UNIVERSITY OF St.Thomas
College of Arts and Sciences

MILES

Call for Grant Applications

Collaborative Teaching

AY 2026-27

The Center for Multicultural and Interdisciplinary Learning Experiences for Students (MILES) is pleased to announce the Collaborative Teaching Grant. This grant provides faculty stipends ($5,000 per team) to develop new collaboratively taught interdisciplinary courses or to revise existing courses in ways that strengthen and expand collaborative teaching practices and/or interdisciplinary components. It is designed to foster transformative learning experiences for students while encouraging sustainable, long-term interdisciplinary partnerships.

The Collaborative Teaching Grant aims to support the creation of collaborative learning environments in which students integrate knowledge across disciplines and gain firsthand experience with collaboration across traditional academic boundaries as modeled by instructors. Through these experiences, students are encouraged to step beyond the perspectives and methods of a single discipline, engage with diverse ways of thinking, and develop the capacity to learn and transform through intentional reflection. Students are also provided opportunities to recognize the value of building relationships beyond their immediate personal and/or academic interests and to appreciate the importance of collaboration in addressing complex challenges.

Components of a Successful Proposal

- Proposed courses must foster interdisciplinary learning through the integration of diverse disciplinary knowledge, perspectives, methods, or analytical frameworks.
- Proposed courses should embody genuine collaborative teaching, including joint course design, shared responsibility for instruction, integrated learning activities and assessments, and regular academic interaction among faculty and students. This includes, but is not limited to, team-taught courses, paired courses that support collaborative project-based learning experiences, and other innovative instructional models that foster collaboration among faculty and students. Courses in which instructors teach largely separate or sequential components with limited interaction are not the intent of this program. To learn more about different collaborative teaching models please see the Appendix.
- Proposal must demonstrate the potential for the course to become a recurring offering and articulate a plan for its long-term sustainability within the curriculum.

Eligibility Guidelines

- Proposals seeking to establish new courses.
- Proposals seeking to revise existing courses.
    - Proposed revisions should demonstrate an intentional approach to collaborative teaching, including the development or enhancement of co-teaching practices and/or strengthen/introduce interdisciplinary perspectives in ways that enrich student learning and engagement.
- At least one of the instructors must hold a full-time faculty appointment in CAS.
- Eligible courses must be affiliated with a CAS-based academic department or program.
- Eligible courses must serve undergraduate students.
- Applicants should plan to offer the proposed course(s) during AY 2027-28 if possible. AY 2028-29 is the latest acceptable implementation date.

Please note that this grant supports the development and design of collaborative courses, not the delivery of those courses once they are offered. Responsibility for course assignments and teaching compensation rests with CAS academic departments and programs and will be administered in accordance with established CAS policies.

Submission Information

Submission Deadline: Jan 15, 2027

Materials to be submitted:

1. **Instructor Information** (names, job titles and Dept/Program & College affiliations)
2. **Course Proposal Statement** (1,200 words max) - As you prepare the statement, please be sure to review the components of a successful proposal outlined above. Address the potential for the course to become a recurring offering that is sustained beyond the initial implementation period. Please indicate whether this is new or existing course, when the course may be offered for the first time (in the proposed configuration), identify the intended student audience, and describe how the course supports specific majors and/or minors and/or the core curriculum.
3. **Letter from the relevant academic unit leaders** (e.g., Chair or Program Director). The letter should include the signature and job title of the approver and this statement: *"I am*

aware of the submission of the MILES Collaborative Teaching Proposal by [Proposer Name] and support its submission." No additional details are needed/requested.

Submission Process:

1. Submit by emailing the above documents (PDFs) to the Center for MILES: milescenter@stthomas.edu
2. Please include the following text in the subject line: ***Collaborative Teaching***

Evaluation and Funding Process

Proposals will be evaluated holistically based on these criteria:

Collaborative Teaching Approach

- Presents a clear and well-developed instructional model.
- Demonstrates genuine collaboration among faculty partners through shared course design, integrated instruction, and joint responsibility for student learning.
- Clearly articulates the roles and contributions of participating faculty.

Academic Experience

- Promotes integrative learning by enabling students to transcend disciplinary boundaries and synthesize and apply diverse knowledge, perspectives, and methods.
- Develops students' capacity to build meaningful relationships and work collaboratively toward goals that extend beyond individual interests and perspectives.

Feasibility and Sustainability

- Presents a strong implementation plan and clearly identifies the target audience.
- Demonstrates the viability of the course as a recurring curricular offering and describes strategies for its long-term sustainability.

Alignment with MILES Goals

- Expands access to innovative curricula, vibrant scholarly exchanges, and a connected academic community.
- Enhances student capacity to engage skillfully, act responsibly, and lead across cultural and community (including academic one) boundaries.
- Increases visibility of the CAS through leadership in intercultural and/or interdisciplinary education.

All proposals will be reviewed by an *ad hoc* panel composed of members of the Center for MILES Advisory Board. The panel will assess the proposals and make recommendations for finalists to the Dean of CAS and the Director of the Center for MILES. We aim to fund 4-6 high-quality proposals per year. Finalists will be notified by February 15, 2027.

Questions?

For questions about proposal development please reach out to Director of the Center for MILES Dalma Martinović-Weigelt: mart6831@stthomas.edu

APPENDIX

The Collaborative Teaching Grant supports a broad range of collaborative teaching approaches. The models described below are intended as examples rather than requirements, and not all models may be appropriate for this initiative.

Models (see Figure 1)

- Plank KM, editor. Team teaching: Across the disciplines, across the academy. Taylor & Francis; 2023 Jul 3.
- Decuyper A, Tack H, Vanblaere B, Simons M, Vanderlinde R. The complexity of team teaching models: the relationship with collaboration and shared responsibility. Educational Studies. 2026 Jan 2;52(1):1-6.

Examples

- Powers TM, Herman BC. Designing Team-Taught, Multidisciplinary Courses to Tackle Socially Contentious Issues in Higher Education. Journal of College Science Teaching. 2026 Jun 19:1-1.
- Lucas D. *A Move Toward Transdisciplinarity: Exploring Challenges and Opportunities of Cross-College Co-teaching in the Pursuit of Innovation* (Master's thesis, Purdue University).

Student Oriented - Effectiveness

- Lochner WW, Murawski WW, Daley JT. The effect of co-teaching on student cognitive engagement. Theory & Practice in Rural Education. 2019 Oct 11;9(2):6-19.
- De Weerdt D. The effectiveness of team teaching: experimental research into the effects of team teaching on student outcomes (Doctoral dissertation, University of Antwerp).8f9ca8motoMc5

Faculty Development

- Buckingham LR, López-Hernández A, Strotmann B. Learning by comparison: The benefits of co-teaching for university professors' professional development. InFrontiers in Education 2021 Dec 22 (Vol. 6, p. 776991). Frontiers Media SA.
- Cordie L. Co-teaching in higher education: Mentoring as faculty development. The International Journal of Teaching and Learning in Higher Education. 2020 Jan 1.

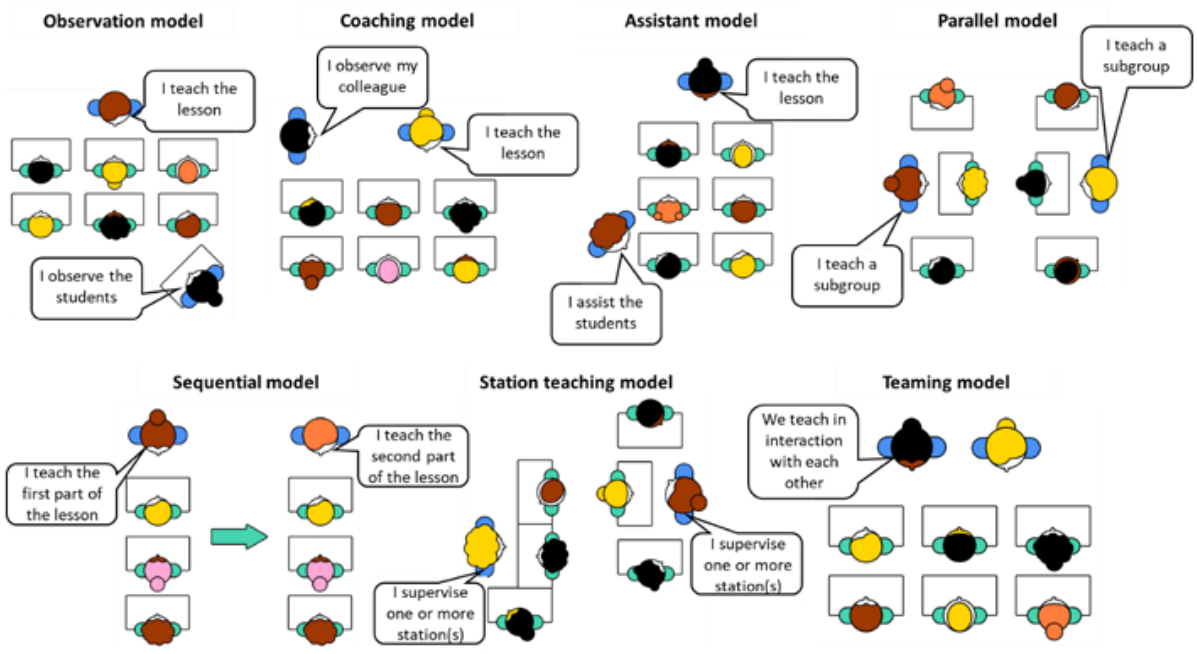

Figure 1. Team Teaching Models. Source: De Weerdt D. The effectiveness of team teaching: experimental research into the effects of team teaching on student outcomes (Doctoral dissertation, University of Antwerp). https://hdl.handle.net/10067/2166090151162165141