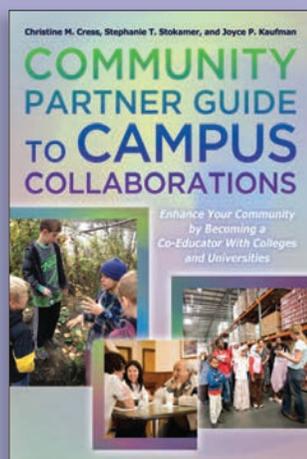
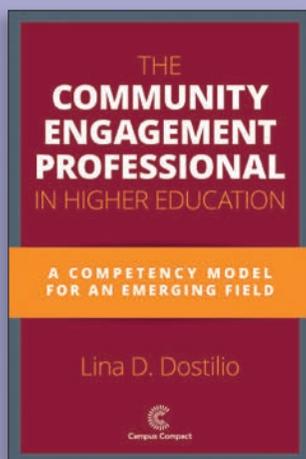
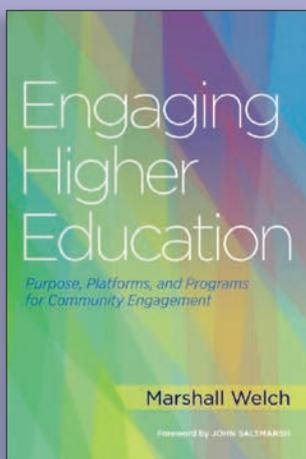


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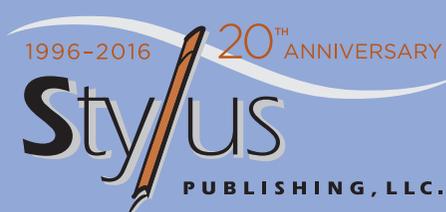
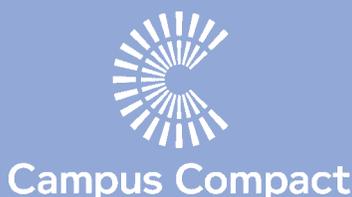
RESOURCES FOR SERVICE-LEARNING AND CIVIC ENGAGEMENT



Campus Compact and Stylus Publishing Collaboration

Stylus and Campus Compact are delighted to announce a new partnership to enable the development of new publications for higher education engagement, increase access to resources, and facilitate distribution to a wider audience. Campus Compact will work with innovative thinkers to bring forth new works; Stylus will manage book production, marketing, and distribution functions for the Compact. This catalog presents the first books to be published under this arrangement, Lina Dostilio's *The Community Engagement Professional in Higher Education: A Competency Model for an Emerging Field*, and Marshall Welch's *Engaging Higher Education: Purpose, Platforms and Programs for Community Engagement*; and lists available backlist titles.

Campus Compact members will continue to benefit from a 20% discount, which is now extended to Stylus titles.



NEW

Publicly Engaged Scholars

Next-Generation Engagement and the Future of Higher Education

Edited by Margaret A. Post, Elaine Ward, Nicholas V. Longo and John Saltmarsh

Foreword by Timothy K. Eatman

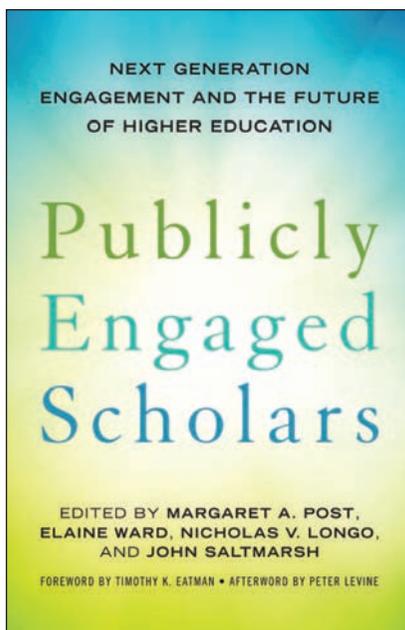
Afterword by Peter Levine

"[This] is a timely and hopeful book. A new generation of creative, dedicated, collaborative scholars is necessary if we are to realize the unrealized democratic promise of American higher education to powerfully contribute to a fair, decent, and just society. This book gives visibility and voice to that generation. Reading what young publicly engaged scholars have to say is both highly instructive and cause for genuine optimism about the possibilities for much needed significant, sustained university and societal change."

—**Ira Harkavy**, *Barbara and Edward Netter Center for Community Partnerships, University of Pennsylvania*

"This book gives voice to what is at stake—what matters and why—in pushing past our current discourses towards creating a new 'language regime of engagement.' The overall message comes through loud and clear: the ways by which next-generation scholar-practitioners of engagement have experienced their work and how they think about it require new ways to name 'the work.' I call on fellow 'pioneers' and 'elders' to honor next-generation engagement scholars by 'listening eloquently' (as pioneering Herman Blake would urge his students to do with community partners) to what they have to say, by identifying in their articulations areas rich for 'theorizing engagement,' and by referencing their work as we express one's own thinking on what engagement is or ought to be about." —**Nadine Cruz**, *service-learning pioneer and co-author of Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice and Future*

This book presents the voices of a new generation of scholars, educators, and practitioners who are committed to civic renewal and the public purposes of higher education. They question existing policies, structures, and practices, and put for-



ward new forms of engagement that can help to shape and transform higher education to align it with societal needs.

They make the case for public scholarship and argue that, in order to strengthen the democratic purposes of higher education for a viable future that is relevant to the needs of a changing society, we must recognize and support new models of teaching and research, and the need for fundamental changes in the core practices, policies, and cultures of the academy.

These scholars act on their values through collaboration, inclusiveness, participation, task sharing, and reciprocity in public problem solving. Central to their approach is an authentic respect for the expertise and experience that all stakeholders contribute to education, knowledge generation, and community building.

This book offers a vision of the university as a part of an ecosystem of knowledge production, addressing public problems with the purpose of advancing a more inclusive, deliberative democracy; and explores the new paradigm for teaching, learning, and knowledge creation necessary to make it a reality.

312 pp, 6" x 9", 3 figures & 8 tables
Paper, Mar 2016, 978 1 62036 264 8, \$35.00
E-Book, Mar 2016, 978 1 62036 266 2, \$27.99

NEW

Community-Based Research

Teaching for Community Impact

Edited by Mary Beckman and Joyce F. Long

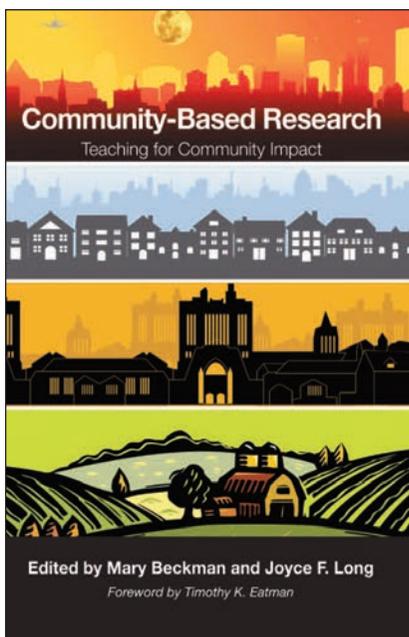
Foreword by Timothy K. Eatman

"In an environment in which some governors insist a college's worth should be measured only by the number of graduates getting high-paying, high-demand jobs, this book reminds us that many students achieve a different kind of education: one that cultivates an ethos of investigative care about solving problems faced by the very communities in which they live and will work. That's the kind of education that really prepares graduates to be the workers our country needs: competent, collaborative, solutions-oriented, and invested in the greater good."—**Caryn McTighe Musil**, *Senior Scholar and Director of Civic Learning and Democracy's Initiatives, Association of American Colleges and Universities*

"Skillfully organized, thoroughly researched, and clearly written, Beckman and Long have succeeded in assembling a collection of expert scholar-practitioners, each of whom provides evidence and practical advice for planning and conducting community-based research [CBR] A timely, refreshing, and major contribution to the existing literature on CBR, this book will stimulate and guide professors, students, community partners, and other professionals working in university and community settings."—**Nicholas Cutforth**, *Professor, Morgridge College of Education, University of Denver*

Community-based research (CBR) refers to collaborative investigation by academics and non-academic community members that fosters positive change on a local level. Despite recent trends toward engaged scholarship, few publications demonstrate how to effectively integrate CBR into academic course work or take advantage of its potential for achieving community change.

Community-based research (CBR) refers to collaborative investigation by academics and non-academic community members that fosters positive change on a local level. Despite recent trends toward engaged scholarship, few publications demonstrate how to effectively integrate CBR into academic course work or take advantage of its potential for achieving community change.



This book fills these gaps by providing:

- An overview of language and methods used by professionals engaged in CBR
- A framework for orienting CBR toward concrete community outcomes
- Effective ways to integrate CBR into course content, student-driven projects, and initiatives spanning disciplines, curricula, campuses and countries
- Lessons learned in working toward positive outcomes for students and in communities

This text is designed for faculty, graduate students, service-learning and other engaged learning and scholarship practitioners, alliance members, special interest groups, and organizations that desire to strengthen student learning and utilize research for improvement in their communities.

360 pp, 6" x 9", 11 illus

Paper, Mar 2016, 978 1 62036 356 0, \$35.00

E-Book, Mar 2016, 978 1 62036 358 4, \$27.99

NEW

Engaging Higher Education

Purpose, Platforms, and Programs for Community Engagement

Marshall Welch

Foreword by John Saltmarsh

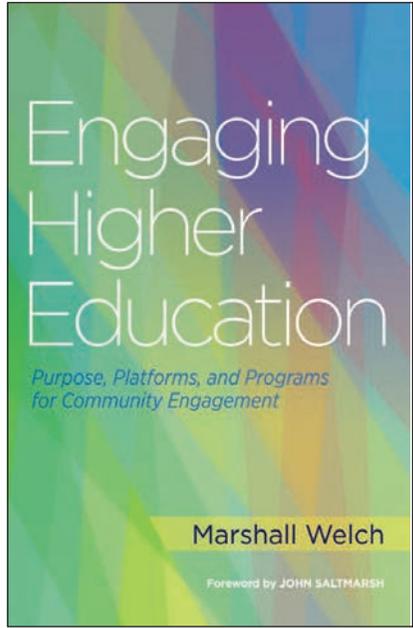
“Marshall Welch’s book is the new version of the book that Zlotkowski did [Successful Service Learning Programs] eighteen years ago, and equally invaluable. And like the earlier book, it captures the evolving nature of the infrastructure supporting campus engagement.

This book has the kind of detailed richness that can only come through deeply grounded experience, the vast and deep practice knowledge that Welch brings to our understanding of the work of community engagement centers. And, as was true with Zlotkowski’s earlier book, this is an essential guide for community engagement professionals and for democratically engaged administrators who are tackling the challenges of educating for democracy and transforming their campuses.

Since the emergence of centers for community engagement on campuses in the late 1980s, they have always been located in the nexus of larger tensions and challenges faced by higher education, as they are today. This book allows us to see their purpose and functions more clearly as we face new challenges and they continue to evolve. We need this book now to better navigate the institutional complexity of community engagement in order to create the campuses we want for a healthy and vibrant democracy.”—**John A.**

Saltmarsh, *Director of the New England Resource Center for Higher Education (NERCHE), University of Massachusetts*

For directors of campus centers that have received the Carnegie Classification for Community Engagement, this book offers research and models to further advance their work. For directors starting out, or preparing for application for the Carnegie Classification, it provides guidance on setting up and structuring cen-



ters as well as practical insights into the process of application and the criteria they will need to meet.

This book responds to the expressed needs of the participating directors of centers for community engagement for models and practices they could share and use with faculty, and mid-level and upper-level administrators to more fully embed engagement into institutional culture and practice.

This book is organized around the purpose (the “why”), platforms (the “how”), and programs (the “what”) that drive and frame community engagement in higher education. It also offers practitioners valuable information on trends of current practice based on Carnegie Classification criteria. It will also serve the needs of graduate students aspiring to become the future professoriate as engaged scholars, or considering preparation for new administrative positions being created at centers.

 **Co-published with
Campus Compact**

276 pp, 6" x 9"

Paper, Jul 2016, 978 1 62036 384 3, \$45.00

E-Book, Jul 2016, 978 1 62036 386 7, \$35.99

NEW

The Community Engagement Professional in Higher Education

A Competency Model for an Emerging Field

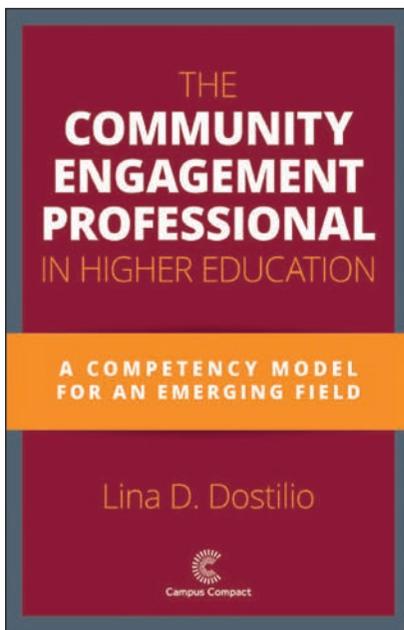
Edited by **Lina D. Dostilio**

"Dostilio and her colleagues have incorporated an innovative empirical approach in charting the evolving role and responsibilities of CEPs. A practice scholar community of just over a dozen professionals spent nearly a year in conversation to review the literature and share their own perspectives on their work. The product of this initial effort was validated through a robust survey process of piloting and refining the outcomes. The process, involving hundreds of responding professionals, has identified key competencies that serve as compass points in the journey of becoming an effective CEP. Coupling the professional literature with the practical perspective of professionals in the field, this volume provides a comprehensive and broad contextual spectrum of necessary skills for serving students, faculty, campus centers, institutions, and the community. This book is an important resource for the new generation of professionals who must face a myriad of tasks and challenges that did not exist for the previous generation of professionals who launched a pedagogical movement that has since become a professional field unto itself. At the same time, the book honors the legacy of the work provided by the early advocates of community engagement while looking ahead to guide future leaders of the field as they advance this work. This book combines and provides both a unique inquiry approach that will serve as a model for future research and a robust skill set that emerged from the inquiry that will serve the next generation of engaged educational leaders well."

—**Marshall Welch**, *Board Member International Association for Research on Service-learning and Community Engagement (IARSLCE)*

This book, offered by "practitioner-scholars," is an exploration and identification of the knowledge, skills, and dispositions that are central to supporting effective community engagement practices between higher education and communities. The discussion and review of these core competencies are framed within a broader context of the changing landscape of institutional community engagement and the emergence of the Community Engagement Professional as a facilitator of engaged teaching, research, and institutional partnerships distinct from other academic professionals.

This research, conducted as part of Campus Compact's Project on the Community Engagement



Professional, seeks to identify the shared knowledge and practices of Community Engagement Professionals by looking to empirical practice literature. Chapters include an exploration of competencies applicable to those in Community Engagement Professional roles generally, and also to those specializing in specific areas such as faculty development, partnership facilitation, and other areas of responsibility. The authors trace the evolution of engagement administration over time and the role of those facilitating community-campus engagement toward a "Second Generation" professional who is at once a "tempered radical, transformational leader, and social entrepreneur."

Central to the work is a presentation of the core competency findings, along with suggestions for continued exploration. Dostilio and her colleagues argue that Community Engagement Professionals should claim a professional identity grounded in a set of core competencies, values, and knowledge, and through association with a community of scholar practitioners similarly dedicated. Additional work to understand and empower Community Engagement Professionals in their role as distinct from other higher education professional types will enable both broader impact for institutions and communities now with a view to prepare those coming to the role for a dynamic and demanding environment without distinct boundaries.

A Campus Compact title

224pp, 6" x 9"

Cloth, 2017, 978 1 945459 02 3, \$95.00

Paper, 2017, 978 1 945459 03 0, \$39.95

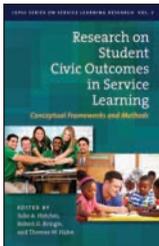
Lib E-Book, 2017, 978 1 945459 04 7, \$95.00

E-Book, 2017, 978 1 945459 05 4, \$31.99



IUPUI Series on Service Learning Research Series

Series Editors: Robert G. Bringle & Julie A. Hatcher



FORTHCOMING

Research on Student Civic Outcomes in Service Learning

Conceptual Frameworks and Methods

Edited by Julie A. Hatcher, Robert G. Bringle and Thomas W. Hahn

At this time of a renewed call for colleges and universities to create campus cultures that support and develop students' understanding and commitment to civic participation, what is known about the design of service learning courses and their effectiveness to achieve this goal? This volume presents research on—and deepens understanding of—teaching strategies that foster the knowledge, skills and dispositions of college graduates to be actively engaged in their communities as citizens and civic-minded professionals.

The first section offers an overview of civic learning and the importance of intentional service learning course design to reach civic outcomes. The next section employs various disciplinary perspectives to identify theories and conceptual frameworks for conducting research on student civic outcomes. The third section focuses on research methods and designs to improve research using quantitative and qualitative approaches, cross-institutional research strategies, longitudinal designs, authentic data, and local and national data sets. Chapters also address implications for practice and future research agendas for scholars.

IUPUI Series on Service Learning Research 3
336 pp, 6" x 9"
Paper, Nov 2016, 978 1 57922 343 4, \$39.95
E-Book, Nov 2016, 978 1 57922 345 8, \$31.99

International Service Learning

Conceptual Frameworks and Research

Edited by Robert G. Bringle, Julie A. Hatcher and Steven G. Jones

This book focuses on conducting research on International Service Learning, which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students, faculty, and communities.

Individual chapters discuss conceptual frameworks, research design issues, and measurement strategies related to student learning outcomes; the importance of ISL course and program design; the need for faculty development activities to familiarize faculty with the component pedagogical strategies; the need for resources and collaboration across campus units to develop institutional capacity for ISL; and the role that community constituencies should assume as co-creators of the curriculum, co-educators in the delivery of the curriculum, and co-investigators in the evaluation of and study of ISL.

IUPUI Series on Service Learning Research 1
416 pp, 6" x 9", tables
Paper, 2010, 978 1 57922 339 7, \$39.95
E-Book, 2012, 978 1 57922 536 0, \$31.99

Research on Service Learning

Conceptual Frameworks and Assessments

VOLUME 2A: STUDENTS AND FACULTY

VOLUME 2B: COMMUNITIES, INSTITUTIONS AND PARTNERSHIPS

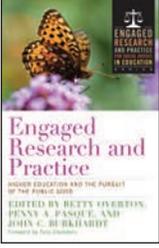
Edited by Patti H. Clayton, Robert G. Bringle and Julie A. Hatcher

The purpose of this work is to improve service learning research and practice through strengthening its theoretical base. Contributing authors include both well-known and emerging service learning and community engagement scholars, as well as scholars from other fields. The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research, describe assessment methods and instruments, develop future research agendas, and consider implications of theory-based research for enhanced practice.

IUPUI Series on Service Learning Research 2A
350 pp, 6" x 9", tables & figures
Paper, 2012, 978 1 57922 341 0, \$49.95
E-Book, 2013, 978 1 57922 839 2, \$39.99

IUPUI Series on Service Learning Research 2B
336 pp, 6" x 9", tables & figures
Paper, 2012, 978 1 57922 884 2, \$49.95
E-Book, 2013, 978 1 57922 886 6, \$39.99

Research on Service Learning 2A, 2B
Two Volume Set
660 pp, 6" x 9"
Paper, 2012, 978 1 57922 919 1, \$85.00



FORTHCOMING

Engaged Research and Practice

Higher Education and the Pursuit of the Public Good

Betty Overton, Penny A.

Pasque and John C. Burkhardt

Foreword by Tony Chambers

“READ this book! The essential messages among the pages are not the first or final words regarding higher education’s special relationship with the society that created and supports it. Sit with it. Put it down and pick it up again later. It shifts perspective kaleidoscopically; what you see depends on where you stand at any given moment. The messages encourage reflections, as all good work should do. Argue with the perspectives outlined in the following pages. Curse and correct the messages. But don’t leave the messages and their reflections be....Doing so begins the end of engagement and signals the irrelevance of scholarship. Engaged scholarship begs for engagement. Not necessarily agreement or blind fidelity...but stringent and earnest engagement.

If nothing else, this collection calls higher education to question, again, its claim to relevance at a time in American society when neoliberal and commercial objectives of higher education are winning out over the broader life sustaining objectives of justice, knowledge, compassion and community.”—**Tony Chambers**

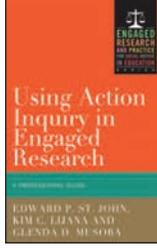
Each chapter addresses the ways in which faculty, community and administrative leaders may connect research and practice through unique research projects. The authors offer clear explanations of “how” their engaged research was conducted to illustrate explicit pathways for practitioners. This book also includes short narratives where authors involved with this research reflect on their experiences and the lessons they have learned while immersed in community and policy related work.

Engaged Research and Practice for Social Justice in Education Series

304 pp, 6” x 9”

Paper, Oct 2016, 978 1 62036 440 6, \$39.95

E-Book, Oct 2016, 978 1 62036 442 0, \$27.99



FORTHCOMING

Using Action Inquiry in Engaged Research

A Professional Guide

Edward P. St. John, Kim Callahan Lijana, Glenda D. Musoba

Foreword by Rick Dalton

Using Action Inquiry in Engaged Research: A Professional Guide offers higher education and school professionals practical guidance and methods for using the Action Inquiry Model (AIM) in engaged research initiatives and community partnerships. Replete with group exercises and case studies, this guide was originally developed to supplement workshops for faculty, administrators and students working on action initiatives that focused on critical educational issues facing local communities. It provides a useful framework and straightforward techniques for building empowering partnerships.

The Action Inquiry Model (AIM) includes four stages:

- **Assessment:** Using research and experience to identify critical challenges facing the university with respect to the improvement of educational opportunities
- **Organization:** Developing workgroups to collaborate on initiatives that address critical challenges; providing financial support for new initiatives; and providing release time and professional development opportunities for faculty and staff who engage in reform initiatives
- **Action Initiatives:** Treating reforms as pilot tests for new strategies, as a means of promoting organizational learning, professional development, and student success
- **Evaluation:** Integrating the evaluation of current programs and incorporating new initiatives into the reform process.

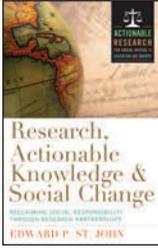
This guide provides two methods for learning the inquiry process: a step-by-step process for defining tasks for teams of researchers and practitioners working together to use research to inform the educational improvement; and sets of case studies on assessment and action inquiry to inform groups in collectively discussing problems and strategies, an approach that supports the classroom use of the Guide.

Engaged Research and Practice for Social Justice in Education Series

116 pages, 6” x 9”, 19 illus

Paper, Dec 2016, 978 1 57922 835 4, \$25.00

E-Book, Dec 2016, 978 1 57922 837 8, \$19.99



Research, Actionable Knowledge, and Social Change

Reclaiming Social Responsibility Through Research Partnerships

Edward P. St. John

Foreword by Penny A. Pasque

“St. John has spent his career studying the intersections of policy, practice, and research. He has struggled with how those of us concerned with social justice might move away from entrenched notions of research and measurement and instead infuse our work in more direct ways to achieve ends aimed at improving the public good. This book summarizes his ideas and suggest that actionable research has the potential of promoting social justice and fairness in education and social systems. The book will appeal to educational and social researchers interested in collaborating with practitioners committed to improving equity.”—**William G. Tierney**, *Wilbur-Kieffer Professor of Higher Education, University of Southern California*

This volume provides strategies and frameworks for using social science research to engage in critical social and educational problem solving. Combining the best practices of critical analysis and traditional research methods, this professional text offers guidance for using the Action Inquiry Model (AIM), a transformative model that explains how to successfully conduct action-oriented research in a multitude of professional service organizations. The aim of the text is to encourage a new generation of research-based partnerships reforms that promote equity and access for underserved populations.

Topics discussed include:

- The historical precedents for universities engaged in social change
- The limitations of current social science theory and methods
- The critical-empirical approach to social research
- The issues relating to social justice within the policy decision process
- The use of social research to integrate an emphasis of social justice into economic and policy decision making

Engaged Research and Practice for Social Justice in Education Series

276 pages, 6" x 9"

Paper, 2013, 978 1 57922 735 7, \$35.00

E-Book, 2013, 978 1 57922 737 1, \$27.99



Creating Strategic Partnerships

A Guide for Educational Institutions and Their Partners

Pamela L. Eddy and Marilyn J. Amey

Foreword by Debra D. Bragg

What are the characteristics and conditions that lead to successful educational partnerships?

What can we learn from partnerships that fail, cannot be sustained over time, or cease to benefit their partners?

“Having worked with and evaluated many multi-entity projects and groups over the years (across institutions, states, educational sectors, and state agencies), I find the research synthesized in *Creating Strategic Partnerships* rings true. It delineates the complicated structures and perspectives of partnerships at both the entity and the individual levels. It addresses the key concepts of trust and mutual respect, as well as more functional areas. Reflection questions embedded throughout the text are an excellent guide for those participating in, those contemplating entering, and those wanting to foster strategic partnerships using available levers (funding, legislation, etc.). The final chapter is a short ‘how-to’ for sustaining lasting partnerships targeted at various role positions including campus leaders, policy makers, mid-level leaders, and individuals.”

—**Karen Paulson**, *Senior Associate, National Center for Higher Education Management Systems*

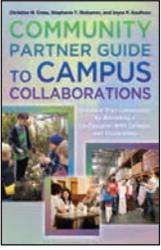
This book serves as a guide to the successful implementation of partnerships. It provides the context and tools for readers who are responding to the increasing demands of policy makers, funders and institutional leaders to use partnerships to address local, state and federal issues, achieve external mandates, meet public or internal agendas, or pursue international collaborations.

This guide provides an evidence-based framework for institutional and organizational leaders to develop the vision, shared values and norms to achieve the “partnership capital” that will sustain an enduring relationship.

246 pp, 6" x 9", 10 tables & 7 figures

Paper, 2014, 978 1 57922 755 5, \$32.50

E-Book, 2015, 978 1 57922 757 9, \$25.99



Community Partner Guide to Campus Collaborations

Enhance Your Community By Becoming a Co-Educator With Colleges and Universities

Christine M. Cress, Stephanie T. Stokamer and Joyce P. Kaufman

“[This book] effectively presents an orderly guide for non-academic organizations to begin to develop mutually beneficial partnerships with post-secondary institutions.

This book speaks clearly to both academic and non-academic organizations. The authors’ illustrations demonstrate a breadth of experience working within both types of organizations and their writing style is welcoming to readers who may be unacquainted with how community group and college partnerships work together to produce significant student learning outcomes.

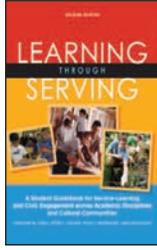
Their manual, written specifically for helping non-academic people navigate the post-secondary world, also benefits academics interested in connecting their students to experiential learning opportunities.”—*Reflective Teaching Journal*

This *Guide* is addressed to you, whether your non-profit has experience of working with university interns or volunteers but wants to deepen and increase the effectiveness of the relationship; whether your agency is starting to explore how to improve client services through a campus collaboration; or whether you work for an NGO interested in partnering with universities across borders to effect positive change and draw attention to the challenges, resources, and needs of your community.

140 pp., 7” x 10”, 16 tables, 18 figures & 22 pull-out texts
Paper, 2015, 978 1 62036 136 8, \$17.95
E-Book, 2015, 978 1 62036 138 2, \$13.99

This Guide is also available in sets of six or twelve, at reduced prices, to facilitate its use for planning, and for training of leaders engaged in partnerships.

Set of 12, 2015, 978 1 62036 272 3, \$150.00
Set of 6, 2015, 978 1 62036 271 6, \$87.00



BESTSELLER

Learning Through Serving

A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities

Cultural Communities

SECOND EDITION

Christine M. Cress, Peter J. Collier and Vicki L. Reitenauer

REVIEW OF THE FIRST EDITION

“The purpose of the book is to walk the reader through elements of learning and serving by focusing on how students can ‘best provide meaningful service to a community agency or organization while simultaneously gaining new skills, knowledge, and understanding as an integrated aspect of the [student’s] academic program.’

[The authors] bring their expertise to the pages of this helpful and practical guide for college students engaged in service-learning. Intended as a textbook, this work reads like a conversation between the authors and the college student learner. The publication is student-friendly, comprehensive, easy to follow, and full of helpful activities.”—*Journal of College Student Development*

This substantially expanded new edition of this widely-used and acclaimed text maintains the objectives and tenets of the first. It is designed to help students understand and reflect on their community service experiences both as individuals and as citizens of communities in need of their compassionate expertise. It is designed to assist faculty in facilitating student development of compassionate expertise through the context of service in applying disciplinary knowledge to community issues and challenges. In sum, the book is about how to make academic sense of civic service in preparing for roles as future citizen leaders.

This edition presents four new chapters on Mentoring, Leadership, Becoming a Change Agent, and Short-Term Immersive and Global Service-Learning Experiences, and incorporates considerable revisions to the original chapters.

240 pp., 8 1/2” x 11”
Paper, 2013, 978 1 57922 990 0, \$27.50
E-Book, 2013, 978 1 57922 992 4, \$21.99

Learning Through Serving Instructor Manual

Available free at:

https://sty.presswarehouse.com/sites/stylus/resrcs/chapters/1579229905_otherchap.pdf



Working Side by Side

Creating Alternative Breaks as Catalysts for Global Learning, Student Leadership, and Social Change

**Shoshanna Sumka,
Melody Christine Porter**

and Jill Piacitelli

Foreword by Tanya O. Williams

“This volume is an essential resource for educators and student leaders who seek to engage students in alternative breaks.”—**Barbara**

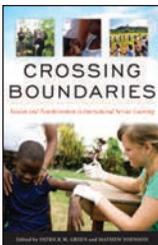
Jacoby

This book constitutes a guide for student and staff leaders in alternative break (and other community engagement, both domestic and international) programs, offering practical advice, outlining effective program components and practices, and presenting the underlying community engagement and global learning theory.

390 pp, 6” x 9”, figures & tables

Paper, 2015, 978 1 62036 124 5, \$32.50

E-Book, 2015, 978 1 62036 126 9, \$25.99



Crossing Boundaries

Tension and Transformation in International Service-Learning

**Edited by Patrick Green
and Mathew Johnson**
**Foreword by Robert G.
Bringle**

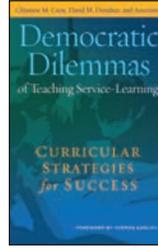
“*Crossing Boundaries* is an honest, insightful and timely collection of perspectives that critically explore the tensions that so many international service-learning faculty and coordinators feel and see as we facilitate these important yet complicated learning experiences. Together, the authors share stories and ideas about student learning, partnerships and experiences that worked well, and just as importantly that didn’t work; and what they learned. Overall, the depth and breadth of this compilation of perspectives is needed at this point in our field’s history.”

—**Tommy J. Van Cleave**, *Director of Service and Experiential Learning, Office of the Provost, Iona College*

294 pp, 6” x 9”, figures

Paper, 2014, 978 1 57922 620 6, \$29.95

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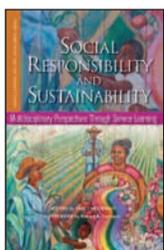
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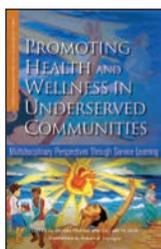
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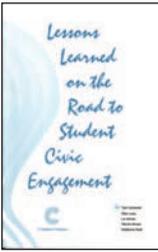
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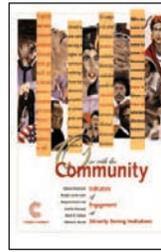
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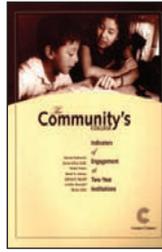
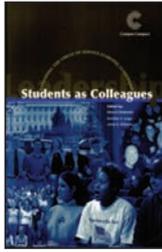
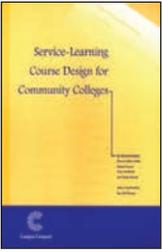
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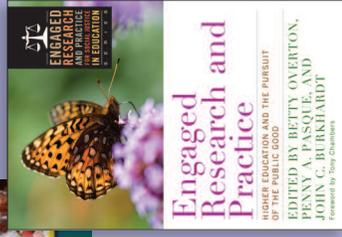
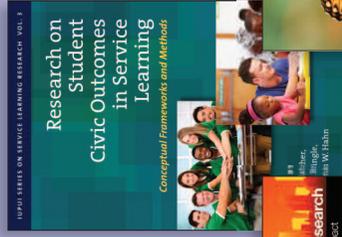
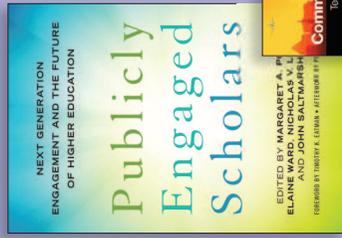
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