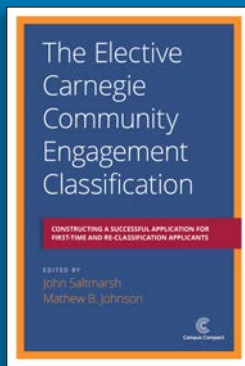
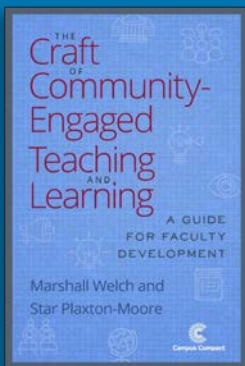
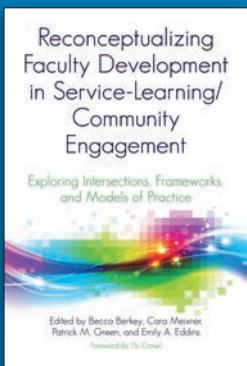
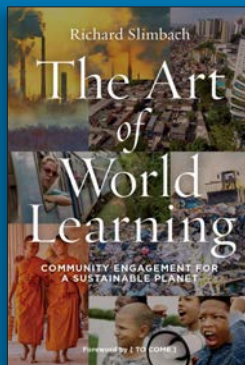
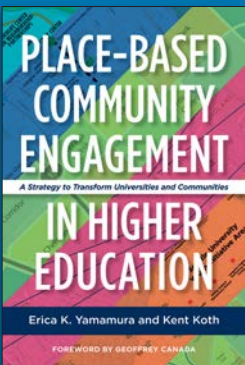
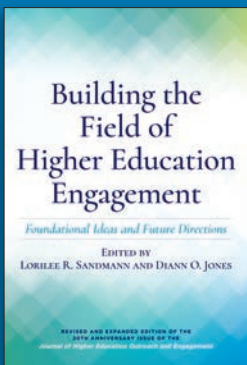
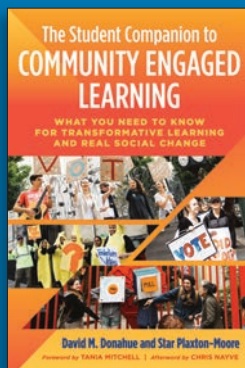
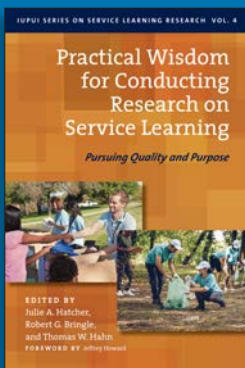
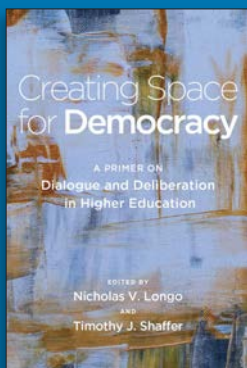


FREE SHIPPING ON ALL ORDERS — SEE INSIDE
SAVE WITH QUANTITY DISCOUNTS • USE SOURCE CODE SLCAT9

Essential Resources for Service-Learning and Community Engagement



**Editorial & Marketing:**

22883 Quicksilver Drive
Sterling, VA 20166-2019
Tel: 703-661-1504
Fax: 703-661-1547
E-mail: stylusinfo@styluspub.com

www.Styluspub.com

Orders & Customer Service:

P O Box 605
Herndon, VA 20172-0605
Tel: 1-800-232-0223 / 703-661-1581
Fax: 703-661-1501
E-mail: StylusMail@PressWarehouse.com

Table of Contents

Promoting Scholarship	1
Student Texts.....	2
Engaging with Communities	4
Global Learning.....	6
IUPUI Series on Service	
Learning Research	7
Education Development.....	8
Campus Compact	10
Resources for Faculty.....	12
Index.....	13

**Compare Before You Buy /
Order Direct for Free Shipping
and Quantity Discounts**

Use code SLCAT9 when you order online or call toll-free to automatically benefit from our quantity discounts and free shipping. Compare before you buy. Buying direct and supporting independent publishing is easy and may save you money.

**QUANTITY DISCOUNTS /
FREE SHIPPING
Use Code SLCAT9**

**Free shipping and quantity discounts
only apply in the US and Canada**

Ideal for workshops and seminars, personal
and departmental libraries

2–4 copies	20%
5–9 copies	25%
10–24 copies	30%
25–99 copies	35%
100+ copies	40%
For larger orders or expedited shipping, please contact stylusinfo@styluspub.com	

Need a reminder?

Use our  **NOTIFY ME** button online to get an email update when your book is available. No purchase necessary.

**Examination Copies**

Any paperback or title marked with a text symbol is available to teachers to evaluate for course use. Copies are shipped on 90-day approval. The invoice is canceled if you return book/s or provide proof of adoption within 90 days; or you may keep the book/s for personal use by paying the invoice. To request an examination copy, please email stylusinfo@styluspub.com, or go to <https://styluspub.presswarehouse.com/Orders/ExamRequest.aspx>.

Ordering outside the US**CANADA****Login Canada**

Tel: 1-800-665-1148
Email: orders@lb.ca
www.lb.ca

LATIN AMERICA / CARIBBEAN**Catamount International**

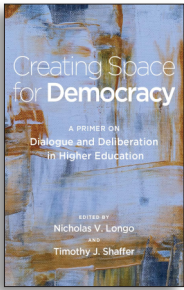
Attn: Carlos Haase
Email: carlosh@catamountinternational.com
Tel: 802-522-0886

REST OF WORLD**Eurospan**

Customer Service
Tel: +44 (0)1767 604972
Fax: +44 (0)1767 601640
eurospan@turpindistribution.com
www.eurospanbookstore.com

Catalog design by *egads*.

FREE SHIPPING with code SLCAT9 • Offer expires June 30, 2020

**NEW**

Creating Space for Democracy

A Primer on Dialogue and Deliberation in Higher Education

Edited by Nicholas V. Longo and Timothy J. Shaffer

"This book does a masterful job of making the case for why high quality dialogue and deliberation are necessary in higher education if we want to ensure that students leave us well prepared to participate politically and civically. Through a diverse set of concrete examples and case studies, it provides excellent guidance about how to create scaffolds, programs, and opportunities for students, staff, and faculty to engage in the kinds of dialogue and deliberation that are both sorely lacking and much needed. This book is a must read for if you are in higher education, care about dialogue and deliberation, and are yearning for new ideas."—**Diana Hess**, Dean, UW-Madison School of Education

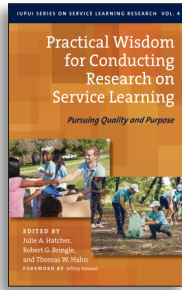
We live in divisive and polarizing times, often remaining in comfortable social bubbles and experiencing few genuine interactions with people who are different or with whom we disagree. Stepping out and turning to one another is difficult but necessary. For our democracy to thrive at a time when we face wicked problems that involve tough trade-offs it is vital that all citizens participate fully in the process. We need to learn to listen, think, and act with others to solve public problems. This collaborative task begins with creating space for democracy. This book provides a guide for doing so on campus through deliberation and dialogue.

At the most basic level, this book describes collaborative and relational work to engage with others and co-create meaning. Specifically, dialogue and deliberation are processes in which a diverse group of people moves toward making a collective decision on a difficult public issue.

This book, intended for all educators who are concerned about democracy, imparts the power and impact of public talk, offers the insights and experiences of leading practitioners, and provides the grounding to adopt or adapt the models in their own settings to create educative spaces and experiences that are humanizing, authentic, and productive.

CO-PUBLISHED WITH AAC&U AND CAMPUS COMPACT

300 pp, 6" x 9", 3 figs & 1 table
Paper, Oct 2019, 9781620369272, \$35.00
Cloth, Oct 2019, 9781620369265, \$125.00
E-Book, Oct 2019, 9781620369296, \$27.99

**NEW**

Practical Wisdom for Conducting Research on Service Learning

Pursuing Quality and Purpose

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

Thomas W. Hahn

Foreword by Jeffrey Howard

"Preeminent SLCE researchers share their research stories, lessons learned, and guidance for future research and researchers. Each chapter is replete with each author's SLCE research trajectory, homespun stories of their research and campus experiences, and past and future research agendas and practice plans, in essence portraits of reflective practitioners and researchers. Although it may seem counter-normative to blend the practical and research, doing so makes perfect sense. When we read a published article, we have no idea the trials and tribulations faced by the scholar, and often do not know the role of that particular study in the author's overall research agenda. This book makes such matters and others transparent, and its focus is unprecedented in the SLCE field.

If you consider yourself an SLCE researcher or a prospective one, then you will find this book a must-read because it illuminates the trajectory of some of the talented SLCE researchers' stories of becoming involved in the work. Seasoned, early career, and aspiring SLCE researchers will find this book chock-full of guidance to inform and improve SLCE research.

I cannot overstate the value of this book (and the entire book series) to advancing SLCE research agenda and movement."—**Jeffrey Howard**, Assistant Director, Center for Learning Through Community Service, University of Michigan

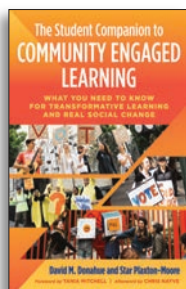
For scholars seeking to undertake consequential research in service-learning and community engagement, this book provides accounts by preeminent scholars about the trajectories of their research, their methodologies, lessons learned along the way, as well as their views about the future direction of the field.

The contributors to this volume represent a range of disciplines and fields, as well as both qualitative and quantitative traditions, and model how scholarship can further the broader public purposes of the academy.

IUPUI Series on Service Learning Research Volume 4

300 pp, 6" x 9"
Cloth, Oct 2019, 978 1 62036 467 3, \$ 125.00
Paper, Oct 2019, 978 1 62036 468 0, \$ 39.95
E-Book, Oct 2019, 978 1 62036 470 3, \$ 31.99

STUDENT TEXTS



The Student Companion to Community-Engaged Learning

What You Need to Know for Transformative Learning and Real Social Change

David M. Donahue and Star Plaxton-Moore

Foreword by Tania D. Mitchell

Afterword by Chris Nayve

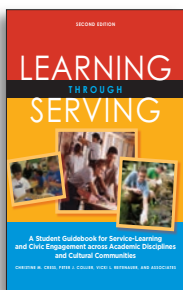
Text “Engaging students in a familiar voice and pulling them into deeper conversation through embedded digital content, The Student Companion walks students through decades of wisdom and insight about community engagement. For students, the book can be a macro-reflection - encouraging careful critical examination of engagement while honoring the challenging emotional terrain and power dynamics embedded, yet often ignored, in community engagement. Most importantly the volume honors the beauty, complexity, and strength of communities as rich resources for the world, and for students. The Companion is a key resource for students and higher education.”—**Matthew Johnson**, Associate Dean of the College for Engaged Scholarship, Executive Director of the Howard R. Swearer Center, Brown University

This compact, accessibly written text prepares students for their experience of community-based learning.

It is designed for students to read and reflect on independently or to foster discussion in class on their motivations and dispositions toward community engagement and service learning. It prepares students to work with diverse individuals, groups, and organizations that may be outside their prior experience. Faculty can use the book as a tool to deepen the educational experience of the course and enrich community engagement.

This text is a guide to what's involved in community-engaged learning, from understanding the pervasiveness of social, economic and environmental problems, to learning about how individuals and organizations in communities work to overcome them. Students will discover through a process of reflection how service connects to personal development and the content of their courses, builds their ability to engage with people different from themselves, and develops new life skills.

132 pp., 5 1/2" x 8 1/4"
Cloth, 2018, 978 1 62036 648 6, \$ 125.00
Paper, 2018, 978 1 62036 649 3, \$ 18.95
E-Book, 2018, 978 1 62036 651 6, \$ 14.99



BESTSELLER

Learning Through Serving

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

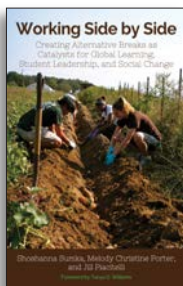
SECOND EDITION

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

Text REVIEW OF THE FIRST EDITION
“[This] is a self-directed guide for college students engaged in service-learning. 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 publication is student-friendly, comprehensive, easy to follow, and full of helpful activities.”—**Journal of College Student Development**

Free Instructor's Manual PDF can be downloaded from the Stylus book page.

240 pp., 8 1/2" x 11"
Cloth, 2013, 978 1 57922 989 4, \$ 125.00
Paper, 2013, 978 1 57922 990 0, \$ 27.50
E-Book, 2013, 978 1 57922 992 4, \$ 21.99



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

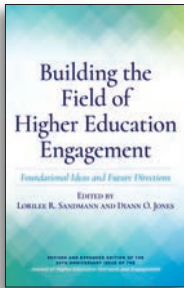
Foreword by Tanya O. Williams

Text “This volume is an essential resource for educators and student leaders who seek to engage students in alternative breaks.”—**Barbara Jacoby**, Faculty Associate, Leadership & Community Service-Learning, University of Maryland

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
Cloth, 2015, 978 1 62036 123 8, \$ 125.00
Paper, 2015, 978 1 62036 124 5, \$ 32.50
E-Book, 2015, 978 1 62036 126 9, \$ 25.99

ORIGINS AND FUTURE DIRECTIONS OF SLCE



NEW

Building the Field of Higher Education Engagement

Foundational Ideas and Future Directions

Edited by Lorilee R. Sandmann and Diann O. Jones

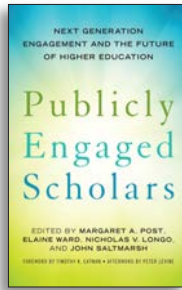
"The editors have done all of higher education a significant favor in curating this remarkable collection of classic essays. Enriched with commentaries from some of today's thought leaders and inspiring practitioners, this volume truly sets a foundation for reclaiming the public and democratic purposes of higher education."—**Paul C. Pribbenow**, President, Augsburg University

"Everything you needed to know about the scholarship of engagement can be found in this volume. This remarkable book plumbs the depths of critical social problems and how higher education is using not only its head but also its heart to help solve them."—**Samory T. Pruitt**, Vice President, Division of Community Affairs, The University of Alabama, and President, Engagement Scholarship Consortium

"Broad in scope, insightful, and comprehensive, this volume chronicles a critical movement that is profoundly shaping higher education. For anyone in the engagement field, from the most experienced to those just starting their careers, this is the must-have centerpiece for their professional library."—**George L. Mehaffy**, Vice President for Academic Leadership and Change, American Association of State Colleges and Universities

Community engagement has evolved as a respected field and now occupies a seat at the academic table. In the past, this work had often been relegated to the institutional fringes of higher education, its practitioners marginalized, and the work often portrayed as service, not scholarly. Today, higher education community engagement is a dynamic and continually evolving field of scholarship and practice that carries ever-increasing academic respect. This book contributes to the ever-under-construction edifice by presenting a scaffolding of the scholarship that has been part of the building process, documenting and analyzing the past, speculating about the future, and framing a continuing conversation about and for the field.

300 pp, 6" x 9", figures & tables
Cloth, Jan 2019, 978 1 62036 854 1, \$ 125.00
Paper, Jan 2019, 978 1 62036 855 8, \$ 37.50
E-Book, Jan 2019, 978 1 62036 857 2, \$ 29.99



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

"Grounded in the deep history of the engagement movement in higher education but spoken in the voices of its next generation, Publicly Engaged Scholars is both unflinching in its presentation of the challenges—personal, professional, political—facing those who seek to transform higher education for the greater good and hopeful in its demonstration of the persistence and adaptability of engaged scholarship. Anyone concerned about higher education's contribution to democracy should read it."—**Andrew J. Seligsohn**, President, Campus Compact

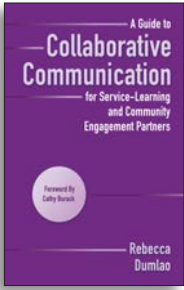
This book presents the voices of a new generation of scholars, educators, and practitioners who are committed to civic renewal and the public purposes of higher education. They question existing policies, structures, and practices, and put forward new forms of engagement that can help to shape and transform higher education to align it with societal needs.

The scholars featured in this book 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.

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
Cloth, 2016, 978 1 62036 263 1, \$ 125.00
Paper, 2016, 978 1 62036 264 8, \$ 35.00
E-Book, 2016, 978 1 62036 266 2, \$ 27.99

ENGAGING WITH COMMUNITIES



A Guide to Collaborative Communication for Service-Learning and Community Engagement Partners

Rebecca Dumlaio

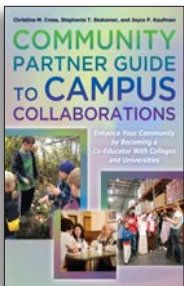
Foreword by Cathy Burack

FROM THE FOREWORD

"This volume powerfully addresses both the shoulds and the hows of what I believe is the central component of the success of any on-going partnership or relationship: communication."—Cathy Burack, Senior Fellow, Higher Education Center for Youth and Communities, Brandeis University

This book offers a conceptual framework of collaborative communication to build and sustain partnerships, recognizing that relationships change over time as the people involved and their circumstances evolve. Collaborative communication uses a repertoire of knowledge and skills that allow partners to make choices that fit their situation or context and to work through differences and challenges as they occur, to include managing conflict and navigating cultural differences. It further takes into account the different means of communication, whether face-to-face, using e-mail, text messaging, or social media. Readers will appreciate the numerous real world examples that illustrate and bring its key concepts to life.

192 pp, 6" x 9", 10 tables & figures
Cloth, 2018, 978 1 62036 107 8, \$ 125.00
Paper, 2018, 978 1 62036 108 5, \$ 27.50
E-Book, 2018, 978 1 62036 110 8, \$ 21.99



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

"Interacting with colleges can be confusing and frustrating. We learned the hard way through trial and error over the years. This Guide has great strategies for developing effective collaborations from the outset so that resources are leveraged for education and improvement."—Sheila, Boys and Girls Club

"VERY strong and well-written chapters with lots of gold that I think community organizations will find very helpful."—Melia, Hands on Greater Portland

- Discover Campus Resources for Identifying Volunteers and Service-Learners
- Decode Confusing Language, Terminology, and Acronyms of Academe
- Decipher Your Academic Partner's Goals for Community-Based Learning and Research
- Devise Empowering Learning and Serving Experiences for Students and Clients
- Design Sustainable and Enriching Relationships for Enhancing Communities

Available in sets of six or twelve, at reduced prices, to facilitate its use for planning, and for training of leaders engaged in partnerships.

140 pp, 7" x 10", 16 tables, 18 figures & 22 pull-out texts
Cloth, 2015, 978 1 62036 135 1, \$ 125.00
Paper, 2015, 978 1 62036 136 8, \$ 17.95
E-Book, 2015, 978 1 62036 138 2, \$ 13.99
Set of 6, 2015, 978 1 62036 271 6, \$ 87.00
Set of 12, 2015, 978 1 62036 272 3, \$ 150.00



Community-Based Research

Teaching for Community Impact

Edited by Mary Beckman and Joyce F. Long

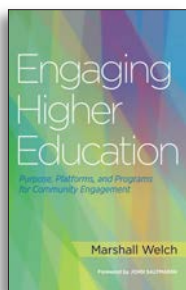
Foreword by Timothy K. Eatman



"The pairing of two concise theoretical frameworks for planning and conducting CBR projects—the community impact framework and the POWER model—with several case studies involving different settings, diverse issues, and various pedagogical models achieves two important objectives. First, it gives readers a strong sense of the potential power of CBR as an engaged learning strategy that is capable of simultaneously enriching the student learning experience and producing meaningful benefits for community partners. Second, it gives readers sufficient grounding in the realities of CBR as an engaged learning strategy to make informed choices about how to design their own efforts."—Journal of Higher Education Outreach and Engagement

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
Cloth, 2016, 978 1 62036 355 3, \$ 125.00
Paper, 2016, 978 1 62036 356 0, \$ 35.00
E-Book, 2016, 978 1 62036 358 4, \$ 27.99



Engaging Higher Education

Purpose, Platforms, and Programs for Community Engagement

Marshall Welch

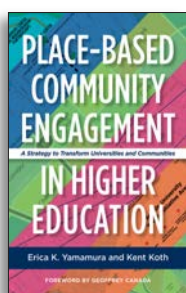
Foreword by John Saltmarsh

"Provides models for structure and operations that offer a useful guide to those seeking to expand the engagement of their institutions in their communities. A new and much needed guide for institutions and faculty seeking to expand and improve community engagement in their institutions."—Ann Weaver Hart, President, University of Arizona

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, offering 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

312 pp, 6" x 9", figures, boxes & tables
Cloth, 2016, 978 1 62036 383 6, \$ 125.00
Paper, 2016, 978 1 62036 384 3, \$ 45.00
E-Book, 2016, 978 1 62036 386 7, \$ 35.99



Place-Based Community Engagement in Higher Education

A Strategy to Transform Universities and Communities

Erica K. Yamamura and Kent Koth

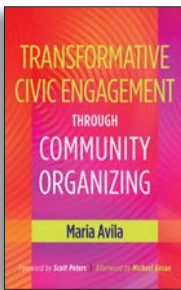
Foreword by Geoffrey Canada

"Yamamura and Koth offer a spectacular resource for postsecondary leaders, scholars, and community change agents pursuing place-based community engagements between communities and universities. This book is required reading for those seeking to develop or refine place-based engagement initiatives."—Lina D. Dostilio, Assistant Vice Chancellor of Engagement, Associate Professor of Practice in Education, University of Pittsburgh

This book presents the emerging model of place-based community engagement as a powerful process for attaining more positive and enduring results in their local communities as well as stimulating wider engagement by campus constituencies.

Drawing upon the concept of collective impact and using data-driven decision making, place-based initiatives build long-term partnerships based upon a shared vision. Done thoughtfully, these place-based initiatives have attained impressive results.

176 pp, 6" x 9", figures, tables & maps
Cloth, 2018, 978 1 62036 676 9, \$ 125.00
Paper, 2018, 978 1 62036 677 6, \$ 35.00
E-Book, 2018, 978 1 62036 679 0, \$ 27.99



Transformative Civic Engagement Through Community Organizing

Maria Avila

Foreword by Scott J. Peters

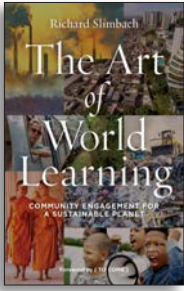
Afterword by Michael Gecan

"We strongly recommend this book for anyone who is attempting to combine community organizing with their scholarship. Through the use of personal experiences and practical advice, Avila offers a text that is both deeply personal and profoundly universal. Avila's reflections on her journey in community organizing in higher education are engaging as they provide lessons for newcomers to the field. For instance, she documents how civic engagement and scholarship are not mutually exclusive practices. As she makes clear in the opening chapter, they are interconnected and intersecting."—Partnerships: A Journal of Service-Learning and Civic Engagement

Community organizing recognizes the need to understand the world as it is in order to create spaces where stakeholders can dialogue and deliberate about strategies for creating the world as we would like it to be. Maria Avila offers a vision and process that can lead to creating institutional change in higher education, in communities surrounding colleges and universities, and in society at large.

136 pp, 6" x 9"
Cloth, 2017, 978 1 62036 103 0, \$ 125.00
Paper, 2017, 978 1 62036 104 7, \$ 35.00
E-Book, 2017, 978 1 62036 106 1, \$ 27.99

GLOBAL LEARNING



FORTHCOMING

The Art of World Learning

Community Engagement for a Sustainable Planet

Richard Slimbach

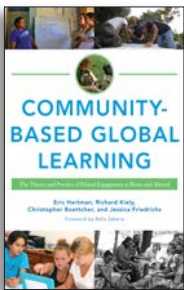
Foreword by Brian Whalen

"If you believe in the power of education and are seriously worried about the world we're leaving to our children, you will find renewed hope and inspiration, together with a wealth of practical guidance, on every page of this book. With global challenges and the needs of today's diverse students centrally in view, Slimbach guides readers from a big, inspiring vision for globally framed liberal learning through the practical steps involved in helping students turn both their hearts and their minds to the work of co-creating a vibrant, sustainable, and ethical future."—**Carol Geary Schneider**, President Emerita, AAC&U

Slimbach asks us to rethink the purposes and design of study away and study abroad experiences in the context of a broadened set of global threats. He argues that transforming student consciousness and life choices requires a global learning curriculum that integrates multi-disciplinary inquiry into the structural causes of problems that riddle the common good.

240 pp, 6" x 9", 29 illus
Cloth, Dec 2019, 978 1 57922 965 8, \$ 125.00
Paper, Dec 2019, 978 1 57922 966 5, \$ 27.50
E-Book, Dec 2019, 978 1 57922 968 9, \$ 21.99

NOTIFY ME ➤



Community-Based Global Learning

The Theory and Practice of Ethical Engagement at Home and Abroad

Eric Hartman, Richard C. Kiely, Christopher Boettcher, and Jessica Friedrichs

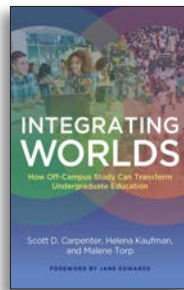
Foreword by Rafia Zakaria

"The authors invite readers to re-imagine global service learning through a lens of community-based global learning and they do this by putting criticality at the center. [The book] offers strong theoretical insights and practical tools to go deeper with our students and ourselves, especially as it relates to reflec-

tive practices and intentional program design. It's a strong resource for doing CBGL with critically reflective intentionality."—**Marisol Morales**, Vice-President for Network Leadership, Campus Compact

International education, service-learning, and community-based global learning programs can positively impact communities, grow civil society networks, and have transformative effects for students—at home and abroad. Yet such programs are also packed with peril. Evidence indicates that poor programming has negative impacts, cements stereotypes, and reinforces patterns of privilege and exclusion. The authors show how, through collaborative planning, design, evaluation that advances mutually beneficial community partnerships, critically reflective practice, thoughtful facilitation, and creative use of resources, these pitfalls can be avoided.

288 pp, 6" x 9", tables, toolboxes & figures
Cloth, 2018, 978 1 62036 087 3, \$ 125.00
Paper, 2018, 978 1 62036 088 0, \$ 32.95
E-Book, 2018, 978 1 62036 090 3, \$ 25.99



NEW

Integrating Worlds

How Off-Campus Study Can Transform Undergraduate Education

Scott D. Carpenter, Helena Kaufman, and Malene Torp

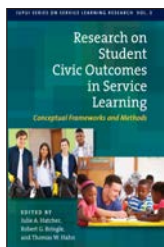
Foreword by Jane Edwards

Integrating Worlds demonstrates how high-quality off-campus study epitomizes integrative learning, both supporting and enhancing the entire undergraduate experience.

While off-campus study (both study abroad or study away) occupies a marginal position on most campuses, it has the almost unique capacity to bring together a high concentration of high-impact educational practices. When we combine global learning with collaborative work, shared intellectual pursuits, learning communities, and more, these practices reinforce each other, exerting a multiplier effect that can potentially result in the most intense learning experience our students will have. It can energize and inspire them for the work they will continue to undertake on their home campus.

198 pp, 6" x 9"
Cloth, Apr 2019, 978 1 62036 000 2, \$ 125.00
Paper, Apr 2019, 978 1 62036 001 9, \$ 32.50
E-Book, Apr 2019, 978 1 62036 003 3, \$ 25.99

IUPUI Series on Service Learning Research



Research on Student Civic Outcomes in Service Learning

Conceptual Frameworks and Methods

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

This volume presents research on—and deepens understanding of—teaching strategies that foster the knowledge, skills and dispositions of students 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.

336 pp, 6" x 9"

Cloth, 2016, 978 1 57922 342 7, \$125.00

Paper, 2016, 978 1 57922 343 4, \$39.95

E-Book, 2016, 978 1 57922 345 8, \$31.99

Research on Service Learning

Conceptual Frameworks and Assessments

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. 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.

Both volumes open with common chapters focused on defining the criteria for quality research.

Volume 2A then moves on to research related to students, and Volume 2B addresses community development, and the role of non-profit organizations in service learning.



Volume 2A: Students and Faculty

350 pp, 6" x 9", tables & figures

Cloth, 2012,

978 1 57922 340 3, \$99.95

Paper, 2012,

978 1 57922 341 0, \$49.95

E-Book, 2013,

978 1 57922 839 2, \$39.99



Volume 2B: Communities, Institutions, and Partnerships

336 pp, 6" x 9", tables & figures

Cloth, 2012,

978 1 57922 883 5, \$99.95

Paper, 2012,

978 1 57922 884 2, \$49.95

E-Book, 2013,

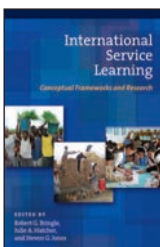
978 1 57922 886 6, \$39.99

Research on Service Learning

Two-Volume set

660 pp, 6" x 9"

Paper, 2012, 978 1 57922 919 1, \$85.00



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 Inter-

national Service Learning, which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students, faculty, and communities.

416 pp, 6" x 9", tables

Cloth, 2010, 978 1 57922 338 0, \$125.00

Paper, 2010, 978 1 57922 339 7, \$39.95

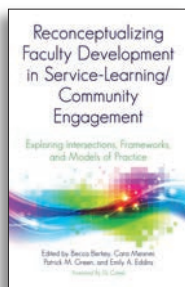
E-Book, 2012, 978 1 57922 536 0, \$31.99

See also:

Practical Wisdom for Conducting Research on Service Learning

Page 1

Stylus

EDUCATIONAL
DEVELOPMENT

Reconceptualizing Faculty Development in Service-Learning/Community Engagement

Exploring Intersections, Frameworks, and Models of Practice

Edited by Becca Berkey, Cara Meixner, Patrick M. Green, and Emily Eddins Rountree

Foreword by L. Dee Fink

"Beginning with a foundation to the topic that ought to be requisite reading for community engagement professionals, the editors then offer an array of issue-based essays and case studies that present poignant histories, concerns, contexts, and practices of educational development in SLCE. The text is analytically rigorous, conceptually rich, and rife with examples that range from comprehensive initiatives to everyday practices, from resource-intensive to budget neutral."—**Lina Dostilio**, Assistant Vice Chancellor, Community Engagement, University of Pittsburgh

The role of educational developer in the realm of service-learning and community engagement is multidimensional. Given the potentially transformational nature—for both faculty and students—of the experiences and courses in whose design they may be directly or indirectly involved, as well as their responsibility to the communities served by these initiatives, they have to be particularly attentive to issues of identity, values, and roles. As both practitioners and facilitators, they are often positioned as third-space professionals.

This edited volume provides educational developers and community engagement professionals with an analysis of approaches to faculty development around service-learning and community engagement. The contributors to this volume offer an array of examples and models, as well as realistic strategies, to empower readers to evolve their faculty development efforts in service-learning and community engagement on their respective campuses.

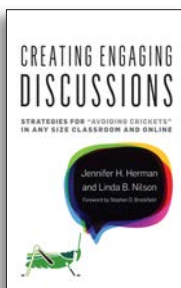
The case studies provide an outline of program models and promising practices, including an authentic analysis of the institutional context within which they operate, the positionality of the practitioner-scholars overseeing them, the resources required, and the evidence related to both successes and challenges of these approaches.

370 pp, 6" x 9", figures

Cloth, 2018, 978 1 62036 612 7, \$ 125.00

Paper, 2018, 978 1 62036 613 4, \$ 35.00

E-Book, 2018, 978 1 62036 615 8, \$ 27.99



Creating Engaging Discussions

Strategies for "Avoiding Crickets" in Any Size Classroom and Online

Jennifer H. Herman and Linda B. Nilson

Foreword by Stephen D. Brookfield

"I've stolen a lot from this book. I regard myself as an avid collector of new pedagogic baubles and love it when I stumble across a new way to engage my students as I have done many times by reading Herman and Nilson's work. I have no doubt that as you read this book your own collection of discussion-based teaching strategies will be significantly enlarged."—**Stephen D. Brookfield**, University of St. Thomas, Minneapolis-St. Paul

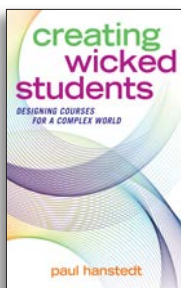
"Faculty members will love the way the book addresses their common instructional challenges with a mix of evidence-based principles, use-it-on-Monday activities, and in-depth case studies."—**Greg Siering**, Director, Center for Innovative Teaching and Learning, Indiana University Bloomington

208 pp, 6" x 9", tables & figures

Cloth, 2018, 978 1 62036 559 5, \$ 125.00

Paper, 2018, 978 1 62036 560 1, \$ 27.50

E-Book, 2018, 978 1 62036 562 5, \$ 21.99



Creating Wicked Students

Designing Courses for a Complex World

Paul Hanstedt

"Paul Hanstedt is a teacher's teacher. He approaches the college classroom with a combination of excitement,

experience, skill, and humor. His goal—to create 'wicked' students, ready to face the daunting challenges of the twenty-first century—is right on point. And his strategies and recommendations are clear, practical and instructive. I can't wait to share this highly readable and valuable book with my colleagues."—**Bret Eynon**, Associate Provost, LaGuardia Community College (CUNY)

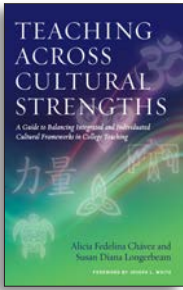
This book is centered on the idea that the goal in the college classroom is to develop students who are not just loaded with content, but capable of using that content in thoughtful, deliberate ways to make the world a better place.

200 pp, 6" x 9", 15 figures, 1 table

Cloth, 2018, 978 1 62036 696 7, \$ 125.00

Paper, 2018, 978 1 62036 697 4, \$ 24.95

E-Book, 2018, 978 1 62036 699 8, \$ 19.99



Teaching Across Cultural Strengths

A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching

Alicia Fedelina Chávez and Susan Diana Longerbeam

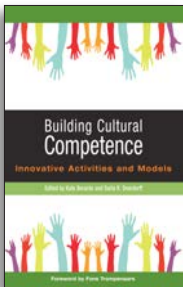
Foreword by Joseph L. White

"Peppered with a steady range of specific examples of how to create more culturally inclusive pedagogies persuasively supported by faculty testimonies of pleasure at how students are more engaged, no one can pretend it can't be done in their courses. Faculty need only to listen to students in this book—and in their own classes—to realize the transformative possibilities they can unleash in their classrooms."—**Caryn McTighe Musil**, Senior Scholar, Association of American Colleges and Universities

Promoting learning among college students is an elusive challenge, and all the more so when faculty and students come from differing cultures. This comprehensive guide addresses the continuing gaps in our knowledge about the role of culture in learning; and offers an empirically-based framework and model, together with practical strategies, to assist faculty in transforming college teaching for all their students through an understanding of and teaching to their strengths.

CO-PUBLISHED WITH NISOD

272 pp., 6" x 9", 18 figures & 16 tables
Cloth, 2016, 978 1 62036 323 2, \$ 125.00
Paper, 2016, 978 1 62036 324 9, \$ 29.95
E-Book, 2016, 978 1 62036 326 3, \$ 23.99



Building Cultural Competence

Innovative Activities and Models

Edited by Kate Berardo and Darla K. Deardorff

Foreword by Fons Trompenaars

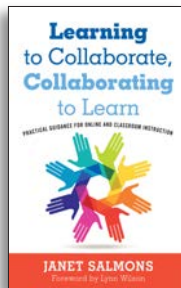


tence makes a valuable contribution to intercultural trainers by presenting 50+ innovative activities designed specifically for the development of intercultural competence and framing the use of these activities in terms of intercultural facilitation and intercultural development."—**R. Michael Paige**, author of *Education for the Intercultural Experience*, and Professor of International and Intercultural Education, University of Minnesota

Building Cultural Competence presents the latest

work in the intercultural field and provides step-by-step instructions for how to effectively work with the new models, frameworks, and exercises for building learners' cultural competence. Featuring fresh activities and tools from experienced coaches, trainers, and facilitators from around the globe, this collection of over 50 easy-to-use activities and models has been used successfully worldwide in settings that range from Fortune 500 corporations to the World Bank, non-profits, and universities.

400 pp., 8 1/2" x 11", figures, tables & activities
Cloth, 2012, 978 1 57922 803 3, \$ 125.00
Paper, 2012, 978 1 57922 804 0, \$ 56.00
E-Book, 2012, 978 1 57922 806 4, \$ 44.99



Learning to Collaborate, Collaborating to Learn

Engaging Students in the Classroom and Online

Janet Salmons

Foreword by Lynn A. Wilson

"The future of work requires team adaptability, shared participation, and integrated contributions among professionals. Educators need to create thoughtful learning experiences that expose students to relevant collaboration opportunities they will encounter in a connected world. Dr. Janet Salmons' book offers the fundamentals for collaborative learning paired with the pedagogical planning and assessment practices to reach this goal. With reflective questions, team-based design graphs, and visual mapping of the collaborative learning taxonomy, instructors and learning designers will find this book to be a valuable resource for developing guided facilitation for learners."—

Laura Pasquini, Senior Lecturer, University of North Texas; Researcher, The Digital Learning and Social Media Research Group

This professional guide is intended for faculty, curriculum planners, or instructional designers who want to design, teach, facilitate, and assess collaborative learning. The book covers the use of information and communication technology tools by collaborative partners who may or may not be co-located. The book is appropriate for all-online, blended learning, or conventional classrooms.

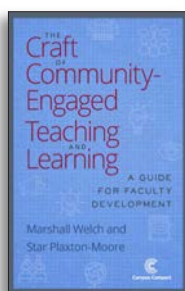
189 pp., 6" x 9", figures
Cloth, Mar 2019, 978 1 62036 804 6, \$ 125.00
Paper, Mar 2019, 978 1 62036 805 3, \$ 29.95
E-Book, Apr 2019, 978 1 62036 807 7, \$ 23.99

Campus Compact



Campus Compact

Campus Compact is a national coalition of nearly 1,100 colleges and universities committed to the public purposes of higher education. We are a network comprising a national office and state and regional Compacts throughout the country. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact enables campuses to develop students' citizenship skills and forge effective community partnerships. Our resources support faculty and staff as they pursue community-based teaching and scholarship in the service of positive change.



NEW

The Craft of Community-Engaged Teaching and Learning

A Guide for Faculty Development

Marshall Welch and Star Plaxton-Moore

Using a conversational voice, the authors provide a foundation as well as a blueprint and tools to craft a community-engaged course. Based on extensive research, the book provides a scope and sequence of information and skills ranging from an introduction to community engagement, to designing, implementing, and assessing a course, to advancing the craft to prepare for promotion and tenure as well as how to become a citizen-scholar and reflective practitioner. An interactive workbook that can be downloaded from Campus Compact accompanies this tool kit with interactive activities that are interspersed throughout the chapters. The book and workbook can be used by individual readers or with a learning community.

Contents

Foreword
Introduction

Part One: Laying the Foundations

1) Being an Engaged Scholar and Doing Engaged Scholarship; 2) Theoretical Frameworks for Engaged Teaching and Learning; 3) Forms of Community-Engaged Pedagogy; 4) Community
5) Intercultural Competence, Cultural Humility, and Critical Consciousness

Part Two: Drawing the Blueprint and Using the Tools

6) Objectives; 7) Partnerships; 8) Engagement; 9) Reflection; 10) Assessment

Part Three: Advancing the Craft

11) Scholarship; 12) Preparing for Performance Re-

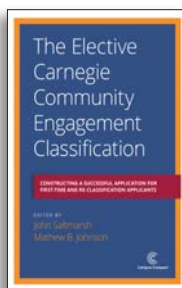
view; 13) Mentoring and Coaching Colleagues; 14) Influencing Institutional Change; 15) The Citizen Scholar; 16) The Reflective Practitioner; References

240 pp, 6" x 9"

Paper, Sep 2019, 978 1 73390 280 9, \$ 39.95

Cloth, Sep 2019, 978 1 73390 281 6, \$ 95.00

E-Book, Sep 2019, 978 1 73390 283 0, \$ 31.99



The Elective Carnegie Community Engagement Classification

Constructing a Successful Application for First-Time and Re-Classification Applicants

Edited by John Saltmarsh and Mathew B. Johnson

"Saltmarsh and Johnson have brought together scholars and practitioners from a diverse array of institutions who provide thoughtful, practical advice and insights about community engagement efforts in higher education. These experts offer candid reflections on how the process of applying for (or renewing) the classification can benefit an institution's culture, commitment, self-assessment, strategic planning, and outreach. Institutions interested in pursuing this voluntary classification, as well as in enhancing their community engagement initiatives more broadly, will find this volume to be an extremely valuable resource."—**Jonathan Alger**, President, James Madison University

"Whether your campus plans to apply for the classification or you want an excellent guide for internal planning and assessment, this book is an excellent resource to help inform your path toward a strong and effective agenda of engagement."—**Barbara A. Holland**, Distinguished Professor of Community Engagement, University of Nebraska, Omaha

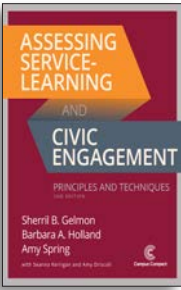
The editors and contributors offer a valuable collection of resources for institutions that are interested in making a first-time or reclassification application for the Carnegie Engagement Classification. Contributors offer insight on approaches to collecting the materials needed for an application and strategies for creating a complete and successful application. Chapters include detailed descriptions of what happened on campuses that succeeded in their application attempts and even reflection from a campus that failed on their first application. Readers can make use of worksheets at the end of each chapter to organize their own classification efforts.

166 pp, 6" x 9"

Cloth, 2018, 978 1 94545 913 9, \$ 95.00

Paper, 2018, 978 1 94545 914 6, \$ 39.95

E-Book, 2018, 978 1 94545 916 0, \$ 31.99



Assessing Service-Learning and Civic Engagement

Principles and Techniques
SECOND EDITION

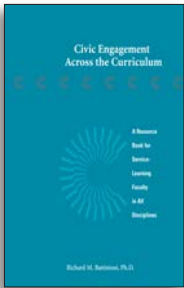
Sherri B. Gelmon, Barbara A. Holland, and Amy Spring

With Seanna Kerrigan and

Amy Driscoll

This book offers a broad overview of assessment with specific application for understanding the impact of service-learning and civic engagement initiatives. This revised edition includes an introductory chapter that explores recent changes in the assessment landscape and offers examples and resources for designing assessment strategies for community engagement. The subsequent original text addresses assessment issues and strategies; the lessons from multiple research projects performed about impact on students, faculty, communities, and institutions; and strategies for data collection, analysis, synthesis, and reporting. Specific assessment instruments for use with each constituency are provided, including suggestions for administration, preparation, and data analysis.

500 pp, 8 1/2" x 11"
Cloth, 2018, 978 1 94545 909 2, \$ 95.00
Paper, 2018, 978 1 94545 910 8, \$ 49.95
E-Book, 2018, 978 1 94545 911 5, \$ 39.99



Civic Engagement Across the Curriculum

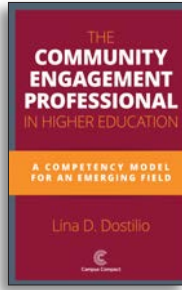
*A Resource Book for
Service-Learning Faculty
in All Disciplines*

Richard M. Battistoni

There are few resources for faculty—especially those in

fields not traditionally linked with civic education—to think about how civic engagement might be incorporated into their own disciplinary perspectives and course goals. This volume distills a wide range of disciplinary perspectives on citizenship into usable conceptual frameworks. It provides concrete examples of course materials, exercises, and assignments that can be used in service-learning courses to develop students' civic capacities, regardless of disciplinary area. This volume will assist faculty in their own curricular work as well as enable them to combine their individual initiatives with others across their campus.

84 pp, 8" x 11"
E-Book, 2017, 978 1 94545 907 8, \$ 22.99



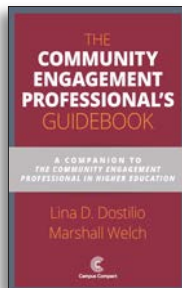
The Community Engagement Professional in Higher Education

*A Competency Model for
An Emerging Field*

Edited by Lina D. Dostilio

"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

224 pp, 6" x 9", tables & figures
Cloth, 2017, 978 1 94545 902 3, \$ 95.00
Paper, 2017, 978 1 94545 903 0, \$ 39.95
E-Book, 2017, 978 1 94545 905 4, \$ 31.99



The Community Engagement Professional's Guidebook

*A Companion to The
Community Engagement
Professional in Higher
Education*

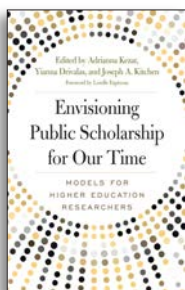
**Lina D. Dostilio and
Marshall Welch**

Foreword by Andrew J. Seligsohn

This is a companion to Campus Compact's successful publication, *The Community Engagement Professional in Higher Education*. In the first text, Campus Compact Research Fellows identified a core set of competencies needed by professionals charged with leading community engaged work on college campuses. In this guide, Dostilio and Welch build on the initial framework by offering guidance for how a community engagement professionals should conceptualize, understand, and develop their practice in each of the original competency areas.

250 pp, 6" x 9"
Cloth, 2019, 978 1 94545 917 7, \$ 95.00
Paper, 2019, 978 1 94545 918 4, \$ 39.95
E-Book, 2019, 978 1 94545 920 7, \$ 31.99

RESOURCES FOR FACULTY



Envisioning Public Scholarship for Our Time

Models for Higher Education Researchers

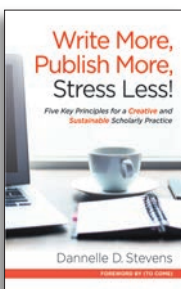
Edited by Adrianna Kezar, Yianna Drivalas, and Joseph A. Kitchen

Foreword by Lorelle L. Espinosa

"As educators, this book reminds us of our shared responsibility to contribute, and more importantly, to be in service to the public good. Every emerging and current scholar should read this book with this question in mind: How will my work embody the definition of public scholarship as connected to a diverse democracy, equity, and an avenue for social justice? The answer has the potential to reshape how we conduct research and how we prepare future scholars."—**Tia McNair**, Vice President for Diversity, Equity and Student Success, Association of American Colleges & Universities

This book proposes a new paradigm of public scholarship for our time, one that shifts from the notion of the public intellectual to the model of the engaged scholar. Whether scholar, director of graduate education, or graduate student of higher education, this book opens up a new vision of how research can inform practice that promotes the public good.

256 pp., 6" x 9", figures
Cloth, 2018, 978 1 62036 775 9, \$ 125.00
Paper, 2018, 978 1 62036 776 6, \$ 32.50
E-Book, 2018, 978 1 62036 778 0, \$ 25.99



Write More, Publish More, Stress Less!

Five Key Principles for a Creative and Sustainable Scholarly Practice

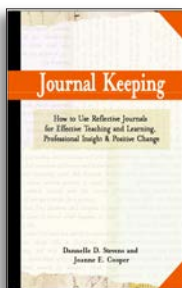
Dannelle D. Stevens

Foreword by Stephen D. Brookfield

"Stevens delivers again! This text is extremely useful, immensely practical, and carefully grounded in sound scholarship. From the topics covered, such as how to foster creativity in academic writing or how to structure writing groups—to the numerous templates provided—for introducing an argument or for analyzing the structure of a text—Stevens' book is a treasure trove, which stands to become a classic in the academic writing genre. A 'must try' toolkit!"—**Patricia Goodson**, Director POWER Services, Texas A&M University

Dr. Stevens offers five key principles that will bolster your knowledge of academic writing, enable you to develop a manageable, sustainable, and even enjoyable writing practice, and, in the process, effectively increase your publication output and promote your academic career. She offers a unique combination of motivation, reflective practices, analytical tools, templates, and advice to set you on the path to being a productive and creative writer.

312 pp., 7" x 10", 35 tables & 50 figs
Cloth, 2018, 978 1 62036 516 8, \$ 125.00
Paper, 2018, 978 1 62036 517 5, \$ 29.95
E-Book, 2018, 978 1 62036 519 9, \$ 23.99



Journal Keeping

How to Use Reflective Writing for Learning, Teaching, Professional Insight and Positive Change

Dannelle D. Stevens and Joanne E. Cooper

"A superb tool for educators who want to be reflective practitioners, and help their students become reflective learners. I hope this fine book will be widely read and used."—**Parker J. Palmer**, author of *The Courage to Teach*, *Let Your Life Speak*, and *A Hidden Wholeness*

"Stevens and Cooper offer multiple possibilities for readers to use journaling for personal growth, fostering their own and others' learning, and managing professional life."—**Marcia B. Baxter Magolda**, Professor Emerita, Miami University of Ohio, and author of *Authoring Your Life*

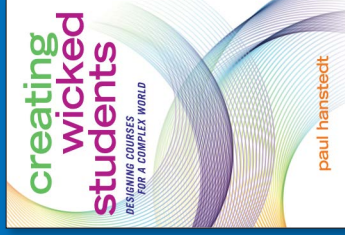
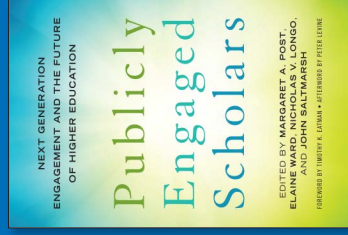
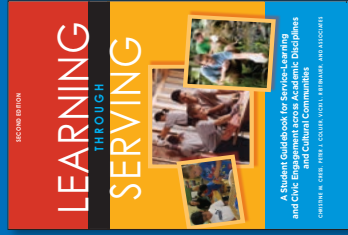
"An impressively complete and well organized exploration of the uses of journal writing. It provides rich backing for John Dewey's key insight, namely that it's not experience that makes us learn, it's reflection on experience."—**Peter Elbow**, author of *Writing with Power*, and *Everyone Can Write*, and Professor Emeritus, University of Massachusetts, Amherst

286 pp., 7" x 10", tables & figures
Cloth, 2009, 978 1 57922 215 4, \$ 125.00
Paper, 2009, 978 1 57922 216 1, \$ 27.00

- Art of World Learning, The*, 6
Assessing Service-Learning and Civic Engagement, 11
 Avila, Maria, 5
 Battistoni, Richard M., 11
 Beckman, Mary, 4
 Berardo, Kate, 9
 Berkey, Becca, 8
 Boettcher, Christopher, 6
 Bringle, Robert G., 1, 7
 Brookfield, Stephen D., 8, 12
Building Cultural Competence, 9
Building the Field of Higher Education Engagement, 3
 Burack, Cathy, 4
 Canada, Geoffrey, 5
 Carpenter, Scott D., 6
 Chávez, Alicia Fedelina, 9
Civic Engagement Across the Curriculum, 11
 Clayton, Patti H., 7
 Collier, Peter J., 2
Community Engagement Professional in Higher Education, The, 11
Community Engagement Professional's Guidebook, The, 11
Community Partner Guide to Campus Collaborations, 4
Community-Based Global Learning, 6
Community-Based Research, 4
 Cooper, Joanne E., 12
Craft of Community-Engaged Teaching and Learning, The, 10
Creating Engaging Discussions, 8
Creating Space for Democracy, 1
Creating Wicked Students, 8
 Cress, Christine M., 2, 4
 Deardorff, Darla K., 9
 Donahue, David M., 2
 Dostilio, Lina D., 11
 Driscoll, Amy, 11
 Drivalas, Yianna, 12
 Dumlao, Rebecca, 4
 Eatman, Timothy K., 3, 4
 Eddins Rountree, Emily, 8
 Edwards, Jane, 6
Elective Carnegie Community Engagement Classification, The, 10
Engaging Higher Education, 5
Envisioning Public Scholarship for Our Time, 12
 Espinosa, Lorelle L., 12
 Fink, L. Dee, 8
 Friedrichs, Jessica, 6
 Gecan, Michael, 5
 Gelmon, Sherril B., 11
 Green, Patrick M., 8
Guide to Collaborative Communication for Service-Learning and Community Engagement Partners, A, 4
 Hahn, Thomas W., 1, 7
 Hanstedt, Paul, 8
 Hartman, Eric, 6
 Hatcher, Julie A., 1, 7
 Herman, Jennifer H., 8
 Holland, Barbara A., 11
 Howard, Jeffrey, 1
IUPUI Series on Service Learning Research, 1, 7
Integrating Worlds, 6
International Service Learning, 7
 Johnson, Mathew B., 10
 Jones, Diann O., 3
 Jones, Steven G., 7
Journal Keeping, 12
 Kaufman, Helena, 6
 Kaufman, Joyce P., 4
 Kerrigan, Seanna, 11
 Kezar, Adrianna, 12
 Kiely, Richard C., 6
 Kitchen, Joseph A., 12
 Koth, Kent, 5
Learning Through Serving, 2
Learning to Collaborate, Collaborating to Learn, 9
 Levine, Peter, 3
 Long, Joyce F., 4
 Longerbeam, Susan Diana, 9
 Longo, Nicholas V., 1, 3
 Meixner, Cara, 8
 Mitchell, Tania D., 2
 Nayve, Chris, 2
 Nilson, Linda B., 8
 Peters, Scott J., 5
 Piacitelli, Jill, 2
Place-Based Community Engagement in Higher Education, 5
 Plaxton-Moore, Star, 2, 10
 Porter, Melody Christine, 2
 Post, Margaret A., 3
Practical Wisdom for Conducting Research on Service Learning, 1
Publicly Engaged Scholars, 3
Reconceptualizing Faculty Development in Service-Learning/Community Engagement, 8
 Reitenauer, Vicki L., 2
Research on Service Learning 2A/2B, 7
Research on Student Civic Outcomes in Service Learning, 7
 Salmons, Janet, 9
 Saltmarsh, John, 3, 5, 10
 Sandmann, Lorilee R., 3
 Seligsohn, Andrew J., 11
 Shaffer, Timothy J., 1
 Slimbach, Richard, 6
 Spring, Amy, 11
 Stevens, Dannelle D., 12
 Stokamer, Stephanie T., 4
Student Companion to Community-Engaged Learning, The, 2
 Sumka, Shoshanna, 2
Teaching Across Cultural Strengths, 9
 Torp, Malene, 6
Transformative Civic Engagement Through Community Organizing, 5
 Trompenaars, Fons, 9
 Ward, Elaine, 3
 Welch, Marshall, 5, 10, 11
 Whalen, Brian, 6
 White, Joseph L., 9
 Williams, Tanya O., 2
 Wilson, Lynn A., 9
Working Side by Side, 2
Write More, Publish More, Stress Less!, 12
 Yamamura, Erica K., 5
 Zakaria, Rafia, 6

FREE SHIPPING ON ALL ORDERS – SEE INSIDE
SAVE WITH QUANTITY DISCOUNTS • USE SOURCE CODE SLCAT9

Essential Resources for Service-Learning and Community Engagement



**Promoting
Scholarship**

Student Texts

**Engaging with
Communities**

Global Learning

**IUPUI Series
on Service
Learning
Research**

**Education
Development**

**Campus
Compact**

**Resources
for Faculty**



PUBLISHING, LLC.

22883 Quicksilver Drive
Sterling, VA 20166-2019