

College of Arts and Letters

Team Teaching Policy for Academic Year 2020-2021 and beyond

Team-teaching offers rich possibilities for interdisciplinary learning both within and among departments and programs, at both the graduate and undergraduate level. There are three ways in which a faculty member in Arts and Letters can team-teach a course:

1. **Statutory team-taught courses.** Certain departments or programs have established courses that are always team-taught (for example, gateway courses for interdisciplinary minors, certain capstone or methodology courses). These courses are usually program requirements. Permission for these courses to be team-taught should be on file with the Dean's Office.
2. **Integration courses.** Integration courses in the Core Curriculum are by definition team-taught. Permission to team-teach these courses is secured from the Integration Subcommittee of the Core Curriculum Committee. Information on submitting an application can be found here: <https://corecurriculum.nd.edu/starting-fall-2018/resources-for-faculty/#submit>. The College encourages faculty who wish to team-teach a course to submit their syllabus to the Integration Subcommittee for approval.
3. **Team-taught electives.** In rare circumstances, faculty may wish to team-teach a course that is not a program requirement (as in #1 above) and does not meet the requirements for an Integration course (as in #2 above). The College prioritizes team-teaching in program requirements and Integration courses over elective courses such as these, but will consider applications to teach such courses on a case by case basis. Information on criteria for approval is below.

Ordinarily, full credit for teaching a course can be shared by no more than two regular faculty members.

- Both members of the team offering a course must actively participate in all phases of the course. Courses in which two faculty members split responsibilities (e.g. one covers material for one portion of the semester while the other faculty member covers material for the remaining portion) are not eligible under this policy.
- Ordinarily, team-taught courses should have a minimum enrollment of 12 undergraduates or 8 graduate students (i.e., double the minimum enrollment for

single instructor courses). Exceptions must be approved by the Dean's office.

- Ordinarily, permission to team-teach is reserved for members of the regular faculty. Adjunct and visiting faculty and postdoctoral scholars will normally teach their own sections. Permission for them to team-teach may be granted in extraordinary circumstances. No faculty member should team-teach a course (of any sort) more than once in an academic year. Exceptions may be granted at the discretion of the Dean.
- Permission to team-teach an elective course will depend in part on the department or program's ability to provide its usual curriculum. The College may limit the number of permissions given to a department or program in a given semester depending on the size of a department or program's non-regular budget, the number of team-taught program requirements (#1 above) or Integration courses (#2 above) already on the books, the number of faculty on leave, or other considerations.
- A faculty team whose application to team-teach is approved for a given semester will need to reapply to the College for permission to repeat the course in a future semester. When evaluating a request for a repeat of a team-taught course, the College will consider, in addition to the factors considered for the initial permission, the enrollment in the previous offering(s) of the course, any relevant CIF data, and the ability of the department(s) to absorb the loss of a course in the semester under consideration.
- All requests for team-teaching should be submitted to the department chair (or chairs in the case of courses involving faculty in more than one department).

Application Procedure

Faculty members who wish to team-teach an elective should submit a brief proposal (e.g., two-page single-space maximum) to their department chairperson(s) specifying the following:

- Title of the course
- Names of involved faculty and their department affiliation(s)
- Description of the course
- Learning goals
- Procedures and standards for evaluating student performance
- Description of responsibilities and areas of expertise of involved faculty
- Anticipated enrollment

The chairperson, in consultation with the department curriculum committee, should send a letter of support to their divisional associate dean including:

- The total number of team-taught courses (of all sorts: statutory, Integration, and elective) proposed for faculty from the department in the semester under consideration, and an account of how the department will absorb the loss of individual faculty sections.
- A description of how the team-taught elective will enrich the curriculum as well as how it might enhance the faculty member's own professional growth.
- If forwarding more than one proposal, a rank-ordering of the proposals.

In cases where faculty members are from different departments, both chairpersons should send a letter indicating their support. One department should take responsibility for collating and submitting the application, including the letter of support from the other department chair. The Dean's Office should only ever receive one set of documentation for any course proposed. **For deadlines, consult the Administrative Calendar of the College here.**

Proposals to team-teach with a faculty member from another college or school of the university should go to the Integration Subcommittee. If an Integration designation cannot be secured, the faculty team may bring the proposal to their respective deans for consideration.

Proposals will be evaluated according to the following criteria:

Intellectual Considerations

- *Interdisciplinary or multidisciplinary innovation.* Does the course contribute to the advancement of a field or fields by placing two different perspectives together, more than might occur if only one faculty member was teaching the course? Does it enrich the curriculum in ways that two different courses taught in separate departments do not?
- *Student benefit.* Does the course provide students with a unique set of perspectives that would otherwise not occur if only one faculty member taught the course?
- *Faculty development.* Does the course facilitate the faculty members' scholarly or pedagogical growth? If so, how?

Practical Considerations

- Is each faculty member fully committed to the course (attending all classes, grading assignments, holding office hours)?
- Is the description of the course clear? Are the learning goals clearly articulated?
- Will this course attract sufficient student enrollment?
- Does the department have a reasonable plan to address the loss of a course?