



## From the Editor

In the pages of this issue of *Partnerships: A Journal of Service-Learning and Civic Engagement*, readers will find specific examples and programs to encourage democratic engagement that counters the inequalities and culture of fear we witness worldwide. Scholars taking to heart the mission of community engaged scholarship recognize that when students are introduced to community concerns, and provided the opportunity to contribute and even impact program outcomes, the world benefits from having stronger citizens who develop personally and professionally through robust partnerships and collaborations.

In “Stronger when combined: Lessons from an interprofessional jail-based service-learning project” Dunn and Konrad identify the deeply political nature of correctional institutions where success in campus-community partnerships requires a complex negotiation, in-depth training, and constant revision to ensure maximum benefits. With social justice concerns at the center of the program, attention to cultural sensitivities and inequities loom large. The lessons the authors share should be helpful to other scholars who are increasingly interested in reaching traditionally marginalized communities.

João Alberto Arantes do Amaral’s article, “Community-based learning: The systemic impacts of academic projects” details the results of 379 students in numerous classes who worked on 82 projects with 20 community partners in Sao Paulo, Brazil over a period of three years. The insights of this work, both positive and negative, are showcased in businesses and nonprofit organizations. Readers will benefit from learning about specific assignments detailed in the article and designed to help students complete projects one step at a time.

The article, “Voices from the field: A Qualitative exploration of community partners’ definitions of service-learning” by Jaya Davis, Elissa Madden, Courtney Cronley, and Krystal Beamon is compelling in describing and reiterating the challenges that arise for communities, partners, and universities. By highlighting the problems among stakeholders that many of us encounter, the researchers affirm the need for clear communication at the onset and throughout service-learning partnerships.

In addition to the articles in this issue of *Partnerships*, you will find detailed reviews of recent books addressing democratic pedagogy, international study abroad, and qualitative inquiry, topics relevant to faculty and staff involved in service-learning activity. Cathy Hamilton offers praise for the comprehensive volume, *Deliberative pedagogy: Teaching and learning for democratic engagement* edited by Shaffer, Longo, Monosevitch and Thomas. Etsuko Kinefuchi details the practicality of and rich resources provided in *Passport to change: Designing academically sound, culturally relevant, short-term, faculty-led study abroad programs*, edited by Pasquarelli, Cole, and Tyson. Mark Congdon points to the importance and relevance of qualitative inquiry as presented in *Making research public in troubled times: Pedagogy, activism, and critical obligations*, edited by M. F. Huckaby.

What these articles and reviewed books in this issue affirm is what many promoters of democracy attest—namely, that a free society remains so only when its citizens are active agents in determining their fates and contributing to the greater good. Civic education in schools and partnerships with communities near and far provide the pathway to the attitudes and skills necessary for engagement in the political, social, and economic dimensions of our lives.

Spoma Jovanovic, PhD  
Editor