**Partial List of Themed Issues of**

***Teaching and Learning Together in Higher Education***

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In Chapter 4 of *Student-Faculty Pedagogical Partnerships in the Classroom and Curriculum: A How-To Guide for Faculty, Students, and Academic Developers in Higher Education*, we suggest that, because the work of pedagogical partnership is unfamiliar to many, radical to some, and challenging to all, it is essential that participants in pedagogical partnership advocate for the work and for one another in the work. All participants can promote the ideals of partnership beyond the institution as well—through publications, presentations, and informal conversations.

The following is a partial list of themed issues of *Teaching and Learning Together in Higher Education*, which was developed to showcase the experiences of participating in pedagogical partnership.

**EXPLORING DIMENSIONS OF RISK IN PEDAGOGICAL PARTNERSHIP IN HIGHER EDUCATION** (SPRING 2018)—a collection of essays that highlight issues of choice and agency, positionality, identity, precarity, and prioritization that contributing authors address; authors offer examples of vulnerability and bravery, of risk-taking and trust-building, and of choice-taking and ally-making. Guest edited by Cherie Woolmer, McMaster University, Canada.

**STUDENT-FACULTY PARTNERSHIP IN ITALY: APPROACHES, PRACTICES, AND PERSPECTIVES** (WINTER 2017)—frameworks, analyses, and examples of partnership experiences authored byuniversity professor and students. Guest edited by Daniela Frison, University of Padua, and Claudio Melcarne, University of Siena, Italy.

**STUDENTS AND STAFF AS PARTNERS IN AUSTRALIAN HIGHER EDUCATION** (SPRING 2017)—essays by staff (professional, academic or hybrid) and students seeking to reshape Australian higher education through dialogue and collaboration amongst staff and students. Guest edited by Kelly E. Matthews, University of Queensland, Australia.

**CREATING BRAVE SPACES WITHIN AND THROUGH STUDENT-FACULTY PEDAGOGICAL PARTNERSHIPS** (SPRING 2016)—essays that analyze and illustrate how students and faculty can create brave spaces for one another and for the students enrolled in the faculty members’ classrooms.

**EXTENDED PARTNERSHIPS: DEEPENING INSIGHTS, TRANSFORMING RELATIONSHIPS** (SUMMER 2015)—essays co-authored by faculty members and student consultant who worked in yearlong collaborations focused on pedagogical practice or intensive reviews of course content, assignments, and assessments.

**PARTNERSHIP IN TEACHER EDUCATION** (WINTER 2015)—essays by participants in the Teaching and Learning Together (TLT) project based in the Bryn Mawr/Haverford Education Program and student-faculty partnerships within teacher education at Smith College, Vassar College, and California State University, Long Beach.

**DIGGING DEEPER INTO PARTNERSHIP: THE STORIES BEHIND THE CASES IN *ENGAGING STUDENTS AS PARTNERS IN LEARNING & TEACHING*** (Jossey-Bass, 2014) (FALL 2014)essays by the student, faculty, and staff authors who were involved in the examples of student-partnership presented in that book.

**REALIZING THE POTENTIAL OF PARTNERSHIPS BETWEEN FIRST-YEAR FACULTY AND UNDERGRADUATE STUDENT CONSULTANTS** (WINTER 2014)—essays by first-year faculty at Bryn Mawrand Haverford Colleges and the student consultants with whom they worked through the Teaching and Learning Institute.

**CROSSING THRESHOLDS TOGETHER** (SPRING 2013)—essays that employ the “threshold concepts” framework (Meyer & Land, 2005) guest edited by Peter Felten, Assistant Provost, Director of the Center for the Advancement of Teaching and Learning, and Associate Professor of History at Elon University, and second Fellow of The Andrew W. Mellon Teaching and Learning Institute at Bryn Mawr College.