



Barry University

Center for Community Service Initiatives

Strategic Plan 2016–2021

Creating Community Impact through
Experiential Learning and Engaged Scholarship



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.

Strategic Goals

- I Organize and facilitate a variety of programs, projects, and events under the umbrella of civic and community engagement.
- II Provide the necessary resources and services to advance community engagement.
- III Coordinate and deepen University-community partnerships, with emphasis on collaboration with communities marginalized or excluded because of race, language, culture, social class, gender, or economic status.
- IV Support faculty professional development in service-learning, community-based research, engaged scholarship, and other areas of community engagement.
- V Promote the empowerment and transformation of students as active citizens and agents of positive social change in a diverse democratic society.
- VI Maintain public visibility and recognition of the community engagement efforts and achievements of the University and its constituent groups.

CREATING COMMUNITY IMPACT THROUGH EXPERIENTIAL LEARNING AND ENGAGED SCHOLARSHIP

Innovation ■ Measurability ■ Partnerships ■ Action ■ Community ■ Transformation

Community engagement is the *raison d'être* of the Center for Community Service Initiatives. The CCSI functions as the coordinating unit for Barry University's community engagement partnerships, programs, and projects.

Community is defined broadly to encompass the geographic areas surrounding the University's campuses and program sites and to take into account the common characteristics, interests, and goals shared by people who reside there. Barry collaborates with the community at the local, regional, state, national, and global levels through mutually beneficial partnerships primarily with nonprofit organizations and public institutions.

Cognizant that community engagement enhances the curriculum and enriches scholarship while fostering civic responsibility, the CCSI has created a comprehensive strategy that includes collaborative activities in the areas of teaching, research, and service. Through community engagement activities, the University addresses critical societal issues and contributes to the public good.

During the second half of its first decade, the CCSI will place emphasis on experiential learning projects and engaged scholarship designed to create community impact. Experiential learning includes such high-impact practices as service-learning, undergraduate research, study abroad, internships, and capstones.

The CCSI will support faculty in redesigning some courses to sharpen their focus on civic outcomes and community impact. By community impact, we mean lasting, positive changes in community conditions that contribute to an improved quality of life for residents.

In accordance with the IMPACT theme, the CCSI's community partnership development strategy for the next five years is titled "Institutionalizing Meaningful Partnerships to Advance Community Transformation." The CCSI will continue to ensure that partnerships are aligned intentionally with the University's mission, linked frequently to the curriculum, and evaluated regularly so they will support student learning and facilitate faculty scholarship while catalyzing community well-being.

Center for Community Service Initiatives
Barry University

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As a University community, we value a culture enriched by ... critical community engagement ... and social responsibility.

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– From Barry’s Academic Vision Statement



Strategic Actions

Based on Strategic Goal I:

Organize and facilitate a variety of programs, projects, and events under the umbrella of civic and community engagement.

1. Enhance the Deliberative Dialogue Series by facilitating outcome-focused deliberation of salient social (justice) issues by campus and community stakeholders, including Barry alumni.
2. Focus the Community Engagement Symposium more sharply on the “community engagement and collaboration” outcomes of Barry’s Quality Enhancement Plan while providing opportunities for discussion of broader community engagement strategies, programs, and practices.
3. Emphasize the distinctiveness of the Community Engagement Awards by separating it from the Symposium.
4. Organize the Community Engagement Fair as an annual event with a workshop component designed for community partners.
5. With support from Student Affairs, implement the Campus Democracy Project year-round as an opportunity for civic learning and democratic engagement.
6. Provide special opportunities for administrators and staff to participate in projects for designated Days of Service, Alternative Breaks, and special observances.

Based on Strategic Goal II:

Provide the necessary resources and services to advance community engagement.

1. Offer small-scale funding for community-based research projects involving students, faculty (mentors), and community partners.
2. Promote the use of the CCSI library holdings to support community-engaged faculty research and creative activities.
3. In partnership with the Division of Information Technology, update the Community Engagement Management System to support more effectively the clearinghouse role of the CCSI.



4. Strengthen the role of Community Engagement Liaisons in community partnership development and evaluation.
5. Disseminate the Community Engagement Assessment Plan, revised with the addition of more robust metrics.

Based on Strategic Goal III:

Coordinate and deepen University–community partnerships, with emphasis on collaboration with communities marginalized or excluded because of race, language, culture, social class, gender, or economic status.

1. Create a Civic Action Plan that articulates institutional commitment and responsibility for contributing measurably to the health and strength of Barry’s surrounding communities – economically, socially, environmentally, educationally, and politically.
2. Streamline community partnership development by categorizing partnerships in three tiers, from highest-level distinctive collaborations to lowest-level service sites.
3. Assist Barry’s colleges/schools, departments, and individual faculty members in building and sustaining genuine partnerships with community-based organizations, social service agencies, educational institutions, local governments, and small businesses.
4. Complete the Community Partnership Handbook for use by faculty, administrators, and staff.
5. In collaboration with colleges/schools and departments, engage community partners in program planning and course delivery.



Based on Strategic Goal IV:

Support faculty professional development in service-learning, community-based research, engaged scholarship, and other areas of community engagement.

1. Continue the Service-Learning Faculty Fellows Program to promote service-learning pedagogy and associated scholarship.
2. Revise the Service-Learning Faculty Handbook to include sections on International Service-Learning and Service-Learning in Online Courses.
3. Conduct a comprehensive review of designated service-learning courses to ensure that they still meet the highest standard of service-learning practice.
4. Produce a booklet featuring exemplary service-learning courses and projects at Barry.
5. Develop a 10-module service-learning curriculum for faculty.
6. Maintain the Faculty Learning Community for Engaged Scholarship as an intellectual venue for faculty development in the area of community-engaged scholarship.
7. Propose to the Faculty Senate that community-engaged scholarship be included explicitly in the University's criteria for promotion.



Based on Strategic Goal V:

Promote the empowerment and transformation of students as active citizens and agents of positive social change in a diverse democratic society.

1. Intensify support for students in pursuing personal and social responsibility goals through active involvement in curricular and co-curricular initiatives.
2. Develop and propose a special topics course focused on leadership and diversity competencies for community engagement.
3. Accelerate the development of the Barry Service Corps as a high-quality, innovative program that facilitates civic learning and leadership.
4. Highlight contributions made by students assigned through Federal Work-Study Community Service to public institutions and nonprofit organizations that directly address the needs of underserved populations.





Based on Strategic Goal VI:

Maintain public visibility and recognition of the community engagement efforts and achievements of the University and its constituent groups.

1. Maintain the CCSI website with up-to-date information on community engagement programs, projects, and events.
2. In partnership with the Department of Marketing and Communications, continue to produce publications such as newsletters, brochures, and an annual report for distribution to key constituencies.
3. Produce and post on social media a video featuring community engagement at Barry.
4. Publicize community engagement activities focused on social justice.
5. Continue to prepare and submit applications for various state and national awards and for annual recognition on the President's Higher Education Community Service Honor Roll.



CCSI Programs, Projects, and Events

Barry Service Corps (BSC)	Program for students enrolled in Federal Work-Study Community Service, which requires work with public institutions and nonprofit organizations that address the needs of underserved populations. A select group of program participants (BSC Fellows) receive leadership and diversity training for civic engagement.
Campus Democracy Project	Nonpartisan initiative that promotes civic learning and democratic engagement through get-out-the-vote activities such as voter registration, education, and mobilization.
Community Engagement Awards	Annual celebration in honor of students, faculty and staff members, and community partners for outstanding participation and exemplary achievements in community engagement.
Community Engagement Fair	Fall-semester event that features a workshop for Barry's community partners and a showcase of their programs and services.
Community Engagement Symposium	Annual event featuring scholarly presentations and discussions of community engagement strategies, programs, practices, and outcomes.
Days of Service	Designated days (including Martin Luther King, Jr. Day of Service) when Barry volunteers engage in issue-focused community service projects.
Deliberative Dialogue Series	Public forums that bring together students, faculty, staff, alumni, and community members to explore social issues, identify practical solutions, and work toward collective action for social change.
Faculty Learning Community for Engaged Scholarship	Cross-disciplinary group of faculty members who participate in a collaborative program focused on community-engaged scholarship.
Service-Learning Faculty Fellows Program	Faculty development program that prepares participants for effective teaching and scholarship that employ service-learning pedagogy.

Barry University Mission Statement: Excerpts



In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

CORE COMMITMENTS

- Knowledge and Truth
- Inclusive Community
- Social Justice
- Collaborative Service

Social Justice

Barry expects all members of our community to accept social responsibility to foster peace and nonviolence, to strive for equality, to recognize the sacredness of Earth, and to engage in meaningful efforts toward social change. The University promotes social justice through teaching, research and service.

Collaborative Service

Barry is committed to serving local and global communities through collaborative and mutually productive partnerships. The University accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic and environmental problems.

Barry's Academic Vision Statement

We envision a University with a shared responsibility to foster academic excellence in teaching, scholarship, and service within the context of our Mission and Core Commitments.

As a University community, we value

- faculty pursuing diverse perspectives in teaching, scholarship, and service through collaboration and creative problem-solving within and across disciplines;
- a diverse student body supported and challenged by experiential learning embedded within innovative curricula and teaching;
- a culture enriched by a global worldview, critical community engagement, ethical reasoning, professional and social responsibility.



University Strategic Goals

Through faithfulness to our Dominican heritage, the University's Mission Statement and Core Commitments and to excellence in teaching, scholarship and service, in the next five years we aspire to:

1. Achieve comprehensive financial sustainability.
2. Provide experiences that facilitate student academic, social, and professional success to meet the needs of the 21st century learner.
3. Promote an institutional culture that fosters ethical behavior, personal accountability, service excellence, professional development, and community engagement.

Barry University's Quality Enhancement Plan

Fostering Personal and Social Responsibility through Experiential Learning

Goals of the QEP

1. Facilitate learning that cultivates academic and personal integrity, perspective consciousness, and competence in ethical and moral reasoning.
2. Provide opportunities for students to develop and demonstrate socially responsive knowledge, values, and skills through engagement and collaboration with communities – local, regional, national, and global.

Learning Outcomes

Ethical and moral reasoning

- Students take responsibility for their own learning and development, acting ethically to achieve their goals and aspirations.
- Students examine the views and values that influence their own decision-making processes.

Engaging diverse perspectives

- Students gather, analyze, and thoughtfully use evidence and multiple perspectives to support their own ideas.
- Students recognize the extent to which cultural standards, institutional practices, and values oppress, marginalize, alienate, or create/enhance privilege and power.

Community engagement and collaboration

- Students apply and explore the impact of the concepts, theories, and skills learned in class on issues affecting local and global communities.
- Students take informed and responsible action, working collaboratively with others through a social justice framework, to address issues faced by the community.

Barry University

CCSI | Center for Community Service Initiatives

Connecting Campus and Community ■ Transforming Learning and Lives