

Pedagogical Partnerships for Inclusive Teaching



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What are Pedagogical Partnerships?

- Student voice is incorporated into faculty professional development
- Students help faculty catalyze changes in their teaching towards more inclusive models of practice
- Ref: Cook-Sather, Bahti, and Ntem's (2019) Pedagogical Partnerships: A How-To Guide for Faculty, Students, and Academic Developers in Higher Education

Want to do this at your institution?

Reflective Questions:

1. Do you have a high- or low-power distance culture on campus? Are students generally confident in interactions with faculty?
2. How is student voice currently reflected and/or incorporated into policy, programming, promotion and tenure?
3. What administrative support is available?
4. How is teaching valued in promotion and tenure?
5. How much time and motivation do instructors have to participate in a program like this?

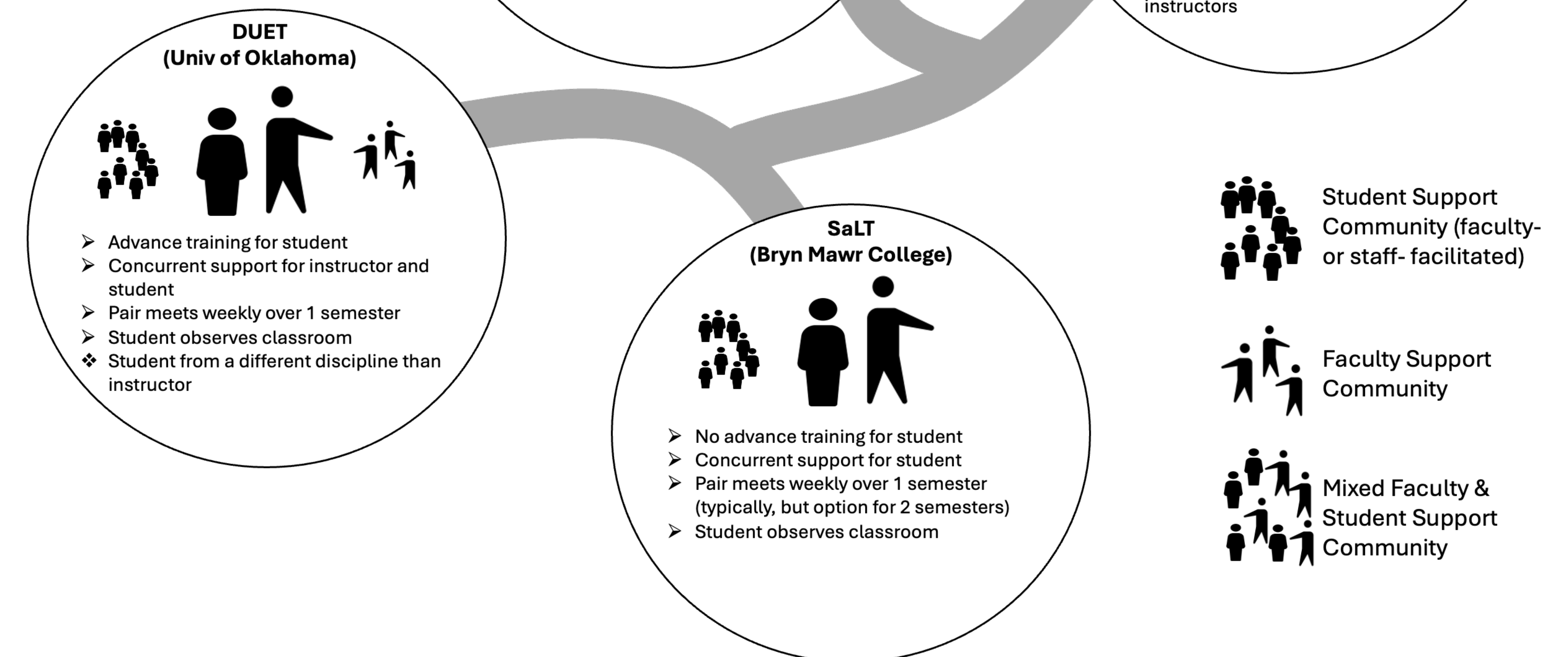
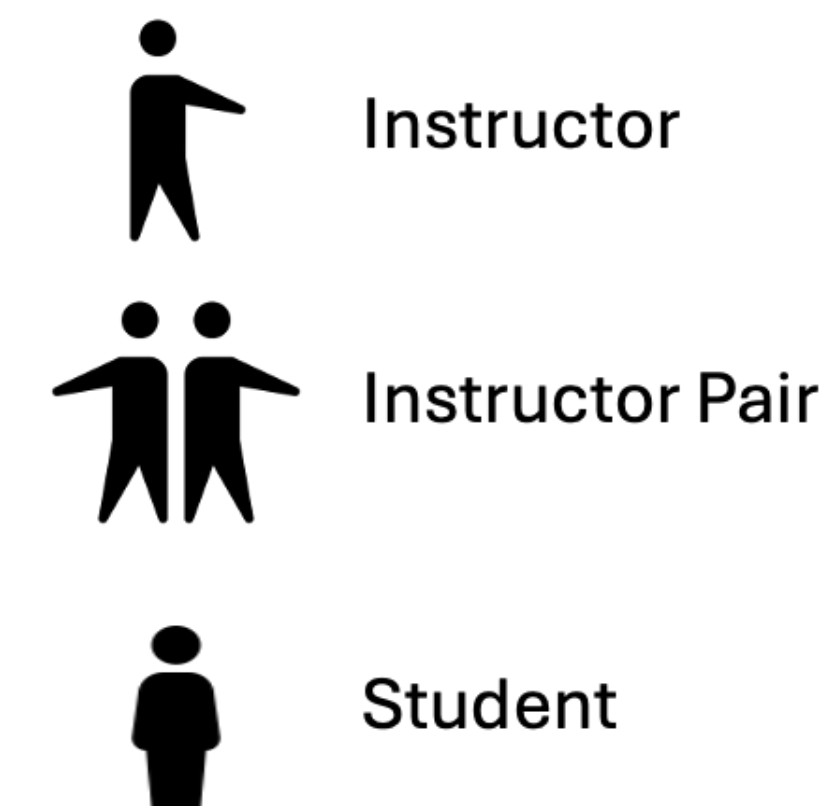
Opportunities:

- Leveraging student voice and expertise in their own experiences
- Adaptable to campus culture
- Learning from other institutions!

Challenges:

- Training of students to feel comfortable participating as faculty partners
- Having faculty buy-in and participate
- Holding faculty accountable

The Three Voices



University of Oklahoma

- Public, doctoral R1
- 30,000 students (undergraduate & graduate)
- Diverse fields, high undergraduate, primarily residential

Pomona College

- Private, residential liberal arts college
- 1,777 students (all undergraduate)
- Liberal arts, undergraduate degrees only

Bryn Mawr College

- Private, residential liberal arts college
- 1,368 students (majority undergraduate)
- Liberal arts, undergraduate degrees & 6 graduate programs