STUDENTS AS LEARNERS AND TEACHERS (SALTP) AT BRYN MAWR AND HAVERFORD COLLEGES
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TIGERS AS PARTNERS (TAP) AT TRINITY UNIVERSITY
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- History
  - **SaLT**: Launched in 2006 and further developed in 2007 and 2008 with several grants from The Andrew W. Mellon Foundation. Currently supported by the Provosts’ Offices at Bryn Mawr and Haverford Colleges. Since its advent, it has supported more than 230 faculty members and 145 student consultants in a total of over 280 partnerships.
  - **TaP**: Launched in 2016 through Trinity’s Collaborative for Learning and Teaching by a former SaLT student consultant. It has supported 26 faculty participants and 15 student consultants thus far, and has built into the program support for 10 partnerships per semester.

- Shared Structure
  - Invites undergraduate students to take up the paid position of pedagogical consultant to faculty who teach at Bryn Mawr or Haverford Colleges, and at Trinity University.
  - Supports two forms of pedagogical partnership:
    - **Classroom Focus (SaLT & TaP)**
      - Faculty and student pairs work together in semester-long partnerships to analyze, affirm, and, where appropriate, revise the pedagogical approaches as faculty member teaches it.
      - Student partners
        - conduct weekly observations of their faculty partners’ classrooms;
        - expand upon and deliver their observation notes to their partners;
        - meet weekly with them to discuss what is working well and what might be revised in relation to classroom practice, assignments, and assessment;
        - conduct mid-semester feedback or other forms of feedback;
        - work with their faculty partners to revise courses for future.
    - **Curricular Focus (SaLT)**
      - Faculty members work with teams of students to design or redesign a course.
      - Student partners and faculty meet to decide on approach they will take then typically meet weekly or bi-weekly to discuss progress.
● Shared Goals

While explicit goal is to support faculty and students in engaging in reflection on and dialogue about teaching and learning to affirm and revise pedagogical and curricular approaches, SaLT and TaP also have numerous other goals and outcomes:

○ To affirm and honor the experiences and knowledge of all students, including and especially those traditionally underrepresented in and underserved by higher education

○ To develop more inclusive and responsive classrooms

○ To support students in developing citizenship and leadership skills

● Additional Resources


