

Pedagogical Partnerships

A HOW-TO GUIDE

for Faculty, Students, and Academic Developers
in Higher Education

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CONCLUSION

In this final chapter, we offer some recommendations for how to use this book's supplemental resources and address why the challenging work of pedagogical partnership is worthwhile. Our discussion of the resources includes recommendations for which resources might be of particular use if you want to: structure conversations with campus stakeholders about the possibility of developing a pedagogical partnership program; consider options and institutional structures for supporting pedagogical partnership, both when programs launch and in terms of sustainability; compare how different kinds of institutions have launched pedagogical partnership programs; begin to craft detailed structures for participant engagement; and dig into the various approaches student and faculty partners might take if they are focused on classroom practice. There are, of course, many other questions you might want to address and ways you can draw on the resources, but this set of recommendations gives you a place to start.

Our discussion of why such challenging work is worthwhile offers a reminder of the benefits to faculty, students, program directors, and institutions that we discussed in the opening chapters. It also reaffirms the potential of pedagogical partnership to afford perspective, value differences, promote both/and rather than either/or thinking, and support life-affirming practices—if we are willing to embrace “hope in the dark” and to make our roads by walking.

How might you use this book's supplemental resources?

Throughout this text we have pointed you to the thirty-five additional resources posted online. If we think of this core text as the central living space of this work, where you can engage in dialogue with yourself and others about pedagogical partnership, you might think of the resources

as adjoining rooms. Each one opens a door to a space within which you can contemplate, work with, build on, extend, and otherwise explore and apply what we mention in the core text but cannot address in detail for reasons of space.

You will, of course, make your own way through those additional resources, exploring what is of interest to you and leaving closed the doors that open onto details that are less compelling. Here we make a few suggestions for how to draw on those additional resources.

- **To structure conversations with campus stakeholders about the possibility of developing a pedagogical partnership program**, pair the “[Checklist for Developing a Pedagogical Partnership Program](#)” resource and the “[Templates and Activities to Explore Hopes, Concerns, and Strategies for Developing Pedagogical Partnership Programs](#)” resource. These documents provide discussion questions and structures for conversations, as well as concrete examples of what this work can accomplish and resources to delve into particular areas of partnership (e.g., Where can you learn more about other colleges’ and universities’ approaches to developing pedagogical partnership programs? What are some common areas of focus for pedagogical partnerships? What approaches can student and faculty partners take to curriculum-focused partnerships?). All of the following resources could inform such a conversation:
 - » [Checklist for Developing a Pedagogical Partnership Program](#)
 - » [Templates and Activities to Explore Hopes, Concerns, and Strategies for Developing Pedagogical Partnership Programs](#)
 - » [Threshold Concepts in Pedagogical Partnership](#)
 - » [Student Partners’ Particular Contributions to Pedagogical Partnership](#)
 - » [Outcomes of Pedagogical Partnership Work](#)
 - » [Selected Reading Lists](#)
 - » [Partial List of Themed Issues of *Teaching and Learning Together in Higher Education*](#)
- **To consider options and institutional structures for supporting pedagogical partnership, both when programs launch**

and in terms of sustainability, ask variously positioned people to read the following resources and then meet to compare notes:

- » Options for Incoming Faculty to Work in Partnership through the SaLT Program
 - » Choosing Names for Partnership Programs and Participants
 - » Creating Post-Bac Fellow Positions to Support the Development of Pedagogical Partnership Programs
 - » Three Stages of Backward Design for Creating Post-Baccalaureate Pathways to Educational Development
 - » Working toward Programmatic Sustainability
- **To compare how different kinds of institutions have launched pedagogical partnership programs**, spend some time reading through the history of the SaLT program and how a variety of institutions launched partnership programs on their campuses:
 - » History and Structure of the SaLT Program
 - » Five Stories of Developing Pedagogical Partnership Programs
 - » How the SaLT Program Got Started
 - » Steps in Launching Pedagogical Partnership Programs
 - **To begin to craft detailed structures for participant engagement**—invitations to participants, plans for partner orientations and summer institutes for faculty, and guidelines for participants—look at:
 - » Advertising Student Partner Positions
 - » Inviting Faculty and Students to Participate in Pedagogical Partnership
 - » Sample Message to Student Partners from the SaLT Program Director
 - » SaLT Program Student Consultant Application Form
 - » Sample Student Partners Course Syllabus
 - » Summer Institute for Faculty Participants in Pedagogical Partnership
 - » Sample Outlines for Student Partner Orientations
 - » Plans to Orient New Faculty and Student Partners
 - » Guidelines for Student and Faculty Partners in Classroom-focused Pedagogical Partnerships

- » General Guiding Principles for Weekly Reflective Meetings of Student Partners
- » Sample Outline of Topics for Weekly Meetings of Student Partners
- **To dig into the various approaches student and faculty partners might take if they are focused on classroom practice**, go to the following resources:
 - » Guidelines for Student and Faculty Partners in Classroom-focused Pedagogical Partnerships
 - » Visiting Faculty Partners' Classrooms and Taking Observation Notes
 - » Ways of Conceptualizing Feedback
 - » Ways of Thinking about Listening
 - » Questions that Facilitate Productive Talking and Listening
 - » Mapping Classroom Interactions
 - » Gathering Feedback
 - » Representing What Student and Faculty Partners Have Explored

Why is such challenging work worthwhile?

Among us we have almost twenty-five years' worth of experiencing pedagogical partnership work. What makes such challenging work worthwhile? We do not wish to downplay the challenges of this work—the significant demands on everyone's time, the complexities of managing everyone's schedules, the sometimes taxing negotiations of power and responsibility, the intersections of the diversity of identities and roles partners bring, and the emotional labor involved in this work. And yet both the range of benefits and positive outcomes we can name, as well as the way it feels to do this work, far outweigh the challenges and potential drawbacks, to our minds.

Even if partnership work were to support faculty only some of the time in experiencing the benefits—acclimating more quickly to campus culture and unfamiliar students; developing a confidence and clarity about their pedagogical commitments; finding the courage to follow through on their pedagogical convictions and responsibilities; gaining a

perspective that they cannot achieve on their own; receiving formative feedback on teaching; recognizing and making intentional good pedagogical practices; sharing power (and responsibility) with students; turning pedagogical learnings into publishing opportunities; developing greater empathy, understanding, and appreciation for students; and building resilience through navigating difficult and ambiguous institutional situations—the effort would be worthwhile.

Likewise, even if partnership work were to support students only some of the time in experiencing the benefits—gaining confidence in and capacity to articulate their perspectives; developing deeper understanding of learning and themselves as learners; developing deeper understanding of teaching; developing greater empathy for faculty and other students; sharing power (and responsibility) with faculty; experiencing more agency and taking more leadership; feeling stronger connections to departments and institutions; getting to “take” as well as observe a course they otherwise might never experience; turning pedagogical learnings into opportunities to host workshops, lead panels, publish, and more; developing creative and innovative ways to troubleshoot pedagogical challenges; and building resilience through navigating difficult and ambiguous institutional situations—the effort would be worthwhile.

And finally, even if partnership work contributed only some of the time to positive outcomes for institutions—nurturing faculty and students who feel a deeper sense of confidence, engagement, and belonging; supporting distribution and rhizomatic spread of understanding of teaching and learning; seeing how individual empowerment leads to new projects and initiatives that enhance the whole institution; and distinguishing the institution to prospective students and teachers and the wider world of higher education—the effort would be worthwhile.

This work is worthwhile because there is something intangible about the way of being that partnership requires and fosters: a perspective-giving, difference-valuing, both/and-promoting, life-affirming quality that makes everything better. When offered and embraced with good will, generosity of spirit, willingness to wrestle productively, and openness to change when needed, partnership confers the benefits of the positive psychology practices it enacts (see Cook-Sather et al. 2017). And while

it is still and may always be countercultural work, it can be guided and sustained by principles such as the feminist ethic of risk: “an ethic that begins with the recognition that we cannot guarantee decisive changes in the near future or even in our lifetime” and that “responsible action does not mean the certain achievement of desired ends but the creation of a matrix in which further actions are possible, the creation of the conditions of possibility for desired changes” (Welch 1990, 20). Most peaceful change comes through such efforts to create such conditions and by taking one step at a time, making the road by walking, as Myles Horton and Paulo Freire (1990) call one set of their conversations (in turn borrowing from the Spanish poet Antonio Machado’s words “se hace camino al andar”). We hope our recommendations will make your road and your walking as smooth as it can be but also prepare you for the inevitable and educative bumps.