

Barry University

CCSI | Center for Community Service Initiatives
COMMUNITY ENGAGEMENT SYMPOSIUM
**Effectively Balancing
Community Impact
with Student Learning Outcomes**

MARCH 30, 2022



9:00 AM-3:00 PM

Community Engagement Symposium

● At a Glance ●

9:00–10:45 AM	Session I	<p>Welcome</p> <p>Opening Remarks Dr. John D. Murray Provost</p> <p>Featured Workshop <i>Epistemic Justice in Practice: Implications for Community Partnerships and Student Learning</i> Dr. John Saltmarsh (University of Massachusetts Boston) and Dr. Melissa Quan (Fairfield University)</p>
11:00–11:50	Session II	Concurrent Presentations
Noon–12:50 PM	Session III	Concurrent Presentations
1:30–3:00	Session IV	<p>Remarks Dr. Phyllis Scott Director, Anti-Racism and Equity Coalition</p> <p>Special Presentation <i>Orienting Campus–Community Engagement Towards Reparations</i> Dr. Timothy Eatman (Rutgers University–Newark), Dr. April Khadijah Inniss (King Boston), and Dr. John Saltmarsh (University of Massachusetts Boston)</p> <p>Poster Competition: Announcement of Prize Winners Dr. Victor Romano Associate Provost for Student Success and Undergraduate Studies</p> <p>Closing Remarks Dr. Karen Callaghan Dean, College of Arts and Sciences Chair, Quality Enhancement Plan (QEP) Committee</p>

This event is organized annually by the Center for Community Service Initiatives (CCSI), an administrative unit of the Division of Academic Affairs.

Lead Presenters

Dr. John Saltmarsh

- Professor of Higher Education, University of Massachusetts Boston
- Former Director, New England Resource Center for Higher Education (NERCHE) and Campus Compact's National Program on Integrating Service with Academic Study
- Consulting Scholar, Carnegie Elective Classification for Community Engagement
- Co-editor, *Publicly Engaged Scholars: Next Generation Engagement and the Future of Higher Education* (2016) and *"To Serve a Larger Purpose": Engagement for Democracy and the Transformation of Higher Education* (2011)



Dr. Timothy K. Eatman

- Inaugural Dean, Honors Living Learning Community and Associate Professor of Urban Education, Rutgers–Newark
- Former Faculty Co-director, *Imagining America: Artists and Scholars in Public Life*
- Board Member, International Association for Research on Service-Learning and Community Engagement (IARSLCE) and American Association of Colleges and Universities (AAC&U)
- Member, National Advisory Committee, Carnegie Classification for Community Engagement
- Co-editor, *The Cambridge Handbook of Service Learning and Community Engagement* (2017)

Featured Co-presenters

Melissa Quan, PhD, is director of the Center for Social Impact at Fairfield University. She completed her master's in education, with a concentration in service-learning and civic education, at Fairfield and her doctoral degree in higher education administration at the University of Massachusetts Boston.

Melissa served as interim executive director of Connecticut Campus Compact from 2008 to 2009 and later as a research fellow with Campus Compact's Community-Engaged Professionals project. She has several publications that focus on professional development within the field of higher education community engagement, institutional change, and community-engaged teaching and learning.



Melissa is an alumna of the Jesuit Volunteer Corps (1998-1999) and currently serves on the Board of Directors with RYASAP (Regional Adult and Youth Social Action Partnership).

April Khadijah Inniss, MD, MSc, is director of community-engaged research at King Boston.

A nonprofit organization, King Boston is working closely with the City of Boston to create a memorial and programs about Dr. Martin Luther King, Jr., and Coretta Scott King.

Dr. Inniss's research background includes work in both academia and industry – work consisting of projects that examined racial and ethnic health disparities, and that explored the impact of media exposures on adult and child health.



For five years, April was the director of research and evaluation at The Message, a Boston-based, youth-facing media literacy startup, and she has extensive experience as a freelance research analyst at other organizations.

Welcome to the Symposium

Welcome to Barry University's Eighth Annual Community Engagement Symposium!

Organized around the theme "Effectively Balancing Community Impact with Student Learning Outcomes," the Symposium is a venue for presentations, discussions, and reflection on various aspects of community engagement. This event provides an opportunity for students to demonstrate civic learning and engagement while also allowing faculty, staff, and community partners to share their knowledge and expertise as scholars and practitioners committed to productive collaboration.

Today's event features a workshop on epistemic justice and a special presentation on reparations in the context of community engagement and racial justice. The latter is appropriate at a time when the nation is grappling with systemic racism and Barry University has made a commitment to playing its role in advancing racial justice together with diversity, equity, and inclusion.

We extend a special welcome to the four featured presenters: Drs. John Saltmarsh, Tim Eatman, Melissa Quan, and April Khadijah Inniss. We also welcome our community partners who are participating today alongside students and faculty members not only from Barry but also from Miami Dade College and the University of Miami.

Thank you for joining us today. We hope you will find the Community Engagement Symposium sessions interesting, informative, and inspiring.

Glenn A. Bowen, PhD
Center for Community Service Initiatives, Barry University

Community Engagement Symposium Committee, 2021-2022

- Dr. Glenn A. Bowen - Symposium Chair
- Dr. Raul Machuca - Proposal Review Chair
- Courtney Berrien - Coordinator, General Arrangements
- Dr. Heather Johnson Desiral - Coordinator, Posters
- Stephanie Santiago
- Dr. Sean Erwin
- Marie Jasmin
- Dr. Ricardo Jimenez
- Dr. Celeste Landeros
- Dr. Sheila McMahon

Symposium Sessions

Session I: OPENING SESSION with FEATURED WORKSHOP

Welcome

Opening Remarks

Dr. John D. Murray | Provost

Introduction of Presenters

Dr. Heidi Whitford and Dr. Raul Machuca | Members, Faculty Learning Community for Engaged Scholarship

FEATURED WORKSHOP

Epistemic Justice in Practice: Implications for Community Partnerships and Student Learning

Dr. John Saltmarsh and Dr. Melissa Quan

The goals for this workshop are for participants to be introduced to the concept of epistemic justice and its application to community engagement, including implications for student learning and community partnerships. Then participants will explore a model of “justice-centering” community partnerships that applies elements of epistemic justice and examine their own practice in relationship to the model.



Session II: CONCURRENT PRESENTATIONS

Session II-A | 11:00–11:50 AM

Pivoting to a Virtual Health Fair to Teach Graduate Nursing Students Health Promotion and Disease Prevention

Dr. Laura Dean Albuja, Lisa Ferrand, and Dr. Corvette Yacoob

The COVID-19 pandemic transformed the approach to health promotion and disease prevention instruction and application in graduate nursing education. Advanced practice nursing students at the Barry University College of Nursing and Health Sciences take a course in health promotion and disease prevention, in which they develop and implement a health fair. During the COVID-19 pandemic, the professors adapted and pivoted from a traditional, in-person fair to a virtual health fair. The process of hosting a fair online varies greatly from a

traditional health fair. A virtual health fair can teach students about population health, health promotion, and disease prevention, while also making a positive impact on the community. Further studies are needed to compare the learning experiences of students who develop and implement a traditional, in-person health fair to those students who develop and implement a virtual health fair.

Dr. Laura Dean Albuja, DNP, APRN, FNP-C, is an assistant professor at Barry University and teaches in the graduate nursing programs. Dr. Albuja has research interests in enhancing learning of graduate students in innovative ways. She works in a school health pediatric clinic as a family nurse practitioner.

Ms. Lisa Ferrand, MSA-CRNA, is an assistant professor at Barry University and teaches in the graduate nursing programs. Ms. Ferrand is pursuing her PhD at Barry with a focus on quantitative research in bioethics, pharmacogenetics, and genomics. She practices in a level-one trauma center in Hollywood, Florida.

Dr. Corvette Yacoob, DNP, APRN, FNP-BC, is an assistant professor and director of the Nurse Practitioner Specialization programs at Barry University. Dr. Yacoob's research interests include health promotion and women's health. She has extensive work experience as a family nurse practitioner women's health.

Facilitator: Gabriel Bouani

Session II-B | 11:00–11:50 AM

FINFit Thursdays With SMIF (Financial Literacy Program)

Marvin Best and Gabriella Reyes

This “FINFit Thursdays with SMIF” is tailored to the Symposium. “FINFit Thursdays with SMIF” is an interactive, engaged, multifaceted service-learning program presented remotely twice per month with an average of 40 Big Brothers Big Sisters middle and high school students. Essential financial topics such as budgeting for smart money management, pitfalls in using credit, college applications, scholarships, and applying for financial aid are covered in fast-paced, visually appealing sessions. The presentation reviews past sessions, emphasizes the importance of financial literacy, and highlights the benefits the financial literacy program has provided to the community. The presentation will give the Symposium the feel of what it is like to be in a FINFit session with the Student Managed Investment Fund (SMIF).

Marvin Best is a member of the Student Managed Investment Fund (SMIF) team in the Andreas School of Business at Barry University.

Gabriella Reyes is a member of the Student Managed Investment Fund (SMIF) team in the Andreas School of Business at Barry University.

Facilitator: Kaitlyn Gallagher

Session II-C | 11:00–11:50 AM

Engaging with Our Community: Stories of English Language Teaching with Afghan Refugees

Dr. Heather Johnson Desiral and Students of TSL 415-5Y

Language is one of the most important tools in our lives. Through language, we communicate and achieve desired goals, including survival. Undergraduate students in TSL 415-5YESOL Assessment Issues and Strategies have undertaken, for a field-experience activity, to work with recently arrived refugee families to provide initial English language lessons, helping families acquire basic English communication skills. Students share their stories of encounters with the families and their perspectives on the experience.

Dr. Heather Johnson Desiral is an adjunct instructor in the Adrian Dominican School of Education. She is also the experiential learning facilitator in Barry's Center for Community Service Initiatives.

Students in TSL 415-5Y: ESOL Assessment and Instructional Strategies are sophomores and juniors pursuing a degree in the Bachelor of Education program in the Adrian Dominican School of Education. Participating team members are **Meagan Carballo, Jaiette Figuerola, Ta'Niya Foster, Alessa Hernandez, Alyssa Hernandez, Ruby Lopez, R. Michelle Mackey, Jackeline Miranda, Jillian Rodriguez, Jasmine Shackelford, Ashley Taylor, and Najaz' Williams.**

Session II-D | 11:00–11:50 AM

Liberty City Walls: Coming Together

Danny Fernandez and Caroline Gillingham-Varela

In this arts-based approach to qualitative research and narrative inquiry, we as novice researchers in Dr. Ruth Ban's HSE-705 Introduction to Qualitative Methods at Barry University interviewed citizens and community members from Liberty City who experienced the effects of racial segregation in the 1940s. The interviews led to the surprising finding that the community is flourishing with love, even when experiencing outright hate.

Danny Fernandez is a doctoral student in Barry University's Adrian Dominican School of Education. He currently teaches for Florida International University (FIU) and Miami Dade College's Kendall Campus. He earned his Master of Arts in English Literature from FIU. His research interests are in modern technology and identity construction.

Caroline Gillingham-Varela has been a Catholic educator for over 20 years. A high school English teacher by trade, Caroline moved into administrative roles, recently taking on curriculum and program coordination. She is currently a doctoral student in the Curriculum and Instruction Program at Barry University.

Facilitator: Emmanuel Ikpuri

Session II-E | 11:00–11:50 AM

Can This Actually Work? Examining Students' Reflections on Amnesty International's Write for Rights as Service-Learning

Dr. Laura Finley, Dr. Lisa Konczal, and Mr. Luis Estrada

Presenters will review Amnesty International's human rights work, especially its Write for Rights event. Attendees will learn about a variety of human rights violations in the United States and globally. The session will then describe how students were engaged in service to advance Amnesty's work. The two presenters will provide data about student learning and the third presenter, a student, will share his experience. Attendees will also have the opportunity to engage in activism to support Amnesty's efforts.

Dr. Laura Finley is a professor of sociology and criminology at Barry University. She is also author, co-author, or editor of more than 30 books as well as numerous journal articles and book chapters. In addition, Dr. Finley is actively involved in a number of peace, justice, and human rights initiatives. She serves on the Board of Directors of The Humanity Project, Floridians for Alternatives to the Death Penalty, and the Peace and Justice Studies Association. Dr. Finley has also been involved with Amnesty International for more than 15 years in a variety of capacities.

Dr. Lisa Konczal is a professor of sociology and criminology at Barry University. She is also the Nicaragua country specialist and co-chair of Central American, Mexico, and Caribbean Co-group for Amnesty International, USA (AIUSA). As a country specialist, Dr. Konczal has written several declarations and has testified in immigration court on behalf of asylum seekers fleeing persecution. Her professional interests include immigration, human rights, and global stratification. After completing her PhD at Florida International University, she did post-doctoral research with the Center for Migration and Development at Princeton University. Dr. Konczal has presented her work at conferences and has published several articles and book chapters.

Luis Estrada is a double major, biology and philosophy, as well as a double minor, chemistry and psychology, fifth-year student at Barry University. His particular interests are in biomedical ethics and human moral psychology. He intends to pursue an MD-PhD in the future.

Facilitator: Marie Jasmin

Session II-F | 11:00–11:50 AM

From Undergraduate Research to Podcast Sustainability Series: Community-Engaged Pedagogy in College English Composition

Emily Andrea Sendin, Alejandra Cano, and Laura Guerra-Lopez

Undergraduate research can be daunting for first-year writing students, especially if they are Latinx, first-generation, and non-native speakers of English. With a new epidemic of Zoom and COVID fatigue, English Composition II students embarked on an undergraduate research journey to celebrate their diverse backgrounds, shed light on environmental concerns, and impact social change through the creation of *Urbana Literary & Arts* magazine sustainability series podcast and advocacy website repository.

Emily Andrea Sendin is a professor of English, literature, and leadership in her 21st year teaching at Miami Dade College. Prof. Sendin is an endowed teaching chair and Fulbright Scholar. She teaches service-learning and global sustainability Earth literacy studies and advises the award-winning *Urbana Literary & Arts* magazine.

Alejandra Cano is a Miami Dade College honors student pursuing her undergraduate degree in biology. She is the secretary of the Beta Beta Beta Biological Honors Society, layout designer for *Urbana Literary & Arts* magazine, peer-led team learner (PLTL) tutor for organic chemistry, and co-founder of the Nicaraguan Interactive Bilingual Reading program.

Laura Guerra-Lopez is a political science major in the Dual Language program in Miami Dade College's Honors College. She is the lead civic ambassador for the Institute of Civic Engagement and Democracy, president and founder of the first Pre-Law Society and her own non-profit organization, Corazon Contento, Happy Heart Foundation.

Facilitator: Stephanie Santiago

Session II-G | 11:00–11:50 PM

Purpose and Empowerment Through the Presence of Multicultural Children's Literature

Michael Woodward, Jr.

Since the very first variation of books devoted to young adults in the 16th century, children's literature has always been a part of children's lives, whether diversity and inclusiveness are present or not. The mere existence of multicultural literature within children's lives affirms their identity in ways they must no longer go without. As its absence has lessened over the decades, the presenter will take participants on a journey of a historical exploration of children's literature and question the reality of its cultural near nonexistence. The presenter will also explore the perspectives and reflections of independent bookstore owners within the community on the vitality that multicultural children's literature adds to the society.

Michael Woodward is a former teacher, who was inspired while surrounded by his scholars as they struggled to find fiction literature reflecting their lives. He writes stories that are representative of the hundreds of thousands of children who come from low-income communities and face inequities that many adults may never have to encounter.

Facilitator: Dr. Valerie Scott



Session III: CONCURRENT PRESENTATIONS

Session III-A | 12:00–12:50 PM

The Miami Shores Village Strategic Plan Initiative: Students Reflecting on Applied Learning

Dr. Carole Huberman, Dr. Stephen Sussman, Dr. Dale Hartz, Yileen Ng, and Anja Marinkovic

The purpose of this presentation is to provide students with a method for decision-making for success. The main objective of the project was to establish an actionable strategic plan based on data from diverse stakeholders across the Village. Village leadership can use the results to guide the development and direction of the Village. In tandem, to inform community members and

document student outcomes, the team used a participatory action research paradigm that included interviews, workshops, a community survey, and benchmarking to collect data. The project team considered mission, vision, and values of the Village, and they conducted qualitative and quantitative data analysis, including a SWOT analysis.

Dr. Carole Huberman is a licensed certified public accountant, certified fraud examiner, and certified forensic accountant. She served as the chief audit executive (CAE) for the Pennsylvania Treasury before moving to Florida. Prior to her appointment as CAE, she served as senior audit manager for the Bureau of Pensions in the Pennsylvania Department of the Auditor General.

Dr. Stephen Sussman is an associate professor of public administration in the Andreas School of Business. He is also co-founder and co-president of the Palm Beach Center for Democracy and Policy Research. His teaching and research interests focus on public policy and program evaluation.

Dr. Dale Hartz is an assistant professor of management in the Andreas School of Business. He is the director of the Barry Entrepreneurship Lab and Barry Management Consulting. His research interests focus strategic adaptation and leadership development in a tech-centric world.

Yileen Ng is an MBA international student with a concentration in International Business and Sports Management. She is a student consultant with Barry Management Consulting and a member of the Barry Volleyball team.

Anja Marinkovic is an MBA student with a concentration in marketing focusing on digital strategies. She is a consultant with Barry Management Consulting and is a member of a Barry research team focused on social enterprise management.

Facilitator: Gabriel Bouani

Session III-B | 12:00–12:50 PM

Service-Learning and Social Work Practice: An Overview of Team Projects

Liz Valdez James

SW 323: Service-Learning and Social Work Practice is a course that fully integrates the service-learning pedagogy. Students learn the fundamental elements of service-learning through a social work lens. The class instructor and students will share their experiences with an examination of the three projects assigned for the duration of the course. Project themes include welcoming resettled refugees, supporting local social justice work, and tackling food insecurity. The presentation will provide examples for faculty, students, and community partners looking to develop future service-learning projects.

Liz Valdez James is an adjunct faculty member with the School of Social Work. Through SW 323: Service-Learning and Social Work Practice, she seeks to prepare her students as future practitioners mindful of the role of civic engagement in their professional development.

Project team members are **Lexus Barkdoll**, **Erika Saverino**, and **Danielle Vera** – *Welcoming New Americans*; **Patricia Denson**, **Victoria Howe**, and **Jessica Morency** – *People Power*; and **A. Ella Merritt**, **Amanda Dixon**, and **Therlande Theophile** – *Food Security*.

Facilitator: Kaitlyn Gallagher

Session III-C has been moved to the Poster Exhibition.

Session III-D | 12:00–12:50 PM

An Intercultural Exchange Program for Women’s Empowerment: A Community-Based Service Project

Reem Juraid and Michael Portnoy

To create community and to work towards achieving social justice, the effort does not need to be grandiose or monumental. We gathered our female students during a month of Zoom meetings for an open discussion about their feelings, anxieties, hopes, or fears. The intent was to provide them with a different perspective about finding their place in the world and empower them to seek out occasions to promote change or accept leadership. As participants listened to each other’s stories, they gained the confidence to reach out and take advantage of previously neglected opportunities not previously offered to girls. Project participants expressed that they recognized the importance of taking advantage of the freedoms and opportunities they had previously deferred because of lack of interest or insecurity

Reem Juraid is a PhD student in curriculum and instruction, specializing in TESOL. She teaches English at a senior high school in Saudi Arabia.

Michael Portnoy is a PhD student in curriculum and instruction, specializing in reading, literacy, and cognition. He teaches AP seminar and research as well as dual enrollment English courses at Alonzo and Tracy Mourning Senior High School.

Facilitator: Emmanuel Ikpuri

Session III-E | 12:00–12:50 PM

Community-Based Work: Participatory Budgeting

Dr. John Murphy, Roger Horne, and Evelyn Brown

A participatory project has been ongoing in Liberty City (Miami) for two years. The project devoted to participatory budgeting, through a collaboration between the University of Miami, Urban GreenWorks, and St. Matthews Missionary Baptist Church. The purpose of this presentation is to describe the project, talk about the stages of participatory budgeting, address the organizational efforts necessary to sustain such a project, and discuss the impact of these community-based projects.

Dr. John Murphy is a professor at the University of Miami. He is currently working with the Community Action Group in West Liberty City on a participatory budgeting project.

Roger Horne is the executive director of Urban GreenWorks, a community-based project devoted to “greening” the urban landscape in Miami. He has been working in South Florida for over 10 years on community projects.

Sister Evelyn Brown is the program manager for outreach at St. Matthews Missionary Baptist Church, located in west Liberty City in Miami. The church has a 101-year-old legacy of community service, from its origins in the Overtown area in Miami up to addressing present-day issues in the community.

Facilitator: Marie Jasmin

Session III-F | 12:00–12:50 PM

Inspiring Civic Engagement in Undergraduate Students Through Community-Focused Internships

Isnavys Perez, Michael Spooner, and Jonathan Spikes

This program creates social capital capacity for university students by encouraging participation in community wellness work to gain awareness of the risk factors associated with social determinants of health and inequities. Students assist and directly engage with community residents, conduct community-based research regarding population health, and conduct community needs assessments. This program aims to encourage civic engagement, leading to the enrichment of the lives of the student interns and the community members they will serve.

Isnavys Perez, MPH, is a graduate of New York University and Florida International University and has years of research experience in organic chemistry, psychology, and public health. Her current research at Affirming YOUth is on the social determinants of health and the long-term psychological and physical impact of gun violence.

Michael Spooner is a native of Prince George’s County, MD, and a doctoral student studying industrial-organizational psychology at Florida International University. Michael has research interests in marginalized populations, athletics, and diversity, equity, and inclusion and hopes to use his graduate training to serve as an advocate for under-resourced communities through research.

Jonathan Spikes is a doctoral candidate in social work at the University of Southern California. He has over a decade of experience as a community-based research scientist in a variety of roles, including principal investigator, clinician, and community expert.

Facilitator: Stephanie Santiago



Session IV: CLOSING SESSION with SPECIAL PRESENTATION

Remarks

Dr. Phyllis Scott | Director and Chair, Anti-Racism and Equity Coalition (AREC)

Introduction of Presenters

Dr. Lauren Shure, Dr. Michael Provitera, and Courtney Berrien | Members, AREC

SPECIAL PRESENTATION

Orienting Campus-Community Engagement Towards Reparations

Dr. Timothy Eatman, Dr. April Khadijah Inniss, and Dr. John Saltmarsh

The presenters start with questions that shape critical community engagement. How does our engagement work address marginalization and oppression? How are we examining and addressing issues of power, politics, privilege, identity, and implication through community engagement? As we follow the logic of this inquiry, we find it leading to another question: What is the role and responsibility of institutions of higher education in reckoning with the legacies of anti-Black racism and white supremacy on campus and in the local community? The presenters have begun to address these questions through developing partnerships focused on and driven by commitments to reparations for slavery and colonialism. This session will share the work of a reparations-focused, community-based research project at Rutgers University–Newark, a community partner-driven reparation project at King Boston, which draws on local campus resources, and we will introduce participants to a new national resource and networking hub, Higher Education Reparations Engagement (HERE).

Poster Competition: Announcement of Prize Winners

Dr. Victor Romano | Associate Provost for Student Success and Undergraduate Studies

Closing Remarks

Dr. Karen Callaghan | Dean, College of Arts and Sciences
Chair, Quality Enhancement Plan (QEP) Committee

Poster Presentations

**The Poster Exhibition is scheduled for March 28–April 8
in the Salvaneschi Commons, Thompson Hall**

Peer-Reviewed Presentations

Graphic Design: “More Than Words”

Nicole Beltran

Project Team Members: Brian Guerrero, Dyck Dorlean, Ajda Bukovec, Isabel Pulgarin, Mara Garcia, and Dacia Smith

Students enrolled in ART 335: Typography visited the Shoreside Health and Rehabilitation Center on November 9, 2021. Each student was paired up with a resident and spent time sitting with them and asking them questions to get to know them better. Following the initial meeting students used the information they obtained from the visit to develop a digital typographic portrait for each of their residents. The students returned to Shoreside on December 7 to present their framed typographic portraits and spent more time with the residents during a small holiday party.

Nicky Beltran has worked on a variety of graphic design-oriented projects for over a decade. She is an associate professor of graphic design at Barry University, where she is also a strong proponent of service-learning and community engagement. She leads her students by example, through her many volunteer efforts and teaches them how to give back to the community through design.

Grow Healthy, Beat Cancer

Stefani Davila and Ana Muñoz

“Grow Healthy, Beat Cancer” contains a series of four activities aimed at helping cancer-stricken youngsters in Ecuador and Miami. The activities completed included an academic presentation on cancer, financial literacy workshops, Letters of Hope writing sessions, and a donation drive, culminating in a service trip in December 2021. This initiative promotes the health of children whose lives have been affected by a severe condition, by developing activities that will provide them with short- and long-term benefits, emotionally and physically.

Stefani Davila is a sophomore majoring in business administration in the Miami Dade Honors College, Eduardo J. Padrón Campus. She is the co-editor-in-chief of *Urbana Literary & Arts*, Volume XV. Also, she is the founder and president of Meraki Youth Organization, which is dedicated to community service.

Ana Muñoz is a biology student in Miami Dade Honors College (MDC) at the Eduardo J. Padrón Campus. She is vice-president of Tribeta Biological Honor Society, an MDC honors

ambassador, the “Grow Healthy Beat Cancer” capstone project coordinator, and a PTK Honor Society member. Ana is passionate about science and community service.

Exploring Ways to Improve Family Connections to Reduce Instances of Juvenile Delinquency

Amanda Gonzalez Garcia

Research consistently finds that social bonds, such as family bonds, can have a positive impact and deter youth from engaging in juvenile delinquency. Additionally, youth who have a strong attachment to parents or friends, are involved with activities, and have believe in social norms are more likely to conform to the law and not engage in deviance. Males are at higher risk than females for engaging in deviance if they come from broken homes. These instabilities are added pressures that can cause individuals to not conform. Various theories, such as life course theory, can help us better explain juvenile delinquency. This theory shows us how juveniles can grow out of their deviance. In this presentation, evidence-based recommendations that help support juvenile delinquency prevention efforts will be offered.

Amanda Gonzalez Garcia is an undergraduate at Barry University. Her studies include criminology and biomedical and forensic photography. Amanda holds various leadership roles in student chapter of organizations like The National Society of Leadership and Success and the National Association for the Advancement of Colored People (NAACP). She has been awarded a 2022–2023 Newman Civic Fellowship by Campus Compact.

Preparing for Success: The First-Generation College Assistance Program

Laura Guerra-Lopez

The First-Generation College Assistance Program will help first-generation high school students apply to college. Miami-Dade County is home to a large population of immigrant students disproportionately affected by their lack of understanding of the endeavor. This program is led by current MDC first-gen and/or immigrant students who have experienced a lack of support when applying to college. Through community outreach, high school students and their families will assist in creating more successful college applicants from the Miami community.

Laura Guerra-Lopez is a political science major in the Dual Language Program at Miami Dade College’s Honors College. She is the lead civic ambassador for the Institute of Civic Engagement and Democracy as well as president and founder of the first Pre-Law Society and her own non-profit organization, Corazon Contento: Happy Heart Foundation.

Teacher Perspectives on Aligning District-Approved Reading Programs to Montessori Practices: Lessons Learned

Elizabeth Kpenkaan

This study explored the perspectives of lower elementary educators from public Montessori schools in South Florida on how they integrated their reading programs with Montessori practices. The implication of the study highlighted a need for reforms in the public education system to effectively accommodate non-traditional forms of education, like Montessori, to serve

as high-quality public schools of choice for parents in Florida. This information will be made available to community agencies interested in improving instructional practices and seeking to incorporate district-mandated reading programs with Montessori practices.

Elizabeth Kpenkaan is a doctoral student in Barry University’s Curriculum and Instruction Program, with a specialization in reading, literacy, and cognition. She is also the principal of a Montessori charter school in Broward County, Florida. Her research interests border on best practices in reading comprehension, Montessori in public education, and support systems for parents of English language learners.

Breaking Barriers: Oral Histories of Miami’s Segregation Walls

Lindsay M. Syeh and Reem Juraid

Oral histories seek to understand the lives of those we interview in order to understand and make sense of our own human life experience. Novice researchers integrated qualitative research methods and a community-based research approach to learn about racial barriers within Miami’s historic Liberty City and Coconut Grove communities. These researchers interviewed community members to learn about their lived experiences of racism, perceptions of barriers, walls, and boundaries within Coconut Grove and Liberty City in the early 1950s. The digital stories created shed light on how cultural constructs contributed to the perpetuation of racism and the walls within Liberty City and Coconut Grove.

Lindsay M. Syeh is pursuing a PhD in counseling with an emphasis on marriage, family and couples therapy at Barry University. She is passionate about reducing mental health stigmas within underserved populations.

Reem Juraid is a native of Saudi Arabia pursuing a PhD in curriculum and instruction at Barry University. Her research interests revolve around breaking barriers and learning effective ways to close the gender gap in minority communities.

Non-Peer-Reviewed Presentations

Abolishing the Death Penalty for Those with Severe Mental Illness: Raising Awareness and Advocating for Legal Reforms

Liz Calvo

Since the 1630s, many lives – of both innocent and guilty persons – have been taken via the death penalty. Making up 20 percent of the death row population, inmates who have severe mental illness are often thought of as dangerous; however, most psychologists argue that holding someone with severe mental illness accountable for their actions is unethical. In collaboration with Floridians for Alternatives to the Death Penalty, this project aims to educate the community about the unconstitutionality of the death penalty for those who have severe mental illness.

Liz Calvo is a forensic psychology major at Barry University and a Barry Service Corps Fellow. An advocate of justice and reformation in the criminal justice system, Liz is currently concerned

about the unethical treatment meted out to inmates who have severe mental illnesses. She has taken the opportunity to inform the community about the issue and to build support for incarcerated persons with severe mental illnesses.

Developing a Long-Term Commitment Between Barry University and People Acting for Community Together (PACT)

Autumn Davis

People Acting Together for Community (PACT) has been a partner with Barry University for at least six years. The Nehemiah Action is a direct-action event that tackles two to three issues that the PACT community has voted on. Community members produce solutions to these issues by addressing them with Miami-Dade County elected officials. This project aims to have an ongoing commitment from Barry University towards PACT by encouraging departments to be more involved and encouraging Barry to sign on as an official member of the organization.

Autumn Davis is a Barry University student majoring in theology. As a Barry Service Corps Fellow since the spring of 2021, she has been working with People Acting for Community Together (PACT) in support of the annual Nehemiah Action. Born and raised in Omaha, Nebraska, she has always been inclined to help people in need and to be of service to the community. From a religious and moral background that is underprivileged and minimalized, Davis understands the need for systemic solutions to problems and social issues.

Deepening Barry University's Long-Term Relationship with the Coalition of Immokalee Workers by Mobilizing the Barry Community to Support Efforts to End Modern-Day Slavery in the Agricultural System

Ulises Hernandez III and MariaJose Fernandez Fonseca

This project upholds Barry University's core commitments of knowledge and truth, inclusive community, social justice, and collaborative service. Since the early 2000s, Barry University and the Coalition of Immokalee Workers (CIW) have collaborated to advocate for farmworker rights. This was achieved through a strong campaign and strategical, peaceful marches across the United States to push fast-food chains such as Taco Bell and retail food companies such as Walmart to join the Fair Food Program. This program is a partnership between the farmers, the farmworkers, and the retail food companies to ensure the protection of human rights, including fair wages and humane working conditions. The presenters have shared information on the program during presentations and orientations on campus, including presentations to prepare service-learning students for CIW marches and demonstrations. Additionally, the presenters have worked with CIW to file a resolution to the Student Government that would solidify the dedication of Barry's student body to join the cause.

Ulises Hernandez III is a Barry University student working on his bachelor's in criminology with a minor in psychology. He has been collaborating closely with the Coalition of Immokalee Workers since becoming a Barry Service Corps Fellow. Ulises graduated from Archbishop Edward A. McCarthy, a private high school. Even before going to college, he accumulated over 1,000 service hours in community service and was recognized with an award.

MariaJose Fernandez Fonseca is a sophomore, majoring in public relations and advertising. She graduated from Holy Spirit Episcopal School, a private high school in Tela, Honduras. For a long time, MariaJose has been passionate about community service and fighting for social justice. As a Barry Service Corps Fellow, MariaJose has worked alongside the Coalition of Immokalee Workers to raise awareness of injustice towards farmworkers and encouraging college students to join the nationwide participation in CIW marches and demonstrations.

Bringing Awareness of Early On-Set Post-Traumatic Stress Disorder (PTSD) to Youth in Miami-Dade County

Derricha Joseph Taylor

Mental health is a condition that affects a person's psychological and emotional well-being. Post-Traumatic Stress Disorder (PTSD) is a mental health condition that causes emotional and mental stress, which occurs because of experiencing a traumatic situation or being in a traumatic setting. Working alongside youth-based organizations, the presenter plans to spread awareness of the importance of identifying PTSD and its mental and emotional impacts. The project targets youth populations in the district of Miami Dade County Public Schools, which serves over 334,000 students.

Derricha Joseph Taylor is a Barry Service Corps Fellow in the Center for Community Service Initiatives (CCSI), serving on the Global Citizenship Team. This team stands up for the rights and responsibilities of those who look to end economic injustices and human rights violations. A business management major, Derricha is the current president of the Student Government Association. In addition, she is all-around a leader who currently holds other leadership positions, including vice president of the Leading Women of Tomorrow chapter, through which members work together to help guide one another to become successful.

Addressing Racial Inequality on and off Campus through the Formation of a Black Student Union at Barry University

Skylar Smith

Racial injustice in higher education causes disparity in student success and suppresses social and economic mobility. College campuses host Black Student Unions to create safe environments, to unify students of color, and to create leaders from those made to believe that their voices do not matter. This project establishes a Black Student Union at Barry University to combat racial discrimination and promote political and social enfranchisement on and off campus.

Skylar Smith is a sophomore at Barry University, majoring in political science. She is the president of the Black Student Union and also serves on the University President's Advisory Council. Recently, she was awarded an EASE grant and nominated to be Barry's student ambassador to the Independent Colleges and Universities of Florida (ICUF). As a Barry Service Corps Fellow, Skylar serves on the Civic Health Team and is a co-chair of the Campus Democracy Project Committee.

Supporting Broward County Children in Foster Care by Securing Resources to Improve Stability and Well-Being

Maria Stampolkou

Since 2010, there has been an increase in the number of children entering the foster care system, specifically here in South Florida where the number of foster children has doubled. With personal knowledge coupled with experience helping children, the presenter sought collaboration with Voices for Children in Broward County and has since striven to further the organization's mission by providing opportunities for fundraising to financially support children with tutoring, athletic activities, and planned events such as a prom to allow kids to have an evening of fun and a feeling of being welcomed, respected, and appreciated.

Maria Stampolkou is a Division II student-athlete majoring in criminology and is fluent in five languages – English, French, Greek, Latin and Mandarin. She grew up in Greece but had the opportunity to travel as she attended American private boarding schools, including Pinewood College and the American Farm School. Maria has also worked with various organizations mentoring children in refugee camps, homeless shelters, and the foster care system. As a Barry Service Corps Fellow, she has worked to support children with open cases in the Broward County foster care system.

Malnutrition and the Benefits of Educational Intervention in La Paloma

Samuel Romy Vilmeau

Malnutrition is the lack of proper nutrition caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat. An epidemic affecting one in three people, malnutrition can be prevented. The purpose of this project is to use educational interventions to educate and provide resources to reduce malnutrition in La Paloma, an unincorporated neighborhood adjacent to Barry's Miami Shores campus.

Samuel Vilmeau is a human performance coach and sports and exercise science major from Southern Haiti. He grew up in the Miami area and has experienced firsthand the social and economic impact of growing up in an underrepresented neighborhood. As an adult, Vilmeau now uses his time and knowledge within his community to aid and educate his surroundings on the health implications of living within a food desert and underrepresented neighborhoods. As a Barry Service Corps Fellow, Samuel has worked on educating diverse groups of people on the impacts of food insecurity.

The Symposium Over the Years

2014	Campus Community Engagement: Making Connections and Commitments	Dr. Robert G. Bringle Former Executive Director Center for Service and Learning Indiana University-Purdue University Indianapolis
2015	Enhancing Community Engagement and Collaboration	Dr. Barbara Jacoby Faculty Associate for Leadership and Service-Learning University of Maryland, College Park
2016	Promoting Productive Partnerships for Student Success	Dr. Dwight E. Giles, Jr. Professor of Higher Education University of Massachusetts Boston
2017	Exploring Community-Focused Dimensions of Experiential Learning	Dr. Patrick M. Green Director, Center for Experiential Learning Loyola University Chicago
2018	Demonstrating Social Responsibility Through Experiential Learning	Nadinne Cruz Former Director, Haas Center for Public Service, Stanford University
2019	Bringing Learning to Life Through Community Engagement	Dr. Patti H. Clayton Former Director, Service-Learning Program North Carolina State University
2021	Engagement in Purposeful Projects: From Awareness to Action	Dr. Caryn McTighe Musil Distinguished Fellow, Office of the President Association of American Colleges and Universities (AAC&U)

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