JOB DESCRIPTION—REVIEWER

Journal Background

*Partnerships: A Journal of Service-Learning and Civic Engagement* publishes academic articles that recognize successful engaged learning depends on effective partnerships between students, faculty, community agencies, administrators, disciplines, and more. The journal invites submission of: 1) Research that emanates from or informs campus-community partnerships; 2) Studies co-authored by faculty, students, and/or community partners; 3) Essays examining best practices across disciplines or campuses; and 4) Commentary on emerging trends, developments, and/or challenges with partnerships in community engaged scholarship.

The journal published its first issue in 2009 and is sponsored by North Carolina Campus Compact. *Partnerships*’ on-line platform is maintained at the University of North Carolina, Greensboro. More information on the focus and scope, as well as archived issues, can be found at [www.partnershipsjournal.org](http://www.partnershipsjournal.org).

Position Summary

The journal’s reviewers use their expertise to comment and provide feedback on manuscripts submitted to *Partnerships*. Reviewers conduct blind reviews and are expected to complete them within eight weeks. As part of the review process, reviewers will recommend the manuscripts are accepted with no revisions, accepted with revisions (minor or major), or rejected.

Roles & Responsibilities

- Communicate in a timely manner with the editor indicating willingness to review a specified manuscript, within the time specified.
- Provide specific comments to authors for suggestions, revisions, and other ways to improve the strength of reviewed manuscripts.
- Contribute to a climate of collaboration by offering meaningful critiques, suggestions, and encouragement to the manuscript author(s) and editor.

Qualifications

- A demonstrated expertise in academic service-learning and community engagement.
- Tenure, tenure track, or staff position with an institution of higher learning. Advanced doctoral students and retired faculty and staff with extensive experience in service-learning and community engagement may also be invited to review manuscripts.
- Desire to work with an academically and geographically diverse team of professionals.

Benefits

- Opportunity to advance the rigor and value of scholarship surrounding service-learning and community engagement.
- Ability to add to personal and professional development in academic journal publishing.

For More Information

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