**Application Procedure for the Bradley University Provost’s Team Teaching Grant**

**Interdisciplinary Team Teaching** is defined in this call for applications as a *fully collaborative effort* between two instructors from different departments.Two instructors from different disciplines collaborate in course design, content integration, and teaching. Each instructor takes responsibility for all aspects of the course throughout the entire semester; consequently, instructors attend and participate in most, if not all, course meetings.

**Team-taught courses** advance integrative learning.*Integrative learning* involves making connections across boundaries and transferring learning to complex problems. Integrative learning is evident when students can make conceptual, theoretical, methodological, and/or practical connections within a course. Integrative learning is recognized by the American Association of Colleges and Universities as a [key outcome](http://gallery.carnegiefoundation.org/ilp/uploads/ilp_statement.pdf) for undergraduate education.

**Provost’s Team Teaching Grant:** The purpose of the grant is tofoster collaboration between faculty from different departments and advance students’ integrative learning.

**Award** - Awardeesreceive a $1,000 grant to enhance integrative learning in a team-taught course.

Full effort and workload: Because both instructors devote full effort to the class, the course will be taught as part of the instructor’s regular teaching load. That means each instructor will receive full credit (i.e., when teaching a 3-credit hour course, 3-credit hours are counted toward fulfilling teaching load expectations for each instructor). Department Chairpersons and College Deans must sign off on the application (see application procedures).

**Allowable expenditures** include (a) the purchase of books or materials that would enhance instructors’ course preparation, (b) materials that would enhance course content, (c) honoraria for guest speakers, and/or (d) community-related events such as a museum visit, field trip, or other opportunity that would advance integrative learning. Other course-related expenditures may be possible, pending approval by the Provost’s Office. Up to three awards will be made in the current academic year.

**This grant will serve to benefit students and faculty at Bradley University:**

**Pedagogy** - Student benefits include (a) engagement with multiple perspectives, (b) development of critical thinking skills through synthesis of different perspectives, and (c) engagement in integrative learning. Integrative learning -- making connections across boundaries and transferring learning to complex problems -- is a recognized, key outcome for undergraduate education.

**Faculty** - Team teaching enriches professional development through (a) engagement with new pedagogies, (b) insight into a different discipline, and (c) establishing new collegial relationships. Collaborative teaching could be a springboard for new curricular and/or scholarly development.

**Deadline for applications:** March 10th, 2025

**Eligibility Requirements**

* Each instructor must be a full participant in the team-taught course throughout the entire semester.
* Both instructors must have full-time status.
* The course is taught by two instructors from different departments.
* The course is a 3-credit hour undergraduate course with an expected minimum enrollment of at least 10 students.
* The course has already received Curriculum and Regulations approval. Note that many departments have Special Topics courses that allow for course innovation, and those courses are eligible.
* Approval of Chairpersons and Dean(s) for each instructor.
* The course should be offered within Academic Year 2025-26.

**Criteria for evaluation**

* Clarity on the responsibilities of each instructor to ensure that the course is a fully collaborative effort.
* A clear rationale for how team teaching will foster learning goals/objectives for the course.
* A clear rationale for how team teaching will advance integrative learning\*
* A reasonable and clear assessment plan for students’ (a) attainment of learning goals/objectives for the course and (b) integrative learning.

\*Integrative learning involves making connections across disciplines and transferring learning to complex problems. Integrative learning is in evidence when students can make conceptual, theoretical, methodological, and/or practical connections within a course. For more, see [Integrative Learning](https://resources.depaul.edu/teaching-commons/teaching-guides/assignment-design/Pages/integrative-learning.aspx)

**Application**. The application form is on the next page. When the application form is completed, send this entire document to Derek Montgomery, Director, Office of Interdisciplinary Studies: montg@fsmail.bradley.edu. Deadline is March 10th, 2025.

**Team Teaching Application**

|  |
| --- |
| **Applicants: Names Department/Unit** 1.
 |

**Instructions**: Please type responses, using bolded items 1-6 (below) as subheadings. No more than 3 double-spaced pages *total* for items 2-5.

Send (a) completed application narrative (items 1-6, below) (b) required signatures (next page), and (c) syllabus (item #7, below) to Derek Montgomery: montg@fsmail.bradley.edu

The deadline for submissions is **March 10th, 2025.**

1. **Course title, course description, and semester of anticipated offering**—

2. **Rationale** — How will team teaching facilitate students’ attainment of the learning goals and objectives of the class?

3. **Integrative Learning** — How will team teaching engage students in integrative learning (connecting and synthesizing concepts, methods, theory, and/or information from more than one perspective)?

4. **Fully Collaborative Effort**— Describe the responsibilities of each faculty member for (a) course design, (b) classroom teaching, and (c) assessing/evaluating student work.

5. **Assessment**. There are multiple ways for determining if student learning has occurred (e.g., written assignments, projects, test or quiz items, student survey items, qualitative student feedback, etc…). Specify how learning goals/objectives and integrative learning will be assessed.

6. **Enrollment**. What is the expected enrollment for the course? (If the course was previously offered, indicate enrollment in its most recent offering.)

7. **Syllabus.** Please attach a syllabus (a draft version is acceptable) for the team-taught course.

Signatures (next page)

**SIGNATURE PAGE**

Signatures acknowledge that the course will be taught as part of each instructor’s regular teaching load. Arrangements in which a team-taught course is taught as an overload are outside of the purview of this grant program. Electronic signatures are acceptable.

**Departmental approval of this request for both applicants**:

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department chair/head Date

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department chair/head Date

**College approval of this request** **for both applicants**:

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean Date

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean (if the faculty team spans across colleges) Date

Send (a) completed application narrative (items 1-6, above) (b) required signatures, and (c) syllabus (item #7, above) to Derek Montgomery: montg@fsmail.bradley.edu

The deadline for submissions is March 10th, 2025

Email completed application to Derek Montgomery, Director, Office of Interdisciplinary Studies: montg@fsmail.bradley.edu

Applications will be evaluated by a committee that includes representation from each college.

Evaluation rubric

|  |  |
| --- | --- |
| **Criteria for evaluation** | **Evaluation**: 5 =Very Strong; 4=Strong; 3=Adequate; 2=Below Average; 1=Does Not Meet Criterion |
| The responsibilities of each faculty member are clear and ensure that the course is a fully collaborative effort. |  |
| Clearly stated and reasonable rationale for how team teaching will foster learning goals/objectives for the course. |  |
| Clearly stated and reasonable rationale for how team teaching will advance integrative learning\*.  |  |
| A clear and reasonable ssessment plan for students’ attainment of (a) learning goals/objectives for the course and (b) integrative learning\*. |  |

\*Integrative learning involves making connections across boundaries and transferring learning to complex problems. Integrative learning is fostered when students can make conceptual, theoretical, methodological, and/or practical connections across boundaries within a course.