

Pedagogical Partnerships

A HOW-TO GUIDE

for Faculty, Students, and Academic Developers
in Higher Education

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FOREWORD

Jessie L. Moore and Peter Felten

We are delighted to share *Pedagogical Partnerships: A How-To Guide for Faculty, Students, and Academic Developers in Higher Education* as the inaugural publication in the Center for Engaged Learning Open Access Book Series. Alison Cook-Sather, Melanie Bahti, and Anita Ntem present research-informed practices for establishing and sustaining pedagogical partnerships focused on classrooms and curricula. This integration of theory, research, and practice will continue to be a hallmark of the series, which provides an alternate publishing option for high-quality engaged learning books that align with the Center's mission, goals, and initiatives, and that experiment with genre or medium in ways that take advantage of an online and open access format.

Internationally, higher education discussions about pedagogical partnership, also known as students-as-partners or student-faculty/student-staff partnership, have steadily increased over the past decade. Pedagogical partnership is examined in dedicated journals and in other scholarly teaching and scholarship of teaching and learning publications. With this book, though, Cook-Sather, Bahti, and Ntem offer the unique contribution of a how-to guide that addresses how to enact pedagogical partnership in systematic and equitable ways. At the same time, they acknowledge the challenges of this often countercultural work and share practically focused strategies for building pedagogical partnership programs.

Pedagogical Partnerships explicitly speaks to faculty, students, program directors, and academic developers, among others, and it draws examples from diverse institutions across the globe. With this rich array of examples and careful consideration for readers' own institutional contexts, the

authors avoid being prescriptive in their strategies for partnership. As a result, readers will be able to adapt the authors' strategies for a range of institution types and budgets.

The how-to guide also models partnership; two of the three authors are recently graduated students. Throughout the book, the authors share glimpses into their own partnerships.

Notably, *Pedagogical Partnerships* is not merely a stand-alone, open access book. The authors also created nearly three dozen supplemental resources that are referenced in the book (and linked in the online version) and shared on the [book's website](#). These resources extend the descriptive nature of this how-to guide, illustrating many of the strategies the authors describe or offering additional opportunities for readers to reflect on how these pedagogical partnerships could be enacted in their own contexts.

We are grateful to Alison, Melanie, and Anita for authoring such a dynamic book to initiate the Center for Engaged Learning Open Access Book Series, and we are confident that you will find many helpful take-aways in this accessible how-to guide. We encourage you to bookmark the [Pedagogical Partnerships website](#) for quick reference as you (re)design your own classroom and curricular partnerships and to share this book and its resources widely.