

Barry Engage

Celebrating a Decade of Excellence in
University–Community Engagement



A Special Report of Barry University's Center for Community Service Initiatives

CCSI | Center for Community Service Initiatives

Connecting Campus and Community • Transforming Learning and Lives

MISSION

The mission of Barry University's Center for Community Service Initiatives is to foster civic engagement among students, faculty, and staff in the pursuit of social justice. By providing programs, services, and resources, the Center supports community-engaged teaching and learning, research, and service. The Center functions as both a catalyst and the coordinating unit for reciprocal partnerships between the University and the wider community, designed to create long-term, self-sustaining solutions to human, social, economic, and environmental problems.

VISION

The Center for Community Service Initiatives will be the premier community engagement resource at Barry University, widely recognized for facilitating social change rooted in the Dominican Catholic tradition.

VALUES

The Center for Community Service Initiatives adheres to the core commitments of Barry University—particularly social justice and collaborative service—while promoting collaboration, diversity, and social responsibility as essential values.

July 1, 2021

Congratulations to the Barry University Center for Community Service Initiatives on 10 years of collaborative work in furtherance of our Mission.

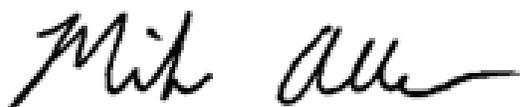
Over the course of the past decade, the CCSI has been invaluable in realizing our Core Commitments to the pursuit of knowledge and truth, fostering a truly inclusive community, fighting for social justice, and engaging in collaborative service.

From building vital community partnerships and coordinating service projects to faculty development support, student civic learning and leadership, and developing the Deliberative Dialogue Series, the varied and impactful achievements of the CCSI give us great pride.

At Barry, our dedication to engagement and to providing experiential learning opportunities for our students is second to none. It is a credit not only to our commitment to service but also to our deep understanding of our community and its unique needs. We truly make a difference where it is needed most.

It has been a first decade full of milestones, and I very much look forward to all we will accomplish together in the years to come.

Sincerely,



Mike Allen, Ph.D.
President



THE CCSI IS A JEWEL IN BARRY'S CROWN

When I was named Provost in July 2016, the Center for Community Service Initiatives (CCSI) was already well established and had already achieved notable status among universities. The unit, under the leadership of Dr. Glenn Bowen, had an established reputation as an innovative and effective catalyst for action and change, linking the academic life of the University with community partners. Dr. Bowen, with the tireless work of his staff and the faculty, harnessed the power of Barry's Core Commitments to make a difference in the community and provide experiential opportunities for Barry students.

Since that time, the success and notability of the CCSI has exploded. With the achievement of so many milestones, the CCSI has been and remains a "jewel" in Barry's "crown" of strong programs and endeavors. Among the accomplishments is the development and coordination of the University's official service-learning program, including the designation of courses that emphasize students' practical application of knowledge and skills to benefit the larger community. The CCSI's deep integration with Barry's academic mission is demonstrated through the unit's inextricable connection to Barry's Quality Enhancement Plan (2014), "Fostering Personal and Social Responsibility Through Experiential Learning." Dr. Bowen has led the effort to integrate social responsibility components into the undergraduate curriculum as part of this Plan.

Over the past 10 years, the CCSI has played a major role in producing outstanding students who develop civic-mindedness as they translate their civic learning and leadership development into meaningful community-focused projects that advance social justice. Similarly, through its programs and efforts, the CCSI has impacted faculty development in community-engaged scholarship, which has facilitated research and has produced numerous peer-reviewed publications and public presentations. Furthermore, community-engaged scholarship is recognized and rewarded at Barry as part of the faculty rank and promotion criteria approved by the Faculty Senate.



John D. Murray, Ph.D., Provost

Consistent with the core commitment of collaborative service, the CCSI has initiated and maintained the development of reciprocal relationships with community partners, contributing to capacity building and problem solving and to the improvement of community life. These partners have benefited from Barry's overall ethos as well as from the presence of students, faculty, and staff in their programs. In exchange, our students have developed competencies and sensitivity to community needs.

The work of the CCSI is recognized annually on campus, through well-known and well-attended events such as the Community Engagement Symposium and the Community Engagement Awards. Recognition extends beyond campus, as evidenced by a steady stream of awards and accolades related to academics combined with civic engagement. These recognitions fuel continued efforts to increase the bandwidth and presence of the CCSI both on campus and in the community.

I remain humbled and proud to serve as Provost at Barry, where the CCSI continues to shine its light on our students and community. With our University community, I celebrate this 10th anniversary with joy and enthusiasm for continued growth and impact.

CENTER FOR COMMUNITY SERVICE INITIATIVES



Ten Significant Achievements in the CCSI's First Ten Years

- 1** Earned the prestigious Carnegie Classification for Community Engagement
- 2** Made personal and social responsibility an integral part of the undergraduate curriculum
- 3** Institutionalized service-learning pedagogy and practice
- 4** Significantly increased curricular and cocurricular community service
- 5** Demonstrated faculty productivity in community-engaged scholarship
- 6** Received national recognition and awards for community engagement
- 7** Became a designated Voter Friendly Campus
- 8** Represented in the leadership of the international association for community engagement research
- 9** Brought big names to campus for the annual Community Engagement Symposium
- 10** Registered 200 organizations as community partners



2010

Barry's College of Arts and Sciences receives a \$300,000 congressionally directed grant from the U.S. Department of Health and Human Services' Administration for Children and Families toward establishing the "Center for Community Initiatives."

The Community Initiatives Task Force—appointed by the University President in 2006—intensifies its work under the leadership of Dr. Karen Callaghan, dean of Arts and Sciences.



2011

The Community Initiatives Task Force submits its final report to the University President, Sister Linda Bevilacqua, O.P., Ph.D. (in April).

At the Fall Assembly (in August), the University President announces that the creation of the Center for Community Service Initiatives—as part of Barry's 2006–2011 Strategic Agenda, "Engaging the World Through Transformative Catholic Higher Education"—was in its early stage.

A director is hired (in September); the CCSI mission, vision, and values statements are written; the operational plan is formulated.



2012

Barry is listed for the first time on the (U.S.) President's Higher Education Community Service Honor Roll.

The Service-Learning Faculty Fellows Program and the Faculty Learning Community for Engaged Scholarship are created.

The Barry Service Corps gets going.

The Community Engagement Management System is launched.

Barry is selected by NASPA for its LEAD Initiative on Civic Learning and Democratic Engagement.



2013

Barry's Undergraduate Council and Academic Affairs Council approve the service-learning designation; the first "SL" course is approved.



2014

The inaugural Community Engagement Symposium and Community Engagement Awards take place, with service-learning luminary Dr. Robert G. Bringle as the keynote speaker.

Barry attains the Carnegie Classification for Community Engagement.

Barry is recognized “with distinction” on the President’s Higher Education Community Service Honor Roll.

To mark its 75th anniversary, Barry kicks off 75 Acts of Service on Make a Difference Day (in October).

Sister Linda signs Campus Compact’s Thirtieth Anniversary Statement—a declaration of shared commitment to the public purposes of higher education and a promise to develop a Campus Civic Action Plan to realize those purposes more fully.

Barry’s Civic Action Plan, “Deepening and Strengthening Civic Engagement to Maximize Impact,” is submitted to Campus Compact; the national organization designates Barry as a “Campus in Action.”

Through the Move-Out Drive, students on main campus residence halls donate 2,373 pounds of clothes and household items to charity.

The Barry Urban Garden is officially launched as an initiative to help alleviate food insecurity and improve nutrition among residents of Miami-Dade neighborhoods.

The number of books donated by Barry employees and students, over a nine-year period, to Better World Books for reuse or recycling passes the 30,000 mark.

Barry’s Quality Enhancement Plan (QEP) Impact Report is submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), highlighting the integration of personal and social responsibility components into the undergraduate curriculum.

Barry designated as a Voter Friendly Campus by Campus Vote Project and NASPA.

President Allen leads the University in celebrating the CCSI’s 10 anniversary as part of the eighth annual Community Engagement Awards—a virtual event during which Dr. Andrew Seligsohn, president of Campus Compact, calls Barry “an exemplar as a community-engaged university.”

2015



2016



2017



2018



2019



2020



2021



1 BARRY EARNS THE CARNEGIE CLASSIFICATION FOR COMMUNITY ENGAGEMENT

In 2015, Barry University became one of only 361 higher education institutions nationwide to earn the prestigious Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching. This attainment placed Barry in the top 7 percent of U.S. institutions demonstrating excellence in community engagement.

The Carnegie Foundation said Barry's application for the elective classification "documented excellent alignment among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement, and it responded to the classification framework with both descriptions and examples of exemplary institutionalized practices of community engagement."



2 'PERSONAL AND SOCIAL RESPONSIBILITY' IS INTEGRATED INTO THE UNDERGRADUATE CURRICULUM

As part of the implementation of Barry's first Quality Enhancement Plan (QEP), personal and social responsibility elements were integrated into the undergraduate curriculum—in general education and selected major-area courses.

The University's QEP Impact Report—submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in March 2020—said 103 sections of 54 courses had been approved for the PSR (personal and social responsibility) designation. SACSCOC is the regional body for the accreditation of degree-granting higher education institutions in the Southern states.

PERSONAL & SOCIAL RESPONSIBILITY



Barry University | Quality Enhancement Plan

3 SERVICE-LEARNING PEDAGOGY AND PRACTICE BECOME INSTITUTIONALIZED

Barry University institutionalized service-learning—the pedagogy that integrates relevant community service with course work and critical reflection to enrich the learning experience, foster social responsibility and civic engagement, and strengthen communities.



During the CCSI's first 10 years, nearly 50 sections of 33 courses were approved for the SL designation. Faculty members teaching those courses engaged intentionally in service-learning practice and, in some cases, in related research.

Dr. Tamara Hamilton, professor of chemistry (pictured at left with elementary school pupils), provided a fine example of excellence in service-learning. Her Consumer Chemistry is the first course to carry the SL (approved in June 2013), and Dr. Hamilton twice shared the outcomes of her scholarly teaching at the annual national meeting of the American Chemical Society.

Drs. Hamilton, Kevin Kemerer, Mitchell Rosenwald, and Pamela Hall are longstanding members of the Service-Learning Designation Committee. Dr. Carmen McCrink served as chair of the committee until the end of the 2019–2020 academic year, when Dr. Hamilton succeeded her. Dr. Heidi Whitford became a committee member in 2020.



4 CURRICULAR AND COCURRICULAR COMMUNITY SERVICE INCREASES SIGNIFICANTLY

There was a significant increase in both course-based and voluntary community service—from nearly 26,000 hours of service in academic year 2011–2012 to just over 71,000 hours in 2018–2019. The 2019 coronavirus (COVID-19) pandemic caused a marked decrease in the number of service hours in 2019–2020.

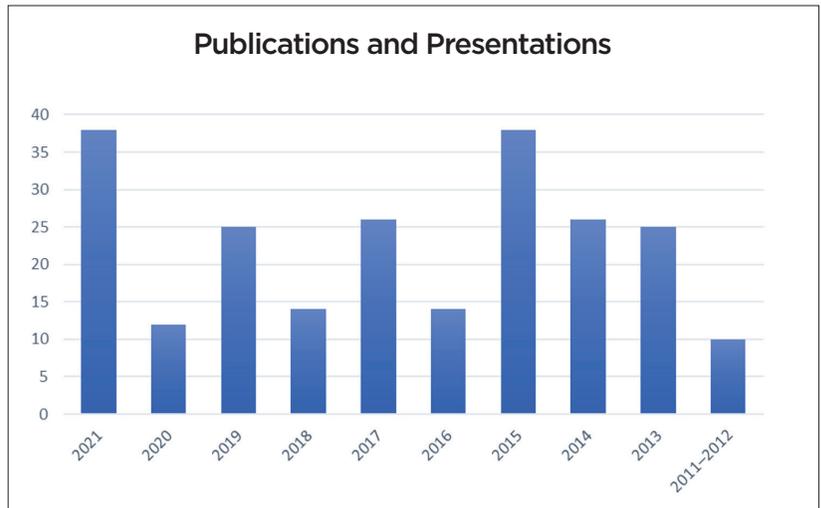
Community Service Hours

Year	Hours
2011–2012	25,800
2012–2013	38,500
2013–2014	45,000
2014–2015	53,000
2015–2016	62,000
2016–2017	67,400
2017–2018	67,400
2018–2019	71,100
2019–2020	52,000
2020–2021	63,000



5 FACULTY MEMBERS DEMONSTRATE PRODUCTIVITY IN COMMUNITY-ENGAGED SCHOLARSHIP

Faculty productivity in community-engaged scholarship increased remarkably. From 2011 to 2021, Barry faculty members—sometimes with staff members and students—made more than 120 presentations at local, national, and international conferences. Moreover, they published some 50 (mostly peer-reviewed) journal articles and book chapters.



TEN EXAMPLES OF PUBLICATIONS

Glenn A. Bowen & Courtney A. Berrien (2015). “The Potential of Deliberative Dialogue to Advance Peace and Social Justice.” *In Peace and Social Justice Education on Campus: Faculty and Student Perspectives*. Cambridge Scholars Publishing.

Glenn A. Bowen, Nickesia S. Gordon, & Margaret K. Chojnacki (2017). “Advocacy Through Social Media: Exploring Student Engagement in Addressing Social Issues.” *Journal of Higher Education Outreach and Engagement* (Vol. 21, No. 3).

Laura Finley, Victor Romano, Glenn A. Bowen, & Celeste Fraser Delgado (2017). “Learning and Leadership in Higher Education: The Role of Service-Learning.” *In Leadership, Equity, and Social Justice in American Higher Education: A Reader*. Peter Lang.

Pamela D. Hall & Glenn A. Bowen (2015). “The Use of Photovoice for Exploring Students’ Perspectives on Themselves and Others.” *Journal of Ethnographic & Qualitative Research* (Vol. 9, No. 3).

Millicent J. Kelly (2013). “Beyond Classroom Borders: Incorporating Collaborative Service Learning For The Adult Student.” *Adult Learning* (Vol. 24, No. 2).

Steffano Montano (2013, July). “Service-Learning at Barry University.” *Newsletter of U.S. Hispanic Ministry—Pastoral Hispana en los Estados Unidos*.

John W. Murphy, Berkeley A. Franz, Jung Min Choy, & **Karen A. Callaghan** (2017). “Community Mapping Tells a Story.” *In Narrative Medicine and Community-Based Health Care and Planning*. Springer.

Mureen L. Shaw & Glenn A. Bowen (2021). “Global Service-Learning as an Avenue to Address Social Determinants of Health: Considerations for Undergraduate Nursing Education.” *In Experiential Learning in Higher Education: Issues, Ideas, and Challenges for Promoting Peace and Justice*. Information Age Publishing.

Gerene K. Starratt (2021). “Community-Based Research as an Approach to Experiential Learning in Methodology of Research: A Case Study.” *In Experiential Learning in Higher Education: Issues, Ideas, and Challenges for Promoting Peace and Justice*. Information Age Publishing.

Heidi Whitford (2021). “Exploring a Critical Model of Faculty Engagement With Service-Learning Programs.” *In Experiential Learning in Higher Education: Issues, Ideas, and Challenges for Promoting Peace and Justice*. Information Age Publishing.

TEN EXAMPLES OF CONFERENCE PRESENTATIONS

Ruth Ban, Xiaoxi Dong, Orlando Cardozo, Annette Cardoza, Aleksandar Chonevski, & Verona Nisbeth-Hart (2019, February 20–23). “Intersecting Communities and Their Stories of Belonging: A Qualitative Inquiry.” 42nd Annual Conference of the Eastern Educational Research Association (Myrtle Beach, SC, United States).

Courtney Berrien, Sean Buckreis, & Mureen Shaw (2018, September 30–October 3). “Exploring Fair-Trade Learning Through a Nursing and Education Partnership in Rural Haiti.” Engagement Scholarship Consortium Conference (Minneapolis, MN, United States).

Sister Linda Bevilacqua, Roxanne Davies, Jack Dezek, & Carlos A. Viera (2014, June 12–15). “Building Community Through Innovative Partnerships.” 13th Biennial Colloquium of Dominican Colleges and Universities (Rockville Centre, NY, United States).

Glenn A. Bowen (2017, September 14–16). “Reflective Practice Among Faculty in a Learning Community Focused on Community-Engaged Scholarship.” 17th Annual Conference of the International Association for Research on Service-Learning and Community Engagement (Galway, Ireland).

Glenn A. Bowen & Courtney A. Berrien (with Kevin Dalia & Asha Starks) (2016, February 18–21). “Developing a Core Group of Student Leaders as Emerging Agents of Social Change” [Workshop]. IMPACT National Conference (Amherst, MA, United States).

Pamela Hall, Glenn A. Bowen, Laura Finley, & Celeste Landeros (2017, September 26–27). “Perspectives on Community-Engaged Scholarship Generated by a Faculty Learning Community.” Engagement Scholarship Consortium Conference (Birmingham, AL, United States).

Tamara Hamilton (2018, March 18–22). “Service-Learning Programs for Chemistry Majors and General Education Students.” 255th National Meeting and Exposition of the American Chemical Society (New Orleans, LA, United States).

Yu-Wai Lin, Teresa Petrino-Lin, & Flona Redway (2013, October 11–12). “Incorporating Service-Learning (SL), Problem-Based Learning (PBL) and Research Ethics Into the Undergraduate Research Curriculum.” Poster session at 6th Annual Florida Statewide Symposium: Engagement in Undergraduate Research (Orlando, FL, United States).

Mitchell Rosenwald (2013, March 6–10). “New Ways of Thinking About Community-University Involvement: The Promise of Service-Learning.” Annual Conference of the Association of Baccalaureate Social Work Program Directors (Myrtle Beach, SC, United States).

Mureen Shaw (2020, July 22–24). “Interprofessional Collaboration Between a U.S. University and Community Partners in Haiti to Improve Health Outcomes.” Sigma’s 31st International Nursing Research Congress [Virtual conference].



6 BARRY RECEIVES NATIONAL RECOGNITION AND AWARDS FOR COMMUNITY ENGAGEMENT

Individual students, faculty, and staff—and the University as a whole—received national recognition and several awards for community engagement.

Barry was listed on the (U.S.) President’s Higher Education Community Service Honor Roll every year from 2012 to 2015, when the Honor Roll closed. The University was recognized “with distinction” in 2015. Making the Honor Roll meant earning the highest federal-level recognition that colleges and universities could receive for community service contributions.



Every year since 2013, Campus Compact has named a Barry student among its Newman Civic Fellows. The following “community-committed students” received the national recognition: Lucy Virgo, Hector Pizarro, Connor Randel, Christian Mesa, Paola Montenegro, Jasmine McKee, Paola Lopez-Hernandez, Martina Muñoz Chalan, and Soné Keith.



Florida Campus Compact presented awards to Barry administrators, faculty, and students no fewer than nine times. Awards received from the Campus Compact state affiliate include the Campus-Community Partnership Award and Engaged Campus of the Year.

Gene Majka, assistant professor of nursing, won that organization’s Community Engagement Educator Award in 2012.

Sister Linda Bevilacqua, O.P., Ph.D., then president of Barry University, was the recipient of Florida Campus Compact’s Founders Award in 2013. For many years, Sister Linda was a member of Florida Campus Compact’s Executive Committee.



Sister Linda received the Florida Campus Compact Founders Award in 2013.

Dr. Sean Foreman, then associate professor of political science, was the recipient of Florida Campus Compact's Graham-Frey Civic Award in 2014. Student leader Quayneshia Smith, who made her mark as a member of the national steering committee for the Student/Farmworker Alliance, took home the Student Excellence in Service Award in 2016. And the CCSI's Dr. Glenn A. Bowen won the Engaged Scholarship/Research Award in 2018.

Additionally, in 2019, Dr. Bowen was the recipient of an award for Outstanding Community Partnership and Support from the Haitian Youth and Community Center of Florida, Inc.

Both Dr. Mitchell Rosenwald (in 2015) and Dr. Pamela Hall (in 2018) were winners of the Returned Peace Corps Volunteers of South Florida's Spirit of Service-Learning Award. In 2019, Dr. Hall received the Outstanding Community Partner Award from Miami-Dade

Community Action and Human Services' Head Start/Early Head Start Program.

The Miami-Dade County Black Affairs Advisory Board's Heritage Planning Committee recognized Dr. Phyllis Scott, dean of Barry's School of Social Work, with its Community Pillar Award in 2018.



**COLLEGES OF
DISTINCTION**

Barry was selected several times as one of the Colleges of Distinction, with the institutional profile highlighting civic engagement and service-learning practice. The College of Distinction designation recognizes select colleges for excellence in student-focused higher education.

7 BARRY BECOMES A DESIGNATED VOTER FRIENDLY CAMPUS

Two national nonpartisan organizations, Fair Elections Center’s Campus Vote Project and NASPA-Student Affairs Administrators in Higher Education, jointly designated Barry as a Voter Friendly Campus for 2021–2022.

The Campus Democracy Project facilitated the university’s application for the designation, which was prepared and submitted by the CCSI.



8 BARRY IS REPRESENTED IN A COMMUNITY ENGAGEMENT ASSOCIATION'S LEADERSHIP



Since 2016, Barry University has been represented in the leadership of the International Association for Research on Service-Learning and Community Engagement (IARSLCE) and its scholarly publication, the International Journal of Research on Service-Learning and Community Engagement (IJRSLCE).

Dr. Glenn A. Bowen, executive director of the CCSI, is a two-term elected member of the IARSLCE Board of Directors, a former chair of the Board Development Committee, and currently a cochair of the Scholarship and Publications Committee. He also is a coeditor (senior editor) of IJRSLCE.



Dr. Bowen was an IARSLCE representative at the 7th Asia-Pacific Regional Conference on Service-Learning in Singapore in June 2019. With Dr. Andrew “Andy” Furco, a former IARSLCE Board member, he facilitated breakout sessions focused on developing a global research agenda for service-learning and community engagement. He also presented two papers at the conference in Singapore. The first was titled “Professional Advancement for Service-Learning Scholars: How to Get Published in Peer-Reviewed Journals”; the second explored the effects of Barry’s service-learning designation process on pedagogy and course outcomes.

9 BARRY BRINGS BIG NAMES TO CAMPUS FOR THE ANNUAL COMMUNITY ENGAGEMENT SYMPOSIUM



L-R: Drs. Jacoby, Giles, Green, Clayton, and McTighe Musil. Below: Nadinne Cruz.

The annual Community Engagement Symposium brought some of the biggest names in the service-learning and community engagement field to Barry—distinguished scholar-practitioners such as Dr. Robert G. Bringle, Dr. Barbara Jacoby, and Dr. Dwight E. Giles, Jr. as well as service-learning pioneer Nadinne Cruz. Other lead presenters at the symposium were Dr. Patrick Green, Dr. Patti Clayton, and Dr. Caryn McTighe Musil.

In 2014, the theme was “Campus-Community Engagement: Making Connections and Commitments”; the theme in 2021 was “Engagement in Purposeful Projects: From Awareness to Action.”

The Community Engagement Symposium was held in March every year from 2014 to 2021 except 2020, when the coronavirus pandemic caused the cancellation. The annual event supported the implementation and assessment of Barry’s Quality Enhancement Plan, “Fostering Personal and Social Responsibility Through Experiential Learning.”



10

CCSI REGISTERS 200 ORGANIZATIONS AS COMMUNITY PARTNERS

The number of registered community partners reached 200 in 2021. Most community partners are nonprofit (human/social service) organizations. The list of partners includes educational institutions, faith-based organizations, and local government departments.



Barry's President, Dr. Mike Allen, and BBBS Miami's President and Chief Executive Officer, Gale Nelson.

In all, 22 organizations have won Barry's **Community Partnership Award**. They list is as follows: Bread for the World, Church World Service, Coalition of Immokalee Workers and Student/Farmworker Alliance, the Collaborative Family Law Group of Central Florida, Feeding South Florida, Gang Alternative, the Haitian Youth and Community Center of Florida, Historic Virginia Key Beach Park, the League of Women Voters of Florida, MCCJ, Miami Beach Community Church, Miami Children's Initiative, Miami Edison Senior High School, Mount Tabor Missionary Baptist Church, the New Florida Majority, PACT: People Acting for Community Together, the Palm Beach County Sheriff's Office, Special Olympics Florida, the Volunteer Income Tax Assistance Partnership (at the Barry Law School), Urban GreenWorks, William H. Turner Technical Arts High School, and the Women's Breast and Heart Initiative.

COMMUNITY ENGAGEMENT PROGRAMS, PROJECTS, AND MAJOR EVENTS

BARRY SERVICE CORPS

The Barry Service Corps (BSC) is a civic learning and leadership development program that became established as the flagship civic engagement program for students. BSC members are undergraduates participating in Federal Work-Study Community Service and those benefiting from the CCSI-coordinated Community Service Incentive Program.

A select group of BSC members, the BSC Fellows received specialized training designed to cultivate civic-mindedness undergirded by civic leadership skills. As a requirement of the program, each BSC Fellow developed and implemented a civic engagement project. The student leaders demonstrated appreciation for diversity, skills in communicating across difference, knowledge of social issues, and the ability to organize groups for social change.



Student leader Martina Muñoz Chalan is a shining example of civic commitment and accomplishment. For three years, she assisted the Atelye Thevenet Artisan Cooperative in northwestern Haiti through sales promotion and personal selling. Her special project generated thousands of dollars, which benefited women and their families in the impoverished community.

Martina, who double-majored in finance and international business, received Barry's St. Catherine Medal for outstanding leadership and service in 2021.



BSC Fellows have been part of the cream of the crop. Before she graduated in 2019, Paris Razor received several awards, including Excellence in Leadership: President's Award for Outstanding Senior and the Arts and Sciences Dean's Award. Paris had served for two years on the national steering committee for the Student/Farmworker Alliance.

Among others who exemplarily balanced academics and civic engagement are Jasmine McKee, Kevin Dalia, Paola Montenegro, Antonio "Toni" Rodriguez, Luca McLeod, and Dai' Jonnai Smith.



By and large, BSC fellowship alumni have remained civically engaged. Dominique McMillan, a 2018 graduate, became a program and outreach fellow at the Food Recovery Network before being hired for her current job, as the program coordinator for ALL IN Campus Democracy Challenge at Civic Nation.

CAMPUS DEMOCRACY PROJECT

A nonpartisan initiative, the Campus Democracy Project (CDP) promotes civic learning and democratic engagement through get-out-the-vote activities encompassing voter registration, education, and mobilization. The CDP Committee has been cochaired by Dr. Sean Foreman, Barry's expert in political affairs, and either a faculty/staff member or (more recently) a student. The presidents of the Barry College Democrats and the Barry College Republicans have served on the committee.



The BucsVote initiative opened the door to civil bipartisan interaction and dialogue on campus. BucsVote is the brainchild of Barry Service Corps Fellow Antonio (Toni) Rodriguez, who became the first Latino president of the Florida College Democrats and later held national office with the College Democrats of America. Rodriguez and later Isaly Ortiz (pictured together above) served as cochair of the CDP Committee. Also a BSC Fellow, Ortiz has served in elected and appointed positions with the Florida College Democrats and the College Democrats of America. In the summer of 2020, she was one of only five students nationwide selected for a panel with Dr. Jill Biden, who discussed Latinx issues and immigration reform efforts.







BARRY URBAN GARDEN

On Barry's Miami Shores campus, an urban garden came to fruition in 2018. Known as the BUG, the Barry Urban Garden grew out of the Barry FairShare project and would encompass it. Described as "a values-based community agriculture initiative," the BUG was created to provide produce to low-income residents in nearby neighborhoods categorized by the U.S. Department of Agriculture as "urban food deserts."

The BUG concept is rooted in permaculture design principles. Permaculture is approached as both a philosophy and a strategy branded as "Earth Care, People Care, Fair Share."

University Chaplain Fr. Cristóbal Torres blessed the garden site; Sister Patricia Siemen, O.P., prioress of the Adrian Dominican Sisters, sent a note of congratulations.

From the outset, Dr. Jill Farrell, dean of Barry's Adrian Dominican School of Education, threw her full support behind the initiative. Two AmeriCorps VISTA (Volunteers in Service to America) members, Asha Starks and Kaitlyn Gallagher, served successively as project facilitators.

In 2021, the small garden produced an abundance of tomatoes and a variety of vegetables, which were donated to community fridges in the Miami area.

SERVICE-LEARNING FACULTY FELLOWS PROGRAM

The Service-Learning Faculty Fellows Program provides support for the professional development of faculty members interested in service-learning pedagogy and associated scholarship. The following faculty members completed one-year fellowships: Drs. Paula A. Delpech and Mitchell Rosenwald (2012–2013); Drs. Pamela Hall and Celeste Landeros (then Fraser-Delgado) (2013–2014); Drs. Raul Machuca and Ligia Mihut (2015–2016); Drs. Adam Dean and Tisa McGhee (2016–2017); Drs. Ricardo Jimenez and Heidi Whitford (2017–2018); Dr. Sean Erwin (2018–2019); Drs. Dale Hartz, Sheila McMahon, and Mureen Shaw (2019–2020); and Drs. Samuel Doss, Katsiaryna Matusевич, Ian Quamina, Pawena Sirimangkala, and Mariely Valentin-Llopis (2020–2021). All former Service-Learning Fellows became champions of service-learning and community-engaged scholarship.

FACULTY LEARNING COMMUNITY FOR ENGAGED SCHOLARSHIP



The Faculty Learning Community is a cross-disciplinary group of faculty members who participate in a collaborative program focused on community-engaged scholarship. Formed in 2012, the FLC facilitates professional development and reflective practice in community-engaged teaching, research, and service. Over the years, three faculty members have served individually and jointly as the FLC facilitators. They are Drs. Laura Finley, Pamela Hall, and Celeste Landeros.

FLC members and others have benefited from the **Community-Based Research Incentive Program**. Faculty (and sometimes staff) members and students have collaborated with community partners on applied research projects that addressed specific issues and simultaneously promoted social change.

COMMUNITY ENGAGEMENT AWARDS



Awards are presented annually to honor students, faculty and staff members, and community partners for outstanding participation and exemplary achievements in community engagement. During the CCSI's first decade, the major award categories were Community Impact, Community Partnership, Community Engagement Educator, Community-Based Research, Community-Engaged Scholarship, Service-Learning Faculty, and Engaged Department. Additional awards were presented in the category of Service and Community Engagement Support, and there were two recipients of Special Awards.

The Community Engagement Awards Committee was chaired successively by Drs. Carter Winkle and Stephanie Bingham. Dr. Carl Cramer, the now-retired associate dean of the College of Nursing and Health Sciences, offered the invocation at the start of the Community Engagement Awards Ceremony year after year. Support from Dr. John McFadden, the dean, made

a huge difference in the success of this event as well as community engagement overall.

Community Impact: Hector Pizarro and Alejandro Tobon (2014); Connor Randel and Quayneshia Smith (2015); Bethany Dill, Laura Gagliardi, Christopher Riker, Asha Starks, BarryU Softball Team, Minority Association of Pre-Health Students, Student Managed Investment Fund, Volunteer Income Tax Assistance Program at Barry School of Law (2016); Naif Alkhathran, Jasmine McKee, and Paola Montenegro (2017); Wills Compere, Presler Maxius, and Paris Razor (2018); Paola Lopez-Hernandez and Antonio Rodriguez (2019); Martina Muñoz, Pa Sheikh Ngom, and Chemistry Club (2020); Isaly Ortiz and Dai' Jonnai Smith (2012).





Community Partnership: See award recipients' names on page 16.

Community Engagement Educator: Dr. Philip H. Mann (2014); Steffano Montano (2015); Dr. Ricardo Jimenez (2016); Drs. Stephanie Bingham and Marc Lavallee (2017); Fabio Naranjo (2018); Drs. Anthony Sadler and Lauren Shure (2019); Drs. Lilia DiBello and Sean D. Foreman (2020); Dr. Jalane Meloun (2021).

Community-Based Research: Drs. Gerene Starratt and Nauris Tamulevicius (2014); Dr. Lauren Shure (2015); Dr. Ruth Ban (2018).

Community-Engaged Scholarship: Drs. Laura Finley and Tisa McGhee (2015); Dr. Pamela Hall (2016); Dr. Adam Dean (2017); Dr. Mureen Shaw (2020).





Service-Learning Faculty: Dr. Tamara Hamilton (2014); Dr. Paula Alexander-Delpech (2015); Drs. Kevin Kemerer and Mitchell Rosenwald (2016); Dr. Pamela Hall (2017); Nicole Beltran (2018); Dr. Silvia Maciá (2019); Drs. Samuel Doss and Raul Machuca (2020); Sister Mary Frances Fleischaker (2021).

Engaged Department: Sociology and Criminology (2014); School of Social Work (2015); Physical Sciences and Sport & Exercise Sciences (2016); Communication (2017); School of Law (2018); College of Nursing and Health Sciences' Graduate and Undergraduate Nursing (2019); Center for Earth Jurisprudence (2020); School of Business (2021).

Service and Community Engagement Support:

James Carrig, Yleinia Galeano, and Margaret Grizzle (2014); Deborah Montague (2015); Sandra Acevedo, Grace Ralfelt, and Kerri-Quaan Stewart (2016); Amanda Knight (2017); Francesca Gerard, Joanne Ittilucksatit, Merlene Nembhard, and Department of Marketing (2019); Nair Manuel (2020); Barry Premier Events Team—Department of Information Technology, Department of Marketing, and Conference and Event Services (2021).

A **Special Award** was presented to Dr. Karen Callaghan, dean of the college of Arts and Sciences, in 2014. Dr. Callaghan is the de facto founder of the CCSI. Just before her retirement in 2019, University President Sister Linda Bevilacqua, O.P., Ph.D., was presented with a Special Award “for exemplary leadership of a community-engaged university.”







COMMUNITY ENGAGEMENT SYMPOSIUM

This annual event features scholarly presentations and discussions of community-university engagement strategies, programs, practices, and outcomes. The lead presenter is a nationally recognized community engagement leader. Associate Provost Dr. Christopher “Kit” Starratt was a constant presence at the event. Since 2018, members of the Community Advisory Committee—chaired by Saliha Nelson, then vice president of URGENT, Inc.—served as judges for the Student Poster Competition, which was a feature of the symposium.





COMMUNITY ENGAGEMENT FAIR FAIR

This event (first held biannually and then annually) provided an opportunity for Barry's community partners to come to campus, where they would showcase their programs and services. Students learned about community issues and service opportunities; faculty members connected with community partners for experiential learning and community-based research projects; and staff members identified community sites for volunteer involvement. In recent years, the Community Engagement Fair featured a workshop for community partners.



DELIBERATIVE DIALOGUE SERIES

The Deliberative Dialogue Series was launched in the fall of 2012 with a forum on capital punishment—"The Death Penalty: An Eye for an Eye?" The standing-room-only event featured a Florida death row exoneree, Herman Lindsey.

The facilitated forums comprising each year's series elicit "voices and views from campus and community." Students, faculty, staff, alumni, and community members work toward a shared understanding of social issues, practical solutions to those issues, and collective action for social change.

Over the years, dialogue with deliberation has addressed such issues as climate change/global warming and sea-level rise, gun rights and gun control, human trafficking, hunger and homelessness, immigration reform, the opioid epidemic, and the school-to-prison pipeline. One of the forums exposed the underbelly of refugee resettlement. And the 2020-2021 series, titled "Race Matters," threw light on the enduring manifestations of racial injustice in the American society.



DAYS OF SERVICE

The CCSI coordinated various Days of Service: Dr. Martin Luther King, Jr. Day of Service; (Barry) Founders' Day of Service; Make a Difference Day; International Coastal Cleanup Day; and 9/11 Day of Service. Sustainability Saturday was also on the calendar.

Throughout academic year 2015-2016, students, faculty, staff, and alumni took part in 75 Acts of Service to mark Barry's 75th anniversary.











Seeking Social Justice Through Advocacy and Activism

While pursuing a commitment to addressing the needs of marginalized people and underserved communities, the CCSI has kept specific social justice issues front and center over the years. Injustice meted out to farmworkers, the plight of refugees and displaced peoples, food insecurity and hunger, and homelessness are just some of them.

As part of courses and cocurricular projects, students have helped to make the mission of the Coalition of Immokalee Workers known not only locally but also nationally. Indeed, students—supported by faculty and staff members—have been at the forefront of sustained efforts toward *justicia para trabajadores agrícolas* (justice for farmworkers).

The strategy employed for this kind of work consisted of issue exploration (involving awareness building or consciousness raising), coalition building, advocacy, direct-action organizing, and public action.









Barry University

CCSI | Center for Community Service Initiatives

Glenn A. Bowen, Ph.D.

Executive Director

Courtney A. Berrien, MAT

Associate Director

Lizabeth M. James, MSW

Experiential Learning Coordinator

Victor Romano, Ph.D.

Associate Provost for Student Success
and Undergraduate Studies

John D. Murray, Ph.D.

Provost

Michael Allen, Ph.D.

President



A section of Adrian Hall, including the rotunda, was home to the CCSI for the first 10 years.

Barry University

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