

**Center for Teaching Excellence  
Reflective Practice Teaching Circle  
Mini-Grant Application 2017-2018**

Cover Sheet

**DUE NO LATER THAN 4:30 p.m. on October 6, 2017**

**Contact Person(s):** Anne Kondo

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**Project Title:** Sustaining Teamwork

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**Teaching Circle Members:** Justin Fair, Anne Kondo, Elaine Little, William Chadwick, Pao Ying, Joyce Shanty, Hao Tan, Michael Koscek, Karen Rose Cercone, Dan Widzowski, Melanie Hildebrandt, Katie Farnsworth, Michael Schwartz, Stephanie Taylor, Davis, Rita Johnson

**Amount Requested:** \$243.60

**Brief Project Abstract (attach longer proposal of 1-2 pages; 500 word maximum):**

Sustaining interest in any project requires a personal commitment and sense of fulfillment from participation, and this teaching circle will explore strategies to accomplish this goal as related to teamwork projects. The new Teamwork and Communication minor asks faculty across campus to develop ongoing interdisciplinary research projects for students to work on in their courses. Experience shows such projects can fade away after an initial burst of enthusiasm. This teaching circle is looking at ways that the original enthusiasm and commitment can be maintained, especially when these projects are often supplemental to all other aspects of a busy faculty member's life. We will explore how to develop and maintain a culture where constant renewal of interdisciplinary projects is possible. This project is being guided by Teresa Amabile, to guide our discussions.

Deadline for submission is October 6, 2017 at 4:30 pm. Submit an electronic copy in Word format to Heide Witthöft ([heide@iup.edu](mailto:heide@iup.edu)).

**1. Background**

14 faculty are interested in deliberately improving interpersonal and communication skills for students in their classes. Whether students are formally part of the Teamwork and Communication minor or not, all benefit when these skills are encouraged and polished in the classroom and the laboratory. Sustaining interest in any project requires a personal commitment and sense of fulfillment from participation, and this teaching circle will explore strategies to accomplish this goal.

**2. Impact of Project on Student Learning:**

The progress of this project is measurable, to learn what we can do to maintain and promote interdisciplinary teamwork skills and projects that can be incorporated into coursework. Both faculty and students will benefit from this project. Students learn interprofessional skills when performing interdisciplinary projects, and will be exposed to research in the classroom or laboratory. Faculty, who must develop the opportunities for students to practice skills, will learn how to actively cultivate a strategy of continuous evaluation.

**3. Impact of Project on Faculty Learning:**

New projects often start with a burst of enthusiasm that is difficult to maintain, especially as life gets busy. This teaching circle will use common readings and discussions to help faculty learn how to maintain that initial spark of enthusiasm, both in themselves and in their colleagues and students. Although intended to help various teamwork projects, what faculty learn will be applicable to all aspects of professional life: interpersonal skills themselves, sustaining enthusiasm is nurtured through discussion and reflection.

**4. Feasibility of Project:**