

Team Teaching Charter: Guiding Questions

The following is a set of issues that most teams benefit from discussing early in their work together on a new project. To maximize benefits, please take notes about any conclusions your team reaches in each area and “sign off” to indicate a shared understanding about how the team will operate, whether teaching a new course or iterating on an existing course. Note, this charter can be used and revisited throughout the collaboration process.

Please note: The primary goal of discussing this document is to establish shared values and team norms, rather than to make final, specific decisions about course content, design, or implementation. *The language in this document is tailored to team teaching, however, it can be adapted to support teaching teamwork skills and collaborative projects in your courses.*

Team Purpose and Goals: Describe why our team exists and what our goals are.

- What do we want to accomplish as a team?
- (*Each person answers*) What are my individual goals? Do they align with team goals?
- What does “success” look like for our team, regarding:
 - ...course design
 - ...course delivery?
 - ...student learning outcomes (e.g., what will they be able to do afterwards)?
 - ...how we collaborate and support each other?
- Who are our students (e.g., identity, background, preparation, stage of development)? What are the implications for our teaching?
- What do we need to do to ensure that our course design (e.g., teaching strategies and assessments) support students’ achievement of our learning objectives?

Internal Functioning

Knowledge and Skills: Take inventory of the knowledge, skills and abilities (KSAs) within your team and what else might be needed.

- What KSAs do we have within the team for accomplishing key objectives? Think not only about academic disciplines, but also other sorts of skills, such as,
 - logistical planning and organizing (i.e., project management),
 - creating new assignments and grading rubrics,
 - fostering an inclusive, supportive climate,
 - use of particular classroom teaching strategies,
 - assisting students who need support,
 - facilitating meetings or discussions, or
 - [insert others here]?
- (*Each person answers*) What strengths do I believe that we each bring to the course?
- (*Each person answers*) What do I think should be my primary role in this course, in relation to my expertise, my teaching partners, and my students?
- Where else might we find necessary expertise or support, if we are lacking any?

Effort and Commitment: Describe how to ensure high motivation within the teaching team and what to do if commitment is waning.

- How will we keep team members motivated and the task interesting?
- What will we do if someone isn't meeting goals or contributing fully?

Task Coordination: Decide how to divide up tasks and coordinate activity.

- What should we work on together vs. separately?
- How integrated is our team teaching? To what extent will we:
 - teach collaboratively vs. separately in space and time?
 - share students (will students rotate among or stay with instructors)?
 - share the teaching of topics/skills?
 - share assessments and grading?
- How will we divide up administrative work, such as:
 - creating the syllabus and other documents,
 - overseeing the course management site,
 - grading and providing feedback to students,
 - responding to student questions and concerns outside of class,
 - *[insert others here]*?
- How often should we meet to discuss the course and develop materials?
- Between meetings, how will we keep one another aware of our progress?
- Should we appoint a team leader (i.e., project manager)? If so, who?

Meetings and Ground Rules: Describe the time, frequency, location, and process for meetings. Define acceptable and unacceptable behavior within the team.

- How often and for how long will we meet?
- Where and when will we meet?
- How will we structure our meetings to be inclusive, productive, and efficient?
- How will our team make decisions?
- How will we resolve conflicts?
- What technology will we use?
- What are our expectations rules for attending meetings and arriving on time?
- Repercussions for unacceptable behavior?

Teaching Philosophy: Define shared values guiding team teaching implementation.

- How should our students refer to us (i.e., first name, Professor, Doctor)?
- How and when will we send out messages to students and respond to their emails? Will we discuss wording beforehand and will messages be signed from and/or copied to all instructors?
- How will we evaluate and grade student work (e.g., use a rubric, grade all assignments together, split the grading in half for each assignment, each grade different assignments)?
- What level of feedback will we each provide?
- What course policies will we have regarding (re-)grades, late work, attendance, academic integrity, mobile devices, etc.?
- How much scaffolding and support will we provide to students?
- In general, what's our shared vision regarding what team teaching looks like in practice (e.g., Will we all attend each class session? If so, what are the expectations and norms for each instructor's participation?)
- *[insert others here]*