ALISON COOK-SATHER
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EDUCATION

1996 **Ph.D., Education, University of Pennsylvania**.
Honors: Merit Fellowship, University of Pennsylvania (1991-1993)

1987 **M.A. and secondary certification, English Education, Stanford University**.

1986 **B.A., English Literature, University of California at Santa Cruz**.
Honors: Highest Honors in the Major (1986)
College Honors (1986)
The National Dean's List (1985-86)
Chancellor's Undergraduate Award (1985)

ADMINISTRATIVE APPOINTMENTS

2006-present **Director, the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges.** Design and facilitate professional development opportunities through which faculty members at Bryn Mawr and Haverford Colleges work in pedagogical partnerships with undergraduate students.

1994-2006 **Director, Bryn Mawr/Haverford Education Program.** Developed, directed, and taught courses through the undergraduate certification program for secondary teachers.

ACADEMIC APPOINTMENTS

2013-present **Mary Katharine Woodworth Professor of Education**, Bryn Mawr College

2009-2013 **Professor of Education**, Bryn Mawr/Haverford Education Program, Bryn Mawr College

2004-2009 **Associate Professor of Education,** Bryn Mawr/Haverford Education Program, Bryn Mawr College

1999-2003 **Assistant Professor of Education,** Bryn Mawr/Haverford Education Program, Bryn Mawr College.

1994-1999 **Lecturer in Education**, Bryn Mawr/Haverford Education Program, Bryn Mawr College

1993-1994	**Visiting Lecturer** in the Day and Evening & Continuing Education Department, Philadelphia University (formerly Philadelphia College of Textiles and Science)
1992-1994	**Visiting Lecturer**, Education Department, Arcadia University (formerly Beaver College)

VISITING APPOINTMENTS

2018, Feb.	**Scholar-in-Residence**, Muhlenberg College, Pennsylvania
2016, Oct.	**Visiting Fellow**, University of Queensland, Australia
Summers, 2011-2015	**Jean Rudduck Visiting Scholar**, University of Cambridge, Cambridge, England

AWARDS

2022	**Stanford University Alumni Excellence in Education Award**. Seeks to recognize alumni across a wide range of education sectors who demonstrate excellence in one or more of the following areas: advancement of knowledge through research, teaching, publications or technology as it relates to the interdisciplinary field of education; commitment to dynamic, high-quality educational practice; dedication to under-served and low-resourced student populations; innovation in addressing a timely issue or challenge in education; leadership in educational policy at the local, state, federal or international level.
2020	**POD Innovation Award finalist** for "Undergraduate Students Partnering with Faculty to Develop Trauma-Informed, Anti-Racist Pedagogical Approaches During Covid-19 Times." Recognizes Professional and Organizational Development (POD) Network members who have developed and implemented creative ideas for educational development.
2013	**The Mary Katharine Woodworth Chair**, awarded by Bryn Mawr College to a member of the faculty whose commitment to scholarship, teaching, and the learning process will make an effective and lasting contribution to the Bryn Mawr community, carries an annual research stipend of $2,000.
2012	**American Educational Research Association Outstanding Reviewer Award**. For outstanding contribution to AERA's journals.
2001	**Rosalyn R. Schwartz Teaching Award, Bryn Mawr College**. An award given to faculty members who have made a distinctive difference in the teaching climate of the College in such areas as model classroom teaching, campus leadership, pioneering teaching methodology, creative course development, and/or instructional support.

GRANTS

2024	**The Alliance to Advance Liberal Arts Colleges (AALAC)**. **$19,350**. "Beyond Inclusion and Belonging: Telling Future Histories of Classrooms from 2050." Co-designer and co-facilitator.
2023	**Bryn Mawr College Digital Seed Grant**. "Learning from the Lived Experiences of Students with Disabilities." Funding for four students to create videos.
2022	**National Science Foundation Improving Undergraduate STEM Education.** $599,992 grant for Creating Autonomy-Supportive Learning Environments Using Undergraduate Student Pedagogy Advocates (at Purdue University). Co-PI.
2017	**Arthur Vining Davis Foundations grant**. **$15,900** grant for a collaborative project with Lafayette, Juniata, and Ursinus Colleges for "Promoting Equity and Inclusion through Pedagogical Partnership."
2016	**Pennsylvania Consortium for the Liberal Arts Colleges (PCLA) grant. $10,000** grant to develop a structure to support student-faculty partnership approaches across the consortial colleges. Co-PI.
2009-2012	**Mellon Foundation, 3-Year, $735,000 Grant, Bryn Mawr College**, **Teaching and Learning Institute**. An expanded initiative to support innovative approaches to providing collaborative and community-building learning opportunities for faculty and students. PI and coordinator.
2007-2010	**Mellon Foundation 3-Year, $297,000 Grant, Bryn Mawr College**, **Teaching and Learning Initiative**. An initiative to support innovative approaches to providing collaborative and community-building learning opportunities for faculty and students. PI and coordinator.
2006	**Mellon Foundation Director's $50,000 Grant, Bryn Mawr College**, **Teaching and Learning Initiative**. An initiative to support innovative approaches to providing collaborative and community-building learning opportunities for faculty, staff, and students. PI and coordinator.
2001	**Stipend from the Goethe-Institut, Göttingen, Germany**. A grant to enroll in intensive German courses as part of a project of writing a book using the metaphor of translation to explore education.
1999-2002	**Mellon Foundation Grant, Bryn Mawr College**, **"Talking Toward Techno-Pedagogy: A Collaboration across Colleges and Constituencies."** A Nine College Technology Initiative for Librarians and Information Technology Staff, Faculty, and Students. Co-principal investigator and co-facilitator.
1999-2002	**National Science Foundation Grant, Bryn Mawr College: "Building Bridges."** An initiative to restructure undergraduate science curricula, collaborate among the science

departments and the Education Program, and forge connections among K-16 science teachers. Co-principal investigator.

1999-2000   **AT&T grant, Swarthmore, Bryn Mawr, Haverford, and the University of Pennsylvania: "Inquiry, Interaction, and Technology."** A Four-College Initiative to enhance the technological preparation of pre-service teachers.
Co-principal investigator and co-facilitator.

1997-2000   **Arthur Vining Davis Foundations Grant, "Teaching and Learning Together."**
A grant to support an initiative to include practicing teachers and high school students in the preparation of future teachers through the Bryn Mawr/Haverford Education Program.

1995-1996   **Philip Morris Diversity Grant**.
A grant for the revision of freshman composition at Haverford College.

1995-1996   **Ford Foundation Grant**. A grant to support a pilot program to integrate high school students into the preparation of future teachers through the Bryn Mawr/Haverford Education Program.

CONSULTING

2007-present   As Director of Students as Learners and Teachers (SaLT), the signature program of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges, I have been asked to speak, confer, or consult by Abilene Christian University, Agnes Scott College, Amherst College, Arcadia University, Aurora University, Barnard College, Berea College, Boise State University, Bowdoin College, Branch Alliance for Educator Diversity (BranchED), Brandeis University, Bridgewater State University, Chicago School of Professional Psychology, California State University at Chico, Clarkson University; Colby College, Colgate University, College of Notre Dame, College of William & Mary, Community College of Philadelphia, Drexel University, Emmanuel College, Episcopal Academy, Florida Gulf Coast University, Franklin & Marshall College, Grand Valley State University, Grinnell College, Hamilton College, Illinois Wesleyan University, Lafayette College, Lewis & Clark College, Macalester College, Maryville University, Mercy College, Mount Holyoke College, Muhlenberg College, New Mexico State University, Oberlin College, Ohio State University, Purdue University, Reed College, Santa Clara University, Smith College, St. John's College, St. Olaf College, Stony Brook University, Swarthmore College, Syracuse University, Texas A&M University, Trinity University, Tufts University, University of California at Santa Cruz, University of Denver, University of Minnesota Duluth, University of Mount Union, University of Iowa, University of Scranton, University of Saint Thomas, University of Texas Rio Grande Valley, University of the Pacific, University of Virginia, University of Texas, Austin, University of Washington, Ursinus College, Vassar College, Wellesley College, Widener University, Xavier University, and Yale University in the United States and Hong Kong Baptist University (Hong Kong), Kaye Academic College (Israel), Lahore University, (Pakistan), Massey University (Aotearoa/New Zealand), McGill University (Canada), McMaster University (Canada), National Forum for the

Enhancement of Teaching and Learning in Higher Education (Ireland), Royal College of Surgeons in Ireland, National University of Singapore (Singapore), Queen's University (Belfast, Northern Ireland), The Hague University of Applied Sciences (the Netherlands), The University of British Columbia (British Columbia), Trinity College (Dublin, Ireland), University of Cambridge (England), University of Padua (Italy), University of Tasmania (Australia), University of Tsukuba (Japan), University of Waterloo (Canada), T.A. Marryshow Community College (Grenada, West Indies), UNITA Universitas Montium Alliance (Italy), and Uppsala University (Uppsala, Sweden).

2000-2006   The Andrew W. Mellon Foundation. Served as an advisor to institutions planning for technology centers to serve the needs of liberal arts colleges.

2000-2002   Great Lakes Colleges Association, Inc. Mellon Libraries Grant. Consultant.

TEACHING EXPERIENCE

Bryn Mawr and Haverford Colleges
    Spring 2025, Co-creation for Equity & Justice: Theory & Practice across Contexts
    Fall 2022, Independent Study (8 students), Developing a Proposal for a Major in Education Studies
    Fall 2021, Independent Study (10 students), Developing Criteria and Goals for a Potential
        DEI/A-R Curricular Requirement
    Spring 2021-2023, Independent Major: Accessibility and Equity
    Spring 2021, Independent Study/Praxis (1 student), Libraries and Anti-Racism
    Fall 2020-present, Education 200: Community Learning Collaborative: Practicing Partnership
    Fall 2019, Independent Studies (three students), Pedagogical Partnership and Epistemic Justice
    Spring 2019, Independent Studies (5 students), Pedagogical Partnership
    Spring 2016-present, Exploring and Enacting Transformation of Higher Education
    (formerly Advocating for Diversity in Higher Education)
    Fall 2013-present, Independent Study, Peace, Conflict, and Social Justice Studies
    Spring 2013, Independent Study, Student Uses of Digital Media
    Spring 2013, Independent Study, Quaker Studies
    Spring 2011, Independent Major Advisor, Cross-discilinary Perspectives on the Student
        Experience
    Spring, 2010, Independent Study, Student Consulting
    Spring 2009, Praxis III, Curriculum & Pedagogy (2 students)
    Fall 2008, Independent Study: Teaching Goodness (2 students)
    Spring 2008, Praxis III, Personal Finance
    Fall 2007-Spring 2008, Independent Study, Culturally Responsive Teaching
    Fall 2007, Faculty Advisor, Praxis III
    Spring 2007, Independent Study, Educational Perspectives on Canonical Works in English
    Spring 2007, Independent Study, Toward Culturally Responsive Classrooms (2 students)
    Spring 2007, Independent Study, Curriculum & Pedagogy for Youthworks Haverford
    Spring 2007, Field Supervisor, Praxis III
    Fall 2006, Faculty Advisor, Praxis III
    Fall 2006-present, Making Space for Learning: Pedagogical Planning and Facilitation in Higher
        Education Contexts

Spring 2000-02, Independent Major Advisor, Social Policy Analysis
Spring 2000, Independent Study, Evaluating the Educational Needs of Children in Foster Care
Spring 1999, Independent Study, Working with Reading Students
Spring 1999, Independent Study, Designing and Facilitating an ESL Program for Students
Fall 1998-2000, College Seminar 002: Finding the Bias: Tracing the Self Across Contexts
Fall 1994-2009, Education 302: Practice Teaching Seminar
Fall 1994-2009, Education 303: Practice Teaching
Fall 1994-2008, Education 301: Curriculum and Pedagogy Seminar
Fall 1994-1999, Education 250: Literacies and Education
Fall 1994-2003, Education 200: Critical Issues in Education

Jefferson University (formerly Philadelphia University, formerly Philadelphia College of Textiles and Science)
Fall 1993 - Spring 1994, L111: Writing Seminar I

Arcadia University (formerly Beaver College)
Fall 1992-Summer 1994, Education 435: Writing to Improve Literacy

Sacred Heart Preparatory School
1990-1991, 11th grade English (British Literature), Director of Advising Program

Woodside Priory School
1987-1990, 10th grade English, AP English (seniors), Humanities (seniors), and Creative Writing (juniors and seniors)

INVITED PUBLICATIONS

Cook-Sather, A. (in press) Student Self-Governance in Higher Education: A Critical Perspective from the United States. Invited article for a special feature of *Comparative Education*, the Bulletin of the Japan Comparative Education Society (JCES), on the theme: "International Comparison of Student Participation in the Management of College Education."

Cook-Sather, A. & Wald, M. (in press). "Who I Am Is More Than Enough": How Multiple Forms of Co-creation Foster Belonging and Mattering for Wellbeing. In Lowe, T., Ahn, M. Y., & Venn, E. (Eds.) *Student Belonging in Higher Education: Perspectives and Practice*. Routledge.

Cook-Sather, A. (2023). The Transformative Potential of Student-Faculty Pedagogical Partnership. In Chi Baik and Ella Kahu (Eds.), *Research Handbook on the Student Experience*. Cheltenham, UK: Edward Elgar Publishing.

Cook-Sather, A., & Graham, E. (2023). Student Leadership: Working Within, Between, and Against Institutional Structures. In P. A. Woods, A. Roberts, M. Tian, & H. Youngs (Eds.), *Handbook of Leadership in Education (pp. 102-114)*. Cheltenham, UK: Elgar Publishing.

Cook-Sather, A., & Matthews, K. E. (2023). Practising Student Voice in University Teaching and Learning: Three Anchoring Principles. *Journal of University Teaching & Learning Practice, 20*(6). https://doi.org/10.53761/1.20.6.2.

Cook-Sather, A., & Loh, J. (2023). Embracing Student Agentic Engagement and Enacting Equity in Higher Education Through Co-Creating Learning and Teaching. In T. Lowe (Ed). *Advancing Student Engagement in Higher Education: Reflection, Critique and Challenge.* London: Routledge.

Cook-Sather, A. (2023). Reciprocal Teaching and Learning through Student-Faculty Pedagogical Partnership. In Robert Tierney, Fazal Rizvi and Kadriye Ercikan (Eds.), *International Encyclopedia of Education*, 4th Edition. Elseiver. https://www.sciencedirect.com/science/article/pii/B9780128186305020273

Cook-Sather, A. (2022). Toward Equitable and Inclusive School Practices: Expanding Approaches to "Research With" Young People. *Journal of Adolescent & Adult Literacy.* https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/jaal.1265

Cook-Sather, A., Curl, H., & Wilson, C. (2022). Intersecting Voices: An Integrative Approach to Student Voice and Teacher Education. In M. Brasof & J. Levitan (Eds.). *Student Voice Research: Theory, Methods, and Innovations from the Field.* New York: Teachers College Press.

Matthews, K. E., & Cook-Sather, A. (2021). Engaging Students as Partners in Assessment and Enhancement Processes. In M. Shah, J.T.E. Richardson, A. Pabel, & B. Oliver (Eds). *Assessing and Enhancing Student Experience in Higher Education.* Palgrave MacMillan. https://link.springer.com/book/10.1007/978-3-030-80889-1

Cook-Sather, A. (2021). Living and Learning Partnerships in Teacher Education. In L. Shagrir & S. Bar-Tal (Eds.), *Exploring Professional Development Opportunities for Teacher Educators: Promoting Faculty-Student Partnerships.* Routledge. https://www.routledge.com/Exploring-Professional-Development-Opportunities-for-Teacher-Educators/Shagrir-Bar-Tal/p/book/9780367748913

Cook-Sather, A. (2020). Student Voice and Pedagogical Partnership through and as Disruption, Revealing and Challenging Inequity. In M. A. Peters (Ed.), *Encyclopedia of Teacher Education.* Springer. https://link.springer.com/referencework/10.1007%2F978-981-13-1179-6

Cook-Sather, A. (2020). Foreword. In S. Mawani & A. Mukadam (Eds.). *Student Empowerment in Higher Education.* Logos Ferlag Berlin.

Cook-Sather, A. (2020). Student Engagement through Classroom-focused Pedagogical Partnership: A Model and Outcomes from the United States. In T. Lowe & El Hakim, Y. (Eds). *A Handbook for Student Engagement in Higher Education: Theory into Practice.* London: Routledge.

Cook-Sather, A. (2020). Student Voice Across Contexts: Fostering Student Agency in Today's Schools. *Theory into Practice.* DOI: 10.1080/00405841.2019.1705091

Gillett-Swan, J. K., & Cook-Sather, A. (2019). Quality Indicators Developed through Student Voice. In M. A. Peters (Ed.), *Encyclopedia of Teacher Education.* Springer Nature Singapore Pte Ltd. https://doi.org/10.1007/978-981-13-1179-6_205-1

Cook-Sather, A. (2019). Student-Faculty Partnerships in Teaching, Learning, Research, and Reform. In M. A. Peters & R. Heraud (Eds.), *The Encyclopedia of Educational Innovation*. Springer Publishers.

Cook-Sather, A. (2019). Increasing Inclusivity through Pedagogical Partnerships Between Students and Faculty. *Diversity & Democracy*. https://www.aacu.org/diversitydemocracy/2019/winter/cook-sather

Cook-Sather, A. (2019). Foreword. In M. Tanaka (Ed.) *Student Engagement in Quality Assurance: International Collaborations with University Students for the Enhancement of Their Learning*. Routledge.

Cook-Sather, A. (2018). Tracing the Evolution of Student Voice in Educational Research. In R. Bourke & J. Loveridge (Eds.) *Radical Collegiality through Student Voice: Educational Experience, Policy and Practice*. Singapore: Springer Publishers.

Cook-Sather, A., & Mejia, Y. (2018). Students Experience Empowerment and Empathy through Pedagogical Partnership. https://www.bera.ac.uk/blog/students-experience-empowerment-and-empathy-through-pedagogical-partnership

Cook-Sather, A. (2018). What Our Uses of Theory Tell Us About How We Conceptualize Student-Staff Partnership. *Student Engagement in Higher Education Journal, 2*, 1, 101-105. https://sehej.raise-network.com/raise/article/view/Bryson/646

Matthews, K. E., Cook-Sather, A., & Healey, M. (2018). Connecting Learning, Teaching, and Research through Student-Staff Partnerships: Toward Universities as Egalitarian Learning Communities. In V. Tong, A. Standen, A., & M. Sotiriou, (Eds.) *Research Equals Teaching: Inspiring Research-based Education through Student-Staff Partnerships* (pp. 23-29). London: University College of London Press.

Cook-Sather, A., & Porte, O. (2017). Reviving Humanity: Grasping Within and Beyond Our Reach. *Journal of Educational Innovation, Partnership and Change, 3*, 1. https://journals.gre.ac.uk/index.php/studentchangeagents/article/view/638

Cook-Sather, A., & Felten, P. (2017b). Where Student Engagement Meets Faculty Development: How Student-Faculty Pedagogical Partnership Fosters a Sense of Belonging. *Student Engagement in Higher Education Journal,* 1(2): 3-11. https://sehej.raise-network.com/raise/article/view/cook

Cook-Sather, A., & Felten, P. (2017a). Ethics of Academic Leadership: Guiding Learning and Teaching. In F. Wu & M. Wood (Eds.), *Cosmopolitan Perspectives on Academic Leadership in Higher Education* (pp. 175-191). London: Bloomsbury Academic.

Cook-Sather, A., & Baker-Doyle, K. (2017). Developing Pre-Service Teachers' Capacity for Moral Reasoning and Imagination. In J. Clandinin & J. Husu (Eds.), *The SAGE Handbook of Research on Teacher Education*.

Cook-Sather, A. (2016). Toward Students and Faculty as Partners in Engagement. In M. Fedeli & V. Grion (Eds.), *Engage to Learn: Participative Methods and Techniques to Teach Adults*. Lecce, Italy: Casa Editrice Pensa Multimedia.

Lundy, L., & Cook-Sather, A. (2016). Children's Rights and Student Voice: Their Intersections and the Implications for Curriculum and Pedagogy. In D. Wyse, L. Hayward, & J. Pandya (Eds.),

The SAGE Handbook of Curriculum, Pedagogy and Assessment, 2v.
http://dx.doi.org/10.4135/9781473921405.n17

Cook-Sather, A., & Curl, H. (2016). Positioning Students as Teacher Educators: Preparing Learners to Transform Schools. In A. Montgomery & I. Kehoe (Eds.), *Reimagining the Purpose of Schools and Educational Organisations* (pp. 65-76). Cham, Switzerland: Springer Publishers.

Cook-Sather, A. (2015). Addressing the Question of Authenticity in Middle Grades Student Voice Work: Wrestling with Politics, Power, and Purpose in Education. *Middle Grades Review, 1,* 2. Available at: http://scholarworks.uvm.edu/mgreview/vol1/iss2/2

Cook-Sather, A. (2015). Learning from Students Before Managing Classrooms: Using Email to Connect Secondary Students and Preservice Teachers. *TD - Tecnologie Didattiche*, 23, 2, 96-101. http://www.tdjournal.itd.cnr.it/

Cook-Sather, A. (2014). The Trajectory of Student Voice in Educational Research. *New Zealand Journal of Educational Studies*, 49, 2.

Cook-Sather, A. (2014). Student Voice in Teacher Development. In Luanna Meyer (Ed.), *Oxford Bibliographies in Education*. New York: Oxford University Press.

Cook-Sather, A., & Curl, H. (2014). "I Want to Listen to My Students' Lives': Developing an Ecological Perspective in Learning to Teach. *Teacher Education Quarterly*, 41, 1, 85-103.

Cook-Sather, A. (2014). Student-Staff Partnerships as Transformational: A Formative Assessment of the Students as Learners and Teachers Program at Bryn Mawr College. *FORUM, 56*, 1, 105-113.

Cook-Sather, A. (2014). Multiplying Perspectives and Improving Practice: What Can Happen When Undergraduate Students Collaborate with College Faculty to Explore Teaching and Learning. *Instructional Science*: 42, 31–46. Special issue: Congruence in the Instructional Design Process: Integrating Perspectives of Students, Teachers, and Designers. Guest Editor Dr. Karen D. Könings, Maastricht University, The Netherlands. https://link.springer.com/article/10.1007/s11251-013-9292-3

Grion, V., & Cook-Sather, A. (Eds). (2013). *Student Voice: The International Movement to the Emergent Perspectives in Italy*. Milan, Italy: Guerini Editore. http://www.guerini.it/index.php/psicologia-pedagogia/processi-formativi-nuova-serie/student-voice.html

Cook-Sather, A. (2013). Catalyzing Multiple Forms of Engagement through Student-Faculty Partnerships Exploring Teaching and Learning. In E. Dunne & D. Owen (Eds.), *The Student Engagement Handbook: Practice in Higher Education*. Emerald Publishing Group.

Cook-Sather, A. (2012). Amplifying Student Voices in Higher Education: Democratizing Teaching and Learning through Changing the Acoustic on a College Campus (La amplificación de las voces del alumnado en la Educación Superior: democratización de la enseñanza y el aprendizaje en un centro universitario a través del cambio de su acústica). *Revista de Educación*. Ministerio de Educación. Madrid, Spain.

Cook-Sather, A. (2011). Educação É Tradução (Education Is Translation). *Tradução & ensino.* Universidade Federal do Espírito Santo, Espírito Santo, Brazil.

Cook-Sather, A. (2010). Making Space for Learning. An Essay Review of *What the Best College Teachers Do. Curriculum Inquiry*, 40, 2, 283-293.

Cook-Sather, A., Lesnick, A., & Cohen, J. (2009). Learning from the Tensions: Constructing Educational Studies within a Traditional Liberal Arts Context. In *Liberal Arts Education and Teacher Education: A Lasting Relationship.* AILACTE.

Cook-Sather, A. (2009). "I Am Not Afraid to Listen": Prospective Teachers Learning from Students to Work in City Schools. *Theory into Practice,* 48, 3,176-181. [Themed Issue: Urban Youth].

Cook-Sather, A. (2009). Translation: An Alternative Framework for Conceptualizing and Supporting School Reform Efforts. *Educational Theory*, 59, 2.

Thiessen, D., & Cook-Sather, A. (2007). *International Handbook of Student Experience in Elementary and Secondary School.* Springer Publishers.

Cook-Sather, A. (2007). What Would Happen If We Treated Students as Those with Opinions that Matter? The Benefits to Principals and Teachers of Supporting Youth Engagement in School. *NASSP Bulletin* 91, 4, 343-362 [Themed Issue: Fostering Youth Engagement and Student Voice in America's High Schools.].

Cook-Sather, A., Stern, C., Altshuler, N., Fukui, N., O'Hara, M. (2007). Empowerment through "Students as Learners and Teachers": Participation in the Teaching and Learning Initiative as Civic Engagement. *Civic Matters* 1, 27-31.

Cook-Sather, A. (2007). Resisting the Impositional Potential of Student Voice Work: Lessons for Liberatory Educational Research from Poststructuralist Feminist Critiques of Critical Pedagogy. *Discourse* 28, 3*,* 389-403.

Erickson, F., Cook-Sather, A., Bagrodiaa, R., Espinoza, M., Jurow, S., Shultz, J. J., Spencer, J. (2007). Students' Experience of School Curriculum: The Everyday Circumstances of Granting and Withholding Assent to Learn. In F. M. Connelly, M. F. He, & J. Phillion (Eds.), *Handbook of Curriculum and Instruction.* Sage Publications.

Cook-Sather, A. (2006). Production, Cure, or Translation?: Rehumanizing Education and the Roles of Teacher and Student in US Schools and Universities. *Forum, 48,* 3, 319-326.

Cook-Sather, A. (2007). Recognizing Students as Educational Authorities. J. L. Kincheloe & R. A. Horn, Jr. (Eds.), *Education and Psychology: An Encyclopedia.* Praeger.

Cook-Sather, A. (2006). "Change Based on What Students Say": Preparing Teachers for a More Paradoxical Model of Leadership. *International Journal of Leadership in Education*, 9, 4, 345-358.

Lesnick, A., Cook-Sather, A., & Cohen, J. (2007). Working the Tensions: Constructing Educational Studies within a Liberal Arts Context. In Christopher Bjork, D. Kay Johnston, Heidi Ross (Eds.),

Taking Teaching Seriously: How Liberal Arts Colleges Prepare Teachers to Meet Today's Educational Challenges in Schools.

Cook-Sather, A. (2002). Teachers-To-Be Learning from Students-Who-Are: Reconfiguring Undergraduate Teacher Preparation. In S. M. Intrator (Ed.), *Stories of the Courage to Teach: Honoring the Teacher's Heart.* Jossey-Bass Publishers.

Cook-Sather, A. (2001). Translating Themselves: Becoming a Teacher through Text and Talk. In C. M. Clark (Ed.), *Talking Shop: Authentic Conversation and Teacher Learning.* New York: Teachers College Press.

Cook-Sather, A. (2001). "Education and Society," "Education: Values and Beliefs," "Kindergarten," "Public School," "Standardized Testing," and "Financial Aid." In McDonogh, Gregg, and Wong (Eds.), *Encyclopedia of Contemporary American Culture.*

BOOKS, BOOK CHAPTERS, AND OTHER PIECES PUBLISHED OR IN PREPARATION

Cook-Sather, A., Guevara, A., Stewart, K., & Zuckerman, K. G. (under review). Centering Well-Being: Refusing the Separation of the Personal and the Academic in an Undergraduate Education Course. In *From Both Sides of the Desk—Faculty/Student Experiences of Effective Teaching Practices.*

Cook-Sather, A. (forthcoming). When Crises Catalyse the Expansion of Equity-focused Student-Staff Pedagogical Partnership: A North American Perspective. In Hathaway & Rao (Eds.) *Leading Learning and Teaching in Higher Education During the Times of Crises.*

Cook-Sather, A., Ho, L., Kaur, A., & Tamim, T. (2024). Translating Pedagogical Partnership in/to Academic Staff Development in the Global South. In *Academic Staff Development: Disruptions, Complexities, Change: Envisioning New Futures*, edited by Nalini Chitanand and Shoba Rathilal. South Africa: African Sun Media.

Cook-Sather, A., Felten, P., Stewart, K., & Weston, H. (2024). Reviving the Construct of "Mattering" in Pursuit of Equity and Justice in Higher Education: Illustrations from Mentoring and Partnership Programs. In E. Rueda and C. Lowe-Swift (eds), *Academic Belonging in Higher Education: Fostering Student Connection, Competence, and Confidence.* Routledge.

Cook-Sather, A. (2022). *Co-Creating Equitable Teaching and Learning: Structuring Student Voice into Higher Education.* Cambridge: Harvard Education Press. https://www.hepg.org/hep-home/books/co-creating-equitable-teaching-and-learning

Wilson, C., & Cook-Sather, A. (2022). Rippling the Patterns of Power: Enacting Anti-Racist Pedagogy with Students as Co-Teachers. In J. Neuhaus (Ed.), *Picture a Professor: Intersectional Teaching Strategies for Interrupting Bias about Faculty and Increasing Student Learning.* West Virginia University Press.

Cook-Sather, A., & Matthews, K. E. (2021). Engaging with Students as Pedagogical Consultants, Curriculum Co-Designers, and Knowledge Co-Creators. In L. Hunt & D. Chalmers (Eds.), *University Teaching in Focus: A Learning-centred Approach.* 2nd Edition. Routledge.

de Bie, A., Marquis, E., Cook-Sather, A., & Luqueño, L. P. (2021). *Promoting Equity and Justice through Pedagogical Partnership*. Sterling, Virginia: Stylus Publishers. https://www.centerforengagedlearning.org/books/promoting-equity-and-justice-through-pedagogical-partnership/

Healey, M., Cook-Sather, A., & Matthews, K. E. (2020). Expanding the Conventional Writing Genres: A Matter of Equity and Inclusion. *Educational Developments, 21*, 3, 8-11.

Cook-Sather, A., Matthews, K. E., & Healey, M. (2020). Writing about Learning and Teaching in Precarious and Promising Times. AAC&U Blog post. https://www.aacu.org/liberaleducation/articles/writing-about-learning-and-teaching-in-precarious-and-promising-times

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Cook-Sather, A., & Cassidy, K. (2003). Putting the 'Social' Back in 'Socially Constructed': Revising the Teaching of Psychology as/in Collaboration. *The Journal of Women and Minorities in Science and Engineering, 9*, 35-51.

Cook-Sather, A (2003). Listening to Students about Learning Differences. *Teaching Exceptional Children, 35*, 4, 22-26.

Cook-Sather, A. (2002). Re(in)forming the Conversations: Student Position, Power, and Voice in Teacher Education. *Radical Teacher, 64*, 21-28.

Cook-Sather, A. (2002). "A Teacher Should Be. . ." When the Answer Is the Question. *Knowledge Quest*, *30*, 5, 12-15.

Cook-Sather, A. (2002). Authorizing Students' Perspectives: Toward Trust, Dialogue, and Change in Education. *Educational Researcher, 31*, 4, 3-14.
https://journals.sagepub.com/doi/10.3102/0013189X031004003

Cook-Sather, A. (2002). Find Out What It Means To Me: RESPECT. *Academic Exchange Quarterly, 6*, 1, 168-173.

Cook-Sather, A., Rowe, K., & Shore, E. (2002). Finding the Biases in a Community of Scholars. *Liberal Education, 88*, 1, 48-53.

Cook-Sather, A. (2001). Unrolling Roles in Techno-Pedagogy: Toward Collaboration in Traditional College Settings. *Innovative Higher Education, 26*, 2, 121-139.

Cook-Sather, A. (2001). Between Student and Teacher: Teacher Education as Translation. *Teaching Education*, *12*, 2, 177-190.

Cook-Sather, A., & Reisinger, O. (2001). Seeing the Students Behind the Stereotypes: The Perspectives of Three Pre-Service Teachers. *The Teacher Educator, 37*, 2 , 91-99.

ARTICLES UNDER REVIEW AND WORKS IN PROGRESS

Cook-Sather, A., et al…….. (in preparation). The Language of Pedagogical Partnership.

Cook-Sather, A., et al…….. (in preparation). Scaling Up the Benefits of Pedagogical Partnership: An Inclusive, Student-led Approach for Social Justice in Higher Education

Cook-Sather, A., et al…….. (in preparation). Co-Creation through Partnership as a High Impact Practice for Equity.

PAPERS AND WORKSHOPS PRESENTED AT REFEREED CONFERENCES

Cook-Sather, A. (2024, August). Multimodality in Summative Assessment for Equity and Wellbeing. 20th Elon Teaching and Learning Conference. [virtual]

Caldwell-O'Keefe, R., Signorini, A., Fleming, A. & Cook-Sather, A. (2024, June). Fostering Student Agency within Hierarchical Systems and Structures: Developing and Assessing Student-Faculty Pedagogical Partnership Programs as Ecosystems for Leadership and Professional Competency Development. ICED24 Conference. USIU-Africa, Nairobi, Kenya. [virtual]

Cook-Sather, A., & Cook-Sather, M. (2024, March). Disabled Students Partnering with Teaching Center Staff to Move from Accommodation to Equity. 2024 Conference on Diversity, Equity, and Student Success: What Unites Us! Philadelphia, PA.

Cook-Sather, A., & Wald, M. (2024, March). How Pedagogical Partnership Fosters Mattering and Belonging for Both Student and Faculty Partners. 2024 Conference on Diversity, Equity, and Student Success: What Unites Us! Philadelphia, PA.

Cook-Sather, A. (2023, November). Exploring How Student-Faculty Pedagogical Partnership Can Humanize STEM Education. AAC&U Transforming STEM Higher Education conference. Arlington, VA.

Cook-Sather, A., Signorini, S., et al. (2023). Co-creation as a High-Impact Practice for Equity. POD Network conference, Pittsburgh, PA.

Williams, A., Addy, T., & Cook-Sather, A., (2023). Partnering with Departments on Inclusive Teaching Efforts. POD Network conference, Pittsburgh, PA.

Cook-Sather, A., & Marcovici, E. (2023, March). Telling Truths within and beyond Student-Faculty Pedagogical Partnership. AAC&U's 2023 Conference on Diversity, Equity, and Student Success. [virtual]

Cook-Sather, A., Cott, M., & Ramo, K. (2022, November). Partnership Transforming Leadership through Listening and Trust. Students as Partners Roundtable. Western Sydney University, Australia. 23 November 2022. [virtual]

Cook-Sather, A. (2022, October). Mid-Semester Feedback through Student-Faculty Partnership: Formative Assessment of Pedagogical Practice and Student Engagement. IUPUI Assessment Institute. Student Partnership and Engagement in Assessment Track. Indianapolis, IN.

Cook-Sather, A., Alexander, A., Bhutani, S., Black, S., DeClue, M. Hewitt, A., Joseph, A., Marino, N., Nguyen, V., Papatheodorou, A. (2021). Co-creating a New Anti-Racist Curricular Requirement. National SAP Roundtable 2021. University of Western Sydney. [virtual]

Cook-Sather, A., & Graham, E. (2021). Navigating Power and Authority across Differences of Age, Race, Gender, and Discipline in a STEM Classroom-Focused Pedagogical Partnership. National SAP Roundtable 2021. University of Western Sydney. [virtual]

Cook-Sather, A., Hanidu, B., & Evans, E. (2021, 27 October). Student-Faculty Partnership in Assessing Equitable and Inclusive Teaching Practices. IUPUI Assessment Institute [virtual].

Weston, H., Felten, P., & Cook-Sather, A. (2021, 27 October). Reviving the Construct of "Mattering" in Pursuit of Equity and Justice in Higher Education. Conference of the International Society for the Study of Teaching and Learning [virtual].

Cook-Sather, A., de Bie, A., Luqueño, L. P., & Marquis, E. (2021, 26 October). Students and Faculty Co-investigating and Co-authoring: SoTL Partnership as and for Equity and Justice. Conference of the International Society for the Study of Teaching and Learning [virtual].

Healey, M., Matthews, K. E., & Cook-Sather, A. (2020, October). Writing Scholarship of Teaching and Learning Articles for Peer-reviewed Journals. Pre-Conference Workshop ISSoTL20. Perth, Australia. [Cancelled because of COVID-19]

Cook-Sather, A., Eatman, T. K., Felten, P., Lambert, L. M., Smith, J., Swamy, U. (2020, January). Creating Relationship-Rich Undergraduate Institutions and Classrooms. Association of American Colleges & Universities, Washington DC.

Bahti, M, Cook-Sather, A., & Ntem, A. (2019, November). Learning Relationships: How to Develop Student-Faculty Pedagogical Partnerships. POD Network conference, Pittsburgh, PA.

Cook-Sather, A., Ortquist-Ahrens, L., & Reynolds, W. (2019, November). Building Belonging through Pedagogical Partnership: Connecting within and across Institutions. POD Network conference, Pittsburgh, PA.

Felten, P., Bovill, C., & Cook-Sather, A. (2019, October). Exploring and Applying a New Framework for Prioritizing Human Relationships in Higher Education. 16th Annual Conference of the International Society for the Scholarship of Teaching and Learning. Atlanta, Georgia.

Takayama, C., Kaplan, M., & Cook-Sather, A. (2019, April) Advancing Diversity and Inclusion through Multilevel Strategic Leadership. Accelerating Systemic Change in STEM Higher Education Transforming Institutions Conference. Pittsburgh, PA.

Cook-Sather, A., Woolmer, C., Gläser, K., & Felten, P. (2018, June). Valuing different voices: Strategies for enacting pedagogical partnerships in diverse contexts. International Consortium for Educational Development. Atlanta, Georgia.

Cook-Sather, A., & Marquis, B. (2017, October). "My Perspective Deeply Matters": Promoting Equity through Student-Faculty Partnership. POD Conference, Montreal, Canada.

Marquis, B., Prasad, S. K., de Bie, A., Cook-Sather, A., Ntem, A., & Luqueño, L. (2017, October). Seeking to Promote Equity & Inclusion through Student-Faculty Partnership: New Horizons & Underexplored Terrain. ISSoTL17 Conference, Calgary, Canada.

Cook-Sather, A. (2017, June). How Pedagogical Partnerships Affirm Students' Rights and Extend Their Responsibilities. Annual Conference of the Association of University Professors. Washington, D.C.

Cook-Sather, A. (2016, March). How Can Student-Faculty Pedagogical Partnerships Support Diversity, Learning, and Student Success? AAC&U Conference, Philadelphia, Pennsylvania.

Cook-Sather, A. (2016, February). Possibilities and Challenges of Faculty and Students Co-Constructing Undergraduate Courses on Diversity. AAC&U Conference, New Orleans, Louisiana.

Torosyan, R., & Cook-Sather, A. (2015, November). Revisiting 'Active Listening': Paradoxes and Practices that Prompt Critical Reflection. Conference of the Professional and Organizational Development Network in Higher Education. San Francisco, California.

Felten, P., Bovill, C., & Cook-Sather, A. (2014, June). Engaging Students as Partners in Learning and Teaching (1): Benefits and Challenges – What Do We Know? ICED (International Consortium for Educational Development) Stockholm, Sweden.

Bovill, C., Felten, P., & Cook-Sather, A. (2014, June). Engaging Students as Partners in Learning and Teaching (2): Practical Guidance for Academic Staff and Academic Developers. ICED (International Consortium for Educational Development) Stockholm, Sweden.

Cook-Sather, A., & Felten, P. (2014, February). Leveraging Student-Faculty Partnerships to Enhance Learning and Teaching. Conference of the Professional and Organizational Development Network in Higher Education. Portland, Oregon.

Cook-Sather, A., & Li, H. (2013, November). Lessons from International Students on Campus Living and Classroom Learning. Conference of the Professional and Organizational Development Network in Higher Education. Pittsburg, Pennsylvania.

Cook-Sather, A., Burke, H., Felten, P., Hill, J., Lipinski, V. (2013, November). The Problems and Possibilities of Rethinking Power in Student-Faculty Pedagogical Partnerships. Meeting of the International Society for the Study of Teaching and Learning. Raleigh, North Carolina.

Cook-Sather, A., & Agu, P. (2012, October). Students of Color and Faculty Colleagues Developing Voice in the "Counter-spaces" of a Professional Development Program. Conference of the Professional and Organizational Development Network in Higher Education. Seattle, Washington.

"Raising student voices: Developing democratic engagement through dialogue about teaching and learning." With Mia Chin (BMC, '12), Peter Felten, Carmen Werder, Taylor Binnix (Elon, '12), Dimitri Simuel (Western Washington University, '13), and Daniel Espinoza-Gonzalez (Western Washington University, '12). American Association of Colleges and Universities (AAC&U). Washington, D.C. 27 January 2012.

Cook-Sather, A. (2012, January 11). Learning from the Learners' Perspectives: Consulting College Students about Effective Teaching. Teaching and Learning Center's 10th Annual Faculty Conference on Teaching Excellence. Temple University, Philadelphia, Pennsylvania.

Felten, P., Cook-Sather, A., & McKay, G. K. (2011, October 28). "Productive Disruptions": What Happens When Faculty Partner with Students in Pedagogical Planning. *Create Collaborate Engage*. Conference of the Professional and Organizational Development Network in Higher Education. Atlanta, Georgia.

Cook-Sather, A. (2011, October 21). Expanding Conceptions of Student and Faculty Roles in Three Institutions of Higher Education in the United States. Part of the Session: Lessons in 'Productive Disruption': What Student-Faculty Partnerships in Pedagogical Planning Can Teach Us. Conference of the International Society for the Study of Teaching and Learning. Milwaukee, Wisconsin.

Felten, P. Bovill, C., & Cook-Sather, A. (2010, 30 June). Changing Participants in Pedagogical Planning: Students as Co-Creators of Course Design, Curricula, and Teaching Approaches. Conference of the International Consortium of Educational Development. Barcelona, Spain.

Cook-Sather, A. (2010, June 30). From Pedagogical Solitude to Shared Responsibility: Faculty and Students Inquire Together into Effective Teaching. Paper presented at the International Conference in University Learning and Teaching. ISSUES FOR THE FUTURE. University of Hertfordshire, England.

Cook-Sather, A., Alter, Z., & Domers, T. (2010, March 12). "My Opinion Matters and Is Respected': Structuring Spaces for Student Voice. Part of a Symposium: "Features of Learning Environments That

Promote Student Voice." Biennial Meeting of the Society for Research on Adolescence. Philadelphia, PA.

Cook-Sather, A., & Cohen, J. (2009, April 14). Creating More Culturally Responsive Classrooms: Underrepresented Students as Pedagogical Consultants in Student-Directed Professional Development. The Annual Meeting of the American Educational Research Association.

Cook-Sather, A. (2009, April 15). "I Am Not Afraid to Listen": Prospective Teachers Learning from Students. Part of an interactive symposium called "Including Urban Students' Perspectives in the 'Circle of Knowledge': The Voices of City Youth in *What* and *How* We Know in Education Research." The Annual Meeting of the American Educational Research Association.

Cook-Sather, A., Cohen, J., & Shumate, T. (2009, February 27). Culturally Responsive Teaching Has Been Redefined for Me': What Happens When Underrepresented Students Work as Pedagogical Consultants to College Faculty. Ethnography in Education Conference, University of Pennsylvania.

Cook-Sather, A., & Lesnick, A. (2008, March 24). Building Civic Capacity: Faculty/Staff and Student/Staff Learning Partnerships in a Liberal Arts College. The Annual Meeting of the American Educational Research Association.

Cook-Sather, A. (2008, March 26). Preparing Teachers to Facilitate Change in Schools: Voices from Classrooms Engage with Voices from Universities. The Annual Meeting of the American Educational Research Association.

Cook-Sather, A. (2006, April). Amplifying Student Voices in Educational Research: Lessons from the *International Handbook of Student Experience in Elementary and Secondary School*. Chair. The Annual Meeting of the American Educational Research Association.

Cook-Sather, A. (2003, April). Teaching and Learning Metaphors: Changing Practice through Changing Perspective. Chair and Presenter. The Annual Meeting of the American Educational Research Association.

Cook-Sather, A. (2002, April). Putting the Pedagogy before the Technology: A Collaborative Model for Integrating Technology into Teaching. The Annual Meeting of the American Educational Research Association.

Cook-Sather, A. (2002, March). Learning to Teach as Translation: A New Metaphor for an Ongoing Process. The Ethnography Forum at the University of Pennsylvania, Philadelphia, PA.

Cook-Sather, A., & Shore, E. (2001, March). Taking the Time to Talk toward Techno-Pedagogy. Presented at *Stop and Think: Critical Reflections on Technology and Pedagogy*. St. Lawrence University in Canton, New York.

Cook-Sather, A. (2000, April). "Reach Me With More Than Words from Textbooks": Middle and High School Students' Perspectives on School and Schooling. The Annual Meeting of the American Educational Research Association, New Orleans, LA.

Cook-Sather, A. (2000, April). Keeping A Focus On Teachers' And Students' Work: An Interactive Session on Ethnographically Oriented Reports of Life in Classrooms. Panel presentation chaired by Frederick Erickson at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Cook-Sather, A. (1999, April). How to Say What They Have to Say: Eliciting and Recording Middle and High School Students' Perspectives on School and Schooling. The Annual Meeting of the American Educational Research Association, Montreal, Canada.

Cook-Sather, A. (1999, April). Translating Them Into Teachers: Preparing Pre-Service Teachers Through Dialogue in Text and Context. The Annual Meeting of the American Educational Research Association, Montreal, Canada.

Cook-Sather, A. (1999, March). Connects and Disconnects: Facilitating Dialogue Across Various Distances." Part of "Grounded Theorizing about Teacher Conversation at a Distance." A symposium presented by Christopher M. Clark, Alison Cook-Sather, Lynne Cavazos, and Frances Rust at the Sixteenth Annual Ethnography Forum at the University of Pennsylvania, Philadelphia, Pennsylvania.

Cook-Sather, A., McWilliams, J., & Reisinger, O. (1998, March). Learners Teaching, Teachers Learning: Multiple Forums for Dialogue in Teacher Education and Professional Development. The Ethnography in Education Conference at the University of Pennsylvania, Philadelphia, Pennsylvania.

Cook-Sather, A. (1997, November). Between the Idea and the Action: Exploring What Counts as Literacy in an Undergraduate Education Course. The Seventh Annual Conference at New Paltz, "Redefining Literacy in the Information Age," New Paltz, New York.

Cook-Sather, A., & Reisinger, O. (1996, April). Learners Teaching and Teachers Learning: A Collaboration Between High School Students, Practicing Teachers, and Preservice Teachers. The Annual Meeting of the American Educational Research Association, New York, New York.

Cook-Sather, A., & Reisinger, O., and Springfield High School Students (1995, November). Learners Teaching and Teachers Learning: A Collaboration Between High School Students, Practicing Teachers, and Preservice Teachers. The Pennsylvania Association of Colleges of Teacher Education, Harrisburg, Pennsylvania.

Cook-Sather, A. (1995, April). In Their Own Words, In Their Own Ways: Teachers Writing Toward Professional Development. The Annual Meeting of the American Educational Research Association, San Francisco, California.

Cook-Sather, A., & Reisinger, O. (1995, April). Inscribing and Describing (in) Writing: Two Teacher-Researchers' Descriptive Responses to Each Other and to Our Students. The Annual Meeting of the American Educational Research Association, San Francisco, California.

Cook-Sather, A., & Suyemoto, P. (1995, April). Multicultural Issues Across Contexts: Issues of Identity and Responsibility in Composition and Teacher Training Classrooms. The Annual Meeting of the American Educational Research Association, San Francisco, California.

Cook-Sather, A. (1995, March). When Academic Literacy Informs Life: An Exploration of Writing Students' Revisions of Themselves in the World. The Conference on College Composition and Communication, Washington D.C.

Cook-Sather, A., & Suyemoto, P. (1995, March). "Who Are *You* To Teach *Me*?: Toward a Theoretical Framework for Multicultural Pedagogy. The Conference on College Composition and Communication, Washington D.C.

Cook-Sather, A. (1994). Learning to Read and Write as a Woman." The Interdisciplinarity and Identity Conference, University of Delaware.

Cook-Sather, A. (1994, April). Windows and Mirrors: How Teachers Use Writing in Their Learning and Teaching. The Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.

Cook-Sather, A., Wolf, J. (1994, April). Revising Authority in Learning Teaching: "Starting with I, Starting with We." The Annual Meeting of the American Educational Research Association. New Orleans, Louisiana.

Cook-Sather, A. (1994, February). Exploring the Literacy Practices of Teachers and Students: Four Whole Language Classrooms. Symposium presented at the Fifteenth Annual Ethnography Forum at the University of Pennsylvania, Philadelphia, Pennsylvania.

Cook-Sather, A., & Suyemoto, P. (1993, April). (Re)contextualizing Teacher-Researcher Relationships: An Exploration of Ethical Questions in Classroom Research. The Annual Meeting of the American Educational Research Association. Atlanta, Georgia.

INVITED TALKS AND WORKSHOPS

Cook-Sather, A. (2024, October 19). Co-creating Courses with Students. New Mexico State University.

Cook-Sather, A. (2024, April 24). The Value of Student-Staff Partnership Work in Preparing for a Globally Connected World. Annual LTExChange Symposia Series, Teesside University, UK. [virtual]

Cook-Sather, A. (2024). Student Voice: Legacies, Challenges, and Possibilities. Launch of "Student Voice for Promoting Equity and Inclusion in Schools." WERA (World Educational Research Association) IRN (International Research Network). [virtual]

Cook-Sather, A., & Nguyen, V. (2023, December 1). Toward Pedagogical Partnership as a Mindset and Mode of Practice. Teaching & Learning Commons. Swarthmore College, PA.

Cook-Sather, A., & Nguyen, V. (2023, December 1). Preparing for Pedagogical Partnership: A Workshop and Orientation. West Chester University, PA.

Cook-Sather, A. (2023, December). Expert Panelist in Discussion of *Equitable and Effective Teaching in Undergraduate STEM Education: A Framework for Institutions, Educators, and Disciplines*. Invited by the Board on Science Education at the National Academies. Washington DC. [Virtual]

Cook-Sather, M. & Cook-Sather, A. (2023, November 7). Exploring Intersecting Dimensions of Diversity: Accessibility and Culture. CLIR Institutes, Aotearoa/New Zealand. https://institutes.clir.org. Shared conceptual framework from *Education Sciences* article, presented three experiences, and facilitated discussion. [Virtual]

Cook-Sather, A. (2023, October 30). Teaching, Learning, and Mentoring as Forms of Partnership. Inaugural College of Health Sciences Education Day: Innovations in Teaching, Learning & Mentorship. University of Delaware.

Cook-Sather, A. (2023, October 13). Co-creating Assessments with Students and Industry Partners: Drawing on Examples of Student-Staff Partnership Approaches to Formative and Summative Assessment. Keynote for Greenwich Business School Assessment Day. University of Greenwich, UK. [virtual]

Cook-Sather, A. (2023, September 28). The Present and Future Potential of Students-as-Partners Work. Keynote Address for the Students-as-Partners Roundtable. University of Melbourne, Australia. [virtual]

Cook-Sather, A. (2023, August 14). Pedagogical Partnership: An Innovative Approach to Formative Assessment of Faculty Teaching and Student Learning. Agnes Scott College [virtual].

Cook-Sather, A. (2023, June 20). Toward Pedagogical Partnership as a Mindset and Mode of Practice. Stanford University Center for Teaching and Learning.

Cook-Sather, A. (2023, June 20). Toward Pedagogical Partnership as a Mindset and Mode of Practice: Considerations for CTL Staff. Stanford University Center for Teaching and Learning.

Cook-Sather, A., & Elfenbein, C. (2023, June 13-14). Teaching and Learning Together: The Opportunities and Challenges of Pedagogy Partnerships. Grinnell College.

Weston, H., Felten, P., Stewart, K., & Cook-Sather, A. (2023, June). Mattering, Equity, and Student Success. Equity Institute. Georgetown University.

Cook-Sather, A. (2023, June). Trust and Pedagogical Partnership. Elon University Center for Engaged Learning.

Cook-Sather, A., with Van Nguyen. (2023, April). Co-creating a New Curricular Requirement in Power, Inequity, and Justice. President's Advisory Council, Bryn Mawr College.

Cook-Sather, A., Lattimore, L., & Wilson, C. (2023, April). Expanding Representations and Interpretations of Partnership: An Approach to Decolonizing. Westminster Students as Co-Creators Seminar Series.

Cook-Sather, A. (2023, February). Teaching and Learning Together: Principles and Possibilities. Eastern Michigan University.

Cook-Sather, A. (2023, January). Relaunching the P3 Program. Amherst College.

Cook-Sather, A. (2023, January). Student-Faculty Pedagogical Partnership: Reviewing Basic Principles, Exploring Models, and Building on Existing Practices. Eastern Kentucky University.

Cook-Sather, A. (2022, December). From Theory to Practice: Developing Approaches to Pedagogical Partnership for Inclusion, Equity, and Justice. University of Richmond. [Virtual]

Cook-Sather, A. (2022, November). Toward Equity and Inclusion in and through Pedagogical Partnership. The Hague University of Applied Science, The Netherlands.

Cook-Sather, A. (2022, October). Co-creating More Humane and Compassionate Assessment through Student-Faculty Partnership. Keynote Address. IUPUI Assessment Institute. Student Partnership and Engagement in Assessment Track. Indianapolis, IN.

Cook-Sather, A. (2022, October). Why "Mattering" Matters: What Research—and Students—Can Teach Us. Family & Friends Weekend. Bryn Mawr College.

Cook-Sather, A. (2022, May). Building on Pandemic-Prompted Innovations that Promote Belonging and Mattering: Humane and Compassionate Assessment Co-created through Student-Staff Partnership. *Sustaining Partnerships in Transformative Times. The 9th Change Agents' Network Conference (CAN 2022).* [Virtual due to COVID-19]

Cook-Sather, A. (2022, May). The Transformative Power of Pedagogical Partnership for Individuals and Institutions. Center for Teaching and Learning. University of Texas at Austin. [Virtual due to COVID-19]

Cook-Sather, A. (2022, April). The Transformative Potential of Cross-Constituency, Cross-Disciplinary Pedagogical Partnership. *Centre for Teaching Excellence.* University of Waterloo, Canada. [Virtual due to COVID-19]

Cook-Sather, A., Addy, T. M., & Litvitskiy, N. (2022, March 8). POD Network Scholarly Reads: Students as Partners.

Cook-Sather, A. (2022, February). Expanding and Embedding Forms of Partnership within a Growing Community of Practice. Online seminar: "Developing a community of practice – Student partnership in curriculum design." The Health Professions Education Centre at RCSI, University of Medicine & Health Sciences in Dublin, Ireland. [Virtual due to COVID-19]

Cook-Sather, A. (2022, February). How Pedagogical Partnership Can Inform and Support Inclusive Instruction. National University of Singapore. [Virtual due to COVID-19]

Cook-Sather, A. (2022, February). How Pedagogical Partnership Can Inform and Support Inclusive Instruction. Branch Alliance for Educator Diversity. [Virtual due to COVID-19]

Cook-Sather, A. (2022, January). Expanding Possibilities: The Potential of Cross-Context and Cross-Role Partnerships in Co-creating Higher Education. SWIFT2022, London, England. [Virtual due to COVID-19]

Cook-Sather, A. (2022, January). Contextualizing and Preparing for Partnership Practice. The Notre Dame Learning | Kaneb Center for Teaching Excellence, University of Notre Dame. [Virtual due to COVID-19]

Cook-Sather, A. (2021, December). Reimagining Active Involvement: Student and Staff Engagement through Pedagogical Partnership. Day of Teaching Christian-Albrechts-Universität zu Kiel, Germany. [Virtual due to COVID-19]

Cook-Sather, A. (2021, December). Student-Faculty Pedagogical Partnership in Course Development: Models, Outcomes, and Approaches. Grinnell College. [Virtual due to COVID-19]

Cook-Sather, A. (2021, November). Moving toward Greater Equity and Inclusion in STEM through Pedagogical Partnership. AAAS Series Session on Systemic Change. [Virtual due to COVID-19]

Cook-Sather, A. (2021, November). Developing Co-creation Approaches for Equity and Inclusion across the Institution. Keynote Address. University of Nebraska Lincoln. [Virtual due to COVID-19]

Cook-Sather, A. (2021, February). Interview focused on developing a university-wide promotion project on student-faculty partnership. Hong Kong Baptist University (HKBU). [Virtual due to COVID-19]

Cook-Sather, A. (2021, January). The Individual and Institutional Benefits of Building Faculty/Staff-Student Pedagogical Partnerships. Lahore University of Management Sciences, Pakistan. [Virtual due to COVID-19]

Cook-Sather, A. (2021, January). Developing a Student-Faculty Pedagogical Partnership Program. Emmanuel College. [Virtual due to COVID-19]

Cook-Sather, A. (2020, November). Student Perspectives on Trauma-Informed, Anti-racist Teaching and Learning: A Workshop for Faculty and Staff. Lewis & Clark College. [Virtual due to COVID-19]

Cook-Sather, A. (2020, August 25). Launching a Student-Faculty Pedagogical Partnership Program. Syracuse University. [Virtual due to COVID-19]

Cook-Sather, A., & Felten, P. (2020, July 6). Relationship Building in (Remote) Teaching and Learning. Ursinus College. [Virtual due to COVID-19]

Cook-Sather, A. (2020, July). Partnership through and for Inclusion: Launching a Pedagogical Partnership Program at a Hispanic-Serving Institution. University of Texas Rio Grande Valley. [Virtual due to COVID-19]

Cook-Sather, A. (2020, June). Co-Creating Learning Opportunities: The Potential of Pedagogical Partnership for Students and Faculty. New England Faculty Development Consortium (NEFDC). [Cancelled due to COVID-19]

Cook-Sather, A. (2020, June). Toward Pedagogical Partnership as an Ethos. University of Maryland. [Cancelled due to COVID-19]

Cook-Sather, A. (2020, May). A Conversation with Dr. Alison Cook-Sather about Students as Partners in Learning and Teaching. Opening Session at Pedagogicon 2020. Eastern Kentucky University. [Virtual due to COVID-19]

Cook-Sather, A. (2020, May). Four Years of Pedagogical Partnership at L&C in Review. Lewis & Clark College. [Cancelled due to COVID-19]

Cook-Sather, A. (May, 2020). Teaching for Equity and Inclusion: The Role of Pedagogical Partnerships. University of Maryland. [Cancelled due to COVID-19]

Cook-Sather, A. (April, 2020). Finding and Forging Brave Spaces: The Theory and Practice of Co-creating Inclusive and Equitable Learning Opportunities through Pedagogical Partnership. University of Scranton. [Cancelled due to COVID-19]

Cook-Sather, A. (November, 2019). "Considering Outcomes of Student-Faculty Pedagogical Partnership as Quality Indicators." Student Voices in Higher Education: Quality Assurance Perspectives and Practices Symposium. Humber College Institute of Technology and Advanced Learning, Ontario, Canada.

Cook-Sather, A. (2019, October). Respect, Reciprocity, and Shared Responsibility in Context: How to Build a Student-Staff Pedagogical Partnership Program. Kaye Academic College of Education. Be'er Sheva, Israel.

Cook-Sather, A. (2019, October). Working toward Greater Equity and Inclusivity through Pedagogical Partnership. Kaye Academic College of Education. Be'er Sheva, Israel.

Cook-Sather, A. (September, 2019). "Naming and Navigating Complexities: The Challenges of Inclusion and Power Dynamics in Planning for, Participating in, and Publishing about Partnership." University of Surrey, England.

Cook-Sather, A. (June, 2019). "Deepening Student Engagement and Redefining Quality through Student-Faculty and Student-Staff Partnership." University of Tsukuba, Japan.

Cook-Sather, A. (2019, April). "Working Alongside Those That Are Typically Viewed as Having The Power": Expanding Structures to Support Students as Partners in Learning and Teaching. Northeastern University, MA.

Cook-Sather, A. (2019, April). What Can Student Voice Contribute to Curriculum and Pedagogy in Medical School? Duluth, MN.

Cook-Sather, A. (2019, April). Radical Listening: Developing Capacity for Attending and Connecting within and beyond Classrooms. Mount Holyoke, MA.

Cook-Sather, A. (2019, February). When Difference Unites Us: How Pedagogical Partnerships Can Support Inclusive Teaching. Yale University.

Cook-Sather, A. (2019, February). Planning for Pedagogical Partnerships Focused on Developing Inclusive Teaching Practices: An Interactive Workshop. Yale University.

Cook-Sather, A. (2019, January). What Forms Can Pedagogical Partnership Take? College of William & Mary, Williamsburg, VA.

Cook-Sather, A. (2018, March 20). Tracing the Evolution of Student Voice. Massey University, New Zealand.

Cook-Sather, A. (2018, March 20). Promoting Partnership in Education through Student Voice. Massey University, New Zealand.

Cook-Sather, A. (2018, March 19). Respect, Reciprocity and Shared Responsibility in Context: How to Build a Student-Staff Pedagogical Programme at Massey. Massey University, New Zealand.

Cook-Sather, A. (2018, February 26). Imagining and Establishing Inclusive Co-creation Approaches to Teaching, Learning, and Scholarship. Muhlenberg College, Pennsylvania.

Cook-Sather, A. (2017, November 16). Working toward Greater Equity and Inclusivity through Pedagogical Partnership. Research on Teaching & Learning Conference McMaster University and the Paul R. MacPherson Institute for Leadership, Innovation & Excellence in Teaching.

Cook-Sather, A. (2017, November 3). Building Inclusive Classroom Communities in Times of Tension. Bryn Mawr College, Family Weekend.

Cook-Sather, A. (2017, June 30). Embracing an Ethic of Reciprocity: Pedagogical Partnership in Teaching and Learning. BESA Conference. Liverpool Hope University, Liverpool, England.

Cook-Sather, A. (2017, June 23). What Our Uses of Theory Tell Us About How We Conceptualize Student-Staff Partnership. RAISE Conference. Birmingham, England. http://www.raise-network.com/resources/partnership-colloquium-2017/

Cook-Sather, A., & Jackson, L. (2017, May). Pedagogical Partnership as Equity-Seeking Professional Development. PCLA Pedagogic Partnership Conference. Lafayette College.

Cook-Sather, A., & Des-Ogugua, C. (2017, February). Advocating Diversity: Co-creating Structures for Listening, Learning, and Taking Action. Lafayette College.

Cook-Sather, A. (2016, June 15). Great Teaching, Great Learning: Teachers and Students Working Together. Keynote for the annual conference of the Girls' Day School Trust. London, England.
Cook-Sather, A. (2016, May 17-18). Summer Institute: Developing a Student-Faculty Partnership Pilot Program. Smith College.

Cook-Sather, A. (2016, April 4). Exploring Possibilities for Student-Faculty Pedagogical Partnerships. Keynote for *Transforming Teaching Methods and Assessment in HE*. University of Padua.

Cook-Sather, A. (2016, April 4). Mapping Possibilities for Student-Faculty Pedagogical Partnerships. Workshop for *Transforming Teaching Methods and Assessment in HE*. University of Padua.

Cook-Sather, A. (2016, April 2). "I'm Going to Listen to Them": International Examples and Best Practices of Student Voice Work. *Once Upon a Time There Was a Piece of Wood*. Gubbio, Italy.

Cook-Sather, A. (2016, April 1). What Is 'Student Voice' and How Can It Transform Education? *Student Voice: For Inclusive and Democratic Schools, Institutions, and Society*. Ancona, Italy.

Cook-Sather, A. (2015, October 14). Developing and Extending Student-Faculty Partnership Approaches. Workshop, Pedagogy Conference, Uppsala University, Sweden.

Cook-Sather, A. (2015, October 14). Significant Shifts in Theory and Practice: From Active Student Participation to Student-Faculty Partnership, Keynote Address, Pedagogy Conference, Uppsala University, Sweden.

Cook-Sather, A. (2015, June). Student Voice in Research across Educational Contexts: Early Childhood through Tertiary Education. Keynote address at Learner Voice Conference, Trinity College, Dublin.

Cook-Sather, A. (2015, February). How and Why to Engage Students as Partners in Learning and Teaching. Keynote Address and Faculty Development Workshop, Smith College, Northampton, Mass.

Cook-Sather, A. (2015, February). Teaching So Everyone Engages and Realizes their Potential. Faculty Development Workshop, Bridgewater State University, Bridgewater, Mass.

Cook-Sather, A. (2015, February). Facilitating Discussions. Lafayette College, PA.

Cook-Sather, A. (2014, December 11). Active and Engaged Learning: Maximizing Student and Faculty Time and Energy. Keynote Address and Faculty Development Workshop, Bridgewater State University, Bridgewater, Mass.

Cook-Sather, A. (2014, October 8). Toward Student-Faculty Partnership in Teaching and Learning. Keynote Address and Faculty Development Workshop, Mercy College, New York.

Cook-Sather, A. (2014, August 19). Toward Student-Faculty Partnership in Teaching and Learning. Keynote Address and Faculty Development Workshop, University of Mount Union, Alliance, Ohio.

Cook-Sather, A. (2014, June 20). The Role of Student Voice in English Education in Thailand. Keynote Address at the TRI-ELE International Conference on English Language Education – "Toward Global English Horizons." Bangkok, Thailand.

Cook-Sather, A. (2014, June 24-26). Student Voice Conference: Accomplishments, Dilemmas, and Aspirations. University of Cambridge, Cambridge, England.

Cook-Sather, A. (2014, February). Developing a Student-Faculty Partnership Program. Reed College, Oregon.

Cook-Sather, A. (2014, February). Sharing Responsibility for Classroom Environments and Learning. Oberlin College.

Cook-Sather, A. (2014, January 30). Learning from Students Before Managing Classrooms: Using Email to Connect Secondary Students and Preservice Teachers." Il movimento Student Voice: ascoltare gli studenti per migliorare la scuola. Quale il ruolo delle tecnologie. University of Padua.

Cook-Sather, A. (2013, September). Engaging Students as Partners in Teaching and Learning. University of Virginia *Teaching Resource Center, the Curry School of Education, and the Office for Diversity & Equity*.

Cook-Sather, A. (2013, June 13). Engaging Students as Partners in Teaching and Research. Queen's University, Belfast, Northern Ireland.

Cook-Sather, A. (2012, October). Students as Change Agents. Plenary session organized by Mick Healey. Meeting of the International Society for the Study of Teaching and Learning. Ontario, Canada.

Cook-Sather, A. (2012, September). Students Partnering with Faculty in Explorations of Teaching and Learning. The Discovery Learning Project at the University of Texas, Austin, Texas.

Cook-Sather, A. (2012, June 14-15). Linking Across the Lines. University of Cambridge Faculty of Education, Cambridge, England.

Cook-Sather, A. (2012, June 11). Students as Pedagogical Leaders in Secondary Teacher Education and College Faculty Development. Open University, Milton Keynes, England.

Cook-Sather, A. (2012, June 10). Student Consultation as a Right in Secondary Teacher Preparation." Research Forum for the Child. Queen's University, Belfast, Northern Ireland.

Cook-Sather, A. (2012, February). Developing a Teaching and Learning Institute at Bryn Mawr College. Franklin & Marshall College, Pennsylvania.

Cook-Sather, A. (2012, January 20). Learning from and Responding to Diverse Students: Lessons from The Andrew W. Mellon Teaching and Learning Institute at Bryn Mawr College." Biannual Conference of the Consortium on High Achievement and Success (CHAS). Haverford College, Haverford, Pennsylvania.

Cook-Sather, A. (2011, October 1). Learning from the Learners: Lessons from The Andrew W. Mellon Teaching and Learning Institute at Bryn Mawr College. Scholarship of Teaching and Learning Conference, Maryville University.

Cook-Sather, A. (2011, July 1). Linking across the Lines: Student Voice Projects in Secondary Teacher Education and College Faculty Development." Student Voice: Past Efforts, Current Trends, and Future Possibilities. University of Cambridge Faculty of Education, Cambridge, England.

Cook-Sather, A. (2010, November 3). Exploring Teaching with Students: Lessons from the Teaching and Learning Institute at Bryn Mawr College. Swarthmore College, Pennsylvania.

Cook-Sather, A. (2010, October 6). Educação É Tradução (Education Is Translation)". Programa 5ª. Habilidade: Tradução e Ensino. Universidade Federal do Espírito Santo, Espírito Santo, Brasil.

Cook-Sather, A. (2009, March 11). The Teaching and Learning Initiative at Bryn Mawr College. Invited talk at Barnard College's Fostering Achievement Forum.

McCormack, E. F., & Cook-Sather, A. (2008, June 16). Supporting the Success of New Faculty at Bryn Mawr College. Center for the Integration of Research, Teaching, and Learning (CIRTL). Madison, Wisconsin.

Cook-Sather, A. (2007, October 27). Expanding the Conversation about Classroom Practices: Student Consultants Help Faculty Improve Learning and Teaching. Presented at the MSPGP Research Conference in Math and Science Education. Philadelphia, Pennsylvania.

Cook-Sather, A. (2006, November 4). Metaphors for Education and How They Influence Learning and Teaching." Invited talk for Parents Weekend, Bryn Mawr College, Pennsylvania.

Cook-Sather, A. (2006, October 4). Translating Selves: Rethinking the Roles of Learners, Teachers, and Clinicians in Student/Client-Centered Practice. Invited Scott Lecture, Graduate School of Social Work and Social Research, Bryn Mawr College, Pennsylvania.

Cook-Sather, A., Lesnick, A., & Cohen, J. (2005, April). No One Right Answer: Learning From and With Students." Presentation to teachers and parents in the Lower Merion School District about how to work with students with learning differences.

Cook-Sather, A. (2005, April). When Learners are Teachers: Redefining the Role of High School Students in Undergraduate, Secondary Teacher Preparation. For a symposium entitled "Adolescent Voices in Teacher Education." Presented at the annual meeting of the American Educational Research Association. Montreal, Canada.

Cook-Sather, A. (2005, April). Putting Student Voices at the Center of Teacher Preparation. For a symposium entitled "Speaking Up and Speaking Out: International Perspectives on the Democratic Possibilities of Student Voice." Presented at the annual meeting of the American Educational Research Association. Montreal, Canada.

Cook-Sather, A. (2005, March). Changing Classrooms: Student Voice and Pre-Service Teachers—A View from the USA. Keynote address prepared for "Critically Interrogating Pupil Voice," a seminar series funded by the Economic and Social Research Council (ESRC), co-sponsored by the Universities of Nottingham and Sussex, Manchester Metropolitan University and Networked Learning Group, National College for School Leadership, Nottingham, United Kingdom.

Cook-Sather, A. (2004, July). Letting Students Take the Lead: Toward More Successful Teaching & Learning. Keynote address delivered at "No Magic Bullet: High School Literacy Institute" at the Bucks County Intermediate Unit in Doylestown, Pennsylvania.

Cook-Sather, A. (2003, June). When Students Have Power: Practices that Reposition Students in their Education. Authors' Panel for "Learning Alternatives — Striving for a Higher Standard." International Association for Learning Alternatives, 33rd Annual Conference. Philadelphia, Pennsylvania.

Cook-Sather, A. (2003, April). Authorizing Student Perspectives. Presented at "Evaluation in Today's World: T-Tests or Tea Leaves." The 26th Annual Meeting of the Eastern Evaluation and Research Society. Absecon, New Jersey.

Cook-Sather, A. (2003, March). Critical Voices in School Reform: Using a Student-Centered Research Perspective to Inform School Reform Policy and Practice. Discussant. The Ethnography Forum at the University of Pennsylvania, Philadelphia, Pennsylvania

Cook-Sather, A. (1999, 200l, 2002, August). Making Your Education Your Own. Facilitator for a workshop for Customs Week at Haverford College, Pennsylvania.

Cook-Sather, A. (2001, August). New Roles, New Lines, and No Rehearsal: Guess Who's Coming to Cabinet. Panelist for the University Executive Seminar, a conference sponsored by Seminars on Academic Computing, an EDUCAUSE Affiliate. Snowmass, Colorado.

Cook-Sather, A. (2001, August). Talking Toward Techno-Pedagogy. Co-facilitator for a three-college technology initiative for librarians and information technology staff, faculty, and students. Supported by The Andrew W. Mellon Foundation. Great Lakes Colleges Association, Kalamazoo, Michigan.

Cook-Sather, A. (2001, May). Talking Toward Techno-Pedagogy: A Collaboration Across Colleges and Constituencies. Co-facilitator for a nine-college technology initiative for librarians and information technology staff, faculty, and students. Supported by The Andrew W. Mellon Foundation. Bryn Mawr College, Pennsylvania.

Cook-Sather, A. (2001, February). Talking Toward Techno-Pedagogy: A Collaboration Across Colleges and Constituencies. Presented with Kathy Binder, Susan Fliss, Julie Habjan Boiselle, and Kyra Comroe of Mt. Holyoke College at "Toward Information Fluency in the Liberal Arts" at Georgetown University, Georgetown, Texas.

Cook-Sather, A. (2000, May). Who Built the Bridges? Reflections on the People Behind the Possibilities. Keynote address for the Johns Hopkins Talent Recognition Program, Bryn Mawr College, Pennsylvania.

Cook-Sather, A. (2000, October). Talking Toward Techno-Pedagogy: A Collaboration Across Colleges and Constituencies. With Elliott Shore (Bryn Mawr College), David Ross (Bryn Mawr College), Barbara Mindell (Haverford College, Nick Yee (Haverford College), and Tammy Rabideaux (Swarthmore College). Presented at the Annual Meeting of the Oberlin Library Group. Philadelphia, Pennsylvania.

Cook-Sather, A. (1999, 2000, May). Negotiating Identities and Institutions. Director of a summer program for students of color and prospective candidates for the Mellon Scholars Program. Bryn Mawr College, Pennsylvania

Cook-Sather, A. (2000, May). Talking Toward Techno-Pedagogy: A Collaboration Across Colleges and Constituencies. Co-facilitator for a nine-college technology initiative for librarians and information

technology staff, faculty, and students. Supported by The Andrew W. Mellon Foundation. Bryn Mawr College, Pennsylvania.

Cook-Sather, A. (1999, January). Dimensions of Dialogue: Teacher Education at the Liberal Arts College. Delivered at Davidson College, North Carolina.

Cook-Sather, A. (1999, January). Developing Dialogues in Teacher Education. Delivered at Middlebury College, Middlebury, Vermont.

Cook-Sather, A. (1998, November). How To Make A Teacher: A Project of Art and Craft. Presented to the Alumni Association of Bryn Mawr College, New York City, NY.

Cook-Sather, A. (1998, March). Education: A Context for Interacting Brains, Minds, and Selves. Presented to the Alumni Association of Bryn Mawr College. New York City, NY.

Cook-Sather, A. (1997, July). Making Connections: The Brain and the Creation of Optimal Learning Opportunities for Students. Presented at the Brain and Behavior Institute, Bryn Mawr College.

Cook-Sather, A. (2000, February). Education at the Liberal Arts College? Presented for a panel on academic careers in education, the University of Pennsylvania.

Cook-Sather, A. (1999, August). "Only Connect". . . and Complicate: Integrating Research, Teaching, Learning, and Programmatic Design. Presented at the University of Pennsylvania.

Cook-Sather, A. (1999, April). Assessment Workshop. Co-facilitator for invited presentation/discussion for the Graduate School of Arts and Sciences, Bryn Mawr College, Pennsylvania.

Cook-Sather, A. (1999, March). How to Facilitate Group Discussion. Leader of a workshop for the Peer Awareness Program Facilitators, Haverford College.

Cook-Sather, A. (1998, November). Learning Styles Workshop. Facilitator for workshop for the Graduate School of Arts and Sciences, Bryn Mawr College, Pennsylvania.

Cook-Sather, A. (1998, September). Learning and Teaching in the Library. Leader of a workshop on pedagogy for staff of Bryn Mawr and Swarthmore Libraries. Bryn Mawr College, Pennsylvania

Cook-Sather, A. (1997, 1998, August). Pluralism Workshop. Facilitator of discussions on diversity for incoming freshmen. Bryn Mawr College, Pennsylvania.

Cook-Sather, A. (1998, July). Diversity as a Resource: Capitalizing on Students' Different Strengths and Perspectives through Cooperative Learning. Leader for a workshop at the Chaos and Computers Institute, Bryn Mawr College, Pennsylvania.

Cook-Sather, A. (1998, July). Making Connections Among Historical Purposes of Education, How the Brain Works, and How We Teach Today. Leader for a workshop at the Brain and Behavior Institute. Bryn Mawr College, Pennsylvania.

Cook-Sather, A. (1998, February). Diversity and Discovery in the Classroom: Learning Abilities and Disabilities. With Kim Cassidy (BMC, Psychology Department) and Paul Grobstein (BMC, Biology Department). In-service Teacher Workshop at Father Judge High School, Philadelphia, Pennsylvania.

Cook-Sather, A. (1997, September). Models of Teaching and Learning. Leader for workshop for Graduate Teaching Assistants, Bryn Mawr College.

Cook-Sather, A. (1998, March). Leading Our Youth: Women Transforming Education. Leader for a workshop at the Women's Institute for Leadership, Bryn Mawr College.

COMMITTEE SERVICE

Curriculum Committee, 2024-present
Search Committee for Assistant Director of Access Services, April 2023
Telling Histories Working Group, August 2019-present
Accessibility Leadership Committee, Fall 2017-present
International Students' Experience Working Group, Fall 2013-present
Teacher Education Committee, 1994-present
Working Group, DEI/A-R Curricular requirement, September-December 2021
Campus Partnership for Equity and Anti-Racism, January 2021-Sempter 2021
History Infrastructure Working Group, August-2018-August 2019
Admissions Committee, Fall 2017-Spring 2020
Junior Faculty Liaison, Fall 2016-Fall 2019
Search Committee, Lecturer in French and Francophone Studies, Fall 2015-Spring 2016
Leadership Working Group, Fall 2013-Spring 2014
President's Advisory Thinking Forward Group, Summer 2010-Summer 2013
Committee on Academic Priorities, Fall 2009-Spring 2013 (Chair, 2011-2012 and 2012-2013)
External Review Team, The Department of Education, Bowdoin College, 2009
Chair, Teaching and Learning Initiative Steering Committee, 2006-2010
President's Advisory Group on Balancing Family and Work, 2006-2009
Summer Program Policy Committee, 2003-2005
Undergraduate Curriculum Committee, 2003-2004, 1999-2001
Internships Advisory Council, 2000-2002
Science in Society Steering Committee, 2000-2010
Search Committee, Field Placement Coordinator for Praxis Courses, 2000
College Seminar Steering Committee, 1999-2004
Education and Training Committee, 1999-2001
External Review Team, The Department of Education and Child Study, Smith College, 1999
Search Committee, for faculty position in Developmental Psychology, 1997
Search Committee, for Coordinator of Environmental Studies Field Placements, 1997
Search Committee, for Director of Writing Center, Bryn Mawr College, 1997
Chair, Teacher Education Committee, 1994-2006

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

Editorial Review Board, *Higher Education*, 2023-present

Editorial Board, *To Improve the Academy*, 2023-present

Board Member, Verto Education, 2022-2024

International Society for the Scholarship of Teaching and Learning, 2015-present

Professional and Organizational Development Network, 2011-present
    Co-chair, Special Interest Group: Co-creation through Partnership, 2021-2023
    Editorial Board, *To Improve the Academy*, 2021-present

American Educational Research Association, 1994-2010, 2013-2014

Co-founder and Co-editor*, International Journal for Students as Partners,*
    https://mulpress.mcmaster.ca/ijsap

Founder and Editor*, Teaching and Learning Together in Higher Education,*
    http://repository.brynmawr.edu/tlthe/

Member of the first International Editorial Board of *Curriculum Inquiry*, 2008-present

Advisory Board Member, *International Journal of Student Voice*, 2015-present

Board Member, Eagles Mere Conservancy, 2016-2020

Reviewer for manuscripts submitted for publication to:
    Journal of Science, Education, and Technology, 2024-present
    Education Sciences, 2024-present
    Social Sciences, 2024-present
    Sustainability, 2023-present
    Advances in Health Sciences Education, 2023-present
    International Journal of Research & Method in Education, 2023-present
    Studies in Higher Education, 2023-present
    Studies in Educational Evaluation, 2023-present
    Journal of Diversity in Higher Education, 2023-present
    Oxford Review of Education, 2023-present
    Arts and Humanities in Higher Education, 2022-present
    Higher Education, 2021-present
    Journal of Mental Health Training, Education and Practice, 2020-present
    International Journal of Health Promotion and Education, 2020-present
    McGill Journal of Education, 2020-present
    Harvard Education Press, 2020-present
    British Educational Research Journal, 2019-present
    Johns Hopkins University Press, 2018-present
    International Journal for Inclusive Education, 2017-present
    Higher Education Research & Development, 2017-present
    Bloomsbury Academic, 2016-present

Higher Education Pedagogies, 2016-present
University College of London Press*,* 2016-present
Scandinavian Journal of Educational Research, 2015-present
To Improve the Academy: A Journal of Educational Development, 2015-present
International Journal of Multilingualism, 2015-present
International Journal of Nursing Education Scholarship, 2015-present
International Journal for Academic Development, 2014-present
Journal of Educational Change, 2014-present
Democracy and Educaton, 2014-present
Cambridge Journal of Education, 2013-present
International Journal of Research & Method in Education, 2013-present
Asian Pacific Journal of Education, 2013-present
Science and Engineering Ethics, 2012-present
Pedagogy, 2011-present
Educational Action Research, 2011-present
English Education, 2010-present
Review of Research in Education, 2010-present
European Journal of Psychology of Education, 2010-present
International Journal of Leadership in Education, 2009-present
Teaching and Teacher Education, 2009-present
Journal of Curriculum Studies, 2009-present
Atlanta, 2008-present
American Journal of Education, 2007-present
SUNY Press, 2007-present
Instructional Science, 2007-present
Curriculum Inquiry, 2007-present
Educational Evaluation and Policy Analysis, 2006-present
Teachers College Record, 2006-present
Routledge Press, 2005-present
Equity and Excellence in Education, 2005-present
Teachers College Press, 2004-present
The Teacher Educator, 2004-present
Journal of Teacher Education, 2003-present
Anthropology & Education Quarterly, 2003-present
Educational Researcher, 1998-present

Reviewer of proposals for Division K, Teacher Education, for the Annual Meeting of the American Educational Research Association, 1993-2005

Reviewer for Economic and Social Research Council, United Kingdom, 2008-2010.