University of Washington Tacoma Campus Community
Engagement Activities Inventory

Responses, Outcomes, and Recommendations

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UWT CAMPUS COMMUNITY ENGAGEMENT ACTIVITIES INVENTORY

RESPONSES, OUTCOMES, AND RECOMMENDATIONS

I. Introduction
This report reviews responses to the Campus Engagement Activities Inventory questionnaire, summarizes key points learned, and makes suggestions for actions moving forward. The questionnaire was developed and implemented as a part of Chancellor Friedman’s community engagement initiative. In order to prioritize how to promote and implement community – university engagement, we decided first to assess the state of community-engaged work and activities currently undertaken by faculty and staff at UWT. The aim of this campus “inventory” is to understand what works well and what obstacles exist to effective and successful community based teaching, learning, and research.

In fall quarter 2011, all faculty and staff received the questionnaire via email. This included 118 permanent faculty, 95 part time faculty, and 195 permanent staff (even if less than 100% FTE) for a total of 408 people. We received responses from 77 people for an overall response rate of 18.8% (49 faculty or 23%, 28 staff or 14.4%). Of the 77 who responded, 65 said they were involved in community-engaged work; 12 said they were not. Twenty-three people indicated that they would be willing to participate in follow up interviews. At the time of the writing of this report, six of these interviews had been completed.

As this report discusses, there is diversity in the kinds of community-engaged work already taking place between the university and a great variety of partners. This includes one-time events, regular exchanges, and on-going relationships and research projects in the form of coursework, classroom activities, internships, service, and scholarship. Respondents listed over 250 different organizations, agencies, and businesses with whom they have worked on teaching, research, and service activities. This includes 59 non-profit organizations and 26 educational institutions. While these numbers certainly do not reflect every partnership UWT has with community actors, nor do they signal that all of these partnerships have been effective or successful, the numbers do indicate that community based teaching/learning projects, the production of knowledge with community partners in research projects, and respectful community engagement in a variety of forms are priorities for many staff and faculty at UW Tacoma.

Based on answers provided in this inventory, the follow-up interviews, several other campus conversations (e.g., at Faculty Assembly, with Student Involvement), suggestions are provided at the end of this report for moving forward. In addition, successful programs and approaches at two other universities are summarized to help frame our own discussions about how to invest our resources and energy in this work.
II. Response to Survey
Although all individuals were identified by name in their responses, in the following table and report we provide general numbers and anonymous comments from units and individuals. In addition, the following information does not reflect all who are engaged in such teaching, research, and service activities, but rather those who responded to the email survey. In addition, the total number of responses in the table below is 80 because three individuals work in two different units. They are counted in each role.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Institute of Technology</td>
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<td>2</td>
</tr>
<tr>
<td>Interdisciplinary Arts and Sciences</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Milgard School of Business</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Nursing</td>
<td>7</td>
<td></td>
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<tr>
<td>Social Work</td>
<td>7</td>
<td></td>
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<tr>
<td>Undergraduate Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>5</td>
<td></td>
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</table>

Other units
<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions/Academic Advising</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Center for Urban Waters</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Convenience Store</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Enrollment Services</td>
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<td>3</td>
</tr>
<tr>
<td>Equity and Diversity</td>
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<td>1</td>
</tr>
<tr>
<td>Facilities/Campus Services</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Human Resources</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Library/Learning Resources</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Office of Advancement</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Office of the Chancellor</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Student Affairs</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

III. Questions and Summary of Responses
The survey had 14 questions total, with 8 substantive questions (questions 4, 5, 6, 8, 9, 10, 11, 12) about activities, partners, and obstacles and outcomes, with the remainder gathering basic contact and unit information. Please see Appendix A1 for a full listing of questions, and Appendix A2 for a full list of respondents. Below is a list of the substantive questions with a summary of the answers.

QUESTION 4. Have you been involved in any community engagement activities? If the answer is no, please proceed to the end of the survey and answer questions 11, 12 regarding ideas and suggestions for engagement activities.

Summary: Sixty-five people means that 16% of the individuals who received the survey and responded to it are involved in such activities.
• Yes = 65  
• No = 12

**QUESTION 5. Please describe the community-based activities in which you have been engaged (e.g., courses, internships, research, etc.). This is to help us understand the types of community engagement already occurring.**

**Summary:** These responses were quite varied and people provided very different kinds of answers. Community engagement by faculty and staff comes in many forms, including one-time events (e.g., speakers), volunteer hours and board service, advising internships, developing community based class assignments, as well as designing entire courses around the philosophy and practice of community-engaged learning. A number of professors have also translated research collaborations (often with grant funding) into learning opportunities for students. Sample responses are included below. It is important to note that a significant number of the faculty who responded to this survey do community engagement through their courses and through internships. This means that community-engagement at UWT is highlighted by student-centered and learning/teaching-focused opportunities. More traditional volunteering and service activities were included as well.

- Course based work = 23  
- Internships = 18  
- Research work = 18  
- Volunteering/service = 61

Specific examples of community engagement include:

- A partnership between Urban Studies, McCarver Elementary School and other community agencies in the Zina Linnik Project
- A partnership between Environmental Studies (IAS) and First Creek Middle School on samplings of First Creek
- A partnership between Nursing’s community health course and senior lunches provided by the Korean Women’s Association in which students take seniors’ blood pressure and provide health information
- On-going work in the Education Program related to Marcy Stein’s Department of Education grant on Dual Track teaching certification (special education and elementary education) that includes partnerships with seven schools in the area

**QUESTION 6. Please provide a list and/or description of the different partners involved in your activities. This would include names of community groups, agencies, community members you have worked with, donors, etc.**

**Summary:** Respondents indicated that they had worked with 253 different partners, including non-profit organizations, religious organizations, community groups, government departments (city, county, state), elementary, secondary and higher education institutions, and a number of private businesses.
• Fifty-nine non-profits and 26 educational institutions were listed as partners on projects with UWT faculty and staff.
• See Appendix B for a full list of the organizations.
• In a separate conversation, the Social Work program provided a complete list of field agency sites, totaling 276 agencies and major divisions within those agencies. Please see Appendix C for this list.
• Also in a separate conversation, Student Involvement provided a list of partners, including 80 non-profits and 8 businesses that made donations. Please see Appendix D for this list.

QUESTION 7. Please provide approximate beginning and end (if applicable) dates for the community engagement activities/partnerships. Are the projects on-going or short-term?

Summary: Many of the projects are on-going in nature or are renewable based on on-going contacts and relationships. One-time events (e.g., speakers), course projects, internships, etc. are examples of shorter term projects.

- On-going = 48
- Short-term = 34

QUESTION 8. Please describe how your community engagement activities have been funded if applicable. Have you received or applied for grants? Have you been receiving donations? Have you been personally supporting your activities (i.e., out of pocket)?

Summary: A significant number indicated they did not have any funding for their project, and 21 people noted that they provided personal funds to support these activities. Those who received awards, especially from the Center for Leadership and Social Responsibility, reported that such grants provided significant support for these activities. The institutional aspect of these grants, along with the Royalty Research Fund and the Chancellor’s Award are noteworthy.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No funds, investment of personal time</td>
<td>32</td>
</tr>
<tr>
<td>Personal funds (with 1 person reimbursed by the State)</td>
<td>21</td>
</tr>
<tr>
<td>Grants (not those listed below)</td>
<td>10</td>
</tr>
<tr>
<td>Course fees</td>
<td>5</td>
</tr>
<tr>
<td>Center for Leadership and Social Responsibility (Curriculum Enhancement Grant)</td>
<td>4</td>
</tr>
<tr>
<td>Donations</td>
<td>4</td>
</tr>
<tr>
<td>Royalty Research Fund</td>
<td>3</td>
</tr>
<tr>
<td>Chancellor’s Award</td>
<td>2</td>
</tr>
<tr>
<td>Specific fund-raising</td>
<td>1</td>
</tr>
</tbody>
</table>

QUESTION 9. Please describe the impact and/or successes of your community-engaged activities. This may include student learning outcomes, internship opportunities, publications, social change, etc. How do you report successes?
**Summary:** There was a wide array of answers to this question and while there were many examples of the impacts of this work, few actually had specific things to say about *how successes were reported*. This suggests that there are things to learn about how to measure outcomes and how best to share and report impacts. The tables below are based on the narrative responses to this question and are arranged in order of impact. The first table covers the types of impacts and successes of this work; the second table is focused on assessing and reporting impacts. Several answers appear in both tables.

### Types of impacts and successes

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Publications/presentations/technical papers/grant proposals</td>
<td>17</td>
</tr>
<tr>
<td>Increased student motivation and learning</td>
<td>11</td>
</tr>
<tr>
<td>UWT students engage with and are exposed to others, appreciate diversity/difference</td>
<td>11</td>
</tr>
<tr>
<td>Service to nonprofits and general community service; fundraising for organizations (including UWT) or individuals (e.g., poor students)</td>
<td>11</td>
</tr>
<tr>
<td>Student internships/jobs/further study</td>
<td>10</td>
</tr>
<tr>
<td>Promotion of UWT (and students) in community and off campus, asked to return</td>
<td>9</td>
</tr>
<tr>
<td>Impact on policy/public conversation/community action</td>
<td>9</td>
</tr>
<tr>
<td>Media attention and coverage, social media included</td>
<td>4</td>
</tr>
<tr>
<td>Improved and modified teaching methods, speakers into classroom</td>
<td>4</td>
</tr>
<tr>
<td>Social change, improve city</td>
<td>3</td>
</tr>
<tr>
<td>“Product” development for community, training of community members</td>
<td>2</td>
</tr>
<tr>
<td>Brings new people to campus with positive outcome</td>
<td>2</td>
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</table>

### Assessing and reporting impacts

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<table>
<thead>
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<tbody>
<tr>
<td>Publications/presentations/technical papers/grant proposals</td>
<td>17</td>
</tr>
<tr>
<td>Student internships/jobs/further study</td>
<td>10</td>
</tr>
<tr>
<td>Promotion of UWT (and students) in community and off campus, asked to return</td>
<td>9</td>
</tr>
<tr>
<td>Assess through evaluation procedures in place (e.g., pre/post survey, Council on Social Work Education requirements, internship evaluations) and report in annual/monthly reports</td>
<td>9</td>
</tr>
<tr>
<td>Must assess later, as in college enrollments or</td>
<td>4</td>
</tr>
<tr>
<td>restoration work</td>
<td></td>
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<tr>
<td>------------------------------------------------------</td>
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</tr>
<tr>
<td>Participation in events (e.g., outside speakers)</td>
<td>3</td>
</tr>
<tr>
<td>Unclear, not sure how to assess, difficult to measure</td>
<td>2</td>
</tr>
<tr>
<td>Report back to agencies/partners</td>
<td>3</td>
</tr>
<tr>
<td>Measure in partnership building, program evaluation, clients served</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample statements:

“I think that the real impact will be able to be evaluated when the…students are applying to universities when they are preparing to graduate from high school. I was personally able to see interest sparked in many students, and I imagine that it will help them to form educated decisions on not only their continued education, but also on their interactions and activities of daily life.”

“Publication of two peer reviewed articles on this project. Both co-authored with community or academic partners.”

“I try to work with one student per year to publish the results of a community-based project.”

“Great impact! Improved student motivation in class, many student capstones, internships and jobs have resulted from community-based classroom work.”

“Many of these organizations ask us back…seeing students have a light bulb turn on when imagining that college is an opportunity.”

“The students get to apply the skills they have acquired at UWT on real world projects for an appreciative group….The entire experience tends to enthuse and motivate students to an extent that has, frankly, surprised me.”

“A good example is the UW Tacoma Debate Tournament in January of 2011. The debate coaches are all teachers from WA high schools None of them had ever been to the campus…This coach was floored by the facilities, the location, the modern amenities, the history, the architecture, etc…She is a convert. Before her trip she would have never recommended that one of her students attend UWT – now she is one of our biggest advocates. All because we got her on campus.”

“I have received overwhelming support for these service learning projects from both the agencies involved and the students who participate.”

“Successes appear in the local newspaper…. on program websites, in grant reports, public meetings, annual faculty work reports, and in scholarly publication.”

“Internships have enhanced student resumes and in many instances have led to jobs.”
“If students are receiving credit for internships or research experience, they write a summary report and present their work at an end of quarter colloquium.”

“We have had a major impact in crafting a preservation plan for the City of Tacoma.”

“Efforts resulted in the Puyallup City Council passing an ordinance allowing Cottage Housing in Puyallup and the invitation and continued development of an annual volunteer fair…”

“The primary impact is in visibility for UWT and networking.”

**QUESTION 10. Please describe any obstacles or difficulties that you have faced in this work (e.g., funding, support, quarter system, etc.). What suggestions do you have for avoiding these obstacles in the future?**

**Summary:** By far the most responses indicated that time was an issue – both the lack of time and the investment of time required to do community based work. In addition, many respondents noted that the quarter system made it difficult to do community projects because it is so short, and that the lack of funds hindered their work in this arena. Also significant, however, was that people had experienced or felt that such work was not valued in the tenure and promotion process in their units or on campus broadly. Although not many respondents offered suggestions here, a few suggested more explicit campus administration support for these projects and an office to help coordinate the partnerships. Please see Question 11 as well.

**Obstacles**

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time, requires too much</td>
<td>16</td>
</tr>
<tr>
<td>Quarter system (too short)</td>
<td>9</td>
</tr>
<tr>
<td>No funds</td>
<td>9</td>
</tr>
<tr>
<td>In conflict with seeking promotion (and what “counts”)</td>
<td>6</td>
</tr>
<tr>
<td>No recognition from campus/administration, no place to celebrate/share work</td>
<td>4</td>
</tr>
<tr>
<td>Communication and coordination problems (including clear expectations)</td>
<td>4</td>
</tr>
<tr>
<td>Turnover in agency/community folks and turnover in our students</td>
<td>3</td>
</tr>
<tr>
<td>No/not enough administrative support</td>
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<tr>
<td>Funding for specific items prohibited (e.g., food)</td>
<td>2</td>
</tr>
<tr>
<td>Class size too big</td>
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<tr>
<td>Funding/grant cycles and IRB take too long</td>
<td>2</td>
</tr>
<tr>
<td>Space issues and finding a “home” for projects after grants end</td>
<td>2</td>
</tr>
<tr>
<td>Finding donors</td>
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<tr>
<td>No major obstacles</td>
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<tr>
<td>Need more online</td>
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</tr>
<tr>
<td>No “conference housing”</td>
<td>1</td>
</tr>
<tr>
<td>No shop equipment at UWT to make things for partners</td>
<td>1</td>
</tr>
<tr>
<td>No campus mechanism for setting up relationships</td>
<td>1</td>
</tr>
</tbody>
</table>
and partnerships, requires own networking
Too many internships 1
Balancing work schedule 1
Recruiting volunteers with vested interest (vs. because it is required course work) 1
Indirect costs at UW are too high 1

Suggestions
Need to highlight and reward such work/projects (yearly brochure, webpage, bulletin board on campus of student work) 2
Campus office to help find the right agencies 2
Smaller class sizes 2
Course releases for supervising internships 1
Encourage faculty to find connection with research and community 1
Campus support 1
Need advance planning 1
Need incentives (disincentives too great) 1
Senior faculty with success in undergrads in research share with others 1
Explicit valuing of this work by administration 1
Allow Founders grants to be renewable/continued 1

Sample statements for obstacles:

“Time spent organizing and overseeing community-based projects is prohibitive for anyone who is also trying to conduct his/her own research. It takes considerable time to identify potential partners and to then design an appropriate project and manage the students’ entrée into working on the project.”

“The short quarters are hard to accomplish a lot and require a lot of pre-planning. Need to be very focused.”

“Funding and quarter system issues have presented problems. The other, larger obstacle has been campus support and regard for this engaged scholarly work. We need a campus culture change so that this work is highly regarded and seen as something other than simply service (which at times it might be).”

“I generally don’t write up anything about my community work because my department only values top tier journal publications and action research is not publishable in such outlets. I’m actively discouraged from engaging in this work because it takes time away from producing prestige scholarship. My unit’s goals are in direct conflict with the campus mission.”
“There is little visibility for this sort of work – my students were so proud of the work that they accomplished and I had an extremely difficult time finding an audience to showcase the work they had completed.”

“In order to fully participate with the seniors at the meal sites, the students and I eat our lunches there. Due to a tight budget, the students and I pay out of our pockets for our meals.”

“I think that the main obstacle for all of the activities is recruiting volunteers who have a vested interest in the activities, and are not just participating because it is part of their course.”

“I do it because I value this work but if anything there are more disincentives than incentives as it takes more time and effort and may compromise my ability to perform well in other important areas, such as scholarship/publication.”

“When we host an event with prospective students, they expect food. We have been told that we cannot provide food unless it is donated by local shops. This is a huge competitive disadvantage.”

**Sample statements for suggestions:**

“Some of this might be addressed by a campus office that streamlines the process of locating potential agencies and coordinating initial project planning.”

“No mechanism for making community connections. [It] has taken me years to set up a network.”

“A yearly brochure, a featured spot on a webpage, a bulletin board on campus, etc. would help students feel that their work is being recognized by the wider university community.”

“…clarifying expectations and the nature of the relationship with community partners…not to overpromise (i.e., UWT is not a fount of free labor…”

“It would be nice for faculty to be compensated in some way for the internships they supervise.”

**QUESTION 11. Please provide any specific suggestions you have about how to facilitate this work. Do you have any particular needs for community-engaged work that you would like to see met by the campus?**

**Summary:** In conjunction with answers to Question 10, there is interest in both enhancing support for such work in our campus culture (which may include a celebration, public recognition, or brochure/case), and in creating some kind of structure for connecting the university with the community. This could mean an individual or a searchable database. Faculty also are concerned about the time required to do this work well and frequently mentioned a need for compensation and/or other incentives, especially when community work is in conflict with promotion and tenure requirements.
<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central structure to identify appropriate potential community contacts and others on campus doing such work, also a way for community to connect with with campus</td>
<td>6</td>
</tr>
<tr>
<td>Internship or service learning coordinator/centralization of processes</td>
<td>3</td>
</tr>
<tr>
<td>Compensation for advising (e.g., course release, funds)</td>
<td>2</td>
</tr>
<tr>
<td>Allow UWT to be host for community meetings</td>
<td>2</td>
</tr>
<tr>
<td>Campus should be more involved in the schools in community (e.g., events here, go into school, mentor to college, specialist on campus for outreach)</td>
<td>2</td>
</tr>
<tr>
<td>Recognize the work publicly, support collaborative efforts</td>
<td>2</td>
</tr>
<tr>
<td>Track where faculty/students are in community (database)</td>
<td>2</td>
</tr>
<tr>
<td>Create UW Tacoma Campus Visitor Center</td>
<td>1</td>
</tr>
<tr>
<td>More support for grant applications</td>
<td>1</td>
</tr>
<tr>
<td>CLSR grant should continue or expand</td>
<td>1</td>
</tr>
<tr>
<td>Create mechanism to get technical reports peer-reviewed and indexed</td>
<td>1</td>
</tr>
<tr>
<td>Increase service learning in Core</td>
<td>1</td>
</tr>
<tr>
<td>More knowledge about volunteer work intersecting with state employment</td>
<td>1</td>
</tr>
<tr>
<td>Build relationship with JBLM, accept CLEP</td>
<td>1</td>
</tr>
<tr>
<td>UWT co-sponsors campus events; helps with media campaigns</td>
<td>1</td>
</tr>
<tr>
<td>Coordinate reporting on community engagement for units</td>
<td>1</td>
</tr>
<tr>
<td>Allow for some smaller classes to do experiential learning</td>
<td>1</td>
</tr>
<tr>
<td>Need easier access to university by community</td>
<td>1</td>
</tr>
<tr>
<td>Pull out past service learning proposal</td>
<td>1</td>
</tr>
<tr>
<td>Create community arts practice center</td>
<td>1</td>
</tr>
<tr>
<td>Incentives (not just personal interest)</td>
<td>1</td>
</tr>
<tr>
<td>Establish a community-engaged research center</td>
<td>1</td>
</tr>
<tr>
<td>Share our knowledge better</td>
<td>1</td>
</tr>
<tr>
<td>Publicize resources available through UW for this work</td>
<td>1</td>
</tr>
<tr>
<td>Well publicized public lecture series by faculty and student researchers</td>
<td>1</td>
</tr>
<tr>
<td>Design system for year-long (vs. quarter)</td>
<td>1</td>
</tr>
</tbody>
</table>
Sample statements:

“The CLSR (Center for Leadership and Social Responsibility) grant is fantastic and should be continued or expanded.”

“Campus office that streamlines the process of locating potential agencies and coordinating initial project planning.”

“It would be helpful to have some sort of centralized clearinghouse for identifying potential community contacts as well as other faculty members who are involved in trying to engage community around similar or synergistic kinds of issues.”

“It would be great to identify an incentive structure beyond personal interest. The obvious attractive incentives would be time and money.”

“Please make it easier to host community engagement meetings on campus.”

“I need student research support that can extend beyond a quarter and/or a class. Maybe students in global honors could have the option of a yearlong “co-op”/community engagement project overseen by faculty from different units all across campus.”

“We need one specialist that can coordinate and implement the early outreach being requested by local school districts….This specialist could also be the director of a UW Tacoma Campus Visitor Center. Sort of a one-stop-shopping for all visitors to UW Tacoma. They would be equipped to answer questions about parking, admissions, research, space rentals, etc…They would be able to schedule appointments for visitors with respective departments or make the connection for visitors.”

“I would like to see the campus more involved in the schools in the community, helping to communicate the importance of education, how to best prepare for higher education, and conveying the excitement and opportunities that higher education provides.”

“A community-engaged research center would help to organize people and projects.”

“I’d love to see us have a monthly or bi-monthly lecture series open to the public that’s well-advertised and targeted at community interests, concerns, and groups.”

**QUESTION 12. Please provide any ideas you have about community engagement opportunities, specific or general. Are you interested in being involved?**

**Summary:** Answers to this question were more specific and related to the respondent’s own research, teaching, and service interests. All proposals are listed here, with narrative responses in quotations.
Suggestions:

• Community-engaged research center with training on how to work “with” the community rather than just “for” the community. Related issue is making sure the agencies benefit from working with faculty (who get research) and students (who get learning).
• Create a Commencement Bay oriented center for compiling/collecting data, engaging citizens, etc.
• Sponsor basketball events and invite teams and fans to campus.
• Create a center that is focused on education. “We could partner with the City of Tacoma and local businesses to help address issues in public education.”
• Establish partner schools in the Tacoma School District.
• Look at UWB’s version of the Dream Project (Anthony Kelly) as example of how to partner with local schools.
• Support faculty and staff taking work days to volunteer. “I would like to see more of our faculty and staff involved in other businesses community events and have it supported by the campus (in paid leave) such as United Way Day of Caring, tutoring at underserved elementary, middle and high schools, serving meals at Salvation Army.”
• Offer central community health clinic and work with students from relevant majors to support (e.g., nursing, social work, psychology, healthcare leadership, education, urban studies).
• Collaborate with employment services providers (e.g., Goodwill).
• Find ways to share data (e.g., booklets, but expensive).
• Work with SAMI.
• Formal designation of community partners.
• Identify one high-profile activity that UWT focuses on for 1 or 2 years.
• Connect with our own alums that are in military leadership positions.
• Training for community groups in grant writing.
• Coordinate UWT Library with other area archives, museums.
• Build interactive arts program at UWT and work with area organizations.
• Increase opportunities for students to participate in competitions (e.g., tax case challenge).
• Increase UWT’s presence at area events (e.g., Daffodil Parade).
• Be deliberate about volunteer opportunities in our neighborhood (Hilltop, Downtown).
• Lecture series for community.

QUESTION 13. Would you like to be contacted for a follow up interview to discuss your community engagement activities or involvement to expand on this survey?

Summary: Student workers and interns on this project interviewed a total of six people, including four faculty who answered yes to this question (IAS, Milgard School, Urban Studies), and one student and two in Social Work during the fall release of the questionnaire. In the interviews, they asked the four professors in the follow up interviews 1] Why did you choose to implement service learning in your courses? 2] Have you seen any difference/improvement in students’ learning outcomes in courses that involved community engagement (vs. those that did not), and how did you measure/quantify these outcomes? 3] Did you perceive improvements
within the community organizations and/or impact on community members with whom you worked, and how was that measured? 4) How has doing community-engaged work impacted your teaching, research and career goals? 5) Do you feel supported in your efforts to incorporate outreach scholarship?

In addition, there was a group discussion at the Fall Faculty Assembly Retreat about community engagement and conversations with two people from the Office for Equity and Diversity and one from Student Affairs (Student Involvement).

Please see Appendix E for a list of the 23 individuals willing to engage in follow up.

- Yes = 23
- No = 54

Key issues raised in these interviews:

1. Perception that students are not aware of issues in the Tacoma area and would be more involved if they were.
2. Importance of informal relationships leading both to student training and post-graduation employment opportunities.
3. Approximately 25% of the field supervisors for the Master of Social Work program are UWT MSW alumni. Students are required to complete a total of 1040 hours in the field, divided into Foundation and Advanced field placements. (The BA program requires a single 480 hour placement.) Social Work currently has almost 200 active agencies with whom they work. Suggestions included more funds to support “roving” practice instructors; funds for an end of year luncheon to thank the agencies and supervisors to help express how valuable these relationships are to the university. Both of these requests were met this year, with 50 field instructors and the Chancellor attending the lunch.
4. Importance of how community based learning improves student outcomes in ways that traditional lectures and readings cannot. Service learning helps students not only know or understand the course material, but also adopt practices that can help them and their communities grow and be successful. Students are able to learn things that they may otherwise ignore in a traditional reading. They offer an opportunity to combine theory and practice.
5. Community based learning can develop important skills such as organization, teamwork, leadership, communication (including critical reflection writing), goal-setting, accountability, and advanced problem-solving. UWT students also often were positioned as teachers/educators, empowering them in new ways. They also learned valuable lessons to prepare them for professional life. Requirements for students to find their own agencies with which to work also forces students to understand the course material in detailed ways.
6. Underscored the responsibility of the university and its faculty and staff to work with and to improve the surrounding communities through such partnerships.
7. Students clearly benefit; the university gains positive exposure, and while difficult to assess, there are ways to measure community outcomes as well (e.g., major events such as the Zina Linnik Project, follow up interviews/surveys).
8. Importance of setting up evaluative tools beforehand to help both the instructor and agency/organization measure the outcomes for students and organizations.

9. There is support for this work, especially in the freedom each instructor has to design courses as he or she would like. Yet, such work also is not valued in the same way as other academic work and may hinder other aspects of professional development. That said, there have also been successes in terms of turning course projects into publications.

10. Chancellor’s Fund was helpful to start such projects, but in more targeted form is now no longer available. The important role of grants from the Center for Leadership and Social Responsibility was also noted.

11. There is conflict between faculty commitment to their profession and their commitment to their institutions.

IV. Summary of findings
The following key findings from the inventory of current community engagement activities at UWT should be understood as critical issues that emerged in the written responses from faculty and staff. They are organized in terms of successes and the most effective facilitators to community engagement, and challenges and the most serious obstacles to such work.

Successes and facilitators to effective community engagement
The most successful and effective community engagement activities seem to have the following qualities at UW Tacoma:

• committed faculty/staff
• willing community partners
• relationships built up over time
• procedures for assessing outcomes
• access to support such as the curriculum enhancement grants from the Center for Leadership and Social Responsibility.

There also is recognition that university-community relationships must be based on mutual benefit. For instance, people are encouraged to ask what the agencies and non-profits receive in exchange for hosting student interns and classes, and for being research sites.

Evidence of successful projects and outcomes include:

• increased student motivation and learning
• exposure to diverse experiences
• service to non-profits and community organizations
• student internships and employment
• publications and reports (sometimes co-authored with community partners).

Obstacles and challenges
The most serious obstacles and challenges to effective community engagement include:

• time
• the quarter system
• the lack of incentives (especially when compared to disincentives)
• the lack of any institutionalized support for, or coordination of, such partnerships.
Professors frequently noted that this work is very time consuming and faculty wonder if it is valued sufficiently, especially in the tenure and promotion process. There are few formal incentives to participate in such teaching/learning opportunities and some explicit messaging that community-engaged work is not valued for tenure and promotion. The ten-week quarter system also hinders such work as agencies and non-profits have trouble working with this schedule. There also is the issue of lead-time needed for grant proposals and the turnover rate at many agencies/nonprofits.

Also noted in the responses is that community members and organizations find it difficult to access the university, meaning that many partnerships are established because of initiative from the university or personal networks. Staff also desired clarity on time spent volunteering and work hours.

Many noted that the lack of institutional and administrative support - whether in the form of a campus culture or a center to help coordinate partnerships - was a significant obstacle to such work. Finally, in general, respondents noted the lack of funds and need to supplement projects from their own funds. Some have been successful in grant applications (more research than teaching oriented), noting the importance of community partners in securing the funds, and others emphasized the importance of campus-based funds to initiate projects (e.g., Chancellor’s Award, CLSR grants).

V. Recommendations
Based on this inventory of community engagement at UWT, this report makes several recommendations. Key issues are how to incentivize this work; how to measure success and excellence, and on-going tenure and promotion questions.

Recommendations:

1. **Develop a campus culture that values community-engaged work.**
   This requires both explicit commitment to the value of such work by administration and on-going work by individuals across campus. Many of the following recommendations would help to support the development of such a campus culture. Initial activities should include:
   - A community engagement campus celebration that recognizes innovative and effective projects. This should be an annual event and should include a Distinguished Community Engagement Award to complement our current Distinguished Teaching and Research Awards. The celebration of such work and faculty awards should be coordinated with Faculty Assembly.
   - Identification of a celebration “space” to share the products of such work with others on campus. It could be in the form of a permanent and rotating “wall of celebration” and/or an online space. The Office of the Chancellor is currently displaying artifacts from the Zina Linnik Project, for instance. Such displays both celebrate efforts by faculty, staff and students, and also offer an opportunity for community partners to come and see their collaborative work on the walls of the
university. Bringing partners to campus who have not been here before was noted by several respondents as significant activities.

- Develop a more robust community webpage that celebrates current projects and also helps community members access the university. This could include a GIS map of community partnerships. See the examples from Portland State University below.

2. **Discuss and develop mechanisms for helping to connect campus with community.**

A number of respondents were explicit about the need for more support in finding the right community partner(s). Given that the time it takes to build such relationships is seen by many as prohibitive, it is recommended that campus engages in a series of discussions about the best way to facilitate these connections. It could include:

- Development of an internal searchable database of current and potential partners to help faculty and staff connect with appropriate organizations, agencies, and individuals. This should be linked to a more robust webpage that lists campus-community projects to help publicize current work.
- Facilitated discussion about a possible “center” or individual (in addition to the database) to help coordinate larger, on-going projects across campus. These conversations should begin by looking at effective models at other universities (see two examples below).
- Convene on-going university-community conversations on topics of mutual interest and about how best to work together. Key partners in this would be the Faculty Resource Center and the Center for Leadership and Social Responsibility.

3. **Facilitate discussions about effective community-engaged teaching and learning.**

Those involved in community based teaching, learning and service note the valuable lessons learned. Nevertheless, assessing outcomes and impacts of such experiences is difficult to do. It is recommended that the campus engage in discussions and trainings to help develop our community engagement “skills” and could include:

- Faculty development sessions to share successful experiences and to discuss impacts.
- Invitation to expert in service/community based learning to visit campus and provide a seminar on effective assignments, assessment tools, and course design. Portland State University has several prominent leaders in the field; they also have developed a well-known and successful community based capstone course.
- Develop a “toolbox” for faculty and staff interested in such teaching and learning experiences that would include sample assignments, assessment tools, etc.

4. **Facilitate discussions about how best to incentivize community-engaged work and use-inspired research.**

Several suggestions were noted in the narrative responses about how we might better incentivize this work. It is recommended that the campus engages in discussions about how to do this, and that the administration takes specific actions.

- As recommended above, establish an annual award for community-engaged work that is recognized in the same way as the teaching and research awards.
• Sustain the Center for Leadership and Social Responsibility grants; consider other grant support for summer course development/design.
• Coordinate community-engaged work with research projects across campus. This would require good communication with the Faculty Resource Center and Joel Baker, and perhaps an internal bulletin board to share ideas and get faculty connected on projects.
• Coordinate faculty based work with Community Engaged Leadership Program in Student Affairs (Student Involvement)
• Discuss possible tenure and promotion conversations with Faculty Assembly and individual units. This is a long term question.

VI. Examples of Successful Programs at Other Universities

Portland State University
PSU has a robust community engagement initiative that is primarily housed in their Center for Academic Excellence and that activates their civic engagement motto of “Let knowledge serve the city.” (see http://pdx.edu/cae/engagement). Significantly, they define engagement as the “mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” They also recognize that almost all of the faculty (90%) said that they felt “a responsibility to serve the community.”

The campus is particularly well known for its dedication to community-based learning programs and an institutional model that includes programs in “co-curricular service” (e.g., spring break trips, research projects), community-based learning (e.g., a required capstone course), and departmental integration of community engagement (e.g., assessment tools and public scholarship). Their web-based resources for faculty are robust with links to recent publications on how to do university – community engagement well. For instance, the section on partnerships includes discussion of quality processes, meaningful outcomes, and transformation as key elements in successful partnerships with an educational focus (see http://pdx.edu/sites/www.pdx.edu.cae/files/Guide_corrected_041808.pdf and for a literature review on partnerships see http://pdx.edu/sites/www.pdx.edu.cae/files/LIT REVIEW.pdf and for a variety of resources see http://pdx.edu/cae/handbooks-resources). They also used GIS to create a map of partnerships with the university.

Portland State University is an important model in terms of teaching and learning strategies, examples, and assessments. They also have experts on service learning in their education department as well as scholars of university and community engagement on their administrative staff.

Arizona State University
ASU has a rich set of programs built around the concept of social embeddedness, use-inspired scholarship, and service to nonprofits. See both the ASU Community Connect program (http://community.asu.edu/about/index.php) and the ASU Lodestar Center for Philanthropy and Nonprofit Innovation (http://lodestar.asu.edu/). Like PSU, ASU underscores the importance of
reciprocity and mutual benefit in university – community partnerships, although in this case they highlight the concept of social embeddedness as well. Social embeddedness is described as a way the university helps to strengthen communities and provides an inclusive education to students. They write “Far from being an ‘ivory tower,’ the university has made social engagement – being embedded in the community – a key part of its identity. ASU has gone far beyond typical outreach activities to establish deep, ongoing partnerships with cities, towns, school districts and organizations across Arizona.” (see [https://asunews.asu.edu/20120427_social_embeddedness](https://asunews.asu.edu/20120427_social_embeddedness))

Doing this work seriously and effectively has included an explicit recognition of the value of local knowledge and non-university expertise, a commitment to leveraging campus resources for social change, an embrace of innovation, interdisciplinarity and entrepreneurialism, and a focus on use-inspired research. To do this well the university has reorganized, encouraged collaboration between diverse academic disciplines and reevaluated the role that universities play in society and in their communities.

The ASU Community Connect website acts as a resource and connector between the university, its various outreach programs, and community needs and projects. The website allows university members, students, and community actors to search programs and resources available (see [http://community.asu.edu/database/index.php](http://community.asu.edu/database/index.php)). It is accessible and easy to navigate. They also provide a GIS map of partnerships.

The Lodestart Center is one manifestation of use-inspired scholarship and social embeddedness. See [http://lodestar.asu.edu/](http://lodestar.asu.edu/) for more on their programs. This is a model more directly for questions about the non-profit center at UW Tacoma, but could generate ideas about interactions between the campus and community.

**Report acknowledgements:**

Interviews were conducted by Urban Studies students Dirk Fieldcamp, O’Neil Gilling, and Sunshine Pille.

Submitted by Lisa Hoffman, Associate Professor, Special Assistant to the Chancellor for Community Engagement

Dirk Fieldcamp, Student, Intern on this community engagement project
Appendix A-1 Copy of Inventory Questionnaire

UWT Community Engagement Activities Inventory
Page 1 of 1

Dear Campus,

This is a Community Engagement Activities Inventory survey for all faculty and staff. It is designed to document existing community engagement activities. Our goal is to gain a better understanding of the types and breadth of projects that currently exist so that we may connect people interested in similar activities, facilitate the success of projects, and identify problems and obstacles to be addressed. In other words, we will use the results of this survey to support you and this work!

Your participation is greatly appreciated. The survey should take about 10 minutes.

Sincerely,
Lisa Hoffman (faculty, Urban Studies), Dirk Fieldcamp, and O'Neil Gilling (undergraduate students, Urban Studies)

Question 1.
Name
Required.

Question 2.
Please provide your UW email address
Required.

Question 3.
Please describe your Position(s)/Affiliation(s) at UW-Tacoma. Are you a member of the faculty or staff, etc.?
Required.

Question 4.
Have you been involved in any community engagement activities? If the answer is no please proceed to the end of the survey and answer questions (11, 12) regarding ideas and suggestions for engagement activities.
Required.
Question 5.
Please describe the community-based activities in which you have been engaged (e.g., courses, internships, research, etc.). This is to help us understand the types of community engagement already occurring.

Question 6.
Please provide a list and/or description of the different partners involved in your activities. This would include names of community groups, agencies, community members you've worked with, donors, etc.

Question 7.
Please provide approximate beginning and end (if applicable) dates for the community engagement activities/partnerships. Are the projects on-going or short-term?

Question 8.
Please describe how your community engagement activities have been funded if applicable. Have you received or applied for grants? Have you been receiving donations? Have you been personally supporting your activities (i.e., out-of-pocket)?

Question 9.

Please describe the impact and/or successes of your community engagement activities. This may include student learning outcomes, internship opportunities, publications, social change, etc.

How do you report your successes?

Question 10.

Please describe any obstacles or difficulties that you have faced in this work (e.g., funding, support, quarter system, etc.).

What suggestions do you have for avoiding these obstacles in the future?
Question 11.

Please provide any specific suggestions you have about how to facilitate this work. Do you have any particular needs for community engaged work that you would like to see met by the campus?

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Question 12.

Please provide any ideas you have about community engagement opportunities, specific or general. Are you interested in being involved?

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Question 13.

Would you like to be contacted for a follow up interview to discuss your community engagement activities or involvement to expand on this survey?

☐ Yes, I would like to set up a follow up interview
APPENDIX A-2
Participants by Programs and Units (77 total participants)

Admissions/Academic Advising
Curtis Black
Valli Rebsamen

Center for Urban Waters
Kris Symer
Kurt Marx

Convenience Store
Angela Zurcher

Education (38 faculty, 15 staff, 6 respondents) roughly 11%
Diane Kinder
Richard Knuth
Linda Landig
Belinda Louie
Ginger MacDonald
Penny J Norton

Enrollment Services
Wanda E. Curtis
Melody Ferguson (Student Affairs as well)
Kelli Pearsall

Equity and Diversity Office
Robbie Lang

Facilities and Campus Services
Milt Tremblay

Human Resources
Marie Capogna

Institute of Tech (31 faculty, 4 staff, 6 respondents) roughly 17%
Orlando Baiocchi
Rob Friedman
Robert Gutmann
Don McLane
Kim Mucke
Josh Tenenberg

Interdisciplinary Arts and Sciences (103 faculty, 26 staff, 20 respondents) roughly 15%
Jessica Asplund
Katie Baird
Bonnie Becker
Erica Cline
David Coon
Rob Crawford
Sian, Davies-Vollum
Claudia Gorbman
Mary Hanneman
Natalie Jolly
Linda Kachinsky
Naarah McDonald-Kelley
Divya McMillin
Beverly Naidus
Julie Nicoletta
Caroline Swope
Ruth Vanderpool
Jack Vincent
Ingrid Walker (UE as well)
Lia Wetzstein

Library and Learning Resources
Charles Lord
Anna Salyer

Milgard School of Business (29 faculty, 6 staff, 6 respondents) roughly 17%
Amy Carr
Joe Lawless
Garth Novack
Jill Purdy
Shahrokh Saudagaran
Tracy Thompson

Nursing (20 faculty, 6 staff, 7 respondents) roughly 27%
Marjorie Dobratz
Sharon Gavin Fought
Dieu-Hien T. Hoang
June Lowenberg
Janet Primomo
Christine Stevens
Alexis Wilson

Office of Advancement
BrieAnna Jaiteh

Office of the Chancellor
Kurt Marx (Urban Waters as well)
Social Work (22 faculty, 6 staff, 7 respondents) 25%
Alissa R. Ackerman
Erin Casey
Tom Diehm
Charles Emlet
Michelle Garner
Janice Laakso
James H. Williams

Student Affairs
F. Jeri Carter
Melody Ferguson
Michelle Harper
Cedric Howard
Travis Mears
Jake Nelko

Undergraduate Education
Megan Bentley
Ingrid Walker

Urban Studies (12 faculty, 2 staff, 5 respondents) 29%
Brian Coffey
Linda Ishem
Matt Kelley
Mark Pendras
Anne Wessells
APPENDIX B – List of partners, alphabetical order

1. Acacia Foundation
2. AIA of SW WA (two participants listed)
3. Air Force Reserve units
4. Allen Renaissance
5. Alliance of Retired Americans, Pierce Co chapter
6. American Leadership Forum
8. Amy deDominicis Arch
9. Annie Wright School
10. Asian Pacific Cultural Center
11. Associated Ministries
12. ASUWT
13. AVID (two participants listed)
14. Avue Technologies
15. Barnes & Noble (Lakewood store)
16. Behavioral Health Resources
17. Bellarmine Preparatory High School
18. Bethel Animal Hospital
19. Boys & Girls Clubs of South Puget Sound
20. Brazilian Consul Honorary
21. Broadway Center for the Arts
22. Broadway Center for the Performing Arts (two participants listed)
23. Camp Murray Army Guard Education Officers
24. Cascade Bicycle Club
25. Cascade Land Conservancy,
26. Catherine Place (two participants listed)
27. Center for the Study of Health and Risk Behaviors
28. Central Avenue elementary school
29. CHB citizens for a healthy bay
30. Children's Museum of Tacoma
31. Children's Therapy Unit of Good Samaritan Hospital in Puyallup
32. Chinese Community Center
33. Christensen elementary school
34. Citizens for a Healthy Bay (two participants listed)
35. City of Gig Harbor
36. City of Maple Valley
37. City of Seattle (internships/independent studies)
38. City of Tacoma (five participants listed)
39. City of Tacoma Infrastructure Group- Periodic Coordination Meetings
40. City of Tacoma: City Council, Mobility, and Public Works
41. City Vision (United Way, Federal Way Health and Human Services Division, a network of faith and community business and organizations).
42. Clean Air for Kids (Tacoma Pierce County Asthma Prevention Partnership)
43. Clover Park Technical College
44. Clover Park Technical College Foundation
45. College Success Foundation (CSF) – (two participants listed)  
46. Communities in Schools  
47. Creative Educational Experiences  
48. Curriculum for the Bioregion (affiliated with the Washington Center at the Evergreen State College)  
49. Cutters Point Coffee (UWT campus store)  
50. Department of Ecology  
51. Department of Natural Resources  
52. Downtown Emergency Service Center  
53. Earth Economics  
54. Earthwatch  
55. Elmhurst elementary school  
56. Evergreen Chinese Academy  
57. Evergreen Eye Care  
58. Families Unlimited Network  
59. First Creek Middle School (four participants listed)  
60. First Light Midwifery  
61. First United Methodist Church of Tacoma  
62. FISH Food Banks  
63. Forensic Leagues of Washington  
64. Foss Waterway Seaport (two participants listed)  
65. Foundation Center  
66. Franciscan Health  
67. Friends of the Green River  
68. Friends of the Hylebos  
69. Frontier Jr. High  
70. Gear Up (two participants listed)  
71. Gender Alliance of South Sound (GASS)  
72. Geneva Foundation  
73. George Pocock Rowing Foundation (Seattle based but PNW focused)  
74. Gildo Rey Elementary School  
75. Go Local Tacoma  
76. Good Samaritan Hospital  
77. Goodwill Industries (two participants listed)  
78. Grantwriter's Association of Puget Sound  
79. Greater Lakes Mental Health (two participants listed)  
80. Greater Metro Parks Foundation  
81. Greater Seattle Vietnam Association  
82. Greater Tacoma Community Foundation (three participants listed)  
83. Greater Tacoma/Pierce County Economic Development Board  
84. Harbor History Museum  
85. Harvard elementary schools,  
86. Healthcare for the homeless  
87. Hillside Development Committee (on board)  
88. Historic Tacoma  
89. Holt Chiropractic
90. Home Depot (local stores)  
91. HopeSparks Clinic  
92. Husky Nights  
93. International Chinese Christian Church  
94. Jack and Jill Preschool (Bates Tech. College, Tacoma)  
95. Jason Lee partnership (Jason Lee Middle School, Peace Community Center)  
96. Jobs With Justice, Pierce Co Chapter  
97. Joint Base Lewis McChord  
98. Karpeles Manuscript Museum  
99. KBTC  
100. Kmart (Tacoma store)  
101. Korean Women's Association  
102. KPLU (two participants listed)  
103. Lake Wilderness Elementary School.  
104. League of Women Voters (four participants listed)  
105. Lowell elementary  
106. Madigan Army Medical Center  
107. Massage Envy (local stores)  
108. Math Science Leadership summer program,  
109. McCarver Elementary School  
110. Medical Evaluation Research Committee (MREC)for Franciscan Health System  
111. Metropolitan Development Council's (MDC)  
112. Mother Earth Farms.  
113. Multicare  
114. Multicare Health Foundation  
115. MultiCare Health System (three participants listed)  
116. Museum of Glass  
117. Mustard Seed Project  
118. National AdvantAge Initiative  
119. National Alliance for the Mentally Ill (NAMI), Pierce Co Chapter.  
120. National Park Service  
121. Nativity House  
122. Neighborhood Councils (two participants listed)  
123. Nelson Elementary  
124. New Phoebe House,  
125. New Tacoma Council- periodic reports  
126. New Village Press  
127. Nonprofit Center (two participants listed)  
128. Northwest Detention Center Roundtable  
129. Office for Economic Development of the State of Washington  
130. Pacific Grill  
131. Pacific Lutheran University  
132. Pier 1 (local stores)  
133. Pierce College  
134. Pierce County  
135. Pierce County AIDS Foundation (two participants listed)
136. Pierce County Center for Dispute Resolution
137. Pierce County Commission Against DV (was a member)
138. Pierce County Dept. of Health
139. Pierce County Health Careers Council
140. Pierce County Library Foundation
141. Pierce County Stream Team
142. Pierce Transit Strategic Planning Committee
143. Port of Tacoma (two participants listed)
144. Prison Pet Partnership
145. Puyallup Aging in Place Coalition,
146. Puget Creek Restoration Society
147. Puget Sound Clean Air Agency Clean Air Task Force
148. Puget Sound Sumi Artists
149. Puyallup City Government (Planning Commission and City Council),
150. Puyallup Nissan
151. Puyallup Senior Center
152. Puyallup Tribe (two participants listed)
153. Rainbow Center (Tacoma)
154. Rainbow Coalition
155. Reach Out Federal Way (Catholic Community Services, Federal Way Health and Human services Division, Multiservice Care, a network of faith organizations).
156. Regence Health
157. regional shoreline planners group (Sea Grant/NOAA sponsorship)
158. RHBL
159. Robert Wood Johnson Foundation
160. Royalty Research Foundation
161. Salishan
162. Salvation Army
163. SAMI
164. SEEDS (Social Ecology Education and Demonstration School), Vashon
165. SEIU Local 925 (Seattle)
166. SoJust (a social justice group in Tacoma)
167. South Sound Sustainability Summit:
168. South Sound Vocational Rehabilitation (Chapter 31) Counselors
169. St Francis house
170. St. Leo’s Food Connection
171. Stadium High School
172. Starbucks
173. State Farm (Pacific Northwest Zone, HQ in Tacoma)
174. Stewart Middle School,
175. Stonewall Youth (Olympia)
176. Tacoma Area Coalition for Individuals with Disabilities
177. Tacoma Art Museum (five participants listed)
178. Tacoma Audubon Society
179. Tacoma Chamber of Commerce
180. Tacoma Children’s Museum
181. Tacoma Community and Economic Development Department
182. Tacoma Community Band
183. Tacoma Community House
184. Tacoma Film Festival
185. Tacoma Food Coop
186. Tacoma Glass Museum (current project)
187. Tacoma Goodwill
188. Tacoma Grand Cinema
189. Tacoma Metro Parks
190. Tacoma Mountaineers,
191. Tacoma Neighborhood Councils
192. Tacoma Police Department
193. Tacoma Power
194. Tacoma Power- Strategic Planning Committee-Periodic collaboration
195. Tacoma Public Works / Urban Waters
196. Tacoma Rainbow Center
197. Tacoma Regional Convention and Visitors Bureau (two participants listed)
198. Tacoma Rescue Mission
199. Tacoma School District
200. Tacoma School district and Oasis youth center (proposed)
201. Tacoma School of the Arts (SOTA)
202. Tacoma School of the Arts (two participants listed)
203. Tacoma SCUBA
204. Tacoma Symphony Orchestra
205. Tacoma Urban Forestry Department
206. Tacoma Wheelmen's Bicycle Club
207. Tacoma World Trade Center
208. Tacoma Youth Chorus
209. Tacoma/Pierce County Sports Museum,
211. Taylor Shellfish
212. TCC
213. The Center for Cyber Security
214. The Everett Clinic
215. The Grand Cinema
216. Tillicum Youth and Family Services
217. TNT
218. Topia Technology
219. TPCHD
220. TRiO
221. United Way (three participants listed
222. University of Puget Sound (two participants listed)
224. UW Addictions Research Center
225. UWT Giving Garden
226. VALISE Gallery
227. Vashon Parks District
228. Veteran organizations
229. Vietnamese Friendship Association
230. Voices of the City, Broadway Center for the Arts
231. WA State Dept of Agriculture (phytophthora monitoring)
232. WA State Department of Ecology
233. WA State Healthcare Authority
234. WA State MEP
235. Walk the Waterfront
236. Washington Association of School Administrators
237. Washington Association of School Principals
238. Washington Business Week
239. Washington Conservation Corps
240. Washington Education Association
241. Washington Flute Circle
242. Washington PAVE
243. Washington PTSA
244. Washington State Asthma Initiative
245. Washington State Attorney General's Office
246. Washington State Historical Society,
247. Washington State Nursing Centennial Consortium
248. Washington State School Directors Association
249. WIAA
250. William Factory Business Incubator
251. Workforce Central
252. WSU Puyallup
253. YMCA

Non-profit organizations from above list

1. Acacia Foundation
2. Allen Renaissance
3. American Leadership Forum
4. Asian Pacific Cultural Center
5. Associated Ministries
6. Boys & Girls Clubs of South Puget Sound
7. Broadway Center for the Performing Arts
8. Cascade Bicycle Club
9. Cascade Land Conservancy
10. Catherine Place
11. Citizens for a Healthy Bay
12. City Vision
13. Clover Park Technical College Foundation
14. Creative Educational Experiences
15. Downtown Emergency Service Center
16. Earth Economics
17. Earthwatch
18. Families Unlimited Network
19. FISH Food Banks
20. Foss Waterway Seaport
21. Foundation Center
22. Friends of the Green River
23. Friends of the Hylebos
24. Gender Alliance of South Sound (GASS)
25. Geneva Foundation
26. George Pocock Rowing Foundation
27. Goodwill Industries
28. Grantwriter's Association of Puget Sound (501c6 non prof)
29. Greater Tacoma Community Foundation
30. Harbor History Museum
31. healthcare for the homeless MDC
32. HopeSparks Clinic
33. Jobs With Justice
34. Korean Women's Association
35. League of Women Voters
36. Mother Earth Farms
37. Mustard Seed Project
38. Nativity House
39. New Phoebe House
40. New Village Press
41. Nonprofit Center
42. Peace Community Center
43. Prison Pet Partnership
44. Puget Creek Restoration Society
45. Puyallup Aging in Place Coalition
46. Rainbow Center
47. Rainbow Coalition
48. Salvation Army
49. St Francis House
50. Stonewall Youth
51. Tacoma Area Coalition for Individuals with Disabilities
52. Tacoma Children’s Museum
53. Tacoma Community House
54. Tacoma Rescue Mission
55. TRiO
56. United Way
57. Washington Flute Circle
58. Washington PAVE
59. YMCA

Submitted June 2012, Updated August 2012
Education partnerships from above list

1. Annie Wright School
2. Bellarmeine Preparatory High School
3. Central Avenue elementary school
4. Christensen elementary school
5. Clover Park Technical College
6. Elmhurst elementary school
7. Evergreen Chinese Academy
8. First Creek Middle School (four participants listed)
9. Frontier Jr. High
10. Gildo Rey Elementary School
11. Harvard elementary school
12. Jack and Jill Preschool
13. Jason Lee Middle School
14. Lake Wilderness Elementary School
15. McCarver Elementary School
16. Nelson Elementary
17. Pacific Lutheran University
18. Pierce College
19. Stadium High School
20. Stewart Middle School
21. Tacoma School District
22. Tacoma School of the Arts (SOTA)
23. Tacoma's Japanese Language School
24. TCC
25. University of Puget Sound (two participants listed)
26. WSU Puyallup
Appendix C

Social Work Program Field Agencies

TOTAL: 276 agencies and major divisions within those agencies

Field Agency Sites (in alphabetical order):
- Aacres Allvest
- Anger Control Treatment and Therapies
- Associated Ministries
  - Mental Health Chaplaincy
  - Project Interdependence
- Attention Deficit Disorder Resources
- Auburn Regional Medical Center
- Auburn Police Department
  - Victim Assistance Program
- Auburn Youth Resources
  - Youth Chemical Dependency
  - Enumclaw Youth and Family Services
- Behavioral Health Resources
- Bethel Community Services
- Bethel School District
  - Centennial Elementary
  - Challenger High School
  - Frontier Junior High
  - Naches Trail Elementary
  - Rocky Ridge Elementary
  - Shining Mountain Elementary
  - Spanaway Elementary
  - Spanaway Junior High
  - Thompson Elementary
- Big Brothers-Big Sisters of Puget Sound
- Boys & Girls Clubs of King County
  - Smilow Clubhouse
- Boys & Girls Clubs of South Puget Sound
  - Lakewood
  - Gig Harbor
- Camp Fire Boys and Girls
- Camp Victory for Girls
- Canterbury House
- Capitol Clubhouse
- Cascade Mental Health Center
- Casey Family Program
Catholic Community Services of Southwest Washington
  Crisis Services
  Elizabeth House
  Intensive Family Services
  Phoenix Housing
  Tahoma Center
Center for Child and Family Therapy
Center for Independence
Childhaven
  Auburn
  Eli Creekmore
Children’s Home Society
  Kent
  Key Peninsula
  Tacoma
Children’s Hospital
Citizen Access Residential Resources
City of Seattle Aging and Disability Services
Clover Park School District
  ECEAP/Head Start
Community Healthcare - Maternal Support Services
Community Youth Services
Comprehensive Mental Health Services
  Adult Services
  Cedar House
  Child & Family Services
  Durango St. Crisis Center
Crystal Judson Family Justice Center
DaVita Health Services
Department of Defense (Joint Base Lewis-McChord)
  Madigan Army Medical Center
    Army Substance Abuse Program
    Army Wounded Warrior Program
    Child & Family Counseling
    General Medical
    Preventive Intervention Program
    Warrior Transition Battalion
  Regional Correctional Facility
Dieringer School District
  Dieringer Heights Elementary School
  Lake Tapps Elementary School
Earthbound Productions
Elderhealth Northwest
  Beacon Hill
Gaffney House
Ravenna
Senior Services of Snohomish County
Emergency Food Network
Evergreen Counseling Services
  Brief Intervention Program
  Crisis Services
Evergreen State College
  Reservation Program
  Student Services Office
Evergreen Treatment Services
  REACH
Faith Homes
Faith International Adoptions
Families Unlimited Network
Federal Way School District
Fife School District
  Endeavor Intermediate School
  Surprise Lake Middle School
Food Connection
Franciscan Healthcare
  Franciscan Hospice
  St. Anthony Hospital
  St. Clare Hospital
  St. Francis Hospital
  St. Joseph Hospital
Franklin Pierce School District
  ECEAP/Head Start
  Washington High School
Fred Hutchinson Cancer Research Center
Good Samaritan Health Services/Community Services
Greater Lakes Mental Health Center
  Community Support Services
  Older Adults
Group Health Cooperative
Harrison Hospital
Helping Hand House
Highline Medical Center
  Geropsychiatry
Highline School District
  Olympic Elementary School
  Puget Sound Skills Center
  Tyee High School
Hilltop Artists in Residence
Hilltop Christian Center
Holly Ridge Center
HopeSparks (formerly Child and Family Guidance Center)
Hospice of Kitsap County
Indaba Center
Institute for Family Development
Intercept Associates
International District Housing Association
Jobs With Justice
Kent Youth and Family Services
King County Prosecutor’s Office
King County Superior Juvenile Court
Kitsap Community Resources
Kitsap County Juvenile Court
  Dependency
Kitsap Mental Health Center
Kitsap Recovery Services
Korean Women’s Association – Domestic Violence Services
Lutheran Community Services
  Tacoma Office
  Immigration Services Office
  Refugee Resettlement Services
Marysville School District
Sholtes Elementary
Metropolitan Development Council – Healthcare for the Homeless
Monarch Child Advocacy Center
Muckleshoot Tribe - Indian Child Welfare
Multicare Health Services
  Allenmore Hospital
    Medical/Surgical
  BRIDGES Grief and Loss Program
  Mary Bridge Children’s Hospital
  Multicare Hospice
  Tacoma Family Medicine Clinic
  Tacoma General Hospital
    Emergency Department
      NICU
    Oncology
  Good Samaritan Behavioral Health
    Crisis Services
    Older Adult Services
    PACT
  Good Samaritan Hospital
    Birthing Center

Submitted June 2012, Updated August 2012
Emergency Department
Rehabilitation
National Association of Social Workers Washington Chapter
Nativity House
Navos Mental Health Services
New Horizons for Youth
Northshore Senior Services
Northwest Institute for Children and Families – Hope VI Evaluation Project
Northwest Leadership Foundation/TEACH
   Hilltop Health Ministries
   Maxine Mimms Academy
   Micah Project
   Northwest Immigrants’ Rights Project
Olympia School District
   Madison Elementary School
   Marshall Middle School
   Mckenney Elementary School
Our Sister’s House
Pacific Lutheran University - Women’s Center
Panorama City
Peace Community Center
Pediatric Interim Care Center
Peninsula School District
   Evergreen Elementary School
   Key Peninsula Middle School
Pierce-Campbell Foundation
Pierce County Aging and Disability Services Administration
Pierce County AIDS Foundation
Pierce County Alliance
   Breaking the Cycle
   Independent Living Skills Program
   Recovery Counseling Services
Pierce County Center for Dispute Resolution
Pierce County Commission Against Domestic Violence
Pierce County Human Services Coalition
Pierce County Juvenile Court
   Dependency
   Detention/Mental Health
   Diversion
   Probation
Pierce County Probation Department
Pierce County Prosecutor’s Office
   Child Advocacy Center
   Victim Assistance Program
Pioneer Human Services
Place Called Hope
Planned Parenthood of Western Washington
  Olympia
  Puyallup
  Tacoma
Pope’s Kids Place
Port Gamble S’Klallam Tribe
Private Practice Settings
  David Hawkins, PhD, MSW
  Tim Kahn, MSW
  Strickland & Sefarian
Providence Healthcare
  Home Health and Hospice
  Mt. St. Vincent
  Providence Centralia Hospital
  St. Peter’s Hospital
Puget Sound Behavioral Healthcare
Puget Sound Educational Services District
Puyallup Tribe
  Chief Leschi School
  Housing Services
  Indian Child Welfare
  Kwewatchee Counseling Center
REACH Ministries
Refugee Women’s Alliance (ReWA)
Renton Area Youth Services
Right Choice Counseling
Rose House
Russell Family Foundation
Sacred Heart Shelter
Safe Streets
Saint Leo’s Parish Emergency Services
SeaMar Community Health Center
  Seattle
  Tacoma
Seattle YMCA
Serenity Counseling
Skokomish Tribe
  Legal Office
  Social Services
Sound Mental Health (formerly Seattle Mental Health Center)
South Sound Outreach Services
Squaxin Island Tribe - Indian Child Welfare
State of Washington
Attorney General's Office
Department of Corrections
  Mission Creek
  Special Commitment Center
  Sentencing Guidelines Commission
  Washington Correctional Center for Women
DSHS/Children’s Administration/Div of Children and Family Services
  Region 3: Everett
  Region 4: West Seattle, Kent
  Region 5: Tacoma, Bremerton
  Region 6: Tumwater, Aberdeen, Shelton, Pt. Angeles
DSHS/Children’s Administration/Division of Licensing Resources
  Region 5: Tacoma
  Region 6: Tumwater
DSHS/Children’s Administration/Headquarters
  Academy
  Indian Child Welfare Office
  Unaccompanied Immigrant Minors
DSHS/Aging and Disability Services Administration
DSHS/Division of Developmental Disabilities
  Rainier School
  Tacoma Office
DSHS/Division of Mental Health
  Child Study and Treatment Center
  Western State Hospital
DSHS/Home & Community Services
  Region 6
DSHS/Juvenile Rehabilitation Administration
  Greenhill School
  Oakridge Treatment Center
  Parole Services
DSHS/Research Office
Department of Veteran’s Affairs
  Soldiers’ Home and Colony at Orting
  Soldiers’ Home at Retsil
State Office of Access and Equal Opportunity
State Office of Assigned Counsel
Sumner School District
  Daffodil Valley Elementary School
Tacoma Area Coalition for Individuals with Disabilities (TACID)
Tacoma Community House
Tacoma Lutheran Home
Tacoma Rescue Mission
Emergency Shelter
Tyler Square Housing Program
Tacoma School District
  Bryant Elementary School
  Communities for Schools Project
  ECEAP/Head Start
  Eugene Tone School/McKenny-Vento Program
  First Creek Middle School (formerly McIlvaigh Middle School)
  Jason Lee Middle School
  Larchmont Elementary School
  McCarver Elementary School
  McKinley Elementary School
  Park Avenue School
  Stanley Elementary School
Tahoma School District
  Rock Creek Elementary
Thurston County District Court
  Mental Health Court
  Veteran’s Court
Thurston Group of Washington
  Transitional Resources
Tumwater School District
  Tumwater High School
Union Gospel Mission - New Vision Program
United Way of Pierce County
University of Washington Medicine
  UW Hospital/NICU
University of Washington Seattle
  Q Center
University of Washington Tacoma
  Autism Center
Valley Cities Counseling
Valley Medical Center
  Birth Center
  Midwives Program
Veteran’s Administration of the Puget Sound
  American Lake
  Seattle
Veterans Independent Enterprises of Washington
Virginia Mason Hospital
  Gastroenterology
  Oncology
Welfare Rights Organizing Coalition
  Seattle
Olympia
World Change for Children
YMCA of Pierce County
Friends and Servants
Mission Support
YMCA of Seattle/King County
YWCA of Pierce County
Youth Eastside Services
Bellevue
Kirkland
YouthCare – Orion Center
## Appendix D

**List of Student Involvement’s non-profit partners (80 total)**

<table>
<thead>
<tr>
<th></th>
<th>Name of Partner</th>
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<tbody>
<tr>
<td>1</td>
<td>Access Project</td>
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<tr>
<td>2</td>
<td>Al Davies Boys &amp; Girls Club</td>
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<td>3</td>
<td>American Cancer Society</td>
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<td>4</td>
<td>American Red Cross - Mount Rainier Chapter</td>
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<td>5</td>
<td>Asia Pacific Cultural Center</td>
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<td>Big Brothers Big Sisters</td>
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<td>Bikers Against Statewide Hunger</td>
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<td>8</td>
<td>Breast Cancer Resource Center</td>
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<td>9</td>
<td>Broadway Center for the Performing Arts</td>
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<td>10</td>
<td>Centro Latino</td>
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<td>11</td>
<td>Children's Museum of Tacoma</td>
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<tr>
<td>12</td>
<td>Citizens for a Healthy Bay</td>
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<td>13</td>
<td>City Year Seattle/King County</td>
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<tr>
<td>14</td>
<td>Companion Animal Rescue Society</td>
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<td>15</td>
<td>Earth Share of Washington</td>
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<td>16</td>
<td>Exodus Housing</td>
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<td>17</td>
<td>Families Unlimited Network</td>
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<td>18</td>
<td>First Night Tacoma Pierce County</td>
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<td>19.</td>
<td>FISH Food Banks of Pierce County</td>
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<td>20.</td>
<td>Food Connection</td>
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<td>21.</td>
<td>Fort Lewis – Madigan Red Cross</td>
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<td>22.</td>
<td>Foss Waterway Seaport</td>
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<td>23.</td>
<td>Friends of Pierce County</td>
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<tr>
<td>24.</td>
<td>Gateways For Youth and Families</td>
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<tr>
<td>25.</td>
<td>Green River Community College (teaching abroad program)</td>
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<td>26.</td>
<td>Harbor WildWatch</td>
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<td>27.</td>
<td>Historic Tacoma</td>
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<td>28.</td>
<td>Horses R&amp;R’d</td>
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<td>29.</td>
<td>Hospice and Palliative Care Multicare/Volunteer Office</td>
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<td>30.</td>
<td>Humane Society</td>
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<td>31.</td>
<td>JFS Refugee and Immigrant Service Center</td>
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<td>32.</td>
<td>Korean Women’s Association</td>
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<td>33.</td>
<td>Mary Bridges Children’s Hospital</td>
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<td>34.</td>
<td>Mentor253 – Northwest Leadership Foundation</td>
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<td>35.</td>
<td>Metro Parks Tacoma</td>
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<td>36.</td>
<td>Modern Woodmen</td>
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<td>37.</td>
<td>Multicultural Family Hope Center (MCFHC)</td>
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<td>38.</td>
<td>Nativity House</td>
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<td>39.</td>
<td>Northwest Harvest</td>
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<td>PC2 for Developmental Disabilities</td>
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<td>41.</td>
<td>Peace Community Center</td>
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<td>Peace Corps</td>
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<td>43.</td>
<td>Pierce County AIDS Foundation</td>
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<td>Pierce County Juvenile Court</td>
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<td>Pierce County Library System</td>
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<td>46.</td>
<td>Pierce County Long Term Care Ombudsman Program</td>
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<td>47.</td>
<td>Planned Parenthood of the Great Northwest</td>
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<td>48.</td>
<td>Prison Pet Partnership Program</td>
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<td>49.</td>
<td>Puget Creek Restoration Society</td>
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<td>50.</td>
<td>Puget Sound – Susan G. Komen for the Cure</td>
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<tr>
<td>51.</td>
<td>REACH Ministries</td>
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<tr>
<td>52.</td>
<td>Ronald McDonald House – Seattle</td>
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<td>53.</td>
<td>Save Habitat And Diversity Of Wetlands (SHADOW)</td>
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<td>54.</td>
<td>Seattle Fire Department</td>
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<td>55.</td>
<td>St. Leo Food Connection</td>
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<td>56.</td>
<td>StandUp For Kids - Tacoma</td>
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<td>57.</td>
<td>STEPS College Access Project</td>
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<td>58.</td>
<td>Tacoma Area Coalition for Individuals with Disabilities (TACID)</td>
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<td>59.</td>
<td>Tacoma Community House</td>
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<td>Tacoma Events Commission</td>
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<td>Tacoma Goodwill</td>
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<td>62.</td>
<td>Tacoma Public Schools</td>
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<td>63.</td>
<td>Tacoma Regional Convention + Visitor Services</td>
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<tr>
<td>64.</td>
<td>Tacoma Rescue Mission</td>
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<td>65.</td>
<td>Tacoma Tide Sports Club</td>
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<td>66.</td>
<td>Tacoma Urban League</td>
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<td>67.</td>
<td>Tacoma/Pierce County Habitat for Humanity</td>
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<td>Tacoma-Pierce County Sports Commission</td>
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<td>69.</td>
<td>Tahoma Audubon Society</td>
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<td>The Caring Place – Tacoma</td>
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<td>71.</td>
<td>The Junior League of Tacoma</td>
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<td>72.</td>
<td>The Non-Profit Center – Tacoma</td>
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<td>73.</td>
<td>The Salvation Army</td>
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<tr>
<td>74.</td>
<td>The Wyatt Holliday Foundation</td>
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<tr>
<td>75.</td>
<td>United Way of Pierce County</td>
</tr>
</tbody>
</table>
76. Washington PAVE
77. Washington Women's Employment & Education (WWEE)
78. World Vision Pacific Northwest
79. YMCA of Tacoma – Pierce County
80. Youth Suicide Prevention Program – Pierce County

List of volunteer service donors, Student Involvement (8 total)

1. TOP Foods
2. Umpqua Bank
3. Multicultural Child & Family Hope Center
4. Marlene's Market and Deli
5. Safeway
6. CostCo
7. The Rock Pizza
8. IGA
Willing to do follow up interviews:

1. Ackerman, Alissa – Social Work ackermal@u.washington.edu
2. Baird, Kaite – IAS kebaird@uw.edu
3. Becker, Bonnie – Enviro Sci/IAS bibecker@uw.edu
4. Bentley, Megan – UE praxes@u.washington.edu
5. Carr, Amy – Milgard amycarr@u.washington.edu
6. Cline, Erica – Enviro Sci/IAS ecline@uw.edu
7. Curtis, Wanda – Enrollment Services wandaec@u.washington.edu
8. Emlet, Charles – Social Work caemlet@uw.edu
9. Garner, Michelle – Social Work mdgarner@uw.edu
10. Hoang, Dieu-Hien T. – Nursing dieuhien@uw.edu
11. Howard, Cedric – Student Affairs choward4@u.washington.edu
12. Ishem, Linda – Urban Studies – lishem@uw.edu
13. Jolly, Natalie – IAS natjolly@uw.edu
14. Kelley, Matt – Urban Studies mjk3ll3y@uw.edu
15. Lawless, Joe – CLSR jlawless@uw.edu
16. Naidus, Beverly – IAS bnaidus@uw.edu
17. Pendras, Mark – Urban Studies pendras@uw.edu
18. Primomo, Janet – Nursing jprimomo@u.washington.edu
19. Purdy, Jill – Milgard jpurdy@uw.edu
20. Stevens, Christine – Nursing cstevens@u.washington.edu
21. Swope, Caroline – IAS cts@u.washington.edu
22. Tremblay, Milt – Facilities milt@u.washington.edu
23. Wetzstein, Lia – Enviro Sci/IAS lwetzs@uw.edu