Barry University

Service-Learning
Faculty Fellows Program

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PURPOSE OF PROGRAM

Service-learning is a teaching and learning strategy that integrates meaningful community service with course work and critical reflection to enrich the learning experience, foster social responsibility and civic engagement, and strengthen communities.

The Service-Learning Faculty Fellows Program provides support for the professional development of faculty members interested in service-learning pedagogy and associated scholarship. Coordinated by the Center for Community Service Initiatives (CCSI), the program is aimed at increasing the number and improving the quality of service-learning courses and service-learning faculty.

The program is also designed to build capacity for community-engaged scholarship.[1] Approaches to engaged scholarship include the scholarship of teaching and learning (SoTL),[2] and community-based research (CBR)[3].

The fellowship period is one academic year. Fellows attend monthly seminars in the CCSI. By the end of the fellowship, each participant is equipped to function as a service-learning workshop instructor, faculty mentor, and engaged scholar.

SEMINAR TOPICS

- Fundamentals of Service-Learning
- Service-Learning in the Disciplines
- Service-Learning in Online Courses and Remote Settings
- Service-Learning and Social Justice

- Service-Learning Assessment and Research
- Community-Engaged Scholarship
- Interdisciplinary Service-Learning
- Global/International Service-Learning

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[1] Community-engaged scholarship integrates faculty work in the areas of teaching, research, and service that addresses community needs, issues, and priorities.

[2] SoTL is the "systematic study of teaching and/or learning and the public sharing and review of such work through presentations, performance, or publications" (McKinney, 2006, p. 39).

[3] CBR involves "a partnership of students, faculty, and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change" (Strand et al., 2004, p. 3).

FELLOWSHIP REQUIREMENTS

1. Participate in monthly faculty development seminars in the CCSI.

2. Create or modify a course to include a service-learning component (with plans to teach the course either during the fellowship or within one year after the fellowship).

3. Develop and implement a special project focused on a community/public issue.

4. Participate in the Faculty Learning Community for Engaged Scholarship.

5. Prepare a proposal for a conference presentation and/or a preliminary draft of a journal article by the end of the fellowship.

ELIGIBILITY FOR PARTICIPATION

Faculty members of all ranks are eligible for the Service-Learning Fellows Program.

Note: A small number of fellowships (usually two) are available each year and are awarded through a competitive process. A three-credit course reduction each semester (fall and spring) is typically approved for each successful applicant.

APPLICATION AND REVIEW PROCESS

Selection of the Service-Learning Fellows is based on the review of an application package consisting of the following documents:

- A complete, signed application form

- The applicant's CV (to be evaluated for indicators of effective teaching, research, and service)

- A two-page essay on "The Practical Application of Service-Learning as an Effective Method of Teaching and Learning" (to be evaluated for practicality of approach to the use of service-learning, a sound philosophy of teaching, and clarity of expression)

Faculty members interested in applying for the fellowship and seeking a course release should check with their Department Chair and/or Dean for approval before submitting the application.

(Note: The CCSI covers the cost of a substitute course instructor at the adjunct pay rate.)

For further information:

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Service-Learning Faculty Fellows (2012–2022)

Dr. Paula A. Delpech (2012–2013)	Assistant Professor of Nursing
Dr. Mitchell Rosenwald (2012–2013)	Then Associate Professor (now Professor) of Social Work
Dr. Pamela Hall (2013–2014)	Then Assistant Professor (now Associate Professor) of Psychology
Dr. Celeste Landeros (then Fraser-Delgado) (2013–2014)	Then Associate Professor (now Professor) of English and Humanities, School of Professional and Career Education
Dr. Raul Machuca (2015–2016)	Then Assistant Professor (now Associate Professor) of Counseling
Dr. Ligia Mihut (2015–2016)	Assistant Professor (now Associate Professor) of English
Dr. Adam Dean (2016–2017)	Associate Professor of Communication
Dr. Tisa McGhee (2016–2017)	Then Assistant Professor (now Associate Professor) of Social Work
Dr. Ricardo Jimenez (2017–2018)	Then Assistant Professor (now Associate Professor) of Computer Science
Dr. Heidi Whitford (2017–2018)	Then Assistant Professor (now Associate Professor) of Education
Dr. Sean Erwin (2018–2019)	Associate Professor of Philosophy
Dr. Dale Hartz (2019–2020)	Assistant Professor of Management
Dr. Sheila McMahon (2019–2020)	Assistant Professor of Social Work
Dr. Mureen Shaw (2019–2020)	Assistant Professor (now Associate Professor) of Nursing

Dr. Samuel Doss (2020–2021)	Associate Professor of Marketing
Dr. Katsiaryna Matusevich (2020–2021)	Associate Professor of Human Resource Development; MSHRD Program Director
Dr. Ian Quamina (2020–2021)	Assistant Professor of Human Resource Development
Dr. Pawena Sirimangkala (2020–2021)	Associate Professor of Communication; Director, Honors Program
Dr. Mariely Valentin-Llopis (2020–2021)	Assistant Professor of Public Relations
Yvonne Jones Goodridge, MA (2021–2022)	Assistant Professor of Dance
Dr. George Vera (2021–2022)	Associate Professor of Counseling

Selected Publications by Former Service-Learning Fellows

Delpech, P. A. (2013). Developing a short-term international study-abroad program: From beginning to end. *PRISM: A Journal of Regional Engagement, 2*(2). https://encompass.eku.edu/prism/vol2/iss2/5

Finley, L., Romano, V., Bowen, G. A., & **Fraser Delgado, C.** (2017). Learning and leadership in higher education: The role of service-learning. In C. P. Gause (Ed.), *Leadership, equity, and social justice in American higher education: A reader* (pp. 302–311). Peter Lang.

Finley, L., Schlaerth, C., **Hall, P., Fraser Delgado, C.**, Mason, T., Rivera-Torres, K., Carioni, E., & Zaret, D. (2015). Service-learning for peace and social justice: Reflections from faculty and students. In K. Concannon & L. L. Finley (Eds.), *Peace and social justice education on campus: Faculty and student perspectives* (pp. 87–112). Cambridge Scholars Publishing.

Fraser Delgado, C. (2014). Chronicle of a career suicide: Or my life as a culture warrior. *Public: A Journal of Imagining America*, *2*(2). http://public.imaginingamerica.org/blog/article/chronicle-of-a-career-suicide-or-my-life-as-a-culture-warrior/

Hall, P. D., & Bowen, G. A. (2015). The use of photovoice for exploring students' perspectives on themselves and others. *Journal of Ethnographic & Qualitative Research*, *9*(3), 196–208.

Landeros, C. (with Gordon, S., Durham, T., & McClams, B.). (2021). Acting like a prince, dancing like a queen, singing like a cop: Promoting peace and justice through community-engaged film and theater in general education arts courses for adults. In L. L. Finley & G. A. Bowen (Eds.), *Experiential learning in higher education: Issues, ideas, and challenges for promoting peace and justice* (pp. 61–72). Information Age Publishing.

Mihut, L. (2019). Linguistic pluralism: A statement and a call to advocacy. *Reflections: A Journal of Community-Engaged Writing and Rhetoric*, *18*(2), 66–86. https://reflectionsjournal.net/wp-content/uploads/2019/18.2/18n2mihut.pdf

Shaw M. L., & Bowen, G. A. (2021). Global service-learning as an avenue to address social determinants of health: Considerations for undergraduate nursing education. In L. L. Finley & G. A. Bowen (Eds.), *Experiential learning in higher education: Issues, ideas, and challenges for promoting peace and justice* (pp. 21–34). Information Age Publishing.

Whitford, H. (2021). Exploring a critical model of faculty engagement with service-learning programs. In L. L. Finley & G. A. Bowen (Eds.), *Experiential learning in higher education: Issues, ideas, and challenges for promoting peace and justice* (pp. 87–100). Information Age Publishing.

Selected Presentations by Former Service-Learning Fellows

Fraser Delgado, C. (2012, September 23–25). *idk: Swapping subjects and objects in service-learning research* [Poster presentation]. Annual Conference of the International Association for Research on Service-Learning and Community Engagement, Baltimore, MD, United States.

Hall, P. D. (2011, October). *Implementation of service learning in a senior psychology capstone course* [Conference presentation]. Southeastern Ecological and Community Psychology Conference, Atlanta, GA, United States.

Hall, P., Simpson, A., Tio, D., & Jacobson, E. (2014, March 26–28. *Using photovoice as a service-learning reflection tool* [Workshop]. Gulf-South Summit on Service-Learning & Civic Engagement through Higher Education, Auburn, AL, United States.

Jimenez, R. (2017, March 29). *Addressing digital divide issues in our community through a computer systems service-learning course* [Concurrent session presentation]. Barry University's Fourth Annual Community Engagement Symposium, Miami Shores, FL, United States.

Landeros, C. (2020, February 12). *Service-learning as carnival: Cultural humility and the aesthetics of the invitation* [Creative work]. Barry University, Miami, FL, United States.

McGhee, T. (2013, June 26–29). *Continuous communication in partnerships: Using collective impact to increase social change* [Panelist presentation]. 14th Biennial Conference of the Society for Community Research and Action, Miami, FL, United States.

Rosenwald, M. (2013, March 6–10). *New ways of thinking about community–university involvement: The promise of service-learning* [Conference presentation]. Annual Conference of the Association of Baccalaureate Social Work Program Directors, Myrtle Beach, SC, United States.

Shaw, M. (2020, July 22–24). *Interprofessional collaboration between a U.S. university and community partners in Haiti to improve health outcomes* [Virtual conference presentation]. Sigma's 31st International Nursing Research Congress.

Whitford, H., **Machuca**, **R.,** & Matusevich, K. (2018, July 18–20). *Enhancing student learning outcomes in a graduate-level service-learning course* [Conference session]. IARSLCE (International Association for Research on Service-Learning and Community Engagement) Conference, New Orleans, LA, United States.

Awards Won by Former Service-Learning Fellows

Dr. Adam Dean	Barry University's Engaged Scholarship Award, 2017
Dr. Paula A. Delpech	Barry University's Service-Learning Faculty Award, 2015
Dr. Pamela Hall	Barry University's Engaged Scholarship Award, 2016
	Barry University's Service-Learning Faculty Award, 2017
	Returned Peace Corps Volunteers of South Florida's Spirit of Service-Learning Award, 2018
Dr. Ricardo Jimenez	Barry University's Community Engagement Educator Award, 2016
Dr. Tisa McGhee	Barry University's Engaged Scholarship Award, 2015
Dr. Mureen Shaw	Barry University's Community-Engaged Scholarship Award, 2020
Dr. Mitchell Rosenwald	Returned Peace Corps Volunteers of South Florida's Spirit of Service-Learning Award, 2015
	Barry University's Service-Learning Faculty Award, 2016

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Connecting Campus and Community ■ Transforming Learning and Lives