moretto, PhD Candidate, HALE Program,
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Introduction

In 2008, an online survey was conducted to evaluate the impact of the Lilly Fellowship Program between the years of 1991 and 2008. In 2010, the 2009 Lilly cohort was also and the results were integrated into the data analysis and representation of earlier findings.

Michigan State University has supported the Lilly Teaching Fellowship since 1991. From 1991-2004, the Fellowship was designed and facilitated by Dr. Karl Smith. Since 2004, the program has been designed and facilitated by Dr. Deborah DeZure. It was important to assess the impact of the Lilly Fellowship across the years in a summary that included all the cohorts, but because several changes were made to the Lilly Fellowship under the direction of Dr. DeZure, it was also important to compare the responses by those who participated in the earlier cohorts with Dr. Smith (1991-2004) with the responses of those who participated in the later cohorts with Dr. DeZure (2004-2009) to identify any differences in impact that might reflect changes in the program design.

Methodology

The survey was administered by email invitation to all Lilly Fellows since the program's inception in 1991 through the 2007-2009 cohorts. Two identical surveys were used, one for those who participated in the program from 1991-2004 under the leadership of Dr. Karl Smith, and an identical survey for those who participated in the program from 2004-2009 under the leadership of Dr. Deborah DeZure.

Survey questions were designed to reflect the explicitly stated goals of the Lilly Fellowship Program. Questions probed the impact of participation in the Lilly Fellowship Program on teaching, scholarship, networking, and attitudes about MSU. Likert-scale questions were asked to assess the impact in 16 areas (see list below).

- **Beliefs about teaching and learning**
- **Practice of teaching and learning**
- **Effectiveness of their teaching**
- **Peer evaluations of their teaching and learning**
- **SIRS, SOCT, or other student evaluation forms**
- **Research on their own teaching**
- **Research on teaching and learning (beyond their own teaching)**
- **Scholarship and/or creative endeavors other than the scholarship of teaching and learning**
- **Publications**
- **Conference presentations**
- **Grants (internal or external) about teaching and learning**
- **Scholarly recognitions (e.g., awards, citations) other than conference presentations, publications, and grants**
- **Networking with administrators across the university**
- **Networking with faculty and other academic staff**
- **Other professional collaborations at MSU and beyond**
- **Views about MSU**

For each of the 16 questions, participants were asked to identify an example or clarifying comment. These comments were optional, and provided the qualitative data for the study.

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Sample

Email invitations were sent to 71 participants in the Lilly Fellowship Program from 1991-2004, with 36 people (50.7%) completing the survey. Email invitations were also sent to 40 participants in the Lilly Fellowship Program from 2004-2009, with 25 respondents (62.50%) completing the survey. Demographic data indicated that 60% of respondents were female, 40% were male, 81.13% were Caucasian, and 90.57% were U.S. citizens.

Overall Impact: 1991-2009

In reviewing the survey responses, it is evident that since its inception, the Lilly Fellowship Program has had a dramatic impact on participants. Overall, the program has benefited participants in all four areas that were surveyed: teaching, scholarship, networking, and attitudes about MSU. There were six areas in which at least 85% of respondents from both cohorts indicated a positive impact as a result of their involvement in the Lilly Fellowship Program: **beliefs about teaching and learning, practice of teaching and learning, effectiveness of teaching and learning, networking with administrators across the university, networking with faculty and other academic staff, and views about MSU**. Both groups of cohorts commented on the impact of the program in all 16 areas, and a few offered very positive statements about the overall impact including one respondent from the 1991-2004 group who stated, "I think the BEST experience I have had at MSU was my Lilly Fellowship year and everything that came from it in the years that followed" and another from the 2004-2009 group who said, "It was the highlight of my MSU experience thus far!"

Comparing the Groups: 1991-2004 and 2004-2009

Although all Lilly Fellowship participants have benefited from their experience, this dimension of the analysis focused on comparing the earlier and later cohorts to assess the value added of programmatic changes since 2004. Analysis focused on the total percentage of responses to each question that were found to be "modest," "significant" and "very significant." Comparisons of the responses from the earlier and later cohorts indicate that the impact increased for the later cohort on eleven of the sixteen questions including:

- **Beliefs about teaching and learning**
- **Effectiveness of their own teaching**
- **Research on their own teaching**
- **Research on teaching and learning (beyond research on their own teaching)**
- **Publications**
- **Conference presentations**
- **Grants (internal or external) about teaching and learning**
- **Networking with administrators across the university**
- **Networking with faculty and other academic staff**
- **Other professional collaborations at MSU and beyond**
- **Views about MSU**

The impact of the Lilly Fellow Program is evident among the qualitative data from both groups of cohorts. When comparing the qualitative comments between the two groups of cohorts, there were more comments by later cohorts about knowledge, theory and teaching resources as well as assessment and evaluation of teaching. Many also stated that they are doing experimentation and research on their own teaching in the classroom. For example, one commented, "I'm doing research on my own teaching for the first time!" and another stated, "For nearly every topic introduced in the Lilly year, I have been trying them out on the students to see how it would impact student learning. Some of them work out brilliantly."

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