A
Accreditation, 21–22
Action research, 76–77; initiative, of Students as Change Agents program, 83, 229–230; iterative and reflective stages in, 76
Active learners, students as, 120–121
Active participation: as engagement outcome, for motivation and learning, 101–102; as enhancement outcome, of students, 120–121; metacognitive awareness and, 115, 184; for respect, 3; of students, 13, 18, 120–121
Agency, sense of: engagement outcome and, 101; of faculty, more than students, 136, 148, 160–161, 163; as learner, 121; self-authorship and, 116
Al. See Appreciative inquiry
Alcoff, L. M., 163
The Andrew W. Mellon Foundation, 75; SaLT program grant by, 73
Appreciative inquiry (AI) methodology, 80–82
Arnstein, S. R., 213
Aropa software, 53–56
Askell-Williams, H., 193
Assessment, for teaching and learning across courses, 193–195; Askell-Williams and, 193; collaborative approach, 193; SoTL practice, 193–194; Wabash National Study of Liberal Education, 194; Wabash-Provost Scholars and, 194
Assessment, for teaching and learning within courses, 189–193; Bovill and, 189; by Cohen, 189; collaborative approach, 189–192; end-of-course ratings, 189, 190; facilitation of open discussion, 190; feedback during course, 189; George and Cowan stop, start, and continue technique, 190, 191; midsemester feedback, 190, 191; SaLT program technique, 190–191
Assessment processes, for student-faculty partnerships, 187–201; assessing outcomes, 195–198; collaborative model, 187–188; student course rating process, 187; for teaching and learning across courses, 193–195; for teaching and learning within courses, 189–193
Assessments: critical, 139–140; formative, 196–198; for learning, 49; outcome, 195–201; SaLT program technique, 190–191; Sambell on literacy for, 48; student work, 28, 48–57, 165; summative, 198–201. See also Self-assessment
Assignments: choices of, in course design, 62; expectations rubric by Bernstein, 49; grading criteria and, at Quinnipiac University, 34–35; at Vincennes University, 36–37

Autonomy, in engagement outcome, 101

Awareness outcomes, for faculty, 116–119; sense of selves clarification, 117; uncomfortableness, 118

Awareness outcomes, for stronger sense of identity, 111–119; metacognitive awareness, 111–113; sense of identity, 111–113

Awareness outcomes, for students: metacognitive awareness development, 113–115; sense of identity development, 115–116

B

Backward-design approach, 66–67

Bain, K., 17

Barnes, E., 102, 130, 131–132

Baxter Magolda, M., on self-authorship, 112–113

Benefits: of partnership movement, 204–206; of program level approaches, 86–90

Bernstein, D., assignment expectations rubric by, 49

Bird, C., 6–9

Bloch-Schulman, S., 117–118

Bovill, C., 189, 213–216

Breen, M. P., 214

Brigham Young University, in Utah, SCOT program at, 69–70

Bruff, D., 43, 206

Bryn Mawr College, in Pennsylvania, 44, 95; Ross at, 51; SaLT program, 12, 22–23, 51, 73–76, 144, 190–191

Bueschel, A. C., 193

Bulley, C. J., 213–216

C

Cameron, K., 35–36

Canales, I., 43–44

Capital University, in Ohio, undergraduate research projects at, 80

Carey, P., 150, 215–216

Carleton College, Student Observer Program, 71–72

Carnegie Foundation for the Advancement of Teaching, 193

Case studies: computer software use, 53–56; midterm feedback, by Cohen, 44–47

Case Western Reserve University, in Cleveland: Singham at, 24, 33; syllabus rejection, 33

CDT. See Course design teams

Center for the Advancement of Teaching and Learning, at Elon University, 66–68

Challenges: of self, by students, 63; of student-faculty partnerships, 133–142; of students, regarding decisions, 179–180

Change: Palmer on organizational approach to, 210–211; in power relations, 16; practice rationale for, 23–24; reciprocity on, 23–24; role and nature of, 177–178

Change Academy, 61

Citizenship skills, 128–129

Classroom practice explorations, during course teaching, 68–76; at Brigham Young University, 69–70; Carleton College’s Student Observer Program, 71–72; SaLT Program at Bryn Mawr College, 73–76; at University of Lincoln, 70–71

Classrooms: democratic, 125–127; experiences of, enhancement outcome and, 119–127; observations and note taking, in SaLT guidelines, 221–222; size of, 24

Cleaver, F., 8

Cohen, J., 44–47, 189

Cohort, student-faculty partnerships and, 19
Collaborative process: in assessment on teaching and learning, across courses, 193; in assessment on teaching and learning, within courses, 189–192; in assessment process, 187–188; for faculty developers, 91; learning and teaching as, 111; student-faculty return to lesser, 182–183; of students grading peer work, 52
College of Engineering, at University of California, Berkeley: Ethics Education in Science and Engineering Program and, 41; National Science Foundation grant for, 41; Sunderland at, 24, 41–42
Communication: facilitation of open discussion, 190; first conversation on partnership, 25–26; genuine and shared dialogue, 8, 16; Mann on learning and, 162–163; respect and, 2–3
Community College of Philadelphia, SaLT program at, 75
Community project, of teaching and learning, 5
Compensation, for students, 19, 156
Computer software use case study: Aropa software, 53–56; outcomes, 54–56; process, 54; student response to, 54–56
Consumer model of teaching, 17
Cook, B. J., 197
Cooke, B., 21, 139–140
Course design, 28, 164–165; assignment choices, 62; at Case Western Reserve University, 33; codesigning with students, 29; content of, 30; Elon University case study, 37–39; at Loughborough University, 30–31; at Queen Margaret University, 32–33; at Quinnipiac University, 34–35; at Reading University, 34; review of and elements of, 39–40; at University College Dublin, 31–32; at University of Glasgow, 35–36; at Vincennes University, 36–38
Course design, before or after being taught, 60–68; assignment choices, 62; Elon University CDTs, 66–68; GEES initiative for, 61–62; at Olin College, 64–65; at St. John’s University, 63–64; at University College Dublin, 62–63; at University of Ballarat, 65–66
Course design teams (CDT), at Elon University, 66–68; backward-design approach, 66–67; time element in, 67
Cousin, G., 135
Cowan, J., 190, 191
Cox, M. D., 91
Crawford, K., 71
Credits, for education, 19
Critical theory, 129
Croft, T., 30–31
Curriculum, preplanned, 9

D
Davidson, C., 173, 206; grading contract, 52; students collaboratively grading peer work, 52; This Is Your Brain on the Internet seminar, 52
Deeley, S., 173; Ideological Concepts and Values course, 49–50; oral presentations, 50; self-assessment exercise, 50; self-learning course, 50
Delpish, A., 98–99
Delpit, L., 2
Democratic classrooms, 125–127
Democratic learning and teaching, 128–129
Denny, P., PeerWise creation by, 35
Development: essay question, 34; of faculty role recommendations, 91–95; of metacognitive awareness, 113–115; of research partnerships, 76–86; of sense of Identity, 115–116
Dewey, J., 10, 211; on external authority, 163
Disengagement, of students, 9–10
Diversity: of faculty, 135; of perspectives, 157–158; of students, 207–208
Duah, F., 24, 30–31
Duke University, in Durham, North Carolina, 173; Davidson at, 52; student work assessment at, 52
Dunne, E., 83–85, 229–230

E
Edwards, N., 52–53
Elon University, in North Carolina, 95, 117–118, 173, 209; CDTs at, 66–68; Center for the Advancement of Teaching and Learning, 66–68; course design, 37–39; outcomes in course design, 38–39; process in course design, 38; Shimron at, 37–39
End-of-course ratings, 189, 190
Engagement outcome, for motivation and learning, 101–111; active role for students, 101–102; autonomy and agency in, 101; Barnes on, 102; faculty increased understanding of learning and teaching, 102–103; Sambell and Graham on, 102; at TLA, 101–102
Engagement outcomes, for faculty, 108–111; different viewpoints experiences, 110; reconceptualization of learning as collaborative process, 111; SoTL and, 110–111; transformed thinking about teaching, 109–110; Werder and Otis on, 110
Enhancement outcomes, of faculty, 122–127; becoming more reflective and responsive, 124–125; democratic classrooms, 125–127; practice improvement, 123; prepositions shift, 126–127
Enhancement outcomes, of students: active learners, 120–121; insight on faculty members’ pedagogical intentions, 121; responsibility for learning, 121–122
Enhancement outcomes, of teaching and classroom experiences, 119–127
Entrepreneurship and Business planning course, at University of St. Andrews, 43–44
Environmental justice program, at Queen Margaret University, 32–33
Essay question development, 34
Ethics Education in Science and Engineering Program, at University of California, Berkeley, 41
Experiences: classroom, 119–127; faculty, 22–23, 110; reciprocity, 4–5; reflective understanding, of student in SaLT program, 12–13; student response to, 28, 40–48, 165
Experimental methodologies, in research, 100
Expertise: student, faculty differences in, 7–8, 14; of students, as students, 15–16, 29
External authority, 163

F
Faculty: agency, sense of, 136, 148, 160–161, 163; awareness outcomes for, 116–119; of color, partnership opportunities and, 135; commitments, building upon existing, 93–94; course design example, 28, 29–40; engagement outcomes for, 108–111; enhancement outcomes of, 122–127; experience of, 22–23,
110; feedback, on SCOT program, 70; increased understanding of learning and teaching, 102–103; new generation, 208–209; student course rating process on, 188; student experience response examples, 28, 40–48, 165; student work assessment examples, 48–57; underrepresented, 135; vulnerability of, 134–135. See also Teaching

Faculty developers, role recommendations: cocreative approaches, 94; existing faculty commitments, 93–94; faculty learning communities, 91; intermediaries service, 93; peer observation models, 91; policy influence, 94–95; reflective and collaborative approaches, 91

Faculty Fellows, at St. John's University, 63–64

Feedback: during course, 189; faculty, on SCOT, 70; by faculty and students, on SaLT program, 75–76; midcourse, Cohen case study on, 44–47; midsemester, 190, 191, 222–225; peer, 51

Feiman-Nemser, S., 92

Fielding, M., 16

Formative assessments, 196–198

Friends of the Earth, 32

Galvin, Á.: assignment choices, 62; student information and equity template, 63

Gärdebo, J., 209

Geography, Earth, and Environmental Sciences (GEES) Subject Centre initiative, 61–62

George, J., 190, 191

Getting started. See Strategies for getting started

Gibson, L., 36–37

Gilmartin, M., 24, 31–32, 40–41, 175

Glasser, H., 207

Grading: contract, of Davidson, 52; criteria, at Quinnipiac University, 34–35; peer work, as collaborative process, 52; processes of, 48; self-, 52–53; system of, 172–173

Graham, L., 102

Grosset, A., 35–36

Grounded theory, 99

H

Hamer, J., 53–56

Haverford College, SaLT program at, 22–23, 75

HEA. See Higher Education Academy

Heron, J., 160

Hierarchical relationship, of student and faculty, 183–184


Higher Education Academy (HEA), UK: funding by, 42, 88; GEES Subject Centre of, 61–62; at University of Exeter, 83

Hildyard, N., 7

Huber, M. T., 125

Hudd, S., 34–35

Hutchings, P., 125, 194

I

Identity, sense of, 111–119; development of, 115–116

Individual to programmatic approaches, movement from, 86–90

Informants, legitimate, 16

Inquiry-based learning resources, 130

Institute of Education, at University of Worcester, 80–82

Institutional culture shift, 88–89

Institutional Review Board (IRB), 77–78, 194

Intermediaries service, by faculty, 93

Invention 2000 program, at Olin College, 64–65

IRB. See Institutional Review Board

Iterative stages, in action research, 76
J
Jenkins, H., 206

K
Kaufe, B., 120
Kell, C., 53–56
Kenny, S., 30–31
Koirala, B., 6–9
Kothari, U., 20, 137, 141
Kruschwitz, P., 34

L
“Ladder of Active Student Participation in Curriculum Design” (Bovill and Bulley), 213–216; Carey on, 215–216
Ladder of Citizen Participation, of Arnstein, 213; Tritter and McCallum criticism of, 216
Language: description, 136; of student-faculty partnerships, 19
Lawrence-Lightfoot, S., 3
Leadership Foundation for Higher Education, in UK, 61
Learners: active, as enhancement outcome, 120–121; sense of agency, and, 121; shared dialogue, with students as, 16; students as passive, 10, 103–104, 161–162
Learning, 49; assessment for, across courses, 193–195; assessment for, within courses, 189–193; community project of, 5; democratic, 128–129; discourse and, 162–163; engagement outcome for, 101–111; inquiry-based resources for, 130; Mann on discourse and, 162–163; meaningfulness of, 11; metacognitive awareness for, 112; shared, 6; strategic approach to, 17; student designing, 17–18; students' responsibility for, 121–122
Lesnick, A., mirror in motion reflection, 124
“Listening to Students about Learning” (Bueschel), 193
Littlejohn, A., 214
Long, D., 173
Loughborough University, UK: Croft and Kenny at, 30–31; Duah at, 24, 30–31; PAL sessions, 31; SYMBoL Project, 30–31

M
Mann, G., 161–163
Manor, C., 106
Mårtensson, K., 124–125
McCallum, A., 216
McIntyre, D., 3
Mead, M., 212
Mentor Program, at University of Ballarat, 65
Metacognitive awareness, 21, 111–112; active participation and, 115, 184; development, 113–115; self-assessment for, 114
Midcourse feedback case study, Cohen, 44–47; aspirations exercise, 45–46; outcomes, 46–47; process of, 45–46
Midsemester feedback, 190, 191, 222–225
Mihans, R., 173
Mirror in motion reflection, of Lesnick, 124
Moore, N., 24, 31–32, 175
Motivation, engagement outcome for, 101–111

N
National Science Foundation grant, 41
National Union of Students Manifesto on Partnerships, UK, 18, 140–141, 205
National University of Ireland, Maynouth: Gilmartin at, 40–41; photographs use, 40–41
Neary, M., 82–83
North Carolina A&T State University, Wabash-Provost Scholars Program at, 77–78, 194
Olin College: hands-on engineering and design projects, 64–65; Invention 2000 program, 64–65; SCOPE capstone, 65; student-faculty partnerships foundational to, 64

O'Neill, G.: assignment choices, 62; student information and equity template, 63

Online: education, 11; participatory practices, 206, 207

Open coding, in research, 100

Oral presentations, 50

Ossification, 90

Otis, M. M., 110

Outcome assessments, 195; formative assessments, 196–198; summative assessments, 198–201

Outcomes: awareness, for stronger sense of identity, 111–119; in computer software use case study, 54–56; engagement, for motivation and learning, 101–111; enhancement, of teaching and classroom experiences, 119–127; in midcourse feedback case study, 46–47; of student-faculty partnerships, 97–132; of Students as Change Agents program, 85

Peers: feedback by, 51; focus-group sessions, 77; grading work of, 52; observation models, 91

PeerWise: Denny creation of, 35; University of Glasgow review, 35–36

Perspectives: acknowledgment of, for respect, 3; sharing of, reciprocity experiences and, 4–5; varied and diverse, 157–158

Postgraduate Certificates in Learning and Teaching, 94

Power: imbalances, 168–169; issues of, 137–138; Mann on, 161–162; negotiation, 160–169; relations, change in, 16; shared, 6, 7, 163; unbalanced, 161

Powers, M., 207

Practices: classroom, explorations during course teaching, 68–76; online participatory, 206, 207; rationale for change for, 23–24; strategies for sustaining and deepening, 154–160

Problem-based learning exercises, 42

PAL. See Peer-assisted learning

Palmer, P., 210–211

Participation: online practices for, 206, 207; student invitation for, 148–149; ULTRIS, by Partridge and Sandover, 79. See also Active participation

Partnership movement, 203–212; benefits of partnership, 204–206; expansion into new contexts, 206–207; future of, 206–209; moving toward, 209–212; new generation faculty, 208–209; online participatory practices, 206, 207; Palmer on organizational approach to change, 210–211; student diversity, 207–208; web-based communities and, 206–207

Partnerships: approaching and creating, 133–134; Bird and Koirala qualities of, 6–9; desirability of, 17–19; embracing assumptions of, 141; initiating, 9; relationship qualities for, 1. See also Student-faculty partnerships

Partridge, L., ULTRIS participation by, 79

PASS. See Peer Assisted Study Sessions

Passive learners, students as, 10, 103–104, 161–162

Peer Assisted Study Sessions (PASS) program, at University of Ballarat, 65

Peer-assisted learning (PAL), 31

Peers: feedback by, 51; focus-group sessions, 77; grading work of, 52; observation models, 91

PeerWise: Denny creation of, 35; University of Glasgow review, 35–36

Perspectives: acknowledgment of, for respect, 3; sharing of, reciprocity experiences and, 4–5; varied and diverse, 157–158

Postgraduate Certificates in Learning and Teaching, 94

Power: imbalances, 168–169; issues of, 137–138; Mann on, 161–162; negotiation, 160–169; relations, change in, 16; shared, 6, 7, 163; unbalanced, 161

Powers, M., 207

Practices: classroom, explorations during course teaching, 68–76; online participatory, 206, 207; rationale for change for, 23–24; strategies for sustaining and deepening, 154–160

Problem-based learning exercises, 42
Process: assessment, 187–201; collaborative, 52, 91, 111, 182–183, 187–193; in computer software use case study, 54; grading, 48; of midcourse feedback case study, 45–46; student course rating, 187; valuation, 159

Program level approaches, to student-faculty partnerships, 59–95; benefits and drawbacks from, 86–90; classroom practice explorations during course teaching, 68–76; course design before or after being taught, 60–68; faculty development, role recommendations, 91–95; imposition potential, 90; institutional and financial support for, 87–88; institutional culture shift, 88–89; loss of freedom and spontaneity potential, 89–90; moving from individual to programmatic approaches, 86–90; ossification potential, 90; research partnerships development, 76–86; Shulman on, 87; teaching as community property, 87

Reciprocity, 9, 144–145, 169, 204; on change, 23–24; experiences, perspectives sharing, 4–5; respect compared to, 3; responsibility relationship with, 5

Reflection, Lesnick’s mirror in motion, 124

Reflective collaborative approaches, 91

Reflective stages, in action research, 76

Reflective understanding experience, of student, 12–13

Reliability, 5

Research, 80; action, 76–77, 83, 229–230; experimental methodologies, 100; methodology, in student-faculty partnerships, 99–100; open coding in, 100; qualitative, 78; quantitative, 100; student-led projects, 83, 229–230

Research partnerships development programs, 76–86; action research, 76–77; at Capital University, 80; SoTL projects, 76–77, 110–111, 193–194; Student as Producer program, at University of Lincoln, 82–83; Students as Change Agents program, 83–86; ULTRIS, 78–80; at University of Worcester, 80–82; Wabash-Provost Scholars Program, 77–78

Respect, 6, 9, 144–145, 169, 204; active and engaged participation for, 3; communication and, 2–3; perspective acknowledgment for, 3; reciprocity compared to, 3

Responsibility, 5–6, 144–145, 169, 204; reciprocity relationship with, 5; reliability and trustworthiness, 5; of SaLT program’s Student Consultant, 219–220; student, faculty differences in, 7–8, 14; of students, for learning, 121–122

Review: of course design, 39–40; of student experience response, 47–49; of student work assessment, 56–57

Q

Qualitative research methods, 78

Quantitative research methods, 100

Queen Margaret University, in Edinburgh: environmental justice program, 32–33; Friends of the Earth and, 32; Scandrett at, 32–33

Quinnipiac University, in Hamden, Connecticut: assignment and grading criteria at, 34–35; Hudd at, 34–35

R

Radicalism, of student-faculty partnerships, 9–11

Reading presentations, 43–44

Reading University, in UK: essay question development, 34; Kruschwitz at, 34
Rhetoric in Public Culture course, peer review of, 54–56
Roles: active, for students, 101–102; change and, 177–178; recommendations, of faculty developers, 91–95; strategies for negotiation of, 160–169; student, faculty differences in, 7–8, 14; of students, in SCOT program, 69–70
Ross, D.: peer feedback, 51; SaLT program and, 51
Roxå, T., 124–125
Rudduck, J., 3

S
Sage-on-the-stage model of teaching, 7
St. John’s University, in New York City: Faculty Fellows at, 63–64; Writing Fellows Program at, 63–64
SaLT. See Students as Learners and Teachers
Sambell, K., 10, 102; on assessment literacy, 48; on self-assessment, 114
Sandover, S., ULTRIS participation by, 79
Scandrett, Eurig, 32–33, 179
Scholarship of Teaching and Learning (SoTL) projects, 76–77; assessment, across courses, 193–194; engagement of faculty and, 110–111; political nature of, 77
SCOPE. See Senior Consulting Program for Engineering
SCOT. See Students Consulting on Teaching
Selection criteria, 149–150, 174–175
Self-assessment, 49; Delee exercise for, 50; for metacognitive awareness, 114; Sambell on, 114
Self-authorship, 112–113, 116
Self-grading, 52–53
Senior Consulting Program for Engineering (SCOPE) capstone, 65
Shared dialogue, with students as learners, 8, 16
Shared learning, 6
Shared power, 6, 7, 163
Shared purpose, 150–151
Shimron, O., 37–39
Shor, I., 129–130
Shulman, L., 87; vision of possible, 11–13
Silent Board Discussion, 179
Singham, M., 24; syllabus rejection by, 33
Small Group Instructional Diagnosis, 191
Social bookmarking tools, 43
Sorenson, D. L., 16–17, 91, 161–162
SoTL. See Scholarship of Teaching and Learning
SPARQS. See Student Participation in Quality Scotland
Spence, F., 53–56
Staff-Student Liaison Committees (SSLCs), of Students as Change Agents Program, 229
Stefani, L. A. J., 128
Stop, start, and continue technique, of George and Cowan, 190, 191
Strategic approach to learning, 17
Strategies for getting started, 144–153; create a shared purpose, 150–151; cultivate support, 152; learn from mistakes, 152–153; patience, 146–147; selection criteria, 149–150; start small, 138–139, 145–146; student invitation to participate, 148–149
Strategies for roles and power negotiation, 160–169; consider attitudes, 164–166; learning and discourse, 162–163; negotiation development, 167–168; shared power, 163; students as passive learners, 161–162
Strategies for sustaining and deepening practices: give and get credit, 155–157; include varied and diverse perspectives, 157–158; integrate partnerships into other
Student-faculty partnerships, challenges of, 133–142; addressing power issues, 137–138; critical assessment, 139–140; description language, 136; embracing partnership assumption, 141; institutional context and constraints, 140–141; starting small, 138–139, 145–146; students and faculty, underrepresented, 135; vulnerability awareness, 134–135

Student-faculty partnerships, defining: Bird and Koirala on qualities of, 6–9; genuine dialogue for, 8; growth of, 6; roles, expertise, responsibilities differences in, 7–8, 14

Student-faculty partnerships, outcomes of, 97–132; awareness for stronger sense of identity, 111–119; citizenship skills and democratic capacities, 128–129; democratic learning and teaching, 128–130; engagement for motivation and learning, 101–111; enhancement of teaching and classroom experiences, 119–127; higher education goals, 98–99; inquiry-based learning resources, 130; radical collegiality, 120; research methodology, 99–100

Student-faculty partnerships, practical strategies for developing, 143–170; getting started, 144–153; role and power negotiation, 160–169; sustaining and deepening, 154–160

Student-faculty partnerships, questions about, 15–26, 171–185; accreditation and, 21–22; building on previous partnerships, 176–177; class size, 24; dean or provost encouragement, 184–185; faculty member experience, 22–23; first conversation, 25–26; grading system and, 172–173; harm reduction, 181–182; hierarchical
relationship adjustment, 183–184; institution culture and, 19–20; managing disagreements, 180–181; partnership desirability, 17–19; practice change rationale, 23–24; return to less collaborative relationships, 182–183; role and nature of change, 177–178; selection criteria, 174–175; student engagement, 173–174; student experimentation feelings, 24–25; students challenging decisions, 179–180; students credit and, 19; students dismissing recommendations, 178–179; on students not as experts, 15–16; time investments, 16–17; training, 171–172; university policy support, 20–21

Student-faculty partnerships principles, 1; reciprocity, 3–5, 9, 23–24, 144–145, 169, 204; respect, 2–3, 6, 9, 144–145, 169, 204; responsibility, 5–6, 144–145, 169, 204

Student-led research projects, 83; Dunne and Zandstra on, 229–230

Students: as active learners, 120–121; active participation of, 13, 18, 120–121; agency, sense of, 136, 148, 160–161, 163; awareness outcomes for, 113–116; challenging themselves, 63; codesigning with, 29; compensation for, 19, 156; credit and, 19; designing learning, 17–18; disengagement of, 9–10; dismissing recommendations, 178–179; engagement outcomes for, 41–42, 103–108, 173–174; enhancement outcomes of, 120–122; experimentation feelings, 24–25; expertise as students, 15–16, 29; invitation to participate, 148–149; as legitimate informants, 16; as passive learners, 10, 103–104, 161–162; reflective understanding of, 12–13; roles, in SCOT program, 69–70; underrepresented, 135; vulnerability of, 134–135

Students as Change Agents program, at University of Exeter, 83–86, 144; outcomes of, 85; SSLCs of, 229; student-led action research initiative, 83, 229–230

Students as Learners and Teachers (SaLT) program: at Community College of Philadelphia, 75; at Haverford College, 22–23, 75; at Swarthmore College, 75; at Ursinus College, 75; at Villanova University, 75; at Widener University, 75

Students as Learners and Teachers (SaLT) program, at Bryn Mawr College, 12, 51, 144; The Andrew W. Mellon Foundation grant for, 73; assessment technique, 190–191; classroom practice explorations, 73–76; faculty and student feedback on, 75–76; goals of, 73; observation note format, 227; Ross and, 51; Student Consultant responsibilities, 74, 219–220; students’ active participation, 13; students’ reflective understanding experience, 12–13; voluntary application process, 73–74

Students as Learners and Teachers program guidelines, 217–227; classroom observations and note taking, 221–222; midsemester feedback, 222–225; partnership conclusion, 225–226; partnership evolution, 225; relationship/rapport establishment, 218–219; Student Consultant introduction, 220–221; Student Consultant meetings, 222; Student Consultant role and responsibilities, 219–220; work focus establishment, 119

Students Consulting on Teaching (SCOT) program, at Brigham
Young University: faculty feedback on, 70; student roles in, 69–70
Students Consulting on Teaching (SCOT) program, at University of Lincoln, 70–71; Crawford on, 71
Succeed @ UB program, at University of Ballarat, 65
Summative assessments, 198–201
Sunderland, M., 24, 41–42
Support: institutional and financial, 87–88; strategies for cultivating, 152; university policy, 20–21
Swarthmore College, SaLT program at, 75
SYMBoL Project, 30–31

T
Tatner, M., 42–43, 172; HEA funding for, 42
Taylor, H., 140
Teaching: assessment for, across courses, 193–195; assessment for, within courses, 189–193; community project of, 5; as community property, 87; consumer model of, 17; democratic, 128–130; enhancement outcome of, 119–127; faculty increased understanding of, 102–103; faculty transformed thinking about, 109–110; sage-on-the-stage model of, 7; transmission model of, 17, 18. See also Faculty Teaching and Learning Institute, at Bryn Mawr College, 73
Teaching-Learning Academy (TLA), at Western Washington University, 101–102, 120, 172
Technology: computer software use case study, 53–56; online education, 11; online participatory practices, 206, 207; virtual learning environment, 31–32; web-based communities, 206–207
Thibou, S., 101
This Is Your Brain on the Internet seminar, 52
Tierney, A., 42–43, 130, 172; HEA funding for, 42
Time investments, in student-faculty partnerships, 16–17
TLA. See Teaching-Learning Academy
Training, 171–172; IRB, 77–78
Transmission model of teaching, 17, 18
Tritter, J. Q., 216
Trust, 6

U
UBReady program, at University of Ballarat, 65
UK. See United Kingdom
ULTRIS. See Undergraduate Learning and Teaching Research Internship Scheme
Unbalanced power, 161
Undergraduate Learning and Teaching Research Internship Scheme (ULTRIS), at University of Western Australia, 78–80; Partridge and Sandover participation in, 79; research question and research design development, 79
United Kingdom (UK): HEA in, 42, 61–62, 83, 88; Leadership Foundation for Higher Education in, 61; National Union of Students Manifesto on Partnerships, 18, 140–141, 205. See also specific universities
University College Dublin, 175; course design assignment choices, 62; Gilmartin at, 24, 31–32; Moore at, 24, 31–32; O’Neill and Galvin at, 62–63; virtual learning environment, 31–32
University of Alaska, Edwards at, 52–53
University of Auckland: Aropa software, 53–56; Hamer, Kell, and Spence at, 53–56; Rhetoric in Public Culture course peer review, 54–56
University of Ballarat, in Australia, 66; Mentor Program at, 65; PASS program, 65; Student Led Learning Programs at, 65; Succeed @ UB program, 65; UBReady program at, 65
University of California, Berkeley: College of Engineering at, 24, 41–42; Ethics Education in Science and Engineering Program at, 41
University of Exeter, 95; Students as Change Agents program at, 83–86, 144, 229–230
University of Glasgow, in Scotland, 172, 173; Cameron and Grosset at, 35–36; course design at, 35–36; Deeley at, 49–50; HEA funding for, 42; PeerWise review at, 35–36; problem-based learning exercises, 42; student work assessment at, 49–50; Tatner and Tierney at, 42–43
University of Gloucestershire, 61
University of Kansas, Bernstein at, 49
University of Lincoln, in UK: SCOT project at, 70–71; Student as Producer program at, 82–83
University of Manchester, 61; inquiry-based learning resources, 130
University of Oxford, 61
University of Plymouth, 61
University of Sheffield, inquiry-based learning resources, 130
University of St. Andrews, in Scotland: Canales in, 43–44; Entrepreneurship and Business Planning course at, 43–44; reading presentations, 43–44
University of Western Australia, ULTRIS at, 78–80
University of Worcester, in UK: AI use, 80–82; Institute of Education research project, 80–82
University policy, student-faculty partnership support, 20–21
Ursinus College, SaLT program at, 75

V
Vanderbilt University, in Nashville: Bruff at, 43; cryptography, 43; social bookmarking tools, 43
Villanova University, SaLT program at, 75
Vincennes University, in Indiana, 38; course learning objectives and assignments at, 36–37; Gibson at, 36–37
Virtual learning environment, 31–32
Vision of possible, Shulman, 11–13
Vulnerability, of students, faculty, 134–135

W
Wabash National Study of Liberal Education, 194
Wabash-Provost Scholars Program, at North Carolina A&T State University, 194; as academic course, 77; IRB training in, 77–78; peer focus-group sessions, 77; qualitative research methods of, 78
Web-based communities, 206–207
Werder, C., 110
Western Washington University, TLA at, 101–102, 120, 172
Widener University, SaLT program at, 75
Wiggberg, M., 209
Writing Fellows Program, at St. John’s University, 63–64

Z
Zandstra, R., 83–85, 229–230
Zimmerman, J., 17