

Pedagogical Partnerships

A HOW-TO GUIDE

for Faculty, Students, and Academic Developers
in Higher Education

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Elon, North Carolina
www.CenterforEngagedLearning.org

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Series editors: Jessie L. Moore and Peter Felten
Copyeditor and designer: Jennie Goforth

Cataloging-in-Publication Data

Names: Cook-Sather, Alison | Bahti, Melanie | Ntem, Anita

Title: Pedagogical partnerships: a how-to guide for faculty, students, and academic developers in higher education / Alison Cook-Sather, Melanie Bahti, and Anita Ntem

Description: Elon, North Carolina : Elon University Center for Engaged Learning, [2019] | Series: Center for engaged learning open access book series | Includes bibliographical references and index.

Identifiers: LCCN 2019954150 | ISBN 978-1-951414-00-9 (PDF) | ISBN 978-1-951414-01-6 (pbk.) | DOI <https://doi.org/10.36284/celelon.oa1>

Subjects: LCSH: Professional learning communities | Teacher-student relationships | College teaching

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HOW MIGHT YOU ASSESS PEDAGOGICAL PARTNERSHIP WORK?

In their chapter on assessment in *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty*, Cook-Sather, Bovill, and Felten (2014) focus on assessing processes and outcomes of student-faculty partnerships. As in that discussion, we use the term “assessment” as the root of the word suggests—to sit beside, to step back from, and to analyze the progress of. We are aware that in the UK and Australia, assessment generally refers to grades, and evaluation generally refers to this more iterative process of reflection and improvement. However, writing in the US context, we use assessment in the sense we define above.

In this chapter, we reproduce some of the assessment approaches and questions included in *Engaging Students as Partners in Learning and Teaching* because they are those used in the SaLT program. In addition, we focus on other less formal, day-to-day ways to assess the work of pedagogical partnership.

What approaches can all participants take to assessing the partnership work as it unfolds?

As we have endeavored to make clear throughout this book, the work of engaging in pedagogical partnership is logistically, intellectually, and emotionally demanding. Because all partners put so much into partnership, it is beneficial and enlightening to consider how they might regularly assess how they personally are engaging in the work, what they are getting from it, and where they might revise their approaches. Assessing is critical both for affirming what is going well and why and also for gaining perspective on what revisions might be necessary to improve, deepen, or extend the partnership work.

In addition to the approaches we describe below, we suggest that both faculty and program directors consider gathering feedback from students informally, such as at lunches or in office hours. Students might share thoughts in a more extemporaneous way in these informal venues.

How can student and faculty partners regularly assess their partnership work?

Both student and faculty partners will be steeped in the daily work of thinking about pedagogical practice or curriculum design and redesign. Because doing such work in collaboration may feel so unfamiliar for most partners, a lot of their energy will be focused on preparing for and processing the observations and feedback. If partners focus only on the content and not the process of these collaborations, it can be easy to get overwhelmed by the work and to lose perspective on it. Therefore, we recommend that both student and faculty partners find ways to regularly step back from and reflect on their partnership work.

Student and faculty partners might want to set aside a few minutes each week to do some reflection on their own time. They can perhaps create a section in a notebook or a folder on their computers for “Partnership Reflections” and just enter ideas, thoughts, questions, worries, celebrations—anything that relates to their partnership work and that they want to capture, think through, or remember. Setting aside a time each day for such reflection can be illuminating and energizing, especially if partners are sure to include affirmations of their own and one another’s efforts.

One semester in SaLT, all student partners committed to writing, every evening before they went to sleep, three things that they felt positive about in relation to their partnership work (this is a variation on a positive psychology intervention). After a few weeks, they reported feeling more generally positive (consistent with research in positive psychology) as well as better able to notice and affirm what was going well in their partnerships. Faculty partners might consider engaging in this practice as well.


In the following sections of this chapter we offer specific recommendations for making the most of partners’ weekly meetings, generating

questions that foster reflection and the role of the program facilitator in supporting such reflection, creating particular forums and practices to support student partners, and representing the reflective work of both student and faculty partners to external audiences.

How can student and faculty partners make the most of their weekly meetings?

Regular (ideally weekly) meetings are the most consistent forum student and faculty partners have for assessing how their work is going. We recommend that during initial meetings, student partners ask faculty partners about their pedagogical goals, what learning experiences they hope students in their class will have, and other questions intended to afford faculty partners the opportunity to assess, articulate, and analyze their pedagogy. Similarly, if faculty partners' focus is curriculum development or revision, they will want to articulate clearly—and invite student partners to articulate—what it is they hope to develop or revise. These are rare opportunities for reflection, dialogue, and (re)articulation of pedagogical and curricular visions and goals, and we encourage faculty partners to take full advantage of them in spoken conversation and to keep records of them as well.

As the partnership unfolds, the observation notes (for classroom-focused partnership) and course development or revision (for curriculum-focused partnership) will provide the main focus for the weekly meetings. Seeking and attending to one another's perspectives can both clarify and complicate in productive ways the perspectives both partners have. As one faculty partner in the SaLT program explains:



Receiving and reading [my student partner's] comments has provided me the opportunity to reflect on what has happened that week in the class. Our conversations have likely been helpful, both as a venue in which to discuss possible courses of action in the classroom and also in justifying certain decisions—or recognizing that another course of action would have been better. (Cook-Sather, Bovill, and Felten 2014, 234)

The practical benefits of these weekly meetings are complemented by more affective benefits. A faculty partner working with her student partner, Natasha Daviduke (2018, 154), addressed the question of energy and enthusiasm for teaching: “Weekly meetings with my student partner kept my spirit up about designing the best lesson plans I could.”

For detailed advice from student partners about making the most of weekly meetings (as well as partnerships overall), see the section called “Making the most of your partnership from start to finish” in the [“Guidelines for Student and Faculty Partners in Classroom-focused Pedagogical Partnerships”](#) resource.

What questions might facilitate reflection on the shared work of pedagogical partnership?

In addition to taking advantage of reflective times they themselves can create and those offered by partnership programs, student and faculty partners may want to have semi-regular check-ins that are intentionally reflective and offer a chance to step back from the regular work of pedagogical and curricular analysis. During one of their weekly meetings, student partners can pose questions tailored to the particular relationship they have developed with their faculty partners. Such questions might take the following forms:

- What has surprised you most about our work on your class/course?
- What are you most excited about in relation to this work, and what are you most frustrated by?
- To what extent is the observation format we are using allowing us to best capture and reflect on the pedagogical issues we have identified?
- Does the way we structure our weekly meetings feel productive, or shall we experiment with a different structure?
- What has each of us done to engage and facilitate in constructive dialogue, and what might we do more or differently?

Student and faculty partners should be sure to craft whatever questions they pose in ways that are constructive, rather than asking about what their faculty or student partner likes or dislikes. The focus should be on what will best further the pedagogical partnership work.

What role can program directors play in student and faculty partner reflections on their work?

Student and faculty partners should not hesitate to reach out to their program directors and ask for a meeting or a virtual conversation if there is anything that they want to delve into more deeply or to troubleshoot. In the SaLT program, Alison often meets or talks with student partners who have particular issues they want to celebrate, plan for, reflect on, or otherwise process. This can be especially helpful to student partners if they: are new to the role and feel uncertainty or confusion; are experiencing particular challenges with their faculty partners that feel too sensitive or complex to address in the weekly meetings with student partners; or are thinking about how to carry into a different context the principles and practices of the partnership work they have done as undergraduates.

Likewise, the program director is a resource for faculty partners to consult. While faculty partners' primary relationship is with their student partners, there may be times when faculty partners want a faculty colleague's perspective or need to check in about how the partnership is going. If there are issues to discuss with the program director about student partners or how the partnership work is unfolding, it is always better to raise them early rather than wait until simple misunderstandings or miscommunication intensify into conflict or tension. In the SaLT program, Alison often confers over email or in meetings with faculty who have particular issues they want to celebrate, plan for, reflect on, or otherwise process.

What particular forums and practices might student partners use?

Because this work is so countercultural and challenging in asking students to assume consulting responsibilities, student partners need consistent, ongoing support in this partnership work, such as regular—weekly in the SaLT program—meetings of the program director and other student partners. One student partner in the SaLT program captures what virtually every student partner asserts: “Our weekly meetings have been the most important aspect of this experience. Being able to bounce ideas and problems off my peers is such an incredible help because I gain insight from multiple perspectives” (Cook-Sather, Bovill, and Felten 2014, 229).

This guide recommends that program directors provide regular prompts in the weekly meetings with student partners to encourage and support just such reflection. The “[Sample Student Partners Course Syllabus](#)” resource, “[General Guiding Principles for Weekly Reflective Meetings of Student Partners](#)” resource, and “[Sample Outline of Topics for Weekly Meetings of Student Partners](#)” resource provide examples of prompts for reflection. When the program director provides such a prompt—such as “What strengths and capacities do you bring to partnership?” early on in the term and “How can you re-energize yourself or your partnership?” as the term starts to wind down—student partners should take the time to engage these prompts with all their attention. We recommend that student partners really push themselves to capture as many of their thoughts and feelings as they can.

Although program directors may ask student partners to draw on their responses to such prompts in group discussion, these reflections will be primarily for student partners themselves, so student partners should write to themselves honestly. Doing so will ensure that they name and process what they are experiencing and consequentially learn much more from their reflections than if they just plow ahead. The kind of metacognitive awareness student partners will develop through such articulation and analysis will not only help them process the experiences they are having but also help them develop awareness, language, and confidence within and beyond their partnerships (as we discuss in the “[Outcomes of Pedagogical Partnership Work](#)” resource). Experienced student partners recommend keeping these responses to the prompts and reflections in one place and looking back on them to trace their own growth. Such tracing is an important part of assessment.

In addition to these forms of self-assessment, student partners might want to consider the kind of assessment they can offer to and receive from other student partners. Every time they pose a question such as, “What do you think about how I am approaching this issue?” or offer a response to a similar question that other student partners pose, they are engaging in assessment and also affirmation, both of which are essential to sustaining energy for this work. It can be helpful for program directors and other student partners to point this out, since when a student partner poses

or responds to such a question, the focus can be on the content and not so much on the benefits of the process. Student partners can also take the initiative to request or propose prompts—or simply bring up issues—that they feel would be especially beneficial to themselves and to other student partners to address in their weekly meetings or in confidential conversations with other student partners outside the weekly meetings.

At the midpoint or earlier, the program director may ask student partners to step back and assess what they have accomplished. Questions such as “What do you feel good about accomplishing so far in your role as a student partner? What has your faculty partner accomplished that you can particularly affirm?” give student partners an opportunity to self-assess as well as assess the work with faculty partners. Again, getting distance on and articulating these things helps make them more real and allows student partners to deepen their awareness of what they are getting out of the experience.

Why might student and faculty partners want to keep a record of their reflections?

Both student and faculty partners in SaLT have indicated that they find it very useful to keep track of the kinds of regular reflections we advocate above, revisit them over the course of the partnership, and then look back over all of them at the end of the partnership. Doing so affords student and faculty partners perspective along the way and also the long view from the end of the partnership, which is almost always quite rich and full of growth.

As Sophia Abbot explains regarding the work she did in leading the Tigers as Partners program at Trinity University, “Some students have kept journals about their work throughout the partnership. These can be used as tools to track progress (of both faculty and student partners), themes that recur throughout the partnership, process challenges, celebrate successes, and as reminders that things can and will change when the partnership feels ‘stuck’ or challenging” (personal communication).

Faculty partners have similar and different reasons for keeping records of reflections. Teaching is such a demanding job, and it is impossible for faculty partners to keep track of and remember what they think

through if they don't keep some sort of record of their thoughts, clarifications, and revisions. The various resources student partners can generate for faculty partners—observation notes, end-of-term annotated lists, and thank-you letters from pedagogy-focused partnerships (all discussed in the “**Representing What Student and Faculty Partners Have Explored**” resource), and new sets of curricular approaches, activities, and assessments from curriculum-focused partnerships—serve as resources as faculty partners move ahead with affirming and revising their practice.

It is helpful if faculty partners organize the resources in some way. Many faculty partners have created portfolios of work that include plans, reflections on them, student partners' notes, and overall takeaways from the partnership work. Below is one example of a table of contents of such a portfolio:

Table of Contents

1. Changes and Takeaways for Future Courses
 - a. Changes made to syllabi
 - b. Changes made to course structure
 - c. Confidence boost: Things I kept the same (because I need to remember I'm doing many things well!)
2. Weekly Reflections
 - a. My overall observations of weekly reflections
3. Collaborations with Student Consultant
 - a. Things that can help balance students from different levels
 - b. Research on social stereotypes in the classroom
 - c. Videos for course
4. Student Consultant Observations

When faculty gather and reflect on the work they have done with their student partners, they clarify their practice, as this faculty partner in the SaLT program asserted: “I am much more aware of the atmosphere in my classroom and better able to point out and articulate (to myself or others) what is and is not working the way I want—in particular because

I'm more aware of my goals in the first place" (quoted in Cook-Sather 2011a, 3).

Keeping track of and analyzing reflections also provides language for and examples of the work the partners have done, which can be included on resumes and in job applications, in conference or class presentations or discussions with other students, faculty, and administrators, and in other professional forums. Finally, these reflections can also inform the thank-you letters student partners write their faculty partners (see chapter 6 and the **"Representing What Student and Faculty Partners Have Explored"** resource for detailed discussions of those letters) and letters faculty partners might write their student partners. A former SaLT student partner, Alexandra Wolkoff, captures the usefulness of looking back at her reflections: "In looking back upon my semester-long partnership with a new faculty member, I see myriad ways that she came to trust herself and move toward becoming the teacher she wants to be . . . and I see the theme of trust characterizing my own trajectory of growth: as a teacher, learner, interlocutor, and person" (Wolkoff 2014, 1).

How can student and faculty partners represent their work to external audiences?

Student and faculty partners regularly talk about how challenging it can be to explain what they do in the SaLT program to others—students who have not participated in partnership, faculty unfamiliar with the program, and prospective employers. Khadijah Seay, former post-bac fellow in Berea College's student-faculty partnership program, developed an activity to address this challenge. Leslie Ortquist-Ahrens, director of Berea's partnership program, explains:

During Khadijah Seay's second semester as a post-bac fellow, she developed a valuable activity for students in the final part of the course. Reflecting on how challenging it had been for her to describe and explain on her resume and in a cover letter her experience as a student consultant, she urged us to invite students in the course to practice doing so for their final portfolio. Each student

was asked to imagine a post-graduation path—either graduate or professional school or a career direction—and then think about how they might describe the work they had engaged in through the program in a resume, application, graduate school statement, or cover letter. Students brought their drafts to class, and together we workshopped all of them. In this way, they not only had a chance to practice and develop their own, but they also saw models from other students.

—Leslie Ortquist-Ahrens,
director of the Center for Teaching and Learning
and director of faculty development at
Berea College, United States
(personal communication)

Alison regularly invites both student and faculty partners to write about their work for publication in the journal she created for this purpose, *Teaching and Learning Together in Higher Education*. Many faculty and student partners in the SaLT program have published essays in this venue, as have participants in partnership programs at institutions in Aotearoa New Zealand (Bourke 2018), Australia (Matthews 2017b), Hong Kong (Chng 2019; Seow 2019; Sim 2019), Italy (Frison and Melacarne 2017), and the United States (Goldsmith and Gervacio 2011; Oleson 2016; Torda and Richardson 2015). How can program directors both support assessment and assess their own facilitation of partnership work?

Many program directors, including Alison, find that the weekly meetings with student partners regularly prompt reflection and assessment. The questions student partners bring, the insights they have, the challenges they wrestle with, and the ingenuity and empathy they bring to this work will regularly inspire program directors to step back and analyze what supports such deep engagement and what might better support it. In other words, the reflective spaces program directors create for student partners in turn create a reflective space for the program directors themselves. Sophia Abbot echoes this assertion:

“ I encourage program directors to answer for themselves the same reflective prompts they share with students. Especially if directors ask students to share part of that reflection with the group, I’ve found it valuable to also share my reflection/growth/learning/challenges with the student partners because it means the sharing is more reciprocal, I am more humanized, and student partners don’t feel I’m asking them to share challenges or anxieties (in other words, be emotionally vulnerable) without doing any of that emotional labor myself.

—Sophia Abbot, former SaLT
student consultant and
former post-bac fellow,
Trinity University, United States
(personal communication)

Likewise, any time program directors have a conversation with a faculty partner or someone else in the institution who raises questions, offers thoughts, or proposes new directions for the partnership work, those program directors can take such input as an occasion to step back and assess, in an informal way, what the implications might be for any such question, thought, or proposal. It is generative to have such conversations with faculty, student, and program director colleagues beyond one’s home institution. Talking with people doing similar work in other contexts can offer a new perspective, affirm an approach, or simply deepen understanding and awareness (see Marquis, Black, and Healey 2017 and Marquis et al. 2018a for discussions of how the International Summer Institute on Students as Partners at McMaster University provides such opportunities).

Occasionally, Alison has invited past participants in SaLT, both faculty and student partners, to gather for informal reflection sessions or sent around reflective prompts. For instance, one year she sent the following questions to former faculty partners:

- Please complete the following statements and speculate about or explain any connections you see to your work through the partnership experience:
 - » I am more aware of . . .
 - » I am more comfortable with . . .
 - » I work and/or interact with students/faculty . . .
- I am less comfortable and/or I am concerned by . . .
- Please describe 1–3 pedagogical or curricular approaches or practices you have developed or revised since participating in the partnership and any ways in which your work through the partnership informed those.
- What do you need over time to sustain partnerships? Ideally, what kind of follow-up support would you like to have?
- If you could make one statement to share with others (students, faculty, administrators, funders) about this work, what would it be?

Faculty and student partners who have participated in such informal assessment conversations or surveys consistently say that such reflection and recollection inspires them to return to the insights they gained through their partnership work and to renew their efforts to try to be more reflective in general. They also indicate that, until they joined the conversation or addressed the questions, they had not remembered what an impact the partnership work had on their practice. This is a further illustration of the power of simply opening space and offering an invitation to reflect.

Another way that program directors can assess the way the partnership work is unfolding and the lessons that can be learned from the work is to develop research projects that provide an opportunity to delve in to aspects of the partnership work. Alison regularly does such research in collaboration with student partners. Here is a partial list of the kinds of things they have explored together and the forms of publication that their explorations have taken:

- An opinion piece co-authored with Olivia Porte called “Reviving Humanity: Grasping Within and Beyond Our Reach” and published in the *Journal of Educational Innovation, Partnership and Change* that pushes back on the idea of the “hard-to-reach” student by arguing for the potential of pedagogical partnerships to support a reciprocal “reaching across” the spaces between students and faculty (Cook-Sather and Porte 2017).
- A creative dialogue co-authored with Sasha Mathrani called “Discerning Growth: Mapping Rhizomatic Development through Pedagogical Partnerships” that uses the concept of rhizomatic development—the spreading of an interconnected, subterranean array of influences—to describe growth that can occur through engaging in pedagogical partnership; to be published in an edited collection called *The Power of Partnership: Students, Faculty, and Staff Revolutionizing Higher Education* (Mathrani and Cook-Sather 2020).
- A research article co-authored with Anita called “Resistances and Resiliencies in Pedagogical Partnership: Student Partners’ Perspectives” published in the *International Journal for Students as Partners* that explores Anita’s idea that forms of resistance can be turned into forms of resilience within the structures and processes of pedagogical partnership (Ntem and Cook-Sather 2018).

Each of these publications took an idea that emerged in the context of pedagogical partnership work and offered an opportunity to assess that work by analyzing it within a new frame or metaphor that threw new issues into relief and contributed to the development of theories of partnership praxis (Matthews, Cook-Sather, and Healey 2018).

What approaches might you take to assessing the process and outcomes of partnership work at the individual, programmatic, and institutional levels?

In previous sections of this chapter, we have focused on what differently positioned participants in partnership can do to assess partnership work from their respective positions and mutually informing experiences. Here we focus on processes of gathering feedback and on creating structures for assessing outcomes.

What might you ask regarding the way pedagogical partnership is unfolding?

These questions are primarily for faculty and student participants in the program. The goal is to offer opportunities to step back and ask questions about the process in which they are engaged—reflection that would likely not happen if there were no specific prompts that made space for such reflection. Below, we provide some sample formative assessment questions student and faculty partners might want to address as partnerships are unfolding.

Sample Formative Assessment Questions for Participants During Partnerships

- Faculty engaged in designing or redesigning a course with students might ask: Do you feel that our collaboration has given you meaningful opportunities to share your perspectives, and to understand my perspectives, on assignments and activities for this course? How could we structure our work differently to ensure even more interchange?
- Students in the role of consultant to a faculty member teaching a course might ask their faculty partners simple questions such as: Do you want to continue to focus on this particular aspect of your teaching? Is the kind of feedback I am offering useful? Should we shift the focus of our work?
- Faculty developers might ask both faculty and students: Are our meetings structured and facilitated in a way that elicits both faculty and student perspectives on the issues we are exploring? If so, what is most effective in making that dialogue happen? If not, how could these sessions be structured or facilitated differently?

Cook-Sather, Bovill, and Felten 2014, 197

Student and faculty partners may also want to ask assessment questions at the end of their partnerships. These, too, are primarily for

participants and for those facilitating the partnership forums—internal analyses of what is working well and what might be revised to better support participants. In the following box are sample end-of-term questions used in the SaLT program to assess processes of partnerships.

Sample End-of-Semester Questions to Assess Process of Partnerships

- Looking back over the way the partnerships were structured and supported, which aspects contributed most positively to your experience and which would you recommend revising and how?
- What were the most significant benefits and challenges you experienced in working with a student partner/faculty partner? In what way, if any, has what you learned shaped your practice as a teacher and a learner? In what ways might it inform your future thinking and practice?
- Insights:
 - » For faculty partners: What are the most important **pedagogical insights** you gained or deepened? How have they (further) informed your practice, and how do they position or prepare you to continue to develop as a teacher?
 - » For student partners: How has this partnership informed your experience as a student?
- Beyond specific pedagogical insights, what **overall benefits** did you derive from this opportunity? Why are these important?
- What advice do you have for me and the college about how to best support faculty partners/student partners in the future?
- What advice do you have for student partners that I could pass along to next year's and subsequent participants?

- What advice do you have for faculty partners that I could pass along to next year's and subsequent participants in partnerships?
- Any other comments?

Many programs do informal check-ins with student and faculty partners at midterm and request formal feedback on the program at the end of the term, for assessment purposes. These data can be vital when it comes time to ask for budget increases for the program.

What more formal structures might you create for assessing outcomes?

Cook-Sather, Bovill, and Felten (2014) suggest that it is useful to facilitate formal moments of reflection and feedback that are intended to involve an audience beyond the partners themselves, such as interested colleagues and funders. As they explain: "This situates the partnership work within a larger frame and allows for comparison of experiences with other student-faculty partnerships and documentation of the process of partnerships unfolding." They suggest that "this kind of assessment addresses basic questions about what is working and needs to be affirmed and what should be revised. Responses are useful to participants, but they also engage other stakeholders in conversations about the process of partnership" (Cook-Sather, Bovill, and Felten 2014, 198). The box below offers examples of such formative assessment questions:

Sample Formative Assessment Questions for Participants and To Inform Conversations with Others

- What were your expectations as you approached this partnership, and how have they been met or not met thus far?
- What do you see as the most, and the least, effective practices within this partnership?
- What do you see as the emerging outcomes of this work?

- What appear to be some of the meaningful questions or issues that this partnership seems not to be addressing, and how might we engage those?
- What insights about teaching and learning have you derived from your reflection on this partnership?

Cook-Sather, Bovill, and Felten 2014, 198

If responses to these questions are going to be included in presentations or publications beyond the campus, it is important to secure approval from the institution's ethics board and to secure participants' consent before gathering the data. Alison has consistently sought such approval for studies of student partners' experiences within the SaLT program and has both conducted research and published findings in collaboration with students (e.g., Cook-Sather and Abbot 2016; Cook-Sather and Agu 2013; Cook-Sather and Alter 2011; Cook-Sather and Des-Ogugua 2018; Cook-Sather and Luz 2015). In most contexts, gathering of data for internal purposes does not require ethics board approval, but it is always good to check with local ethics boards before proceeding.

While a great deal of the assessment work program directors do is qualitative, some colleagues are beginning to create approaches that might help "measure" some of the findings of qualitative assessments. Bill Reynolds, director of the Lucas Center for Faculty Development at Florida Gulf Coast University, explains his approach:

“The partnership literature suggests that student consultants benefit from partnership programs by becoming more self-confident, having increased sense of agency, and experiencing a greater sense of belonging. To evaluate these variables in a new partnership program at Florida Gulf Coast University we are asking students to complete pre- and post-tests of the College Self-Efficacy Inventory (Solberg et al., 1993), General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995), School Belonging

Scale (Vaquera, 2009), Sense of Belonging to Campus Scale (Hurtado & Carter, 1997), and the Academic Locus of Control Scale (Curtis & Trice, 2013). We're interested in measuring change in faculty attitudes as well, but we haven't yet identified the appropriate constructs to measure.

—Bill Reynolds, director,
Lucas Center for Faculty Development,
Florida Gulf Coast University, United States
(personal communication)

When might informal assessment inform more formal review processes?

We have emphasized that it is essential that the work student and faculty partners do be confidential—that they create together a brave space for exploration and experimentation (Cook-Sather 2016b). Therefore, the majority of the work they do will not be made public. There are, however, ways in which that private work can inform public processes.

Anecdotal reports

Administrators have shared anecdotally that faculty who participate in partnership do better at moments of review. Since the advent of the SaLT program, for instance, far fewer faculty at Bryn Mawr and Haverford Colleges experience concerns about their teaching at initial review than prior to the advent of the program, and those who do have concerns tend not to have taken up fully the opportunities the program offers (see chapter 8 for a discussion of this challenge). There is no way to correlate participation in SaLT with better outcomes at moments of review, and Alison has insisted that it would be counterproductive and even detrimental to try to measure outcomes in this way while also creating brave spaces for faculty, but the anecdotal evidence is there.

Faculty requesting student partners to write letters for reappointment

Another way in which informal assessment might inform formal processes of review is when faculty partners ask student partners to write

letters for them. This is, of course, voluntary and entirely up to individual faculty members, but numerous faculty partners in the SaLT program, the Tigers as Partners program, and other partnership programs have asked their student partners for such letters, since, as they explain, no one else has had such extended exposure to their classroom or curricular approaches or such extended dialogue with them about their pedagogical and curricular practices.

Students requesting faculty partners and director to write letters

A final way in which informal assessment might inform formal processes is when student partners ask their faculty partners or program directors to write them letters of recommendation for jobs and graduate school. Alison receives many such requests because, as student partners explain, working so closely with them in this context affords her insight into their capacity and commitments as little else on campus can do.

YOUR TURN

As you think about developing or extending pedagogical partnership work in your context, what approaches can you imagine all participants taking to assessing the partnership work as it unfolds, and why would you use those particular approaches?

How will student and faculty partners regularly assess their partnership work?

- How will student partners make the most of weekly meetings with other student partners and the program director, and how will faculty partners make the most of weekly meetings with their student partners?
- Why will student partners want to keep a record of their reflections?
- What questions might facilitate reflection from student and faculty partners on the shared work of pedagogical partnership?

What role can program directors play in student and faculty partner reflections on their work, and how might these encourage their own reflections?

What approaches might you take to assessing the process and outcomes of partnership work at the individual, programmatic, and institutional levels?

What might you ask regarding the way pedagogical partnership is unfolding?

What more formal structures might you create for assessing outcomes?

When might informal assessment inform more formal review processes?