

Teaching and Learning Together in Higher Education

Volume 1

Issue 41 *Pedagogical Partnerships: Creating and Cultivating Authentic Relationships in Minority-Serving Institutions*

Article 2

September 2023

Strengthened Voice through Pedagogical Partnerships: A Story of Transformational Learning

Rasha ElSaheli-Elhage
Chicago State University

Lisset Rosales
Chicago State University

Follow this and additional works at: <https://repository.brynmawr.edu/tlthe>



Part of the [Higher Education and Teaching Commons](#)

[Let us know how access to this document benefits you.](#)

Recommended Citation

ElSaheli-Elhage, Rasha and Rosales, Lisset "Strengthened Voice through Pedagogical Partnerships: A Story of Transformational Learning," *Teaching and Learning Together in Higher Education*: Iss. 41 (2023), <https://repository.brynmawr.edu/tlthe/vol1/iss41/2>

STRENGTHENED VOICE THROUGH PEDAGOGICAL PARTNERSHIPS: A STORY OF TRANSFORMATIONAL LEARNING

Dr. Rasha ElSaheli-Elhage, Associate Professor, Chicago State University

Lisset Rosales, Graduate Student, Chicago State University

Introduction

Participating in the Pedagogical Partnership Project through BranchED (Branch Alliance for Education Diversity) deepened our understanding of BIPOC (Black, Indigenous, People of Color) students' and faculty members' experiences in the higher education setting. This concept of a partnership between a faculty member and the student was tempting for its novelty (at least to us) and for its purpose, which focuses on supporting students' success (Cook-Sather, 2018; Healey et al., 2016). In fact, a research study conducted by Cook-Sather (2018) suggests that participating in pedagogical partnerships “(1) fosters important affective experiences in relation to all faculty and to fellow students, (2) informs students' academic engagement in their own classes, and (3) contributes to students' sense of their evolution as active agents in their own and others' development” (p. 4).

Our pedagogical partnership consisted of an associate professor of Special Education, Dr. Rasha ElSaheli-Elhage, and a graduate student, Lisset Rosales, who completed her Master's in Special Education with Dr. Elhage and who is currently enrolled in the doctoral program in Educational Leadership at Chicago State University. Lisset supports transformative work and collaboration with members of a school community, and the Pedagogical Partnership Project was a great avenue to see policy research she has conducted on the retention and recruitment of students of color at the university level and continuous improvement efforts in practice. Being part of the Pedagogical Partnerships Project was a great opportunity to bring together Dr. Elhage's experience and Lisset's background to see how a strategy such as this could further support retention and transformative educational efforts for BIPOC students at the university level.

Our natures as educators made us both open to continuous improvement in our own teaching and learning, and we were eager to attempt a variety of pedagogical strategies that were based on previous pedagogical partnerships (Colón Garcia, 2017; Cook-Sather, 2018; de Bie et al., 2021; Marquis et al., 2021). The promise was to increase educational quality throughout college courses by promoting equality, sustainability, relevance, and belonging. In our context, we looked at fostering equity by providing the same knowledge and opportunities to all students at their varying levels. We looked at sustainability by providing real-world skills, relevance by connecting to real practices in the classroom, and belonging by giving every student a voice and opportunity for participation. We also wanted to emphasize BIPOC students' sense of belonging by increasing opportunities for students to voice their learning through positive feedback loops. A feedback loop is a formative assessment tool that helps inform instruction. For this course, feedback loops consisted of exit slips, surveys, and check-ins, which were used to continuously improve instruction and to reach the desired outcome and goal for this work: supporting engagement and increasing student voice.

Since the purpose of pedagogical partnerships is to co-create teaching and learning experiences that strengthen students' feelings of meaningful connections in their higher education courses, these connections became our collective driving force. At the same time, we intentionally put effort into ways that we could increase student engagement in the course through student-supported and student-centered activities. In the end, this partnership not only transformed the learning space into a corner of harmonious interactions, but through a series of engaging, yet rigorous, conversations, student voices were at the forefront of their learning. Our experiences affirmed that, when the classroom space and the instructor's teaching are regularly modified through students' feedback, there is an increase in students feeling that they belong to that space (de Bie et al., 2021).

So, where did we begin? The planning phase began during the summer of 2022. Questions that arose and were crucial for making this project a success were: What course would we apply this partnership to? What would the implementation schedule look like? How will we define our roles and responsibilities? And how are we going to address constructive criticism? We co-developed an implementation plan, and the journey began.

Our journey was characterized by transformations in course design, in classroom dynamics, and in the assessment of learning. Being new to this experience, we would gather and analyze feedback and make changes accordingly. Slowly we noticed a shift in student voice and inner transformations that contributed to our personal and professional growth and our understanding of roles and expectations in the work. In the following sections, we introduce ourselves more fully and describe these transformations and how the path we took led to a number of changed practices.

Who We Are

Faculty Partner: My name is Rasha ElSaheli-Elhage. I am a former and forever special education teacher. In my current role, I am an associate professor of special education at Chicago State University. My background in special education shaped me into an ardent supporter of non-traditional students and deepened my interest in practices that promote diversity, equality, and inclusion. After spending 16 years in the classroom, followed by work on school reforms and international assessment, I felt that the natural progression of my career was to transition to higher education. Since teaching is my craft, I wanted to share my knowledge with future special education teachers and guide them into becoming passionate, well-rounded professionals.

Student Partner: My name is Lisset Rosales. I am a current doctoral student, previous Chicago Public School educator, and current Leadership Coach for a non-profit organization. My background and expertise are in Bilingual Education with a Master's in Special Education. Equity and retention efforts for students of color have been at the forefront of my current work. I had the privilege of being Dr. Elhage's student and participated in the course she selected for the Pedagogical Partnership Project. Having insight into this course as an alum provided opportunities for me to go back to what worked previously to engage me and my peers as well as what could have been improved or modified in the course. Understanding where Dr. Elhage was

heading and what she expected helped me to support her and brainstorm ideas on how to best approach the course content and structure.

Our School

Chicago State University (CSU) was founded as a teacher-training school in Blue Island, Illinois, on September 2, 1867. Today, the university is a fully accredited, public, urban institution located on the south side of Chicago. CSU serves a predominantly black population (70%) (Chicago State University, 2018). It is a mission-driven institution whose aim is to “transform students’ lives by innovative teaching, research, and community partnerships through excellence in ethical leadership, cultural enhancement, economic development, and justice” (Chicago State University, 2022, para. 4). The institutional character of CSU aims at supporting the educational, social, and economic mobility of racial minorities and their advancement in society.

The Course

The course we selected was SED 5304: Speech and Language Development and the Classroom Teacher, a Master’s level course, in which students can earn credit towards their Special Education Endorsement. This online, 8-week course has bi-weekly synchronous meetings, and it focused on the developmental aspects of speech and language, including speech and language disorders. The course emphasizes typical and atypical language development during the early childhood stage and ways in which conditions can interact with an individual’s experience with and use of language. Additional course content pertained to individualized strategies and augmentative, alternative, and assistive technologies used to enhance speech and language development and help increase communication skills in students with learning needs.

During the project, we made a major instructional shift, as the original course design did not intentionally promote students’ voices in previous years. Since it was now offered as a hybrid course, we shifted from the offered traditional lectures and assignments to a flipped classroom (explained below), student-centered approach. Our participation in the Pedagogical Partnership Project brought new enthusiasm to the course, and in the end, our collaboration created a stronger sense of belonging, which has been fundamental to students’ engagement, persistence, and success in the ownership of their learning through the online modality.

Transformation #1: Course Design—Jumping In!

Since the content of the course was already created, our first action was to review the syllabus to see where and how we could increase students’ voices and engagement. We had little time to prepare due to an error in scheduling, which forced us to change the course we had selected for the project to the current one. The shift in content provided us with little time to plan, and so we decided that a quick but effective strategy was to use root cause analysis tools that led to the use of feedback in the form of surveys, empathy interviews, group discussions, and exit slips during the course. Since Lisset works in continuous improvement efforts at schools and has seen their

benefits in transformation and growth, we decided that gathering data was the best way to tackle the newness and the unknowns of the project. Using root cause analysis tools such as empathy surveys and group discussions that tapped into the students' needs and abilities helped us gather more information on how to support student voice and engagement. We also used Dr. Elhage's prior experiences in teaching this course (e.g., course's scope and sequence, pace, differentiation within the assignments, resources), and Lisset's experiences as a former student of the course to determine the best strategy to approach these goals. Lisset was an educator for a decade before moving into educational leadership coaching. Coaching teachers across Chicago Public Schools, she uses continuous improvement methods and the tool PDSA (Plan, Do, Study, Act) to support on-track measures for underprivileged students. Her work is focused on transformative coaching through Continuous Improvement cycles. The start of a PDSA process supported changes that were slowly introduced into the course's structure.

The first class was a perfect opportunity to introduce the partnership since it was a quick meet and greet for the course. The plan was for Lisset to join in and observe, taking notes on the students' behaviors and reactions throughout the conversations. Given that the timing was so rapid, observational notes helped us gather insight into students and analyze trends that would support planning in future meetings. We both knew that understanding student backgrounds through observation was a way to deepen the understanding or root cause of the overall outcome. Lisset observed a mix of students' interactions and experiences. Students shared personal stories about themselves, their limited time in actual classroom space practicum, and concerns and questions about the class that were already addressed in the syllabus. These collected observations were used as qualitative data that would be categorized into engagement and next-step planning for the following course. As a result, we offered solutions to frequently asked questions by adding a Q & A component on Moodle, the platform students used to complete assignments. This simple change from observations would minimize emails and strengthen communication.

We decided through email and then text messaging that we would formally meet weekly to discuss upcoming course virtual meetings and, for those weeks when we had no virtual classes, to plan and discuss the changes we would implement in future virtual sessions. After our first class in the course, we decided that Lisset would continue with observations, focused specifically on the changes Dr. Elhage would implement in that course. Since student voice was important, we added student-to-faculty equity of voice (tallies to see who was speaking and how many times), as well as any other noticing Dr. Elhage felt needed improvement. We shared a Google Doc that had Lisset's notes, and Dr. Elhage would look through them ahead of time, if possible, to better prepare for our weekly meetings. These meetings became productive through this protocol since we knew what we would cover ahead of time, what needed improvement, how it went, and our next steps. What was omitted or changed were great questions as well since notes on those helped document the evolution and success or adaptations of the changes we were introducing in the course.

Through discussions and analysis of the data we collected, we decided we needed to re-imagine how students interacted, as Lisset had experienced this class before in a hybrid setting. Dr. Elhage had come across the "flipped classroom" model in one of her professional development courses for online learning and thought it would be the most appropriate format for this

experience. While Lisset wasn't familiar with this model, she asked clarifying questions to make sure it was the right choice: How does this "flipped classroom" work? Why do you think it will help increase student voice? Can you share examples? After a lengthy discussion, we concluded that a flipped classroom model design would be one way to increase student voice in the course. A flipped classroom is defined as an active, student-centered approach where the primary delivery of content and instruction is completed asynchronously before the scheduled class session. Application of the content is completed during the synchronous class session. Classroom time is used for hands-on activities and dynamic group work, which for this course translated into scavenger hunts, small-group discussions focused on learning outcomes, project presentations, and a guest speaker. This design allows for instruction to move away from a simple transfer of knowledge and toward creating conditions for transformation through the interpretation of knowledge within a community of learners, which was strengthened by the integration of student feedback.

We were encouraged by the feedback enrolled students offered. As one student stated in their course feedback, "This course was great. The instructor gave many opportunities to speak, engage, and participate in class." This student's perspective affirms the impact that a flipped classroom can have on student engagement. Students felt and acknowledged this transformation, as one reported: "I enjoyed your curriculum and our online class. Sometimes online classes can be very boring and unengaging. You (faculty) did not do that." Another student wrote: "The course was very interactive."

The partnership had a meaningful impact on the course design. Faculty often rely on students' feedback for course evaluation, whether in terms of design and/or delivery. However, in many instances, students' feedback is contingent upon the grade they earn in the course. That's why it felt like a privilege to have a "third party" (the student partner) who could help share objective insights about ways to improve the course design. Being able to continuously gather feedback that would inform any adaptations to the course design not only made feedback meaningful to students who knew their voices were being heard as they noticed changes that were suggested, but also meaningful to the trajectory of the overall course, making it a success.

Transformation #2: Classroom Dynamic—Who Are You?

We felt that a transformation in classroom dynamics was key, especially given that the course was delivered online, and the nature of online delivery can be challenging in keeping high levels of engagement and motivation (Dixson, 2015). This pedagogical partnership brought new opportunities to shake up the classroom dynamic. Since this was not the first time that this course was offered, it was important to see the impact that these changes had on student voice and delivery of the content. In the previous iteration of the course, Dr. Elhage used traditional methods of delivery. Through a flipped classroom method, students became more accountable for their learning because of the expectation that they bring their own understanding of the content into the classroom space. Students had more vulnerability in discussing their concerns and making deeper connections to the content and how it applied to their current teaching or learning experience. The change in classroom dynamics also shined a light on the barriers that students faced as they navigated their own experiences and brought them to the classroom.

Students were more open to teaching each other and learning new simple educational tools such as Jamboards to interact and engage. We saw transformation not just in the process of learning but also in mindsets. Students understood that the purpose of that space was to better support the spaces of those students they would one day teach.

While faculty online presence remained strong, we added online student presence both synchronously and asynchronously. Our discussions during our weekly meetings made us realize that there is room for added online student presence, which can increase engagement. Lisset's prior experiences in attending online courses gave her a sense of isolation. It made her keen to advise Dr. Elhage about the importance of addressing this disadvantage of online learning and focusing on increasing students' online presence. In this context, students' online presence went beyond attendance at the synchronous meetings to actively participating in all online activities including, but not limited to, voicing their thoughts in small-group discussions, sharing their feedback, and participating in activities. This added presence was intended to create a sense of belonging to a community of learners.

In fact, on the course evaluation, 100% of students agreed that the course offered opportunities and learning activities that fostered student-to-student interaction, student-to-instructor interaction, student-to-content interaction, and learner-to-instructor feedback. When we asked students how this course compared with other online courses they had previously attended, we saw the recurrent theme in students' responses of an increased level of engagement and interaction. Students' comments included: "You're an engaging instructor, the work was meaningful and fun to participate in. The work is relatable and informative." Another student wrote: "One of the ways it was different was the level of engagement i.e. Jamboards and guest speakers." Yet another student wrote: "This class was engaging, unlike other classes I've taken. I enjoy our Zoom meetings and the interaction we are able to have amongst each other."

Additionally, the constructive nature of the dialogue led us to devise interactive ways to focus on the students. The dialogue was centered on how to bring each student's unique experiences and individuality to the classroom dynamic. We developed some strong opportunities to get to know students through a few simple but very effective activities. Examples of successful activities included check-ins at the beginning of the class, identity work, and group presentations after spending time in break-out rooms with other classmates

During the weekly partners' meeting, while brainstorming about students' mindfulness, identity, and belonging, Dr. Elhage shared that she had used the check-in activity in one of her professional presentations as an ice breaker. Lisset immediately expressed interest in the idea and we started thinking about ways to incorporate it into the synchronous sessions. Check-in is an activity that is usually completed at the beginning of the course. Students are presented with a visual that represents 63 different facial expressions, and each one has a designated feeling ranging from furious to eager. Students are asked to take a minute and connect with themselves, and their emotions then share with the group. The purpose of this activity is to bring awareness to their current emotional state and work toward a positive attitude for learning.

Identity work is another idea that resulted from the dialogue on mindfulness, identity, and belonging. It's an activity where students think of an animal that represents them as a teacher and

how the attribute of the animal describes their teaching persona. The purpose of this activity is to make them mindful of the teacher they are and the baggage they bring with them to the classroom. A third activity, group presentations, focused on discussions of the learning outcomes for specific modules and an analysis of what knowledge was acquired and what areas needed to be further explained. Students would start their discussions in break-out rooms with an assigned learning outcome and later share their discussion key points with the group. As a student sums it up: “The interactive group sessions are engaging and fun. The animal who you relate to is a good check-in and [personal] reflection.”

The change in classroom dynamics was possible because of two main characteristics the two of us mutually displayed: openness and active listening. It wasn't just about being open to new ideas, but mainly open to arguments and information that were out of our comfort zones. Actively listening to each other helped steer the conversations in very constructive directions. We were really building on each other's ideas with the main focus of improving the online classroom dynamics and increasing students' voice.

Transformation #3: Assessment of Learning—Feedback Loops

This pedagogical partnership added a new layer to assessment as well. Previously, the course had consisted of weekly forum discussions where students primarily answered and virtually interacted through the Moodle platform, the Learning Management System of choice at CSU, where students can post in forums and can access course content. The forum discussion required students to post their reflections about the modules assigned weekly. We believed that in order to increase student voice we would gather feedback from students at the end of each class. We created this added layer through the use of Jamboards, group activities, guided feedback, and discussions. These added layers had been used as changes in continuous improvement work with various teachers in Lisset's coaching work. Coming with these experiences and practices that were already tried helped to accelerate the shifts in such a short amount of time.

The most effective way to add a layer of assessment was through Jamboard exit reflections. At the end of each synchronous class, Dr. Elhage asked students to share their major takeaway from the session, which we would later discuss at our pedagogical partnership meeting to inform changes in the course's format and in instruction. It was a great way to inform us about how the next class would be presented and the set of activities that would make the most sense for students. Having the students see that their reflections and suggestions were actually considered increased engagement in the work, and they came better prepared in the following classes, which increased productivity. The added layer of assessment also created a space where students were held accountable for classroom engagement and their participation was required to share their knowledge with the group, especially to apply their learning from the synchronous sessions. Assessments were used in Dr. Elhage's course as part of the summative work, but Lisset's experience shows that continuously using assessments, some as simple as exit reflections on student learning to inform instruction, would support the attainment of the course content. This was a success as many students were participating in active discussions throughout the course.

In the end we used a Google Form for peer-to-peer feedback on their final project evaluations. This is not something Dr. Elhage had done in the previous course. She asked students to rate their classmates' presentations using the same rubric she used for the project, adding partnership and input on the final course grade. This approach supported accountability and required full participation and engagement from both the presenters and the audience since they had to be actively participating in observation as well. The last and final collection of feedback at the end of the course showed positive outcomes. 100% of students agreed that learning activities and other opportunities fostered multiple directions of feedback. One wrote on end-of-the-year classroom feedback: "I had many opportunities to present and my ideas were taken as a good input." 100% of students agreed that the course offered them a variety of ways to demonstrate their knowledge and application in this course.

Feedback loops became such a powerful tool and were by the end of the course embedded in the work that many students were accustomed to. Students enjoyed receiving and suggesting ways that they had improved their learning in this course. Feedback is so crucial, especially when it is used to support students' learning and growth, and that is exactly what we did in the use of exit slips, surveys, peer and students to teacher feedback.

Students' and partners' feedback turned out to be an essential component of this partnership. Implementing the agreed upon tools and activities made the course flow in a more coordinated way, pushed students to be more collaborative, and, most importantly, nurtured continuous and various improvements and changes within the course. We understood that feedback should be an integral part of any course striving for maximized learning and improved student performance.

Transformation #4: Shift in Voice—How Are You Doing?

Prior to this iteration of this course we co-created, student engagement consisted of peer comments on the Moodle platform. Classes started straight with content with no opportunity to discuss major situations that would impede students sharing or engaging in the class that day. We decided that community builders at the beginning of the course would encourage stronger connections since the course was virtual and mostly asynchronous. Being that this course was quick, it would have been easy to have just started with the content, but getting to know students and what they are currently bringing to that space can impact the learning conditions for all students. We decided that community builders would be a great way for students to open up and take more accountability for their own learning. "Check-ins" became these community builders and turned out to be very powerful and needed. Check-ins consisted of short activities where students expressed their current emotional state and whether they were experiencing any specific struggles related to the course, work, or life in general. They were important in understanding students' state of mind, encouraging transparency and honesty, and ensuring participation from every attendee.

Check-ins, group work, presentations, and surveys were avenues for students to stand in the community with other classmates and to be more vulnerable when it came to reaching out for further support in the work. These activities also allowed students with various learning styles to share their voices in what mattered to them. Voicing their learning, concerns, experiences, and

expertise through various avenues in the course helped students to increase their sense of ease in having conversations in whole groups and in small groups as well. Working in groups and getting to know their classmates was a favorite theme that came up at every feedback/discussion we had as a class. Students wrote: “This class had more interaction with students” and “I liked the scavenger hunt, the class was interactive and a good way to get familiar with class expectations.” We also asked students if they felt heard throughout the course, and the response was overwhelming yes. They wrote: “This course was great. The instructor gave many opportunities to speak, engage, and participate in class”; “I had many opportunities to present and my ideas were taken as a good input”; “breakout rooms were a great way to share thoughts.”

Communication is a two-way street, and the ability we both have to be receptive to ideas, thoughts, suggestions, and changes that were last minute, and move into spaces where conversation was genuine was pivotal to this work. The dialogue was important to maneuver the unknown and to better understand what we both were trying to accomplish together. Nothing was done without speaking to each other first, and that led to success in how the changes were implemented and came into effect.

Transformation #5: Our Personal Experiences as Partners

Faculty Partner: “Excited” and “curious” describe my state of mind when I joined the Pedagogical Partnership Project as the faculty partner. I was excited to try a new approach, and I wondered about how it would change my teaching practice. As a faculty member in special education, I always felt I went above and beyond to accommodate my students to ensure their success. I took pride in listening to them and making necessary changes to the course to improve content delivery. But through this experience, I took a deeper dive into the extent to which I was creating a community of learners and, consequently, creating a sense of belonging. I asked myself at the beginning what my former student could teach me. It was interesting to switch roles and have her become the one giving me comments and feedback. It felt like having a private coach who was pushing me to go further and try new ideas, in this instance, to create a sense of community and belonging within the classroom. And it worked! Students’ feedback unanimously reflected their satisfaction with the course, especially with the level of engagement and interaction. Hence, the most important transformation that I take away from this pedagogical partnership is the continued work on shifting toward attending to students’ voices. I will transfer all the strategies that I applied in this course to other courses in the hope of obtaining similar results and providing an equitable platform for students to express themselves and be heard.

Student partner: My participation as a student in this partnership gave me the opportunity to see behind the scenes the taxing yet rewarding way that faculty of color further support their students, especially those students who have no previous experience or lack the tools necessary to fully come as a whole human being into these courses. Seeing the dedication of my partner Dr. Elhage to the course content also reminded me that when you allow the voices of your students to become a bigger part of the course, a sense of community increases and allows for not only the students to increase their participation and knowledge but also for the faculty member to hone in on the expertise of their students and create a better flow of the course and strengthen the course objectives. The balance of a “flipped classroom” allowed for the distribution of the

learning that expands beyond the classroom. I can no longer take a course with a faculty of color the same way since I can compare what should be expected in a higher education course after this experience. In my experience as a partner, I was honored to have shared my own expertise in this project, and it ignited in me a sense of contribution for my fellow colleagues in that space. Although I was not taking that class, I was once in their shoes, and being allowed to give them the best quality course my faculty partner and I could was truly rewarding. Being chosen to support this work was quite transformative, and if both faculty and students are open to unexpected but rewarding outcomes, it can truly change the way university courses are designed and implemented for all students to succeed.

Takeaways and Future Aspirations

As first-timers venturing into the Pedagogical Partnership Project, we focused our attention on the fact that higher education teaching does not have to be a solo activity and that a student-faculty collaboration can have a positive impact in giving the students a voice and creating a community of learners who are engaged and motivated. The weekly hours invested in this collaboration proved to be worth it, especially when we solidified our routine of distributed learning and leadership. We were better able to transform the learning experiences from content driven to student-centered, authentic learning to coursework. This transformation resulted in our knowing that students feel more capable of integrating this work into their own experiences.

As first-timers, we also tried to navigate the project in ways that weren't always pre-planned or pre-determined. The truth is, while the outcome was very positive, certain aspects—such as on-the-spot rigorous conversations that went longer than planned and content that was omitted or pushed to the next class for time purposes—was addressed “on the go” but proved to be beneficial to the continuation of these authentic experiences. Nevertheless, we experienced a significant learning curve, and we took notes about how implementation can be improved the next time around. We discussed better ways to tackle misconceptions, hurdles, content, and course objective priorities. A major suggestion we posed to ourselves was to develop specific outcomes for the faculty and student partners, as well as the students in the classroom. We should aim to be more explicit and detailed about what we expect from the stakeholders' growth across partnerships, which fundamentally include enrolled students, faculty, and the student pedagogical partner who is a connector in the project.

Working together through this Pedagogical Partnership Project made us think about expanding partnership work to other courses and within the department so that other faculty members can also hone in on ways to improve their own coursework and mentally shift from teacher to student in the center of planning and practice. Securing funding through a grant would be an important factor in making this decision, especially since Chicago State University is a predominantly Black institution, internal funding is limited, and the impact that this partnership has, especially for students of color at the university, can greatly increase mentorship, which is fundamentally proven to increase BIPOC student retention in education programs.

References

- Chicago State University [CSU]. (2018). *Chicago State University Office of Institutional Effectiveness fact book*.
- Chicago State University [CSU]. (2022). Strategic plan (2020–2025).
<https://www.csu.edu/strategicplanningresources/>
- Colón García, A. (2017). Building a sense of belonging through pedagogical partnership. *Teaching and Learning Together in Higher Education*, 1(22).
<http://repository.brynmawr.edu/tlthe/vol1/iss22/2>
- Cook-Sather, A. (2018). Listening to equity-seeking perspectives: How students' experiences of pedagogical partnership can inform wider discussions of student success. *Higher education research & development*, 37(5), 923-936.
- de Bie, A., Marquis, E., Cook-Sather, A., & Luqueño, L. (2021). *Promoting equity and justice through pedagogical partnership*. Stylus Publishing.
- Dixson, M. D. (2015). Measuring student engagement in the online course: The Online Student Engagement scale (OSE). *Online Learning*, 19(4), n4.
- Healey, M., Flint, A., & Harrington, K. (2016). Students as partners: Reflections on a conceptual model. *Teaching and Learning Inquiry*, 4(2), 8-20.
- Marquis, E., de Bie, A., Cook-Sather, A., Krishna Prasad, S., Luqueño, L., & Ntem, A. (2021). "I Saw a Change": Enhancing Classroom Equity through Student-Faculty Pedagogical Partnership. *Canadian Journal for the Scholarship of Teaching and Learning*, 12(1), n1.