UNIVERSITY OF MARYLAND LIBRARIES
RESEARCH & TEACHING FELLOWSHIP

APPLY NOW: https://go.umd.edu/rtf

Benefits:

☑ Paid work experience in academic libraries
☑ 100% job placement rate
☑ Career guidance & job seeking support
☑ Supportive peer network of MLIS students
☑ Reference & teaching experience

Dates:

Apply by Nov. 27, 2017
Acceptance notifications by Dec. 8, 2017
New Fellows begin Jan. 2018

Program:

The Research and Teaching Fellowship (RTF) is a 3 semester teaching and training program for future academic librarians. New Fellows will begin January 2018 and work an average of 5 hours per week, compensated at $15 p/hour. Fellows will graduate from the program in May 2020.

For more information, see our website at: https://go.umd.edu/rtf

1st semester (spring 2018): Each week, Fellows complete a set of readings and reflections through an online Canvas space. Fellows meet in-person for a weekly office hour and participate in community events such as workshops and monthly journal clubs. Fellows participate in research-assistance training, complete 1 to 2 hours of reference at the STEM library per week, and observe at least three library instruction sessions. By mid-semester new Fellows begin co-teaching instruction sessions with senior Fellows. By the end of the semester, new Fellows lead at least one independent instruction session.

2nd semester (fall 2018): Fellows develop their teaching efficacy by independently leading information literacy sessions for first-year undergraduate students. Fellows continue to provide 1 to 2 hours of reference at the STEM library and meet in-person for their weekly office hour. Fellows co-lead monthly journal clubs open to all library staff; providing fellows and professional librarians the opportunity to stay up to date with current trends in the profession. Fellows receive mentorship from librarians and attend workshops on the academic job search, cover letters, CV preparation, and the interview process.

3rd semester (spring 2019): The final-semester consists of a 120-hour field-study. 60% (70 hours) includes training junior Fellows, leading information literacy sessions for first year students, and providing 1 to 2 hours of reference assistance at McKeldin per week. The other 40% (50 hours) centers around a Teaching as Research Project, in which Fellows work with a subject librarian to design, lead, and assess an information literacy session for upper-level undergraduate or graduate students. Fellows have opportunities to share the findings of this research at the iSchool's Experiential Learning Expo and UMD Libraries' Library Research & Innovative Practice Forum. Throughout the semester, senior Fellows receive mentorship and support for the job search.

Questions? Contact Rachel Gammons (rgammons@umd.edu) or Lindsay Inge Carpenter (linge@umd.edu)
Feedback from Staff

"Research and Teaching Fellowship program provides as much value to the Libraries as it does to the students in the program. Having an engaged and energized group of library science students actively working in the Libraries has created a bridge between theory and practice that is sometimes lacking in academic libraries. Through this program, students are able to directly share their ideas and to bring what they are currently learning in the classroom into the library's operations and planning activities. Having this direct impact is something that is typically not possible with more traditional student jobs. For the Libraries, having this connection to current research has helped inform our practices and to learn from current students as they are also our clientele. “
- Associate Dean of Public Services

"The Fellowship is as valuable to librarians as MLIS students. It provides support to first year students through information literacy instruction, but also brings in an influx of new ideas to subject librarians through the Teaching as Research Project and monthly journal club. After they graduate, these students become ambassadors for UMD Libraries.”
- Director of Research and Learning

"The Research and Teaching Fellowship is an invaluable opportunity for our MLIS students, particularly those interested in academic librarianship. It provides that practical experience that is difficult to obtain through general coursework. We market this fellowship to prospective students as a rigorous but fruitful experience.”
- MLIS Program Director

Feedback from Fellows

Job Placement

“I am certain I got my current position because of my experience in the Fellowship. I feel much more prepared for the instruction and research aspects of my faculty position because of the work I did in the Fellowship. I also feel much more keyed into the profession as a whole thanks to our discussions about conferences and ways to get involved in professional organizations, and that has also made me feel less like an impostor in my first real library job.” - 2016 Fellow

“Teaching is such an important part of academic librarianship. It has has been a required or preferred component of every job I applied for this year, and I think that being able to list my experience on my resume made me a more competitive applicant. “ - 2016 Fellow

“The Research and Teaching fellowship is the best preparation for applying to jobs that I could have asked for. It has made me competitive for library positions I wouldn't have been qualified for otherwise.” - 2017 Fellow

Teaching

“Teaching cannot really be learned in a class—you have to learn by doing, by trying different things (and sometimes failing), and by figuring out your own style and approach. The Fellowship gave me an opportunity to do all of these things in an environment where it was okay to fail, and where we were able to reflect on our experiences, get feedback from others, and connect our experiences in the classroom with the scholarly literature on instruction and pedagogy.” - 2016 Fellow

“The greatest support has been the emphasis on reflective practice. Each week of teaching, I reflect on what went well, what could change, and areas for improvement. Reflective practice includes receiving feedback from regular observations by supervisors and other fellows. Hearing their feedback on my strengths and ways I can improve at once affirms my own reflections and brings to my attention aspects I was unaware. Looking back on my two years in the fellowship, reading each semester's reflections and observation notes, I can see how much I've grown as a teacher.” - 2017 Fellow

Community

“Knowing that I always had support was so valuable. Whether it was applying to a job, or improving an instruction session that didn't go well, I could always email someone, come into the office and talk. That helped me to grow. “ - 2016 Fellow

“The Fellowship was an amazing experience and gave me important insight into how an academic library functions, how to address the needs of both the institution and more importantly, the audience it serves. The support from other fellows and librarians was as important as the skills I learned.” - 2016 Fellow

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