

## BUDGET PROPOSAL CONTACT INFORMATION

Department Name: Center for Student Involvement

Create Date: 02/03/2026

Due Date: 02/06/2026

Submitter Name: Livia Petzinger

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Department Head Approval:

Department Head: Conor Leary

Requested Amount: **\$35,371**

## Departmental Information

### STUDENT UTILIZATION

The mission of the Husky Sustainability Fund is to contribute to UWT's capacity for climate resilience through student engagement. We do this through 2 programs: grantmaking, and sustainability engagement opportunities (the Student Sustainability Committee, student internships, and campus-wide sustainability celebrations).

This request to hire 3 student coordinators would greatly benefit students because it would 1) increase the reach and impact of the HSF program and 2) give students direct professional development and experience with real-world sustainability work to prepare them for a future career.

Through grant-funded projects, students gain experience with project design, project management, data gathering, and data reporting skills. They also increase their own awareness and knowledge about sustainability issues facing our campus and get access to the resources needed to make a meaningful contribution toward improving UWT's sustainability practices.

Students also benefit from participating in sustainability engagement opportunities such as the Student Sustainability Committee, where they gain leadership skills and competencies related to sustainability as they host guest speakers and work together to develop sustainability projects. Through student internships, students undergo professional development and experience real-world sustainability jobs to prepare them for a career in sustainability. Finally, through campus-wide celebrations like Earth Day and Campus Sustainability month, students become more engaged with both campus-wide and community-wide sustainability efforts and contribute to building a culture of sustainability on campus.

Having student employees would be a major benefit to the students directly employed as well as the entire campus community.

### CORE VALUES/MISSION ALIGNMENT

The request to hire 3 student coordinators is aligned with UWT's strategic plan in several ways. We work to "ensure every student has opportunities to engage in high impact practices" (Goal 1D), and hiring student coordinators would not only increase the accessibility and relevance of our work but would also give direct professional experience to our UWT students.

This also aligns with Goal 6B as we seek to "increase opportunities to fund faculty and students doing community-engaged learning" as the work of the HSF is deeply community-centered and focused on creating a meaningful impact on our local environment. This also aligns with Goal 7A to "enhance, incentivize and recognize creativity, entrepreneurship and innovation," as our work directly funds creative and innovative work throughout campus and the larger community, innovation that is most impactful when it comes directly from students themselves.

The work of the HSF is aligned with goal 8A to "expand opportunities for students, faculty and staff to engage in the work of social justice and anti-racism." Environmental justice is a crucial aspect of social justice, and through employment with the HSF, these students would get real opportunities to engage with these topics and make meaningful changes in their environment.

The work of the HSF embodies Goal 10A to "create and expand opportunities to activate our campus" as we are fully student-facing and devoted to building climate resilience through student engagement opportunities. Hiring student coordinators would only bring us closer to that goal. We also, as detailed in Goal 10B, work to "expand and create campus-wide celebrations and recognitions", and having student employees would allow us to expand the reach and impact of these celebrations.

## SAF-FUNDED PROGRAM OR SERVICES GOALS AND OUTCOMES

The long-term goals of the HSF relate to creating **impact**, increasing **accessibility**, developing **student engagement, competency, and leadership**, and fostering a **meaningful culture of sustainability** on our campus.

### Impact

This year, the Husky Sustainability Fund has funded 8 grants (6 completed, 2 still in progress). 8 out of 8 grants funded have directly addressed a sustainability issue facing our campus. Waste reduction has been the major theme covered, with 217 place settings being diverted from the landfill into compost and 30 giftwraps being diverted from the landfill into recycling. 100% of grant recipients reported that completing their project increased their awareness about the sustainability issue addressed, and 100% of grant recipients reported that completing their project contributed toward the improvement of that sustainability issue.

### Accessibility

This year, 6 out of 6 grant recipients have reported that it was easy to access the resources needed to complete their project. Accessibility is also achieved through visibility and outreach on campus, and so far I have sent 48 outreach emails to faculty, 13 emails to my on-campus mailing list, 25 outreach emails to off-campus organizations, and 3 UWT Line emails. I have conducted 13 in-class outreach visits, 2 faculty outreach visits, and 14 hours of on-campus tabling. All of this contributes to greater access to this program's resources.

### Student engagement, competency and leadership

Within grantmaking work, students have shown great leadership and sustainability competency: 4 out of 8 grants funded have been led by students, and all 6 completed grants have returned a final report containing qualitative data, quantitative data, and data interpretation.

Work is also done to build these skills through the Student Sustainability Committee (SSC) and student internships. The SSC has a climate change communications workshop on the horizon, and several students have grant applications in progress. Our 2 student interns will each end their positions having obtained a Sustainability Leadership Certificate which demonstrates their professional sustainability-related experiences and skills.

### Fostering meaning and a culture of sustainability

This year, 6 out of 6 grant recipients have reported that their project made a meaningful impact on the UWT campus or the larger community. Our campus-wide celebrations also foster a culture of sustainability, for example during Campus Sustainability Month all respondents surveyed said that this celebration helped increase their awareness of sustainability work on campus and helped increase a sense of belonging and community on our campus.

Meaning is also achieved through partnerships. So far this year, through grant-making work the HSF has collaborated with 6 on-campus groups: the Department of Emergency Preparedness, Husky Volunteers, the Indian Student Association, the Master of Business Administration Association, the Tabletop Club, and the Wordlings. Through these collaborations, these groups have taken leadership in addressing sustainability issues in ways that are meaningful to them. For other engagement opportunities, we worked with 3 off-campus partners: the Tacoma Tree Foundation, the City of Tacoma, and Foss Waterway Seaport.

## STUDENT UTILIZATION (COMPARISON OVER PAST 2 YEARS)

So far this year (Fall of 25- Winter of 26), the Husky Sustainability Fund has impacted a total of 369 students: 15 of those were directly impacted (6 student grantees, 2 student interns, 7 members of the Student Sustainability Committee) and 354 of those were indirectly impacted (attendees of supported events/programs) over the course of 44.5 programming hours across 15 on-campus events/meetings. Demographic information was not collected.

During the 24-25 academic year, the HSF impacted a total of 713 students: 11 of those were directly impacted (8 student grantees, 3 student employees) and 702 of those were indirectly impacted (attendees of supported events/programs). Demographic information was not collected.

During the 23-24 academic year, the HSF impacted a total of 493 students: 12 of those were directly impacted (6 student grantees, 6 student employees) and 481 were indirectly impacted (attendees of supported events/programs). Demographic information was not collected.

## COLLECTION OF FEEDBACK & IMPROVEMENTS

The HSF program collects data from 2 groups of people: direct program participants and indirect program participants.

Direct program participants are grant recipients, members of our Student Sustainability Committee, student interns, and project partners (both on and off campus). The data I gather from them is process-oriented and seeks to answer whether the HSF activities are being implemented as planned. I collect this data through standardized surveys conducted at the completion of projects or work cycles by measuring indicators that are directly aligned with program goals. These include # of students impacted, \$ spent, # of outreach hours, # of student engagement hours, etc. Process-oriented data is used for the purposes of reflecting on the reach and effectiveness of the program as a whole as well as conducting yearly program evaluations and implementing process changes. I have used this data to improve my program by increasing outreach efforts and increasing the amount of qualitative data captured.

Indirect program participants are those who are impacted by grant-funded projects and campus-wide events, and the data I gather from them is outcome-oriented meaning that it seeks to answer whether the HSF's program activities have made a difference. The plan for collecting outcome-oriented data is unique to each project to reflect its unique goals. The indicators are directly aligned to program goals related to improving campus-wide sustainability and increasing meaningful impact. Data collection could include attendance sheets, surveys, interviews, observations, or measurements of solid materials, e.g. pounds of clothes, # of trees planted, etc.

## SERVICE BENEFITS TO STUDENTS

Since becoming Student Sustainability Coordinator a year ago, I have found that students are eager for sustainability-related knowledge and experiences-- for many of them, events hosted by the HSF are the first time that they are being exposed to existing campus sustainability projects or concepts of environmental justice. Through the use of data collection tools, I can happily report that the HSF meaningfully benefits students by introducing them to sustainability-related resources, catalyzing action toward addressing sustainability problems, and building a sense of community and belonging.

During an October 2025 Campus Sustainability Month event in the Giving Garden, one student said that "the treasure hunt with the swag prize was really fun, I actually learned so much about the garden!" with another adding "I never knew they had a rain collector or green house." About another Campus Sustainability Month event, our Winter Weather Emergency Preparedness Workshop, one student commented "I did not know there were so many options to get real time information on natural disasters and stay informed.. plus the [emergency kit] and learning what to put in it will definitely give me an edge in the event of an emergency." This theme of exposure to new, relevant, and sustainability-related information and resources is one of the most meaningful and significant ways the HSF benefits students.

Another theme that has arisen frequently is the sense of fun and community-building that comes along with these events. Of our Earth Day 2025 Celebration, one student said "this was the most fun I've had at a campus event. I thrifted a whole outfit and learned about composting!" Another student, speaking about the Campus Sustainability Month event in the Giving Garden said "this helped me feel more connected to the campus community. I'm very thankful that these events exist, because I just moved here, and don't know anyone in town." Talking about environmental justice, learning how to creatively address these issues, and actually taking action on them as a student body has been incredibly meaningful and significant to those students who have participated in HSF-funded projects.

Aside from exposing students to sustainability knowledge and building a sense of community and belonging, the work of the HSF actually improves our campus-wide sustainability and meaningfully addresses issues such as sustainable urban development, waste reduction, ecological restoration, and environmental and social justice. One recent grant awardee, the Indian Student Association, said that their completion of an HSF-funded project "significantly enhanced the board's awareness of waste reduction initiatives... the process encouraged a deeper understanding of the university's sustainability guidelines and demonstrated how thoughtful planning can align cultural celebrations with environmental responsibility." Their participation and the participation of all students with the Husky Sustainability Fund represents real progress toward making UW Tacoma more just, more sustainable, and better prepared for climate change.

## Staff Budget Requests

Category	Details	Amount Requested
Student Staff <sup>3</sup>	<b>3 Student coordinators (Summer quarter)- 12 hours of work per week for 10 weeks for 3 students at an hourly rate of \$17.13.</b> E001	
	Student Staff Wages:	<b>\$6,167</b>
	Fringe @ 16.2%:	<b>\$999</b>
Student Staff <sup>3</sup>	<b>3 Student coordinators (Academic year)- 12 hours of work per week for 39 weeks for 3 students at an hourly rate of \$17.13.</b> E002	
	Student Staff Wages:	<b>\$24,051</b>
	Fringe @ 16.2%:	<b>\$3,896</b>
PERSONNEL TOTAL:		<b>\$35,113</b>

## Other Budget Requests

Category	Details	Amount Requested
Other Services	Workday fee S001	<b>\$258</b>
SUPPLEMENTAL TOTAL:		<b>\$258</b>

PERSONNEL TOTAL:	\$35,113
SUPPLEMENTAL TOTAL:	\$258
<b>COMPLETE PROPOSAL TOTAL:</b>	<b>\$35,371</b>

## Supplemental Documents



**DEI COORDINATOR JOB DESCRIPTION**



**OUTREACH AND MARKETING COORDINATOR JOB DESCRIPTION**



**PROJECT DEVELOPMENT COORDINATOR JOB DESCRIPTION**