

Report for
Academic Year
2019–2020

Service- Learning Faculty Fellows Program

Center for Community Service Initiatives

Center for Community Service Initiatives
Division of Academic Affairs
Barry University

July 2020

Barry University

Center for Community Service Initiatives

Service-Learning Faculty Fellows Program

Report for Academic Year 2019–2020

INTRODUCTION

Among experiential learning approaches in higher education, service-learning is the gold standard. Here at Barry University, service-learning is defined as “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.” When service-learning is planned and implemented effectively, considerable benefits accrue to all stakeholders – on campus and in the community.

The Service-Learning Faculty Fellows Program provides professional development for faculty members interested in service-learning pedagogy and associated scholarship. Developed and managed by the Center for Community Service Initiatives (CCSI), the program is aimed primarily at improving the quality of service-learning courses and service-learning faculty. The program is also designed to build capacity for community-engaged scholarship. Distinct from the traditional “scholarship of discovery,” community-engaged scholarship integrates faculty work in the areas of teaching, research, and service that addresses community needs, issues, and priorities.

For the 2019–2020 academic year, the program emphasized the scholarship of teaching and learning (SoTL), defined as the systematic study of teaching and learning, and the review and public sharing of such work through presentations or publications.

Further, the Service-Learning Faculty Fellows Program is part of a strategy by the CCSI to provide faculty throughout the University with pedagogical, administrative, and technical support. In this regard, Faculty Fellows are mentors and role models who share their experience, knowledge, and skills with their colleagues. By promoting collaboration and innovation, the Fellows make an important contribution to the intellectual life of the University as a community of scholars.

Three fellowships were awarded for the 2019–2020 academic year. The recipients have now joined a growing cadre of community-engaged faculty members at Barry. The activities in which they participated and the outcomes of their work are summarized in this report.

Glenn A. Bowen, PhD
Director, Faculty Fellows Program

Service-Learning Faculty Fellows 2019–2020



Sheila M. McMahon, PhD
Assistant Professor of
Social Work



Dale E. Hartz, DM
Assistant Professor of
Management



Mureen L. Shaw, DNP
Assistant Professor of
Nursing

ACKNOWLEDGMENTS

The CCSI acknowledges, with gratitude, the sustained support of the Service-Learning Faculty Fellows Program from the Office of the Provost and from Deans of the University's colleges and schools with undergraduate programs.

A special thank-you to the following members of the academic administration:

- Dr. Carolyn Hart, Chair of Nursing
- Dr. John McFadden, Dean of the College of Nursing and Health Sciences
- Dr. Joan Phillips, Dean of the School of Business
- Dr. Phyllis Scott, Dean of the School of Social Work
- Dr. Victor Romano, Associate Vice Provost for Student Success and Undergraduate Studies

PROGRAM REQUIREMENTS

The Service-Learning Faculty Fellows Program is essentially a professional development program. As part of their fellowships, faculty members participate in seminars conducted in the CCSI. They are also required to participate actively in the Faculty Learning Community for Engaged Scholarship.

Based on a program revision at the end of the 2018–2019 academic year, emphasis was placed this year on the scholarship of teaching and learning (SoTL). SoTL is defined as the systematic study of teaching and learning, and the review and public sharing of such work through presentations or publications.

Faculty Fellows are expected to achieve five goals:

1. Participate in a series of 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.

In addition, the Fellows may contribute to the ongoing development of the CCSI's *Comprehensive Service-Learning Curriculum for Faculty*. They may also assist in identifying courses that seem “a good fit” for service-learning integration.

ACTIVITIES AND ACHIEVEMENTS

The program was implemented throughout the academic year. Significant success was achieved despite the coronavirus pandemic, which resulted in a transition from face-to-face to remote sessions in the spring semester. The orientation session was held on May 22, 2019 and the final seminar session on April 22, 2020.

Program Orientation

The orientation was designed as a getting-to-know-you session for participants and an opportunity to begin building excitement about the intended outcomes of the fellowships. The following topics were covered during the orientation:

- Mission, Programs, and Resources of the CCSI
- New Faculty Fellows' Experiences in Service-Learning and Civic/Community Engagement

- Purpose and Requirements of the Faculty Fellows Program
- Faculty Learning Community for Engaged Scholarship
- Fundamentals of Service-Learning

“Fundamentals of Service-Learning” included an overview of theories, principles, and best practices; course design and syllabus construction; community partnerships; and community-based project development. It also included, preliminarily, critical reflection techniques and the assessment of learning outcomes.

Faculty Development Seminars

As a professional development offering for faculty, the Faculty Fellows Program engaged participants in a series of seminars from September through April. The eight topics covered during nine sessions are listed below.

Seminar I:	Community-Engaged Scholarship
Seminar II:	Service-Learning Research
Seminar III:	Assessment of Service-Learning
Seminar IV:	Service-Learning in Various Disciplines
Seminar V:	International Service-Learning
Seminar VI:	Service-Learning and Social Justice
Seminar VII:	Service-Learning in Online Courses
Seminar VIII – Part 1 & Part 2:	Interdisciplinary Service-Learning

Service-Learning Courses

Two Faculty Fellows fulfilled the requirement to create or modify a course to include a service-learning component. Because of academic program guidelines and limitations, the third Fellow opted to provide information that could enhance a well-established undergraduate course.

MGT 428-01: Entrepreneurship (Hartz) – An application for the service-learning designation was submitted on May 13. – This course examines the nature of social impact innovations and entrepreneurship from the perspective of a start-up enterprise (for-profit and nonprofit) as well as an established organization. Students engage directly with community clients (e.g., entrepreneurs, business owners, nonprofit organizational leaders) and will consider management, operations, marketing, and financial issues and obstacles in the development/implementation of an organizational development action research project. Student learning will be enhanced through real-world experiences. It is intended that the students’ community-based client projects will make a positive organizational impact/solve a “problem of practice.” Thus, it is expected that students will spend more than 20 hours to design/implement and complete their projects, which represents 35% of their course grade.

NUR 300: Nursing Study Abroad Program (Shaw) – Modifications to this designated service-learning course, including its name, have been proposed. – As proposed, *NUR 300: Nursing Study Away Program* will use a *global service-learning* framework to foster transformative learning and practice addressing the social determinants of health. Features of the program (course) will include an exploration of global health concepts, collaborative service at home or abroad, and critical reflection. *Global service-learning* shifts the focus from the location of the service to the course-related elements of the service. This approach requires attention to social, cultural, economic, and political issues affecting the community.

SW 323: Service-Learning and Social Work Practice – Information from a proposed systematic review of online service-learning course options (**McMahon**) will be shared with the Bachelor of Social Work (BSW) program director. All BSW students are required to take SW 323: Service-Learning and Social Work Practice, a designated service-learning course. The review is being organized according to the three categories identified in the American Academy of Social Work & Social Welfare’s “Grand Challenges for Social Work”: (a) Individual and Family Well-Being, (b) Stronger Social Fabric, and (c) Just Society. Elements of Grand Challenges may be included in SW 323 next spring.



Special Projects

The Faculty Fellows were required to develop and implement a special project focused on a community/public issue. Two Fellows chose to link their special projects to their modified courses. The special project requirement provided an opportunity for cross-disciplinary collaboration and for innovation in delivering services to the community.

Barry Entrepreneurship (BE) Lab: Social Entrepreneurship Action Cohort (McMahon)

The Social Entrepreneurship Action Cohort at the Barry Entrepreneurship (BE) Lab currently consists of students representing Social Work, Counseling, and Theology. They have developed social enterprise projects including mobile mental health services for underserved communities; behavioral and mental health counseling for transgender youth and their families; mentoring programs for youth of color from low-income communities; and tutoring services for students with special learning needs. They have been working in Miami-Dade, Broward, and Palm Beach counties (see Appendix A).



Replicating Workplace Realities: Building an Experiential Learning Management Consulting Firm

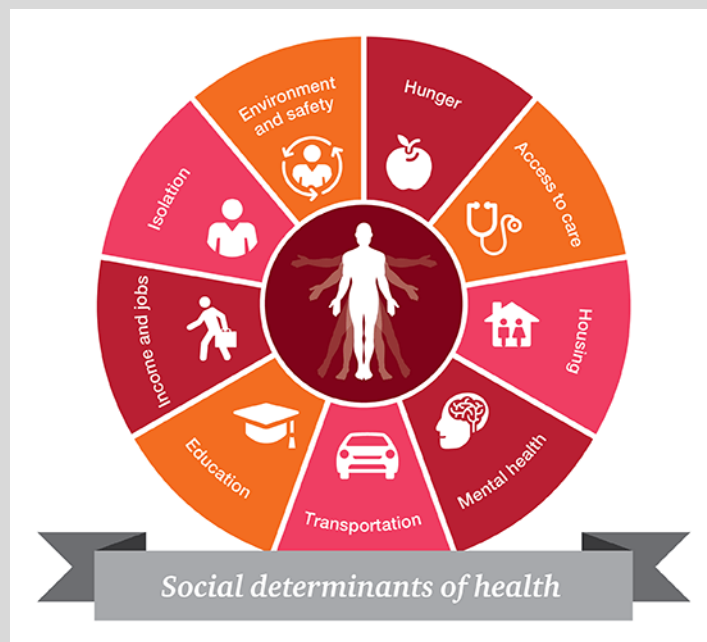
(Hartz)



Barry Management Consulting (BMC) is a team of students who provide organizational development/management consulting services to for-profit, nonprofit, and government entities. Initiated in Fall 2018 and operating under the Barry Entrepreneurship Lab, BMC is open to all students (regardless of their majors) who are interested in developing organizational and change leadership skills. As the special project for the service-learning fellowship, BMC is being emphasized as (a) an experiential learning opportunity in the context of community engagement and (b) an opportunity for nonprofits to build capacity to serve the community (see Appendix B).

Nursing Study Away Program:

A Global Service-Learning Approach to Addressing Social Determinants of Health



The Nursing Study Away Program (NSAP) is proposed as a replacement for the Nursing Study Abroad Program. NSAP is designed to facilitate students' understanding of global health, foster social responsibility and civic engagement, and strengthen communities. Integral to the program is an elective course that integrates elements of global health education, cross-cultural orientation/interaction, and service-learning. Emphasis will be placed on exploring the social determinants of health. As a complement to the course, students will be encouraged to complete community-based research (CBR) projects and to submit manuscripts for possible journal publication and conference presentation (see Appendix C).

Faculty Learning Community

Barry's Faculty Learning Community for Engaged Scholarship (FLC) is a cross-disciplinary group of faculty members who participate in a program that facilitates professional development and reflective practice in community-engaged teaching, research, and service. All three Faculty Fellows participated actively in the FLC throughout the academic year.

Besides attending FLC sessions on November 19 and January 23, **Shaw** was the seminar presenter on October 15, when she reviewed an article titled "Hybrid High-Impact Pedagogies: Integrating Service-Learning with Three Other High-Impact Pedagogies" by Robert G. Bringle. Shaw's presentation was well received.

Regarding her FLC participation, **McMahon** commented: "I found the discussion about local efforts to bridge racial divides at the November 19th meeting with Roni Bennett (executive director of South Florida People of Color) engaging and inspiring. The February 12th presentation by Dr. Celeste Landeros (FLC co-facilitator and professor of English and humanities) on 'Service-Learning as Carnival: Cultural Humility and the Aesthetics of the Invitation' was truly amazing!"

Publications and Presentations

All three Faculty Fellows greatly exceeded the requirement to "prepare a proposal for a conference presentation and/or a preliminary draft of a journal article by the end of the fellowship." Their productivity will set the standard for future cohorts of Service-Learning Fellows.

Journal Articles and Book Chapters

Bowen, G. A., Hartz, D. E., McMahon, S. M., & Shaw, M. L. From relative isolation to consistent collaboration: The transformative effect of a service-learning faculty fellows program [Manuscript in preparation]. Center for Community Service Initiatives, Barry University.

Hartz, D. E., Alharbi, T., & Berrios, A. Replicating workplace realities: Lessons learned from co-creating a student-managed consulting firm [Manuscript in preparation]. School of Business, Barry University.

Hartz, D. E., McMahon, S. M., Ascencio, M., Badilla, R., & Marquez, N. (in press). Experiential learning with social action entrepreneurs before and during COVID-19. *Experiential Learning & Teaching in Higher Education*.

McMahon, S. M., & Hartz, D. E. Building minds and organizations through conversational learning. [Manuscript in preparation]. School of Social Work & School of Business, Barry University.

Shaw, M. L., & Bowen, G. A. Exploring social determinants of health using a global service-learning approach as part of a university curriculum [Manuscript submitted for publication]. College of Nursing and Health Sciences & Center for Community Service Initiatives, Barry University.

Conference Presentations

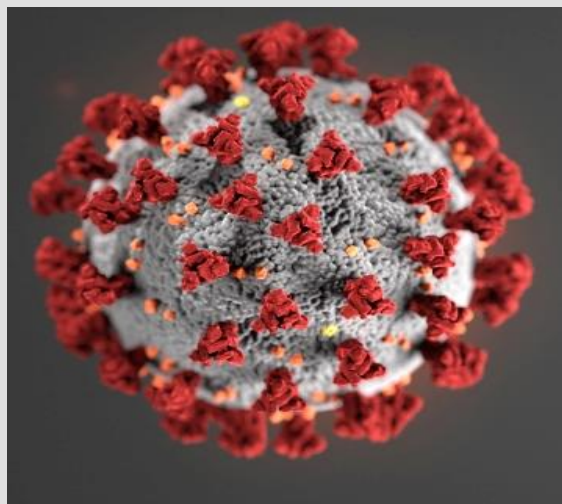
Shaw, M., Hartz, D., & McMahon, S. (2020, March 25). *The shark, the bleeding heart, and Nurse Nightingale: Breaking through stereotypes to foster learning and interprofessional collaboration* [Conference presentation]. Seventh Annual Community Engagement Symposium, Barry University, Miami Shores, FL, United States. (Conference canceled)



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 Theta Tau International Nursing Research Congress.

Additional Activities

Consultation: On April 8, Faculty Fellow **Shaw** – with Nursing colleague Tamara LaCroix – participated in a teleconference with Caritas Port-de-Paix (Haiti) on its proposed COVID-19 prevention plan. They offered specific suggestions to Caritas Director Pere Phechner Julmisse regarding elements of the strategy to prevent or contain the spread of the coronavirus.



In the wake of the coronavirus pandemic, Dr. Mureen Shaw was a consultant to an agency in northwestern Haiti. Shaw (center) – with Tamara LaCroix (left) – tends to a sick toddler at a Caritas clinic in Port-de-Paix in 2019. (CCSI file photo)



Committee Memberships: Faculty Fellow **McMahon** continued serving on the Community Engagement Symposium Committee as the Proposal Review Chair. She also remained a member of the Campus Democracy Project Committee.

Facilitation: As part of the College Brides Walk at Barry, **McMahon** facilitated “Restorative Arts: What Do Healthy Relationships Look Like?” The facilitated art session on February 21 engaged some 80 youth participants. On February 25, as part of the CCSI-organized Deliberative Dialogue Series, McMahon moderated a forum titled “Comprehensive Sex Education in Florida Schools: What Should Be Required?”

Additionally, **McMahon** began a Community Needs Assessment for Miami Dade College’s Homestead Campus at the request of its Resource Development Committee. The project was cut short by the coronavirus pandemic, and a preliminary report was submitted to the MDC Homestead committee on May 1.

Mentorship: Faculty Fellow **Hartz** was a mentor for the Caliber Fitness Boot Camp Food Bank Challenge, a project aimed at providing meals through a regional food bank for people in need during the coronavirus crisis.

Thanks to this exemplary cohort of Service-Learning Faculty Fellows, the CCSI received a large number of applications for participation in the program in Academic Year 2020–2021. The CCSI has offered fellowships to five applicants.

REFLECTIONS

“

Participating in the Service-Learning Faculty Fellows Program has truly been one of the most rewarding experiences of my career here at Barry University. As both a registered nurse and a nurse educator, I am passionate about seeing those who are less fortunate have greater access to affordable healthcare. I also have a passion to educate our next generation of healthcare professionals about the importance of caring in a special way for those who are socially and economically disadvantaged.

Service-learning is the perfect vehicle for civic engagement. It allows us to immerse students in activities that will bridge their didactic knowledge with relevant, real-world experiences.

My fellowship experience, meeting and working with colleagues who share this passion from their respective fields, and who value and embrace the benefits of collaborative practice, has already had a positive impact on my academic work. The Faculty Fellows Program has contributed greatly to my knowledge of how to improve and diversify my courses, as well as improved my outlook for future research projects.

Having ample opportunities over the 2019–2020 academic year to discuss effective service-learning practices has tremendously strengthened my competence and confidence. I will continue to seek out opportunities to apply service-learning pedagogy to future scholarship projects.

— Mureen Shaw

”

“

The experience of being a CCSI Faculty Fellow has taught me three critical lessons: (1) Interdisciplinary collaboration, especially in the context of solving community problems, is critical. I have learned so much from my colleagues; in particular, their specific disciplinary approaches to problem-solving differ from my own in ways that are very generative and inspiring. (2) Time — that invisible, independent variable — is a key determinant of what we can accomplish in our work as faculty. This fellowship provided the gift of time for exploration and reflection necessary to produce meaningful outcomes. (3) Understanding of and commitment to service-learning vary by profession. In mine, social workers are challenged to understand the difference between service-learning and traditional field placements.

In my humble estimation, if we focused more effort on providing community-engaged service-learning opportunities, our students might actually be better equipped to meet the profession’s mission of promoting social justice and advancing well-being, especially for those who are living on the margins of our society.

— Sheila McMahon

”



Being named the first Faculty Fellow from the Andreas School of Business was an honor and a privilege. I was fully committed to not only capitalizing on this learning opportunity for my personal growth and development, but I also wanted to contribute to the growth and development of my peers. Little did I know at the beginning of the fellowship what a transformational experience this would be. Despite my course load of 5.5 and 4 for Fall and Spring, respectively, I still managed to learn and grow in the area of service-learning.

The fellowship was wonderful on multiple levels. I not only advanced my service-learning knowledge, but, additionally, I built very meaningful personal and professional relationships. These new relationships have led to new research streams that I had not before considered. The research is not only timely but will lead to positive contributions to the literature and also lead to positive community impacts.

For several years now, I have routinely used the hashtags #lovelaughterlearning and #betterfutureforall. I firmly believe that society needs more of the former if we have any hope of achieving the latter. The concepts and goal of these hashtags drive my behavior and actions. I believe that #lovelaughterlearning accurately portrays the 19/20 Service-Learning Fellows cohort and that together we are all working to build a #betterfutureforall.

— Dale Hartz



APPENDICES

Appendix A

Barry Entrepreneurship Lab: Social Entrepreneurship Action Cohort

Dr. Sheila McMahon

In the face of a constantly changing economic landscape and consistently low pay, social workers need to develop entrepreneurial skills. Fortunately, in this year's CCSI Faculty Fellows cohort, I have a colleague, Dr. Dale Hartz, who is enthusiastic about cross-disciplinary faculty work. Together, we are co-chairing SEAC, the Social Entrepreneurship Action Cohort at the Barry Entrepreneurship (BE) Lab.



Dr. Sheila McMahon (front row, right) and Dr. Dale Hartz (back row, right) with members of the BE Lab Social Entrepreneurship Action Cohort.

The inaugural SEAC cohort, which began meeting in January 2020, consists of a dozen students (including undergraduates, master's-level students, and a doctoral student) and one alumnus. The students represent three academic areas: Social Work, Counseling, and Theology.

Their social enterprise projects include mobile mental health services for underserved communities; behavioral and mental health counseling for transgender youth and their families; mentoring programs for youth of color from low-income communities; and tutoring services for students with special learning needs. All are bringing social service to communities with high economic need. They are working in communities in Miami-Dade, Broward, and Palm Beach counties. Whether each cohort member's respective organization is in development or post-launch, they are developing and negotiating 90-day action plans in the context of deep economic need and limited resources.

Before COVID-19, we met in the BE Lab in Thompson Hall, with several members participating remotely because of location (e.g., living and working in Palm Beach). Since the transition to full remote learning, the SEAC cohort has continued to meet weekly, doing so virtually.



McMahon and Hartz with Juan Francisco Hidalgo, strategy consultant for Future Partners, LLC, who was a guest speaker for a BE Lab session on Social Entrepreneurship.

To support student engagement and the efficacy of their projects, SEAC has hosted guest speakers; provided time for formal “pitches” to the Deans of the Schools of Social Work and Business; and created online marketing channels for the students’ work to be featured. The SEAC students and faculty completed a manuscript, which has been accepted for publication in a journal. Plans are to continue with SEAC in the 2020–2021 academic year.

Appendix B

Replicating Workplace Realities: Building an Experiential Learning Management Consulting Firm

Dr. Dale Hartz

Barry Management Consulting (BMC) is a team of students who provide organizational development/management consulting services to for-profit, nonprofit, and government entities. Initiated in Fall 2018 and operating under the Barry Entrepreneurship Lab, BMC is open to all students (regardless of their majors) who are interested in developing organizational and change leadership skills.

As the special project for my service-learning fellowship, BMC is being emphasized in two ways: (1) an experiential learning opportunity in the context of community engagement; (2) an opportunity for nonprofits to build capacity to serve the community.

Based on anecdotal evidence, the results of the experiential learning activities have been mixed. Along an engagement/behavior continuum, the experiences have been seemingly transformational for some students, actually transformational for some, and not effective in producing positive expected outcomes for others. For example, one of the team members said that his client engagement experience with BMC has “changed my life.” Another student commented on how the BMC contributed to building productive relationships and close friendships among classmates. Furthermore, a third student, who had considered dropping out of college, decided to remain because of the valuable “life lessons” provided by BMC. On the negative side, as with any “real-world” firm, BMC has had to deal with turnover due to resignations as well as a “firing” because of performance-related issues.

As BMC prepares to enter its fourth semester of operation, the leadership team will use an action-research process to continually learn how best to increase the firm’s internal and external impact. Emphasis will continue to be placed on collaborative experiential learning and service to the community, including the nonprofit sector.

Appendix C

Nursing Study Away Program:

A Global Service-Learning Approach to Addressing Social Determinants of Health

Dr. Mureen Shaw

The Nursing Study *Away* Program (NSAP) is proposed as a replacement for the Nursing Study *Abroad* Program. NSAP is designed to facilitate students' understanding of global health, foster social responsibility and civic engagement, and strengthen communities. Integral to the program is an elective course that integrates elements of global health education, cross-cultural orientation/interaction, and service-learning.

Emphasis will be placed on exploring the social determinants of health. According to the World Health Organization,

The [social determinants of health](#) are the conditions in which people are born, grow, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels. The social determinants of health are mostly responsible for health inequities – the unfair and avoidable differences in health status seen within and between countries.

In addressing the social determinants of health, the course will use a *global service-learning* framework. *Global service-learning* shifts the focus from the location of the service – at home vs. abroad – to the course-related elements of the service. However, low-resource countries and communities with mostly low-income families will be targeted. Further, the service that students will provide, directly or indirectly, will be in response to community-identified, health-related needs in domestic and overseas settings.

Global health issues that will be explored in NUR 300 include disease/infection prevention and control, comprehensive family immunization, nutritional education, and health promotion and protection. Disparities in health, including healthcare access and healthcare outcomes, will also be an important area of focus in the course.

As a complement to the course – and to make NSAP truly a program – students will be encouraged to complete community-based research (CBR) projects and other activities. With support from the Center for Community Service Initiatives (CCSI), students will be provided with mentorship to prepare and submit manuscripts on the CBR projects for possible publication in journals and presentation at conferences.

Barry University

CCSI | Center for Community Service Initiatives

Connecting Campus and Community ■ Transforming Learning and Lives