

INTRODUCING THE UAGC TEACHING AND LEARNING PARTNERSHIP | AN INSTRUCTIONAL SUPPORT CONSULTATION PROGRAM

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Faculty Affairs proudly launches the UAGC Teaching and Learning Partnership, a faculty-driven professional learning opportunity grounded in collaboration, reflection, and instructional growth.

Explicitly designed for UAGC educator practitioners, the UAGC Teaching and Learning Partnership provides faculty with a consultative, confidential, non-evaluative space to explore their teaching practices alongside a trusted thought partner. The program honors faculty expertise, values real-world experience, and fosters instructional growth through reflective dialogue and collaborative inquiry.

What Is the UAGC Teaching and Learning Partnership?

The UAGC Teaching and Learning Partnership delivers instructional support consultation through a formative, partnership-based experience that helps faculty examine their teaching and its impact on student learning. Faculty guide consultations by identifying their own goals and questions, such as:

- What aspects of my teaching am I most curious about right now?
- What feedback or classroom experiences are shaping my thinking?
- How might I align my instructional practices more closely with my values and student needs?

I invite you to explore the foundational theory that shapes this program's vision: [Instructional Support Consultation Vision](#).

Get Started!

[Learn more about the program and sign up to participate in the UAGC Teaching and Learning Partnership.](#)

What Faculty Can Expect

Instead of offering prescriptive solutions, consultants partner with faculty by listening deeply, asking reflective questions, sharing research-based practices, and supporting experimentation with instructional strategies that feel authentic and effective. Faculty who participate in the Instructional Support Consultation Program can expect the following:

- A confidential, non-evaluative environment
- Respect for their role as content experts
- Collaborative goal-setting and reflective dialogue
- Research-informed instructional support
- Ongoing support and encouragement as new practices are implemented

The program draws on transformative learning theory and emphasizes growth through reflection, discourse, and meaningful instructional change.

Join the Conversation

Faculty Affairs is collaborating with the Faculty Council to support the program's launch, and participation remains entirely voluntary. As part of this collaboration, Faculty Affairs is seeking faculty partners who are willing to participate and share their experiences with the UAGC Teaching and Learning Partnership through co-authored articles and presentations to the Faculty Council. If you are interested, please contact me at Haley.Sampson@uagc.edu.

The UAGC Teaching and Learning Partnership offers faculty an opportunity to pause, reflect, and engage in thoughtful conversations about teaching—without judgment, evaluation, or expectations of perfection. Whether you are refining an established practice or navigating a new instructional challenge, the program will meet you where you are.