

UNDERGRADUATE STUDENTS PARTNERING WITH FACULTY TO DEVELOP TRAUMA-INFORMED, ANTI-RACIST PEDAGOGICAL APPROACHES DURING COVID-19 TIMES

The Summer Pedagogical Partnership Program (SPPP) was created in June 2020 to (1) position undergraduate students as facilitators of faculty preparation for trauma-informed, anti-racist approaches to hybrid and remote teaching and learning and (2) provide meaningful employment for undergraduates who lost summer internships and jobs.

Extending the Teaching and Learning Institute (TLI)'s Students as Learners and Teachers (SaLT) program at Bryn Mawr and Haverford Colleges, the SPPP was a direct response to the intersection of the pandemic and the Black Lives Matter movement uprisings. The co-facilitators (TLI Director and a recent graduate/former SaLT participant) supported 15 undergraduate student partners in creating a publicly accessible webpage featuring trauma-informed, anti-racist, and equitable approaches to teaching and learning presented from students' perspectives. Working in pairs, student partners drew on these resources in: meeting weekly with cohorts of 25 Bryn Mawr and Haverford faculty; facilitating 14, one-time, small-group conversations for 92 faculty and staff members through the Liberal Arts Collaboration for Digital Innovation (LACOL) (since extended into the Fall-2020 semester); and linking underrepresented students' stories of harmful pedagogical practices experienced in STEM courses with research on inclusive and equitable approaches (also extended into Fall 2020).

Evidence

Surveys of student partners indicated:

- affirmation of students' lived experiences of trauma, racism, and inequity
- empathy for faculty as people striving to do their best
- recognition of and empowerment through students' capacity to facilitate others' learning
- agency in promoting anti-racist pedagogies
- development of research, writing, and collaboration skills

Surveys of faculty and staff indicated:

- appreciation for student partners' capacity to facilitate dialogue
- acknowledgement of inequity in existing curricula
- clarification of commitments to trauma-informed, anti-racist teaching
- expansion of approaches, most notably humanity, flexibility, and choice
- reaffirmation and new commitment to listen to students

Participant Perspectives

"It really made a difference for my course prep, and overall well-being as a faculty member living through these challenging times."
– Faculty Participant

"...talking with faculty partners and student partners has more thoroughly convinced me that a lot of misunderstandings or dissatisfactions among students and faculty could be remedied or clarified by faculty being more direct and transparent about their reasons for adopting certain practices, assignments, and course policies, and by asking students to share their feelings and feedback directly." – Student Partner

"We shared resources and ideas...so I feel like we walked away with tangible strategies and tools to apply to our remote work in a more equitable way." – Faculty Participant

"I have found a voice and a language with which to communicate with faculty and have/facilitate conversations that previously felt out of the realm of things I could do. I think I have learned a lot of important facilitation strategies that I carry with me into other work. I aim to apply this language, knowledge, and skills to other work across disciplines to open space for more accessible and equitable conversations and practices." – Student Partner

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Summer Pedagogical Partnership Program (Summer 2020): <https://www.brynmawr.edu/tli/salt-program/summer-pedagogical-partnership-programs>

Student-generated resources (Summer 2020): <https://lacol.net/wp-content/uploads/2020/09/9-7-20-Student-generated-List-of-Resources-Antiracist-Pedagogy-and-Remote-Teaching-and-Learning.pdf>

Student-led sessions (Summer 2020): <https://lacol.net/tli-student-perspectives/>

Student-led brown-bag lunches (Fall 2020): <https://lacol.net/student-led-brown-bags-fall-2020/>