Overview
Service Learning

Welcome To Service Learning at UTA!

Meet some of the service learning faculty at UTA teaching throughout numerous disciplines, and experience their passion for student learning, perspectives on integration, and advice for faculty curious about incorporating a service learning component into a course. We’re excited to have such amazing faculty, and look forward to continued involvement and enhancement of the student experience through this high impact practice.

Service learning is a teaching methodology that integrates academic instruction with strategic community service. Students engage in classroom activities and discussions, and perform service projects which are related to their academic coursework in reciprocity with a community nonprofit agency.

Service learning is similar to internships, field work and experiential education programs, but goes beyond the scope of these through the integration of classroom reflection methods and reciprocity for all participants (students, faculty, and community partners). Students are genuinely transformed by their experiences, and benefit from the real-world, hands-on impact to them and their communities.

Service Learning is integrated into UTA’s mission:

The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs.
Thank you for taking a moment to check out our Faculty Fellows Digital Biography Publication. UTA Faculty are dedicated to their communities, sponsors and students!

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“ It provides deeper learning for the student. It really expands their knowledge; it takes those skills and applies them to real world situations.”

LaDonna Aiken is a member of the Broadcast Education Association and has been presenting on service learning since 2016 through the Association’s service learning division. As part of a multimedia service learning project that began in Fall of 2019, Professor Aiken, along with her students were tasked with creating food handling and safety training videos for the City of Arlington. The project is expected to take about 3-4 semesters to finish and will be part of an ongoing collaboration with Arlington; it has the potential to become statewide. This comes right after their Summer 2019 project, which involved creating and editing instructional training videos for the Division of Faculty Affairs at UTA.

Some of the community partners she has worked with include the Texas Girls’ Choir, VOICES of Fort Worth, Camp Impact, City of Grand Prairie, City of Arlington, College Park District, College of Liberal Arts, Honors College, Center for Service Learning, Department of Modern Languages, Faculty Affairs, Department of Anthropology, and the Department of Communication. Professor Aiken advises faculty interested in service learning to just do it. Find out about the program and get involved. She believes that the rewards gained by incorporating service learning far outweigh the complexities of developing a service learning component.
Dr. Amanda Alexander has had a passion for service learning that dates back to her high school days, and eventually, her involvement with the Peace Corps. She teaches service learning through her Applying and Teaching Art Curricula course (ART 3359-001). In this course, her students learn the theories and strategies of teaching, develop curriculums, as well as different contexts of teaching and applying what they have learned to the community. One of the community partners Dr. Alexander has worked with is the Evergreen Presbyterian Ministries in Fort Worth.

Dr. Alexander and her students work with the agency’s cultural art and productions center to bring work to adults with disabilities. Students develop a curriculum to help them learn about different art media, materials, and techniques that can be utilized to make their own art and sell it for a portion of their income. In addition, the course prepares pre-service teachers of art for public school and or other educational settings. It combines field visits, reading assignments, journal responses/ reflections, in-class discussion, PowerPoint presentation, and studio art projects to explore the meaning of teaching art as a future art educator.

Dr. Alexander advises faculty interested in service learning to just try it out and see if you think it is the right fit for you. You will never know if service learning is a more effective way of teaching in your classroom if you never implement it.

“You learn through reading, but if you also experience it, you learn even more. Service Learning does that.”
Dr. Diane Jones Allen sees service learning as an avenue for making a difference in the community, which is why her classes have service learning components in them. By incorporating it into her courses, she can blend her work as a practicing architect with her teaching.

As part of her Site Planning and Development Process class, Dr. Allen and Dr. Michael Zaretsky from the Department of Civil Engineering, along with a handful of students took a trip in the summer of 2019 to Tanzania and Kenya to work on community projects. While in Tanzania, they studied and addressed issues relating to sustainability, health, and water accessibility. The landscape architecture students worked with Dr. Allen on a healing garden for a local clinic. In addition to this, they were able to assess the needs of the community which included a vegetable garden, a playground for children and walking paths. The residents contributed to the project by consulting as they knew the land as well as the materials and methods for going about the project efficiently.

Dr. Allen advises faculty interested in service learning to be aware that service learning is the best way to make sure you are keeping up with the expectations of your students.

“You want to make a difference in the world. When you’re in practice you’re engaging with people - getting their feedback, recognizing desires - it’s a collaborative effort and an exchange of knowledge. You want to pass that on to students.”
In addition to teaching for over 20 years, Shanna Banda co-teaches her service learning course, MATH 1308, with Mathematics professor Alice Lubbe. Because of her background in missionary work, she enjoys service learning because it gives her an opportunity to “mix real world activities with education.” In her time at UTA, Shanna Banda has worked with a growing list of community partners, including, The Salvation Army, The Arlington Public Library, The City of Arlington Parks and Recreation Department, Center for Service Learning, United Way, Wings of Hope, River Legacy, Arlington Emergency Response, and Hope Tutoring, just to name a few. But her favorite part of working with community partners has been the way students connect with their partners, referring to them as “my” partner – because it’s the little things that make a huge difference. Living in a unique, diverse metroplex, Banda believes service learning plays an important role in enhancing the community because there are a plethora of nonprofits that need service and, likewise, it also provides students with higher grades and possible internships. Her current work is specifically entailed into an IRB Study where she does research and analysis by seeing how civic engagement shapes student perceptions in academia.

Professor Banda advises faculty interested in service learning to start small with their projects. She understands that in many cases, starting off small and fine tuning as you go will allow for the project to grow over time and make sure that professors are not overworking themselves.
Ly-Huong Barrett, J.D. LCSW

Assistant Professor in Practice, School of Social Work

Service Learning Course(s):
- Introduction to Social Work (SOCW 2311)
- Field Instruction (SOCW 4451)
- Field Instruction (SOCW 4452)

“Service learning is important because of the partnerships created between UTA and the agencies in the community.”

Professor Ly Huong-Barret has been teaching UTA since 2017, and became interested in service learning because of her desire to ensure that her students were able to connect with their communities, while also being able to have a practical experience inside the classroom. She began implementing service learning without even realizing it and even added in reflective journals after becoming a Faculty Fellow and seeing how much they help students. Professor Huong-Barrett is constantly involved with many nonprofit organizations that are utilized to place students in their fields. One of these organizations is the Center for Addiction and Recovery Studies (CARS) that provides social work training at their research center in Dallas. Service learning allows students to learn their strengths and weaknesses as well as how to relate to people in a professional environment. Professor Huong-Barrett has come across many students who have realized that social work isn’t for them after taking a service learning course.

Professor Huong-Barrett advises faculty interested in service learning to determine what their hesitation is and then work to overcome it. Service learning benefits students by allowing them the opportunity to grow during their educational journey through a more modern learning experience. Overall everyone benefits from it. The agencies are able to develop their programs and their training, and by doing this they can learn about their own program and have better eyes coming into it. The students get professional growth and professional development.
“On many levels it is important – to the student, the university, and globally. Service Learning has allowed me to take my experience as a faculty member in curriculum design & incorporate that practical aspect into social work.”

Since joining as a faculty fellow, LaShaunn Bold has gained a better understanding of service learning and has been able to utilize her experiences as a licensed social worker to create a more engaging and rewarding program for her students. In the Spring of 2017, Professor Bold developed a service learning course through the School of Social Work and has partnered with the Recovery Resource Council.

The Faculty Fellows Program has allowed her the opportunity to engage more with the community and collaborate on ideas with other Fellows. Professor Bold is a firm believer in students getting firsthand experience outside the classroom, especially for her students in social work as they will have direct engagement with the community once they graduate.

Since incorporating service learning, Professor Bold has noticed a difference in the way her students now respond to their coursework. Class discussions and activities become livelier, students create personal connections, reflections, and develop their talents and skills at a faster rate.

Professor Bold advises faculty interested in service learning to try it out before making a decision. She feels that there is a common misconception that service learning is just about adding volunteering to your courses, but this is not true. She believes that service learning is where students, faculty, and the community can come together to help each other accomplish goals.
Kyrah Brown, Ph.D.

Assistant Professor, Department of Kinesiology, College of Nursing & Health Innovation

Service Learning Course(s):  Public Health Advocacy and Leadership (KINE 4354)
                               Public Health Program Planning and Evaluation (KINE 5371)

“I believe it is important to apply course theory to the community in a way that is respectful and meaningful.”

Dr. Brown joined the Service Learning Faculty Fellows in the spring semester of 2019. Her favorite part of being in the program has been learning from other departments and seeing the different ways Service Learning can be incorporated across multiple disciplines. One of her Service Learning projects has involved working with Arlington Urban Ministries in a consultative capacity. Her students create logic models, theory of change models, as well as research briefs as a tool for evaluation and pulling together evidence that support program activities. One of the programs at Arlington Urban Ministries provides rental assistance to families in the Arlington school districts who do not have homes or are not in stable housing. The program also provides financial management and case management classes to help families move into stable homes. Dr. Brown’s students, as part of their Service Learning with Arlington Urban Ministries, gathered research showing how the rental assistance programs were effective. This allowed Arlington Urban Ministries to present research models in their grant application.

Dr. Brown views Service Learning as a catalyst to prepare students for life after graduation as it not only provides hands-on experience beyond the classroom, but also gives students a competitive edge in the job market. Dr. Brown advises faculty interested in Service Learning to join the Faculty Fellows, where they can gain access to unlimited resources and constant support as they learn what it takes to make Service Learning in the classroom successful.
Dr. LeeAnn Snell-Burke became interested in service learning because of an experience she had working as a high school microbiology teacher. One of her brightest students came to her and said she was having some trouble understanding the material, but was doing exceptionally at her part-time job working at a veterinary clinic. Wanting to help her student, Dr. Snell-Burke allowed the student to use the material she learned from the clinic in her classroom, and the student began to improve. This experience taught her the value of hands-on teaching methods, and opened her eyes to the possibility that there were other students that would also benefit from a similar experience. When Dr. Snell-Burke came to UTA, she was introduced to service learning and realized this was the method she was using with her high school students. As a Faculty Fellow, Dr. Snell-Burke has been able to utilize everything the Center for Service Learning has available to ensure that she is able to create the best learning experience for her students. She has partnered with Fort Worth ISD, Mansfield ISD, Arlington ISD, as well as several charter schools that have allowed her student to being teaching in classrooms as early as their first semester. Her students do a semester at elementary level, a semester at junior level, and a semester at high school level before they do their student teaching. This ensures that Dr. Snell-Burke’s students know for a fact that they will be ready to teach and give students at the lower levels the opportunity to learn from fellow students. Dr. Snell-Burke advises faculty interested in service learning to be open to other teaching approaches. She believes that professors have to be creative and get students interested in trying something new in order for them to truly benefit from the experience.
Dr. Jaime Cantu became interested in service learning when he considered how he could apply his knowledge of engineering to the nonprofit sector. This curiosity has led Dr. Cantu to partner with the Tarrant Area Food Bank, where his project management class helps improve logistics and processes in order to increase efficiency.

Dr. Cantu is a firm believer in service learning and strongly believes that there is more to being an engineer than working with industry. Dr. Cantu sees Industrial engineering and service learning as a perfect match as almost all community partners deal with the logistics of people and processes.

His favorite part of being in the Faculty Fellows Program is the Partner Breakfast, which gives him the opportunity to meet and mingle with a diverse range of community partners.

Dr. Cantu advises those looking to make their community better to take the toolsets they’ve acquired and apply them directly to the community. He advises faculty looking to implement service learning into their coursework to join the Fellowship, as they will undoubtedly get a lot of ideas by meeting with people who are implementing service learning in a variety of different ways.

“Service Learning is important because at the macro level, it will not just give back to UTA but to the Metroplex.”
Erin Carlson, Ph.D.

Associate Clinical Professor & Director of Graduate Public Health, Department of Kinesiology, College of Nursing and Health Innovation

Service Learning Course(s): Health and The Human Condition in the Global Community (KINE 3353)
Emergency Preparedness and Management (KINE 3354)
Intro to Health and Epidemiology (3352)
Community-Based Internship (KINE 5383)
Public Health Capstone Experience (KINE 5384)

“When you make an impact on a student that involves action and emotion, it can be in some ways course confirming or course changing which is the essence of education.”

Prior to coming to UTA and joining the service learning Faculty Fellows, Dr. Carlson did not have any established relationships with community partners in Arlington. She believes that the best way to learn is with real people and that education, particularly in public health, should go beyond the classroom. Joining the Faculty Fellows has given her the opportunity to go out into the community to foster these relationships. The community partners have also been invaluable to building the new graduate program in public health at UTA as they often need graduate students to work on community projects. Some of the community partners Dr. Carlson works with include Arlington Urban Ministries, AIN (Aids Interfaith Network), Taste Community Project (Ft Worth), Union Gospel Mission and Tarrant Area Food Bank.

Dr. Carlson advises faculty to join the service learning faculty fellows as the connections made are valuable when it comes to research, collaboration and developing service learning curriculums.
Karishma Chatterjee, Ph.D.

“By doing, we learn in a way that’s more powerful than other ways, and for service learning courses, it is something that students will remember beyond college.”

Dr. Karishma Chatterjee has been at UTA since 2009 and has been partnering with nonprofit organizations since 2014. Her first partnership was with an agency in the DFW metroplex called Helping Restore Ability which provides support to individuals with disabilities who work independently in their communities. Her class of 40 students did various communication activities for them, and also did a service learning project the next year where they developed a newsletter and did social engagement activities on campus to promote the organization. They also did some marketing activities that involved meeting with prospective clients of the agency and inform them about what the agency does.

Another project Dr. Chatterjee hopes to start is a simulation in which students go into a situation with a client that has a specific communication need, and assess their needs to come up with a training workshop. The experiences she gained being a Faculty Fellow have given her all the resources she needs to make implementing service learning easier. She has seen how many of her students that took a service learning course have built better connections and relationships because of these courses, and have utilized them to make their own classroom experiences better.

Dr. Chatterjee would advise faculty interested in service learning to face the fact that they may not get the outcome they were hoping for, but if they utilize all the tools and resources available through the Center for Service Learning they can enhance their experience and make it better the next time around.
Dr. Saltanat Childress is an assistant professor at UTA’s School of Social Work focused on family well-being, economic empowerment, and improving the responses of criminal justice. Familiar with service learning, she previously worked with the AmeriCorps program, where she taught courses on Domestic Violence and National AmeriCorps Service which provided members with the Certificate of a Victim Advocate. She is determined to bridge the gap between academia and practice, and this determination has led her to incorporate elements of experiential learning alongside pre and post debriefing and critical reflection into her master’s level Intimate Partner Violence course. Her favorite part of the Faculty Fellows Program has been exchanging ideas with other faculty fellows and learning from them how other disciplines incorporate service learning and community-based research in their curriculum. She believes service learning is important because of its experiential learning, compulsory critical reflection, and community-based participatory research components. She believes service learning deepens UTA’s role in the community, as it gives students something so much richer than they can get in the classroom. Dr. Childress advises future faculty fellows to get a good community partner, start small, and prepare students before placing them in an organization.

“The students learned, gained experience and critical perspective. The community partner got additional support, and got interesting, motivated people.”
Dr. Stephanie Cole enjoys service learning because she believes it makes course concepts come alive and allows students to learn at a more fundamental level, while also making the course livelier. Having previously worked in the nonprofit sector, Dr. Cole believes that hands-on experience allows her to think broadly about service learning and what it means to implement it into a women’s history class. Studying the overlaps of race, gender, age and how they play into contemporary issues in the workforce for today’s women allows her students to be more aware of their own biases. Working with community partner WINGS, a nonprofit that helps underprivileged women in need, Dr. Cole hopes her students will be able to get a different perspective on women in history compared to women today, and see how similarities have carried down over the course of history for women.

Dr. Cole advises faculty interested in service learning to think broadly about what service learning is and realize that it is not specific to one discipline, but can be utilized to fit almost anything if you allow it to.
“Service Learning gives students a transformative, realworld, ‘this is how it actually works’ experience.”

Dr. Jaya Davis has used her knowledge of Criminology and Criminal Justice to incorporate service learning in many of the different aspects of her classrooms. Through one of her service learning projects, Dr. Davis was able to match students with parolees who had served their time and were living the remainder of their lives in nursing facilities supervised by the Texas Department of Criminal Justice. This provided Dr. Davis and her students the opportunity to reflect on the criminal justice policies affecting these residents, while also providing them with a sense of community and belonging; something a lot of them have trouble establishing post-release. Some of the community partners Dr. Davis works with are The Texas Department of Criminal Justice, The Dallas County Juvenile Department Juvenile Justice Alternative Education Program (DCJD-JJAEP) and the Wellington Oaks Nursing Facility among others.

Dr. Davis has published multiple articles on service learning, such as “Engaging Criminal Justice Students Through Service Learning,” “Making Service Learning Partnerships Work: Listening and Responding to Community Partners,” and “Comparative Analysis of Service Learning in Criminal Justice and Social Work Education.”

Dr. Davis advises faculty interested in service learning to make sure they do not add service learning to their courses hazardously or as an afterthought. While service learning is important, you need to be dedicated to making it work to ensure your students will gain as much as they possibly can from the experience.
Dr. Steven Gellman has been teaching at UTA since 2018. He wanted to start a medical humanities program and decided service learning would fit well within it. He joined the Faculty Fellows Program shortly after. He has loved meeting interesting people in the Faculty Fellows Program and has enjoyed going places he would not normally go.

Dr. Gellman believes it is important to give back and sees service as a part of life and living in a community. In his opinion, education is part of serving others, so he feels that it is only natural that students should have the opportunity to take as many service learning classes as they can to ensure they are getting the most out of their education. In the near future, Dr. Gellman will begin working with Community Hospice, which is an area of interest to a lot of pre-med students. He believes working with this organization will help teach students about communication, empathy, and compassion.

Dr. Gellman advises faculty interested in service learning to learn more about it. He believes people can be reluctant if they don’t understand how service learning works and the benefits it can have, but if they take the time to learn, they will see all the good they are missing out on.
Shawn Gieser, Ph.D.

Service Learning Course(s):
- Computer System Design Project I (CSE 4316)
- Computer System Design Project II (CSE 4317)

“A lot of people think like, ‘Oh I’m a computer programmer. I can’t do anything to help out, you know, like a homeless shelter except donate money or food.’ But chances are there’s probably something really deep hidden behind the scenes that they could do.”

Shawn Gieser has been a professor at UTA since Fall 2017 and teaches a two-semester senior design class with a service learning component. By including service learning, Dr. Gieser exposes his students to areas in their community that may need help. Dr. Gieser is also proud member of the Faculty Fellows program and believes that the program has helped expose him to things he has not accustomed himself to think about.

Dr. Gieser’s first exposure to service learning was through a CSL ambassador. After hearing her advocate for service learning, Dr. Gieser felt that incorporating service learning into his courses is something he couldn’t pass up. He then realized that he had done something like service learning in the past when he allowed his senior design course to build a custom eye tracker for a UTA alumni. Dr. Gieser plans to partner with the Salvation Army so his students can help build a computer game for their afterschool program. He says that his students will learn the full software development process while still helping their community.

Dr. Gieser believes that service learning is extremely important because it exposes students to things they would not expose themselves to. He says that by integrating service learning into the curriculum, they can find something hidden deep behind the scenes that they may enjoy helping with. He also thinks it is beneficial because it gives students a more real-world experience, especially in the Engineering courses. Dr. Gieser encourages faculty to give service learning a shot in their own classrooms. He says the hardest part is finding a community partner you would like your students to work with, but once that is done the rest of the process comes so easily.
Dr. Brandie Green has been teaching at UTA since 2017 and soon became interested in service learning because of her desire to take a more hands-on approach to teaching in her classroom. She began teaching a designated service learning course without having any knowledge about how service learning worked, so she decided to learn more about service learning in order to implement it correctly in the classroom. This led her to the Faculty Fellows Program where she has been able to invest more time developing service learning projects for future classes. She hopes to eventually this component to all of her classes as she feels her students have a better understanding and will be more willing to learn in a service learning course. She has previously partnered with Healthy Tarrant County Collaboration, where students did surveys in stores within food deserts (areas without healthy food options within a mile of their residents) which worked to provide stores with healthy food options. In addition to this, Dr. Green also teaches a class where every student has their own individual service learning project and their own separate nonprofit community partner to work with. That is over 50 service learning projects that Dr. Green is in charge of overseeing. She has presented on this cumulative experience project at the Texas Society for Public Health Education (TSOPHE) and believes it greatly benefits students’ perspectives of their communities because they are able to help in a way they never have before. Dr. Green advises faculty interest in service learning to remember that it is not as hard they might think it is. She believes that while starting out in service learning is a challenge at first, the end result has been so much better that anything she could have hoped for.

“We wanted to do a service learning so that the students would be able to learn but then also be able to apply what they learned to the field.”
“I can teach what the book says, but I believe in bringing the book to life, and service learning gives you that opportunity.”

During her years as an adjunct, Zerita Hall was already incorporating elements of service learning in her courses. Being an educator for most of her life, Professor Hall has always sought to empower her students, which is evident in her personal and hands-on approach. Her service learning courses take her students outside the classroom to experience the inner workings of the criminal and juvenile justice systems through shadowing and write-ups. Her passion and dedication to service learning stems out of her desire for students to see what happens outside of the university and how they take what they learn into the real world.

Her favorite part about being in the Faculty Fellows was learning from the other fellows and seeing how different fields were incorporating service learning in their individual classrooms. Through the Faculty Fellows, Professor Hall has been able to bring her classes outside of the classroom and into the real world.

Professor Hall advises faculty interested in service learning to realize that their projects will not be perfect at first and it is okay to make changes along the way. Something she found helpful was feeding off the students’ reflections and energy as well as ensuring that she was tailoring her projects to her students’ career paths.
Marty G. Harvey, M.A.

Lecturer, Department of Communication, College of Liberal Arts

Service Learning Course(s): Copy Editing (JOUR 3345) Reporting (JOUR 2346)

“I have students that are out there working their butts off on internships. And we beat into their heads all the time, that you really need that when you graduate in order to get a job, because then you’ve got experience. Service learning gives them that experience.”

Marty Harvey has been a lecturer at UTA since 2013; she teaches Journalism and Media Writing courses and likes to include service learning as a component in almost all her classes. Professor Harvey has indirectly taught service learning at previous institutions, but did not realize her teaching style was service learning-based until she came to UTA and got involved with the Center for Service Learning.

She believes that service learning is an important aspect of one’s academic career because it gives them the exposure needed to work in their field. By including a service learning component, she says she is doing her part in allowing students to express what they know.

In the past, she had her students do a service learning project with Arlington ISD, where students edited the school district’s newsletter: this helped her Media Writing students learn how to present information consistently. Professor Harvey’s most recent service learning courses have students providing content for the Communication Department website, which gives her students exposure to journalistic writing.

Professor Harvey advises faculty interested in service learning to start small and build your way up. Find an activity you know you can control so it does not get out of hand. She believes that students benefit from service learning, and helping them see they can add to their community is worth it.
Dr. David Hopman is no stranger to service learning and has been actively engaged in it prior to becoming a faculty member at UTA. From building a small farm for homeless teenagers to designing for the Fort Worth Botanical gardens, Dr. Hopman and his students have taken on multiple projects ranging from small to large-scale redesigns of various locations in the DFW metroplex. In doing so, he has partnered and established relationships with various community partners over the years to work on multiple projects, including but not limited to:

- Redesign of 2 acre therapeutic/healing gardens, parking, and courtyards for patients, families, and caregivers of Hospice House in Burleson, Texas: for Community Hospice of Texas (LARC 5663).
- Redesign of entrance and transition space of the Fort Worth Botanic Garden and the concert greens: for the Fort Worth Botanic Garden.
- Redesign of 40,000 sf. therapeutic/healing garden for the Dallas Veterans Administration Spinal Cord Injury Hospital (LARC 5663 and LARC 5331).
- Complete redesign of two block campus of Saint Luke ‘Community’ United Methodist Church in Dallas. (LARC 5663): Texas ASLA Award of Merit.

Professor Hopman advises faculty interested in service learning to create an outline of the plan you had in mind and make sure you go through with it. He believes once things begin, it becomes easy as long as you have the right service learning project in mind.
"I think there is diversity of thought, understanding, and those kinds of things that come with an education. So, for me service learning is about taking some of that and focusing on ‘How does this relate to other people? How do the things I do influence other people?" 

Dr. Jerry Hubbard has been involved with service learning since 2016 when he became Director of the Goolsby Leadership Academy. This organization incorporates service learning throughout multiple levels of the academy’s curriculum, including the Emerging Leader Program, where students identify a project for their cohort to complete over four semesters at the Academy. One of these projects includes the senior class’ work with the Salvation Army. Together they raise money to support their events, having recently raised around $8,000.

Dr. Hubbard believes UTA creates leaders and diversity of thought, ensuring that whatever students end up doing after graduation will impact the community. Due to this, instilling service learning in them ensures they lead by example and make a good impact on the community.

Dr. Hubbard advises faculty getting started on the service learning path to take it slow. He believes finding a community partner who wants something done and taking the time to develop that relationship can have the greatest impact, potentially leading to bigger projects and contributions. He believes that getting the students to see how easy it is to engage with the community is one of the most important aspects of service learning.
“Service learning provides students with hands-on experience in solving real problems that impact our community.”

Dr. Justyn Jaworski has been teaching at UTA since 2017 and had never had any experience working with service learning prior to getting in touch with representatives from the Center for Service Learning. He got involved with the Faculty Fellows Program soon after and was excited to hear about different service learning projects from other departments. His experience being a Fellow allowed him to expand his horizons and see the social implications of his discipline on the community.

He now feels his students have become more involved and are able to apply theories learned in the classroom to real world experiences thanks to the service learning projects they are introduced to. This is important because it allows UTA to show the community that it intends to serve in ways other than just through education.

Dr. Jaworski has partnered with several nonprofit organizations such as the Oral and Facial Surgery Group, Plano Texas Cath Lab, UTA Health Services Center, UTA Smart Hospital, Kessler Park Dental, Aheudu Dessema Addis Family Clinic, and Fort Worth Medical City, to name a few.

He advises faculty interested in joining the Faculty Fellows to focus on the benefits gained by incorporating service learning. The improvements seen between students and the community after these projects are added will give you all the proof you need that the benefits of service learning far outweigh the costs.
“Service Learning shows students what it will be like in the real world. They are able to apply the skills they’re learning before they get out there.”

Pamela Johnson had known about service learning and had even applied it to her teaching to an extent, but it wasn’t until she reached out to the Faculty Fellows Program that she began to grasp its true nature. Her students’ curiosity for how their coursework could be applied in real-world settings and how it would translate to the community motivated her to join the Faculty Fellows. Professor Johnson sees service learning as playing a major role in academia as it takes student learning from the realm of the abstract to that of the practical.

Her service learning projects involve working mostly with school districts, like the Center for Clinical Social Work (CCSW), which provides intervention in schools through character building, one on one mentoring, and counselling.

Professor Johnson advises faculty interested in service learning to reach out to those who may know more than they do. Ask for tips and do not be afraid to branch out of your discipline to see what other faculty members are doing. It’s all about the baby steps you take, and the planning you put in. Do not rush the process and you will be rewarded in the end.
Nali Kim, Ed.D.

“I think service learning is really important because it has such positive impact on everyone that’s involved.”

Nali Kim has been a professor at UTA since 2013, and in Spring 2020, taught a course with a service learning component by supplementing her online teaching with an interactive in-person component which allows her students to practice what they learned into the real world. Dr. Kim also joined the Faculty Fellows program in the same semester to effectively integrate service learning into her course. For her, the motivating factor was doing what she could to leave a meaningful impact on her students.

In the past, Dr. Kim had minimal exposure to service learning courses. She took one service learning course while doing her undergraduate education at USCD, but she was never able to fully explore service learning until coming to UTA. Dr. Kim has worked with several community partners due to her large class size(s), but her newest one is UNT Health Sciences Center (UNTHSC). Through work with UNTHSC, Dr. Kim’s students were able to ease the nerves of future health professionals whose first language is not English. The LING 4353 students worked with them and practiced having conversational interactions to prepare them for future interactions with patients.

Dr. Kim believes that service learning is very important because it allows UTA to have a stronger connection to the community. She believes that all parties involved – students, community partners, and faculty – benefit immensely from participating in service learning. Dr. Kim says they learn the most because they can apply what they learn in the classroom to the real world. She encourages all faculty to participate in service learning because of the positive impact it has on the students.
“I think that service learning is important because it really takes students beyond that traditional classroom experience. It gives them more experiential learning and also challenges them to reflect on those experiences. It allows them to connect to the community in a way that they wouldn’t have if they were just sitting in a classroom.”

Tiffany Kindratt has been at UTA since Fall 2019 in the Public Health Program and began teaching at UTA in 2020. She plans to incorporate service learning in her course in 2020/2021.

Dr. Kindratt’s first exposure to service learning was at UT Southwestern, where she worked before coming to UTA. She participated in service learning while there, and when she came to UTA was beyond excited to find that there was a Center dedicated to service learning. Dr. Kindratt believes the importance of service learning stems from the fact that it allows students to get an experience beyond the traditional classroom. She states that it gives them a more experiential learning opportunity and challenges them to reflect on those experiences. She believes it allows students to see what they learn in the classroom firsthand and observe things they might not otherwise be able to see through a PowerPoint lecture.

Dr. Kindratt plans on starting the service learning experience slow and going with the flow. Her plans include listening to both the community partners and the students to ensure all needs are met. For her, it is important to identify partners that you either have relationships with or partners that you can really build sustainable relationships with and keep ongoing.
It’s Important to be confronted with something that’s different so that you can grow from it.

Dr. Danielle Klein has been around service learning for many years. At her previous school, Dr. Klein helped build a learning community heavily based in service learning. From this, she was able to gain a lot of experience and saw the importance of treating a community the right way. As the Director of New Student Courses at UTA, Dr. Klein works with the Peer Academic Leaders (PALS) and has developed a curriculum that allows them to implement service learning into their classrooms. She believes that as a society, our sense of community has changed drastically and that service learning will allow people to practice engaging with others who are part of the larger community. The commitment that the PALS have to the curriculum and their devotion to making it a meaningful experience for their students. The PALS who were working with the students of Sarah’s Bag Ladies, a nonprofit organization that converts grocery bags into yarn and then crochets mats into beds for the homeless, were very passionate about building a community with their students, and she found it cool that they wanted to work harder and spend their own money to try and build a community for this group.

Dr. Klein advises faculty interested in service learning that it is ok to be hesitant at first, but the only way to get over that hesitation and grow as an academic is to just go out and start learning about service learning. She understands that it can be daunting at first to build relationships and partnerships, but it is also very enriching to take classroom ideas out of the theoretical and put them into practice.
James E. Langford, MSSW, LCSW-S

Assistant Professor in Practice, School of Social Work

“...It helps people come to terms with some of our biases, prejudices, and stereotypes about certain populations. That is the beauty of service learning.”

James Langford has over 30 years of experience in the field of social work but has just begun to understand all the good service learning can do. He joined the Faculty Fellows in 2016 and has begun to interact with faculty from other disciplines and observe how they incorporate service learning into their courses. One of his favorite parts of being in the Faculty Fellows has been learning and affirming his beliefs of connecting the community with the classroom. Since joining the Fellows, he has incorporated service learning into his Introduction to Social Work class.

Professor Langford believes service learning helps people, especially his students, come to terms with their biases and stereotypes, and helps them connect with people within the community who need help. He currently works with the Salvation Army and hopes to include more community partners in the future.

Professor Langford advises faculty interested in service learning to be open. With service learning comes a lot of unpredictability with the availability of students and the needs of your community partner, so the ability to be flexible is necessary when you begin incorporating service learning, but it is doable.

Service Learning Course(s): Introduction to Social Work (SOCW 2311)
Angela Liegey-Dougall, Ph.D

"Service Learning gives students that experiential aspect of learning where they can actually see in practice what they’ve been learning about, which makes it more real."

Dr. Angela Liegey-Dougall, as a health psychology professor, sees service learning as a natural fit in collaboration with health behaviors, interventions to change, appeals to the community on health policies and so on. She teaches with service learning as she sees it as a great opportunity for her students to see the things discussed in class put into practice.

Dr. Liegey-Dougall started out working with the UTA health services on campus and, upon joining the service learning Faculty Fellowship, expanded out into the community. Apart from the UTA health services on campus, Dr. Liegey-Dougall has worked off campus with various community partners including the Boys and Girls Club of America, Salvation Army Youth Education Town, Mission Arlington, Freedom Hospice, The American Heart Association, The Arthritis Foundation and Hope Tutoring amongst others. A highlight of being a part of the Faculty Fellows for her has been the connections she’s been able to make with Fellows. She advises faculty to make good use of the resources available through the Center for Service Learning, as developing a service learning course is a commitment.
Jennifer Little

Jennifer little is a public relations specialist for the department of communication. She started teaching at UTA in 2015, and prior to that, had been practicing public relations for over 20 years. Her teaching methods over the years have included real world experience and “hands-on” practices, which would eventually lead her to join the service learning faculty fellows here at UTA. Through the fellowship, she learned more about service learning and how it could be incorporated into her coursework. Jennifer Little teaches Public Relations Management, Introduction to Public Relations and with service learning, she teaches Public Relations Campaigns (PREL 4316) and Public Relations Methods (PREL 3339).

Through the service learning faculty fellows, Jennifer little was able to collaborate with the department of public health on a tobacco-free initiative called “Smoke this not that” on behalf of the human resources and wellness committee at UTA. The project’s goal was to get both faculty and staff out to the “Great American Smoke out” to engage them on tobacco-free topics. Through service learning, Jennifer Little has been able to collaborate with a variety of community partners which has included the Movin Mavs Basketball team, the entrepreneurship startup lounge at UTA, The George W. Bush presidential center and the Kiwanis of Arlington.

“It provides real opportunities to give students experiences-bringing experiences to life through Service Learning is fun, engaging, and changes the dynamic of the classroom.”

Service Learning Course(s):

- Public Relations Campaigns (PREL 4316)
- Public Relations Methods 1 (PREL 3339)
- Public Relations Management (PREL 4320)
Alice Lubbe, MS

Senior lecturer, Department of Mathematics, College of Science

“You’re really wanting to impart something to the community. It’s not just about you learning, it’s about sharing something.”

Alice Lubbe, senior lecturer for the department of Mathematics, has been using service learning in her classroom for many years. During her time at Mountain View College, Professor Lubbe was able to teach her students the importance of statistics by introducing them to the service learning method. Now as a Faculty Fellow at UTA, Professor Lubbe hopes to work with the Kinesiology and Social Work departments to create a program where students partner with organizations like The Salvation Army Youth Education Town Center or the Arlington Parks and Recreation Center. The goal would be for Kinesiology students to design fitness activities for kids, while Statistics students give pre and post fitness tests that can be formally studied after. This would give students the opportunity to learn in a way that would also be beneficial to the community.

Professor Lubbe advises first-time service learning faculty to be open to failure and risks. Service learning is a growing experience. She feels that by surrounding yourself with experienced and like-minded colleagues, you will be better able to facilitate your journey to success.
Brad McCorkle

“Service Learning Teaches Students that design doesn’t stop. You’re Constantly making decisions. It helps students get used to that environment.”

Professor Brad McCorkle has always enjoyed teaching students how to make things. He was offered a teaching posititng shortly after receiving his Master’s degree from UTA. As an alumni and two time graduate of UTA, he feels like service learning is a very important aspect to incorporate in the classroom in order to engage with the community. Professor McCorkle currently works with The Housing Channel, a nonprofit organization that believes in building wealth through home ownership. For this service learning project, Professor McCorkle’s students build or renovate houses. The Housing Channel can then sell these houses at 80 percent market value, facilitate down payment assistance, and even cover closing costs, sometimes saving families up to $3,000-$5,000. This helps young families as well as low income families become homeowners in a way that would have otherwise been impossible. He hopes that service learning projects such as this one will inspire students to think about applying their abilities to help people in communities that need it, and inspire them to continue being engaged with partners in the community to give back.

Professor McCorkle advises faculty hesitant about service learning to just do it. Getting students engaged in something that they wouldn’t typically do in their daily lives is good.
Joyce Myers, Ed.D.

Service Learning Course(s): The Professional Educator (EDU 2302)

“Service learning is important because it plays a part in being a good citizen, as you not only help but also become a part of community.”

Dr. Myers has spent some time overseas doing early development work and missions, which have allowed her to incorporate elements of service learning into her classes. Dr. Myers joined the service learning Faculty Fellows in the Spring of 2019. Her favorite part of being in the Faculty Fellows Program was being able to go off campus to meet with various community partners, as she had not previously had much reason to do so. For most of her students, the service learning component has become their favorite element of the course as they get to directly work with other students in a more practical manner than works with partners that offer after-school tutoring such as the Salvation Army, Mission Arlington, Hope Tutoring, Center for Transforming Lives, and various school districts.

Dr. Myers advises faculty to face their fear of service learning. She believes it is not as scary as everyone thinks it is and feels that many professors feel this fear because they don’t see how they can implement service learning into their disciplines. She advises faculty to find out more information and use their expertise to help others in the community.
Dr. Larry Nelson has been involved with service learning since 1996. He became interested after his mentor at the time partnered with an organization that worked with at-risk gang kids. Together they did challenging outdoor activities, such as hiking and rock climbing, with gang kids from rival gangs. He saw these kids slowly begin to support and trust each other as they were put in intense situations. He wanted to recreate such a rewarding experience in his own classroom, so he began to implement service learning.

One of the organizations Dr. Nelson works with is the Tarrant County Youth Collaboration where he helped write a grant for Dancing Classrooms of North Texas, an organization that focuses on teaching dance steps to students from 5th-8th grade in order to build confidence, break down social barriers, and much more. He has also partnered with the Young Men’s Leadership Academy, which has allowed his students to teach outdoor adventure fitness.

Dr. Nelson advises faculty interested in service learning to focus on what they want their students to gain from the experience. He knows that creating service learning projects can be a lot of hard work, but he believes that the rewards will outweigh the challenges at the end of the day.

“The magic and power of education at that moment was something that I always wanted to recreate. It was so rewarding to be a part of that transformation and process.”
Dr. Laura Phipps has been teaching at UTA since 2018. Her interest in seeing how public health can relate to the community has become a driving force behind the implementation of service learning in her classroom. She was first introduced to service learning because of conversations she had with other faculty members in her department who were already involved with the Faculty Fellows Program. Since discovering the Faculty Fellows Program, her goal has been to help her students see what they are passionate about, how it fits into the community around them, and how they can serve others with the knowledge that they have.

Her favorite part of being in the Faculty Fellows Program is the unique ability to form sustainable partnerships and supportive networks for both students and faculty. She believes service learning provides students with the invaluable opportunity to begin their own networking within the community. She sees service learning as a tool that is not only beneficial for her students but also for the people they are servicing.

Dr. Phipps advises faculty interested in service learning to see what is already happening in the community in their field, and also to start small.
“Service Learning is a pedagogical tool for the generation that is currently inhabiting our university system.”

Dr. Timothy Ponce's interest in service learning came about upon discovering that UTA did not have a grants and proposals writing course. Through Dr. Ponce's undergraduate grant writing course, students write up grants for fictional entities and fictional projects. In order to make his students more involved in the course and to develop a sense of urgency that wasn't manufactured, Dr. Ponce decided to partner with local nonprofits to help them write grants. Dr. Ponce and his students have worked with Mansfield Mission Center to help with grant writing and research. Through this collaboration, Dr. Ponce's students were able to match different foundations and agencies with their grant needs. Through the grant research, Dr. Ponce and his students used the resources available through the UTA database to help demonstrate the efficacy of the programs offered by Mansfield Mission Center. Dr. Ponce believes community partners are the future of the university system and that the two should be synchronized as the university grows its roots both locally and globally. He is an avid supporter of service learning as he sees his students getting a much richer education experience as they are working with more than just the theoretical. Dr. Ponce advises faculty interested in service learning to just try it out. He believes one of the fears of service learning is the extra workload that is expected, but he wants faculty to know that in his opinion, there isn’t more work, it is just a different kind of work. He believes in some ways, there is even less work involved in service learning because professors no longer have to consider fictional situations for their students to learn from. Instead, they are put in real world situations and exposed to all of the inevitable unexpectedness that is impossible to obtain in a general classroom setting.
Dr. Alicia Rueda-Acedo has been teaching at UTA since 2005 and learned about service learning by getting involved with the nonprofit organization, Proyecto Inmigrante. This organization, introduced to her by former student and CEO of Proyecto Inmigrante, focused on helping immigrants with counseling and legal representation services. Wanting to help the families turning to this organization, Dr. Rueda-Acedo enlisted the help of her current students to translate all forms of legal documents for immigrants under Proyecto Inmigrante. Through this collaboration, students help those in need within the community, using the skills they acquire in the classroom and implementing them in real world situations. This service learning project has had extreme success, having translated over 1,500 documents and saving families roughly half a million dollars in translation fees since its start in 2015. In addition to this, Dr. Rueda-Acedo’s students also work with the Arlington Public Library’s Stories to Our Children to write and publish Spanish children’s books focusing on the struggles and experiences of parents within the Arlington community. A few students are also selected to interpret for women in the Genesis Women’s Shelter Support, which helps women and families who have been victims of domestic violence. Dr. Rueda-Acedo advises faculty interested in service learning to go in unafraid. Through her service learning courses and her experience as a Faculty Fellow she has been able to establish partnerships and create a bigger impact on her community. All of her experiences have been positive, and she feels that the work she is doing now is the most rewarding thing she has ever done.

"Everyone wins here. Students win because they can see firsthand that what I teach in my class has a real application outside the classroom."
Dr. Peggy Semingson was first introduced to service learning in 2010. She wanted to focus her service projects on aiding people in the community who were in need to create awareness of low literacy levels in the Arlington and DFW areas. She partnered with Mission Arlington, where her students helped create book clubs for surrounding residents. She states how the experience has given her both a sense of civic duty and allowed her to engage with her students. Being able to network with faculty from various disciplines through the Faculty Fellows Program has also been a highlight for Dr. Semingson. She has been able to gain new perspectives and believes that service learning has enhanced her students’ active learning skills because they have relevant in-depth experiences while still benefiting the partners involved.

Dr. Semingson would advise incoming faculty fellows and first-time service learning professors to take the time to develop a well-thought-out project. She encourages other faculty to make use of social media platforms to promote their projects and help spread awareness of service learning. Dr. Semingson does this through her YouTube podcast where she occasionally talks about service learning.

“I think there is diversity of thought, understanding, and those kinds of things that come with an education. So, for me service learning is about taking some of that and focusing on ‘How does this relate to other people? How do the things I do influence other people?’”

Service Learning Course(s):
- Literacy Learning for EC-6 Students: Reading and Writing (LIST 4373)
Dr. Jiwon Suh is an assistant professor in the Department of Public Affairs and Planning at the University of Texas at Arlington. She teaches HR management, decision-making and public policy analysis. Dr. Suh was attracted to the Faculty Fellows Program after learning about it from another fellow. Through the Faculty Fellows Program, she has been able to design her own style of service learning. Her favorite part of being in the Faculty Fellows Program is the ability to meet and discuss with faculty in a small group setting. She sees this as an opportunity to nurture their growth in service to their community and knowledge of the process. Dr. Suh advises faculty interested in service learning to use the Faculty Fellows Program as a starting point to learn and understand service learning. She believes that if faculty start learning, they can begin to develop their own style of service learning, and can build a research agenda on it.

“If [Faculty Fellows] is just a starting point to learn and understand service learning.”
“Service Learning can actually be a step toward an internship or a similar kind of practice. It helps students develop skills, conduct outreach, and use tools that they’ve been developing.”

Professor Alicia Soueid has been teaching at UTA since 2002 and was drawn to service learning because she felt it was a great opportunity for young people to connect to their local and global environments. By incorporating service learning, students can get to know the public and set habits in college that will help them with outreach, which Professor Soueid believes they are likely to continue after college. She believes UTA can benefit from more designated service learning classes because it opens up students to future job prospects, which can lead to student volunteering or even internships, which is something that a lot of employers look at. For her service learning project, she partnered with the UTA Health Center as well as the international nonprofit organization, Doctors Without Borders. Her students worked with these organizations by doing research on mosquito borne diseases around the world, then translating their research to put on displays. These displays were then placed all over campus to help make students and faculty more aware of the dangers of mosquito borne diseases. This has been Professor Soueid’s only service learning project so far, but she hopes to partner with other nonprofits soon and create more service learning opportunities for her students. Professor Souied advises faculty interested in service learning to not be discouraged. Even if you do not come up with the perfect plan initially, that’s ok because it is a learning experience for students and professors alike. No matter what happens, students will learn something so do not worry if it doesn’t not look perfect the first time around. Try it out and if you need to make adjustments or change the project entirely: at least you already have the experience and can move forward with what you have learned.
Dr. Kathleen Tice began her service learning career with fellow educator, Dr. Larry Nelson. With a common goal in mind, the duo gathered research on service learning over the course of 10 years. It was then that she realized the importance of efficacy and how big of a help accurate data is to that effect. In addition, she also gained a better understanding of the implementation of service learning projects, as many different factors have to be taken into consideration for an effective project. Dr. Tice was able to go on to create her own after-school literacy program at the elementary school Uplift Summit and learned how to provide a comprehensive literacy program. She has also had the opportunity to present every year at the American Educational Research Association (AERA) in a special interest group, and co-edited an online journal for their International Center for Service Learning. She has been able to help two community partners get funding for a Partner Breakfast: the first one was $5,000 for a nonprofit working with orphanages in Ukraine helping those who aged out of the system pay for university dues. What drew her specifically to service learning was when she went with her students to read aloud to children at Cook Children’s Hospital and got an amazing reaction from her students. Wanting to do more with it, she spoke with a colleague in her department who was a Faculty Fellow at the time, and was encouraged to learn about service learning. Tice joined the Faculty Fellows Program the following year. Dr. Tice advises faculty interested in service learning to reach out to the Center for Service Learning and find out what it takes to implement it. All the hard work that comes with service learning is worth it for the students who benefit from the classes.

“The process of working in an organization and thinking about the connection with course concepts makes them come alive and allows the students to understand at a more fundamental level.”
“By serving -- you learn to do service because you think “How can I make the change in the world?” So, all the students learn about the community and learn leadership skills, and they take these values wherever they go after graduating from UTA.”

Nila Veerabathina has been a professor at UTA since 2005 and has been incorporating service learning into her astronomy courses since 2007. Dr. Veerabathina believes that by putting service learning into her classes she is giving her students the opportunity to benefit by serving others. For her service learning experience, Dr. Veerabathina sends her students to different nonprofit organizations to teach their knowledge of astronomy to kids.

Dr. Veerabathina first got involved in Service learning at UTA in 2007 in the form of a service learning “teaching circle.” Through this, she learned about the purpose of service learning and was able to brainstorm with her colleagues about ideas for her class. What started off as a project with two-three UTA students has since impacted 500+ UTA students and 5000+ non-UTA students. Dr. Veerabathina claims that service learning positively impacts not only her students, but herself as well. For her, one of the main benefits is the reciprocity that comes with participating in service learning. She says by adding a service learning component to her course, she serves and she learns, and when she learns she can serve more.

Dr. Veerabathina believes that by having service learning at UTA, we are building our community outside of UTA. She says that by doing this, UTA is participating in reciprocity, and when UTA strengthens its community, better students come through UTA. UTA students also benefit by not only serving their community, but also developing their leadership skills.
“My favorite part is seeing the student get excited and realizing what they’re doing matters and impacts other people.”

Dr. Shelley Wigley has been teaching at UTA since the fall of 2008. She has a background in nonprofits and has always had a passion for helping the community and helping others. This passion led her to join the Faculty Fellows Program. Because of her involvement in the program, her students have been able to have a more hands-on experience in her classes. She has loved seeing her students excited when they realize they are doing something that matters and positively impacts other people.

She has partnered with organizations such as Meals on Wheels, The Womens and Gender Studies Program, Movin’ Mavs, Innocence Project, and The Lockheed Martin Career Development Center to name a few. One experience that stands out is a project where her students worked with a nonprofit organization that helps young women who have been through an abusive situation but have never really dealt with it. With the help of her students, the organization was able to raise money through a fashion show.

Dr. Wigley advises faculty interested in service learning to find what fits their classes the best. She believes that service learning fits better in some courses that in others, so finding what works for you is the best way to help your students get the most out of the experience.
“Take a deeper step in what you’re doing in the class. You’re giving skills, but how are you changing this person’s life during the 15 weeks you have with them? This [service learning] is a way to do something that is profoundly different than what they otherwise might experience.”

Professor Bart Weiss is a longstanding Associate Professor in the Art and Art History Department, having been around for over 27 years teaching the assorted cinematic classes throughout his tenure. Professor Weiss is highly concerned with making sure that students experience professional cinematic work before ever being exposed to it outside of the context of school, which her does through his service learning film course. With a lot of cinematic production experience dating back to his college days in New York, Professor Weiss knows what it means to work for something you genuinely believe in.

He believes in doing service learning because it provides project work for the client, and provides students with real-world experience that doesn’t have to be at high budget production levels. “Public service is part of being a human,” says Professor Weiss. He further explains that it is important to not just start small with volunteer work, but to consider your fellow human and help one another.
“It really engages students at UTA to have a better connection to their own learning and at the same time, connects them to their community.”

Dr. Winguth has always wanted her students to be involved and to explore career options beyond the classroom. She achieves this through her Geology, Meteorology & Oceanography class as her students work in teams to research and compile hands-on activities related to class topics. Her students take these activities to a local after-school program, in this case the Salvation Army Youth Education Town, where they put them into practice. The goal of this service learning project is to encourage and enhance children’s interest in geosciences in a fun and interactive manner.

Dr. Winguth joined the Faculty Fellows program in Spring 2018 and has interacted with other fellows from various colleges at UTA. This has allowed her to incorporate new and unique service learning ideas as she develops and expands her courses. Dr. Winguth is working on developing a service learning component for her SCIE 1330 Global Warming course.

Dr. Winguth advises faculty interested in service learning to be open to new experiences. She has found that joining the faculty fellows helped her organize her projects better and gave her resources not previously available. She also feels that communicating with your community partner ahead of time is very important to make sure you are including their needs.
Faculty Tips & Advice: Incorporating Service Learning into your Course

Provide a background about the purpose of your Service Learning component.

Talk directly with students and providers.

It’s about the reflections and experience.

Go to the Partner Breakfast!

Take an easy pace for you. Don’t take on too much at first.

Be well-organized, and meet ahead of time with your community partners.

Don’t stress - it will all work out!

Start small and add more ambitious projects as you go.

Make it an optional project. (Given that students are so busy)

Find a partner with a cause you care about.

Talk with your community partner the semester before to really get a game plan.

IT IS NOT VOLUNTEERING!

Have student manager/coordinator invested in the partner.

Find a partner with a cause you care about.

Be willing to do a site visit with your students.

Know your students. Know your partners.

There are ways to tie to all sorts of content! (Not “just” service.)

Don’t make it (Service Learning) too hard.

Have in-class and outside class participation for students.

Get all the paperwork and background checks done in time.

Have clear communication with students and the community partner.

Start early to organize student visits and trips to the partner location.

Don’t be afraid to get out of your comfort zone and try. You can always make improvements next time around.

Find a way for students to have buy-in in order to be productive and interested.
Apply To Be A Faculty Fellow

The Faculty Fellows program is a semester-long program for faculty interested in integrating service learning into their courses. In a series of monthly seminars, conducted both on campus and at area non-profit agencies, faculty examine the academic and institutional origins of service learning, pedagogical best practices, and possibilities of combining service learning and research.

Collegiality is one of the highlights of the Faculty Fellows experience. Faculty meet, discuss, and share in small group settings to nurture their growth in service to their community and knowledge of the process, within a mentoring environment. Through this interaction, Faculty Fellows form sustainable partnerships and supportive networks, and have opportunities to engage in collaborative, community-based research and scholarship.

Please contact the Center for Service Learning office at servicelearning@uta.edu for more information.

http://www.uta.edu/csl/for-faculty/faculty-fellows-program.php
Service Learning is integrated into UTA’s mission:
The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs.

Service Learning aligns with UTA’s Strategic Plan’s Guiding Aspirations to:

BUILD ON FACULTY EXCELLENCE TO STRENGTHEN ACADEMIC PROGRAMS
By enhancing the role of the Center for Service Learning within the campus community.

STRENGTHEN COLLABORATION WITH CORPORATE AND NONPROFIT SECTORS
By enhancing the prominence of the Center for Service Learning as a site for promoting academic community engagement, including experiential pedagogy and community-based research.

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