"I Never Realized…": Shared Outcomes of Different Student-Faculty Partnership Approaches to Assessing Student Learning Experiences and Evaluating Faculty Teaching

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The two programs featured here support extra-classroom pedagogical partnership between faculty and students and focus on developing approaches both to assessing students' learning experiences and to formatively evaluating instructors' teaching. Although different in terms of institutional context and structure, both programs foster shared outcomes for student partners, including greater appreciation for the work of teaching, deeper engagement in their own learning, and pursuit of greater equity. After reviewing student-faculty partnership in assessing enrolled students' learning and evaluation of teaching, we compare and contrast our two programs. We then draw on student reflections to present the shared outcomes for student partners.

Keywords: student-faculty partnership, assessing student learning experiences, formative evaluation of faculty teaching

INTRODUCTION

Many forms of assessment and evaluation reinforce divisions among faculty and students and inequities across student learning experiences. In contrast, co-creating assessment of student learning through classroom-based, student-faculty partnerships can deepen and democratize learning (Deeley & Bovill, 2017). Furthermore, expanding classroom-based evaluation of teaching to include a focus on student learning can promote dialogue and deeper understanding (Bovill, 2011). Scholarship in this area

focuses on shifting roles for enrolled students, both through student-faculty co-creation of assessment of and for learning and in evaluation of teaching. In this article, we present an alternative approach. We describe two different programs built on partnership between faculty and students *not* enrolled in those faculty members' courses and focused on developing approaches *both* to assessing students' learning experiences and to formatively evaluating instructors' teaching.

To contextualize our discussion we review arguments regarding assessment *of* learning and assessment *for* learning through inter-classroom partnership (Deeley & Bovill, 2017) and Bovill's (2011) call for evaluation of teaching to be expanded into *evaluation as learning* for enrolled students. We then describe our two different extra-classroom, student-faculty partnership programs and present the shared outcomes for student partners. Signaled by the first half of our title, "I never realized...," the very similar insights that student partners gain through this work across our different programs include their greater appreciation for the work of teaching, deeper engagement in their own learning, and pursuit of greater equity.

ASSESSMENT *OF* AND *FOR* LEARNING AND EVALUATION *AS* LEARNING: INSIGHTS FROM THE LITERATURE

The differences in terminology across national borders regarding assessment and evaluation make it challenging to write about this work for an international audience. For instance, in the United Kingdom "assessment" in relation to student learning refers to the approaches faculty use to judge student knowledge and skills through graded assignments, and "evaluation" refers to student feedback on implemented teaching practices. In the United States, "assessment" and "evaluation" can both be used in reference to formative and summative processes of student learning and faculty teaching. In this discussion we use "assessment" in relation to student learning and "evaluation" in relation to teaching.

In relation to student learning, Deeley and Bovill (2017, p. 463) note that assessment and feedback "are the weakest links" and "remain a major source of student dissatisfaction (Rust, O'Donovan, & Price, 2005)." According to these and other scholars, student dissatisfaction centers on, among other things, lack of clarity about assessment requirements and marking criteria (Bloxham & West, 2004); opacity of feedback; and difficulty in understanding how feedback can be used to improve skills or be applied to future assignments (Blair & McGinty, 2013; Sadler, 2010). Underlying these sources of dissatisfaction are a lack of communication between faculty and students regarding expectations and a dearth of opportunities for active student engagement and responsibility for learning.

Boud and Falchikov (2007, p. 4) suggest that one of the problems with assessment of student learning is that it "focuses little on the processes of learning" (see also Boud & Falchikov, 2006). Bovill (2011) notes a growing attention to assessment *as* learning, which emphasizes students being actively involved in self-assessment and decision-making processes around assessment in the courses in which they are enrolled and the need to design assessment processes to help faculty and students reflect more deeply on teaching and learning processes. Further, Deeley and Bovill (2017, p. 464) argue that "alongside the importance of assessing what students have learned...is the opportunity to design assessment *for* learning"— "an opportunity to engage students in further learning (Carless 2015; Sainsbury & Walker, 2008; Sambell, McDowell, & Montgomery, 2012; Taras, 2002)."

Illustrating an approach to assessment of, as, and for student learning, Deeley engaged in the co-creation with students enrolled in her courses of: students' essay titles, essay marking criteria, formative self-assessment of student essays, formative and summative examination marking criteria, and peer review of students' formative examination answers and the agreed co-designed marking criteria. As a faculty partner in this work, Deeley found that such co-creation "helps to develop a learning community within the class, and enhances students' deep learning" (Deeley & Brown, 2014, p. 8) and "forge a sense of students' ownership of, and responsibility for, their learning" (Deeley & Brown, 2014, p. 8). As a student partner in a course that employed this co-creation approach, Brown not only came "to understand the important distinction between being educated and actively learning" (Deeley & Brown, 2014, p. 3),

she also felt "able to direct my own interests and demonstrate taking responsibility for my learning" (Deeley & Brown, 2014, p. 9).

Evaluation of teaching is, like assessment of student learning, about both existing capacity and possible improvement. Bovill (2011) suggests that asking students to consider the role they have played in their own and others' learning as part of classroom-based evaluations of teaching can expand those evaluations into *evaluation as learning*. She argues that such invitations have both an individual and a social dimension, as students think about their own and others' learning; promote dialogue among students and faculty about teaching and learning; and foster students' metacognitive awareness.

What these experiences of co-creating assessment of student learning and expanding evaluation of teaching have in common is a raising of awareness of learning, a deepening of learning itself, and an embracing of a shared commitment to furthering learning for enrolled students. As we discuss in the remainder of this article, the outcomes of such work are strikingly similar to the outcomes for student partners not enrolled in courses but working in pedagogical partnership with faculty to develop approaches to assessing student learning experiences and formatively evaluating teaching.

TWO EXTRA-CLASSROOM PARTNERSHIP PROGRAMS THAT SUPPORT ASSESSING STUDENT LEARNING EXPERIENCES AND FORMATIVELY EVALUATING FACULTY TEACHING: SALT AND SATAL

The Students as Learners and Teachers (SaLT) program is based at Bryn Mawr and Haverford Colleges, two small, selective liberal arts colleges in the Mid-Atlantic region of the United States, established in 1885 and 1833, respectively. Each college enrolls approximately 1,300 undergraduate students from diverse socio-economic, cultural, and educational backgrounds. Both colleges offer a rigorous curriculum, have high teaching and research expectations for faculty, and strive to foster a sense of independence and social responsibility in their students. The SaLT program was developed in 2006 in response to administrative commitment to support faculty reflection on their teaching, faculty desire to create more culturally responsive classrooms, and student desire to have their experiences and perspectives inform classroom practice (Cook-Sather, 2018). SaLT pairs faculty who teach at one of these two colleges with undergraduate students who attend Bryn Mawr or Haverford but who are not enrolled in these faculty members' courses in semester-long partnerships focused on pedagogical and curricular exploration, development, and revision. One dimension of this work is gathering regular, informal feedback on the learning experiences of students enrolled in the faculty partners' courses, which also serves as formative evaluations of faculty teaching.

The Students Assessing Teaching and Learning (SATAL) Program is based at the University of California, Merced (UCM), a large, Hispanic-Serving institution in the state university system in the Western United States. Established in 2005, UCM is the newest campus within California's large university system currently serving 8,800 students, 75% of whom are first-generation college students from historically underrepresented populations. To improve teaching and learning within its research-focused environment, UCM's Center for Engaged Teaching and Learning offers the SATAL Program. Since its inception in 2009, SATAL has evolved from a program designed to gather data for accreditation purposes to one that partners undergraduates with faculty to develop a wide range of tools for gathering student perspectives on their learning and engagement, in particular when students feel intimidated to voice their opinions to their instructors.

SALT AND SATAL APPROACHES

Both SaLT and SATAL uphold and cultivate the principles of pedagogical partnership—respect, reciprocity, and shared responsibility for teaching and learning (Cook-Sather, Bovill, & Felten, 2014)—but in different ways. SaLT supports over-time, one-on-one, student-faculty pedagogical partnerships that include among their foci the ongoing, informal gathering of student perspectives on their engagement and learning (Cook-Sather, 2008, 2009). In a typical semester, 10-15 faculty members participate in the

program, and each of those faculty participants and their student partners develop different approaches to analyzing student engagement and learning. Some develop approaches to gathering feedback from students enrolled in a focal course in the first weeks of the semester to get a sense early on of whether students are finding the classroom environment conducive to learning, if the faculty member is moving at a pace that works well for the students, if the way the class sessions are designed achieves a productive balance of challenge and support, and more. These same forms of gathering feedback on the learning experience can be used at different points throughout the term, and again, faculty and student partners make their own determinations regarding whether and how to use them. In addition, many faculty and student partners develop more formal midsemester feedback questions, which student partners typically pose to the class and then aggregate responses to share with their faculty partners (Cook-Sather, 2009; Cook-Sather, Bahti, & Ntem, 2019). All of the feedback that student and faculty partners gather through these various approaches is confidential; only the student and faculty partners, and the students enrolled in the course, see it.

Foundational to the SATAL program is the positioning of undergraduate students in partnership with faculty (Cook-Sather, 2014) to facilitate the collection of data that is used to inform instructional decisions and ultimately improve the student learning experiences. SATAL students work in teams side by side with faculty offering different combinations of instruments for gathering student experiences and perspectives at various points in the academic year with the goal of bridging the communication gap between faculty and undergraduates to improve teaching and learning. SATAL supports faculty in addressing specific pedagogical issues, documenting how instructional time is distributed in the classroom, collecting mid-semester feedback, supporting scholarship of teaching and learning, and contributing with peer-led workshops and videos to ensure that students provide actionable feedback to their instructors. Partnering with SATAL is entirely voluntary and data remain confidential; only the requesting faculty member receives the summary report. The elements of SATAL's design are summarized in the logic model presented in Signorini and Pohan (2019).

STRUCTURE OF SALT AND SATAL

SaLT is facilitated by the director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges, and it focuses on supporting undergraduate students in their semester-long, one-on-one partnerships with faculty. Students who wish to work as partners through SaLT submit an application that includes two questions: (1) Why do you want to be a student consultant? and (2) What do you think would make you an effective student consultant? Each applicant must also submit two letters of recommendation: one from a faculty or staff member and one from a student. There are no grade-point cutoffs or other criteria for acceptance; any student who is committed to engaging in these conversations and whose schedule matches that of a faculty member seeking to work in pedagogical partnership is accepted. Students also sign a confidentiality agreement. (See Cook-Sather, Bahti, & Ntem, 2019, for the application form and confidentiality agreement.) SaLT partners work primarily with faculty who are new to Bryn Mawr and Haverford Colleges, although SaLT partnerships are available to faculty at any point in their careers and tenures at the colleges.

SaLT student consultants attend a two-hour orientation and receive an extensive set of guidelines meant to support but not prescribe how their partnerships unfold (see Cook-Sather et al., 2019, for the guidelines). The primary support for their work comes in the form of weekly meetings the director of SaLT facilitates, each of which includes between four and eight student consultants. In these weekly meetings, the director invites students to reflect in writing on prompts she provides, and student partners develop the language, confidence, and strategies appropriate to supporting over-time, pedagogical and curricular explorations, refinements, and revisions. (See Cook-Sather et al., 2019 for the prompts for the weekly meetings.)

SATAL partners collaborate with any UCM faculty interested in collecting the student perspective on the learning experiences in their courses and tailor the tools to the multiple facets of the teaching expertise to better support their needs. SATAL is overseen by a program coordinator who ensures that the program

initiatives meet the needs of UCM faculty partners and that support does not end when interns graduate. Undergraduates interested in becoming SATAL interns attend an informational session, apply for the position by submitting a) a statement about their motivation to apply for this role, b) a resume, and c) letters of recommendation from faculty or staff members. Applicants are interviewed by the SATAL coordinator and a couple of current undergraduate interns whom they will team up with upon selection. The interview poses questions about their a) experiences providing feedback, b) motivation for working in this program, and c) their perceptions of effective teaching. The main asset that candidates bring to the program is their expertise as college students. Most of SATAL interns join the program for the opportunity to have an on-campus job with an impact on the teaching and learning environment by facilitating the communication between their peers and instructors.

Once selected, the new interns attend an orientation, participate in eight 2-hour professional development sessions, and complete the Institutional Review Board protocol. After this initial on-boarding, interns participate in weekly meetings with seasoned students and the program coordinator to discuss how best to partner with faculty and respond to their requests productively. After completing the initial professional development, these 10-13 undergraduate students respond to faculty requests in groups of two or more, learning to work and solve problems in the company of others. For the undergraduate interns, this program provides multiple opportunities to participate in research and other development activities that serve to propel their personal and professional growth.

PROFESSIONAL DEVELOPMENT

Deeley argues that "a collaborative approach" to the creation of assessment criteria for student learning is "conducive to developing graduate attributes and skills useful and transferable to the students' further study and/ or future workplace" (Deeley & Brown, 2014, p. 8). Student partner Ruth Brown concurs that the co-creation approach constituted "a unique opportunity to boost my employability," arguing that her "experiences remain incomparable to those of other students, consequently equipping me with unmatched skills and attributes" (Deeley & Brown, 2014, p. 8). Both SaLT and SATAL offer such professional development to student partners, the focus of our discussion, and also to faculty partners, affording them an opportunity to actively respond to formative evaluation of their teaching, thereby making learning reciprocal.

Although not enrolled in a formal course, students in the SaLT program consistently report that they develop attitudes, skills, and capacities that contribute significantly to their professional development. Through the weekly meetings with the director of SaLT and other student partners, they develop less judgmental, more empathic attitudes; greater skill in listening, observing, notetaking, and analysis; increased capacity to name pedagogical (and other) insights and increased confidence in naming those; and greater confidence and sense of agency overall (Cook-Sather, 2011, 2014; Cook-Sather et al., 2019), and particularly what one student partner called "job-seeking confidence" (Cook-Sather, 2018, p. 929).

Participating in a professional development course arranged through modules, SATAL interns explore a variety of activities and protocols for gathering student experiences and perspectives. Important to their development is learning how to collect and analyze data, as well as report findings regardless of the discipline in which these activities are conducted. In addition to the action-research skills, interns report that SATAL facilitates the development of a wide range of communication skills such as providing actionable feedback, public speaking skills, and academic report writing.

TOOLS FOR GATHERING STUDENT EXPERIENCES OF AND PERSPECTIVES ON THEIR LEARNING

As noted above, approaches to gathering student experiences of and perspectives on learning through SaLT are developed by individual faculty-student pairs. Such approaches can, if faculty choose to use such tools, take the form of "exit passes" as students leave class (e.g., index cards on which students write one point they feel clearer about after the class and one question or confusion they still have); short email

surveys sent by student partners that invite students enrolled in the course to offer feedback in response to questions such as: Which class activities best support your learning and why? With which activity/assignment have you struggled most and why? If you had to tell a friend unfamiliar with this course what you are learning, what would you say?; and brief in-class discussions during which the faculty partner leaves the room for five or ten minutes at the end of a class session and the student partner asks the students enrolled to comment on some aspect of the class upon which the faculty partner might want feedback—any of the questions above or others, such as structure of class sessions, the relationship between lecture and lab, or homework. Formal, midsemester feedback typically takes one of two forms: individual, written responses and group conversation conducted by the student partner, or focus group discussions facilitated by the student partner. (See Cook-Sather et al., 2019, for a discussion of approaches to gathering midsemester feedback).

Entirely separate from review and promotion processes, these practices accomplish the following: convey to students enrolled that faculty care about the learning experience; give faculty partners a sense of where student understanding is and allow them to adjust accordingly; develop metacognitive awareness in students so that they have a sense of where their understanding is and what adjustments in learning approach they might want to make; and help faculty partners move toward more of a partnership approach with all students (Cook-Sather, 2009; Cook-Sather et al., 2019).

SATAL offers faculty the opportunity to gather student experiences and perspectives throughout the semester, so that timely instructional adjustments may be made to improve the learning experiences of those students providing the feedback. SATAL offers options for faculty interested in collecting indirect evidence in support of student learning outcomes and their specific instructional interest. Some of the tools offered include 1) entry surveys to capture what the students know and refine the curriculum around their needs; 2) classroom observation protocols such as Smith, Jones, Gilbert, and Smith's (2013) Classroom Observation Protocol from Undergraduate STEM (COPUS), which provides a visual representation of the range and frequency of various teaching practices and behaviors; 3) Clark and Redmond's (1982) Small Group Instructional Diagnosis (SGID), following the think-pair-share-approach, this tool provides a quick way to affirm what is working and what could use some change in the course; 4) focus groups and interview sessions are facilitated by the SATAL interns following a protocol designed in collaboration with faculty; 5) videotaping presents a more complete account of instructional activities, student engagement, and pedagogical techniques employed; 6) individual consultations regarding the assessment data and its implications; and 7) and peer-led feedback workshops/ videos to engage students in the assessment process and demonstrate to their peers how to provide actionable feedback to their instructors.

University students often fear voicing their opinions on the effectiveness of the pedagogical approaches used by their instructors, and even if they are willing, many students don't know how to provide useful feedback for faculty to act on. The SATAL program bridges the communication gap between faculty and undergraduates in their courses. Some faculty make use of the tools described above routinely, as 74% of the faculty partnering with SATAL are recurring participants. By gathering student feedback throughout the semester, faculty find the results critical to improving their understanding of the learning needs, have an opportunity for a structured dialogue about teaching and learning with the students, and collect evidence for their teaching portfolios.

Recognizing the research targets faculty must meet for tenure and promotion, SATAL represents its services as opportunities to conduct action research in the classroom. Faculty can then use data collected by SATAL interns to supplement their formal teaching appraisal documentation, highlighting areas of strength and ongoing improvement efforts.

DIFFERENT PROGRAMS, SHARED OUTCOMES: NEWFOUND APPRECIATION, DEEPER ENGAGEMENT, AND GREATER EQUITY

SaLT and SATAL are situated differently in relation to research on the practices described above. The emphasis in SaLT is on a kind of informal research that emerges organically through the relationship

each student partner builds with their faculty partner. There is no formal training in research methods. Rather, student-faculty pairs co-create approaches tailored to what the faculty member wants to learn about the enrolled students' learning experiences. SATAL aims to have undergraduate student interns report gains in skill sets related to the school hallmarks and research such as instrument identification and/or development, data collection, analysis of various forms of evidence, and dissemination reports in order to propel interns' personal and professional growth while improving the campus learning environment.

Despite the differences between these emphases and the overall structure of the two programs, shared outcomes emerge for the students who are not enrolled in the courses the faculty are teaching but are rather positioned as partners to faculty in developing approaches to gathering enrolled students' experiences and perspectives on their learning that serve as well as formative evaluations of teaching. To present these outcomes, we draw on: reflections of student partners in our programs gathered as part of our own ongoing research projects approved by our respective ethics boards; student partner perspectives drawn from previous publications; and the perspectives of student authors of this discussion. We focus here on three of the most common shared outcomes we have discovered across student experiences in SaLT and SATAL. For each we include several quotes from student partners, but these reflect consistent findings across years of research (13 years in the case of SaLT and 10 years in the case of SATAL).

Newfound Recognition and Appreciation

The typically hierarchical structure, clear delineation of roles, and distance between faculty and students that characterize much of higher education make it challenging for students to approach faculty about their learning needs or to see faculty as caring people. As one SaLT student partner explained in a survey: "I, like many other students, am sometimes very afraid and hesitant to approach my professors about issues I am having in class because I assume they will not care." Similarly, a student intern quoted in Signorini, Pohan, Zimmerman (2019) argued: "A great deal of communication is lost between students and faculty due to the hierarchical relationship between the two parties... students find it intimidating to communicate to their teachers... to voice personal viewpoints" (SATAL Intern 1). Both SaLT and SATAL students use similar metaphors for how working through partnership with faculty can mitigate misperceptions and power differentials. A SaLT student partner asserts: "The student consultant has the power and opportunity to bridge the public and private conversations that professors and students have to create a dynamic, functional, innovative and exciting classroom" (Cook-Sather & Agu, 2012). Similarly, a SATAL intern argues: "SATAL interns are a means to bridge the gap .... Students learn from the SATAL process that it is ok to communicate with faculty, and visa-versa, in order to properly implement change" (SATAL Intern 1).

When these gaps are bridged, student partners catch rare glimpses into how much time, energy, and care most faculty put in to their teaching and the approaches to gathering student experiences and perspectives they develop as part of that pedagogical work. The "behind-the-scenes" glimpses reveal that faculty "genuinely do care about their students," evidenced by their "constantly looking forward to receiving feedback results that we provide them" (SATAL Intern 2, 2019). The glimpses inspire in student partners a newfound appreciation for faculty. As one SaLT student partner reflects: "It made me a lot more compassionate towards my professors, more empathetic, because I saw how hard my faculty partners were working" (Cook-Sather, 2018, p. 926). A SATAL student partner echoes this and many other similar assertions: "After coming to work at SATAL, I gained a new perspective that made me appreciate faculty more" (SATAL Intern 8, 2019).

As these few excerpts illustrate, the close, collaborative work in which both SaLT and SATAL students engage with faculty bridges the perceptual and communicative gaps that often exist between faculty and students and prompts recognition and appreciation of the work of teaching. A SaLT student partner links this new appreciation with her own engagement as a learner, providing a transition into our next section:

It is really just so important that students know how much work and effort that professors put into their courses and their students. I think this realization alone has colored how I think about and appreciate the preparation and thought that is behind every class I take, and thus how I think about that class and my responsibility as a student to speak up when I feel as though things could be going better. If the professors are working that hard, we as students should be putting an equal amount of effort into our learning. (Feedback 2012)

Deeper Engagement

Deeley argues that co-creation of assessment of and for student learning "helps to forge a sense of students' ownership of, and responsibility for, their learning" (Deeley & Brown 2014, p. 8). She is referring to students enrolled in courses and in relation to their own learning, but the same holds true for student partners working with faculty to solicit enrolled students' experiences of and perspectives on learning, as the quote at the end of the previous section suggests. The deep engagement they experience with their faculty partners motivates students in the partnerships to become more deeply engaged students because they more fully understand faculty members' pedagogical rationales and develop their meta-cognitive awareness of learning.

One SaLT student partner explains: "Being a student consultant has allowed me to understand the rationale behind an activity or behind an assignment a lot better." This is significant, she continued, because "seeing the content as it is as a student but also going to the next level to see the pedagogical reasoning behind it has totally deepened my learning" (Cook-Sather, 2018, p. 927). Linking the appreciation she gained for faculty and her engagement in her own learning, one SATAL intern asserts:

> This appreciation for faculty naturally extended to my learning, and has made me a better student. I participate more and become more enthusiastic about the subject. There is a personality to learning too, like in teaching, where they both flourish when it comes from a genuine place. (SATAL intern 8)

This appreciation and engagement unfold beyond as well as within classrooms. As one SaLT student reflects: "It has...improved my ability to communicate with faculty members, and to take ownership of my education." To this student that means being "willing to approach a professor and explain what I think would be best for the class rather than take the passive role of simply complaining" (Feedback 2010).

Students who work in partnership through SaLT and SATAL programs regularly note that they gain metacognitive skills that transfer into their own classrooms. A SATAL intern explains that they "think more critically about their learning" (Signorini et al., 2019), and a SaLT student partner contends that the partnership work "...has made me be a more reflective person, which has carried over into my life as a student. I take more time to think about my learning and how to make it better or how it is working well in a given class" (Feedback 2011). Another SaLT student writes: "[N]ow that I have been so exposed to this level of awareness, I really don't think it would be possible for me to enter a classroom WITHOUT thinking about the way class is being taught (as opposed to simply what is being taught)" (Cook-Sather, 2011, p. 47).

Both SaLT student partners and SATAL interns indicate that they experience increased enthusiasm about participating in class, utilize skills learned as student partners to support their learning, have increased understanding of teaching practices, and feel more confident approaching their own instructors to provide feedback. Thus, not only does the student-faculty partnership benefit the students enrolled in the courses of the faculty partner, it also benefits student partners as they carry the insights, capacities, and commitments they gain into other arenas of practice.

Greater Equity

There are several ways in which student partners' work through SaLT and SATAL contributes to greater equity. In terms of formative evaluation of teaching for faculty, when students who are typically

underrepresented in and underserved by higher education are positioned as pedagogical partners, they expand both participants in and processes of faculty reflection and revision of their teaching (Cook-Sather, Krishna Prasad, Marquis, et al., 2019). At the individual student-faculty partnership level, when these same students bring their own lived experiences and critical insights to bear on their faculty partners' pedagogical analyses, those students are recognized as knowers (Delgado Bernal, 2002) and their experiences and insights directly inform analyses of enrolled student learning experiences (Cook-Sather & Agu, 2013; de Bie et al., 2019). By critically reflecting on their teaching and incorporating students' suggestions, faculty are more likely to create learning environments conducive to all students succeeding. Faculty-student partnerships provide a space for partners to consult on what to adjust to create a more inclusive classroom.

When students have legitimate institutional positions as partners with faculty in analyzing how to support engaged learning and develop effective teaching approaches, they can leverage their own and other students' experiences to help faculty gain insight. In her work with her a faculty partner, a student from an underrepresented group in STEM convinced her faculty partner not to use a particular approach to gauging student knowledge because of its (unintended but nonetheless real) power to harm underrepresented students (Mathrani, 2018). As Cook-Sather et al. (2019) point out, though, "One does not need to identify with every aspect of an underrepresented identity to comprehend, listen, and support the mobilization of the cultural identities of student partners from underrepresented groups." They offer the example of a student partner "who identifies as a queer, white, upper-middle class woman" who noted that "her awareness of her privilege 'made me reflect on inequity' in classroom and institutional spaces' and 'make space for faculty to see that my experience as a student is not the universal experience of the student.'" When such insights and efforts inform student-faculty partnership approaches to gathering student experiences and perspectives on their learning, the work addresses both equity issues for student partners and equity issues in faculty members' classrooms. Because student partners "give voice to silenced students" or "to the work and efforts professors provide 'behind the scenes'" (students quoted in Cook-Sather & Agu, 2012), they contribute to addressing inequities.

Student partners also recognize and name the ways that they see their faculty partners working toward greater equity and inclusion. In reflective feedback a SaLT student partner notes "how much patience the teaching and learning process require as well as an attention to detail" (SaLT student partner, 2012) and how much effort faculty put "into helping us understand the material, making the class more interactive, making a student comfortable and making the material as comprehensible for students with different learning styles" (SaLT student partner, 2012). Similarly, a SATAL intern reflects:

> I did not realize the effort and obstacles they go through to create a class environment that supports all learning preferences while also getting through the necessary course material. The instructor not only incorporated the data we gave, but came to our meeting to get advice on how to make the material more approachable to students, and what we would want if we were in the class. Working with SATAL has shown me the hard work and compassion faculty dedicates to creating teaching practices that fit all students and benefit their education. (SATAL intern 6)

Another SATAL student claims that knowing instructors "are going out of their way" to request SATAL services demonstrated faculty were "open to feedback and [were] willing to learn and adjust to [improve their teaching strategies for] new students every year" (SATAL Intern 5 & 4, 2019). These instructors' efforts to adapt to their students' needs further indicate their willingness "to devote so much time to making each person feel heard in the classroom" (SaLT student partner feedback, 2012).

CONCLUSION

At virtually every institution of higher education faculty are responsible for conducting assessment of student learning and evaluation of their teaching. These are typically separate processes, although the

expansion of assessment of learning to assessment as and for learning as well as the expansion of evaluation of teaching to evaluation for learning offer inspiring possibilities for faculty and the students enrolled in their courses to work more collaboratively to foster growth and deeper understanding for all parties. The two programs we discuss here offer yet another approach to gauging student learning and constructively reflecting on teaching, embracing the principles of good pedagogical partnership practice—respect, reciprocity, and shared responsibility (Cook-Sather et al., 2014)—as enacted between faculty and students not enrolled in their courses. Linking attention to student learning experiences with attention to informal evaluation of faculty teaching creates a space for reflection and greater understanding of and on both sides.

The two programs we present here are also offered as optional, not mandatory, activities for those faculty who choose to partner with undergraduates. There is, therefore, a significant commitment from both faculty and student partners to work together to create learning environments conducive to the success of all students. The student partner's role is not limited to data reporting; rather, it is conceptualized as one of active collaborator who meets with faculty and brings expertise based on being a college student who has taken plenty of classes in the company of others and on inhabiting various identities that inform their understanding of teaching and learning.

When students have opportunities to collaborate with faculty as they do through SaLT and SATAL, they gain three powerful sets of insights. The greater appreciation for the work of teaching that student partners develop makes them at once more empathetic to teachers and more constructively critical of teaching. The deeper engagement in their own learning student partners describe reflects how their partnership work is carried into their own experiences in classrooms and in relationships with faculty, thereby extending the co-creation work and partnership ethos beyond their particular collaborations with faculty who participate in the partnership programs. And finally, the student partners' roles, identities, experiences and perspectives contribute to the pursuit of greater equity for all students through informing faculty thinking and practice, affirming students as knowers, and striving to meet the diversity of student learning needs in any classroom.

The two approaches to extra-classroom, student-faculty partnership approaches we describe here illustrate the power of creating authentic spaces for students and faculty to engage with one another, develop appreciation and rapport, and foster greater trust and respect. These student-faculty interactions contribute to their mutual understanding about teaching and learning, making a partnership approach that combines analyzing student learning experiences with formatively evaluating faculty teaching a worthwhile approach for others to implement on their campuses.

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