**Call for proposals for fully collaborative team-taught courses**

Calendar Call open: 12 February 2020
**Application deadlines for courses to be taught in Fall 2021 (two rounds): 22 April 2020 (first round); 23 September (second round)**

We have Mellon funding to support fully collaborative team-teaching at AUP for one more semester (Fall 2021). The extensive pedagogical literature on this topic is overwhelmingly positive and indicates that team teaching, or co-teaching, is a highly effective tool to enhance learning for students and faculty (Anderson & Speck 2008, Planck 2011)[1]. Students benefit from team-teaching because it models the learning process by providing them with the opportunity to observe instructors interacting and disagreeing with each other. It invites them to participate in a collaborative and intellectually stimulating environment, increases student participation, promotes multiple perspectives, and deepens students' analytical abilities. At the same time, team-teaching provides significant benefits to faculty because it reinvigorates teaching and learning from colleagues, highlighting different intellectual perspectives and teaching methods. It promotes discussion of similarities and differences between disciplines and creates opportunities for creative interdisciplinary assignments and research projects.

By far the most effective team-teaching method is the fully integrated "collaborative" model in which two or more faculty members design and implement a course together and are present in front of the class simultaneously throughout the semester. Rather than trade off who runs the class each time, the two instructors work together to develop and present the course material, engage in group dialogue and discussion, and provide feedback to the students. To succeed, fully collaborative team-taught courses require a high investment of time and effort by all faculty involved. **To this end, AUP's Teaching and Learning Center invites proposals from faculty who would like to create a fully collaborative team-taught course to be offered during the fall semester, 2021.** Successful applicants will receive 1) a full course credit each (rather than partial credit), and 2) a 200€ for books and materials for attending two workshops. The first workshop will take place in spring 2021 and will provide an introduction to the collaborative team-teaching model. Teams will work together to design and refine their courses, and we'll discuss strategies for implementing and evaluating our courses. The second workshop will take place during the fall semester (2021) and will provide a space for group reflection on each course's progress. Upon completion of the course, teams will be required to submit a reflective summary of the course, highlighting the successes and challenges and outlining how the course could be improved in the future. After the semester, we will ask you to share copies of your course materials to serve as a resource for the AUP community and future applicants to the team teaching program.

Building on past experience with the team-teaching grant application process, we have decided to organize this call in two rounds (hence, two deadlines). The first deadline is **Wednesday, 22 April**

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[1] Rebecca Anderson and Bruce W. Speck, "Oh What a Difference a Team Makes: Why Team Teaching Makes a Difference," *Teaching and Teacher Education* 14, no. 7 (1998): 671-686.

Kathryn M. Plank, ed. *Team Teaching: Across the Disciplines, Across the Academy*. (Sterling, Va.: Stylus Publishing, 2011).

**2020**. We will provide feedback on proposals received by 22 April, and we will ask you to submit a revised proposal with a syllabus by **Wednesday, 23 September 2020**. Please note that you must submit a proposal in April to be considered for the team-teaching grant; we will not accept new proposals in September.

To apply, please submit a short proposal (600 words max) to Brenda Torney ([btorney@aup.edu](mailto:btorney@aup.edu)). Your application must be accompanied by a letter of support from your Chair (or Chairs if two different departments are involved), which will outline the role this course will play within the 2021-2022 curriculum and the benefits of the fully collaborative team-teaching model for the discipline/department. You may propose a new course (which will be listed as a Topics course) or substantially rework an already-existing one. Please note that courses need to go through the regular vetting process (approval of relevant departments and Curriculum Committee approval for non-Topics courses). Courses may be used to fulfill GLACC, major/minor, or elective requirements. The faculty members involved may be from the same or different departments. Since FirstBridge courses already provide some opportunities for collaboration between multiple faculty members, first priority will be given to non-FirstBridge proposals, and to courses that have not yet received team-teaching funding. Proposals should justify why the particular course would benefit from being collaboratively team taught and how this approach would benefit both students and instructors. The proposal should also highlight the specific roles of each faculty member throughout the semester, within and outside of the classroom space. During the first round, a draft syllabus would be helpful if you have one, but it does not replace a compelling proposal. During the second round, a syllabus must accompany the proposal.