First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at Arlington on 2/1/2024. Last modified on 4/11/2025.

Application Deadline

April 21st, 2025 at 11:59 PM CST

Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

Primary Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie foundation use only).

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First Name

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Title

Associate Director, Center for Service Learning

Institution

The University of Texas at Arlington

Is this application for:

A single campus institution applying for endorsement or a multi-campus institution applying for endorsement of multiple campuses. Note, if this application is for a multi-campus institution, evidence of institutional commitment to community engagement must demonstrate commitment on each campus of the institution.

Institutional type (check all that apply):

AANAPISI
HSI
NASNTI
Four-Year Public
Urban

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Mailing Address 1

701 S. Nedderman Dr.

Mailing Address 2

-- empty or did not respond --

City

Arlington

State

TX

Zip Code

76013

Full Name of Institution's President/Chancellor

President Jennifer Cowley, Ph.D.

President/Chancellor's Email Address

Jennifer.Cowley@uta.edu

Full Name of Chief Academic Officer

Provost Tamara L. Brown, Ph.D.

Chief Academic Officer's Email Address

tamara.brown@uta.edu

Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS)

26173

Full-Time Graduate Equivalent Enrollment (as reported in IPEDS)

12892

Number of Full-Time Equivalent Staff (as reported in IPEDS)

4296

Number of Full-Time Equivalent Faculty (as reported in IPEDS)

1067

SECTION 2: Campus, Community, and Community Engagement Context

1. Describe your institution in a way that will help provide a context to understand how community engagement is envisioned and enacted. Include descriptions of the institution and community. If your institution has multiple campuses, please describe each campus for which you are seeking endorsement. **(Maximum 1,000 word count per response below)**

a. Region; founding and history; current institutional mission; institutional culture; types of degree programs; and demographics of student, faculty, and staff populations

The University of Texas at Arlington (UTA) is a comprehensive urban research, teaching, and public service institution located in the beating heart of the Dallas-Fort Worth Metroplex, a diverse, rapidly growing metropolitan area. Between 2022 and 2023, the Metroplex grew faster than any other metropolitan area in the U.S., largely through international and domestic migration, adding 152,598 residents in a year—the rough equivalent of adding the population of Oakland, California, to the region. UTA’s central location and open, community-friendly boundaries encourage collaboration and engagement. The city of Arlington, its nonprofits, and UTA work harmoniously to serve the community. This work includes engaging UTA students, staff, and faculty in projects, internships, and volunteerism throughout the city. UTA is only blocks from city hall and the adjacent Levitt Pavilion, an easy walk from the campus. As an example of how this proximity fosters engagement, UTA works with the Levitt Pavilion—an open-air, welcoming nonprofit that provides free music and outdoor festivals—to provide music for

the DFW community and to help promote and sponsor its activities both to the campus and local communities.

The story of how UTA grew to become the second largest institution in the University of Texas System is one of continued growth and reinvention to reflect the community's needs and aspirations.

UTA traces its roots to 1895, when Arlington residents donated land and materials to build Arlington College as a private school for students in first through tenth grade because of concerns that the public schools lacked proper resources. The school, located within the footprint of the present-day university, served around 150 students in its first several years. Today, the University of Texas at Arlington's total enrollment tops 41,600 students, which includes an undergraduate enrollment of nearly 30,000 students.

The school's growth tracks that of the city and region UTA serves. In 1900, Arlington boasted just more than 1,000 residents. Today, Arlington's population is nearly 400,000, and the city sits at the center of a metropolitan area of more than 8 million people.

UTA's humble beginnings set the stage for continual evolution and growth. Arlington College closed in 1902 when city residents approved the creation of the Arlington Independent School District. The grounds reopened later that year as Carlisle Military Academy, which operated into 1913. When Carlisle Military Academy closed, the facility was turned into the Arlington Training School, which served the community from late 1913 to early 1916. The school then briefly operated as the Arlington Military Academy.

In 1917, the school reopened as Grubbs Vocational College, a junior college that served as a branch of the Agricultural and Mechanical College of Texas (the forerunner of Texas A&M University). By 1923, Grubbs had expanded its liberal arts curriculum and enrollment and renamed itself North Texas Agricultural College. In 1949, the school became Arlington State College as its non-agricultural curriculum gained prominence, and by 1957, the school dropped its agriculture program. Arlington State College became a four-year school in 1959, admitting its first Black students in September 1962. In 1965, Arlington State College ended its affiliation with Texas A&M to join the University of Texas System. In 1967, Arlington State College became the University of Texas at Arlington.

Today, UTA is driven by its mission:

The University of Texas at Arlington is a comprehensive teaching, research, and public service institution dedicated to the advancement of knowledge through scholarship and creative work.

The University is committed to providing access and ensuring student success, and to a culture of innovation, entrepreneurship, and commercialization of discoveries by our community of scholars.

The University promotes lifelong learning through its academic, continuing education, and experiential learning programs. The faculty, staff, and student community share diverse cultural values that foster inclusivity and cultivate mutual respect.

This mission is fostered by the university's vision to "have a lasting impact on the communities

we serve by developing the talents of our students, leading in innovation and discovery, and fostering a culture of engagement." The university's mission and vision rest on a core value of collaboration—"Building authentic partnerships to leverage access, skills, talents, and knowledge to achieve desired results"—as well as a value of building a community of engagement through "creating a thriving community that demonstrates appreciation, value, and respect for all individuals."

This vision is a reality. For example, students in UTA's College of Architecture, Planning, and Public Affairs competed to reimagine pedestrian bridges over Cooper Street linking the east and west sides of campus. Approximately 450 Arlington residents voted on the designs, ensuring the community had a meaningful voice in the project—important because the bridges are among the first impressions visitors have of UTA.

UTA is a Carnegie R-1 "Very High Research Activity" institution. The U.S. Department of Education designated UTA a Hispanic Serving Institution and an Asian American Native American Pacific Islander Serving Institution. UTA earned the Seal of Excelencia for its commitment to the success of Latino students, and the U.S. Department of Education recognized UTA for its commitment to student success and economic mobility, naming the university a winner in its Postsecondary Success Recognition Program; the department's program honors institutions that excel in enrolling underserved student populations, support successful student transfer and degree completions, and prepare graduates for careers that promote economic mobility. Military Times ranked UTA as the U.S.'s No. 1 national public university for veterans. The Wall Street Journal and Washington Monthly ranked UTA as the top school in the region, and U.S. News & World Report ranked UTA No. 6 for undergraduate diversity.

UTA's students come from more than 100 countries. The student body is 34.3% Hispanic, 21.6% white, 13.8% African American, 12.5% Asian, 13.4% international, 0.14% American Indian, 0.05% Pacific Islander, 0.99% unknown, and 3.3% identifying as multiple. That student body is served by more than 1,500 faculty and 2,500 staff members. Educators and staff support this diverse student population as it pursues more than 180 degree programs at the bachelor's, master's, and doctoral levels across UTA's nine academic schools and colleges.

b. Leadership priorities, vision, and strategic plan, initiatives and other features that shape and distinguish the institution, particularly as they relate to community engagement

UTA leadership understands the power of community engagement and appreciates the unique opportunities the university has to deepen its community roots. UTA President Jennifer Cowley's UTA 2030 strategic plan, released in 2023 after deep consultation with both internal and external stakeholders—including government, business, and civic leaders—identifies expanding and deepening UTA's already significant community engagement as a priority. Under the plan, UTA intends to maximize its impact with the communities it serves while working collaboratively to cultivate mutually beneficial and reciprocal partnerships.

To accomplish this goal, UTA is strengthening ties with local communities, independent school districts, community colleges, and external organizations to develop collaborative initiatives that address shared challenges and contribute to the community's well-being. As one example

of this work, UTA is seeking to expand the number of school districts it works with on dual credit programs for high school students by simplifying the program. To address the Texas teacher shortage, UTA created a bridge to Texas classrooms through its Alternative Certification Program—a 100% online program designed for candidates with a bachelor's degree who are pursuing careers in teaching. In its first cohort, UTA is preparing 75 aspiring teachers for the Arlington public school district, helping ensure schools have the teachers they need to educate the K-12 student population in Arlington.

Additionally, UTA has created a cohesive community engagement strategy that maximizes the institution's positive community impact. It includes establishing a community engagement office to serve as a liaison between the university and external partners, facilitating collaboration and communication; regularly engaging with communities to understand their needs and how it can best partner with them; developing community-based academic, research, and cultural projects that involve faculty, students, and community members working together to build a bright future; and facilitating the collaboration between campus experts and community organizations seeking support with their opportunities and needs.

University leadership held a retreat in 2024 to identify governmental, industry, arts, sports, and nonprofit organizations for future potential partnerships and those with whom UTA can deepen its relationships. The effort yielded more than 90 possibilities from Dallas to west of Fort Worth.

While the strategic plan necessarily looks forward, it builds on the sturdy foundation of community collaboration. Arlington is home to 2,586 identified nonprofits. One of these is Mission Arlington, one of the best-known nonprofits in the region and a faith-based provider of numerous free services to the community, including basic medical and dental care, food, clothing, Christmas gifts for families, furniture, and much more. Mission Arlington takes up several blocks and resides just across a two-lane street from the UTA campus. Mission Arlington maintains a strong collaborative relationship with UTA that includes volunteerism by staff, faculty, and students as well as service-learning projects. In addition, many in the UTA community benefit from Mission Arlington's services. Even as UTA engages directly with individual nonprofits, it is also working to sustain and enhance nonprofit organizations through efforts like its collaboration with the Arlington Tomorrow Foundation to gauge the capacity of Arlington's nonprofit sector, which will be fleshed out later in this self-study.

UTA 2030 signals that the university will continue to promote the prosperity and achievement of its community through active advocacy, assistance, and collaborative partnerships. To accomplish this goal, UTA will: expand high-quality events, internship programs, service-learning opportunities, and community service initiatives; serve as a hub for community-serving activities and create programming that attracts different segments of the communities it serves; contribute to the economic and cultural development of the region by actively participating in local initiatives and supporting community-driven projects; broaden cultural, academic, and research opportunities for the community to engage with UTA; and increase community excellence for athletics and UTA sporting events while enhancing awareness and expanding offerings in K-12 camp and on-campus event opportunities.

One example of engagement in action: UTA Kids and Teens University summer camps hosted more than 700 campers in summer 2024, engaging local children in space camp, spy camp, art camp, creative writing camp, and many more. New and expanded programming is in development for the 2025 summer season including, for the first time, Spanish-language

versions of several camps.

UTA is planning its first-ever comprehensive giving campaign. The fundraising priorities are to raise money to fuel student success and career readiness; leverage the university's research impact; expand and enhance the university's learning spaces; and to expand community engagement. Dedicating raised funds for community engagement reflects UTA's commitment to making a greater difference by connecting with the communities around it. At UTA, service learning and public service are both an opportunity and an expectation for students and faculty. The fundraising will facilitate the UTA 2030 community engagement initiative and enhance UTA's commitment to being a university where teaching, research, outreach, and service are intentionally entwined.

As UTA enhances its community engagement, its current efforts have already attracted local, national, and international notice. Arlington, Texas, Mayor Jim Ross has lauded President Cowley's "continued dedication to civic and community engagement," noting, among other things, the university's partnership with the city on a pilot program using drones to deliver non-perishable food, medicine, and other essentials to homebound residents with special needs and limited transportation access; the university's dramatic expansion of low-cost summer camps for area children; and the university's enthusiastic willingness to host community events like the Arlington Independent School District's Big Idea contest, a regional science fair, and Texas' Destination Imagination contest.

Dr. Cowley's sustained commitment to civic and community engagement, a centerpiece of her leadership at UTA, earned her the 2025 Richard Guarasci Award for Institutional Transformation from Campus Compact. That comes on the heels of UTA's international recognition. In 2024, UTA and Arlington received the Tech-InnovaCity Seoul Smart City Prize for Institutions for their collaborative partnership in developing the Rideshare, Automation, and Payment Integration Demonstration, or RAPID, public transportation initiative. RAPID is a unique, on-demand, self-driving shuttle service piloted by UTA, the City of Arlington, Via, and May Mobility. It is the first service in the U.S. to integrate on-demand autonomous vehicles into existing public transit.

c. Describe the communities to which the institution is accountable to, including community characteristics, community priorities, and the relationship of the community to the institution.

The University of Texas at Arlington's primary accountability lies with the local community of Arlington and the broader Dallas-Fort Worth area, a region that, at 9,286 square miles, is larger than the states of Rhode Island and Connecticut combined. The DFW Metroplex is marked by economic vibrancy, cultural diversity, and rapid urbanization. Arlington is nearly 35% white alone, almost 31% Hispanic, roughly 23% Black, and 7.6% Asian alone. Rounding out the city's population, American Indian alone residents make up 0.3% of the residents, Native Hawaiian/Other Pacific Islander alone are 0.1% of the population, while residents with two or more races make up 9.3% of the city's population.

For the Dallas-Fort Metroplex, 43.7% of residents are non-Hispanic white, 15.8% are non-Hispanic Black, 13.1% are Hispanic white, 8.5% are multiracial Hispanic, and 7.5% are non-Hispanic Asian. Meanwhile, Hispanic other, Hispanic American Indian and Alaska native, Asian Hispanic, and Black Hispanic round out the Metroplex population. Nearly 19% of the population

in the Dallas-Fort Worth area are foreign-born, and roughly 89% of the area's residents are U.S. citizens. The poverty rate for the Dallas-Fort Worth Metroplex is nearly 11%. Reflective of the community it serves, UTA is one of the most diverse higher education institutions in the United States, serving more than 40,000 students from more than 100 countries. Nearly 48% of UTA students are Pell Grant recipients. And as a Hispanic-Serving and Asian American Native American Pacific Islander-Serving Institution, UTA prioritizes creating opportunities for people from all backgrounds in its engagement efforts.

UTA's accountability extends to more than 280,000 alumni and friends of the university, the majority of whom are in the Dallas-Fort Worth Metroplex and North Texas region. UTA also has numerous alumni communities and chapters within that group, including the Black Alumni Chapter, Hispanic Alumni Chapter, Fort Worth Chapter, Dallas Chapter, Houston Chapter, Alumni@Work Chapter (made up of UTA employee graduates), UTA Cadet Corps Alumni Council, as well as international communities in Korea, China, and Taiwan. UTA is also accountable to local governments, businesses, and non-profit organizations.

On a regional and statewide basis, UTA engages with an array of regional entities, including chambers of commerce, economic development councils, and state government agencies. UTA also builds relationships with national and international organizations through its research initiatives, enhancing the university's global impact. Collaboration with industries, other academic institutions, and global networks amplifies UTA's leadership role in innovation and economic prosperity. UTA contributes to local and regional economic growth through workforce development, entrepreneurship support, and through applied research initiatives. UTA is a key economic driver in the region, with both a $28.8 billion annual regional economic impact and a commitment to preparing students for immediate contributions to the workforce. Other community priorities include sustainability, which UTA supports through UTA's Office of Sustainability and programs like the Regional Center for Expertise in Sustainable Development, and education and access, which UTA fosters through programs such as the Maverick Advantage and those offered through the Center for Service Learning, which focus on educational access, experiential learning, and reciprocal community relationships.

UTA forges deep, reciprocal relationships at the administrative level, too, as exemplified by its collaborative planning efforts during the Association of Public and Land-Grant Universities Innovation and Economic Prosperity designation process, as well as in development of the university's UTA 2030 strategic plan and UTA's campus master plan. In addition, advisory boards, grants, volunteerism, partnerships, and service-learning initiatives ensure that UTA remains deeply connected to the community's needs and priorities. UTA's vision for community engagement is deeply rooted in its commitment to access, collaboration, and innovation, allowing the university to address local, regional, and global challenges while fostering reciprocal and impactful relationships with the communities it serves.

UTA's collaborations take many forms, like the work of its Center for Rural Health and Nursing to improve access to needed health care professionals and to partner with communities in improving health outcomes in underserved rural communities. Additionally, UTA's College of Architecture, Planning, and Public Affairs worked with the city of Arlington, MKG Homes, and the Housing Channel of Fort Worth to build homes in east Arlington for low-income seniors in the Wynn Terrace Senior Cottage Community. At times, the engagement is more granular but no less impactful, as when UTA Opera invited 15 Grand Prairie Fine Arts Academy students to join UTA students onstage and ended up with 50 middle school performers whom opera director

Christopher Curcuruto managed to incorporate into the program.

2. Describe the institutionally sanctioned definition of community engagement and related terms. **(Maximum word count: 500 per response below)**

List the terms and definitions here that provide the institutional standards for community engagement. Provide context for the creation of the definition and standards of high-quality community engagement, including how it was determined and approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus. Additionally, you can provide a website link where the institution-wide definition of community engagement appears. You may skip "b" below if you answer "a" here. Proceed to “b” if unable to answer “a”.

The strategic plan highlights UTA’s community engagement emphasis. “The University’s future successes will be underpinned by the vitality of our renewed and future external relationships. We must…extend and deepen our partnerships in the community,” the plan reads. Community engagement is based on collaborative problem-solving contributing to community well-being, regular consultation to align collaborations with community and university needs, and participation in initiatives to support community-driven projects.

The plan includes significant community input following year-long engagement sessions, planning meetings, interviews, focus groups, and stakeholder feedback. The plan calls for the establishment of a community engagement office to facilitate collaboration and dialogue, and to develop a strategy to maximize community impact. Details about the office and its scope will emerge as the plan is implemented. The Center for Service Learning (CSL) now serves as a hub for UTA’s efforts. CSL in 2024 launched an initiative to capture community engagement inside and outside service-learning. “We know that UTA faculty and staff collaborate with community partners through service learning, campus-community volunteerism, service on nonprofit boards and committees, collaboration on grants, and more,” CSL writes on its Are You Community Engaged? webpage, asking faculty and staff to consider how their community work “fits within the goals of the strategic plan” and to report that engagement via a survey, which the Provost highlighted in a 2024 monthly newsletter.

CSL designates classes as service-learning courses if they: address community-identified needs heightening student civic awareness; ensure service is aligned with course outcomes; demonstrate a clear connection of service and academic content; include structured academic analysis and reflection; and forge a partnership that is appropriate for course activities. UTA, through the Center for Service Learning, adopted the following definition of community engagement, taken in part from the American Council of Education, Elective Classification for Community Engagement definition of community engagement:
Community engagement is a collaboration between institutions of higher education and their external communities (locally, regionally, nationally, and globally) in a context of partnership and reciprocity for the mutually beneficial exchange of knowledge and resources that

contributes to the public good.

CSL was launched in 2001 to help faculty integrate service into coursework to promote civic responsibility while advancing students' educational and career goals through high-impact, experiential learning experiences. CSL seeks to expand transformative education, enlarge student perspectives, and empower students to make a positive difference. Service learning can take many forms. Public health students created campus-wide anti-smoking events in partnership with Human Resources. Broadcast students developed videos for area nonprofits. Landscape architecture students worked with municipalities to protect coastal islands from floating garbage. Communication technology students built websites for community groups. At UTA, the community becomes an important part of the curriculum.

Faculty across disciplines engage students with the community through 148 academic courses. CSL trains new faculty cohorts each semester through its Service Learning Faculty Fellows program and through workshops open to faculty and staff. CSL lives its values. When Dallas College sought mentorship, CSL welcomed its representatives into UTA's service-learning faculty fellows cohort in Fall 2024.

b. If your campus does not have an institutional definition of community engagement, are there definitions and standards provided within a unit or division that are used to define community engagement? If so, list the terms and definitions for high quality community engagement. If you answered "a", skip.

N/A

3. Describe how the institution ensures that students, faculty, staff, and community partners have equitable access and opportunity to community engagement activities and partnerships. Equitable access and opportunity require focused efforts to address systems and structures that create barriers to participation. **(Maximum word count: 500 per response below)**

a. Describe the relevant contexts—both within the institution as well as beyond (local, regional, national)—that shape how equitable access and opportunity in community engagement is defined, discussed, planned, enacted, and held accountable on your campus.

UTA is committed to maintaining, expanding, and deepening its connections to the communities around it—and it has created a culture of expectation for access to community engagement

opportunities. Although a 2024 Texas law prohibits diversity, equity, and inclusion activities, UTA's culture ensures that all students, faculty, and staff have opportunities to participate in community-engaged opportunities. Service learning and public service are encouraged through, for example, student organizations and administrative leadership along with athletics and community-university programs and events across campus. Indeed, as U.S. News & World Report's sixth most diverse university nationally, UTA has a demonstrated commitment to supporting all learners.

To ensure access and opportunity in community engagement is a reality, the university has developed a variety of programs, policies, and procedures that will be detailed in question 3(b) below. However, one noteworthy initiative is the Maverick Advantage program, which encourages any student to participate in high-impact activities like community engagement through service-learning or volunteerism. To earn the Maverick Advantage distinction, students must complete at least three of the five distinguishing activities and reflect on how these activities shaped their academic journey and worldview. By completing these requirements, students earn a stole they can wear as part of their graduation regalia. A total of 349 students earned the distinction in fall 2024, and 293 of them—84 percent—highlighted community engagement activities in their applications.

Reflective of the university's open, community-friendly boundaries and commitment to serving the community equitably, UTA Libraries is committed to being a community touchstone for access and activities. Four thousand community members visited UTA Libraries in fall 2023, followed by 6,480 visitors in spring 2024 and 5,054 in fall 2024. Those numbers do not include tour groups. UTA Libraries offers free parking for organized events, ensuring community members of all backgrounds can participate without financial concerns. The library spaces themselves are open to all community members during regular hours, and computer resources are available to any community member needing them. Community members may use scanners, 3D printers, and woodworking tools to bring their projects to life. UTA Libraries efforts are supported by the Friends of the UTA Libraries, a group established in 1987 that includes community and civic leaders committed to enhancing resources for the Libraries. The Friends provide input and feedback that helps to guide UTA Libraries in its programming and fundraising efforts.

b. Describe institutional systems and structures that address equitable access and opportunity in community engagement for students, faculty, staff, and community partners. This may include, infrastructure, programs or initiatives, policies, procedures and practices,staffing, office, finance, network or coalition of centers, campus climate survey, hiring/recruitment etc.

UTA has instituted structures and systems to ensure access and opportunity in community engagement for students, faculty, staff, and community partners. As referenced in question 3(a), the Maverick Advantage program is open to all students and encourages participation in experiential learning opportunities, including community engagement. Moreover, the Center for Research on Teaching and Learning Excellence in the Division of Faculty Success provides academic-year-long training for faculty to incorporate these high-impact opportunities into their classes through its Maverick Advantage Faculty Engagement (MAFE) Faculty Fellows Program. Meeting monthly, MAFE fellows receive training on incorporating Maverick Advantage activities (Leadership, Global, Career, Community Engagement, Research) into courses, ensuring students

have access. A total of 69 faculty members from UTA's nine schools and colleges have participated in the fellowship and aligned Maverick Advantage distinguishing activities into their teaching. These faculty represent more than 30 disciplines ranging from architecture and art to biology and mechanical and aerospace engineering. Faculty fellows can earn up to $2,500 in professional development funds by completing the MAFE program.

UTA's CSL also supports faculty integrating community-engaged service-learning work into coursework through semester-long programs and fast track seminars. Three of the four seminars are held in reciprocity with area nonprofits; the nonprofit provides a meeting room for the two-hour seminar, and in turn, the agency is given 30 minutes to share information about its needs and partnership opportunities. Usually, the partner provides the faculty members with a tour of the facility. Nearly 150 service-learning courses are taught by more than 100 faculty throughout most of UTA's colleges. A total of 188 faculty and staff members teaching courses ranging from architecture to sociology have gone through the training. Students can locate courses through faculty outreach and through activities of the Academic Community Engagement (ACE) Ambassadors, who promote community engagement through tabling events, posters, and presentations. These efforts ensure students have opportunities to connect academic learning with real-world challenges. CSL's partner survey, event attendance surveys, and one-on-one conversations create pathways for a strong community voice. Faculty and students invite partner feedback before, during, and after a project is completed. Service Learning Faculty Fellows can earn up to $1,000 in professional development funds for participating in the CSL training program.

In addition, UTA's Maverick Pantry presented by Kroger initiative addresses barriers like food insecurity, allowing students and staff to focus on engagement without concern for basic needs. The Maverick Pantry provides baby food, formula, and diapers for student parents; discounted cap and gown rental for commencement; and a professional development closet stocked with work-appropriate clothing for students going to interviews.

c. Describe how the campus ensures that community partners have "significant voice" and input into institutional or departmental planning and collective goals.

Leadership at the University of Texas at Arlington understands it cannot be a strong or reliable partner without ensuring community partners have significant voice and input into planning and collective goals. Consequently, the university has worked to establish multiple and varied communication channels to secure dialogue between UTA and the community.

For example, the President's Advisory Board is a collection of alumni, prominent community members, and other non-alumni who have demonstrated a significant interest in UTA's future. The board meets with the president to collaborate on university initiatives and projects like the UTA 2030 strategic plan and the campus master plan. The board is now advising the president on the university's first comprehensive philanthropic campaign. In addition, the President's Office, Development and Alumni Relations, and Government Relations are actively involved in various community and political organizations, allowing for enhanced collaboration. Examples include local chambers of commerce and the North Texas Commission, a public-private partnership that works to ensure the vibrancy of the North Texas region.

UTA also regularly convenes advisory boards and committees, such as the Innovation and Economic Prosperity (IEP) Steering Committee, which incorporates the voices of external stakeholders into institutional planning. The IEP process, undertaken to earn IEP designation from the Association of Public Land-Grant Universities, involved more than 2,300 internal and external stakeholders, providing a platform for diverse input on UTA's economic and community engagement strategies. The university also holds recurring forums and focus groups to better understand stakeholder needs and to refine institutional goals. UTA shares the results of these efforts through a variety of communication channels, ranging from social media to UTA's community newsletter, "College Town, UTA," which is distributed to all Arlington residents.

In the service-learning context, UTA's Center for Service Learning regularly engages with community partners, providing them with a variety of ways to ensure the community voice is heard. In 2024, UTA's CSL created surveys for community partners. In addition, individual instructors offering service-learning courses seek input from their community partners. CSL also hosts major events bringing community partners and the UTA community together to share, collaborate, and potentially build service-learning opportunities.

d. Describe the resources made available to community partners that support community engagement (e.g., professional development, compensation, materials, space, acknowledgement, awards).

UTA offers a variety of resources to community partners that support community engagement. For example, the MavMentors program provides career and personal readiness beyond college and a mentorship platform for alumni that brings together current and former students and area employers. With 57% of UTA's more than 280,000 alumni living in the North Texas region, and nearly 80% still living in the state, alumni represent a vibrant part of the community. One former student who did a service-learning project with a nonprofit called For Love & Art is now an advocate for the nonprofit, representing it at the annual Faculty/Community Partner Networking Social. Another former student started a nonprofit called Cards for Cubs that now serves as a community partner with the mission of providing hope to kids in foster care by distributing handmade cards. A regional healthcare giant employs UTA alumni and actively seeks UTA interns with the goal of hiring them after graduation, while the UTA Career Development Center invites local businesses to interact with potential employees through its campus services and employment fairs.

UTA offers its facilities as community events venues. UTA Fort Worth saw a 35% increase in event requests in 2023-24, 74% of which came from external organizations. This open-door policy emphasizes UTA's commitment to accessibility and opportunity for community partners and area businesses.

UTA's Center for Service Learning hosts service-learning social and networking events that recognize community partners and provide a venue for community agencies to begin or enhance collaborations with service-learning faculty members. The events, open to community nonprofit agencies as well as UTA faculty and staff, facilitate conversations between community partners and UTA. Events like these provide a conduit to capture the community voice and engage in dialogue.

The College of Business hosts an annual Mavs100 event, which celebrates and issues awards to

the top 100 UTA alumni-owned businesses in the community. This celebration of entrepreneurs is designed to honor the 100 fastest-growing UTA alumni-owned or UTA alumni-led businesses. These businesses represent an important economic engine for the region. A recent economic impact study, conducted in early 2023, documented UTA's $28.8 billion regional economic impact, with almost 250,000 jobs created by UTA and its alumni. In addition, UTA Fort Worth has been a sponsor of the Rotary Club of Fort Worth Minority Business Awards since the awards began in 2021. More than 300 local minority-owned businesses have benefited, and more than 15 past winners have been offered a $20,000 tuition reduction scholarship for the UTA Executive MBA program.

For area businesses and their employees, UTA offers a wide range of compliance and other forms of training through Extension and Extended Campus. Whether it's OSHA training or compliance assistance training for those managing environmental challenges, UTA's EEC offers convenient and affordable education opportunities. EEC provides professional training and education to more than 35,000 participants annually and works with more than 2,000 partners and employers annually.

e. In what ways does the campus collect information from partners to ensure accountability to the community—in particular reciprocity, mutual benefit, and respect?

The University of Texas at Arlington uses a variety of means to collect information from partners to ensure accountability to the community. For example, as UTA conducted its Innovation and Economic Prosperity self-study, it made extensive use of surveys to assess the importance and performance of its economic engagement activities. Surveys of both internal and external community members provided insights into areas of strength and opportunities for growth.

UTA also makes use of structured feedback mechanisms. As an example, UTA leadership regularly convenes focus groups with invited community leaders and partners to ensure ongoing dialogue about shared goals and challenges. The Center for Entrepreneurship and Technology Development hosts regular events and workshops to solicit feedback on initiatives and resources.

In addition, UTA uses data to ensure accountability. UTA tracks and shares metrics like the $23.8 billion regional economic impact and alumni contributions to local economies to ensure and demonstrate mutual benefits. UTA shares this type of data through a variety of media, including UTA Magazine for alumni and through "College Town, UTA," a community newsletter mailed to all Arlington residents. Moreover, UTA uses findings from surveys and stakeholder consultations to inform growth and improvement plans, reinforcing reciprocity and respect in partnerships.

UTA's Center for Service Learning conducts regular surveys of community partners to ensure academic-community partnerships are based on reciprocity, mutual benefit, and respect. The data is shared confidentially with faculty, who, as appropriate, tweak their partnerships to make certain the needs of partners and students are met. In addition, CSL maintains ongoing dialogue with existing and potential community partners to assess evolving needs and create new academic community partnerships.

In addition, UTA ensures accountability by consulting with community partners before initiatives are launched. As referenced earlier, the President's Community Advisory Board is a collection of external leaders in the communities UTA serves who work directly with the president on strategic initiatives, like the UTA 2030 strategic plan, the campus master plan, and the planned comprehensive fundraising campaign. In addition, the President's Office, Development and Alumni Relations, and Government Relations are actively involved in various community and political organizations, allowing for enhanced collaboration. Examples include local chambers of commerce and the North Texas Commission. By speaking with, not at, community partners before actions are taken, UTA makes accountability a priority.

UTA's dedication to access and meaningful community partnerships is evident through its structured mechanisms for ongoing feedback and collaborative planning. These efforts ensure that community voices are integral to institutional and departmental decision-making, fostering relationships built on trust, mutual benefit, and respect.

4. Describe the infrastructure to support and advance community engagement: **(Maximum word count: 500 per response below)**

a. Title of the campus-wide coordinating infrastructure(s) (center, office, network or coalition of centers, etc.), as well as reporting structure, staffing, and purpose and goals to support and advance community engagement. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement.

UTA recognizes its need for infrastructure to enhance its significant but diffuse community engagement efforts. UTA's previous Carnegie self-study highlighted the need for a mechanism to document, nurture, and promote community engagement. As noted earlier, UTA's strategic plan envisions the creation of a community engagement office to liaise between the university and external partners to facilitate collaboration and communication.

Several units currently drive most but not all community engagement. As noted previously, the Center for Service Learning coordinates service-learning and provides training to foster community-engaged pedagogy. CSL is located within the Center for Research on Teaching and Learning Excellence and is headed by Associate Director Susan Dequeant, who is program lead for both the Service Learning Faculty Fellowship and the Maverick Advantage Faculty Engagement programs. She is supported by NaKesha Brown, coordinator II, and by faculty who lead monthly service-learning and MAFE seminars. She oversees student workers and Academic Community Engagement (ACE) Ambassadors, students supporting CSL's work. ACE Ambassadors seek to increase awareness and encourage the development of community engagement. CSL also created the ACE Faculty Liaison team, which consists of faculty members (one per college) who interact directly with CSL and ambassadors to improve data collection, service-learning awareness, and interconnectivity between CSL, faculty, and students. CSL

serves as the data collection hub for UTA's community-engaged activities.

CSL collaborates with departments across campus, as with volunteer fairs hosted with the Follett Student Leadership Center. CSL also collaborates with the Career Development Center on workshops like Engage with UTA!, which invite community partners to campus to learn how to collaborate on work-study, service learning, and volunteer opportunities. CSL also works with the Office of Sustainability to help faculty mesh service learning, community engagement, and sustainability in coursework. The Office of New Student Courses in the Division of Student Success collaborates with CSL to incorporate service learning into courses for new students. Office staff go through the faculty fellows program to learn how to implement service learning effectively while promoting student community engagement. New student courses serve all students on campus, and incoming students are required to take a course. These courses serve thousands of students annually and they involve every college and school at UTA.

UTA Volunteers, an organization of students under the direction of the Division of Student Affairs, organizes numerous community engagement opportunities open to all students throughout the school year, activating more than 2,000 students and 110 community partners.

The Office of Sustainability encourages community participation in its events, workshops, and initiatives through its newsletter, direct outreach, and involvement with community organizations. The office is headed by Meghna Tare, UTA's chief sustainability officer, who founded the Regional Center of Expertise for Education in Sustainable Development Goals in North Texas. It has earned awards and recognition in 2021, 2022, 2023, and 2024 for community-engaged projects like a partnership with Texas Health Resources Blue Zones Fort Worth focused on food recovery and reuse. RCEs support multi-stakeholder implementation of the U.N. Sustainable Development Goals at regional levels through education and training.

b. Internal budgetary allocations dedicated to supporting institutional engagement with the community. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.

The Center for Service Learning, referenced above, is permanently funded to promote and enhance the university's mission of building academic-community partnerships built on reciprocity, mutual benefit, and respect.

The same is true for the Texas Manufacturing Assistance Center. Since 1995, UTA has supported this manufacturing extension partnership program. TMAC has worked with nearly 5,000 companies since it began operations, delivering hands-on business management, technology, and operations solutions to businesses and government. In recognition of its long-standing success in engaging UTA resources in support of thousands of jobs and billions in new or retained sales, TMAC recently received $7.5 million in new state funding to help strengthen the state's manufacturing industrial base.

Meanwhile, UTARI—the University of Texas at Arlington Research Institute—considers building sustainable relationships with regional business and industry as key to its mission. UTARI, a fully funded initiative, provides industry with staff, prototyping, fabrication, assembly and packaging equipment, and testing and reliability equipment.

These are among the essential university resources that support institutional community engagement. They support faculty in integrating community engagement into coursework, provide students with opportunities to connect what they learn in the classroom to the challenges faced by communities, and deliver community partners with expertise and assistance while promoting workforce readiness and economic development.

This Carnegie self-study process has revealed that expenditures supporting institutional engagement with the community are likely underreported. According to the UTA budget office, it is possible to flag expenses for community or community-engaged events, but this special coding is neither broadly known nor widely used across campus. Consequently, enhanced expenditure tracking for community engagement may be possible in the future, though adoption will require further discussion, training, and education efforts.

c. List any strategic fundraising efforts or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement.

UTA is planning to launch its first-ever comprehensive giving campaign to support student success, enhance research initiatives, support capital projects, and expand community engagement. The focus on funding community engagement activities reflects UTA’s continued commitment to being a strong, reliable, and impactful partner with the communities it serves. While specific earmarks have not been finalized, community engagement funds will help to ensure UTA is a university where teaching, research, outreach, and service are intentionally entwined with its communities’ well-being.

The fundraising initiative dovetails with UTA’s history of strategically mobilizing resources to support community engagement through fundraising, external grants, and endowments. The Maverick Pantry presented by Kroger is a critical community resource and represents community engagement. Kroger provided a five-year, $250,000 commitment to the pantry as part of its Zero Hunger Zero Waste commitment. The pantry aims to tackle food insecurity for the university community among other priorities. Other university efforts include the $60 million investment through the Recruiting Innovative Scholars for Excellence (RISE 100) program to enhance faculty capacity for community-engaged research and innovation. In addition, the Office of Sustainability has secured grants and awards, including the 2022 National Leadership Award for food recovery, to support sustainability and community partnerships. In 2024, UTA won the STAR (State of Texas Alliance for Recycling) Texas Environmental Leadership Award for its post-consumer composting program, which has diverted more than 60,000 pounds of compostable material from landfills. UTA’s Biomanufacturing Innovation Hub—which is supported by state and private funding—strengthens regional workforce assets, accelerates commercialization, and fosters economic growth through partnerships with industry and government. Endowment support is also critical, providing long-term funding for programs like UTA’s Center for Service Learning and the Center for Entrepreneurship and Technology Development.

Faculty have earned grants that support community engagement. One grant was a nearly $35,000, twelve-month planning project led by a multidisciplinary cohort of 16 faculty members from the College of Liberal Arts and the College of Nursing and Health Innovation. As part of the

work funded by the National Endowment for the Humanities grant, the cohort established dynamic communication and partnerships with the Dallas-Fort Worth community to provide experiential learning opportunities for students. The group identified opportunities with Dallas Children's Hospital, Evergreen Cultural Art Center, Hospice Plus, Neuro Rehab VR, and UT Southwestern Medical Center. To strengthen the Emerging Mavericks program, launched last spring to support students aging out of foster care or those challenged by homelessness, the Communities Foundation of Texas awarded UTA $250,000 over the next three years to address essential needs, including housing assistance and mental health care. Emerging Mavericks features case management for individual students and mentoring, along with academic support, to offer a holistic program of assistance to increase retention and graduation rates. In response to the Texas teacher shortage, the Sid W. Richardson Foundation awarded UTA a $250,000 grant for the new Alternative Certification Program for teachers. The program provides a pathway for aspiring teachers with a bachelor's degree in a non-education field to earn their teacher certification.

5. Describe how community engagement efforts have been impacted and shaped by recent local, national, and/or global events, such as the COVID-19 pandemic, greater attention to racial and social justice, the crisis of decreasing trust in democracy and institutions, and natural disasters. (Maximum word count: 500)

Like all institutions of higher learning, the University of Texas at Arlington experienced the headwinds of major regional, national, and global events ranging from the COVID-19 pandemic to the crisis of decreasing trust in democracy and institutions. UTA was aggressive in meeting these challenges. For example, it established the Maverick Pantry, referenced in earlier responses, in 2021 to help UTA community members experiencing food insecurity. That effort was bolstered by a five-year, $250,000 commitment from Kroger. The Maverick Pantry now serves more than 4,000 students. UTA also adapted service-learning programs to include virtual engagement opportunities during the height of the COVID pandemic, ensuring continued student and community collaboration. The COVID era also spawned workforce development initiatives, including new degree programs like Resource and Energy Engineering, to keep the university aligned with emerging workforce needs post-pandemic.

UTA provides targeted support aimed at student success for all Mavericks. Whether through programming offered to first-year students living in Residential Learning Communities or other supports, UTA remains firmly committed to ensuring its graduates will have the skills necessary to take their place in the workforce upon graduation.

As part of its continued efforts to promote trust in democracy and democratic institutions, UTA regularly hosts events like UTA Libraries' Constitution Day as well as voter registration drives. Civic-focused student organizations and university leadership programs for students, detailed elsewhere in this self-study, also contribute to positive participation in public life. The Political Science Department also engages broadly with the community, often driven by recent events. For example, Dr. Mark Hand published a piece in The Conversation, a popular global online magazine, about how assigning participation in elections and campaigns as coursework helps students gain confidence in U.S. democracy. Dr. Chris Chambers-Ju also wrote for the magazine about the power of teachers' unions in the U.S. and around the world, while Dr. Xavier Medina Vidal wrote about what the election of Mexico's first female president means for women in the

country. Dr. Brent Sasley was selected as a fellow for Good Authority, a global online magazine that uses political science research to analyze contemporary events. A group of six graduate students in sociology served as selection clerks at a voting site in east Arlington.

As natural disasters and environmental challenges rock the world, UTA's Regional Center for Expertise in Sustainable Development actively addresses climate resilience and environmental sustainability through partnerships with local governments and nonprofits, while initiatives like the Sustainability Dashboard and Greenhouse Gas Inventory track and reduce the university's environmental footprint.

Through its strategic investments, adaptive programming, and alignment with societal needs, UTA has demonstrated resilience and innovation in advancing its community engagement efforts amid significant regional, national, and global challenges

6. Describe how the institution tracks and assesses engagement with communities. Be sure to describe: **(Maximum word count: 500 per response below)**

a. How the institution maintains systematic campus-wide tracking of engagement with the community, including the purpose for tracking, what data is collected, what systems are used to track data,who is responsible for collected data, how often data is collected, and how data is used.

Although UTA tracks and assesses civic engagement in a variety of ways and uses the data to inform programming and enhance student learning, the Carnegie self-assessment has helped the university identify the need for a central tracking system. UTA is currently using its Are You Community Engaged? survey distributed and monitored by the Center for Service Learning to get an accurate point-in-time reading of Carnegie community-engaged activities taking place across campus.

Data that includes community engagement metrics are collected in a variety of additional ways. For example, the Undergraduate Exit Survey tracks students' co-curricular activities such as service-learning, volunteering, and community service work both inside and outside UTA. This survey also tracks student engagement with student and professional organizations and leadership positions held. In addition, the National Survey of Student Engagement tracks service learning as a high-impact practice. Such data provide a snapshot of students' access to and involvement in community-engaged activities.

Stakeholder surveys conducted as part of the Association of Public and Land-Grant Universities Innovation & Economic Prosperity Program designation process provide insights into the effectiveness of community engagement activities. Additionally, the Center for Service Learning tracks the number of service-learning classes and student time spent on community engagement. CSL also surveys community partners to ensure their voice is heard and that their needs and goals are met. The university additionally tracks and analyzes participation in civic programs and economic impact.

The Office of Alumni Relations uses the CASE Alumni Engagement Metric Survey, which tracks volunteerism, experiences, philanthropy, and communication. The survey allows the office to track the total number of unique alumni who have been engaged with the university. For fiscal year 2024, the total was approximately 16,000, a figure that has grown over the past four years. Tracking alumni engagement takes on added significance given that the bulk of UTA's roughly 280,000 alumni are in the North Texas region.

As UTA works to create a sustainable, centralized tracking system, the "Are You Community Engaged?" sustainable data collection regime is intended to help inform programming and ensure that community engagement efforts align with both community and institutional goals.

b. Any campus-wide assessments or self-studies of community engagement (not including this application) that has taken place in the last five years, including the purpose for the assessment or self-study, what data were collected, who was responsible for conducting the assessment or self-study, how is the assessment or self-study were used.

The University of Texas at Arlington conducted a campus-wide self-study that included an examination of community engagement in 2023-2024 as part of its application to the Innovation and Economic Prosperity University Designation Program sponsored by the Association of Public Land-Grant Universities. The self-study team was assembled by President Jennifer Cowley and included significant contributions from community partners. The robust self-study identified UTA's demonstrated success in workforce development, sustainability, and community engagement while also revealing opportunities for growth and improvement. The self-study's data collection efforts centered on gathering perceptions of UTA's performance in economic engagement activities among internal and external stakeholders. The university used the study to determine perceived strengths and weaknesses in its economic engagement activities and to formulate a growth and improvement plan that is in alignment with the university's strategic plan.

For example, both internal and external stakeholders saw a need to enhance the university's communications about its contributions, resources, and achievements benefiting the region. Internal stakeholders identified a high need to create a more supportive culture for economic development through innovation and entrepreneurship. Both internal and external stakeholders wanted to see UTA increase new educational opportunities and avenues for engagement with external corporate and economic development partners. Those three targeted areas are encompassed within the UTA 2030 plan.

UTA also applied for the Carnegie designation for community engagement in the last cycle. The university strategic plan specifically includes measures to address areas identified as growth opportunities, including creation of a university hub to work in tandem with other areas of campus to support UTA's impactful but diffuse community engagement activity. Coupled with the plan's call for the creation of a cohesive community engagement strategy that maximizes UTA's positive impact on the communities it serves, the vision for this new office or hub is to foster the development of community-based academic, research, and cultural projects that involve faculty, students, and community members in meaningful opportunities.

SECTION 3: Institutional Identity and Culture

1. Describe how executive leadership of the institution (president, chancellor, provost, chief diversity officer, trustees, etc.) explicitly promotes community engagement as a priority.

UTA leadership promotes community engagement as a priority through both word and action. One of the pillars of the president's UTA 2030 strategic plan calls for emphasizing community engagement and maximizing "UTA's impact in the communities it serves through leadership and advocacy" while promoting "the prosperity and achievement of our community through active advocacy, assistance, and collaborative partnerships."

Provost Tamara Brown has directed the university's schools and colleges to amend promotion and tenure guidelines to reward community engagement activities. While this directive will be fleshed out later in this self-study, it serves as evidence of executive leadership's commitment to prioritizing community engagement.

That level of commitment is shared at the school and college level. For example, several schools and colleges have community advisory boards. The College of Business Advisory Council includes representatives from local banks, real estate firms, medical providers, financial advisers, business leaders, and the Arlington Tomorrow Foundation. Working with the college's leadership, these board members help guide the College of Business to ensure its education, research, and service are aligned with local industry and community needs.

One element of UTA 2030 calls for continued development of community-based academic, research, and cultural projects that bring faculty, students, and community members together. UTA already offers high-quality events open to the public, like the celebrated Maverick Speakers Series, which allows the university community and area residents to collectively consider "the ideas, actions, solutions, and people that impact the world around us." UTA also directly engages and collaborates with the downtown Levitt Pavilion to bring free music and festivals to Arlington residents.

UTA 2030 was developed with extensive input from the community, which is already engaged in deep relationships with UTA. As one example, when the Arlington Tomorrow Foundation wanted to determine the capacity of the city's non-profit sector, it turned to UTA for help. The Arlington Tomorrow Foundation is a public charity established by the Arlington City Council and permanently endowed to fund grants supporting nonprofits in the city. As referenced earlier, two UTA Public Affairs and Planning professors engaged classes in service-learning projects to catalog Arlington nonprofits, assess their ability to effectively achieve their goals, and present their findings to the Arlington Tomorrow Foundation. The researchers held a workshop at the end of the 18-month research project and encouraged the nonprofits to share their needs and challenges while pointing to available resources. Similarly, when Arlington and the Tarrant Area Food Bank looked for ways to get food to people in need, they partnered with UTA on a pilot project to use drones and robots to deliver nonperishable food items. Partnerships like these spring from both leadership's vision and from the desire of faculty to provide students with experiential learning opportunities in community-engaged activities. From dual credit partnerships with the Arlington and Grand Prairie school districts to storytelling for area institutions like the Arlington Museum of Art, UTA is deeply invested in community engagement

and is poised to reaffirm that commitment.

2. Provide a letter from the president/chancellor or provost (vice president for Academic Affairs) that includes the following: (Maximum word count: 500)

- *Their perception of where community engagement fits into their leadership of the institution,*
- *A description of community engagement's relationship to the institution's core academic identity, strategic direction, and practices, and*
- *How community engagement is institutionalized for sustainability in the institution.*

Please EITHER copy and paste the text of the letter in the following textbox OR provide a web link.

When I began serving as president of the University of Texas at Arlington, I recognized the University had spent the prior few decades on an upward trajectory aimed at becoming a national research university. This effort ultimately was rewarded with an R-1 designation from the Carnegie Classification of Institutions of Higher Education.

My arrival was the perfect time to start our next chapter: a focus on the communities we serve. I could see there already was much good work happening across our campus. Yet I clearly saw opportunities to deepen our engagement with communities across the Dallas-Fort Worth region.

Declaring that we can be both a national research university and a place-based institution brings tremendous focus on the communities that surround us. One of our strengths is a mission focused on equity and access, embracing that our students can grow to become engaged citizens, agents of change that our region needs, and thoughtful partners that ensure our communities thrive.

Community engagement is embedded in our vision and strategic plan. UTA's vision is "To have a lasting impact on the communities we serve by developing the talents of our students, leading in innovation and discovery, and fostering a culture of engagement." Our strategic plan, UTA 2030: Shared Dreams, Bright Future, presents a roadmap where we support the development of our students as engaged citizens and grow the positive impact our University has on the communities around us.

To ensure our students are developing community engagement and engaged citizenship skills, we have a number of initiatives underway. For example:
• We launched comprehensive internship opportunities with a local city and school district providing students across disciplines opportunities to engage in public service.
• We are in the process of setting up a public service institute that will develop students to value community as a priority and motivate them to be part of the change through a range of programming, service-learning and internship opportunities.
• A UTA research team is helping meet the ongoing internal and external needs of the Arlington nonprofit sector by developing a comprehensive research study to support the collective capacity of the sector.
• To address our region's teacher shortage, we partnered with local school districts and their superintendents to create an online certification program for bachelor's degree holders pursuing careers in teaching.

These current examples illustrate our comprehensive commitment to expanding the University's impact. The strategic plan enables a cohesive and sustainable community engagement strategy

that maximizes our university's positive impact. By 2030, I know that we will have created a much deeper impact.

I have dedicated my career to working in partnership with communities. The impact we create as anchor institutions is extraordinary, transforming not only our students but also the communities around us. I am grateful for the opportunity to lead an extraordinary institution that shares an aspiration to ensure our University is a transformative agent of change in partnership with the diverse communities around us. Together, our university and region are flourishing.

Jennifer Cowley, President

OR upload a PDF copy of the letter below:

-- empty or did not respond --

3. Describe how community engagement is emphasized as part of the institution's brand message identity or framework. (Maximum word count: 500)

UTA's brand message is built on community engagement. UTA's vision statement asserts that the university strives "[t]o have a lasting impact on the communities we serve by developing the talents of our students, leading in innovation and discovery, and fostering a culture of engagement." That vision is animated by values: UTA works to build "authentic partnerships to leverage access, skills, talents, and knowledge to achieve desired results," building "a thriving community that demonstrates appreciation, value, and respect for all individuals."

To encourage and track community engagement, the Center for Service Learning in 2024 launched its "Are You Community Engaged?" initiative to gather stories and data about community-engaged activities woven throughout UTA. This effort provides faculty and staff a way to share their service learning, volunteerism, nonprofit board service, grant collaborations and other community-engaged activities. CSL also launched its Academic Community Engagement (ACE) Ambassadors program. Ambassadors support CSL's work by engaging with students, staff, faculty, and nonprofits through on-campus activities, social media posts, planning sessions, and presentations to foster community engagement.

As UTA crafted its campus master plan to guide physical improvements, it sought and received input from the campus and Arlington communities that included extensive discussions about better integrating UTA and downtown Arlington. That effort is neither new nor without teeth; UTA has provided the Downtown Arlington Management Corp. $120,000 annually since 2010 as part of an interlocal agreement with Arlington to fund the nonprofit development group.

UTA amplified its community engagement efforts in 2024, announcing a new campus to be called UTA West to meet the region's needs while fostering economic development. Fort Worth is the nation's second-fastest growing major city, and Parker County on the city's western edge is the nation's eighth-fastest growing county. This region is projected to add 1 million people in 30 years, spurred by major industries in need of educated workers. Lockheed Martin and Bell

are nearby, and new employers are eyeing the region as future homes. While the area west of Fort Worth is served by two-year colleges, it lacks a high-quality, four-year institution.

UTA West's scope is being guided by community input. Residents within 10 miles of the proposed campus shared their vision for the university through surveys, and UTA held extensive meetings with civic leaders to get their input. Fort Worth Economic Development Partnership President Robert Allen lauded the campus as "a transformative investment in our community's future." UTA West marks a new milestone in a long partnership with Fort Worth. The UTA Research Institute, founded in east Fort Worth in 1986, conducts $16 million annually in high-tech research. UTA established UTA Fort Worth Center in 2007 to serve working professionals and businesses through high-quality academic programs. In 2023, the UTA Institute of Urban Studies opened at UTA Fort Worth Center to provide technical assistance, research, education, and teaching opportunities for city and county governments and nonprofit organizations.

These capital investments put UTA's mission and vision into action, ensuring UTA's infrastructure is community engaged so that its culture can be, too.

SECTION 4: Quality of Community Engagement Relationships and Academic Partnerships

High-quality community engagement partnerships are mutually beneficial, reciprocal and asset-based. Mutual benefit is the assurance that all parties involved achieve outputs and/or outcomes that serve their interests. Reciprocity includes all partners, especially community partners and students, as thought-partners and collaborators who help decide and inform the direction, activity, assessment, and dissemination of the partnerships' efforts. Asset-based is recognizing and valuing the knowledge, capacities, resources, and resilience of all partners, especially community and student partners.

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1. Describe specific systematic actions, strategies and assessment that are used to ensure the institution, academic units (colleges, departments), and faculty and staff are building partnerships that center mutual benefit, reciprocity, and asset-based partnerships. Be sure to describe: **(Maximum word count: 500)**

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a. **What activities and strategies are used to include community partners reciprocally for mutual benefit and collective action?**
b. **How do these activities and practices encourage authentic collaboration and reciprocity with community partners?**
c. **In what ways does the institution collect and share feedback and**

assessment of academic community partnerships and shared goals to deepen, understand and improve reciprocity, mutual benefit, and asset-based engagement?

UTA's Center for Service Learning serves as the training hub and control tower for building and maintaining community-engaged pedagogy that fosters reciprocally beneficial community partnerships. In addition to the annual programming and events that bring community nonprofits and faculty together for networking and collaborative discussions, the CSL website listing of nonprofit partners, and the one-on-one mentoring with agencies and faculty, CSL offers semester-long, paid programming to help instructors learn how to incorporate service-learning projects into their course and build mutually beneficial relationships with community partners. CSL also aids in fostering service-learning projects that enhance student learning while providing value for community partners. Through carefully curated monthly seminars over the course of a semester, CSL guides faculty through the process of incorporating service learning in classes, covering everything from what is meant by service learning to language that should be included in the syllabi of service-learning courses. Three of the seminars are hosted by nonprofits close to campus, with time given to community partners to interact directly with faculty and provide tours of the agencies. CSL also hosts annual partner breakfasts and evening networking events, allowing community partners and faculty to forge relationships. Programming includes presentations on service-learning experiences by students, community partners, and faculty members. In addition, CSL hosts a Student Service Learning Showcase each spring. Students present their projects, with 50% of the presentation focused on critical reflection. Community partners, faculty, and staff attend the event.

The Career Development Center and CSL collaborate to host the Engage with UTA! Workshop for nonprofit agencies, where existing and potential community partners learn how to work with faculty and with the university's Career Center to create partnerships and to get work-study students to assist them in their work.

These activities and practices ensure faculty and community partners understand the importance of reciprocity and mutual benefit to build lasting partnerships. The fellowship program, for example, emphasizes that service learning is not volunteerism but a partnership built on benefit to students and the community. CSL provides resources to facilitate reciprocity and mutual benefit. For example, CSL encourages use of its formal agreement template form to enable community partners, faculty, and students to build partnerships based on mutual understanding. CSL also encourages faculty to invite community partners into the classroom before and after service-learning projects are completed to provide opportunities to collaborate, reflect on the experience, and provide direct feedback that can be used to refine future service-learning projects that center reciprocity and mutual benefit for partners, students, and faculty members.

To track the pervasiveness and depth of academic community partnerships, CSL conducts semester/annual surveys to solicit project insights, assessment methods, and data from faculty leading service-learning classes through its service-learning survey. In addition, CSL collects overall community engagement information from faculty through its Are You Community Engaged initiative survey as referenced in the response to Section 3, Question 3 above. CSL also surveys community partners who visit campus to gauge the effectiveness of resources and

interactions.

2. Describe at least five but no more than eight representative examples of academic-community partnerships (i.e., institutional, centers, departmental, and faculty/staff) that are connected to the academic core of the campus—which includes teaching, learning, and research, and illustrate both the breadth and depth of community engagement during the most recent academic year.

Please keep in mind that you will be requested to offer a list of community partners who will receive a partnership survey after submission of the application. All partners from this section should be included in the partner survey specified in section 10.

Partner #1

Project/Collaboration Title	Seacrest Studios/Red Balloon Network Programming Breaks
Community Partner Name	Seacrest Studios/Red Balloon Network at Children's Health
Community Partner Contact	Jill Pocius, jill.pocius@childrens.com
Name of community organization/group	Seacrest Studios/Red Balloon Network at Children's Health
Campus Partner (person, program, department, center, etc.)	LaDonna Aiken (professor for course), Department of Communication
Purpose of the Community-Campus Partnership	To provide pre-recorded content that helps fill the programming breaks between the live shows created by Seacrest Studios/Red Balloon Network at Children's Health.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	Students learn to create and curate broadcast content for a specific audience and purpose, and Seacrest Studios/Red Balloon Network broadcasts an in-house channel for patients that includes their recorded content between live, original shows. The student work provides fresh, diverse, kid-centric media that is shared on their channel.

Length of Partnership	Each semester, since Fall 2020 (4 years)
Number of faculty involved	1
Number of staff involved	N/A
Number of students involved annually	between 18 and 34 students
Titles of Courses Linked to Partnership	TV Production class BCMN 2358-001
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	N/A
Impact on the community	The video content helps to promote emotional well-being for patients at Children's Health and strengthens our relationship with this community partner. Quote from Abbie Maynard, media program manager in 2020: These are absolutely incredible! Thank you for taking so much time to share these with me and encourage your students to produce such fun, creative and high-quality videos for our patients. They are all approved and ready to be shown to our patients! I am getting them scheduled into our daily rundown right now. If possible, please tell the students we are deeply grateful for their hard work and look forward to sharing their stories with our sweet friends here in the hospital! Their stories will bring joy to countless patients! Thank you for all you do. -Abbie
Impact on the campus	Students are honing their video communication, production, and post-production skills by creating content that is intended for a younger audience. This content can be included in their personal portfolios and helps them earn the Maverick Advantage Distinction. The partnership with Seacrest Studios at Children's Health also brings attention to internship opportunities for our students.

Partner #2

Project/Collaboration Title	Cook Children’s Hospital Laryngoscope Holder
Community Partner Name	Cook Children's Pulmonology Prosper
Community Partner Contact	Andy Kreutzer Andy.Kreutzer@cookchildrens.org
Name of community organization/group	Cook Children's Health Care System

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at Arlington on 2/1/2024. Last modified on 4/11/2025.

Campus Partner (person, program, department, center, etc.)	Prof. Justyn Jaworski, Bioengineering
Purpose of the Community-Campus Partnership	The student team identified a project with a member of the community in order to explore a way to meet their needs by using the engineering design skills. Cook Children's Pulmonology Prosper needed a way to minimize camera movement during vocal cord recordings conducted while running, aiming to capture clear and stable images essential for diagnosing asthma, EILO, and dysfunctional breathing. These conditions must be video captured in real-time, so these examinations are conducted while the patient is in motion, such as while running on a treadmill. This can cause movement of the camera, resulting in the images to be blurred or distorted, hindering the clinician's ability to accurately assess the vocal cord's condition. In this project, the students design a laryngoscope holder to minimize the camera movement, aiming to help improve the ability to capture clear and stable images. The students learned in this project how to work as an engineering team with real world “clients” and not only apply their engineering knowledge but also improve their soft skills.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	In this project, the community partner was able to benefit by having a new design for a laryngoscope holder that could improve the stability for minimizing camera movement in order to improve visualization of the vocal cords. The students benefited in having an opportunity to apply their skills learned in class through a real project with a real clinical need in order to improve their ability to communicate and learn how to effectively use continual validation with feedback during their design process. This also allowed students to see the importance of maintaining constraints within their design process and for seeing the iterative nature of the engineering design process.
Length of Partnership	1 semester
Number of faculty involved	1
Number of staff involved	
Number of students involved annually	4
Titles of Courses Linked to Partnership	Engineering Approaches to Solving Clinical Challenges
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	N/A

Impact on the community	Community partners benefit in having the students provide a potential solution to one of their existing unmet clinical needs. Students provide a prototype to the community partner and the opportunity for further collaboration in continuing the project through senior design courses or other avenues including internships.
Impact on the campus	This provides an experience in which students get the opportunity to engage in need-based design projects and reflect on the real-world community impact they are making. By maintaining the real-world setting for the engineering project, students get to better understand the importance of tolerance as well as manufacturability in addition to preparing realistic cost estimates. In addition, by providing students with a means for applying their biomedical engineering knowledge to the development of relevant solutions to the needs of the community partners this develops students' ability to integrate client feedback during the design and validation process.

Partner #3

Project/Collaboration Title	Hospice volunteering in PHIL 3319 (Biomedical Ethics)
Community Partner Name	Jon Glover
Community Partner Contact	jglover@freedom-hospice.com
Name of community organization/group	Freedom Hospice
Campus Partner (person, program, department, center, etc.)	Dr. Eli Shupe, Department of Philosophy and Humanities
Purpose of the Community-Campus Partnership	During the semester, students focus on bioethical issues at the end of life in the classroom while serving off-campus as direct care volunteers with terminally ill patients and their families.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	PHIL 3319 students at UTA have provided well over 1000 hours of direct patient care in our community. In return they benefit from in-class learning that is more directly connected to their world outside the classroom, they improve their interpersonal communication skills and grow their capacity for empathy, and they end up with an experience stands out both on the professional job market and in application for further study. Some of our volunteers, after being accepted to medical school, told me their volunteer work with the hospice was something that stood out to Admissions Committees. Finally, the relationships the students form with their patients are meaningful and deeply impactful for both parties. Some volunteer with their assigned patient long after the class is over and consider them a close friend.
Length of Partnership	Since 2022 (3 years)
Number of faculty involved	1

Number of staff involved	
Number of students involved annually	Approximately 20-25 per class, 1-2 times a year.
Titles of Courses Linked to Partnership	PHIL 3319 BIOMEDICAL ETHICS
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	Bioethics at the End of Life: Hospice Service Learning and Student Success (Conference presentation, and manuscript in preparation for a philosophy pedagogy journal)
Impact on the community	Our students have spent hundreds of hours supporting terminally ill patients and their families. To qualify for Medicare funding, hospices require 5% of patient care hours to be fulfilled by volunteers, so our contribution also directly facilitates the operations of the hospices with which we partner.
Impact on the campus	Students are excited and grateful for the opportunity to do meaningful work in our community. I often have students who take my class specifically for the service learning, and who recommend it to their peers because of the value of their service experiences. It also gives our students valuable clinical experience and an important perspective on what matters at the end of life

Partner #4

Project/Collaboration Title	Service-Learning, Legal Translation and the Hispanic Immigrant Community: UTA Partnership with Proyecto Inmigrante, Inc.
Community Partner Name	Proyecto Inmigrante ICS, Inc. https://proyectoinmigrante.org/
Community Partner Contact	Douglas Danilo Interiano, CEO, douglas.interiano@proyectoinmigrante.org
Name of community organization/group	Proyecto Inmigrante ICS, Inc.
Campus Partner (person, program, department, center, etc.)	Dr. Alicia Rueda-Acedo, Spanish Translation and Interpreting Program Director
Purpose of the Community-Campus Partnership	Since 2014, students in SPAN 4341 Business and Legal Translation, have translated immigration-related documents for Proyecto Inmigrante, a non-profit organization that provides immigration counseling services. Students are trained to translate official documents such as birth, marriage, and death certificates, municipal letters, certificates of good conduct, and more—the same types of documents they will translate for the non-profit.

Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	A total of 213 students enrolled in this course have contributed 5,678 hours of translation for immigrant families, impacting hundreds of people's lives (over 3,500 translated documents). The average cost of these legal translations would range from $350,000 to $600,000
Length of Partnership	2014 - present (10 years)
Number of faculty involved	1
Number of staff involved	3
Number of students involved annually	20-30
Titles of Courses Linked to Partnership	SPAN 4341 Business and Legal Translation
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	Rueda-Acedo, Alicia. "From the Classroom to the Job Market: Integrating Service-Learning and Community Translation in a Legal Translation Course." Translating for the Community. Ed. Mustapha Taibi. Bristol: Multilingual Matters, 2017. 36-62.
Impact on the community	A total of 213 students enrolled in this course have contributed 5,678 hours of translation for immigrant families, impacting hundreds of people's lives (over 3,500 translated documents). The average cost of these legal translations would range from $350,000 to $600,000
Impact on the campus	This service-learning component helps students improve their translation competence and decision-making process. It also reduces their anxiety when translating while reinforcing their motivation, confidence, and self-esteem as translators, as evidenced in their reflective essays. Students not only strengthen their skills while making a meaningful impact on their immediate community, but the experience also significantly benefits them. While it undoubtedly influences community members, it also prepares translation students for professional practice by fostering job market readiness, self-confidence, civic responsibility, and active citizenship.

Partner #5

Project/Collaboration Title	Preserving Texas German Experiences
Community Partner Name	German American Club of Dallas, Inc.
Community Partner Contact	Kirsten Holzmeier kholzmeier@yahoo.com

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at Arlington on 2/1/2024. Last modified on 4/11/2025.

Name of community organization/group	German American Club of Dallas, Inc.
Campus Partner (person, program, department, center, etc.)	Department of Modern Languages German Language Program, part of the Bachelor in Critical Languages and International Studies
Purpose of the Community-Campus Partnership	Preserve personal histories Foster inter-cultural and inter-generational understanding Preserve facets of the German-American experience in the Dallas Fort Worth Metroplex
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	The Club members share their lived experiences with the students providing them insight in history from the perspective of a “normal person” (Alltagsgeschichte, History of Everyday Life). The students – through their interviews, transcripts, written accounts – help the Club members preserve their stories for their relatives.
Length of Partnership	While the specific project is part of a course and thus will be repeated next time the course is offered, the partnership itself is ongoing. Students participate in events hosted by the German American Club, they volunteer for the Club from time to time,
Number of faculty involved	1
Number of staff involved	
Number of students involved annually	15 (every other year)
Titles of Courses Linked to Partnership	Texas German Experiences
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	Working on an article about the course for an OER publication led by Sarah Shelton
Impact on the community	The project highlights a facet/a community in the multi-faceted DFW community that is often overlooked, and the oral history component also helps to preserve the culture and history of the community for future generations.
Impact on the campus	Provides students with an opportunity for experiential learning: service learning, undergraduate research Provides students with an opportunity to apply their language learning in a real-world setting, to test their knowledge about another and their culture(s), to put their intercultural communication skills to work Provides student with German heritage an opportunity to connect with their cultural heritage

Partner #6

Project/Collaboration Title	UTA-Donna Shepard Annual Camping Trip
Community Partner Name	Donna Shepard Intermediate School, Cedar Hill State Park Texas Parks and Wildlife Dept. , First Rate Inc., Travel and Sports Leisure Foundation
Community Partner Contact	Coach Phil Brown, PhilipBrown@misdmail.org; Daniel Palmer, Superintendent, Daniel.Palmer@tpwd.texas.gov; Craig Wietz, President, cwietz@firstrate.com; Mary German, Founder and Executive Director, Mary@arlington.org
Name of community organization/group	UTA Team-Based Learning and Fitness/Adventure Camping Group
Campus Partner (person, program, department, center, etc.)	Larry Nelson, Associate Professor of Kinesiology, Physical Education Teacher Education
Purpose of the Community-Campus Partnership	The project is a community-based service-learning opportunity that empowers 24 preservice physical education teachers from UT Arlington to plan and lead a camping trip at Cedar Hill State Park with 30 sixth graders from Donna Shepard Intermediate School. The goal of this project is to increase academic and life skills by exposing underserved youth (and early educators) to the health benefits of outdoor recreation and promote hands-on conservation and learning that develops an appreciation and understanding of natural resources and eco-systems.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at Arlington on 2/1/2024. Last modified on 4/11/2025.

Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	Too often, K-16 students have little access to the outdoor/natural world/environment where they can experience and appreciate nature and develop leadership skills. Participants will be challenged with a variety of academic experiments and problem-solving tests (e.g., orienteering skills that utilize reading, math, geography, and/or earth science and ecology questions/lessons taken from the TEKS 8th grade inventory). Fitness activities along the trails include push-ups, mountain-climbers, core work, running and other physical challenges. Teams will earn the largest percentage of points from using accelerometers where data will be aggregated and used in a competitive scoring system. Teams will also get the opportunity to study specific items in nature (via a picture scavenger hunt). Other learnable skills include environmental education, 1st aid and safety, outdoor cooking/nutrition, and emphasizing a caring and compassionate charge for people and special places. Students will also learn to take personal and social responsibility during the trip and support team members in moments of doubt as well as celebrate individual and team accomplishments. The Texas Essential Knowledge and Skills (TEKS) covered in this project are: *Science/Ecology (Chapter 112B-1A, 1B, 2A, 2E, 3A, 5B, 7A, 7B, 12E, 12F). *Physical Education (Chapter 116B-1A, 2A, 3A, 3C, 3D, 4C, 5A-E, 7A-F). http://ritter.tea.state.tx.us/rules/tac/ The reflection component for sixth-grade students includes a series of question-and-answer meetings after school as they learn how to use an accelerometer (e.g., Fitbit) and train for a backcountry event. This includes individual journal entries that reflect their fitness goals (set at the beginning of the semester) and document their actions towards those goals and culminating event at CHSP. All participants will learn how to track exercise outputs and shape behavior toward individual health goals while creating time and activity logs as evidence for meeting goals. Furthermore, participants will collaboratively design and develop a “group” journal during the culminating camping/hiking event where everyone will get a final copy as a reminder/keepsake. The UT Arlington seniors will be required to prepare a 2-page reflection paper that explains how they integrated the theory and content of the course with the project, and how they interacted with and experienced K-12 students. Based on the “Growth-Mindset’ model of learning, candidates will maintain a course accountability schedule for meeting individual goals and performing responsibilities along the way. Additionally, an oral and written self-evaluation of the candidate’s performance will be assessed using the course’s self-evaluation scoring rubric at the end of the semester.
Length of Partnership	February through May
Number of faculty involved	1
Number of staff involved	
Number of students involved annually	45
Titles of Courses Linked to Partnership	KINE 4319 Teaching Outdoor Fitness Adventure
Grant funding, if relevant	Arlington Alliance for Youth Travel and Sports Leisure Foundation

Research projects linked to partnership, if relevant	N/A
Impact on the community	Local teachers in training get hands on experience planning, prepping, and teaching challenging activities. Teamwork and problem-solving skills are essential to this project requiring students to take risks (in a safe and supportive environment) and discover and develop their social, individual, and academic potential. Practical skills will also be necessary for appreciating and protecting the back country environment (e.g., constructing and finding shelter, cooking your own food, knowledge of local soils, flora, & fauna, respect for and education of local wildlife, local watershed, etc.). “Leave No Trace” principles are always emphasized. Goals of this project are to inspire an appreciation of our local outdoor settings while reinforcing grade-level science and ecology comprehension.
Impact on the campus	The teacher candidates leading the project are enrolled in a physical education capstone course (KINE 4319–Teaching Outdoor Fitness Adventure) where they will be trained in science ecology principles and physical education content (e.g., Team-Based Learning), and then plan, lead, and mentor 30-40 students (ages 12-15) in an outdoor fitness adventure challenge/ camping trip in partnership with Texas Parks and Wildlife personnel at Cedar Hill State Park. Teacher candidates will be assigned teams of four students and will meet with them periodically throughout the spring semester (after school) to build teams, teach youth how to use the accelerometers, set fitness and hiking goals, use outdoor cooking and camping equipment, and share information and rules related to the camping trip. The number of hours each teacher candidate will spend on the project will be approximately 20 hours of preparation and 10 hours of experiential/interaction time with students.

SECTION 5: Faculty and Staff

1. Check all of the community engaged resources and support services for faculty in any employment status (tenured/tenure track, adjunct/clinical/non-tenure track, and part/full time) and/or staff who seek to develop or deepen community engaged approaches and methods. Topics may include but are not limited to the following:(Describe three of the topics that have been checked off above in the text box underneath the selected topic and include the purpose, audience, activities, and results. Include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate. **(Maximum word count: 500 per topic)**

(Describe three of the topics that have been checked off above in the text box underneath the selected topic and include the purpose, audience, activities, and results. Include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate. ***(Maximum word count: 500 per topic)***

Faculty/staff fellows, mentors and liaisons
Support and identify potential community academic partners
Funding support for professional development, conference, or travel
Support for seeking external funding (grants, foundations, contracts)

Internal grants for curriculum development and/or scholarship

5.1.1. Student teaching assistants, student fellows and reflection leaders

-- empty or did not respond --

5.1.2. Community Partners Research Ethics Training

-- empty or did not respond --

5.1.3. Community advisory boards, fellows and councils

-- empty or did not respond --

5.1.4. Faculty/staff fellows, mentors and liaisons

-- empty or did not respond --

5.1.5. Support and identify potential community academic partners

The UTA Center for Service Learning provides personalized support for faculty of any employment status to identify potential community academic partners. The Center’s staff is intimately familiar with community partners and their needs, allowing it to connect these partners with faculty to create meaningful, reciprocal academic community engagement. In addition, UTA’s Leadership Center works collaboratively with CSL on events and programming, supporting each other and sharing resources, ideas, and information.

CSL also maintains an active list of community-engagement opportunities for faculty, staff, and students to find service learning and volunteer opportunities. This living list includes opportunities for community partners to post their needs. From the Aberg Center for Literacy to ZERO—The End of Prostate Cancer, this listing of community partners and engagement opportunities is dedicated to those nonprofit agencies with ongoing service learning and volunteer opportunities, and currently numbers near 200 community partners. Community partners with short-term or singular event volunteer opportunities are encouraged to submit their event through a CSL online form, and CSL staff post the opportunity through its Mavericks Lend a Hand social media channels.

In addition, the UTA Office of Sustainability provides support for faculty seeking community engagement opportunities. As one example, the Office of Sustainability’s partnership with the North Central Council of Governments to promote the Air North Texas Campaign created opportunities for students to craft public service announcements to promote clean air habits.

As indicated in earlier sections, the UTA President’s strategic plan envisions the creation of a

new community engagement office to foster future collaborations and partnerships in all the communities in which UTA operates. This office will also facilitate pairings of faculty and community partners. As a first step, the President held a fall 2024 retreat to begin the exploration of potential and as-yet untapped community partnerships and collaborations with governments, nonprofits, and companies throughout the Dallas-Fort Worth Metroplex. The President's goal is to continue to build on the sturdy foundation established by the Center for Service Learning and accelerate the development of community-based academic, research, and cultural projects that link faculty, students, and community members.

5.1.6. Funding support for professional development, conference, or travel

-- empty or did not respond --

5.1.7. Support for peer-reviewed publishing about community engagement

-- empty or did not respond --

5.1.8. Support for seeking external funding (grants, foundations, contracts)

UTA's Office of Development and Alumni Relations supports faculty and staff in seeking funding for projects and research, including community-engaged activities. For example, UTA's adaptive sports program receives grant funding to support adaptive sports for veterans, regardless of whether they are students. The Sid W. Richardson Foundation supported a program in which a university researcher worked with the Fort Worth Museum to support a preschool coding program for area children and teachers. The foundation also supported a UTeach program that worked with FW Boys and Girls Clubs. (UTeach Arlington is a rigorous UTA science and mathematics secondary teacher preparation program.) The Scripps Howard Fund supported a Department of Communication initiative to fill a critical news and information gap in Arlington through student reporting. In a related gift, the Amon G. Carter Foundation provided a $500,000 gift to support the renovation of the broadcast production studio, which will provide enhanced opportunities for the news initiative for Arlington as well as for video productions produced in partnership with community nonprofits. The Meadows Foundation supported a preschool teacher training program that worked with Head Start of Greater Dallas. The development office also helped secure grants for the planetarium for hosting area school children, and it helped the performing arts program receive grant funding for a tri-lingual performance in area schools and libraries.

5.1.9. Internal grants for curriculum development and/or scholarship

The College of Architecture, Planning, and Public Affairs offers a case study in how community engagement is woven throughout UTA's fabric. CAPPA's Dr. Austin Allen serves as the school's assistant dean of community engagement, highlighting the importance CAPPA places on community. That commitment is backed up with financial resources. CAPPA provides seed grants for community-engaged projects and community-engaged research by faculty that are awarded in the spring and fall semesters. CAPPA encourages faculty to involve students and

classes in funded projects.

5.1.10. Engaged learning website, library and/or guidebook

-- empty or did not respond --

5.1.11. Online learning modules that can be imbedded into courses and/or programs

-- empty or did not respond --

5.1.12. Student transportation assistance

-- empty or did not respond --

5.1.13. Other: Please describe

-- empty or did not respond --

2. Check all of the community engaged professional development programs for faculty and staff that are provided. These programs provide educational training to improve community engagement across faculty and staff roles. Topics may include but are not limited to the following: In addition, describe three of the topics that have been checked off above in the text box underneath the selected topic, including the purpose, audience, activities, and results. Include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate. (maximum word count: 750 per example.)

In addition, describe three of the topics that have been checked off above in the text box underneath the selected topic, including the purpose, audience, activities, and results. Include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate. (maximum word count: 750 per example.)

Syllabus development and implementation planning
Partnership initiation, development, management, assessment planning
Remote/on-line community engagement (curricular or co-curricular)
Inclusion of community engagement in evaluation criteria of student learning outcomes
Participation on learning communities, writing retreats, engaged learning institutes related to community engagement
Training to understand ethical engagement practices that ensure equitable access and opportunity related to community engagement
Documenting and evaluating promotion, tenure, and/or reappointment dossiers for faculty

candidates and reviewers
Global and intercultural community engagement
Climate and Sustainable Development Goals connected to community engagement
Engaged learning webinars and workshops

5.2.1. Syllabus development and implementation planning

UTA has been working over the past year to enhance syllabus standards, not only because of institutional need but also because the university joined the Student Experience Project (SEP), which is committed to ensuring all students—especially those who faced barriers entering college—feel supported. UTA's SEP community of practice is working alongside faculty to develop student-centered syllabi that foster a supportive learning environment using welcoming language, clear expectations, connections to resources, and a tone that emphasizes growth and collaboration. These strategies can strengthen connections in the classroom and across the university, allowing students to engage more fully with peers, instructors, campus resources, and community partners. UTA also offers syllabus training that focuses on accessibility, which can be essential to ensuring community engagement activities are open to all students.

The university also intentionally reviews syllabi language for faculty participating in service learning, and the Center for Service Learning provides guidance for faculty on syllabus language for community engagement work. CSL works directly with each faculty member to review the requirements for the incorporation of a service-learning component in their classes. CSL works with faculty to ensure student objectives align with the service-learning piece, and it helps faculty develop critical reflection prompts and methods to enhance student learning. CSL also works with faculty to ensure the service-learning experience is based on reciprocity. CSL also offers this training through its Service Learning Faculty Fellowship program.

5.2.2. Partnership initiation, development, management, assessment planning

-- empty or did not respond --

5.2.3. Remote/on-line community engagement (curricular or co-curricular)

-- empty or did not respond --

5.2.4. Inclusion of community engagement in evaluation criteria of student learning outcomes

-- empty or did not respond --

5.2.5. Participation on learning communities, writing retreats, engaged learning institutes related to community engagement

-- empty or did not respond --

5.2.6. Training to understand ethical engagement practices that ensure equitable access and opportunity related to community engagement

The Follett Student Leadership Center provides training as part of its Alternative Breaks program to educate faculty and students on how to ethically engage with community partners in dissimilar communities and communicate across differences. The training helps to create awareness of preconceptions that might not only be inaccurate but also get in the way of genuine listening and collaboration.

5.2.7. Documenting and evaluating promotion, tenure, and/or reappointment dossiers for faculty candidates and reviewers

-- empty or did not respond --

5.2.8. Global and intercultural community engagement

UTA is committed to providing faculty and staff with training to equip them with global perspectives and effectively engage with communities locally and for those incorporating community engagement in study abroad programs around the world. Global and intercultural community engagement training is available to the entire UTA community through the Global Engagement Department in the Office of International Education. Global Engagement offers this training through staff and faculty workshops. Programs like these and others help UTA faculty and staff to develop the intercultural competencies that are foundational to effective community engagement.

Global Engagement staff conduct the training and assessments through two-to-three annual sessions and by request throughout the year. Typically, Global Engagement trains fifty-to-sixty faculty and staff every year.

The Department of Modern Languages also hosts a variety of programs open to faculty and staff designed to promote global and intercultural community engagement. The department’s Cultural Constructions Conference, offered every other year in the spring semester, is designed to stimulate interdisciplinary conversations about languages, cultures, and cross-cultural exchange. These presentations can include community-engaged research and lessons learned from the experiences. The conference attracts an average of 100 attendees, including faculty from across the university and from other institutions of higher learning.

In addition, UTA’s McDowell Center for Global Studies hosts a lecture series on critical global affairs and has sponsored events like art exhibitions and poetry readings to spur community engagement. The lecture series, offered twice per academic year since fall 2019, is held in person and streamed via Microsoft Teams and is physically attended by around thirty people, about a third of whom are faculty. The McDowell Center also offers a documentary film showcase followed by a question-and-answer discussion on critical issues with guest documentarians. The McDowell Center offers movie screenings once each academic year.

5.2.9. Climate and Sustainable Development Goals connected to community engagement

-- empty or did not respond --

5.2.10. Social innovation, entrepreneurship and economic engagement

-- empty or did not respond --

5.2.11. Engaged learning webinars and workshops

-- empty or did not respond --

5.2.12. Other: please describe

-- empty or did not respond --

3. Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for faculty/staff that partake in academic community engagement. (Maximum word count: 500)

UTA’s commitment to formally recognizing the contributions of faculty and staff is demonstrated by the university’s robust and competitive campus-wide awards program. Annual awards include the Academy of Distinguished Teachers, the President’s Award for Excellence in Teaching for non-tenured faculty, the President’s Award for Excellence in Teaching for tenured faculty, the Provost’s Award for Excellence in Teaching, the William S. Ward Endowment Award, the Piper Professor award, the President’s Award for Excellence in Distance Education Teaching, and the UT System-wide Regents’ Outstanding Teaching Awards. Community-engaged pedagogy often serves as a differentiator for these honors. For example, broadcast specialist LaDonna Aiken earned a 2024 Regents’ Outstanding Teaching Award in part because of her incorporation of experiential learning opportunities for her students in producing video content for community partners. Dr. Jaya Davis, a criminology and criminal justice professor, earned an Academy of Distinguished Teachers award on the strength of significant community engagement, which included the 2024 Citizens Community Award from the Arlington Police Department. Davis is serving as a Foundation for Change professional mentor to a high school student and as a member of the North Central Texas Council of Government Criminal Justice Police Development Committee, the Arlington Police Department Training Advisory Board, and the Tarrant County Sexual Abuse Advisory Council Conference Committee. Likewise, Dr. Melanie Sattler, the chair for Civil Engineering, also earned a 2024 Regents’ Outstanding Teaching Award and Piper Professor award based on extensive community research in sustainable energy and life cycle environmental analysis, including work sponsored by the city of Arlington. She also engages her students in service-learning projects with community partners.

UTA encourages community engagement through its Academy of Distinguished Service Leaders. The Academy “exemplifies the University’s commitment to University, professional, and community service in the best spirit of shared and service leadership.” The evaluation criteria for the honor includes “leadership roles in significant community, civic, or professional associations.” Among the goals of the Academy is to create a reward structure for service and to foster research on the benefits of service. Faculty members elected to the Academy earn permanent salary increases and serve a six-year term on the Academy’s Leadership Committee. Membership in the Academy extends for a faculty member’s duration at UTA. UTA is in the early stages of developing a faculty award specifically to honor community service.

The UTA Center for Research on Teaching and Learning Excellence also celebrates community engagement through its CRTLE Faculty Showcase, at which faculty fellows in the Service Learning, Maverick Advantage Faculty Engagement, and Professional Learning Communities, and the CRTLE Faculty Facilitators cohorts, offer presentations on what they learned and how they intend to incorporate that knowledge into future classes. UTA also hosts an annual Student Service Learning Showcase event, and CSL hosts an annual luncheon to honor participants in the Service Learning, MAFE, ACE Faculty Liaison, and ACE Ambassador programs.

4. Provide five to 10 examples of staff scholarship (conference presentation, publication, consulting, awards, etc.). A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (Maximum word count: 1000) Web links can be provided as part of the description.

Members of UTA’s Parking and Transportation Services team and UTA faculty were honored with several awards from the International Parking & Mobility Institute for their development of “plastic roads,” an innovation in sustainability for road construction and repair. The team, working with Dr. Sahadat Hossain, director of the Solid Waste Institute for Sustainability and a professor in the Department of Civil Engineering, mixed four tons of recycled plastics with asphalt to cover two campus parking lots. Hossain and the Parking and Transportation Services team received IPMI’s Apex Award for Innovation in recognition of their pioneering work. Greg Hladik, UTA Auxiliary Services executive director, noted, “Small changes on our campus are sparking opportunities that have a global ripple effect, helping solve critical sustainability issues while simultaneously enhancing our students’ day-to-day experience.” UTA’s PATS team also received IPMI’s Organization of the Year award. Hladik earned IPMI’s Professional Excellence Award for Innovation as well as the National Association of College Auxiliary Services’ Lifetime Achievement Award. PATS won the Apex Award for Innovation a year earlier for its work on innovative self-driving shuttles.

UTA Libraries, working with the staff at Arlington Baptist University, is digitizing and preserving invaluable images and documents related to the local historical site Top O’ the Hill, ensuring important shared community heritage can be passed on to future generations. Moreover, the effort makes the materials more accessible to the public, enhancing community engagement and fostering deeper connections to local history.

Jay Horn, who retired in 2025 after serving as executive director of the Office of International Education, represented UTA on the board of Arlington Sister Cities International. In that role, Horn served as co-chair of a committee working to establish a new sister city relationship with a

South Korean city, an initiative that underscores UTA's strong connections with local community leaders like committee co-chair Matthew Loh, a UTA alumnus who owns Asia Times Square. Horn and Loh leveraged knowledge and relationships with the Korean American community and collaborated with the Korean Association of Fort Worth as well as Korean faculty at UTA to identify the city that best aligns with Arlington for a sister city project. Once established, the new sister city will open an array of exchange activities and foster collaboration between businesses and industries on both sides of the Pacific, further strengthening the two communities.

UTA Center for Service Learning Associate Director Susan Dequeant served as the keynote speaker at a summer 2024 gathering of Arlington nonprofit organizations. The groups were gathered as part of the work of Dr. Emily Nwakpuda and Dr. Karabi Bezboruah from UTA's Department of Public Affairs and Planning to study the local nonprofit sector on behalf of the Arlington Tomorrow Foundation, the United Way of Tarrant County, and the city of Arlington. The community day workshop at which Dequeant spoke provided an opportunity for Nwakpuda and Beboruah to offer a profile of the Arlington nonprofit sector to facilitate discussion on the state of the industry, while table talks at the event furthered the collaborative process.

UTA's Chief Sustainability Officer and head of the Office of Sustainability, Meghna Tare, was instrumental in founding the Regional Center of Expertise for Education in Sustainable Development goals in North Texas. This award-winning RCE supports the multi-stakeholder implementation of the United Nations Sustainable Development Goals at regional levels through education and training. RCE North Texas is a collaboration of higher education institutions, businesses, non-governmental organizations, community associations, and local, regional, state, and federal government agencies. One award-winning community engagement partnership linked RCE North Texas with the Trinity River Authority on a litter abatement project funded in part by the National Fish and Wildlife Foundation's Five Star and Urban Waters Restoration grant program. UTA, the Trinity River Authority, UpSpire, and Tarrant Regional Water District contributed in-kind matching funds for the project, which included installation and maintenance of trash barriers known as water goats at highly visible and heavily littered locations within the Village Creek Lake Arlington watershed and Fort Worth parks. The barriers make it easier to capture and remove trash, preventing it from washing further downstream. The project expands the waterways litter prevention program, increases community engagement, and restores 21,128 acres of the VCLA watershed and 807 acres within Fort Worth.

The UTA Police Department earned several awards and distinctions, including the Commission on Accreditation for Law Enforcement Agencies Accreditation with Excellence Award. CALEA establishes standards that require law enforcement agencies to actively seek community feedback, implement practices that foster transparency and open dialogue, and demonstrate a commitment to addressing community concerns. The department also received the Leadership in Community Policing Award from the International Association of Chiefs of Police for its active threat community education program and video. Additionally, the department received the Leadership in Victim Services Award for its Crime Victim Services program, which provides 24-hour on-scene response to crime victims, counseling referrals, and support at court proceedings and medical exams. The department is also engaged in scholarship, such as Assistant Chief Wayne Isbell's research paper examining jail visitation and related impacts, which is published in the Texas Digital Library.

5. Provide 5-10 examples of faculty scholarship from as many different disciplines as possible. A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (Maximum word count: 1000) Web links can be provided as part of the description.

Dr. Timothy Ponce, an assistant professor of instruction in UTA's Department of English, wrote about a community-engaged project in his capstone experiential learning course for the technical writing minor that was published in Proceedings of the 42nd ACM International Conference on Design of Communication (pp. 182-188) by the Association for Computing Machinery. Ponce partnered on the experiential learning study with Emma Rose, associate professor at the University of Washington-Tacoma. In the article, "Authentic portfolio reviews: Cultivating professional identities through storytelling," Ponce and Rose argue that storytelling is a key skill for technical communication and user experience students but one that is not explicitly taught in many programs and courses. They share details from a classroom activity designed to create a structure for teaching storytelling as an element of a portfolio assignment intended to prepare students for professional work. (article link: https://dl.acm.org/doi/10.1145/3641237.3691667)

Julian Rodriguez, a broadcast journalism specialist in the Department of Communication, along with colleagues at Catholic University of Colombia and The Weather Channel en Español, were nominated by the National Academy for Television Arts & Sciences for an Emmy Award in the Outstanding Investigative News Coverage in Spanish category. The nominated program, titled "Decisiones: Datos y Cambio Climático" ("Decisions: Data and Climate Change"), outlines how access to public data can help the public both understand the effects of climate change and how to reduce their impact. (video link: https://www.youtube.com/watch?v=0C1aVBOKkE8)

Saltanat Childress, assistant professor in the School of Social Work, is working to reduce domestic violence and adverse childhood experiences in her native Kyrgyzstan and beyond. She developed an innovative 16-week program to help families in Kyrgyzstan develop strategies to improve co-parenting, build financial capability, and increase assets. This work is funded through a grant from the Eunice Kennedy Shriver National Institute of Child Health and Human Development and is scheduled to continue through 2027. Childress hopes to replicate the program globally. Childress was a trained concert pianist Kyrgyzstan, but when she saw how women and children were treated following the breakup of the Soviet Union, she felt inspired to make a career change.

Yuan Bo Peng, UTA professor of psychology, received a community service award for his work as director of the UTA Fort Worth Regional Science and Engineering Fair. Peng received the honor from the Chinese Institute of Engineers/USA Dallas-Fort Worth chapter for his volunteer work as director of the fair, a role he's held since 2012. The fair was established in 1951—the oldest continuously operating regional science and engineering fair and Texas—and includes ten North Texas counties, the largest in the region. The fair serves students in grades six through twelve.

The University of Vermont's Center for Community News named Geoff Campbell, a journalism lecturer in the Department of Communication, as a member of its third annual cohort of Faculty Champions of news-academic partnerships. Campbell was selected in recognition of his leadership in establishing the Arlington Sentinel, which provides students with experiential learning opportunities in community journalism for Arlington, Texas, a community underserved

by legacy news organizations. (Site link: https://arlingtonsentinel.org/)

Michelle Hummel, associate professor of civil engineering, earned a Faculty Early Career Development Program award from the National Science Foundation to advance her research and education initiatives. The nearly $560,000 grant will foster Dr. Hummel's collaboration with local and regional officials in coastal communities to improve management of the adaptation measures to mitigate flooding.

UTA's Computer Science and Engineering Department received a $450,000 gift from HF Controls, a global instrumentation and control systems manufacturer, to fund research to improve processes for developing, testing, and validating nuclear plant control systems. The research is designed to foster growth of low-carbon power that is both effective and unfailingly safe.

UTA has built a cross-border urban planning partnership that connects UTA and Mexican postgraduate students and fosters collaboration on building sustainability in housing, transportation, and climate. Dr. Ariadna Reyes-Sánchez, as assistant professor in the Department of Public Affairs and Planning and a research fellow at the Center for Mexican American Studies, launched "Sustainable Planning in the U.S. and Mexico: Housing, Transportation and Climate Justice Perspectives," in partnership with the Center for Research in Geography and Geomatics, a public research center in Mexico City.

Assistant engineering professor Adnan Rajib partnered with a Corpus Christi high school to provide students in a high-level mathematics class with instruction on how to use artificial intelligence to take online data and use it to predict future climate change. The training included hands-on work accessing NASA satellites and National Oceanic and Atmospheric Administration data, using cloud computing and computer programming to blend science, math, and artificial intelligence to find solutions to pressing environmental issues.

6. Provide 5-10 examples of student scholarship from as many different disciplines as possible. A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (Maximum word count: 1000) Please clarify if the work highlighted is undergraduate or graduate student scholarship. Web links can be provided as part of the description.

Students in an upper-level communication course (COMM 4350-Health Communication) worked with the UTA Relationship Violence and Sexual Assault Prevention Center to develop messaging. Several of the students participating in the service-learning project—Jacquelyn Argueta, Grace Postlewate, Marisela Sierra, and Rim Solomon—wrote a paper about their experience. The paper, "Domestic Violence Survivors Health Campaign," was published in Stimulus: A Medical Humanities Journal. (paper link: https://mavmatrix.uta.edu/stimulus/vol4/iss1/19/)

Television broadcast students won the Lone Star Academy of Television Arts & Sciences Award for college Spanish-language newscast. The broadcast, Arlington Sentinel News en Español (ASNE), is produced by students in the University of Texas at Arlington's Department of Communication and is part of departmental efforts to provide the underserved community of Arlington, Texas, with regular news and information. The winning broadcast marks the first for

Arlington Sentinel News en Español, which is part of UTA's Hispanic Media Initiative. UTA students previously won the same award in 2017, 2019 and 2023 for their work on Proyecto U with Univision. (News Release: https://www.uta.edu/news/news-releases/2024/12/09/uta-broadcast-students-win-prestigious-award, article link: https://arlingtonsentinel.org/1380/news/arlington-sentinel-news-en-espanol-15/, Site link: https://arlingtonsentinel.org/category/news/asn-en-espanol/, Initiative: https://www.utahispanicmedia.com/)

The University of Texas at Arlington is a campus member of Campus Compact and regularly engages with colleges and universities throughout the country to share information and ideas. Stephanie Jimenez, an ACE Ambassador dedicated to increasing students' awareness of ways students can work in reciprocity with nonprofit groups, is the UTA Campus Compact representative as the Student Newman Civic Engagement Fellow 2024-25. Jimenez, a sophomore College of Architecture, Planning and Public Affairs sustainable design major, received a mini-grant from Campus Compact for a community service project to conduct sustainable urban design workshops for middle school students in Arlington in collaboration with the Arlington Public Library. The project is scheduled to take place at an Arlington Public Library location in early June 2025.

Mechanical engineering students Ross Everett and Brett Johnson earned the Leo Beranek Student Medal for Excellence in the Study of Noise Control from the Institute of Noise Control Engineering of the USA. The students, along with their senior design team of Nicholas McDonald, Amir Yonan, Fernando Alejandre, and Grant Roney, worked to decrease cabin noise in the autonomous May Mobility rideshare vehicles operating around UTA's campus. The students worked with May Mobility to reduce computer fan noise that created an unpleasant rider experience and published a paper, "Soundproofing Autonomous Vehicle Computers for Passenger Comfort" in the Proceedings of the National Conference on Noise Control Engineering.

Student ambassadors for UTA's Counseling & Psychological Services produce a podcast aimed at preparing students who are about to enter college. CAPS Ambassadors serve as student leaders in promoting mental health awareness and help-seeking behavior on campus. (Podcast link: https://www.youtube.com/watch?v=JIFmpFX1R4k)

Students in Dr. Barbara Berthold's GERM 3318-Special Topics in German Studies class collaborated with the German American Club of Dallas on a community research project, preserving the transcripts and narratives of German immigrants to the North Texas area through interviews. Fourteen students spent a collective 560 hours on a course-based collaborative qualitative research project within the framework of oral history.

7. Describe how the institution regularly measures and assesses faculty community engagement, particularly as it relates to outputs and outcomes relative to teaching, research/creative activity, and/or service. How is data used to improve programs and outcomes? (Maximum word count: 500)

As referenced elsewhere in this self-study, UTA's Center for Service Learning launched its Are You Community Engaged? Survey in 2024 to better measure the pervasiveness and nature of faculty community engagement. Through this self-study, UTA recognizes that assessing faculty

community engagement, especially related to outputs and outcomes, remains an opportunity for growth as most of that data is anecdotal. At present, UTA also makes use of the National Survey of Student Engagement, which gathers information on undergraduates' academic and learning strategies, the quality of their interaction with peers and faculty, and their engagement with other educationally purposeful activities and programs offered by the university. NSSE focuses on the experiences of first-year and senior students and provides institutional-level insights into community-engaged learning. Although the Center for Service Learning has not accessed this data in the past, it could provide useful information to better inform and contribute to community-engaged initiatives put into place for the university. This self-study process has helped UTA identify potentially underused data and resources that could help inform and enhance community engagement activities.

At the faculty level, instructors of service-learning courses assign critical reflection assignments that not only help students process their experiences but also help professors improve their teaching. CSL is working with University Analytics to analyze these reflections as well as to analyze feedback from service-learning faculty about their experience with incorporating service-learning components into their courses. This information will provide CSL true qualitative insight and data into the benefits of service learning, unintended outcomes, along with faculty and student perspectives to strengthen the message conveyed to faculty, administration, students, and the community at large through outreach and marketing processes.

UTA regularly measures and assesses faculty teaching through the Student Feedback Survey, which provides students with an opportunity to share their experiences in courses. The goal of the SFS is to provide consistent information about the quality of teaching offered at the university while also providing opportunities for curricular and pedagogic changes. Importantly, the Student Feedback Survey also provides an opportunity to assess whether the university is achieving its mission and strategic goals, which pointedly include a commitment to community-engaged activities. All faculty, regardless of rank, teaching credit-based lecture, seminar, lab, or practicum courses are evaluated so long as at least five students are enrolled after the official drop date. Faculty can customize the SFS for their courses to include questions about community engagement activities, but none have done so, offering another growth opportunity. Faculty members use the survey data to improve their courses, so asking students about their community-engaged work in class could inform tweaks and further collaboration between faculty and community partners.

8. Indicate the campus approach to faculty tenure and promotion: (Check all that apply)

My campus has a tenure and promotion structure defined at the department level.

9. Describe policies and practices that support faculty community engagement at your institution, such as search and recruitment, annual review, reappointment, , bonuses, and/or merit pay. Do NOT include promotion and/or tenure policies in this response. Specify if these policies are different for faculty of different employment statuses (i.e., tenured/tenure track, adjunct/clinical/full time non-tenure track, and part/full time. (Maximum

word count: 500)

At the University of Texas at Arlington, although community engagement is not compulsory, it is most certainly encouraged. Now, the university is working to deepen its community roots to become an institution where teaching, research, outreach, and service are intentionally entwined with our community's well-being. Each academic unit across campus encourages service as part of the work obligation for tenure/tenure-track faculty. Most disciplines, like civil engineering, explicitly call for service to the community. Others, like communication and English, encourage professionally related community service. History, meanwhile, expects community service through active participation in discipline-related community organizations, participation on local boards and committees, work related to public schools and educational organizations, community presentations, and participation in community-oriented programs. Music encourages community service through activities like involvement in community arts or governmental agencies, while political science expects tenure/tenure-track faculty to provide community service through media interviews, public lectures, or other public-facing activities that draw on faculty expertise. Across campus, meaningful community engagement can be a plus factor in annual reviews and considerations for merit pay increases. The College of Architecture, Planning & Public Affairs now has faculty recognitions and awards for service learning.

Academic Professional Track faculty across campus are likewise encouraged to engage in community service activities, and deep engagement activities can be a positive factor in annual reviews and merit pay considerations.

On a broader scale, UTA supports faculty community engagement through programs like the Service Learning Faculty Fellowship and the Maverick Advantage Faculty Engagement fellowship programs. These programs equip faculty with the knowledge and expertise to craft meaningful, community-engaged activities. These programs foster a host of other benefits, not the least of which is a professional development stipend. In addition, the university's Academy of Distinguished Service Leaders elevates the profile of community engagement across campus and encourages deep and meaningful community-engaged activities across disciplines. As referenced above, the university plans the creation of a community engagement office, which will further encourage faculty and staff to foster deep, reciprocal relationships in communities across the Dallas-Fort Worth Metroplex.

10. Describe the policies for faculty promotion (at tenure-granting campuses) from all levels of the institution (campus, college or school, department) that specifically reward faculty community-engaged scholarship. If there are separate policies for tenured/tenure track, full time non-tenure track, part time, research, and/or clinical faculty, please describe those as well. Describe the pervasiveness of the policies outlined in question. For example, are they practiced across the institution? By most departments? By a few? (Maximum word count: 500)

While each academic unit on campus has its own guidelines, the University of Texas at Arlington Provost in November 2023 directed all units to revise their tenure and promotion guidelines with an eye toward elevating and systematizing standards. Importantly, the Provost advised all

academic units to include metrics for community service as part of the tenure and promotion process for both tenure-track and Academic Professional Track faculty. “UTA is a community-engaged university and prides itself on the impact its faculty has in/on the local community,” a Nov. 1, 2023, memorandum from the Provost’s office to heads of academic units reads. “Be clear about the expectations for service to the community and how it will be counted….”

The Provost’s memorandum went on to underscore the importance that university administrators place on community engagement. The memorandum points out that:

As an urban R 1 research university, UTA has a committed relationship to the local, state, and global communities. Civic engagement is consequently a significant part of our mission and our intellectual activity. Faculty work that contributes to our role as a civically engaged institution, including participation in service-learning projects, mentored internships, and community-engaged scholarship, is highly valued and should be acknowledged and rewarded in the review process. Public scholarship tends to be collaborative and outcomes-focused, and the resulting final products that are valued by the community may be different than other forms of scholarship. The nature of the scholarship and the evidence used to support it may differ from traditional forms of scholarship and may require non-traditional dissemination outlets and alternative metrics. Such non-traditional dissemination outlets and alternative metrics should be acknowledged as acceptable forms of documentation. Thus, consideration should be given to how community engagement will be counted in teaching, research, and service and what measures are appropriate to capture quality and impact.

Academic units are finalizing these guidelines that enshrine the importance of community engagement in the tenure and promotion process for both tenure-track and Academic Professional Track faculty.

11. If your campus rewards community engagement in promotion and tenure policies (at tenure- granting institutions) please address the following, where applicable:

a. Describe how policies reward faculty for community engaged teaching and learning, research, creative activity, and service. Provide examples of policy descriptions that support community engagement in each of the faculty roles below:

(i) Community engaged teaching and learning (Maximum word count: 500)

As the excerpt from the University of Texas at Arlington Provost’s memo above demonstrates, the university prides itself on being a community-engaged institution. As such, work “that contributes to our role as a civically engaged institution, including participation in service-learning projects…is highly valued and should be acknowledged and rewarded in the review process.” The provost’s memo stresses that such work should be a positive factor in consideration of a faculty member’s promotion dossier.

(ii) Community engaged research and creative activity (Maximum word count:

500)

The memorandum from the University of Texas at Arlington Provost, outlined above, shows the high value the university places on community engagement. As such, the Provost's memorandum notes that "work that contributes to our role as a civically engaged institution, including participation in…community-engaged scholarship, is highly valued and should be acknowledged and rewarded in the review process." Again, the Provost's Office did not specify the weight to be given to community-engaged scholarship, but it does express the expectation that community-engaged scholarship should be valued during the promotion process. Importantly, the Provost's Office notes:

Public scholarship tends to be collaborative and outcomes-focused, and the resulting final products that are valued by the community may be different than other forms of scholarship. The nature of the scholarship and the evidence used to support it may differ from traditional forms of scholarship and may require non-traditional dissemination outlets and alternative metrics. Such non-traditional dissemination outlets and alternative metrics should be acknowledged as acceptable forms of documentation.

This language makes clear that the university values community-engaged scholarship even if it is not published in traditional academic journals.

(iii) Community engagement as a form of service (Maximum word count: 500)

As indicated in question 10 above, the Provost's Office advised all academic units to include metrics for community service as part of the tenure and promotion process for both tenure-track and Academic Professional Track faculty. The memorandum states: "UTA is a community-engaged university and prides itself on the impact its faculty has in/on the local community. Be clear about the expectations for service to the community and how it will be counted…."

The tone and tenor of the Provost's Office memorandum is unequivocal: All academic units are directed to ensure that community engagement of any kind is to be a positive consideration for faculty seeking promotion.

Moreover, as indicated in an earlier section of this self-study, the University of Texas at Arlington has created the Academy of Distinguished Service Leaders. The Academy "exemplifies the University's commitment to University, professional, and community service in the best spirit of shared and service leadership." The Academy creates a reward structure for service. As an example, faculty members elected to the Academy earn permanent salary increases, and membership extends for a faculty member's time at UTA. Guidelines for election to the Academy include "leadership roles in significant community, civic, or professional associations." The university is also working to develop an honor specifically to honor the community service contributions of faculty and staff.

b. Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, creative activity, and service. Describe the pervasiveness of the policies. (Maximum word count:

500)

Academic units across the University of Texas at Arlington, as the preceding has outlined, are rewriting their tenure and promotion guidelines to reward community engagement across teaching, research, creative activity, and service. Some units have already embraced community engagement in their promotion and tenure guidelines. For example, the Department of Communication guidelines explicitly include participation in service learning, participation in community service, and coordination of student learning outside the classroom as with internships and other community connections as metrics for promotion and tenure. In the College of Education, “Examples of substantial contributions for the Teaching and Service (required) and Scholarship of Teaching (optional) include, but are not limited to, the following: participating in service-learning and other forms of community engagement; and coordination of community-engaged teaching experiences, including student field experiences for course credit (e.g., clinical teaching, internships, cooperative learning, etc.)” In the School of Social Work, the tenure and promotion guidelines reward community service and require candidates to show they served “in various professional roles benefiting the school, university, and community. Led initiatives providing technical assistance, professional development, or community engagement locally and globally. Participated in boards, councils, or committees at regional, national, or international levels. Engaged in community service through pro bono consultation or direct service. Mentored practitioners and community members in their professional growth. Provided mentorship to students, faculty, and community members in professional development.” The College of Liberal Arts promotion guidelines note that participation in service learning can be used by faculty as evidence of “a continuous commitment to excellence in classroom education.”

c. If your campus has revised its policies specifically to incorporate community engagement, describe when the revisions occurred and the process that resulted in the revisions. (If policies have not been revised, skip to “d”). (Maximum word count: 500)

The University of Texas at Arlington has directed academic units to ensure community-engaged activities are reflected in the tenure and promotion process for both tenure-track and Academic Professional Track faculty. The policies are being rewritten across campus in accordance with the direction set by the Office of the Provost. The Provost’s Office sent the directive in November 2023, and academic units are in the final stages of revising their guidelines and submitting them to the Provost’s Office for review.

d. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, human resources, community engagement center director, or other key leaders in revising promotion and tenure guidelines to reward faculty scholarly work that uses community engaged approaches and methods. (Maximum word count: 500)

Led by the provost’s office, leadership across UTA is examining how to reward community engagement in tenure and promotion decisions, including how to reward faculty scholarly work that uses community-engaged approaches and methods. For faculty seeking promotion from

assistant to associate professor, applications “should [provide] evidence of how research informs teaching; development and/or incorporation of innovative pedagogical approaches [through,] for example, experiential or service-learning activities.... Service at the professional level may include…various types of professionally related community service.” Academic Professional Track faculty going up for promotion are evaluated in part on how they coordinate student learning outside the classroom through internships and other community connections, such as service learning and community service.

e. Describe any products resulting from the revision process; i.e. iInternal papers, public documents, reports, policy recommendations, etc. (Maximum word count: 500)

Please see response to question 12 below.

12. If revisions have not taken place but there is work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, vice presidents/chancellors, provost, vice provosts, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (e.g., adjunct, full-time contract, tenure track, tenured, etc.). (Maximum word count: 500)

The provost’s directive to reward community-engaged work in the tenure and promotion process reflects the university’s commitment to engaging with the communities it serves. The work to implement those changes has been outlined earlier in this section, involving department chairs, deans, and the provost. Some academic units are moving beyond the provost’s directive as they embrace community-engaged approaches. For example, the College of Architecture, Planning and Public Affairs (CAPPA) is working to revise its bylaws to emphasize the importance of community engagement with an anticipated completion date of spring 2025. CAPPA already has an assistant dean of community engagement, Dr. Austin Allen, who oversees the college’s community engagement activities and works to foster genuine academic-community partnerships, such as the work of students and faculty who work with the community in designing and building tiny homes to address affordable housing issues.
While President Jennifer Cowley’s strategic plan—UTA 2030—is not a product resulting from the revision process, it is an emphatic reflection of the university’s commitment to deepening its already significant community engagement and adds context to the provost’s emphasis on revising tenure and promotion guidelines to reward community-engaged pedagogy. As reflected elsewhere in this self-study, community engagement is one of the pillars of the plan.

The university’s emphasis on community is a theme that runs throughout the president’s strategic vision. For example, within the plan’s emphasis on research and innovation, UTA 2030

seeks to drive innovation and growth through expanded support for partnerships, operations, and infrastructure across the university to better foster partnerships with local, state, and federal agencies, industry, and foundations. The plan also calls for the university to forge strategic partnerships with industry to advance sustainable growth and prosperity. As part of the effort to achieve that end, the plan seeks to increase the number of partnerships related to economic development with businesses and community organizations, leverage research capacity to attract and grow employers in the region. University leadership held a fall 2024 retreat to identify opportunities to expand existing partnerships and foster new collaborations with community partners. One of the identified opportunities is to grow relationships with independent school districts to the west of Fort Worth, like Aledo ISD, as well as to develop pathways for students from two-year schools west of Fort Worth, like Weatherford College, to seamlessly build on those studies to earn bachelor's degrees. That relationship building is more essential with the announcement of the new UTA West campus discussed earlier in this self-study.

At the same time, UTA is working on a comprehensive fundraising campaign to fund strategic initiatives, including community engagement.

Taken together, the provost's directive to reward community engagement in tenure and promotion decisions, the president's strategic emphasis on community engagement, the announcement of a new campus, and the comprehensive fundraising campaign, are reflective of a community-engaged institution that is seeking to deepen collaborative, reciprocal partnerships in all the communities it serves.

SECTION 6: Curricular Engagement

The questions in this section use the term "community engaged courses" to denote academically based community engaged courses. Your campus may use another term such as service-learning, community-based learning, public service courses, etc.

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1. Describe the institutional-wide definition and standards used for community engaged courses, Be sure to provide examples of:

a. Institutional, departmental, and/or programmatic definitions, learning outcomes, standards, and/or required components (Maximum word count: 500)

UTA's Center for Service Learning—which promotes and oversees service-learning courses across the campus—adopted the Carnegie Classification wording, which describes community engagement as "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." With that definition as a

guide, CSL works with faculty to ensure service-learning activities bring mutual benefit. For a course to receive a service-learning designation, CSL requires that the service address a community-identified need and heightens student civic awareness; is aligned with one or more course outcomes; is clearly connected to the academic content for students within the course; includes a structured, planned academic analysis and reflection of experiences; and involves a community partnership appropriate for course activities.

b. Process for ensuring that the standards for community engagement are part of the course design (e.g., course designation, curriculum review) (Maximum word count: 500)

UTA's Center for Service Learning provides extensive training opportunities to faculty to help instructors ensure that the standards for community engagement are part of the course design. In addition to a semester-long fellowship program, CSL also offers periodic service-learning fast-track workshops for faculty and staff to grow awareness around the benefits of service learning and how to effectively incorporate it into existing classes.

While faculty are not required to participate in the fellowship or workshop programs to teach a service-learning class, CSL does have a mechanism in place to ensure designated courses meet the service-learning criteria. CSL requires faculty members to apply to have a course designated as a service-learning class. In addition to an application, faculty submit the course syllabus. CSL reviews the materials and meets with the faculty members. If CSL approves the course, it is listed on the CSL website as a service-learning class.

c. How student learning outcomes are assessed. Explain any changes to coursework that occurred as a result of assessment activities (Maximum word count: 500)

Whether through formal written form or through informal class discussion, reflection plays a significant role in assessing student learning outcomes in the service-learning environment. The UTA Center for Service Learning training programs stress the importance of reflection and, importantly, provide a model for faculty participants by requiring them to reflect on a topic or theme after each fellowship session. On its website, CSL offers faculty reflection prompts as well as guidance on using rubrics to assess student reflections on the community-engaged class activity. CSL is currently working on a guide, with real-class examples, to help faculty bring reflection into their classes.

2. Describe how community engagement is integrated into traditional curricular structures. These may include, core courses, capstone/senior-level project, first-year course/sequence, general education, in the majors/departments, minors, graduate courses, or medical education, training or residencies. Provide two to four examples. (Maximum word count: 500)

Faculty across UTA integrate community engagement into traditional curricular structures, and those efforts are often championed by school, college, and departmental leadership. For

example, the Department of Communication chair, Dr. Charla Markham Shaw, excused faculty members from a departmental faculty meeting so they could attend a Center for Service Learning luncheon for service-learning faculty and those curious about incorporating service learning into their courses. That type of commitment to service learning shows up in classrooms across campus. Professor Larry Nelson's kinesiology students, for example, worked with the Salvation Army and designed a program for youth aged 8-18 that included physical activity games, sports, and health-related lessons.

Some of the required student success courses that are taught by Division of Student Success staff for freshmen (indicated as UNIV in the course catalog) include service-learning components. All of the staff who teach these courses have been through training with the Center for Service Learning. In fall 2024, DSS offered three UNIV classes with a service-learning component. Those three DSS UNIV courses worked with a local food bank and studied food insecurity. All told, from fall 2023 through fall 2024, UTA offered 121 undergraduate-level service-learning courses and 37 graduate-level service-learning classes, including two doctoral-level classes. There are currently 148 listed service-learning courses, though not all of them are offered each semester.

Students in the Teaching of English to Speakers of Other Languages in the Department of Linguistics & TESOL capstone class partner with the Arlington Central Library. Students provide translation services for community members. Similar work is undertaken by students in the Spanish Community Translation and Interpreting program offered through the Department of Modern Languages. Students are actively engaged in service-learning projects and internships, providing the DFW community with more than 6,000 service-learning hours. These students collaborate with Proyecto Inmigrante, a nonprofit organization for immigration counseling services, where they have translated more than 3,500 documents at an estimated market value of between $300,000 and $500,000. Students also collaborate with Stories to Our Children, an Arlington Public Library program that promotes literacy and storytelling among Hispanic families.

Students in Assistant Professor Letora Anderson's Landscape Technology II class partnered with the Army Corps of Engineers to create construction project documents for spaces along the Johnson Creek riparian zone in Arlington, Texas. In a prerequisite studio course, students had already worked on a project dedicated to enhancing Johnson Creek environmental systems through design interventions. The sequential approach to working on the same project allowed students to concentrate on design aspects while fostering relationships with community partners.

3. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program. These may include, but are not limited to: Student Research, Student Leadership, Internships, Co-ops, Career exploration, Study Abroad/Study Away, Alternative Break tied to a course or a Campus Scholarship Program. Provide one to two examples. (Maximum word count: 500)

Community engagement is baked into academic activities offered for credit and/or required by curricular programs across campus. For example, some faculty members who were part of an interdisciplinary group of UTA researchers working on a National Aeronautics & Space

Administration grant created service-learning research projects in their classes to support the work. Work on the $900,000 NASA grant, “Rotating detonation rocket engines for in-space propulsion: Integrating technology development with STEM engagement,” began in 2023 and is scheduled to conclude in 2026. The project supports NASA’s efforts to return to the moon, and UTA is one of nine institutions involved. As part of the project, students engage in service-learning by co-leading outreach activities in schools, libraries, organizations, and community events with an eye toward encouraging minority students to consider careers in space-related fields.

UTA’s School of Social Work offers a case study in how the program’s requirements deeply integrate community engagement. The school requires its undergraduate students to complete an internship at an approved site and to offer social work services to the community served by the agency. The school requires students to contribute a minimum of 400 hours of community social work services to the approved internship agency. With a population of roughly 700 students, each providing 400 hours of service, the School of Social Work’s undergraduate students account for 280,000 hours of community service annually. The school’s master’s program also requires completion of an internship at an approved agency. Graduate students with a bachelor’s degree in social work must provide 500 hours of social work services to the community served by the agency, while master’s candidates who don’t hold a bachelor’s degree in social work must complete two internships providing a total of 900 hours of social work services to the approved internship agency. This work is guided by the National Association of Social Work's code of ethics, which is built on core values like service, social justice, the dignity and worth of all people, and the importance of human relationships. Students detail all their interactions with clients in a weekly supervision log, and they are guided by faculty in reflecting on their experiences. Midterm exams for the placements include three-way check-ins between the students, their faculty members, and community partners. The school’s master’s program has an average enrollment of 1,400 students, each providing between 500 and 900 hours of community service. Field placements at both the undergraduate and graduate levels consist of articulation agreements with more than 1,050 community partners across the Dallas-Fort Worth Metroplex, the state of Texas, and the nation.

4. Describe how your campus tracks and assess curricular engagement, and how students gain access to and participate in community engaged courses. (Maximum word count: 750)

1. *How is community engaged course data gathered, by whom, with what frequency, and for what purpose? How is it shared/reported, particularly in student transcripts?*
2. *Describe how your campus has designed new curricular programs and initiatives, or re-designed existing ones, to both increase students’ access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity to for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.*
3. *Reflect on how the data indicates the levels of pervasiveness and depth infused in the curriculum and traditional curricular structures*

UTA’s Center for Service Learning has always collected campus-wide service-learning data by semester to track community-engaged pedagogy and ensure all students can access and participate in community-engaged courses. In 2024, UTA’s CSL became the university’s hub for the collection of all community-engaged activities, including those beyond the service-learning realm, through its “Are You Community Engaged?” initiative and survey. CSL launched the

initiative to better capture the breadth, depth, and nature of community engagement across the university and to build awareness about community-engagement opportunities.

A closely allied effort included the creation in 2024 of the Academic Community Engagement Ambassador program. Ambassadors spread the word about community-engagement courses at university student fairs, formal display cases in the University Center, posters around campus, and through class presentations. CSL maintains a list of service-learning courses on its website, and ambassadors provide a QR code to the listing so students can find the classes. In addition, the ACE Ambassadors work directly with the academic community engagement faculty liaisons to discuss and implement ways to increase awareness within the college. This may be through presentations, social media, or other creative ways.

Community engagement is not currently shared or reported in student transcripts, though it can figure in a student's earning of the Maverick Distinction upon graduation as reflected elsewhere in this self-study. The community engagement pillar of the university's strategic plan calls for strategic marketing and branding efforts to elevate UTA's profile and share its story, and this self-study has highlighted how community engagement data and stories can form an important part of that messaging.

In addition to CSL's data collection efforts, the Undergraduate Exit Survey at the conclusion of every term is intended to track student participation in a variety of activities ranging from internships, research, and service learning to leadership, volunteerism, and study abroad courses.

Student access to and participation in community-engaged activities have long been a priority at UTA. As one reflection of the importance the university places on access, the Maverick Advantage program enables UTA students to gain skills and knowledge to further their life goals while being able to articulate their experiences. The university underscored the importance of student access and the value of students acquiring experiences both inside as well as outside of class when it launched a Maverick Advantage Faculty Engagement program in 2019 to educate, prepare, and support faculty in building Maverick Advantage experiences into their academic courses. The MAFE program helps faculty understand the Maverick Advantage program and supports faculty in integrating Maverick Advantage activities within existing academic classes. The Maverick Advantage distinction designates community engagement as a high-impact activity. Sixty-nine faculty members from eight of UTA's nine schools and colleges, as well as two staff members from the Division of Student Success, have gone through the MAFE program.

As referenced in the response to question 4a above, CSL launched the Academic Community Engagement (ACE) Ambassadors program to further elevate the profile of the university's commitment to community engagement. The student ambassadors, selected from across the university's schools and colleges, support those efforts by engaging with fellow students, staff, faculty, and community nonprofit partners to foster the continuous growth and development of the university's community engagement initiative. Student ambassadors are chosen through an application process. Each applicant must be an undergraduate and is interviewed by the student ambassador leader (student staff who work in the CSL) and the service-learning director. Ambassadors are chosen with an eye toward including a variety of majors, years at UTA, and skills.

A total of 188 faculty and staff members have gone through the Service Learning Faculty

Fellowship program. These faculty and staff represent eight schools and colleges across campus, representing a wide range of disciplines along with the Division of Student Success. Meanwhile, 69 faculty and staff members from eight schools and colleges, along with the Division of Student Success, have gone through the Maverick Advantage Faculty Engagement program. These faculty and staff also cover a wide range of disciplines, infusing the curriculum and traditional curricular structures with community-engaged pedagogy and approaches. From architecture and biology to engineering and social work, faculty and staff are working to incorporate community engagement into students' educational experiences.

5. Complete the table below. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly. Please also indicate what academic year the data represents:

What academic year does this data represent?

2023-24

a.1. Number of for-credit undergraduate community engaged designated courses (UG)

79

a.2. Number of for-credit graduate community engaged designated courses (G)

13

b.1. Percentage of undergraduate community engaged designated courses as part of all for-credit courses (UG)

79%

b.2. Percentage of graduate community engaged designated courses as part of all for-credit courses (G)

13%

c. Number of faculty teaching for-credit community engaged designated courses

110

d. Percentage of faculty teaching for-credit community engaged designated courses as part of all faculty

6.3%

e. Of the faculty teaching for-credit community engaged designated courses, what percentage are full-time?

96%

f. Of the faculty teaching for-credit community engaged designated courses, what percentage are part time?

4%

g. Of the faculty teaching for-credit community engaged designated courses, what percentage are tenured or tenure-track?

43%

h. Number of academic departments offering for-credit community engaged designated courses

30

i. Percentage of academic departments offering for-credit community engaged designated courses as part of all departments

65%

j.1. Number of undergraduate students enrolled in for-credit courses community engaged designated courses (UG)

2954

j.2. Number of graduate students enrolled in for-credit courses community engaged designated courses (G)

124

k.1. Percentage of undergraduate students enrolled in for-credit courses community engaged designated courses as part of all students (UG)

8%

k.2. Percentage of graduate students enrolled in for-credit courses community engaged designated courses as part of all students (G)

less than 1%

6. Reflect on how the data provided in this section indicates the levels of pervasiveness (across units and department) and depth (within a unit or department) to which community engagement is infused in the curriculum and traditional curricular structures. (Maximum word count: 500)

Since its founding, the Center for Service Learning has trained 178 faculty and staff members from all UTA's schools and colleges on integrating high-impact, community-engaged service-learning components into their courses. As just one example, in the College of Architecture, Planning & Public Affairs alone, faculty representing the disciplines of Public Affairs, Architecture, Landscape Architecture, Parallel Construction, and Public Administration have all taken what they learned during their CSL service-learning fellowship and implemented service-learning into their coursework. The same multidisciplinary commitment to community engagement is evident in the College of Business, the College of Liberal Arts, the College of Education, the College of Nursing and Health Innovation, the College of Science, and the School of Social Work.

This pervasiveness extends to the departmental levels. For example, in the Department of Communication, 16 faculty members representing the disciplines of advertising, broadcasting, communication studies, communication technology, journalism, philanthropy, and public relations teach a combined 29 courses containing service-learning work with community partners.

Even staff from the Division of Student Success, which runs the required courses for first-year students, have gone through the CSL training program and implemented service learning in the curriculum. These UNIV-prefix Student Success classes with service-learning components connect students with the community early in their time at UTA, whetting their appetite to seek out community engagement throughout their time in Arlington. One UNIV class taught by Lauren Krznarich helps students see how community organizations work to alleviate food insecurity and how they can play a positive role in those efforts. Working with the Tarrant Area Food Bank, students gain a first-hand view of the day-to-day operations of a food bank and

contribute by sorting and organizing food donations, engaging in nutritional education through cooking classes for food bank clients, and working in a food bank garden. This work helps students connect what they learn in class through their service-learning experience. In fall 2024, 35 students put in 60 service-learning hours with the food bank.

Although projects extend across disciplines, the data speaks to a small but significant level of community-engaged work across campus. Despite great projects, the numbers are smaller than expected. UTA hopes these numbers will grow following the tenure and promotion guideline changes and enhanced resources from fundraising, and the CSL is looking at how to continue growing the number of faculty and community partners engaged in this work.

SECTION 7: Co-Curricular Engagement

1. Describe how community engagement is integrated into institutional co-curricular practices by providing two to four examples from the following categories (Maximum word count: 1000):

- *Social Innovation/entrepreneurship*
- *Civic engagement, electoral engagement*
- *Dialogues*
- *Community service projects - outside of the campus*
- *Community service projects - within the campus*
- *Alternative break - domestic*
- *Alternative break - international*
- *Student leadership*
- *Student internships/co-ops/career exploration*
- *Student research*
- *Work-study placements*
- *Opportunities to meet with employers who demonstrate Corporate Social Responsibility*
- *Living-learning communities/residence hall/floor*
- *Student teaching assistants (provided the TAs are not receiving credit)*
- *Campus Scholarship Program*
- *Athletics*
- *Greek Life*

Community engagement is a thread that runs throughout UTA’s co-curricular community engagement practices. For example, the Follett Student Leadership Center offers a host of co-curricular opportunities directly tied to community engagement. The center houses UTA Volunteers, a student-led, staff-supported service organization dedicated to community service. Members learn about pressing social issues, work to raise awareness about community needs, and volunteer while serving alongside like-minded leaders. Additionally, UTA Volunteers participates in one large day of service each semester—Super Service Saturday in the fall and the Big Event in the spring. UTA Volunteers also coordinates Volunteer Fairs annually, bringing community partners to campus to connect with students and faculty. The fall fair, called the Volunteer Opportunity Exchange, is a partnership with UTA’s Center for Service Learning. In the spring semester, UTA Volunteers hosts the Spring Into Action Volunteer Fair.

The Follett Student Leadership Center administers an Alternative Breaks program. This program—designed to increase awareness about social issues and injustices through education, service learning, and reflection—“fosters the personal growth and civic engagement of our

participants through thoughtfully planned service trips, trainings, and events." It provides meaningful community engagement experiences for students built on direct service. In addition, the Intercultural Student Engagement Center sponsors an Alternative Breaks program focused on advocacy and leadership in communities nationally. Under this program, students engage in community service, and upon their return from the experience, they look to find ways "to be advocates and leaders within the UTA and greater DFW community."

UTA fosters co-curricular student leadership opportunities via the Follett Student Leadership Center. These opportunities begin at the freshman level with Follett's Freshman Leaders on Campus program, which is designed "to develop leadership by encouraging campus involvement, community service, and freshman representation, while also creating a supportive community and giving back to UTA." FLOC, which was founded in fall 2002 to identify freshmen with an interest in leadership, is open to all freshmen, providing them with opportunities in leadership, campus involvement, and community service. The Follett Student Leadership Center also developed the Maverick Leadership Trainers program, providing students with opportunities to facilitate presentations and workshops on leadership development, community engagement, and social responsibility. Yet another Follett offering is its Team Certification Program, a four-week series that provides students with the skills needed to build effective teams. Each week's training focuses on a topic related to building strong team - trust, encouragement, accountability, and motivation. Follett also offers the Leadership Honors Program, a self-paced, multi-year leadership development training course that emphasizes campus involvement and personal reflection with the goal of producing knowledgeable, ethical, global-minded leaders.

Co-curricular community engagement opportunities at UTA extend to living-learning communities. Residential Learning Communities at UTA offer opportunities for first-year students to mesh their academic interests with their personal and social goals. Students have the option of joining a living-learning community based either on their major or a particular focus area. Residents share common classes and enjoy access to other academic services and programming exclusively provided to members of the RLC. Current residential learning communities include architecture, art and design, business, engineering, first generation, Honors College, major exploration, nursing, science and pre-med, Terry Scholars, Texas Leadership Scholars, and several devoted to special interests. In addition, the M-Power Residential Learning Community is a retention-based program for women from historically underserved communities but extends membership to all. The M-Power community provides mentorship, academic support, and opportunities to develop leadership skills. Finally, the Mavericks of Distinction Residential Learning Community seeks to improve retention and graduation rates for men from historically underserved communities. Like M-Power, Mavericks of Distinction provides mentorship, leadership development, and academic support. UTA currently has 14 RLCs, where 17 peer mentors beginning in the 2024-25 academic year led residents in service-learning projects. Peer mentors also serve as active assistants for UNIV courses, and they encourage students to get involved in a variety of ways, including community engagement.

2. Describe how your campus has designed new co-curricular programs and initiatives, or re-designed existing ones, to increase students' access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity to develop the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities. (Maximum word

count: 500)

UTA works continuously to examine how co-curricular programs and initiatives can serve to increase students' access to and participation in community-engaged activities as part of its larger effort to ensure more students have opportunities to develop the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities. A case in point is the university's Residential Learning Communities program, spotlighted above, which offers opportunities for first-year students to live in community with other students who share their academic, personal, and social goals and to enjoy academic support. The RLCs help the students adjust to college, build their civic skills, and learn to communicate across differences.

UTA's RLC program seeks to meet students where they are and to position them for success. Most of the RLCs are built on shared academic disciplines. One RLC, Major Exploration, provides support for students still searching to find a major that fits their interests, strengths, and career goals, while another RLC, Mavs RISE, provides additional, targeted support to students conditionally admitted to the university. The First Achievers RLC seeks to help first-generation students successfully navigate their first year in college.

Still, other RLCs support high academic achievers. For example, the Honors College RLC focuses on academic enrichment and excellence, while the Terry Scholars RLC brings together students who earned Terry Foundation Scholarships, which are awarded to individuals who demonstrate leadership and academic achievement. In addition, the Texas Leadership Scholars RLC unites recipients of the Texas Leadership Scholarship with a focus on honing leadership skills while elevating academic achievement.

One RLC has a service-learning component built in. For example, Cheryl Donaldson has her section of UNIV 1131-Student Success for the Architecture RLC students to engage in a service-learning project each year. In fall 2024, they helped make decorations for the Fielder House and Knapp Heritage Park, both operated by the Arlington Historical Society, for their annual holiday events. This also connected with their major and the skills they need for architecture by first having them sketch some of the historical buildings in Arlington and then creating ornaments using the laser cutter and engraver to imprint their designs. Students in the RLC were able to visit both locations as a group, learn more about Arlington's history, and then complete the service project. The Residential Peer Mentors and RLCs actively foster service and community engagement through impactful programs. During the fall 2024 semester, seventeen RPMs collaborated to host seven service-learning programs that engaged more than 45 RLC students in community-engaged programming aligned with UTA's commitment to leadership, civic responsibility, and community outreach.

3. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement. (Maximum word count: 500)

The Follet Student Leadership Center has students sign up for events like Super Service Saturday, providing a means to track student involvement. For example, for Super Service Saturday in fall 2024, close to 300 students participated, producing approximately 1,200 volunteer hours in service to agencies like Mission Arlington, the Arlington Garden Club, and the Arlington Public Library. However, UTA does not at present have an overarching co-curricular

engagement tracking system that can provide a record of community engagement.

4. Provide an example of a systematic, campus-wide, mechanism for assessing student learning and development outcomes as they relate to co-curricular community engagement. Describe one key finding. (Maximum word count: 500)

UTA’s alternative break programs incorporate reflection as a crucial aspect of the experiences, offering opportunities to evaluate student learning and development outcomes from co-curricular community engagement. This self-study has shown that the university should explore the development of a systematic, campus-wide approach to assessing student learning and development outcomes related to co-curricular community engagement activities.

SECTION 8: Civic Learning and Agency

1. According to the Carnegie definition of community engagement one of the purposes of community engagement is to prepare educated, engaged citizens and strengthen democratic values and civic responsibility. Describe at least two examples of practical experiences in the table below, of how your campus prepares students, faculty, staff and community to understand and engage in ways that address critical community issues and contribute to community/public good by providing practical experience with community. Be sure to share how these activities are community engaged. (Maximum word count: 750)

Examples of practical experience may include activities such as the following below, but not limited to:

- *Electoral education and participation (such as voter information,education, registration, polling site(s); meetings with elected officials; Constitution Day)*
- *Meetings with community members, elders, and community leaders to learn about community issues; land-based learning;*
- *Issue awareness and advocacy training (such as Advocacy Days)*
- *Civic-focused student organizations (Voter engagement, Model UN, Model OAS, Peace Corps Prep, or similar programs)*
- *Civic Fellows/Scholars*
- *Debate Team*
- *Civic awards to students, faculty and staff, or the community*

Campus Questions for each practical experience response:

1. *Civic engagement experience overview and purpose*
2. *Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)*
3. *Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience*
4. *Number of faculty involved*
5. *Number of staff involved*

6. *Number of students involved*
7. *Community partners involved, if relevant*
8. *Grant funding, if relevant*
9. *Research projects linked to partnership, if relevant*
10. *Impact on the campus*
11. *Impact on the community*

UTA provides opportunities for students, faculty, staff, and community to engage in ways that address critical community issues and contribute to the public good. UTA Libraries hosts Constitution Day activities every September to encourage democratic involvement and to educate students about the Constitution's role in their daily lives. In 2024, the event included lunch, gift bags, raffles, and a lecture—"The Constitution, Civil Liberties, and the Supreme Court"—by a political science professor, Dr. Kayla Canelo. Likewise, UTA Student Government implemented its 2024-2025 Campus Democracy Challenge Action Plan to support student engagement in elections. Student Government distributed information about voter registration and voting, and it hosted an event for National Voter Registration Day. While Student Government did not track the number of students who voted or were registered through campus events, it is exploring mechanisms to capture this data in the future. Efforts like these to boost civic responsibility and community engagement are far from isolated.

Meetings with community members, elders, and community leaders to learn about community issues: When the Arlington Tomorrow Foundation—a nonprofit established by Arlington, Texas, to support projects and programs that "contribute to a thriving Arlington"—wanted to determine the capacity of Arlington's nonprofit organizations, it turned to UTA for help. Professor Karabi Bezboruah and Associate Professor Emily Nwakpuda created service-learning projects for students to assemble the first-ever database of Arlington nonprofits, determine each organization's ability to achieve its mission, and determine how each could build capacity. In addition to sharing their findings with the foundation, Bezboruah and Nwakpuda brought the city's nonprofits together for a summer 2024 luncheon, allowing the groups to begin networking for collaborative work to benefit the city. Students helped facilitate these initial conversations.

UTA's home—Arlington, Texas—is the seventh-largest city in the state, making mobility a major issue for both residents and students. UTA students assembled faculty, staff, Arlington residents, and community leaders to form Walkable Arlington to help make the city friendlier to pedestrians and cyclists. Walkable Arlington members led Arlington City Council members and concerned citizens on downtown-area walks, noting problem areas and proposing solutions. One result is an adjustment to traffic signals downtown and near campus that provides pedestrians with a head start entering intersections, which can enhance pedestrian visibility and reduce pedestrian-vehicle collisions. Walkable Arlington's work remains ongoing, and some of the group's ideas have been incorporated into the city's master plans and studies. Walkable Arlington is a student-led grassroots movement that has formed partnerships with UTA's Office of Sustainability, the North Central Texas Council of Governments, Downtown Arlington, and the city of Arlington, among others.

Robust community listening and advocacy are also hallmarks of the city's Unity Council, which was formed with the goal of increasing equality in Arlington through community input and equity strategies. The city—the fourth-most diverse in the U.S.—tapped UTA anthropology and sociology professor Jason Shelton to chair the panel, and he engaged UTA students in gathering community input. Through the work of those students and other UTA faculty, staff, and administrators, the city heard from more than 300 residents through interviews, focus groups,

and town hall meetings. The Unity Council's final report outlined 50 recommendations for city improvement. The effort garnered Arlington a 2021 Cultural Diversity Award from the National League of Cities. The Unity Council continues its work with Shelton as chair as the council champions adoption of its recommendations. In early 2025, Shelton received the "Advancing the Dream Award for Community Service" for his outstanding contributions to the Arlington community. "Advancing the Dream" is organized by representatives of the city of Arlington, the Arlington Independent School District, Tarrant County College, the Arlington Ministerial Association, and UTA.

Civic-focused student organizations: When the Tarrant County Commissioners Court met in September 2024 to approve early voting sites, the continued presence of an early voting location on UTA's campus was uncertain because of a proposal to shutter early voting locations on college campuses like UTA. That's when the non-partisan UTA NAACP chapter and the non-partisan UTA Student Government mobilized, arguing at a Sept. 12 meeting of the commissioner's court that the campus polling spot was essential to ensure students could participate in the democratic process. The UTA groups were joined by other UTA students and staff in urging the court to keep the location. After roughly four hours and 160 speakers, the court approved 51 early voting sites, including UTA's. These student-led groups showed they'd learned how to respond to community needs and build a civic identity.

Practicle Experience #1

Civic engagement experience overview and purpose	The city's Unity Council, which was formed with the goal of increasing equality in Arlington through community input and equity strategies. UTA professor Jason Shelton chaired the panel, and he engaged UTA students in gathering community input.
Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)	Over the years, several UTA campus partners have consistently supported the Unity Council. These include the Center for African American Studies, Department of Sociology and Anthropology, and individual faculty members across various campus units include the Department of Political Science and School of Social Work.

Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience	The Unity Council is a diversity task force that was established in Summer 2020 comprised of 30 local residents of Arlington, all of whom were appointed by members of City Council. It has now become a permanent city task force along with others that officially report to the Mayor and City Council. While our task force is now comprised of only 10 members (like all other official groups), I have continued to chair the Unity Council since it inception. Our primary responsibility is track various disparities in our City, as well as offer recommendations to the Mayor and City Council for how to address these disparities. Over the years, the Unity Council has offered more than 70 recommendations for addressing disparities with respect to race/ethnic relations, challenges facing older residents, challenges facing local residents with disabilities, and challenges facing our City's LGBTQ community. Some recommendations include hiring our City's inaugural diversity officer, having the City update its compliance with the Americans with Disabilities Act, and enhancing connections between the City and local businesses owned by women and minorities, to name a few.
Number of faculty involved	5
Number of staff involved	Approximately 3 staff members in the Center for African American Studies have helped to facilitate Unity Council events when they take place on our campus.
Number of students involved annually	approximately 10—Over the years, graduate students in the Department of Sociology and Anthropology have conducted in-depth interviews and focus groups for the Unity Council's Final Reports.
Community partners involved, if relevant	City of Arlington elected officials (Mayor and City Council members), as well as the Arlington City Manager's Office. A wide range of offices within the CMO support the Unity Council.
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	Over the years, several Unity Council recommendations have come directly from the Arlington City Satisfaction Survey. New questions have been added to the annual City survey to help track our population as well as residents' beliefs about particular issues.
Impact on the campus	Our campus has hosted several important Unity Council events over the years, including sessions for community input.
Impact on the community	The impact has been tremendous. Unity Council recommendations have impacted a wide range of aspects of our City across a range of neighborhoods and walks of life.

Practicle Experience #2

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at Arlington on 2/1/2024. Last modified on 4/11/2025.

Civic engagement experience overview and purpose	Development of a neighborhood preservation block-by-block program for the City of Denison, Texas.
Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)	Joseph S. Portugal, PhD ICMA-CM, Associate Professor of Practice Public Affairs and Planning, College of Architecture, Planning and Public Affairs.
Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience	Completion of capstone project enables the community to balance provision and delivery of public services through the block-by-block program and enables public administration and planning students to augment the skill set necessary to be effective public servants through community engagement.
Number of faculty involved	1
Number of staff involved	
Number of students involved annually	17
Community partners involved, if relevant	City of Denison, Texas staff: Director of Development Services; Planning Manager; Neighborhood Services Supervisor.
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	Team-oriented research practicum involving public administration and planning students.
Impact on the campus	Fulfillment of NASPAA and department rubrics for public administration capstone and planning project studio leading to MPA and MCRP.

Impact on the community	Development and implementation of a block-by-block program to ensure neighborhood preservation (property maintenance) through neighborhood integrity, community improvements, and equitable service delivery.

2. Are civic skills incorporated into curricular and/or co-curricular community-engaged activities? If so, describe how civic skills are integrated and how student learning outcomes are applied and assessed. (Maximum word count: 500)

Examples of civic skills may include the following, but are not limited to:

- *Critical thinking and evidence-based reasoning*
- *Development of digital data, and media literacy*
- *Conveys ideas across difference - orally and in writing*
- *Seek out and engage with multiple perspectives*
- *Listen attentively and with patience*
- *Reflexive thinking*
- *Understanding of intersectionality, privilege, and bias*
- *Development of cultural humility, empathy, compassion, and courage to act in service of the greater good*
- *Opportunity to collaborate and participate with multiple forms of culturally-based leadership models prevalent in communities of color*

Civic skills are incorporated into both curricular and co-curricular campus activities. More than 100 courses across the range of disciplines offered at UTA are designated as service-learning courses and include collaborations with more than 170 community partners. These academic-community partnerships provide students with the opportunity to develop critical thinking and evidence-based reasoning skills. Moreover, because service-learning courses at UTA stress reflection, students engage not only with community partners but also with themselves and their experiences through reflexive thinking. Outside of the service-learning context, civic skills are baked into the coursework across the university. In political science, for example, students develop skills in critical thinking, evidence-based reasoning, conveying ideas across differences, seeking out and engaging with multiple perspectives, reflexive thinking, and listening attentively. In addition, the coursework promotes cultural humility, empathy, compassion, and courage to act in service of the greater good. As an example of how this plays out in the classroom, Dr. Bo Won Kim, assistant professor in political science, requires students to select news articles pertinent to class materials. They make presentations on the article, share their thoughts, and provide a debate question, which the class engages with after the presentation. Selecting an article relevant to class materials requires critical thinking, while presenting arguments on contentious issues encourages students to use evidence-based reasoning while conveying their ideas orally to audiences holding diverse perspectives. The debate question provides students an opportunity to listen attentively and patiently to a wide array of viewpoints while engaging with perspectives they might not have previously considered. The Department of Political Science is looking to expand the reach of its civics education. Through the initiative of Kimberly Caraway, the department’s academic advisor, and several faculty members, the department is seeking a Teagle Foundation Knowledge for Freedom grant, which would fund a summer course for area high school students on civic and community engagement.

In the co-curricular realm, the Follett Student Leadership Center provides its Leadership Honors Program, which trains students in civic and community leadership. Students at The Shorthorn,

the award-winning student newspaper at UTA, develop skills in conveying ideas across difference both orally and in writing through their reporting and writing, seek out and engage with multiple perspectives to research stories, listen attentively and with patience to sources, and develop digital data and media literacy to serve the campus community through their reporting.

3. Civic identity involves the formation and negotiation of personal and group identities as they relate to presence, role, and participation in public life. Civic identity is particularly important and a factor in civic engagement and participation.

What are the pathways and opportunities available to students at your institution to develop their civic identity? How are community partnerships incorporated into these pathways? What kind of institutional support is in place to encourage civic identity development? (Maximum word count: 500)

Examples of civic identity formation may include the following, but are not limited to:

- *Understanding the variety of ways to make change within a community (community organizing, going to the media, activism, etc.)*
- *Coalition building to engage in relationships where trust is formed while recognizing barriers*
- *Examining one's positionality in relation to self and society*
- *Articulating a vision of a just and equitable society*
- *Leveraging passion for social change into actions that benefit the community*
- *Understanding the power of voice to make change and what limits voice for many*
- *Creating a sense of belonging to community and responsibility for the greater good*

The University of Texas at Arlington provides an array of pathways for students to develop their civic identity through both academic and extracurricular programs. UTA's Maverick Advantage program encourages students to participate in a range of high-impact practices like community engagement, leadership, effective interaction with diverse audiences, and research, all of which help them define their roles in public life. Indeed, even the Maverick Advantage's career development pillar helps students grasp their place in civic life. Students applying to graduate with the Maverick Advantage distinction engage in at least three of the five distinguishing activity types while they are UTA students, even if the experiences are not directly connected to university programs, courses, or resources. One example includes Dr. Alicia Rueda-Acedo's SPAN 4341-Business and Legal Translation course, which partners with Proyecto Inmigrante, a nonprofit organization for immigration counseling services. Students translate legal documents ranging from birth and death certificates to criminal records for immigrants, providing them with an opportunity to see how knowing multiple languages can uniquely position them in the civic life of a multicultural nation.

In the extracurricular realm, the Follett Student Leadership Center provides students with leadership training and offers workshops and Alternative Breaks that create immersive experiences for students in service activities that address societal challenges. For academic experiences, UTA's Center for Service Learning connects students to service-learning courses, which foster a sense of civic responsibility through projects addressing real-world community needs.

Outside the extracurricular and academic sphere, UTA's community partnerships support

students in developing their civic identity. For example, the Urban Resilience Fellows Program is a partnership with the North Texas Innovation Alliance, UTA, and the University of Texas at Dallas that connects faculty experts, students, and local government and industry leaders to develop innovative solutions to challenges like transportation, cybersecurity, data analytics, and environmental governance. The program offers students the opportunity not only to work collaboratively with government and industry partners but also to participate in public life in meaningful ways. Meanwhile, UTA's Center for Entrepreneurship and Technology Development links students with industry mentors and alumni to address local economic and social issues.

4. Indicate where civic knowledge development for a diverse democracy is part of the community engaged student learning outcomes inside and outside of the curriculum. (Maximum word count: 500)

Examples of civic knowledge may include the following, but are not limited to:

- *Community-based participatory research on democracy and civic engagement*
- *Collaborative problem solving*
- *Knowledge of systems (governance and community networks)*
- *Ethical reasoning, critical inquiry*
- *Information literacy, empathy*
- *How to use policy for social change*
- *Compassion and communicating across differences*

Civic knowledge development for a diverse democracy is part of the community-engaged student learning outcomes inside and outside of the curriculum. For example, the close to 150 service-learning courses in the academic realm emphasize ethical reasoning, governance, and collaborative problem-solving. Journalism and broadcast courses that are part of the Department of Communication's initiative to provide a news website for the Arlington, Texas, community, require students to research and report on democracy and civic engagement in Arlington, develop knowledge of governance and community networks, develop ethical reasoning and critical inquiry skills, demonstrate information literacy and empathy, understand how to use policy for social change, all while developing compassion and communicating across differences. All those elements are part and parcel of courses taught in political science. For example, courses engaging students with diverse aspects of law provide opportunities to develop ethical reasoning skills, understand the governance systems that shape democratic societies, and explore how changes in law can lead to social change.

As an example, Dr. Bo Won Kim's Politics of International Law course requires students to select an international treaty, analyze the issue it aims to address, and assess its limitations in tackling global challenges. They then draft a new treaty to propose solutions for these shortcomings. This semester-long assignment helps students gain a deeper understanding of governance systems and the historical context shaping international agreements. Through these activities and course materials, students develop essential civic knowledge, including empathy, information literacy, and the ability to communicate across differences—skills vital for fostering engagement and contributing to a diverse democracy. Meanwhile, Dr. Marcus Hendershot's Preparing for Careers in Political Science course teaches knowledge of systems, particularly community networks, to provide students with the necessary understanding of community institutions in which they live and work.

UTA has partnered with local municipalities for comprehensive internship opportunities across

fields like accounting, real estate, public administration, and criminal justice. The collaborations expand our students' ability to gain public service experience, which allows them to be career-ready and contribute to the public good.

Civic knowledge for a diverse democracy is also part of the fabric of many extracurricular activities at UTA. Students writing for The Shorthorn student newspaper, for example, must understand campus and local government as well as community networks, develop ethical reasoning and critical inquiry skills, foster information literacy and empathy, increase their understanding of how policy can create social change, and foster compassion while communicating across differences. Meanwhile, the Follett Student Leadership Center and the UTA Center for Research on Teaching and Learning Excellence host workshops that promote empathy, communication across differences, and civic responsibility. In addition, faculty across the university actively promote the Archer Fellowship to their undergraduate and graduate students. Under this UT System program, students awarded fellowships travel to Washington, D.C., for internships, learning, and experience for which they receive course credit. Student fellows develop an understanding of governance and appreciation for how policy can impact social change and learn to communicate across differences.

5. How is free speech showing up on your campus? What is your institutional policy on free speech and free expression?What kind of programming, partnerships and policies for staff, faculty, students and/or community do you offer or participate in that foster critical thinking, space to engage in deliberative dialogue, civil discourse and communication across differences and exchange of ideas around contentious issues? Is there training offered to faculty, staff and/or the community to incorporate these skills into courses and programming? (Maximum word count: 500)

On any given day, students, faculty, and staff can encounter a variety of speakers in public areas of campus, including outside the Central Library and the student center. Speakers engage in a range of speeches, from religious to political.

Freedom of speech, expression, and assembly are fundamental rights of all persons and are central to the mission of the university. In accordance with the University Policy on Free Speech, Expression, and Assembly, students, faculty, staff, and the public have the right to assemble, speak, and attempt to attract the attention of others. They also have the right to hear the speech of others when they choose to listen and to ignore the speech of others when they choose not to listen. Expressive activities are subject to time, place, and manner regulations.

Free speech shows up in public forums and the university's celebrated Maverick Speakers Series, which invites discussions on contentious issues to foster critical thinking and respectful dialogue. Free speech is also present in student-led initiatives, where civic-focused student organizations provide platforms for deliberation and advocacy.

The university is firmly committed to the free expression of ideas. UTA's Free Speech, Expression & Assembly Procedure expressly states:

The University of Texas at Arlington…is committed to providing an educational and work climate that is conducive to the personal and professional development of each individual. The

freedoms of speech, expression, and assembly are fundamental rights of all persons and are central to the mission of the University. The University will protect the rights of students, faculty members, staff members, and members of the public to assemble, to speak, and to attempt to attract the attention of others, and corresponding rights to hear the speech of others when they choose to listen, and to ignore the speech of others when they choose not to listen. The University maintains its right to regulate reasonable time, place, and manner restrictions concerning acts of expression and dissent.

UTA's free speech policy explicitly prohibits acts that disrupt the normal operation of the university—including classes—or that infringe the rights of others.

UTA's Center for Research on Teaching and Learning Excellence offers training workshops for faculty and staff to integrate civil discourse into teaching and programming. CRTLE also offers sessions that focus on managing classroom discussions and fostering a civil exchange for divergent viewpoints on contentious issues.

The Follett Student Leadership Center, as part of its leadership training, provides students with training to foster critical thinking, deliberative dialogue, civil discourse, communication across differences, and exchange of ideas around contentious issues. And courses within the political science department actively promote cultural humility, empathy, and compassion while collaborating and participating with multiple forms of culturally based leadership models prevalent in communities of color.

6. Describe how your campus tracks and assesses civic engagement. Explain how your campus uses the data to inform programming and enhance student learning. (Maximum word count: 500)

UTA tracks and assesses civic engagement in a variety of ways and uses the data to inform programming and enhance student learning. For example, the Undergraduate Exit Survey tracks students' co-curricular activities, such as service-learning, volunteering, and community service work both inside and outside UTA. This survey also tracks student engagement with student and professional organizations and leadership positions held. In addition, stakeholder surveys conducted as part of the Association of Public and Land-Grant Universities Innovation & Economic Prosperity Program designation process provide insights into the effectiveness of community engagement activities. Moreover, UTA's Center for Service Learning tracks the number of service-learning classes and student time spent on community engagement. In addition, CSL surveys community partners to ensure their voice is heard and that their needs and goals are met.

Student governance is open to exploring mechanisms to track student registration and voting in the future.

SECTION 9: Community Engagement and Other Institutional Initiatives

1. Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional

priorities. (In Table- Check all that apply and describe two of the checked examples, in the text box below in question 2).

Efforts aimed at student retention and success
Encouraging and measuring student voter registration and voting
Development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming
Outreach activities
Community and economic development
Lifelong learning (non-credit)
Campus food security programs (internal and external)

2. Describe at least two examples from question 1, including (how the priority is aligned with community engagement; where you have been; where you are now, where you are strategically planning on going; and lessons learned over the past two years.) (Maximum 1000 word count)

Efforts aimed at student retention and success: The U.S. Department of Education in January 2025 recognized UTA for its commitment to student success and economic mobility, naming the university a winner in its inaugural Postsecondary Success Recognition Program. Under the program, the Education Department honors institutions that excel in enrolling underserved student populations, support successful student transfers and degree completions, and prepare graduates for careers that promote economic mobility. UTA was one of just three bachelor's degree-granting institutions to earn the honor and the only institution that also grants master's and doctoral degrees.

UTA earned the distinction for its deep commitment to providing support for students. Even as UTA possesses the credentials of a top national research university, it remains accessible to students from all backgrounds. In the fall 2024 semester, 47.5% of the university's 30,000 undergraduates received Pell Grants. In addition, UTA is designated as both a Hispanic-Serving Institution and as an Asian American Native American Pacific Islander-Serving Institution. UTA earned the Seal of Excelencia from Excelencia in Education for its work in accelerating Hispanic student achievement, and UTA is a member of the Alliance of Hispanic-Serving Research Institutions, a collection of top research and HSI universities in the country.

UTA has worked to make sure that financial considerations don't price out low-income students. The university launched the Blaze Forward program in 2022 to fully cover tuition and fees over four years for undergraduate students and two years of tuition and fees for transfer students holding an associate degree. Students must be Texas residents and eligible for the TEXAS Grant program to qualify. In fall 2025, UTA is expanding the program to cover students whose families have an adjusted gross income of $100,000 or less while meeting other eligibility requirements.

The university has also endeavored to provide additional support to students, as evidenced by UTA's Residential Learning Communities. Residents enjoy access to academic support and programming aimed at improving retention and graduation rates.

As an urban university situated at the center of a multicultural metropolitan region, UTA has a student body that reflects the communities from which it draws. The university engages these

students in learning and development opportunities that teach them to effectively communicate across their differences and to use their knowledge and skills to support the communities from which they came.

Lifelong learning: UTA's commitment to building a community of lifelong learners extends from youth to senior citizens. UTA's Extension and Extended Campus Kids and Teens University youth programs provide more than 60 different STEAM summer camps for youths in grades one through twelve; in 2024, this program served more than 700 students. At the same time, the university offers students aged 65 and older six hours of free tuition per semester for both undergraduate and graduate courses. Moreover, UTA allocated investment funding to increase EEC funding in Fort Worth, Tarrant County, and Parker County to provide education opportunities within these communities, which will be further enhanced with the arrival of the UTA West campus. And UTA has built a strong collaboration with Tarrant County College through its Tarrant to and Through program, under which UTA and TCC work to create seamless pathways for students beginning their academic journeys at TCC and transferring to UTA to complete four-year degree programs.

UTA also offers current students, alumni, and faculty and staff opportunities to enhance their job market qualifications through free access to 40 professional certificates from leading companies like Google, IBM, and Salesforce through the Career Academy on Coursera platform. In addition, UTA's Division for Enterprise Development has partnered with a digital badge provider, Credly, to offer digital badges at the conclusion of courses, certificate programs, or conferences. These micro-credentials recognize achievement, skill development, and/or knowledge. Other offerings from EEC include: OSHA training courses; compliance assistance training for those managing environmental regulations in air, waste, water, and management; training, certification and professional development for those in public works; healthcare training; continuing education; and specialized programming, support, and services through the Military Service Center.

UTA also offers a Brewing and Fermentation certificate program to prepare participants for careers in brewing. The certificate requires four courses spanning a total of fourteen weeks and a sixteen-hour internship at a brewing facility. The program features online and asynchronous components, along with hands-on workshops, to help participants accommodate their work schedules.

SECTION 10: Reflection and Additional Information

1. (Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).

N/A

2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

This self-study opportunity has helped UTA identify opportunities for growth, such as in tracking its sprawling community engagement efforts. The self-study process also allowed reflection on community engagement strengths and the many ways community engagement shows up. For example, on a micro level, Dr. Erick Jones Jr., assistant professor and head of UTA's Sustainable and Equitable Allocation of Resources Lab, led a faculty sustainability boot camp in summer 2024. Jones shared how faculty can incorporate sustainability into courses and service-learning projects. On a broader level, the UTA organic Community Garden, part of a collaboration with Arlington, provides a half-acre public space containing 78 adoptable plots. Community members adopting plots commit to donating half their produce to Mission Arlington, a faith-based nonprofit that is the garden's designated food bank program, as part of the $35 annual plot-use agreement.

UTA's engagement extends across the Metroplex, which encompasses 13 North Texas counties and includes as much land as the state of Massachusetts. At UTA's Fort Worth campus, staff serve as ambassadors to community stakeholders like the Fort Worth Chamber of Commerce, the Fort Worth Hispanic Chamber of Commerce, the Weatherford Chamber of Commerce, the Parker County Chamber of Commerce, and the Rotary Club of Fort Worth. This involvement ensures participation in community events that reflect the varied needs of Fort Worth's population and allows collaboration with local stakeholders. UTA sponsored more than 180 community events with more than $80,000 invested in Fort Worth and Parker County since July 2024. UTA participated in or sponsored events like the Fort Worth Hispanic Chamber's HECHO in Fort Worth Gala and the Fort Worth Chamber's Young Professional Summit, reflecting the university's commitment to engagement across the community. UTA Fort Worth coordinated efforts to make UTA the official educational partner of Dallas, demonstrating UTA's regional reach and commitment to educational advancement.

Meanwhile, UTA fuels economic growth and community engagement through Extension and Extended Campus, which provides professional training and education for more than 35,000 participants annually and works with more than 2,000 partners and employers each year. EEC offered 2,522 short courses in 2023-2024, expanding access to professional and workforce training. EEC's Division for Enterprise Development is home to the OSHA Education Center, the nation's premier OSHA training and educational center.

The EEC Oil and Gas Safety and Health Conference was founded in 2008 by EEC leadership, government agencies and industry to share health and safety best practices between education, government, and industry. The every-two-years event hosts as many as 2,000 participants from around the region and globe. EEC also hosts the Transmission & Substation Design & Operations Symposium, which brings utilities, engineers, suppliers, contractors, and consultants together to share trends and challenges electric transmission.

UTA's community engagement takes many forms, and that engagement will continue to evolve as the university grows and implements UTA 2030. From service-learning projects in disciplines across campus to responsiveness to the training needs of area industry, UTA is poised to enhance its legacy of deep engagement with the communities it serves.

3. (Optional) Reflect on who was around the table, who was missing, and how the voices of community members who were missing might have improved this report.

The Core Team was put together intentionally, and it reflected and honored contributions from various parts of the university. It consisted of the Center for Service Learning associate director,

the Center for Research on Teaching and Learning Excellence coordinator, the Assistant Vice Provost (all three in the Division of Faculty Success), a researcher in University Analytics, a graduate student, a faculty member in the School of Social Work, a faculty member in the College of Architecture, Planning & Public Affairs, and a Journalism professor (who had the job of taking all of the information and data collected to tell our story). The members of the core team have a passion for community engagement, knowledge of the many ways it is happening across campus, and several years of institutional knowledge. This was a small but mighty, dedicated team of people who met weekly for nearly a year and a half to put systems into place while gathering stories and data from all parts of the campus and across the community.
Upon reflection, having an administrator from Student Affairs and an umbrella nonprofit agency on the Core Team might have been helpful to provide a broader perspective of community engagement happening in those areas. It also would have been advantageous to bring together a secondary committee consisting of one upper-level representative from each of the colleges and departments, including human resources, athletics, university communications, and development at the beginning and throughout the Carnegie process to inform them of what we were doing, why it was (and is) important to the campus community and community partners, and what we needed from them in order to make the process work as concisely and smoothly as possible. The addition of individuals from these various areas and departments would have added to the ease with which we were able to pull together data and information for the application, and many of these individuals ultimately made significant contributions essential to completion of this self-study. However, we have seen firsthand the power and value of having a smaller Core Team to shepherd the report and maintain project momentum. The team assembled had the knowledge, understanding, and enthusiasm needed to complete the goal of telling UTA’s story of community engagement.

4. (Optional) What is a question you would like us to ask that was not included in the application?

-- empty or did not respond --

5. In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research and training purposes for the Carnegie Foundation, their administrative partners, and other higher education researchers. Only applications from campuses that agree to the use of their application data will be made available for research purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released. We encourage you to indicate your consent below to advance research on community engagement.

Please respond to A, B, or C below:

C. I do not consent to having the information provided in the application used for research and training purposes.

6. Before you submit your final application, please provide a list of community partners that should receive the partnership survey. Include the partners described in Section 4, question 2, but you may include additional partners up to a total of 15 (see guide for partnership survey information).

Surveys will be sent to community partners when emails are inputted in this section. Please do not add partner contacts until your campus is ready for emails to be sent.

a. Partner Organization Name
b. Partner Organization Contact Full Name
c. Partner Organization Contact Email Address

Partner #1

Community Partner Name	German American Club of Dallas, Inc.
Community Partner Contact	Kirsten Holzmeier
Email	kholzmeier@yahoo.com

Partner #2

Community Partner Name	Seacrest Studios/Red Balloon Network at Children's Health
Community Partner Contact	Robin Jocius
Email	jill.pocius@childrens.com

Partner #3

Community Partner Name	Cook Children's Pulmonology Prosper
Community Partner Contact	Andy Kreutzer
Email	Andy.Kreutzer@cookchildrens.org

Partner #4

Community Partner Name	Donna Shepard Intermediate School (Mansfield ISD)
Community Partner Contact	Coach Phil Brown
Email	PhilipBrown@misdmail.org

Partner #5

Community Partner Name	Texas Parks and Wildlife Dept.
Community Partner Contact	Daniel Palmer
Email	Daniel.Palmer@tpwd.texas.gov

Partner #6

Community Partner Name	First Rate, Inc.
Community Partner Contact	Craig Wietz
Email	cwietz@firstrate.com

Partner #7

Community Partner Name	Travel and Sports Leisure Foundation
Community Partner Contact	Mary German
Email	Mary@arlington.org

Partner #8

Community Partner Name	Freedom Hospice
Community Partner Contact	Jon Glover
Email	jglover@freedom-hospice.com

Partner #9

Community Partner Name	Proyecto Inmigrante
Community Partner Contact	Douglas Danilo Interiano
Email	douglas.interiano@proyectoinmigrante.org

Partner #10

Community Partner Name	Mission Arlington
Community Partner Contact	Jim Burgin
Email	jim@missionarlington.org