

## The Power of Partnership: Students, Staff, and Faculty Revolutionizing Higher Education

Lucy Mercer-Mapstone and Sophia Abbot, editors

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### Reviewed By

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*Prairie Colleges*

With an email dialogue between the two editors as a preface, an introductory chapter consisting of a poem and an essay, and a comic-strip like graphic before section 1, readers begin to understand the non-traditional nature of this book's discussion of partnerships in higher education.

In section 1, the authors use various genres to describe the power and politics of Student as Partners (SAP). Clearly defining the terms and identifying the real and perceived challenges of historical hierarchies within higher education, each chapter provides a solid, though repetitive, introduction to the professional and personal dynamics at play.

Section 2 describes the intersections that occur in various SAP partnerships. The challenges of the roles and responsibilities both faculty and students face are complicated by the constant changes both experience during a project. Again, the authors use various genres to explain and address these parts, with varying degrees of usefulness and interest.

Section 3 moves the conversation forward by providing examples of partnerships and how they can grow individuals and institutions. Sasha Mathrani and Alison Cook-Sather present an interesting example, bringing the disciplines of biology and education together to illustrate personal development in SAP opportunities. Anne Bruder's honest sharing about the individual students who helped her teaching increase in effectiveness through unique classroom experiences was inspiring. Lucy Mercer-Mapstone and Sophie Abbot conclude the book with a good summary of the common themes discussed. The final section was by far the strongest part of the book.

The book's varying quality and genres made it seem like the main ideas of each section were covered multiple times, with little new information or perspective offered in the different chapters. The unconventional nature of the work made it difficult to feel progression in learning and understanding the concepts of SAP or any sense of later chapters building upon the others. Positively, most chapters give evidence of research despite their unique presentation formats.

For teachers of theology and religion, there is little application until the third section of the book gives consideration to the principles introduced in the earlier sections. In this respect, the book is disappointing. While creative, much of the content in the first two sections is so repetitive that it becomes frustrating. Even though the authors accomplish their purpose of acquainting the reader with challenges and benefits of SAP, this reviewer cannot recommend the book's content as beneficial.