INTRODUCTION
Jeffrey L. Bernstein, Brooke A. Flinders

1. Learning in the Company of Others: Students and Teachers Collaborating to Support Wonder, Unease, and Understanding
Richard A. Gale
Embracing a shared vision of truly collaborative learning and teaching practice provides students and faculty alike with a richer understanding of the value and potential of working together. Refining roles and expectations allows students to build confidence through disequilibrium and discourse, if we are willing to embrace the risk inherent in these revised collaborative roles.

2. How Students, Collaborating as Peer Mentors, Enabled an Audacious Group-Based Project
Jeffrey L. Bernstein, Andrew P. Abad, Benjamin C. Bower, Sara E. Box, Hailey L. Huckestein, Steven M. Mikulic, Brian F. Walsh
The presence of peer mentors enabled a complex project to be implemented in a Campaigns and Elections class, and helped the professor develop a sustainable model that could be used in future iterations of the course.

3. The Development of a High-Impact Structure: Collaboration in a Service-Learning Program
Brooke A. Flinders, Matthew Dameron, Katherine Kava
The high-impact educational practices, recommended by the Association of American Colleges and Universities, are embedded in an undergraduate service-learning program and leadership team design.

4. Collaborative Structures in a Graduate Program
Robyn Otty, Lauren Milton
Collaboration that extends beyond an individual course creates community, continuity, and leadership opportunities for students in a graduate program.
5. Exploring Academia: Professionalization and Undergraduate Collaboration
Ellen G. Galantucci, Erin Marie-Sergison Krcatovich
An undergraduate experience working on a scholarship of teaching and learning project with a professor can have a positive impact on the career development of graduate students (and future faculty).

6. Collaborating in Dialogue for an Optimal Leadership Education
Carmen Werder, Joseph Garcia, Jamie Bush, Caroline Dallstream
Leadership education at Western Washington University is examined through four different lenses, each revealing important lessons for how leaders are made or revealed, and the role they play in facilitating dialogue around teaching and learning.

7. Four Positions of Leadership in Planning, Implementing, and Sustaining Faculty Learning Community Programs
Milton D. Cox
Faculty Learning Communities (FLCs) provide meaningful opportunities for engagement, collaboration, and development of the scholarship of teaching and learning. This chapter describes new positions of leadership that serve to implement and sustain FLCs.

8. Concluding Comments
Jeffrey L. Bernstein, Brooke A. Flinders
Taking stock of the lessons learned in this volume and considering next steps to facilitate future collaboration in the service of teaching and learning incite yet further conversation.

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