

A TEACHING TEAM CHECKLIST \*  
*3 Areas for Consideration: Collegiality,  
Curriculum & Process*

**Collegiality & Process**

Before starting to plan, have you cultivated collegiality, making time to introduce each other to your work, your discipline, your sub-discipline, your practices, research, skills, talents, projects, background, and aspirations as well as your approaches to teaching, your preferred pedagogical philosophies and modalities? Made time to get acquainted as people? Talked about aspirations of each other, past teaching experiences & how you can support each other's best teaching?

Explored how and why the heterogeneous disciplines entailed in your program might be framed and taught together? (*Cf. categories defined on the second page of the checklist*)

Program focus, big questions and reading choices evenly and equally divided among faculty members? If not, why not? (articulate rationale)

Plan for conflict resolution/ how to work with conflict should it arise, either on the teaching team or in the program? Discussion of equitable teaching practices as well as equitable power dynamics within the teaching team? (*Cf. "Welcoming Students to Inclusive Learning Spaces" document*)

Division of faculty teaching areas (disciplines/studies/epistemologies), lecture time, and other pedagogical "temporal real estate" evenly and equally distributed among all faculty members on team? If not, why not? (articulate rationale)

Division of all program labor (intellectual, administrative, emotional and affective) defined, clarified, and distributed fairly and equally? If not, why not? (articulate rationale)

Scheduled time for faculty seminar (perhaps with alternating facilitator) set aside to discuss the intellectual aspects of the program, unpacking program texts, materials, ideas, themes, and topics, including addressing how the elements of the program are connecting, cohering, and linking to educational goals, as well as to check in with one another about interpersonal dynamics? If not, why not? (articulate rationale)

Agree to be present for each other's lectures to model engagement for students and to support and respect one another's work? If not, why not? (articulate rationale)

**Curriculum**

Completed syllabus handed out first day with clear expectations explained, week by week schedule, readings, main program questions, topics, and ideas articulated, assignments mapped out, and credit equivalences given? If not, why not? (articulate rationale)

Mutual agreements & commitments about timeliness? (*responding to student work and emails, collegial evaluations, class start times*)

Discussion of the ways in which the curriculum addresses the six expectations and five foci of Evergreen, as well as how each member of the faculty conceptualizes potential pathway links, i.e. which programs students can productively go to from your program, and where students might be coming from? If not, why not? (articulate rationale).

No one of these categories of collaborative teaching is better than the other. They have different uses and purposes. Rather than making assumptions about what interdisciplinary teaching is, teams might like to explore different approaches in relation to the learning objectives of the program. Teams can then explicitly name which approach or approaches their program will take, and why, with students.

**Intradisciplinary:** working within a single discipline.

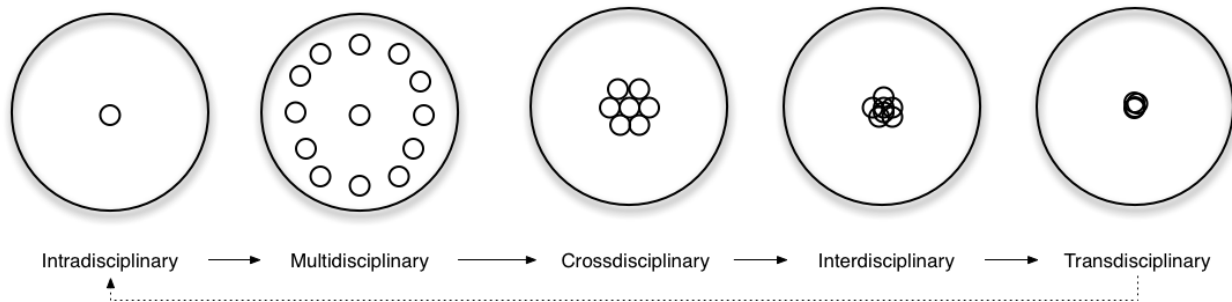
**Crossdisciplinary:** viewing one discipline from the perspective of another.

**Multidisciplinary:** people from different disciplines working together, each drawing on their disciplinary knowledge.

**Interdisciplinary:** integrating knowledge and methods from different disciplines, using a real synthesis of approaches.

**Transdisciplinary:** creating a unity of intellectual frameworks beyond the disciplinary perspectives.

**Supradisciplinary:** elicits emergent insights towards holism, synthesis, and consilience. In science and history, consilience refers to the principle that evidence from independent, unrelated sources can “converge” to strong conclusions.



*\* The intent of the list is not to make sure every action on it is performed in one particular way, but so that the items on it may be surfaced and discussed. It is intended to be considered, amended and particularized for teams. It is a tool to help foster thoughtful collaboration and can also be seen as a preventive measure or a tool to make use of as needed.*