2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by University of Washington Tacoma on 2/11/2019. Last modified on 7/19/2020.

Application Deadline

April 15th, 11:59pm EST

Data Provided

The data provided in the application should reflect the most recent academic year. Since universities will be completing the application in the 2019 academic year, data should reflect evidence from AY 2018. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

Use of Data

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

Community Engagement Definition

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

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

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

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

Applicant's Contact Information

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

Title

Institution

University of Washington Tacoma

Mailing Address 1

Mailing Address 2

City

Tacoma

State

WA

Zip Code

Phone Number

Full Name of Institution's President/Chancellor

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President/Chancellor's Mailing Address

President/Chancellor's Email Address

I. Campus and Community Context

A. Campus:

Provide a description of your university that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the university. Please specify here if you are applying for a specific campus or campuses of your university. You may want to include descriptors of special type (regional, metropolitan, multi-campus, faith-based, etc.), size (undergraduate and post-graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may wish to refer to widening participation strategies; NCEHE data on student equity; Engagement and Impact Assessment Data; SAGE/Athena SWAN data; Aboriginal and Torres Strait Islander education and employment data as example sources.

The University of Washington (UW) was founded in 1861 on the then outskirts of Seattle, in the territory of Washington, and on the traditional homelands of the Coastal Salish peoples. Today, the university spans three campuses, in Seattle, Bothell, and Tacoma. The Tacoma campus - with 2017-18 academic year enrollment of 5,185 undergraduate and graduate students - was founded in 1990 as an upper-division undergraduate institution particularly targeting "place bound" students in areas south of Seattle. The impetus for the Tacoma campus—and branch campuses in general—began in the late 1980's, when the people of the state of Washington and the state legislature began to push the two flagship campuses of the state, UW and Washington State University, to open a series of branch campuses in the population centers of the state. Ultimately, five regional campuses were authorized by the state legislature, including one in Tacoma. The South Puget Sound Higher Education Council successfully advocated that the Tacoma campus be located in the faded warehouse district in the south end of the downtown Tacoma business district. In 2006, following authorization by the state legislature, UW Tacoma enrolled its first freshman class. In that same year, the first on-campus residential hall was opened. In 2015 a one-of-a-kind in the nation innovative student center was opened in partnership with the YMCA of Pierce & Kitsap Counties. The institution has an ongoing community partnership with the Children's Museum of Tacoma to provide daycare for our faculty, staff, and students. Health care is provided to UW Tacoma students through a robust partnership with the local CHI Franciscan Health Care system. Almost the entire campus operation, including food service, is accomplished through creative and reciprocal community partnerships. This is how University of Washington Tacoma came to be a university campus BY and FOR the people of this community. From those early days, the Tacoma community has been heavily involved with the campus growth and development recently highlighted by strong community engagement in the process to refresh the campus mission and vision statements as part of the 2015-16 strategic planning process. One of the outcomes of that process was to reaffirm our campus commitment to UW Tacoma's compelling urban-serving mission. Students and access are at the core of all campus initiatives. Our student profile during academic year 2017-18 shows that 48% of UW Tacoma's students come from the South Sound that includes Pierce, Thurston, Lewis, and Mason counties. UW Tacoma's current student composition is significantly more diverse than the region as a whole. More than 33% of the undergraduate student population is made up of under-represented

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minority students (URM); 46% of incoming students are eligible for federal Pell grants; and more than 1,000 students, 18% of undergrad population, are eligible for veteran and veteran connected benefits. 56% of incoming first-year students and 55% of incoming transfers would be first in their families to earn a four-year degree. Of incoming transfers, 81% percent transferred from a Washington State community college.

B. Community:

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (regional, urban, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

Tacoma, a city of 213,000, is the principal city of the South Sound, a region that extends from the southern urbanized areas of King County south through Pierce County and into Thurston County. Located 32 miles south of Seattle, Tacoma wraps around the shores of Commencement Bay, and includes one of the nation's largest seaports. Much of the urbanized area of Pierce County, and all of the current UW Tacoma campus, has been from time immemorial the ancestral home of the Puyallup Tribe of Indians, the official tribal sponsor of UW Tacoma.

UW Tacoma is 9 miles north of Joint Base Lewis-McChord, the nation's fourth largest military base and the largest single-site employer in Washington. Military-affiliated personnel make up 18% of UW Tacoma's enrollment, and helping to transition new veterans into civilian life and the workforce is a high-priority shared campus-community strategic goal.

Its heritage as a perceived regional "second city" has regrettably left the greater Tacoma area a legacy of lower educational attainment rates, greater income disparities and lower levels of economic investment than other parts of the metropolitan area along the west side of the Cascades. The campus and community are working together to eliminate those disparities and create a model for collaborative solutions to socio-economic challenges.

The impetus, energy and momentum for creating and growing UW Tacoma from the very beginning have come from the surrounding community. It was understood that a campus of a major public research university could have a transformational impact on the revitalization of what was at the time an economically depressed city and county.

This community-engaged economic development mission was from the start linked to an equally-important educational access mission. Today, in 2019, UW Tacoma has the greatest racial and income diversity of any public four-year institution in Washington, and among the strongest transformational impacts on the lives of students and their families of any higher education institution in the nation.

II Foundational Indicators

Complete all questions in this section.

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A. Institutional Identity and Culture:

A.1 Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes

A.1.1 Quote the mission or vision:

The University of Washington is governed by a Board of Regents. The Board has created a statement of the role and mission of the university (Regent Policy No. 5.) and several relevant statements from that document are presented below. The Regents outline both UW's responsibilities to its students and its community, which because of its public flagship status, is largely the entire state of Washington. It also clearly gives the two smaller campuses, Bothell and Tacoma, the freedom to develop their own goals, objectives, and strategies. Below, the Board policy is presented and then the unique mission that has been developed for the Tacoma campus is clarified. Since its inception, UW Tacoma has placed community engagement at the center of its operational and intellectual development.

Regent Policy No. 5: Role and Mission of the University of Washington
Paragraph 1: Founded 4 November 1861, the University of Washington is one of the oldest state-supported institutions of higher education on the Pacific coast. The University is comprised of three campuses: the Seattle campus is made up of sixteen schools and colleges whose faculty offer educational opportunities to students ranging from first-year undergraduates through doctoral-level candidates; the Bothell and Tacoma campuses, each developing a distinctive identity and undergoing rapid growth, offer diverse programs to undergraduates and to graduate students.

Paragraph 4: As an integral part of a large and diverse community, the University seeks broad representation of and encourages sustained participation in that community by its students, its faculty, and its staff. It serves both non-traditional and traditional students. Through its three-campus system and through continuing education and distance learning, it extends educational opportunities to many who would not otherwise have access to them.

More specifically, UW Tacoma's mission and vision, as adopted in June 2016, are:

VISION
The University of Washington Tacoma fosters a thriving and equitable society by educating diverse learners and expanding
knowledge through partnership and collaboration with all our communities.

MISSION
As an urban-serving university, we:
• Expand access to higher education in an environment where every student has the opportunity to succeed
• Foster scholarship, research, and creativity to address the challenging problems of our time and place
• Partner and collaborate for common good
• Catalyze the economic and social vitality of the region

It can be seen by the early formation of the campus and its reaffirmed mission and vision statements that UW Tacoma was deliberately created for engagement with and moving forward in partnership with its community.

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This purpose and resulting culture were then reaffirmed and clearly articulated in the outcomes of the 2015-16 planning cycle and remain effective today.

A.2 Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes

A.2.1 Describe examples of campus-wide awards and celebrations that formally recognize community engagement:

The University of Washington Tacoma celebrates community engagement through a variety of awards and celebrations. As an example, the Distinguished Community Engagement Award was created in 2013. Given annually, this award recognizes the important and innovative community-engaged and community-based work by UW Tacoma faculty. Such work is based on an ethic of mutual benefit in which both the community partner and/or public and the university, its faculty, and/or its students benefit in ways not possible without the partnership. This work may be focused on teaching and learning, research, policy, citizenship building, creative work, or community building. The list of our past annual award recipients is available on our Community Partnerships webpage.

The Office of Student Engagement hosts an annual Outstanding Student Ceremony for Awards and Recognition (OSCARs) each May, which celebrates the significant community-based work of students, faculty and staff across campus. This celebration includes awards such as the University "Y" Community Engagement award, student volunteer award, and the Dean's Leadership Award. The Center for Service and Leadership Husky Volunteers program encourages and recognizes students' volunteer service by documenting thoughtful reflections on community service. This volunteer service may be done on or off campus, on their own or through UW Tacoma programs. Students are encouraged to form or continue their own volunteer relationships in their communities. Students who have already established volunteer relationships are encouraged to deepen them and count their hours through intentional reflection. UW Tacoma students are invited to register their experiences as a Husky Volunteer. Upon graduation and a final reflection, service medallions are awarded at a variety of levels depending on volunteer hours that have been logged. All of the OSCAR Event Awardees for each year can be viewed on the dedicated webpage.

UW Tacoma is also a member of the Washington Campus Compact, where our students' community engagement initiatives have also been recognized. In 2017 two statewide awards were granted to deserving UW Tacoma students and noted on the Chancellor's Blog.

Also for the past decade, UW Tacoma has been hosting a community-wide celebration of the life and legacy of Dr. Martin Luther King Jr. each January on MLK Day. During this event, a series of Dream Awards are presented to individual UW Tacoma students, student organizations, and members of the community whose work has significantly contributed to Dr. Martin Luther King's Dream of diversity and equality for all. One of Dr. King's greatest mandates was that individuals must not stand idly by while injustice remains. As part of this annual Unity Breakfast, these award presentations help us to recognize local citizens and those at UW Tacoma who consistently address diversity, social justice and civil rights. Past award recipients can be viewed on the dedicated webpage.

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B. Institutional Assessment

B.1 Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes

B.1.1 Describe the mechanisms for systematic assessment:

The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution's activities, partnerships, and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in community, including a description of how frequently assessment occurs, and who is accountable for managing the process. Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an historic and ongoing commitment. This question is not focused on data about specific engagement projects, programs or service- learning courses, or an individual's work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.

Historically, our systematic institutional approach to hearing (and acting on) community perspectives has been through our advisory councils from across campus academic units and initiatives. These councils provide expertise and advice on a variety of topics relevant to the university, and serve as a community voice in our deliberations and strategies. Members of these councils are representative of stakeholder constituencies from throughout all sectors of our community. Each advisory board is selected differently. Deans and directors work with their boards to identify and appoint new board members. Campus Advisory Councils include:
• Chancellor's Advisory Council
• Milgard School of Business Executive Council
• School of Engineering and Technology Advisory Council
• School of Interdisciplinary Arts and Sciences Advisory Council
• Urban Studies Advisory Council
• Center for Urban Waters Advisory Council
• Institute for Global Engagement Community Advisory Council
• Center for Leadership & Social Responsibility Advisory Council

We have systematically integrated the Advisory Board input through two recent comprehensive initiatives that engaged both the campus community and the broader community in campus-level planning.

One, when the Late Chancellor Debra Freidman first wanted to re-engage our surrounding community stakeholders in establishing campus priorities, she brought together all of the UW Tacoma advisory boards along with faculty and staff leaders - 88 people - for a first-ever Advisory Council Summit on January 12, 2013. In a facilitated process, the group developed an ideal description of UW Tacoma in 2020. The group predicted that in 2020 UW Tacoma would be an innovative, transformational economic engine for the South Puget Sound. From those discussions, four immediate priorities emerged:
• Increased partnership with the Joint Base Lewis-McChord
• Prioritizing environmental sustainability for our campus and our region
• Strengthening P-12 education in the South Puget Sound
• Stimulating innovation support in the area's nonprofit sector

Each of these priorities had a close connection to the campus's original DNA to be an exemplar in community-

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engaged work.

Two, in 2015, incoming Chancellor Mark A. Pagano launched a comprehensive strategic planning process, with a 30-member steering group, which included Tacoma community representatives and selected advisory board members. The process posed this critical question: "As an urban-serving university, what positive role can UW Tacoma play in achieving your [the individual being asked] aspirations?" Over 1100 faculty, staff, students, alumni and community members (in nearly equal numbers) responded. These responses were organized into areas of common aspiration, which ultimately became the six Impact Goals of our new campus Strategic Plan (Charting our Course, June 2016).

Our Strategic Plan Coordinating Committee (SPCC) has worked with the campus leadership team and other constituencies to select metrics to systematically measure these goals. The metrics for the Impact Goal on Community are currently student-focused on the High Impact Practices of: 1) Percent of student credit hours in service (community engaged learning) courses and, 2) Number of students engaged in internships for credit. The SPCC is working with leadership, advisory boards, and Office of Community Partnerships to develop additional meaningful metrics.

B.2 Does the institution aggregate and use all of its assessment data related to community engagement?

Yes

B.2.1 Describe how the data is used:

If you are using a systematic mechanism for hearing community attitudes, perceptions, and outcomes, please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals, and other specific illustrations of application of the community perception and outcome data.

The results from UW Tacoma's previous two largest scale community assessments in 2012-13 and 2015-16 have been captured in the form of a report and a database. As described in the previous question, they were carefully analyzed and used in determining the goals and initiatives related to our existing campus plan.

The late Chancellor Debra Friedman utilized the data during the 2012-13 engagement (as described in section II B.1.1). to direct significant campus resources, both financial and human, towards each of the four priorities that emerged from the community interactions. The four priorities were:

• A Special Assistant was added to the Chancellor's staff to increase and support the campus's engagement with the Joint Base Lewis-McChord moving forward.
• Central financial resources were put into place to fund much of the infrastructure for the Center for Urban Waters, a research center that works with community partners to develop creative and sustainable solutions to restore and protect the waters of the Puget Sound. In addition, resources were allocated to support the Center for Data Science, another research center focused on emerging big data analytics.
• A significant financial commitment was made to Tacoma Public Schools (TPS) to match their financial and in-kind contributions to the Tacoma Whole Child Initiative (TWCI) and Pathways to Promise (PTP) partnerships between UW Tacoma and Tacoma Public Schools, which significantly benefits K-12 in our region, including

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increasing a college going culture.
• Resources were put in place to better support the Center for Leadership and Social Responsibility, the Minor in Corporate
Responsibility, and the Non-profit Studies Minor. The latter is housed in the School of Interdisciplinary Arts and Sciences. All three of these entities support the non-profit sector in the region.

During the 2015-16 Charting our Course strategic planning initiative, the vast quantity of data generated through the community engagement process had a direct impact on the creation of the plan and its six strategic priorities. This plan drives every aspect of our campus, student, curriculum and community planning including the allocation of human and financial resources to align with our values and priorities.

Historically our methodology of aggregating and using assessment data related to community engagement has been an on-going feedback loop of regular and active advisory board input (and the resulting actions) combined with the periodic "deep dive" of a planning process that engaged a broader sampling of community input to drive our overall campus strategy.
Moving forward, our new Office for Community Partnerships has built a more consistent and connected assessment tool so that the data will have more fidelity, be more readily available, and will have a broader impact on our ability to use the data more strategically.

C. Institutional Communication:

C.1 Does the institution emphasize community engagement as part of its brand message identity or framework? For example, in public marketing materials, websites, etc.?

Yes

C.1.1 Describe the materials that emphasize community engagement:

The ultimate expression of the University of Washington's brand is that the University and its various constituents – on and off campus – work "together undaunted for a world of good." The brand framework that supports this promise to the community is built on four foundational pillars—one of which is the "philosophy" that our work must always be focused on serving the community. As a public institution of higher education, we work both for and with the community and so promote stories of community engagement in our marketing and communications messaging and publications.

With this overarching UW philosophy in mind, UW Tacoma emphasizes community engagement in virtually every piece of marketing material the campus produces. It is an integral part of our Vision, Mission, Core Values, Strategic Priorities, and Impact goals of our strategic plan. Therefore, we refer to our mission and community-based culture in our recruiting materials for new students, public reports and events, as well as in the literature used in Advancement and Fundraising. We carefully describe our community-based focus in all of our position advertisements used to recruit new faculty, staff, and administrators. Our web site marketing strategies are tied to storytelling examples of the types of activities that make up the fabric of our campus. A series of 4-5 featured stories rotate across the landing page, many of which are tied to our community projects or publicly engaged work and scholarship of our faculty.
Below is a sample of stories that have recently been chronicled on our web site:

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September 5th, 2018: Assistant Professor Named on Population Health Executive Council (an article about how Assistant Professor Michelle Montgomery has been named to the University of Washington's 30-member Population Health Initiative Executive Council). UW launched the initiative in 2017 with the goal of "eliminating diseases and injuries" by studying the "intersecting and overlapping factors that influence health."

September 5th 2018: Looking for Answers – (an article about how UW Tacoma Associate Professor Eric Madfis is a leading researcher in the study of school shootings and mass shootings).

August 29th, 2018: In our Backyard – Students in Senior Lecturer Tyler Budge's class created masks for series of public performances about homelessness.

August 21st, 2018: The Science and Study of Wildfires – In her research Assistant Professor Maureen Kennedy investigates how to reduce the impact of wildfires. At the time of this writing there were more than 100 active wildfires in the United States. All but one of those fires were in the West with 10 in Washington State.

August 1st, 2018: Krystal Adolph: Always Ready With a Shoulder – Krystal Adolph, '05, the recipient of the 2018 UW Tacoma Distinguished Alumni Award, is always ready with a shoulder for the kids at the Muckleshoot Tribal School in Auburn.

C.2 Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes

C.2.1 Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:

Ana Marie Cauce, President of the University of Washington, recently used a spring 2018 campus address to highlight the importance of community engagement across the three UW campuses. Soon after the address, our campus Chancellor sent a campus-wide announcement reinforcing how our campus was founded on the principles the president articulated in her address and that we would be deepening our commitment in the years to come. Our Chancellor noted that this would particularly involve enhancing our infrastructure through policies and resources to support additional community engagement and resulting public scholarship by our faculty, staff, and students.

In June of 2018, the UW Provost charged a high-level tri-campus group, including deans, both campus chancellors and other administrative and faculty leaders, to develop an overarching plan for engagement moving forward. This group was charged with making recommendations that can support our campuses in meeting the challenges facing higher education and our society in the year 2050. During the 2016-17 and 2017-18 academic years, the resulting UW 2050 initiative was developed to identify and put into place strategies that would begin to prepare our campuses to meet the challenges and opportunities in the next thirty years. This Committee was charged with adding the community engagement support needed to prepare our faculty for success in community engagement in the years ahead.

Mark Pagano, UW Tacoma Chancellor, has been working toward preparing our campus to better engage with its communities since his arrival. While our campus has been connected to its community since its birth in 1990, the corresponding infrastructure and support for our engagement has not been sufficiently built out. This has been a

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specific priority since 2015 and even earlier had risen to being one of our strategic plan's six impact goals. We have put in place an Advisory Board for Community Engagement and an Assistant Chancellor for Community Partnerships to the senior leadership team. The Chancellor, when speaking to campus constituencies or at community events, highlights this priority and discusses the initiatives we have launched to build out and improve our support. The University has been strategic about encouraging our faculty and staff to attend appropriate conferences centered on community engagement and supporting their travel when they do. This has resulted in a UW Tacoma team attending the National Engagement Scholarship Consortium for each of the past four years. UW Tacoma has joined the Washington Campus Compact organization and has supported faculty and staff to attend their events for the past two years. Our Chancellor has become active with the Urban Serving University Coalition of APLU, most recently through joining the Board and being elected Treasurer. He has also consistently supported faculty and staff travel to participate in the APLU meeting and conferences.

C.3 Is community engagement defined and planned for in the strategic plan of the institution?

Yes

C.3.1 Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

Community engagement is a major thread through the entirety of our strategic plan. We have an entire Impact Goal (of six total) related to our efforts with our communities.

In our Vision Statement in Charting our Course UW Tacoma's Strategic Plan 2016-21 (page 9) we state, "The University of Washington Tacoma fosters a thriving and equitable society by educating diverse learners and expanding knowledge through partnership and collaboration with all our communities."

In our Mission Statement in Charting our Course, UW Tacoma's Strategic Plan 2016-21 (page 9) we state, "As an urban-serving university, we:
• Expand access to higher education in an environment where every student has the opportunity to succeed;
• Foster scholarship, research, and creativity to address the challenging problems of our time and place;
• Partner and collaborate for common good;
• Catalyze the economic and social vitality of the region"

In our Core Values in Charting our Course (page 9) we highlight Diversity, Innovation, Community, Excellence, and Access.

In our Strategic Priorities in Charting our Course (page 9) we highlight:
Students: Advance student success academically, professionally and personally.
Communities: Partner in advancing strong and diverse communities.
Scholarship: Expand and support a range of research, scholarship and creative activity.
Equity: Promote and model equity, inclusion and social justice.
Culture: Foster a climate and culture where we are inspired to do our best work.
Growth: Grow strategically and sustainably.

In our Six Impact Goals in Charting our Course (page 10, 11, & 12) we highlight: Students, Scholarship, Communities, Equity, Culture, and Growth.
The specific text from the Community Impact Goal is as follows (page 11):

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"Community - Our community partnerships are transformational and synergistic. UW Tacoma was borne of an engaged community, which informs our orientation today. The most successful UW Tacoma-community partnerships are transformative and result in each partner achieving more together than they can alone. Partnerships flourish when they are supported with infrastructure including organizational processes, communication channels, staffing and funding. We aspire to:
• Increase community members' awareness of how to engage UW Tacoma.
• Increase the satisfaction of faculty, staff, students, and community partners with the structures and resources supporting mutually beneficial engagement.
• Increase the application and assessment of best practices by students, faculty and staff in community engagement.
• Increase the number of community partnerships, including those that connect global and local communities.
• Increase community members' recognition of UW Tacoma as a valued thought leader and convener that addresses the problems of our time and place.
• Increase the number of students graduating with high-impact community engagement and leadership experience such as internships.
• Increase alumni engagement in community service and leadership."

D. Institutional - Community Relations:

D.1 Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?

Yes

D.1.1 Describe how the community's voice is integrated into institutional or departmental planning for community engagement:

The purpose of this question is to determine the level of reciprocity that exists in the institution's engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities. Please provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of actual community influence on actions and decisions, not mere advice or attendance at events or meetings. A list or description of standing community advisory groups is insufficient without evidence and illustrations of how the voices of these groups influence institutional actions and decisions.

Giving the community a "voice" or role in institutional planning is part of our culture as an urban serving institution. We accomplish this both through deliberate large-scale community involvement initiatives in relation to campus-wide strategic planning or visioning initiatives, and then more consistently through individual advisory boards for each academic unit, center or other campus organization. Deans and Directors work directly with our community partners to solicit their input and create a fluid/two-way process of engagement. In addition to the campus level engagement and the engagement with our academic programs through our deans, the other administrative and student-facing units around campus have advisory boards and ongoing, regular opportunities for connecting with our community partners for the purpose of gathering input and advice on directions forward.

Program advisory boards are in place for each academic unit on the UW Tacoma campus. These advisory groups

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are closely connected to the departmental planning around program development, research strategies, community engagement, and special events. Some of the Boards are required for specialized accreditation; however, all of the boards are necessary to keep our program offerings relevant and current with community needs. We keep a current campus database with all of the contacts for these board members and we use it to keep them informed of cross-campus developments and to invite them to campus and community events outside of the specific academic unit they represent.

E. Infrastructure and Finance

E.1 Does the institution have a campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement?

Yes

E.1.1 Describe the structure, staffing, and purpose of this coordinating infrastructure. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:

The purpose of this question is to determine the presence of "dedicated infrastructure" for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability.

We expect a description of specific center(s) or office(s) that exist primarily for the purpose of leading/managing/supporting/coordinating community engagement.

Over the last four years, centralized funding from the Chancellor has been used to support an Assistant Chancellor for Community Partnerships (ACCP) position. The individuals who have held this position were focused primarily on a specific set of partnerships within our community to strengthen specific areas of strategic focus for our campus. Over the past three years, this position has also been charged with laying the groundwork for building permanent community engagement infrastructure on campus. To date, the ACCP was responsible for organizing major community events on campus and coordinating faculty and staff attendance at various community engagement related conferences. Priority community groups have included local veterans support organizations, K-12 school districts, a host of non-profit organizations, and specific smaller community groups that had historically not enjoyed strong connections with UW Tacoma. Realizing that Community Engagement work across our campus needed a centralized home, the Chancellor committed funds to permanently establish a new Office of Community Partnerships (OCP) in September 2018.

The current ACCP is developing centralized infrastructure to support community engagement activities being led by faculty, staff, or students across the campus. Personnel will include administrative staff at 1.5 FTE and a part-time data analytics position. The Office of Community Partnerships will serve as a "front door" for the UW Tacoma campus for community members and community-based organizations and also as an internal support mechanism for faculty, staff, and students who wish to engage more purposefully with our communities. Through a new database, the office will help to not only track existing activities and partnerships but will also help create new collaborative networking opportunities for community engagement across our campus. By making the information accessible and by sharing the information from the database with our internal and external communities through a robust reporting module, we hope to enhance transparency, communication and information sharing among all stakeholders. OCP will also provide financial management and office support including arrangements for events for embedded community engagement programs on campus. Additionally,

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the office will perform an annual analysis/assessment of all activities and work with our community partners to create a report for all stakeholders. The Office of Community Partnerships has a Community Advisory Council and a Faculty and Staff Advisory Council, which help coordinate and connect the various engagement activities across our campus. They also serve as consultative bodies for issues pertaining to our public engagement agenda. They advise the ACCP on development of campus infrastructure, policies, procedures and programs to institutionalize and enhance engagement in alignment with our urban-serving mission and in support of our strategic plan.

UW Tacoma has a Division of Student Engagement that serves as a direct resource for a variety of campus entities, including student organizations, clubs and activities. One of the key units in this Division is the Center for Service and Leadership (CSL). CSL coordinates and supports the civic and leadership efforts of UW Tacoma's faculty, students, and community partners to expand the boundaries of knowledge and discovery for positive community and student growth.

E.2 Are internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes

E.2.1 Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:

The purpose of all the questions in this section is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total institutional budget that funds the primary investment and ongoing costs of the infrastructure described in E.1 as well as any other funds dedicated to community engagement, including but not limited to internal incentive grants, faculty fellow awards, teaching assistants for service-learning, scholarships and financial aid related directly to community engagement, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service-learning courses in their standard workload.

The Office of Community Partnerships, described in E 1.1 above, is internally funded with an annual operating budget of $242,000. UW Tacoma funds an Indigenous Liaison position that focuses on direct outreach with our neighboring American Indian Tribes and other Indigenous communities. This position oversees an on-going project called Building Excellence Through Science and Tradition (BEST) to develop a safe space for UW Tacoma and communities to dialogue about Indigenous people's cultural and traditional lived experiences. The position also supports over 100 American Indian students who attend UW Tacoma as well as provides liaison support for faculty, staff, and students wishing to connect and partner with Washington Tribes or other Indigenous communities in a culturally appropriate manner. This position is funded at $80,000 plus benefits and reports to our Assistant Chancellor for Equity and Inclusion. The University Y Student Center, now in its fifth year of operation, was another significant investment in the community. The University initially funded the design and construction of the 73,000 square foot facility for $22 million; in fiscal year 2018 the payment for the UWY debt service and operation are approximately $2,008,000. The full description of this partnership with YMCA appears under Outreach and Partnerships. The campus invests over $135,000 annually for the Veterans Incubator for Better Entrepreneurship (VIBE). VIBE engages directly with Tacoma's military veterans, active duty service members and military spouses to foster their entrepreneurial goals. VIBE brings local business leaders to campus regularly to serve as mentors and creates links between the University and its surrounding community. UW Tacoma, in close partnership with the Tacoma Public Schools (TPS), supports the Tacoma Whole Child Initiative (TWCI); a program aimed to transform schools by creating safe, positive, engaging,

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equitable and effective learning environments to help all kids succeed. TWCI has been funded through direct financial support of $100,000/year by UW Tacoma from 2015 to the present matched by TPS funding. In addition, the University provides more than $70,000 of in-kind support for campus spaces and other resources utilized through this partnership. The Center for Urban Waters is a UW Tacoma initiative that houses environmental scientists, analysts, engineers and policy makers who work with community partners to develop creative and sustainable solutions to restore and protect the waters of the Puget Sound. UW Tacoma rents both office and state of the art laboratory space in the City-owned Center for Urban Waters building at an annual rate of $320,000. UW Tacoma funded a Design Feasibility Study for the Children's Museum of Tacoma Child Care Center for $32,000 as a one-time commitment in 2013. UW Tacoma has supported the South Sound Together Partnership for the past four years at approximately $25,000 per year. South Sound Together partners, consisting of more than two dozen local businesses and institutions, are working to spread positive news about the South Sound through print and digital advertising and through sharing stories about what makes our community a great place to live and do business.

E.3 Is external funding dedicated to supporting institutional engagement with community?

Yes

E.3.1 Describe specific external funding:

These funding sources may include public and private grants, private gifts, alumnae or institutional development funds, donor support, or federal/state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.

As part of the TWCI, UW Tacoma is playing an active role in the Tacoma Social and Emotional Learning Initiative, a community partnership led by the Greater Tacoma Community Foundation with financial support from the Wallace Foundation. In fiscal year 2017, UW Tacoma received $103,000 from the Wallace Foundation to help expand extended learning opportunities (before and after school) for students. In 2018, with $200,000 in community-requested state funding, UW Tacoma launched a pre-law program offering mentoring, workshops, internships, LSAT preparation, networking, volunteer opportunities, academic advising and other resources to pave the way for legal careers for UW Tacoma students. The program also reaches out to high school students to encourage their interest in legal and social justice fields. The program is designed to build local capacity for students to pursue legal careers to help meet the needs of the local legal community.

On numerous occasions local businesses have sponsored community engagement initiatives for our campus. In 2018 KeyBank gifted UW Tacoma $60,000 for a new position in Career Services, to help link our students to community career opportunities. This initiative has been named "The Opportunity Academy." The Simon Family Endowment provided to UW Tacoma in 2017 is valued at $500,000 and is designed to provide better lives for adults diagnosed with autism or similar disabilities. With this endowment, UW Tacoma has established a Master of Social Work practicum program, one of just a few such programs in the U. S. The Practicum will ensure a growing group of professionals in the South Sound (and beyond) dedicated to lifelong care and advocacy for these adults.

Other externally funded awards include:
- Puget Sound Action Agenda – Implementation Strategic, Science, Monitoring and Adaptive Management Analysis and Activities (in partnership with the Puget Sound Partnership and other community organizations) - funded by the Environmental Protection Agency at $738,171.
- Subtidal Monitoring of Shoreline Restoration Effectiveness - funded by the Washington Department of Fish

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and Wildlife at $198,000. Characterization of Contaminants of Emerging Concerns in Regional Waters - funded by the Washington State Department of Ecology at $200,000.
- Stormwater Chemical Characterization and Watershed Prioritization - funded by the Washington State Department of Ecology at $232,000. Water Quality Characterization of Stormwater Treatment and Ecotoxicology Assessment (in collaboration with Washington State University) - funded at $130,000.
- Educators for the 21st Century Professional Development - funded by the Washington Student Achievement Council at $11,520. Teaching English Language Learners - funded by the US Department of Education at $542,769.
- Sampling Drinking Water Sources in Washington State - funded by the Washington State Department of Health at $130,000.
- Wapato Lake Alum Treatment Study - funded by Metro Parks Tacoma at $20,543.
- Land Management Strategies for Confronting Risks and Consequences of Wildfire - funded by the University of California, Santa Barbara at $32,189.
- Interlinked Glacier Dynamics, Lakes, Mountain Hazards, and Critical Vulnerabilities in the Himalaya (in collaboration with the University of Arizona) - funding from NASA at $26,887.

E.4 Is fundraising directed to community engagement?

Yes

E.4.1 Describe fundraising activities directed to community engagement:
Please describe institutional fundraising goals and activities pursued by offices of advancement, development, alumni, or institutional foundations that are focused on community engagement. Student fundraising activities in support of community engagement may be included.

The UW Tacoma Advancement Team creates an annual operations plan that weaves in multiple plans for community-engaged fundraising with an underpinning of both broad-based communications, as well as targeted, customized messaging.
Major gifts fundraising (individuals and organizations): While there is an ongoing emphasis on raising funds to support student and faculty goals, fundraising also includes an emphasis on projects and initiatives supporting our urban-serving, community-oriented mission. In 2017-2018 such projects included but were not limited to:
• The Melanie Dressel Scholars Program/Women's Leadership, the Milgard Women's Initiative and the School of Engineering's Women in Technology Initiative collectively represent programming that addresses gender equity and leadership issues, in multiple venues.
• Tacoma Whole Child Initiative (see Section E 2.1). UW Tacoma was instrumental in helping to secure significant national funding for this community-oriented initiative from The Wallace Foundation.
• Great Futures/Husky Futures, a partnership with the Boys and Girls Clubs of South Puget Sound to support a "pathway to promise" for prospective UW Tacoma students in partnership with the Boys and Girls Clubs of South Puget Sound, who serve some of our most vulnerable and underserved youth and their families.
• Simon Family Endowment program development (see Section E.3.1), including direct scholarships for UW Tacoma students on the spectrum and/or who have other intellectual disabilities. • Building student emergency aid programs that connect UW Tacoma students to appropriate community resources through robust organizational partnerships.
• Developing a South Sound Alliance of municipalities working together for a unified approach to South Sound economic and community development, supported by a new Center for Applied Urban Research.
• Leveraging the resources of the non-profit land and community developer, Forterra, to support the continued development of Tacoma and the University of Washington.

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While we cultivate and steward this community generosity, we also strive to demonstrate to our donors the impact of their giving and support via a wide range of dynamic, creative and rewarding community-based experiences, including conversations with students. Alumni relations and annual giving: UW Tacoma now has over 20,000 alumni, with an estimated 70-80% still living in the region. We employ a number of strategies for staying in touch with this important community and invite them to UW Tacoma-oriented events on and off campus. In 2017-2018, some of these events included a Tacoma Rainiers baseball game event, movie nights at Cheney Stadium, Veteran Appreciation Week, Senior/Graduation Week and UW athletics viewing parties. Our Alumni Relations Officer manages the annual Senior Class Giving project which is often community-oriented. In 2017-2018, the Senior Class raised funds (matched by the Finance and Administration Department) for the Lifesaver Fund to have lifesaving defibrillator units in every building on campus—not only to protect the safety of our students, faculty, and community members. Other Senior Class Giving projects have included raising funds for the on-campus food pantry. UW Tacoma's Advisory Councils (see Section A 1.1)) in many cases generate important annual support.

E.5 Does the institution invest its financial resources in the community and/or community partnerships for purposes of community engagement and community development?

Yes

E.5.1 Describe specific financial investments and how they are aligned with student engagement strategy:

In this question, we are asking specifically about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community/campus partnerships. Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of volunteers; a campus donating or purchasing computers for an after-school program located in a community-based organization; a campus investing a portion of its endowment portfolio in a local community development project, etc. (Do not include PILOT payments unless they are specifically designated for community engagement and community development.)

As an Urban Serving University, we are committed to investing in ways to increase engagement across our physical space. Specifically, UW Tacoma is committed to creating a successful environment for students, faculty, staff and the community in University-owned property on Pacific Avenue and through other community retail opportunities located across the campus. The Pacific Avenue properties span several blocks and mark the east edge of our campus. This is a major thoroughfare in the heart of the City and is now part of a renaissance, which has transformed the Pacific Avenue area into a safe and bustling retail core for everyone in Tacoma to enjoy. The retail environment provides services to students as well as the community, employs students as workers, and provides a welcome opportunity for students and community members to mix.

As a result, our university has played a central role in successful activation of this section of Pacific Avenue. For example, UW Tacoma campus was designed intentionally NOT to include traditional campus food service. Instead, the design strategy has been to include a retail zone that provides food services to campus while driving development of the surrounding district and to help foster economic development of the community. This was an intentional effort by UWT and fostered a deeper engagement and commitment with the community. This, in turn, encourages students to engage with the community continuously and be aware of some of the challenges and opportunities facing the city. The University also participated in Spaceworks programs, offering prime real estate space for as little as a $1/month to incubate new retail and service businesses.

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We view investments in VIBE (mentioned early), TWCI, the Y, Children Museum and a number of other services, described earlier, as student engagement strategies.

E.6 Do the business operations of the campus as an anchor institution align with local economic and community development agendas through hiring, purchasing, and procurement?

Yes

E.6.1 Please describe business operation practices tied to the local community:

This question is asking specifically about how the campus practices in the areas of recruitment, hiring, purchasing, and procurement align with and are an intentional complement to the institutional commitment to community engagement. This can include programs to encourage/support minority vendors, among many other practices. These institutional practices contribute to the context for successful community engagement.

Consistent with the University's commitment to encourage the use of Minority Business Enterprises (MBEs) and Women's Business Enterprises (WBEs) on its contracts, UW Tacoma supports our supplier's efforts in securing certified MWBE subcontractors or second tier suppliers. In accordance with chapter 39.19 RCW, the University of Washington encourages participation in all of its contracts by firms certified by the Office of Minority and Women's Business Enterprises (OMWBE). Participation may be either on a direct basis in response to a direct solicitation or on a subcontractor basis. However, no preference will be included in the evaluation of proposals, no minimum level of MWBE participation shall be required as a condition for receiving an award and proposals will not be rejected or considered non-responsive on that basis. Any affirmative action requirements set forth in federal regulation or statutes included or referenced in the contract documents will apply. Generally, UW Tacoma focuses on sourcing and hiring locally whenever possible. For example, UW Tacoma's Advancement office and event services have built strong business ties with local vendors, regularly using their services and recommending the local vendors to others. Our list of local business partners include:
Balloon Masters – University Place, WA
Panera Bread – Tacoma, WA
Pacific Grill – Tacoma, WA
Georgio's – Buckley, WA
Jonz Catering – Tacoma, WA
O'Sheas – Tacoma, WA
Cort Party Rentals – Fife, WA
Print NW – Lakewood, WA
Sir Speedy – Tacoma, WA
Tacoma Tent & Awning – Tacoma, WA
The News Tribune – Tacoma, WA
Tacoma Rainiers – Tacoma, WA
Big John's Trophies – Tacoma, WA
Crane's Creations – Lakewood, WA
Snuffin's – Gig Harbor, WA
The Vault – Tacoma, WA
X Group Catering – Tacoma, WA

The University is also engaged with the City of Tacoma to explore, with other anchor institutions, the opportunities we have as anchor institutions. This is being done with the help of the Democracy Collaborative.

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F. Tracking, Monitoring, Assessment

F.1 Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Yes

F.1.1 Describe systematic campus-wide tracking or documentation mechanisms:

The purpose of the questions in this section is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability in that their existence and use is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement activities. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a database, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability/responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community-based research projects, etc.

Beginning in July 2018, the University of Washington Tacoma created a web-based Community Collaborations Database (CCDB), designed by a cross-campus team and sustained and promoted by the Office of Community Partnerships. Types of activity classified and tracked include: sponsored projects, service projects, curricular offerings (internships, service-learning experiences, community research collaborations) as well as co-curricular (non-credit, such as immersion experiences) and student-delivered projects sponsored by UW Tacoma that center around community engagement. The intake form will evolve as additional categories of community engagement projects are submitted by faculty and staff. Faculty and staff are given opportunity in the intake form to provide comments, add community partners from the list, and other key information which should be collected.

Initially, the CCDB was populated from various community engagement reports, surveys and spreadsheets stored locally in the academic programs, administrative units, as well as a broader, tri-campus faculty survey distributed through the UW Provost's Office. Going forward, the UW Tacoma Office of Community Partnerships (OCP) will maintain the system centrally. Each Spring quarter, the OCP will lead a campus-wide effort to for data entry verification and seek faculty and staff assistance in entering missing information for community engagement projects. OCP will also ask our community partners to ensure that their contributions, as reported by the campus, are accurately represented.

Beginning in 2019, the web interface will allow for non-authenticated (community, media, peer institution, etc.) retrieval of data, so that anyone will be able to visit the site and review information on UW Tacoma collaborations. Retrievals will be possible by topic (e.g., homelessness, child welfare, poverty, criminal justice, etc.), by organization/collaborator, date, etc. Such options will be particularly useful to new faculty and staff who are hoping to build on existing partnerships as they begin their programs of community-engaged scholarship. Data viewing portals will also provide a summary of our campus activities.

Building on this database, the OCP will create an assessment tool that will generate a number of analytics and related reports for on and off-campus communities.

F.2 Does the institution use the data from those mechanisms?

Yes

F.2.1 Describe how the institution uses the data from those mechanisms:

For each mechanism or process described in F1.1 above, we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fundraising stories, and/or the reward and recognition of faculty, students, or partners.

In the past, the overall internal and external knowledge of community partnerships guided campus investment of resources in supporting the activities of our faculty, staff, and students. Given that each academic unit and center has an active community advisory board, the University has used the collective knowledge of these community partners to guide its curricular, co-curricular, and non-curricular initiatives.

With the availability of more systematic data on our community engagement activities, UW Tacoma will be able to utilize this information to facilitate and support community engagement initiatives. This includes the ability to 1) collectively track and maintain relationships and initiatives with our community organizations; 2) map the diversity within faculty and staff engagement efforts; and 3) review our growing commitment to student-engaged practice. This will provide internal and external constituencies a lens through which we can collectively sort, categorize and assess our overall community engagement efforts. The results of our early efforts will be most strongly felt by our Office of Community Partnerships in its ability to measure outputs and examine the depth and breadth of our collaborations. Later, once the CCDB system has matured, it will be more innovatively used to measure impact – through evidence, identification and reporting of growth and change, as well as examination of gaps in our collaborations.

F.3 Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

Yes

F.3.1 Describe the definition and mechanisms for determining quality of the community engagement.

Definition and assessment of the quality of our community engagement have been built into both the human and the technical infrastructure of UW Tacoma's community engagement efforts. In the Spring of 2018, in preparation for this application, the Office of Community Engagement (name was changed to Office Community Partnerships in early 2019) formed a cross-campus team to come to consensus on a definition of "community engagement" that uniquely and fully represented UW Tacoma's role and history in our urban community.

We have historically relied on our active and ongoing relationship with community partners, through their individual input, community advisory boards, and ongoing interaction to shape, assess, and support our community engagement efforts. However, given the magnitude of our collective community engagement efforts (university, academic unit, faculty, staff, and student initiated), a more systematic method of data collection, as

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described above, is needed. Moving forward, in addition to our qualitative knowledge of our major community engagement initiatives through direct and indirect community input, we will rely on this systematic data to facilitate, shape and guide our future efforts.

Measuring the quality of community engagement is done via a two-step process. In the first step, data is captured and verified. The captured data is then visualized for and analyzed for internal and external viewing. A number of mechanisms and reporting capabilities are built into the CCDB to improve the quality of the data:
1. Intentionally built so that anyone who is able to authenticate with their UW NetID is able to enter a record. These records must then be reviewed by the Office of Community Engagement. Feedback, requests for further information, and questions are auto-returned to the entry person for update.
2. Built into the data entry process are variables with look-up tables and required fields that ensure quality and categorization within the collection.

Public reports contain sub-filters by any variable in the system so that internal and external stakeholders can review data relevant to their interests and identities. This data collection and reporting process measures quality through transparency, validation, categorization and commitment to community engagement. In the final step, community engagement activities (assembled in the form of a report, based on the data from the CCDB) are annually reviewed by the Community Advisory Council and Faculty and Staff Advisory Council (one to two members are in common between the two councils). Collaboratively, the two Councils will help develop a rubric for the assessment of the quality and the value of community engagement projects. The quality of the work performed will be assessed by this group, using the adopted rubric.

F.4 Are there systematic campus-wide assessment mechanisms to measure the outcomes and impact of institutional engagement?

Yes

F.4.0

The next series of questions will ask you about Outcomes and Impacts. Outcomes are the short-term and intermediate changes that occur in learners, program participants, etc., as a direct result of the community engagement activity, program, or experience. An outcome is an effect your program produces on the people or issues you serve or address. Outcomes are the observed effects of the outputs on the beneficiaries of the community engagement. Outcomes should clearly link to goals. Measuring outcomes requires a commitment of time and resources for systematic campus-wide tracking or documentation mechanisms for the purposes of assessment. Outcomes provide the measurable effects the program will accomplish. When outcomes are reached new goals or objectives may need to be set, but when outcomes are not achieved it may be time to reassess. Impacts are the long-term consequence of community engagement. Impacts are the broader changes that occur within the community, organization, society, or environment as a result of program outcomes. While it is very difficult to ascertain the exclusive impact of community engagement, it is important to consider the desired impact and the alignment of outcomes with that impact. Furthermore, institutions can and should be working toward some way of measuring impact as an institution or as a member institution of a collective impact strategy.

For each question in this section, please answer for outcomes and impacts.

The purpose of the questions is to assess the sustainability of engagement at your institution by looking at your approaches to estimating outcomes and impacts of community engagement on varied constituencies (students, faculty, community, and

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institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Outcome and Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement in collaboration with community partners. Thus, there is potential for both expected outcomes and impacts and unintended consequences, as well as positive and negative impacts.

For each constituent group identified below we are asking for a description of the mechanism for ongoing, regularly conducted impact assessment on an institution-wide level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.

F.4.1 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts:

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for service-learning.

UW Tacoma differentiates between curricular and co-curricular courses. For curricular courses, our system records the course within which the community project is performed. This allows for an institutional outcome of tracking the breadth, diversity and gaps in our commitment to community and to service learning while also allowing drivers for discipline-specific outcomes to be defined by each instructor. Within these curricular experiences, we also have course evaluation questions to examine the self-assessed impact of such classes on students. Making student reflections public via the Digital Commons is a way for scholarship to be better integrated with service and community engagement.

A key curricular finding for Student Impact is our initiative on "high impact practices" a cornerstone goal of the UW Tacoma student experience, especially for our lower division (pre-major) population that is more likely to struggle academically. UW Tacoma has created a task force to infuse HIPs into the curriculum (see the section dealing with curriculum). Besides internships, a number of programs now offer courses that integrate curriculum with our community partners. One example in our lower division course in Social Media for Social Good, where students explore the new, digital nature of community action, and are supported in their work to choose and improve their own community connections. Other topics have been as diverse as poverty, homelessness, body dysmorphia, access to technology, children's health, and why the state of the Great Barrier Reef matters here.

Outcomes for co-curricular activities are equally important at UW Tacoma and measured in a number of ways, especially those run out of the Center for Service and Leadership (CSL) (see the section dealing with curriculum). There, full time staff coordinate student community engagement experiences and document the number of students engaged through this Office. Two main programs are managed by this office: the Husky Volunteers Service Medallion Program, which recognizes students who individually engage and intentionally spend time on service to their communities. Each year has shown an increase of graduates earning Husky Service medallions and increasing numbers of volunteer hours completed. In 2018, 38 graduating seniors had completed over 13,000 hours of community service with some of the most robust student reflections the program has seen.

The other main program through CSL is the Learn Engage And Develop (LEAD) and the Community Engaged Leaders (CEL) extracurricular leadership certificate programs. According to pre and post assessments on the nationally recognized Social Responsibility Leadership Scale (Tyree, 1998), the 28 participating students have

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shown net improvements regarding their attitudes and self-reported behaviors in 6 of the 8 values of the Social Change Model. We have seen the largest gains among the values of Citizenship and Congruence, respectively defined as being responsibly connected to the community and society, and thinking, feeling, and behaving with consistency, authenticity and honesty.

These students are also interviewed by that office each year about their community engagement experiences to better understand the nature of those experiences and their impact on student outcomes.

F.4.2 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts :

First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications, or similar sources. Include descriptions of the methods used for faculty from all employment statuses. Mechanisms used might include but are not limited to hiring protocols, compensation policies, orientation programs, etc. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.

Each year, our academic units collect annual reports from their faculty where their scholarship, teaching, and service activities are described. Deans and Directors of all seven academic units regularly document these activities. For example, the Dean of Urban Studies has documented aggregated information for scholarship and community engagement activities of all faculty members (inclusive of community lectures and workshops) for the last three years (2015-2018). While this document contains only a brief description of each community engaged activity, it allows Urban Studies to understand the aggregate nature of these activities and identify some of the sustained relationships over time. This also allows the unit to provide the needed support to faculty and students who engage in some of the key community initiatives and activities.

F.4.3 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Community Outcomes and Impacts as it relates to community-articulated outcomes:

First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Describe how the campus has responded to community-articulated goals and objectives. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports, and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, not measures of partner satisfaction.

UW Tacoma works consistently to find new ways to listen, share, collaborate and improve our work with our community partners. At one level, this has been accomplished through university and academic unit advisory boards, which represent our key community partners and help shape and provide feedback regarding our community engagement/initiatives. This is an important mechanism for our university to stay focused and improve the relevance and effectiveness of our community activities.

As of fall 2018, UW Tacoma's Advancement Office has initiated an annual community engagement evaluation

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process where a community partner will conduct a focus group with a range of local organizations. These focus group meetings will assess positive impacts of our community engagement projects/initiatives as well as generate constructive feedback regarding how our partnerships can be improved. Given the number of community partners identified thus far (n > 75), we expect to have substantive qualitative assessment of our collective/key activities. Done informally by our Advancement Office in the past, the new process will utilize an outside facilitator, which will allow for a deeper assessment of our partnerships at different stages of development. We will continue to conduct these focus group meetings annually and develop a qualitative reporting process to document ongoing impacts on community.

One key question we would like to focus on at this stage is the connection our diverse community organizations feel to our campus, and their desire for UW Tacoma to develop learning and growth opportunities for our local businesses, organizations, and nonprofits. Currently, UW Tacoma supports the work of two centers to meet this need. The Center for the Study of Community and Society brings together faculty, staff, students and members of the community to research and find solutions to pressing social problems through a variety of research and education projects, focused on community issues, social justice leadership, labor and civil rights concerns, nonviolence, and multicultural education. Our Center for Leadership & Social Responsibility collaborates with UW Tacoma's Professional Development Center to offer a certificate program in Nonprofit Management that helps to grow a healthy nonprofit network in our region. The certificate program (90 hours) focuses on nonprofit leadership, financial management and the broader operational aspects of nonprofits.

F.4.4 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts :

First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms might include but are not limited to interviews, surveys, activity reports, other institutional reports, strategic plan measures, performance measures, program review, budget reports, self studies, etc. This section is where you may report measurable benefits to the institution such as image, town-gown relations, recognition, retention/recruitment, or other strategic issues identified by your institution as goals of its community engagement agenda and actions.

Through the strategic planning process we developed 6-8 indicators of success for each Institutional Impact Goal. For example, in our Communities goal, "We will know we're making progress as we increase community members' awareness of how to engage UW Tacoma" there are seven key success indicators including increase the number of community partnerships and increase the number of students graduating with high-impact community engagement and leadership experiences such as internships. While each of the total 41 success indicators are critical, they don't all lend themselves to easily measurable and reportable metrics through a dashboard type mechanism, so in order to get us started in transparent reporting of our metrics, we worked with faculty, staff, and our community to develop our initial dashboard metrics that will be easily accessible on the UW Tacoma website.Our goal is to create a set of metrics that is both impactful and actionable so that we can engage as a campus community in continual improvement. Initial dashboard metrics are listed below by Institutional Impact area.
· Students
o Persistence to Graduation
o Time to Degree
o Pathways to Promise Participation
o General and Merit Scholarships Disbursed
o % of Scholarship Funds Used
· Scholarship
o % of Student Credit Hours in Undergraduate Research

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o Faculty Publications
o Externally Sponsored Program Funding
o Digital Commons Downloads
· Communities
o % of Student Credit Hours in Service Courses
o Annual # of Students Engaged in Internships for Credit
· Equity
o % Minority Faculty
o % Underrepresented Minority Faculty
o SEED Institute Training
o LGBTQ Awareness Training
· Culture
o # of Professional Development Opportunities
o # of Participants in Prof. Dev. Opportunities
· Growth
o Total UWT Enrollment
o # of Degree Pathways
o Square Feet of Active Campus Space

F.5 Does the institution use the data from these assessment mechanisms?

No

F.5.1 Describe how the institution uses the data from the assessment mechanisms:

Using examples and information from responses above, provide specific illustrations of how the impact data has been used and for what purposes.

As described above, so far, we have used qualitative feedback and internal reports. However, with the new system in place (see discussions regarding the new community engagement data intake, CCDB), we should be able to perform more in-depth analysis starting with the 2019-2020 academic year. This year has been dedicated to building the integrated framework, data collection and assessment tools.

F.6 In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

F.6.1 What was the nature of the assessment, when was it done, and what did you learn from it?

Describe how you used specific opportunities and tools for assessing community engagement on your university (opportunities might be a strategic planning process, a re-accreditation process, the self-study and external review of a centre for community engagement, or others; tools might be the ERA Engagement and Impact assessment data; The Voice Survey; Reptrak Survey; SAGE/Athena SWAN data as example sources.

Shortly after UW Tacoma celebrated its 25th year in July 2015, Chancellor Pagano launched a strategic planning process for the campus. He enlisted external and internal leaders to define a shared vision and clear direction for

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UW Tacoma that embraced its urban-serving mission and values, and included a communities-engaged process - open, inclusive and transparent - that clarified the campus vision for the next 25 years and charted our initial course toward achieving that vision.

The year-long process included broad and inclusive participation. It started with the formation of the 30-person Strategic Planning Steering Committee of faculty, staff, students, alumni and representatives from community-based organizations and institutions (e.g., Tacoma Public Schools, Russell Family Foundation, and the Black Collective). The committee reached out to more than 20 of UW Tacoma's community stakeholders in meetings and individual conversations—on and off campus—and through a half dozen different surveys. This iterative learning process took over 10 months. The culmination of our work is Charting Our Course, the UW Tacoma 2016-2021 strategic plan, which includes six impact goals: Students, Scholarship, Communities, Equity, Culture, and Growth.

One take-away message from this work was the deep commitment UW Tacoma faculty, staff, and students feel while forging meaningful community partnerships, and in return, of the commitment our partners feel in promoting the success of UW Tacoma's urban-serving, community-embedded efforts. In all, stakeholders suggested nearly 300 action items to realize our new strategic goals, defined as guidance indicators, rather than prescriptors of success. A Strategic Plan Coordinating Committee (SPCC) is now in place to continue the conversations, support initiatives that further our defined impact goals, and to sponsor events (ex: a quarterly 2017-19 Lightning Talks program) that keep our collaborators abreast of diverse activities moving us forward.

In our strategic plan, we state that we will know we are making progress in meeting our goal when we have:
A. Increased community members' awareness of how to engage UW Tacoma;
B. Increased the satisfaction of faculty, staff, students and community partners with the structures and resources supporting mutually beneficial engagement;
C. Increased the application and assessment of best practices by students, faculty and staff in community engagement;
D. Increased the number of community partnerships, including those that connect global and local communities;
E. Increased community members' recognition of UW Tacoma as a valued thought leader and convener that addresses the problems of our time and place;
F. Increased the number of students graduating with high-impact community engagement and leadership experience such as internships; and when we have
G. Increased alumni engagement in community service and leadership.

Through continued and ongoing collaborations, CCDB reports and collections, service learning, and community-embedded conversations, we are hoping to grow and improve our progress in assessment. Using both quantitative and qualitative measures, we will continue to build infrastructure, to examine our strengths and weaknesses, to measure and report outcomes and impact, and to focus our efforts in meeting the goals and guidance indicators of Charting Our Course, and its Communities pillar.

G. Faculty and Staff

G.1 Does the institution provide professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who engage with community?

Yes

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G.1.1 Describe professional development support for faculty in any employment status and/or staff engaged with community:

Most universities offer professional development – what is being asked here is professional development specifically related to community engagement. Describe which unit(s) on campus provides this professional development, and how many staff participate in the professional development activities that are specific to community engagement.

UW Tacoma provides professional development support, at the academic unit level, for faculty engaged in the community. For example, Urban Studies has provided support for faculty members who perform community engaged projects in K-12 schools and seeks external support for community-engaged projects that involve students and faculty members. The Center for Leadership and Social Responsibility annually offers grants to faculty campus-wide to support curriculum development for community engagement. These grants, offered since 2008, support course design, collaboration with community partners, and evaluation of learning and community impact. The UW Tacoma Office of Research organizes workshops and research talk series such as "New Directions in Qualitative Research," where faculty, including those who participate in community engaged scholarship, present their work and share their experiences with their colleagues, staff and students. In 2017-18, the Office of Research also initiated two funding programs to support faculty's community engaged scholarship.

1. Collaborative Publicly Engaged Scholarship Program (CPES): CPES, funded through Strategic Initiative Funding, provides small grants to UW Tacoma faculty who are conducting or are planning to conduct publicly engaged scholarship. CPES funded projects involve collaboration of faculty member(s) and community partner(s) to advance scholarship, broadly understood. CPES proposals may include aspects of teaching, research or service. Faculty who receive funding were required to give a campus presentation about their research projects and active participation from respective community partners was strongly encouraged.

2. Internal RRF Fund to Support Community Engaged Scholarship: This fund offers an alternative funding source for UW Tacoma faculty grants that are submitted to the UW internal Royalty Research Fund (RRF), which is a University-wide program, but are not funded. The goal is to provide additional resources (ie. pilot funding) for faculty development around scholarship and to advance new directions in publicly engaged scholarship.

Finally, as a campus of the University of Washington, UW Tacoma faculty have opportunities to access support from wider UW resources including the RRF program, the Global Innovation Fund, Population Health Initative, and funding opportunities through the Simpson Center for Humanities. In addition, UW offers professional development opportunities to all faculty such as "Going Public: Connecting Research and Community."

UW Tacoma provides professional development for staff in a wide range of areas, including community engagement, with the majority of opportunities occurring at the unit level. The UW Tacoma Center for Service and Leadership sponsors professional development activities and provides self-guided materials on community-engaged learning for faculty and staff. They also meet with individuals for consultation on community-engaged work and pedagogy.

The Center for Service and Leadership has also invited community engagement professionals to campus to work with faculty and staff. UW Tacoma has hosted Dr. Christine Cress (Portland State) and Dr. Corey Dolgon (Stonehill College), presenting on aspects of pedagogy that are community-related.

G.2 In the context of your institution's engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by

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checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes
G.2 Facilitation of partnerships	Yes	Yes	Yes	Yes
G.2 Student teaching assistants				
G.2 Planning/design stipends	Yes	Yes		
G.2 Support for student transportation	Yes	Yes	Yes	Yes
G.2 Eligibility for institutional awards	Yes	Yes		
G.2 Inclusion of community engagement in evaluation criteria	Yes	Yes		
G.2 Program grants	Yes	Yes		
G.2 Participation on campus councils or committees related to community engagement	Yes	Yes	Yes	Yes
G.2 Research, conference, or travel support	Yes	Yes		Yes
Other	Yes	Yes		

G.2.1 If Yes to "Other": Please describe other support or services:

Other support includes initiatives to facilitate and support community dialogues around important local and regional issues. Examples include community events organized by Urban Studies Program, Division of Politics, Philosophy & Public Affairs, or Legal Pathway, focusing on important election issues, regional economic development agenda, and sustainable urban growth.

G.3 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement?

Yes

G.3.1 Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:

All faculty search ads have the following statement: "UW Tacoma is a growing urban-serving university that is deeply invested in its local communities. As one of three campuses of a world-class university, UW Tacoma is dedicated to interdisciplinary and innovative teaching and scholarship and to engaging the community in mutually beneficial partnerships. UW Tacoma's commitment to access and diversity is central to an environment where students, staff, faculty, and South Sound residents find abundant opportunities for intellectual, personal, and professional growth."

Each school and program at UW Tacoma has additional practices related to community engagement that are incorporated into searches. The following are samples from a variety of search advertisements:

School of Education: "This person will work with a range of higher education leaders across the Puget Sound, and

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should be committed to transforming higher education policies and practices to support diverse populations… This person will work within a range of school and district leaders across the Puget Sound, and should be committed to actively transforming institutional and systems-level practices to support equity and excellence in education.”

Social Work & Criminal Justice: “We are committed to fostering the success of our students, serving the greater Tacoma community through publicly engaged scholarship, and upholding excellence in teaching in the classroom and online.”

School of Interdisciplinary Arts and Sciences: “Our campus provides a unique environment for the development of creative teaching, research and community collaborations.”

Milgard School of Business: “The Milgard School of Business, named in recognition of a multi-million-dollar gift from the Milgard family, enjoys strong relationships with businesses and the South Puget Sound community. Our mission is to cultivate business leaders through cutting edge and personally accessible education, diverse scholarly exploration, and innovative community engagement while promoting social responsibility.”

Urban Studies: “Candidates are expected to have an active research agenda that engages questions of urban social justice and community engagement, broadly defined… Additionally, the successful candidate will be expected to teach at the undergraduate and graduate levels and work with diverse student, faculty, staff, and community populations and integrate inclusive pedagogical techniques and technologies into teaching/learning.”

G.4 Are there institutional-level policies for faculty promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

No

G.4.1 Use this space to describe the context for policies rewarding community-engaged scholarly work:

“Academic scholarly work that uses community-engaged approaches and methods” refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of staff roles. Characteristics of community engagement include collaborative, reciprocal partnerships and public purposes. Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field. Universities often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community-engaged teaching and learning or forms of participatory action research with community partners that embodies both the characteristics of community engagement and scholarship. In response to this question, if appropriate, describe the context for these policies; e.g., that the university went through a multi-year process to revise the guidelines, which were approved in XXXX and now each department has been charged with revising their departmental-level guidelines to align with the institutional guidelines regarding community engagement. .

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UW Faculty Assembly will address this issue during the 2018-2019 academic year and update the University P&T document accordingly.

G.5 Is community engagement rewarded as one form of teaching and learning ? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.

Yes

G.5.1 Please cite text from the faculty handbook (or similar policy document):

In 2017, the UW Tacoma Appointment, Promotion and Tenure (APT) campus committee developed guidelines/policies to address community engagement in faculty evaluations for all schools and programs. The guidelines were approved by the Executive Council in February 2018 and all academic units were urged to revise their APT criteria to reflect that faculty applying for promotion and/or tenure "address 'urban serving' mission in their narrative if applicable." Accordingly, faculty will document community engagement on the four pillars of urban-serving universities: (1) student access and success (defined as "a focus on expanding access to higher education with the community, and support programs that maximize student success."); (2) use-inspired research (defined as "scholarship that is guided by the potential use of its results, and strives to respond to problems or needs of the community."); (3) meaningful community partnerships (defined as "connecting community organizations and businesses to the wealth of the university's talent, expertise, technology and resources."); and (4) economic development (defined as "leveraging the university's assets as a catalyst for growth in the community.").

The School of Interdisciplinary Arts and Sciences (SIAS), Social Work and Criminal Justice Program, School of Education, and Nursing and Healthcare Leadership Program have all begun revisions to reflect community engagement in their APT criteria and plan on finalizing their revisions by the end of the current academic year. Urban Studies has already completed this task. School of Engineering and Technology and Milgard School of Business are hoping to revise their APT documents by June 2019.

The Urban Studies APT criteria (2018) state that faculty "are encouraged to engage creatively in activities that connect and crossover these three categories of teaching, research and service (e.g., through the annual forum, community engaged learning, etc.)." The APT criteria for teaching state that "teaching effectiveness will be considered in a broad sense and its evaluation will consider not only a candidate's classroom performance but may also include such activities as mentoring/advising of students, supervision of independent research/community service projects, and the development of innovative classes/programs…"

SIAS is currently revising its APT criteria and will complete this task by December 2018. The criteria from 2010 state that teaching should include "the creation of a vibrant intellectual community that stimulates student learning inside and/or outside the classroom (facilitation of students' active involvement in learning; service learning opportunities that promote students' exposure to the community (local, national, and/or international)."

The Social Work and Criminal Justice program APT criteria (2016) highlight that the unit "is also situated in an urban-serving campus, and we are committed to community engagement." In this unit's criteria for promotion to Senior Lecturer, evidence of taking on a "special instructional role" includes but is in not limited to "pedagogical or disciplinary communities, curriculum development, or campus-community learning opportunities and partnerships. The Program recognizes the value of field education, whether as practicum or internship, and

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values teaching competence in this area."

The Distinguished Community Engagement Award is given annually to a faculty member in recognition of important/innovative community-engaged and community-based work.

G.6 Is community engagement rewarded as one form of research or creative activity? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.

Yes

G.6.1 Please cite text from the faculty handbook (or similar policy document):

For some UW Tacoma academic units this work is in progress. The School of Interdisciplinary Arts and Sciences (SIAS), Social Work and Criminal Justice Program, School of Education, and Nursing and Healthcare Leadership Program have started revisions to reflect the community engagement in their APT criteria and plan on finalizing the revisions by the end of this academic year. Urban Studies has already revised its APT document. School of Engineering and Technology and Milgard School of Business do not have formal policies for their respective programs, but hope to revise their APT documents to include community engagement by June 2019.

Text from the Urban Studies 2018 APT criteria document states that "The Urban Studies faculty also value public scholarship (creation and dissemination of knowledge relevant to public needs or issues), and public engagement in the creation of scholarly work and dissemination of research findings."

The SIAS APT 2010 criteria state "public engagement as a scholar, publications in civic/popular forums, or facilitation of community-based /public art projects that grows from the faculty member's intellectual work."

G.7 Is community engagement rewarded as one form of service? Include faculty from any employment status if there are policies that apply to these appointments.

Yes

G.7.1 Please cite text from the faculty handbook (or similar policy document):

The School of Interdisciplinary Arts and Sciences (SIAS), Social Work and Criminal Justice Program, School of Education, and Nursing and Healthcare Leadership Program have started revisions to reflect the community engagement in their APT criteria and plan on finalizing the revisions by the end of this academic year. Urban Studies has already revised its APT document. School of Engineering and Technology and Milgard School of Business do not have formal policies for their respective programs but hope to revise their APT documents to include community engagement by June 2019.

Urban Studies APT 2018 criteria state "Service is important and expected. Especially encouraged is service to the community. This may take the form of serving on local boards/commissions, advising/consulting with community organizations/agencies, internship development, presentations to community groups, and related

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activities."

The SIAS APT document states: "Faculty are therefore expected to serve in capacities that support these infrastructures, while also promoting cultural, intellectual, civic, and educational engagement within IAS, the UW Tacoma campus, the greater University of Washington, the community, and their professional communities beyond the University of Washington and its immediate stakeholders." The document provides examples of (1) "service on boards and committees of professionally-relevant non-academic organizations outside UWT; (2) professionally-relevant public engagement with communications media, government or community organizations, or similar entities as a commentator, expert witness, organizer, activist, or informed citizen."

The Social Work and Criminal Justice program 2016 APT document states that: "Recognition will be given to faculty members who perform service of particular value to the Program and its students, the University, or the community at large, especially under-represented or marginalized groups. Such service may include, but is not limited to, developing major resources for the Program; providing leadership to state, national, or international organizations; providing leadership to students through formalized mentoring or student organization advising; or representing the University at public events... In keeping with the urban-serving mission of the campus, special recognition will be given to service that is focused on local and regional communities and their needs. Such service may include, but is not limited to, serving on public commissions and committees; volunteering with local agencies and organizations; or providing pro bono consultation or other services to non-profit or public entities".

G.8 Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? Are there policies for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations?

Yes

G.8.1 List the colleges/schools and/or departments.

School of Interdisciplinary Arts and Sciences (under further revision)
Urban Studies
Nursing and Healthcare Leadership (under further revision)
Social Work and Criminal Justice (under further revision)
Engineering and Technology (under revision)
Milgard School of Business (under revision)
Education (under further revision)

G.8.2 What percent of total colleges/schools and/or departments at the institution is represented by the list above?

100%. Please note the expected revision and completion of the APT documents described above.

G.8.3 Please cite three examples of college/school and/or department-level policies, taken directly

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from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example:

The examples below are from the two academic units that have already revised their P&T documents:

Urban Studies program states in its 2018 APT criteria document that "The Urban Studies faculty also value public scholarship (creation and dissemination of knowledge relevant to public needs or issues), and public engagement in the creation of scholarly work and dissemination of research findings."

SIAS APT 2010 criteria state "public engagement as a scholar, publications in civic/popular forums, or facilitation of community-based/public art projects that grows from the faculty member's intellectual work"

G.9 Is there work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

G.9.1 Describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Also address if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty:

Academic units that have not revised their promotion and tenure documents, reflecting community engaged teaching, scholarship and service (or needing more updated language), will be doing so during the 2018-2019 academic year. This involves faculty, Deans and Directors at the academic unit level. The final version of the revised policy will be adopted by a faculty vote. At the University level, APT committee (with faculty membership from across various academic units) will create similar policies.

G.9.1.1

At this point, applicants are urged to review the responses to Foundational Indicators and Institutional Commitment sections above and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If it is determined that the evidence of institutionalization is marginal, applicants are encouraged to continue with the process to help with self-study and assessment to guide deeper institutional engagement. If a campus submits an application and is not successful in achieving the classification, their participation in the process will not be made public by the Foundation and they will be offered the opportunity to receive individualized feedback on their application in the spring of 2020 to assist them in advancing their community engagement work toward a successful application in the 2025 classification cycle.

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III. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

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

A.1 Teaching and Learning

A.1.1 Does the institution have a definition, standard components, and a process for identifying community-engaged courses?

Yes

A.1.1.1 Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying community-engaged courses:

If your institution formally designates community-engaged courses, please provide the definition used for community engaged, the standard and required components for designation, and the process of application and review/selection for designation.

UW Tacoma has a rich history of community engagement in the classroom, but until recently, there was no central process for designating courses as "Community Engaged." Over the summer of 2018, over 40 faculty and staff from across campus, with paid student consultants, convened two Communities of Practice (CoP) to bring together best practices in community-engaged learning (CEL) and undergraduate research. The CEL group drafted a rubric to be used to designate "S" courses ("S" is an existing UW designation for service learning). The rubric provides evaluation criteria for determining which courses meet the "S" designation, based on the following definition of Community-Engaged Learning as "Experiential learning with community partners through the mutually beneficial exchange of creativity, knowledge and resources." The rubric includes elements of Community Engagement and Experiential Learning. Both required and recommended characteristics have been identified. Required characteristics include a clear purpose and strategy for the partnership, a minimum amount of direct engagement with community partners, support for exploring issues of equity, inclusion, and social justice, opportunities for reflection, and an assessment plan.

Note that the "S" designation for service learning (adapted to Community-Engaged Learning by the CoP) was already an option in the tri-campus UW course scheduling system but was not routinely used on the Tacoma campus. The new rubric was reviewed and approved by the faculty governance Academic Policy and Curriculum Committee in December 2018. In winter quarter 2019, faculty in academic units were asked to add any discipline-specific requirements and to use the overall rubric to identify appropriate courses from their degree programs for the "S" designation. The numbers below reflect courses that were identified by the CoP that

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reflected the designations and are in the process of being formalized by faculty curriculum governance bodies. Note that we converted our course number to number of student credit hours to more accurately reflect the high number of independent study opportunities we offer. The unit of "course" or "section" is difficult to translate in these cases, and student credit hours could be used to produce a percentage that has more meaning locally. Therefore, the number below for designated for-credit community-engaged courses represents 1,493 Graduate student credit hours and 11,739 Undergraduate student credit hours for a total of 13,232 student credit hours.

A.1.1.2 How many designated for-credit community-engaged courses were offered in the most recent academic year?

13232

A.1.2 What percentage of total courses offered at the institution?

11

A.1.3 Is community engagement noted on student transcripts?

Yes

A.1.3.1 Describe how community engagement is noted on student transcripts:

An S designation will be listed on student transcripts next to the course, along with other course section designations such as writing intensive, honors, and research.

A.1.4 How many departments are represented by those courses?

9

A.1.5 What percentage of total departments at the institution?

100

A.1.6 How many faculty taught community-engaged courses in the most recent academic year?

127

A.1.7 What percentage are these of the total faculty at the institution?

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29

A.1.8.1 What percent of the faculty teaching community-engaged courses are tenured/tenure track?

51

A.1.8.2 What percent of the faculty teaching community-engaged courses are full time non-tenure track?

32

A.1.8.3 What percent of the faculty teaching community-engaged courses are part time?

9

A.1.9 How many students participated in community-engaged courses in the most recent academic year?

744

A.1.10 What percentage of students at the institution?

15

A.1.11 Describe how data provided in questions 2-10 above are gathered, by whom, with what frequency, and to what end:

As this designation is new, these data have been collected in September 2018 by the UW Tacoma Office of Institutional Research in partnership with the Data Fellows (a group of trained staff and faculty across campus who have local access to campus data to answer questions of interest in their units).

The trends in student participation in S (and R) courses will be included in the dashboard used to track progress of our Strategic Plan, Charting Our Course. These data will be updated by Institutional Research and the Office of Strategy and Assessment annually and will be kept on a public-facing webpage with other strategic indicators.

In addition, the High Impact Practices group of the Student Success Council will use these data to assess access to CEL on campus, disaggregated by a range of factors including class standing, pathway of entry, first-generation and Pell-eligibility status, race and ethnicity, age, veteran's status, geography, etc. We will also use these data to analyze outcomes using post-graduation career data that have been matched to our student database, to study the effects, if any, that participation in CEL has in career outcomes. The designation will appear in our local student data system, allowing unit-level data fellows and department staff to probe these data for questions of concern locally.

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A.1.12 Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?

Yes

A.1.12.1 Describe the institutional (campus-wide) learning outcomes for students' curricular engagement with community.

Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals regarding community engagement. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understanding, skills, attitudes, and values. Those outcomes are often associated with general education, core curriculum, and capstone experiences that include community engagement.

UW Tacoma desires to offer students receiving a degree an educational experience that not only conveys an in-depth knowledge and understanding of the discipline in which they major, but also a deeper knowledge of how to be a complete citizen of the community. Three of the five Student Learning Outcomes for UW Tacoma undergraduates specifically address community engagement: Global Perspective, Diversity, and Civic Engagement.

The campus-wide guidelines for the S-designation outline practices that are foundational for developing high-quality community-engaged experiences and include high-level learning outcomes. Specifically:

Community Engagement

• There is a clear purpose and strategy for the partnership including mutually defined goals and provides a learning agreement between student, instructor and community partner OR that purpose and strategy is included in the course syllabus.

• There is a plan to collaboratively assess the mutually established goals and consider the larger community impact of the activity, in addition to university goals and the community partner's goals (Clayton, et.al, 2010).

• Students graded on (and receive credit for) their CEL experience with community partner input.

• Expectations are set and students are trained for encounters with community partners.

Experiential Learning

• The course design centers around community-engaged scholarship, community-engaged service and/or community-engaged creative activity.

• Students and community partners engage directly for a minimum average of one hour per week (Astin, Sax, & Avalos, 1999).

• The course's learning outcomes incorporate a minimum of two CEL Student Learning Objectives.

• The course anticipates where and how students will experience/examine/explore issues of equity, inclusion and social justice and plans to support students in learning from these experiences.

• Students will have opportunities for structured individual and group reflection before, during and after their community-engaged learning experience.

• Students will have opportunities to integrate what they are experiencing and learning in different life contexts (e.g., coursework, work and relationships) and to make connections between their lives before, during and after college (Newell, 2010; Taylor, 2011).

• Students will self-assess their CEL experience to evaluate their development relative to the course's CEL learning outcomes and the achievement of the mutually established partnership goals.

• Students will publicly demonstrate their experience, knowledge and the impact of their experience (e.g., a presentation, website, report, creative work).

Community Engaged Learning Objectives By engaging in Community-Engaged Learning experiences, UW Tacoma students will demonstrate learning in the following areas:

Civic Identity- Understanding of oneself as an active and civically engaged participant in society

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Cultural Humility - Ability and inclination to reflect on ways one's own attitudes and beliefs are different from those of other cultures and communities. To be open to learning about and from the perspectives of diverse communities and cultures Perspective Taking - Ability to identify, explain and apply multiple perspectives to understand community strengths and address community needs
Systems Awareness - Understanding of the historic and contemporary role and effect of economic, political and social structures on the experiences of individuals and communities
Integrative Learning - Ability to synthesize learning with CE and other experiences

A.1.13 Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

Yes

A.1.13.1 Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

Yes, to a limited extent. It is important to note that at UW Tacoma, most curricular requirements and structures (including assessment) are managed at the unit level. Rather than top-down requirements to incorporate community engagement through campus structures, our campus reflects widespread incorporation of community engagement into curricula which has occurred through bottom-up efforts by academic schools and programs that embrace our community-engaged mission.

At this time, institutional (campus-wide) learning outcomes are assessed in the context of regular UW evaluations of academic units and through decennial university accreditation reviews by the Northwest Commission on Colleges and Universities. With the development of the "S" designation during the 2018-19 academic year, UW Tacoma will be able to assess community-engaged learning courses across campus annually. In addition, our first year "Core" program has student learning goals related to community engagement. Core courses are offered to all students who enter UW Tacoma as first-time-in-college students. These mirror the campus-level Student Learning Objectives, as follows:
Global Perspective-Diversity-Civic Engagement
• global perspective: interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
• diversity: think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.
• civic engagement: interact with concepts, ideas, and processes related to civic engagement.

The First Year Core SLOs are assessed quarterly through the Office of Undergraduate Education. This is done through student reflections with prompts to make connections between the SLO and the classroom experience, and through intensive peer review of core classes. In addition, during the 2017-18 and 2018-19 school years, Core faculty are conducting a deep review of SLOs from individual courses and evaluating how they integrate into the overall program goals.

A.1.13.2 Describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used:

Core assessment is reviewed annually by Core faculty and the faculty governance body, the Undergraduate

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Education Advisory Committee, for integration into program improvements and revision. Note that Core is not a requirement for UW Tacoma students, but is taken by most first-year students.

A.1.14 Are there departmental or disciplinary learning outcomes or competencies for students' curricular engagement with community?

Yes

A.1.14.1 Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

In every School and Program at UW Tacoma, there are learning outcomes related to community engagement. The following list provides examples from a broad range of majors and graduate programs across campus and should not be considered exhaustive of either our majors/programs, or our learning outcomes that support community engagement.

Urban Studies (BA) general program goals:
• Provide students with a broad understanding of the problems and prospects of our metropolitan areas;
• Equip students with the knowledge and skills necessary to pursue careers related to the multi-faceted nature of urban studies;
• To serve as a resource, through service and research, to communities in the South Sound region.

Social Work (BA) and Social Welfare (MSW):
Students who complete a BA in Social Welfare or an MS in Social Work demonstrate competencies and practices as defined by the Educational and Policy Standards of the Council on Social Work Education. These competencies include several elements related to community engagement, most-specifically:

• Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
• Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
• Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
• Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

This is realized in practice through a requirement for field practice equal to a total of 480 hours for all Social Welfare undergraduate students and 1080 hours for all Social Work graduate students.

Education and Community Engagement (minor):
Candidates for the minor examine the role of multiple forms of education, the impact of education on a range of societal inequalities, and the sociopolitical forces of race, class, gender, sexuality, culture, language, and immigration within a human rights framework. The minor supports students interested in a wide array of educational contexts, including schools, community organizations and advocacy efforts, museum education, youth leadership organizations, after school programming, nonprofit and community-based organizations, and other applied educational contexts outside of schools.

Completing the Education and Community Engagement minor will help students understand the purpose and impact of education across global communities. Learning objectives most related to community engagement include:
• Examine various structural inequities across communities

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- Identify tangible examples and components of education within communities
- Hands-on experience in non-classroom based educational settings
- Analyze community cultural wealth models, including learning about how various communities approach education
- Examine various models of community learning and teaching
- Analyze local and historical impacts of community education efforts

The minor provides many opportunities for student to engage in their community, including the role of community education resources; the roles of schools in promoting or challenging systemic oppression, as well as the impact of social justice policies and legal decisions in school communities; and service learning practicums for education students. As part of their educational experience, teacher candidates provide volunteer services for a minimum of 40 hours in their local school communities.

A.1.15 Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

Yes

A.1.15.1 Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

Assessment of unit-level learning outcomes occurs through UW reviews of all academic programs every 5-10 years. In addition, many units have disciplinary accreditations requiring assessment of student learning outcomes (e.g. AACSB, ABET, CSWE, etc.). Assessment strategies of three example programs are described below.

Business Analytics (MS)
The MSBA Program includes a required yearlong project where students apply the concepts, principles and methods associated with business intelligence and analytics to real problems in a domain associated with their area of interest. Center for Business Analytics staff and faculty collect proposals from local organizations with a sample data sets and assign subject matter experts to mentor students.

Student teams perform detailed analysis, work with client organizations, and complete written and oral presentation reports. Assignments are graded and student-peer and student-client evaluations are collected quarterly. The course instructor meets with each client at least once to collect feedback. The MSBA program organizes a showcase where students present their projects and receive feedback.

Global Honors
The Global Honors Program is committed to student excellence and leadership in an interdependent, globalizing world. Students, representing a range of majors, pursue one of three pathways: Minor in Global Engagement, Global Leadership, or Global Citizenship. These are tailored to individual learning needs and combine three pillars of professional excellence - scholarly advancement, effective leadership, and community engagement.

As part of demonstrating this program's community engagement focus, all students present senior capstone projects at the Annual Global Engagement Conference. This conference includes area institutions and features community leaders as distinguished keynote speakers as well as panelists and respondents. Community engaged student presentations draw broad attendance from partners, many of whom worked directly with students on

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projects. The Executive Director receives feedback from a range of stakeholders indicating that they find practical relevance in student presentations, with policies and recommendations ready for implementation in their own organizations.

School of Education
School of Education (SOE) learning outcomes, as they relate to community engagement, are included in the expectations/objectives for students in course syllabi and field guides/handbooks, in standards and expectations unique to each course.

As an example, the Teaching English Language Learners field handbook notes field experiences that are fully immersed in the life of public schools. This immersion includes opportunities to demonstrate sensitivity to and understanding of the needs of learners from diverse racial, ethnic, and social class groups. Included are the objectives of learning about the school community (e.g., develop professional working relationships, attend open houses and curriculum nights, assist with activities that involve communication with parents); and, learning about the students' cultural backgrounds, language, and the neighborhood where their school is located (demographics, etc.). This immersion approach includes opportunities for student candidates to demonstrate interpersonal, ethical, and professional behavior when out in the school and classroom community.

The SOE works closely with partner schools and mentor teachers in assessing candidates for teaching certificates. Formally, every mentor teacher provides feedback to the student teacher and the SOE at six points regarding lesson planning, lesson presentation, and analysis of teaching.

A.1.15.2 Describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

The faculty in each academic program evaluate student attainment of the learning objectives and determine whether changes are needed to curriculum or instruction to improve outcomes. Curriculum changes might include adding a new course or revising existing courses to expand access to community-engaged learning. Instructional changes might include developing relationships with new community partners or adding opportunities for student learning and reflection.

A.2. Curriculum

A.2.1. Is community engagement integrated into the following curricular (for-credit) activities? Please check all that apply, and for each category checked, provide examples.

Curriculum	Selected	Description
Student Research	Yes	Since independent undergraduate research projects reflect the scholarship interests of faculty, many projects have a component of community engagement. For example, a faculty member from the Division of Culture, Arts, and Communications in SIAS works with a team of undergraduates to design and evaluate social robots to reduce stress in teens, in partnership with local school districts. Faculty in Spanish Language and Community Psychology, funded through the UW Tacoma Strategic Initiative Fund,

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		provides opportunities for teams of students to work with immigrants and refugees who are integrating into South Sound communities after being detained at the Northwest Detention Center. This project is a partnership with local non-profit organizations, with the Tacoma Community House, Northwest Immigrant Rights Project, and Advocates for Immigrants in Detention Northwest. At the graduate level, a number of programs are focused on well-developed community engagement projects. The Master of Cybersecurity and Leadership capstone projects involve direct participation with private sector corporations and government organizations in the Puget Sound region. The projects are intended to synthesize the academic, technical and leadership components of the degree program and to address real-world cybersecurity and technology management issues. Project teams are typically composed of four graduate students, with a project duration of 16 to 18 weeks, culminating in August. The focus is usually on information assurance, risk management, policy and governance; with senior management of the partnering organization being the ultimate customer. Individual outcomes are measured through student reflection, while cohort outcomes are evaluated with student program exit surveys. We actively solicit capstone customer feedback to aid in evaluation of individual engagements and to assist faculty in program development over time. Examples include work with Infoblox on their cybersecurity concerns, work with the Tacoma Fire Department to develop and deploy tools around indoor localization, and analyzing data streams for Bosch Research to prevent catastrophic failures of their online devices. KenSci, a startup developed from the UW Tacoma Center for Data Science, works with students on machine learning projects in support of healthcare solutions. The two-quarter long practicum for MA in Community Planning (Urban Studies Program) focuses on challenging issues of our region, making community engagement central to student learning experience. Under the mentorship of faculty and community partners, students engage in intensive research on challenging policy and planning issues facing our communities. Last year, students focused on the Roadmap to Civic Engagement for the City of Tacoma. This work was requested by the City and was performed under the Livable City Year initiative (a program that offered community engagement learning opportunities for a number of classes on our campus and was co-directed by Dr. Anne Taufen in Urban Studies and a colleague at UW Seattle). The 20-week practicum allowed students to experience direct engagement with multiple stakeholders in the community, receive feedback from them, and present their findings and recommendations to the City of Tacoma. During this academic year, students are working with the Port of Tacoma.
Student Leadership	Yes	In the Milgard School of Business, a two-course, senior-level series in Board Governance is offered. Each student is matched with a nonprofit organization where the student serves as an apprentice board member embedded in the organization, with a regular board member serving as a mentor. They identify a governance issue relevant to that organization, research the literature, best practices, and other organizations in order to prepare a report and/or presentation to the board of their organization. This course is supported by a committee of community volunteers who help recruit and screen agencies, and support continuous improvement of the curriculum. A recent graduate took this course during his senior year and was partnered with the board of Safe Streets, a local organization dedicated to building a safe and thriving community. Upon graduation he joined the board as a full member, and now, two years later, is serving as the Board President. He attributes his connection, engagement, and confidence to serve in this capacity to the Board Governance Course. Student leadership is embedded in the Urban Studies curriculum through projects and assignments in numerous courses. For example, a course in Community Development actively links with local community groups and institutions--particularly the McCarver

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		Elementary School--to give students the opportunity to research urban education and to provide leadership within their peer groups and to local youth. The curricular track that emphasizes GIS and Spatial Planning similarly links students with specific community groups so that they can apply the lessons they are learning in classes to immediate challenges. For example, students worked with a faculty member in partnership with local middle and high schools to collect information about students' perception of their communities, from a safety perspective, while training students how to use geospatial tools (STEM education). This information is shared with various constituencies (e.g., Metro Parks, City of Tacoma, Safe Streets) in order to shape urban design and planning services in the region. The new BS in Urban Design is forging additional community connections to enhance socially responsible design in the region. For example, in Winter 2019, third-year Urban Design students are working with the City of Sumner to design and reactivate a large land parcel and add a number of needed/innovative functions to the area. These kinds of projects can be requested by cities and communities.
Internships, Co-ops, Career exploration	Yes	The Politics, Philosophy, and Public Affairs Division of the School of Interdisciplinary Arts and Sciences (IAS) offers internship opportunities to learn about government and policy-making at the federal, state, or local levels. These internships fulfill a capstone requirement for two of their majors, Law and Policy and Politics, Philosophy, and Economics. One internship is a competitive program available only to advanced majors and supports student internships in government, political campaigns or public policy. The other is a Legislative Internship available to all UW Tacoma students to work as staff for a member of the Washington State Legislature in winter quarter. The Spanish Language and Culture major offers an elective course, Spanish for Community Engagement, for advanced Spanish-speaking students. This class requires at least 16 hours of service with a community partner, as well as pre- and post-reflection and other related activities, and is an excellent introduction to various relevant career options. Advanced students (majors and minors) may complete an internship in partnership with one of a variety of community partners by taking Experiential Learning for credit. The Information Technology BS degree is focused on the real-world applications of technology, and therefore integrates internship opportunities for students. Students can specialize in a sub-area such as Cybersecurity and Digital Forensics. This major requires participation in an internship, usually with partners from local government and industry. The Urban Studies program offers internship credits that can apply to degree requirements. These link students directly with local organizations, under the supervision of a faculty adviser, in a way that helps them develop professional skills and learn about career opportunities and local community needs as they reflect on their coursework for enhanced learning and future leadership. City of Tacoma, Pierce Transit, Downtown-the-Go, Safe Streets, Tacoma Housing Authority and many other organizations rely on Urban Studies for interns.
Study Abroad	Yes	Many of the Study Abroad courses offered at UW Tacoma reflect our community-engagement focus in individual courses. UW Tacoma entered a partnership with Child Family Health International (CFHI), an organization that provides community-based global health education programs. CFHI focuses on reciprocal partnerships and empowerment in local communities and helps transform perspectives about self, healing and global citizenship. Our students learn about hospital medicine and infectious diseases in India and rural healthcare in Bolivia. Another example is a study abroad program in The Gambia taught by faculty in the School

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		of IAS. This program combines internships in professional organizations run by Gambians and other Africans with a class focused on the opportunities and limitations of health and economic development policy. Faculty from the School of Education and Urban Studies led a program in South Africa focused on community-led development. Student were placed in community organizations within impoverished township communities to support their learning about actions being taken to relieve poverty and combat marginalization in an emerging democracy. Faculty in the Social and Historical Studies division of the School of IAS have been leading a program to Brazil that engages with and studies contemporary social movements. Our students learn alongside Brazilian students and engage with indigenous and African-descendant communities to develop a critical understanding of human rights in contemporary Brazil. Faculty in Urban Studies have been leading a program to Buenos Aires, Argentina every other year. This urban field course examines urban problems, issues, and developments through site visits, presentations by local experts, and student research and reports.
Alternative Break tied to a course	Yes	Alternative break opportunities at UW Tacoma are managed through a co-curricular process through the Center for Service and Leadership, so there are few examples that meet this criteria. There are, however, some Study Abroad courses during break sessions that incorporate Community Engagement. A new course in the Division of Culture, Arts, and Communication in SIAS will travel to Hawaii during spring break. Entitled Understanding Multiculturalism: How Place and Identity Converge in Hawaii, the course will focus on place-based writing with both an historical and contemporary lens.

A.2.2. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

Curriculum	Selected	Description
Graduate Studies	Yes	Students participating in the Nursing graduate program complete two quarters of fieldwork in one placement in the community. Examples of such engagement include but are not limited to: conducting a door to door survey in Tillicum on resiliency for the Tillicum Neighborhood Association, and developing an algorithm for triaging people experiencing homelessness with exacerbations of chronic disease in area shelters for the Medical Reserve corps of Pierce County. Graduate programs in Urban Studies connect students with surrounding communities. The Masters in Community Planning follows a practicum model, which means that in place of a traditional thesis students work together on a research project relevant to the local communities. Last year's cohort worked with the City of Tacoma to produce a 'Roadmap to Civic engagement' to enhance local civic participation. This year's cohort will focus on the Tacoma tideflats subarea planning process and the challenges associated with planning for urban industry in a way that is consistent with urban sustainability.
Core Courses	No	
Capstone	Yes	The Minor in Corporate Responsibility in the Milgard School of Business has a capstone

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(Senior-level project)		requirement where students explore a real-world corporate responsibility case for a local business. They are also required to research and write their own business case related to a local business. This minor was created after extensive consultation with the local business community, who. They told us that they want students from all majors who have a basic understanding of the role that business plays in society and the positive impact that sustainable social and environmental strategies can have for all stakeholders. These corporate social responsibility professionals have engaged with our students as judges for our case competitions for the past ten years. Teams of four students spend 72 hours researching a company's issue as presented in a case, then develop and present their own unique recommendations and solutions that are presented to a panel of judges.
First-Year Sequence	Yes	For the purpose of this report, First-Year Sequence is defined as curricula in which first-year students are admitted to a major upon entering the University (a path currently available for business disciplines only). Students who are admitted directly into the Milgard School of Business take a Leadership Seminar where they are required to engage with the community through an "Agents of Change" exercise that requires them to identify a community problem, articulate their desired future state, identify barriers to change, and lay out a course of action to create the change. They are also required to participate in the United Way Day of Caring as part of our sequence about servant leadership. One student group identified the issue of trash in the neighborhoods surrounding campus and organized a class day that sent them out in teams to collect trash and clean up the neighborhood. Other teams have developed plans to solve issues ranging from walking to class in the rain to global hunger.
General Education	No	
In the Majors	Yes	The examples provided above demonstrate community engagement work within the various majors offered by UW Tacoma.
In the Minors	Yes	In the Nonprofit Studies programs (minor and master's track) community engagement is central to all the courses, ranging from teams interviewing nonprofit leaders to one-on-one partnerships that span multiple quarters and intensive internships. These opportunities provide the students with the "real world" experiences and the opportunity to network. As a result of working with community nonprofits, students are getting hired, sometimes while still completing their degrees. For example, students in Essentials of Grant Writing are partnered with local nonprofits who need assistance with grant writing. In this course individuals responsible for grant writing from large and small non-profit organizations in the region are paired with two to three students from the class. Students work with their community partner to research grant opportunities, review the financial and other documents of the non-profit, and are given in-depth grant writing training. Students both learn and provide benefit to community organizations.

B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

B.1. Thinking about the description of co-curricular engagement above, please indicate which of

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the following institutional practices have incorporated co-curricular engagement at your campus. Please check all that apply, and for each category checked, provide examples.

As with curricular engagement, a number of these activities take place off campus in communities and may or may not be characterized by qualities of reciprocity, mutuality, and be asset-based. This question is asking about which offerings reflect these qualities. The examples provided should indicate how a co-curricular program has been transformed by and/or reflect these community engagement principles.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	• The Milgard School of Business hosts an annual undergraduate Case Competition on Social Responsibility. • Veterans Incubator for Better Entrepreneurship hosts a Business Plan Case Competition and weekly workshops, as well as mentoring.
Community service projects - outside of the campus	Yes	• Husky Volunteers (see above, under service projects outside of the campus) • The UW Tacoma Service Coalition links any student or Registered Student Organization interested in serving with community non-profits. Students collaboratively decide upon a monthly social issue and conduct outreach to uncover assets and needs within the community. The Service Coalition cultivates teams of engaged students who regularly select, co-lead, and participate in service projects around Tacoma. • Day of Caring is a one-day community service event that brings students, faculty and staff together to learn about and serve with nonprofits throughout Tacoma who are making positive daily impacts in our communities. Learning outcomes and service projects are constructed through mutually held partnership agreements and are often designed to highlight other university/community relationships that occur throughout the year.
Community service projects - within the campus	Yes	• The Husky Volunteers program promotes and recognizes students' volunteerism and enhances learning through requiring and supporting critical reflection on their service experiences. All Husky Volunteers must complete an orientation to service in which they are coached to approach nonprofits in conversation. The partner conversations are structured to share motivations, highlight assets and build mutually agreed upon goals, so that a clear student-organization partnership agreement is established in writing. • The UW Tacoma Giving Garden meets the needs of UW Tacoma and the surrounding community by providing fresh food to low-income families and marginalized groups, strengthening community bonds, engaging student learning, and providing a co-curricular service activity that encourages mindfulness and supports stress management for students.
Alternative break - domestic	Yes	Paid student leaders design, coordinate and facilitate this experience for the student participants and with community partners. BreakAway trips are weeklong or weekend service experiences with learning and project outcomes mutually designed with community nonprofits. These immersive projects include structured pre, during and post reflections, embedded with the help of faculty/staff content experts.
Alternative break - international	No	
Student	Yes	• LEAD is a structured, certificated program that gives students an opportunity to

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leadership		personalize their learning and guide their own leadership development. Students begin with self-assessment and reflection to identify values, areas of personal interest and areas of personal growth. Throughout the program they work with a mentor who helps them identify and select learning opportunities (e.g. workshops, events, service), reflect on their experiences, and share their learning through an e-portfolio. • The Community Engaged Leadership Program (CEL) is an opportunity for students to gain real-world experience working within the community to address needs and issues. Students develop relationships at UW Tacoma and within the community that provide support and foster growth throughout the program. Program components were developed with input from local community organizations, based on what they would value in a qualified volunteer, intern, and/or staff member. • CIVITAS is a registered student organization with connections to the UW Tacoma Urban Studies Program. The Urban Excursion is a home-grown program with the purpose of providing students an opportunity for hands on research and experiencing other urban settings outside of Tacoma. CIVITAS selects a new city each Spring Break to visit, focus on diverse urban areas, such as San Francisco, Detroit, and Vancouver B.C., which have allowed students to witness cities with long, complex, and distinct histories of urban development. The group partners with different community organizations each year, based upon where they are traveling. The connection to key organizations are facilitated by Urban Studies faculty members. In Spring 2019, students will be visiting Los Angeles and meeting with an immigrant advocacy group, facilitated by the Director of Urban Studies.
Student internships	Yes	The Institution-to-Institution internship program pairs students with local agencies and businesses for year-long paid internships that emphasize community-based learning. Partner institutions benefit from administrative and recruitment support from UW Tacoma, and UW Tacoma is able to increase access to paid career-connected learning experiences for students.
Work-study placements	No	
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	The Center for Leadership and Social Responsibility in the Milgard School of Business hosts an annual Corporate Social Responsibility Business Conference.
Living-learning communities/residence hall/floor	No	
Student teaching assistants	No	
Athletics	No	
Greek Life	No	
Other (please specify)	Yes	• The Math Science Leadership (MSL) Program encourages, motivates, and inspires youth in grades 6-12 to succeed in science, technology, engineering, mathematics (STEM) and develop the leadership and academic skills necessary to pursue a career in STEM fields.

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MSL brings together youth with UW Tacoma students and faculty for an engaging three-week summer program and community-building monthly events throughout the school year. MSL develops supportive cohorts that build positive science-linked identities, academic and leadership skills over six years and creates capacity for community-serving institutions to collaboratively increase youths' ability to participate in the economies of the future.

• Prospective Students DREAMs (Designing Rich Experiences Around Majors) brings faculty, students and staff together to co-create workshops for prospective students about majors offered at UW Tacoma with a special emphasis on understanding interdisciplinary majors. Student employees receive training and on-going coaching about positive, safe interactions with minors. Youth and K-12 educators enjoy developmentally appropriate campus visit experiences, while increasing their understanding of college majors.

• The Great Futures Program and Scholarship Program, with the Boys & Girls Club of South Puget Sound (BGCSPS), serves UW Tacoma students who have close, past, or on-going connections to the BGCSPS. It provides financial scholarships for club alumni attending UW Tacoma, and paid work experience for UW Tacoma students to work with youth in local clubs.

• Pathways to Promise is a program sponsored by UW Tacoma in partnership with K-12 schools in the greater Tacoma region, including Tacoma, Federal Way, Puyallup, Bethel, Franklin Pierce, Auburn, Steilacoom, Tahoma, and Kent school districts. These partnerships provide transparent, assured admission criteria; customized support for districts' college-going culture initiatives; and programming to support enrollment of confirmed students. This series of partnerships provide infrastructure for communication and connections with high school educators and district staff, supporting district goals to increase college-going rates of local high school graduates.

• The Center for Equity and Inclusion in the past has sponsored the STEPS mentoring program. STEPS linked UWT students with local Tacoma Public Schools youth in mentoring relationships focused on educational advancement, life-skills development and civic engagement. Ongoing mentor training and active service develop STEPS mentors as citizens and provide valuable knowledge and a wide range of competencies essential to their roles as mentors and for life beyond UW Tacoma. The program is currently on pause due to staff transitions.

B.2. Do students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement?

Yes

B.2.1 Please describe the system used and how it is used.

Yes, to a limited degree. Students who participate in the Learn, Engage and Develop (LEAD) Program and the Community Engaged Leadership Certificate Program track their activities and earn certificates recognizing their mindful reflection and community engaged work. On an on-going basis, students log their participation in LEAD designated events, log their reflective service hours using an online database, and submit reflections documenting their conversations with program mentors. At the conclusion of their experience they showcase their leadership development by creating an online e-portfolio.

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B.3. Does co-curricular programming provide students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time?

No

B.3.1. Please describe the pathways and how students know about them.

No, not at this time. Student and Enrollment Services anticipates developing co-curricular pathways that complement, and whenever possible incorporate, the learning outcomes and definitions adopted by faculty for designated "S" courses. Current efforts are underway to coordinate leadership and service engagement with our First Generation Fellows program and student peer advisors.

C. Professional Activity and Scholarship

C.1. Are there examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programing, etc.)?

Yes

C.1.1. Provide a minimum of five examples of staff professional activity:

The purpose of this question is to determine the level to which staff are involved in professional activities that contribute to the ongoing development of best practices in curricular and co-curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued staff professional activity. Please provide examples that your staff have produced in connection with their community engagement professional duties. We expect this to include professional products on topics such as but not limited to curriculum and co-curriculum development, assessment of student learning in the community, student development and leadership, etc., that have been disseminated to others through professional venues as illustrated in the question.

Justin Wadland, Associate Director of the UW Tacoma Library published Trying Home, a study on Home, Washington, its residents and impact on the Puget Sound.

Staff at UW Tacoma organize and contribute to History Link, which is a writers group that focuses on Pierce County and Tacoma topics. This organization links UW Tacoma staff and faculty with community members and organizations.

The staff at UW Tacoma Digital Commons collects, preserves, and makes publicly accessible the scholarly and creative work of the UW Tacoma campus and affiliated educational partners. The goal is to enhance and share the university's rich intellectual life by gathering in a single online repository, materials that support teaching, learning, and research at UW Tacoma. While the Library coordinates the UW Tacoma Digital Commons, members of the UW Tacoma campus and its affiliated partners select and deposit materials to nurture a vibrant learning community. The Digital Commons links scholarly work with the community.
Justin Wadland, Associate Director of the UW Tacoma Library, is a contributor to the Tacoma Community

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History Project, a digital and physical collection of over 80 oral histories on the diverse communities in Tacoma and South Sound.

UW Tacoma Library staff develop and maintain the Foundation Center Collection, which is an independent nonprofit information clearinghouse established in 1956. The Center's mission is to foster public understanding of the foundation field by collecting, organizing, analyzing, and disseminating information on foundations, corporate giving programs, and related topics. It is the nation's leading authority on philanthropy and strives to easily connect non-profits with grant makers.

The University of Washington Libraries and the Ethnic Heritage Council have partnered to create We Are History Keepers! – an ongoing series of workshops on archiving the cultural and historical records of ethnic communities and families in the Pacific Northwest. The free, day-long workshops are hosted in communities around the Puget Sound in collaboration with local ethnic and historical associations. Workshop sessions are led by archivists and information specialists from the University of Washington Libraries and other organizations who teach best practices and help build skills related to preserving historical records. UW Tacoma Library staff are the facilitators from our campus.

C.2. Are there examples of faculty scholarship, including faculty of any employment status associated with their curricular engagement achievements (scholarship of teaching and learning such as research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes

C.2.1. Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that they now associate with curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the question.

• Emily Cilli-Turner, SIAS, Science & Mathematics (with co-authors): "Inquiry as an entry point to equity in the classroom" in International Journal of Mathematical Education in Science and Technology.
• Julia Aguirre, School of Education (with co-authors): "Curriculum spaces for connecting to children's multiple mathematical knowledge bases" in Journal of Curriculum Studies
• Margo Bergman (Milgard School of Business), with co-authors: "Exploring genetic numeracy skills in a sample of U.S. university students" in Frontiers of Public Health.
• Sushil Oswal (SIAS/CAC): "Can workplaces, classrooms, and pedagogies be disabling?" in Business and Professional Communication Quarterly
• Josh Tenenberg and Donald Chinn (School of Engineering and Technology), with co-authors: "More than the code: Learning rules of rejection in writing programs" in Communications ACM
• Ruth Bernstein (SIAS/SHS), with co-author: "Invisible children: Advocacy and accidental viral marketing" and "ARNOVA Governance Symposium Case Studies for Use in the Classroom and Practitioner Training" in Journal of Nonprofit Education and Learning

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• Peter Selkin (SIAS/SAM), with co-authors: "Evaluation of student learning, self-efficacy, and perception of the value of geologic monitoring from Living on the Edge, an InTeGrate curriculum module" in Journal of Geoscience Education

• Jie Sheng (School of Engineering and Technology): "Teaching devices and controls for computer engineering and systems students using Arduino and MATLAB/Simulink" in Proceedings of the IEEE Conference on Control and Automation

• Lisa Hoffman (Urban Studies) "Identity, Citizenship and Belonging: Reflections on Tacoma's Japanese Language School, co-author Mary Hanneman. Manuscript (Based on oral history interviews with over 40 former students of Tacoma's JLS).

• Anne Taufen (Urban Studies). "Politicization of Community Development: Universities as Boundary Objects." Chapter 12 in Politics and Conflict in Governance and Planning, eds Klaus Frey and Ayda Eraydin. London and New York: Routledge.

• Anaid Yerena (Urban Studies) "Neighborhood Concerns and Mobilization Patterns of Homeowners and Neighborhood Associations" Journal of Public Management and Social Policy. Co-Author: Scheller, D.

C.3. Are there examples of faculty scholarship and/or professional activities of staff associated with the scholarship of engagement (i.e., focused on community impact and with community partners) and community engagement activities (technical reports, curriculum, research reports, policy reports, publications, other scholarly artifacts, etc.)?

Yes

C.3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible:

The purpose of this question is to explore the degree to which community engagement activities have been linked to faculty scholarly activity and staff professional activity. Describe outputs that are recognized and valued as scholarship and professional activity. Please provide examples such as but not limited to research studies of partnerships, documentation of community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines, professional positions, and the connection of outreach and partnership activities to scholarship. Broader Impacts of Research activities producing co-created scholarship of investigators and practitioners aimed at meaningful societal impacts could be included here.

• "Expanding the Base of Engaged Scholarship through Faculty Development." 19th Annual Conference of the Engagement Scholarship Consortium, 2018--Transforming Higher Education Through Engaged Scholarship joint presentation by: Linda Hurley Ishem, Urban Studies, Mark Pagano, Chancellor, Lisa Isozaki, Office of Research, Turan Kayaoglu, SIAS, Bonnie Becker, SIAS

• "Strategic Plan Implementation: Transforming Campus Culture, Reaffirming Community Commitments." 18th Annual Conference of the Engagement Scholarship Consortium, 2017--This is Engagement: Best Practices in Community Engaged Scholarship joint presentation by: Mark Pagano, Chancellor, Lisa Isozaki, Office of Research, Eugene Sivadas, Milgard School of Business, Rachel Hershberg, SIAS, Chris Beasley, SIAS

• "Building Innovative Partnerships for Stronger Communities: Cycles of Engagement and Evaluating Impact." 16th Annual Conference of the Engagement Scholarship Consortium, 2015--Engaged Scholarship: Advancing Rigor, Elevating Impact joint presentation by: Cedric Howard, Student & Enrollment Services, Lisa Hoffman, Urban Studies, Mike Wark, External Relations, Jill Purdy, Milgard School of Business, Joe Lawless, Center for

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Leadership and Social Responsibility, Mark Brown, Joint Base Lewis-McChord; Community partner, and Mark Pagano, Chancellor

• Drs. H. Demirkan and M. Bergman from Center for Business Analytics, Milgard School of Business received a proclamation from City of Tacoma for a community engaged research project that analyzed economic impact of Joint Base Lewis-McChord on our region on November 17, 2018. A report has been developed and posted on Chancellor Pagano's blog.

• Lisa Hoffman (Urban Studies) "Identity, Citizenship and Belonging: Reflections on Tacoma's Japanese Language School," co-author Mary Hanneman. Manuscript (Based on oral history interviews with over 40 former students of Tacoma's JLS) (2018).

• Anne Taufen (Urban Studies) "A Roadmap to Civic Engagement," City of Tacoma (2018).

• Anaid Yerena (Urban Studies) "Community Land Trusts and Housing Affordability: The Role of Advocacy Organizations," Hilltop Action Coalition Meeting, Tacoma (2018).

• Tamiko Nimura (local freelance writer) and Justin Wadland (Library) "Tacoma Buddhist Temple." A community history (2018).

• Robin A. Evans-Agnew, R. A. (Nursing), & Eberhardt "Uniting action research and citizen science: Examining the opportunities for mutual benefit between two movements through a woodsmoke photovoice study." Action Research. (2018)

D. Community Engagement and other Institutional Initiatives
Please complete all the questions in this section.

D.1. Does community engagement directly contribute to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty)?

Yes

D.1.1. Please describe and provide examples:

UW Tacoma has made major institutional commitments to advance efforts that foster diversity, equity, and inclusion through community engagement. As an urban-serving institution, we see community-based assets as an essential cornerstone of strategic diversity initiatives and have designed programs to drive this work to deeper and more meaningful levels. Communities within the South Sound region and beyond, provide the site for learning, engagement and scholarly research around issues of diversity and multiculturalism for those served by the UW Tacoma community. Moreover, the University strives to harness the rich knowledge and assets students bring to campus from their local communities. Some of the initiatives currently underway include:

In its ninth year, the Native American and Indigenous Education Symposium is a daylong event that draws over 200 local community members, elders, youth and K-16 educators. Attendees engage in critical dialogue about an array of pressing issues and challenges facing indigenous communities such as education, sovereignty, law reform, and land rights. Symposia participants use this event to build community and reimagine ways to bolster advocacy to support native and indigenous communities in the South Sound region.

Annually UW Tacoma offers through its Educational Outreach Unit, a Lushootseed Institute, a 2-week intensive immersion in the language and culture of the Coast Salish peoples, including the Puyallup people on whose traditional lands UW Tacoma sits. Lushootseed, a central Salish language, is the indigenous language of 14 tribes

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in Western Washington within the Puget Sound. This 80-hour institute supports both the novice and intermediate Lushootseed speaker. It includes instruction in conversation, reclaiming domains, language nesting, history, introductory linguistics, games, singing and using multi-media.

UW Tacoma has developed a food pantry that provides free supplemental and nutritional food as well as hygiene items to all its students. The Pantry collaborates with Nourish Pierce County and other local food stores to provide monthly food orders at a discounted rate. The Tacoma Farmers Market and local community gardens also donate produce and supplies. Having reliable access to nutritious foods is only one way to ensure the success and well-being of low financial resource students. UW Tacoma helps to meet the housing needs of students through partnering with community-based agencies such as the Tacoma Housing Authority, Sound Outreach, and Shared Housing Services.

UW Tacoma is currently working to re-launch its STEPS program for the 2019-2020 academic year. STEPS was created to build lasting connections between UW Tacoma and its community. The program recruits, places and oversees one-on-one mentorships among UW Tacoma students and K-12 students in Tacoma Public Schools. This experience helps college students from historically underrepresented backgrounds cultivate mentoring relationships with school-age youth who come from the same communities as they do. Since its formation in 2008, STEPS has partnered with the YMCA and the Metropolitan Development Council's Educational Talent Search program as an off-campus mentoring program. New opportunities may include formalizing a partnership with Big Brothers, Big Sisters of South Puget Sound and Jason Lee Middle School.

D.2. Is community engagement connected to efforts aimed at student retention and success?

Yes

D.2.1. Please describe and provide examples:

In 2017-18, UW Tacoma and the Office of Academic Affairs hired a full time Associate Vice Chancellor for Student Success (AVCSS). This person provides campus leadership across all aspects of student academic success. The AVCSS advocates for equity and inclusion in student learning, develops and implements policies and practices that support success for all students in partnership with academic units across the campus. The AVCSS leads and fosters initiatives that increase student engagement in learning, including high impact practices, such as service learning, internships, research within the classroom and within our community, and pathways through college. A few examples of programs led by this position with coordination from the Office of Student and Enrollment Services include:

- Summer Bridge program helps incoming UW Tacoma freshmen navigate their new academic environment. Support includes the work of the Student Success Council, which is focusing on expanding "high Impact practices" like research and community-based learning among UW Tacoma students. Council members spearheaded the First-Generation Project to bolster pride and created First-Gen Fellows, who mentor other first-gen students.

- Pathways Through College is a customized and comprehensive academic advising program that guides students to the courses, experiences (including community experiences) and resources within majors to lead them toward careers build on their strengths and interests.

Joint Base Lewis-McCord is the South Sound's largest employer with more than 45,000 service members and

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civilian workers. UW Tacoma has seen its military-affiliated enrollment rise to 20% or almost 1,100 students over the past five years. As both JBLM and UW Tacoma expand, the connections between the two deepen and strengthen. With the support of Alaska Airlines, UW Tacoma has an Office of Veteran and Military Services that helps veterans and their families navigate their return to civilian life and make use of their educational benefits. The office continuously seeks opportunities to promote the success and retention of our military affiliated students.

D.3. Does the campus institutional review board (IRB) or some part of the community engagement infrastructure provide specific guidance for researchers regarding human subjects protections for community-engaged research?

Yes

D.3.1 Please describe and provide examples:

As a campus of the University of Washington, UW Tacoma takes advantage of a highly developed, well-resourced Human Subjects Division that falls under the University's Office of Research. The University's HSD recently implemented a sophisticated on-line Institutional Review Board system called Zipline that supports all research studies that involve human subjects, including community-engaged work. All of the documentation that is available on the University's HSD website applies to community-engaged work, since it addresses "human subjects research" and the same criteria for an exempt study or minimal risk study apply for community engaged projects as they do for any project. In addition, there is some specific guidance on "Engagement" on the Human Subject Division Website including an "Engagement Worksheet" that helps the user determine the level of engagement of various parties.

Specifically, staff within the UW Tacoma Office of Research have been working directly with faculty on community engaged research projects and assisting them with IRB issues and navigating the on-line system, Zipline, as needed. The UW is required by federal law to review all studies that qualify as research and involve human subjects.

D.4. Is community engagement connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students?

Yes

D.4.1. Please describe and provide examples:

During the 2017-18 academic year, UW Tacoma received approximately $6 million in sponsored research funding. About half came from federal agencies including the National Science Foundation (NSF). At the center of our federally-funded projects is a strong emphasis on how the work will broadly impact our community both locally and globally. Examples include:

• Promoting Early Retention in STEM via the Program for Race and Equity: Achieving Change (REACH) in STEM (PI: Erica Cline) With funding from the NSF's S-STEM program, the REACH program will help more low income,

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first generation in college, and underrepresented minority students graduate in STEM. The REACH scholars' increased cultural competencies will move the STEM workplace to become more inclusive. Scholars will perform research on environmental pollution impacting the Puyallup Tribe, a key local employer. REACH also includes training for faculty in teaching and mentoring diverse student populations. Ultimately, REACH aims to transform our campus, as we build a culture of inclusion. The project team's research on effectiveness of mentoring incorporating a race and equity lens, coupled with community engaged, socially relevant early research experiences for students may broadly impact other institutions seeking to support success of low-income students in STEM.

• Characterizing and Accelerating Real-Time Internet of Things (IoT) Applications (PI: Matthew Tolentino) Funded by the NSF, this project is providing insight into IoT workloads using edge devices that have in many cases been hastily deployed, but more importantly provide a framework for determining how we should build future edge devices to meet real-time application needs. The project is of interest to the computing community as it directly impacts the emerging area of edge computing, including computer architecture, real-time systems, and distributed systems. Students are expected to present development outcomes in research forums at the University of Washington as well as actively engage local and research communities. This project yields graduates with highly valued skill sets of great benefit to our global community.

• Puget Sound Institute (PI: Joel Baker)
Every day, Puget Sound policymakers are faced with tough choices, balancing the needs of an ever-increasing number of people and a growing economy, with a fragile and extraordinary ecosystem. Puget Sound, and by its larger reaches the Salish Sea, is a region of international significance that supports thousands of species and billions of dollars in natural resources. It is also home to world-leading environmental research that fuels innovative approaches to restoring and protecting this complex coastal sea. The UW Tacoma Puget Sound Institute (PSI) provides policymakers with relevant and timely analysis of the best and latest findings from the science community, allowing often-difficult choices to stand on solid, vetted science. The PSI provides expertise across three major areas: science for policy; research; and communications. Since its founding in 2010, PSI has advanced our understanding of Puget Sound through synthesis, original research and communication in support of state and federal agencies, tribes and other organizations. PSI receives major funding from the U.S. Environmental Protection Agency.

D.5. Does the institution encourage and measure student voter registration and voting?

Yes

D.5.1. Describe the methods for encouraging and measuring student voter registration and voting.

A student government organization called the Associated Students of the University of Washington Tacoma (ASUWT) actively encourages and measures student voter registration on campus. At the beginning of this academic year, September 2018, ASUWT aggressively pursued two strategies for getting students registered. One of those was having a team of students who registered people during passing time with paper ballots which resulted in "a lot of great conversations with students." Their second strategy was utilizing their social media to register people to vote. By the beginning of November, the group had registered 167 students.

UW Tacoma has not previously assessed the impact of efforts aimed at increasing voter registration and voter participation in local, state and federal elections. To address this gap, the University of Washington (encompassing all three campuses have joined the National Study of Learning, Voting and Engagement (Institute

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of Democracy & higher Education at Tufts University). Participation in this national study will provide UW Tacoma with a report in 2019 that will detail student registration and voting rates as well as establish baseline data on voter registration and participation. This report will provide the campus with actionable intelligence through the examination of correlations between voting and specific student learning experiences. The data also will be used to help assess the impact of campus-wide initiatives in the future.

D.6. Is the institution committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement?

Yes

D.6.1. Describe the ways in which the institution actively promotes discussions of controversial issue:

An important goal of UW Tacoma is to prepare its students for the new realities of living and thriving in an increasingly diverse and interconnected global society. One way of achieving this goal is by creating new learning opportunities for students to engage in a critical dialogue and inquiry about ways to promote social justice through their individual and collective actions. The Real Talk program is a co-curricular initiative that helps equip students' knowledge and understanding of the dynamics of difference and dominance at the personal and political levels. This experience creates a space for students to further develop their capacity to dialogue and to understand complexities and issues associated with national discourses such as immigration, race and racism, media underrepresentation of minorities, anti-Semitism, Islamophobia, and athlete activism and racial politics.

D.7. Does your campus have curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above?

Yes

D.7.1. Please describe and provide examples:

There are several examples across our academic units that demonstrate this. Earlier in the application we described an initiative called VIBE, The Veterans Incubator for Better Entrepreneurship. This initiative which is jointly housed under our campus External Relations Organization, Veterans Services and the Milgard School of Business, provides primarily non-credit programming for students or veterans from the community related to creating a business. Topics covered include securing start-up capital, writing business plans, and other information necessary to become an entrepreneurial innovator and/or business owner. VIBE taps into several regional assets - motivated veterans, a supportive community, a university setting - with the goal of supporting students as they learn about entrepreneurship and turn their ideas into viable businesses. VIBE provides military veterans and military spouses the education, resources, and supportive environment necessary for them to use their natural inclinations and skills to innovate and create their own professional lanes through entrepreneurship in the civilian sector.

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Through the program veterans are given opportunities to mastermind with other creative, entrepreneurial-minded people, network with investors, and meet potential business partners, while acquiring the knowledge base that will allow them to turn their ideas into scalable business systems.

Within the Milgard School of Business, there is a minor in Corporate Responsibility (CR). This minor is designed for undergraduate students in any major at UW Tacoma to provide a foundational understanding and set of tools necessary to navigate the evolving environment of corporate responsibility. The CR Minor gives students a firm understanding of why good businesses operate in a way that builds value for all stakeholders, and how to best accomplish this in a strategic way. Students will develop a strong understanding of the evolution of corporate responsibility successes and failures as well as the tactical tools necessary to be successful in any career. The minor in corporate responsibility is valuable for students from any major and/or concentration, as it will enhance their educational backgrounds in ways that will be recognized and respected from across industries and sectors, including nonprofit and government.

E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

E.1. Outreach

E.1.1. Indicate which outreach programs and functions reflect a community engagement partnership approach. Please select all that apply:

For each category checked above, provide examples:

Outreach	Selected	Description
Learning centers	Yes	The Center for Community and Society, organized by University of Washington Tacoma faculty in 1995, brings together faculty, staff, students and members of the community to research and find solutions to pressing social problems through a variety of research and education projects. The Center's research and educational programs in the humanities and social sciences focus on community issues, social justice leadership, labor and civil rights concerns, and multi-cultural education. The Center collaborates with other projects and centers and helps to support the Community and Social Change degree track of the Masters of Interdisciplinary Arts and Sciences department at the University of Washington Tacoma.

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		In 2017-2018, the Center highlighted its work on social and economic justice and community concerns. These included a series of documentary films in the Tacoma community sponsored by Meaningful Movies and the Center. Some of the programs we sponsored on campus included: To the Promised Land: Martin Luther King and the Fight for Economic Justice and An African American and Latinx History of the United States, presented by Professor Paul Ortiz from the University of Florida. The Center works in collaboration with other like-minded organizations, including the Harry Bridges Labor Studies at University of Washington, offering courses, extra-curricular education programs, and research projects in labor history and labor studies, covering all three campuses of the University of Washington.
Tutoring	No	
Extension programs	No	
Non-credit courses	Yes	The Craft Beer Program, gives beverage industry employees and entrepreneurs a grounding in beer styles, commercial brewing and science, business development and operations. The program has worked extensively with community and regional partners to develop the most beneficial curriculum to foster a stronger craft beverage industry in Washington. Primary partners are 7 Seas Brewing of Tacoma and Lowercase Brewing of Georgetown (Seattle) – where the owners and brewers have literally opened their doors to host and educate our students. We are currently members of the Washington State Brewers Guild and national Brewer's Association. We have worked in cooperation with industry professionals from: Briess Malt & Ingredients Co., Counterbalance Brewing, Farallon Consulting, Georgetown Brewing, Icicle Brewing, Miller Nash Graham & Dunn, Odom Corporation, Pacific Brewing & Malting, PicoBrew, Portland Kettle Works, Skagit Valley Malting, WA Brewers Guild, WA State Liquor and Cannabis Board, Wingman Brewers and many more. The Craft Beer Program currently has three lead instructors; five associate instructors and multiple guest speakers. Our instructors come from different aspects of the industry, including: · Christopher Clarke, brewer, 7 Seas Brewing, Tacoma · Heather McClung, founder Schooner EXACT Brewing, Seattle · John Marti, head brewer, 7 Seas Brewing, Tacoma · Trevor Nichols, Master BJCP, and beer systems engineer, Tacoma · Dean Priebe, head brewer, Icicle Brewing, Leavenworth · Christopher Smith, founder Lowercase Brewing, Seattle Special topic instructors have included UW Tacoma adjunct faculty from Milgard School of Business. Panelists and mentors for the business plan presentations have come from the Tacoma business community; including investors, bankers, and brewery owners. Over the last 18 months, we have had 95+ students participate in program courses. Our students come from diverse backgrounds and have many different goals, including: · Moving from home brewing to full-scale commercial brewing and taproom · Creating a consulting firm based upon occupational safety in the beverage industry · Transitioning from the military to enter the beer industry · Learning about American beer culture to replicate the business model in other countries

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		· Simply learning about beer to improve their enjoyment and share with others
Evaluation support	No	
Training programs	No	
Professional development centers	No	
Career assistance and job placement	Yes	Premiere Partners Program – Employers benefit by building their on-campus brand and recognition by students, and students benefit by having increased access to career preparation resources (revenue generated supports workshops, student staff for drop-in services. Institution-to-Institution Internships – Local employers benefit through staff support for recruitment and selection processes, UW Tacoma support through payment of student stipends, and faculty supervised learning and reflection. Students benefit by accessing career-connected learning, building their professional skills, and gaining valuable hands-on work experiences.
Other (please specify)	No	

E.1.2. Which institutional resources are provided as outreach to the community? Please select all that apply:

Outreach	Selected	Description
Cultural offerings	Yes	Funded through UW Tacoma Strategic Initiative Funds, Art Building Community is a three-year community arts program with interrelated activities housed at various locations on the UW Tacoma campus. The main focus of the program is a free, annual arts event where community members (both on campus and off) share their art, make art together, and participate in free arts-based workshops. In 2018, over 300 people participated in this event. In addition to the arts-based workshops, another dimension of the project in 2018 featured a series called "We Almost Didn't Make It" where participants created artifacts that reflect their contributions to a sustainable future. Beverly Naidus, UW Tacoma faculty member, co-facilitated this event with her artist colleague, Carol Rashawna Williams, who co-founded the Race and Climate Change group in Seattle. Finally, the organizers planned a symposium that focused on climate change issues as they relate to art & social ecology. This event is co-led by 3 UW Tacoma faculty members: Beverly Naidus, Associate Professor, SIAS, Culture Arts and Communication, Ed Chamberlain, Assistant Professor, SIAS, Culture Arts and Communication, and Tony Perone, Lecturer, SIAS, Social, Behavioral and Human Sciences who actively engaged community members in the planning, execution, and evaluation of this event through participation in a Community Advisory Board.
Athletic offerings	Yes	University Y Student Center (UWY) is a partnership between the UW Tacoma and the YMCA of Pierce and Kitsap Counties. This partnership developed out of the shared missions of both organizations. The University Y Student Center is a 73,000-square foot

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		facility on the Tacoma campus that provides space for programs and events, support for student organizations, full-service recreation programs, fitness equipment and classes, and intramural sports. This facility not only provides new space and programs for university students, but also increases the capacity of the YMCA to serve a growing community population in the downtown Tacoma area. The partnership also provides expanded services to the commuter student population of UWT. Students can use the University Y Student Center when they are on campus, but also have access to nine other YMCA locations throughout the county, located in the communities where students live. Since close to 90 percent of UW Tacoma's students live and work 30 miles or less from campus, they are able to work out at any Y facility at no additional cost. Through this partnership, the facility and programs were designed to bring the University and Tacoma communities together. Students are engaging with the larger community through the shared use of the facility, and community members are exposed to the university campus. This partnership is designed to extend well beyond the physical facility, as students are now volunteering and participating in the YMCA's youth development programs across the county. This partnership has expanded the capacity of both organizations to continue to transform the South Sound community. The design of this center follows a tradition at UW Tacoma, which makes space available to the community for various programs. Through UWY Event Space, UW Tacoma offers several event and meeting spaces for community use. By doing so, UW Tacoma is enhancing opportunities for the local community to access space for work or personal events.
Library services	Yes	The Library participates in the university's efforts of community engagement in many direct and indirect ways by fulfilling its mission to "help our students, faculty, and staff" achieve their goals. As a core piece of public-facing infrastructure at UW Tacoma, the Library building often functions as the first stop for community members visiting and accessing the campus. Inside, they find helpful staff who can assist with a range of queries, from basic information about campus to complex research questions. Through our facility, the community may access a significant portion of the extensive resources of the UW Libraries onsite, including over 250 research databases and 180,000 electronic academic journals. One significant resource available to the community comes from a partnership with the Foundation Center, a non-profit information clearinghouse that offers databases for organizations and individuals seeking grants. As a result of this partnership, community members may search databases of grant funders for organization and individuals and consult a nonprofit resources collection. Librarians provide reference services and regularly hold training in the community for local nonprofit organization on how to effectively use these tools and have worked with hundreds of nonprofits in the region. As collaborators with students and faculty, the Library enables and extends community engagement through the UW Tacoma Digital Commons, the campus-based digital repository system. Through this platform the wider community may easily and freely access the outstanding scholarly and creative work created by campus, and it currently shares over 1700 open access works, from faculty authored peer-reviewed articles to student theses and capstones. In addition, the community may connect with and learn about the full publication records and research interests of our faculty through author profiles maintained and updated by Library staff. The Library also provides digital scholarship consultation services and infrastructure to support community engaged work that leverages digital tools to connect with the public. The Tacoma Community History Project, a collection of over 80 student-created oral history projects with community members in Tacoma and South Sound region, is one signature example of this collaborative work. This collection represents one of the most significant records of life in Tacoma in the

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		past century, and it is almost entirely accessible online through UW Digital Collections. As staffing capacity expands, the Library anticipates continuing to build on its experiences collaborating with faculty and students in engaged scholarship projects, especially focusing on open education resources, open data, and emerging forms of publishing.
Technology	No	
Faculty consultation	Yes	Faculty members provide a range of consultations. These include local support for housing affordability analysis, economic development, social and demographic analysis, assessment of programs in housing, education, and healthcare, economic impact of businesses, and technical support for innovative technology initiatives.
Other (please specify)	No	

E.2. Partnerships
This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:
Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to https://www.brown.edu/swearer/carnegie.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

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Many thanks for your response.

Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email:

The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.

The purpose of this question is to illustrate the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.

Partner #1

Project/Collaboration Title	Multiple
Organization Name	Boys and Girls Club of South Puget Sound
Point of Contact	
Email	

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Phone	
Institutional Partner	School of Education, Student Affairs and Enrollment Services, Chancellor's office
Purpose of this collaboration	UW Tacoma and the Boys and Girls Club of South Puget Sound (BGCSPS) work collaboratively to support youth in accessing a college education and to connect UW Tacoma students to paid professional development opportunities. The BGCSPS serves an average of 1,300 youth each day at 14 sites in Pierce, Mason, and Kitsap Counties and in partnership with 7 school districts.
Length of Partnership	7 years
Number of faculty involved	2
Number of staff involved	10+
Number of students involved	11+
Grant funding, if relevant	
Impact on the institution	UW Tacoma and BGCSPS jointly fundraise to support club alumni and UW Tacoma students. In 2017-18, four UW Tacoma students who were BGCSPS alumni received year-long scholarships for their college tuition. BGCSPS and UW Tacoma staff share data about how scholarship recipients are persisting, and leverage the relationships that BGCSPS alumni have with staff when students struggle. Through the joint fundraising, six UW Tacoma students also had paid internships in the clubs, working with youth and BGCSPS hosts a booth twice a year at the UW Tacoma Career Fairs for no cost. In Spring 2018, one intern designed and hosted a college access visit on the campus for elementary-age youth, which included a scavenger hunt and visits with diverse faculty, staff, and students. In 2017-18, BGCSPS and UW Tacoma staff worked throughout the year to co-design a college-going culture initiative that will encompass programs and services from elementary through college. UW Tacoma supports the BGCSPS Youth of the Year program by providing annual workshops about college fit and paying for college. UW Tacoma executive leadership and staff also participate as mentors and judges for their Youth of the Year speech competition, and UW Tacoma sponsors a table at their annual Youth of the Year fundraising event
Impact on the community	UW Tacoma Education faculty were instrumental partners in developing the curriculum and assessments for the BGCSPS Summer Boost, a 5 week summer program that prevents decline in reading ability and other academic skills. UW Tacoma students participate in supporting that program through paid positions as club staff in the summer. BGCSPS and UW Tacoma have also collaborated to support access to high-quality summer STEM programs for their teens. UW Tacoma staff visit with BGCSPS staff annually to review and modify application forms and materials for the UW Tacoma Math-Science-Leadership summer program, and reserve spaces in the program to meet the needs and timelines of club families. BGCSPS provides transportation between the clubs and the campus, and provides one staff person daily in the summer program. BGCSPS rotates staff members during the summer, because they have found their staff bring what they learn observing the summer program back to the clubs.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	

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Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #2

Project/Collaboration Title	STEAM Learning Network and Tacoma College Support Network
Organization Name	Graduate Tacoma
Point of Contact	
Email	
Phone	
Institutional Partner	Student Affairs and Enrollment services, School of Education

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Purpose of this collaboration	Since its inception in 2013, UW Tacoma has been a strong partner with Graduate Tacoma, a cradle-to-career collective impact network comprised of 265 community partners. Graduate Tacoma organizes and supports community-wide efforts to ensure that every child has access and opportunities for quality learning. The coalition is comprised of five networks: Early Learning and Reading, Out of School and Summer Learning, Science Technology Engineering Arts and Math (STEAM) Learning, Tacoma College Support, and Policy and Advocacy. Their long-term objective is to increase high school graduation and college completion rates, and they were chosen in Winter 2018 as one of five communities to receive the highest StriveTogether national designation for increasing student achievement.
Length of Partnership	5 years
Number of faculty involved	2
Number of staff involved	4+
Number of students involved	85
Grant funding, if relevant	Graduate Tacoma provided funding to support TWCI training and support to community partners who provide direct services to Tacoma Public School students.
Impact on the institution	UW Tacoma faculty and staff have engaged in the networks through leadership roles. Two faculty members are on the leadership team of the STEAM Learning Network, and one staff member is the co-chair of the Tacoma College Support Network. UW Tacoma faculty have also supported the Early Learning and Reading Network through their partnership with the Tacoma Children's Museum. UW Tacoma has supported Graduate Tacoma events through providing sponsorships, space, speakers and volunteers. In Spring 2018, UW Tacoma hosted and co-sponsored the Symposium On Our Youngest Citizens, and two faculty members shared their expertise as speakers at the event. In Spring 2018, UW Tacoma also sponsored the Tacoma College Support Network's College Bound Saturday event, which supports low-income youth and families in accessing a need-based state scholarship for post-secondary education. Students and staff also volunteered at the event, leading workshops and earning service learning hours. UW Tacoma administrative leadership, faculty, and staff are also active participants in the annual community forum and impact report events hosted by Graduate Tacoma.
Impact on the community	Graduate Tacoma has also been a partner in building capacity at UW Tacoma and in the community through training workshops. Staff who run summer programs participated in Youth Quality Program training and UW Tacoma received funding to provide a workshop on culturally sustaining STEAM education. UW Tacoma staff participated in collective impact training with community partners around supporting college completion in Winter 2018 to support their leadership role in an action network. The depth of the partnership has also resulted in joint applications for funding and the launching of new initiatives with community partners. In Spring 2018, UW Tacoma was one of two colleges that piloted a cohort-based transition event for graduating seniors from Tacoma Public Schools. This event developed out of conversations in the Tacoma College Support Network about supporting college completion and reducing summer melt. In 2017-18, UW Tacoma launched a partnership with community-based organization, Degrees of Change, to serve first-generation students toward successful completion of college degrees.
Project/Collaboration Title	
Organisation Name	

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Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #3

Project/Collaboration Title	Cybersecurity Research, Training, and Development
Organization Name	Infoblox
Point of Contact	
Email	
Phone	
Institutional Partner	School of Engineering and Technology

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Purpose of this collaboration	The collaboration between Infoblox and the School of Engineering & Technology (SET) is multidimensional. It is a research collaboration where Infoblox research scientists and SET faculty and students engage in advancing the state of the art of computer and network security, developing new methods and techniques for detection of malicious traffic over the internet. It is also a gateway to provide students with internship opportunities where they will be exposed to working on real world problems before they graduate. It also provides Infoblox with a way to train students and interns before hiring students into full time jobs.
Length of Partnership	2.5 years
Number of faculty involved	2
Number of staff involved	2
Number of students involved	30+
Grant funding, if relevant	Infoblox has provided funding to UW Tacoma in the form of unrestricted gifts of $480,000.
Impact on the institution	UW Tacoma has received generous funding from Infoblox, but more importantly this collaboration provides valuable access to data. Academic research is often criticized for being too dissociated from real problems, focusing on toy models and solutions that are over simplistic to be useful in a realistic production environment. The partnership with Infoblox puts us in touch with real problems that are not solvable by current techniques in the fields of computer security, machine learning and data analytics. These problems provide us with the opportunity to develop techniques, theories and methods that are not only novel and relevant to theorists and academics but meaningful to practitioners in our community. This highly productive partnership has already resulted in 10 peer-reviewed contributions to prestigious venues and several presentations of joint results in prestigious venues such as RSA, NIPS and Blackhat. Over 30 students have been engaged at some point with the projects and several project members have been hired by Infoblox or by other companies such as Amazon and Microsoft.
Impact on the community	It is vital for tech companies to have a continuous source of talented employees. The UW Tacoma-Infoblox partnership has trained talented students whom tech companies in the region have immediately hired. This partnership fits squarely into the goals of the City of Tacoma of becoming a technology hub in the Puget Sound region and a cradle for innovative start up companies.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	

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Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #4

Project/Collaboration Title	University Y Student Center
Organization Name	YMCA of Pierce and Kitsap Counties
Point of Contact	
Email	
Phone	
Institutional Partner	Student Affairs
Purpose of this collaboration	University Y Student Center (UWY) is a partnership between the University of Washington Tacoma and the YMCA of Pierce and Kitsap Counties. This partnership developed out of the shared missions of both organizations. The University Y Student Center is a 73,000-square foot facility on the University of Washington Tacoma campus that provides space for programs and events, support for student organizations, full-service recreation programs, fitness equipment and classes, and intramural sports. This facility not only provides new space and programs for university students, but also increases the capacity of the YMCA to serve a growing community population in the downtown Tacoma area.
Length of Partnership	4 years
Number of faculty involved	
Number of staff involved	5

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Number of students involved	56
Grant funding, if relevant	The University initially funded the design and construction of the 73,000 square foot facility for $22 million; in fiscal year 2018 the payment for the UWY debt service and operation are approximately $2,008,000.
Impact on the institution	The partnership provides expanded services to the commuter student population of UW Tacoma. Students can use the University Y Student Center when they are on campus, but also have access to nine other YMCA locations throughout the county, located in the communities where students live. Since close to 90 percent of UW Tacoma's students live and work 30 miles or less from campus, they are able to work out at any Y facility at no additional cost.
Impact on the community	Through this partnership, the facility and programs were designed to bring the university and Tacoma communities together. Students are engaging with the larger community through the shared use of the facility, and community members are exposed to the university campus. This partnership is designed to extend well beyond the physical facility, as students are now volunteering and participating in the YMCA's youth development programs across the county. This partnership has expanded the capacity of both organizations to continue to transform the South Sound community. The design of this center follows a tradition at UW Tacoma, which makes space available to the community for various programs. Through UWY Event Space, UW Tacoma offers several event and meeting spaces for the community to use. By doing so, UW Tacoma is enhancing opportunities for the local community to access space for work or personal events.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	

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Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #5

Project/Collaboration Title	Multiple
Organization Name	City of Tacoma
Point of Contact	
Email	
Phone	
Institutional Partner	Chancellor's office, Urban Studies, Center for Urban Waters, School of Interdisciplinary Arts and Sciences
Purpose of this collaboration	The City of Tacoma is a major strategic partner for UW Tacoma. Our interactions cover a variety of research activities, some funded by the city, student engagement activities, institution-to-institution internships, and economic development projects. Our faculty members serve on technical advisory committees and task forces (e.g., Minimum Wage Task Force and Technical Advisory Board for Affordable Housing) and provide ongoing research support to the city and many of its offices (on topics ranging from transportation and housing to land use and the arts).
Length of Partnership	29 years
Number of faculty involved	5
Number of staff involved	15+
Number of students involved	100+
Grant funding, if relevant	The city has provided funding to UW Tacoma Environmental scientists studying pressing issues around Thea Foss waterway, Puyallup watershed, and Salish Sea as primary examples.

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Impact on the institution	During the 2017-2018 academic year, through the Livable City Year initiative, various City of Tacoma offices worked with a number of faculty members and their students, engaging in key research projects. One of those was the Roadmap to Citizen Engagement capstone project for the MA in Community Planning, mentioned in this report. Others included public health projects, corridor development, and affordable housing strategies. We also have ongoing internship programs with the city. Urban Studies works annually with the city to identify and place a student who works with the planning office for periods ranging from 6 months to a year. In addition, City of Tacoma Environmental Services Division co-manage the laboratory facilities at the Center for Urban Waters, UW Tacoma research center, and work with research faculty and staff in developing analytical methods for the detection of organic pollutants in water. City staff and leadership provide support and co-learning opportunities for our students and faculty members. They also serve on various academic advisory boards on our campus (e.g., the Mayor of Tacoma serves on the Chancellor's advisory board).
Impact on the community	One of the campus' ongoing engagements with the City of Tacoma is the Chancellor's role sitting on the newly established Mayor's Business Advisory Board. This board was established in early 2018 and is made up of approximately 20 members who represent major constituency groups across the City of Tacoma. The group meets once a month to discuss initiatives that can foster new business development in the area or can enhance the operation of current businesses in the area. Each meeting, the group does a learner activity to help better understand a facet of the city that may or may not be well known. The group has been very well received and is beginning to make progress on some concrete steps to be taken to make Tacoma a better place to live, work, learn, play and do business.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	

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Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #6

Project/Collaboration Title	Veteran Transition Opportunities
Organization Name	Joint Base Lewis-McCord (JBLM)
Point of Contact	
Email	
Phone	
Institutional Partner	UW Tacoma Chancellor, campus admissions and recruiting organizations, Veterans Incubator for Better Entrepreneurship (VIBE)
Purpose of this collaboration	The purpose of this collaboration is to provide transition opportunities for soldiers and airmen departing from the military and moving into civilian life. In addition, UW Tacoma partners with the base and its command structure on initiatives that result in it being a better place for our local military members and their families to live, work, play, and learn. The partnerships also works to better equip the personnel of JBLM to carry out their respective missions in ways in which our university can lend appropriate expertise.
Length of Partnership	5 years
Number of faculty involved	9
Number of staff involved	12
Number of students involved	5
Grant funding, if relevant	Not applicable
Impact on the institution	The partnership helps promote military/civilian awareness with each other's culture and practices. The partnership also helps diversify the student body with almost 20% military connected students meaning Veterans, active-duty, or family of active-duty. Another impact of this partnership is that it has positioned UW Tacoma very well to provide leadership on the WA State Military Transition Council. It also provides campus awareness, and hopefully appreciation, for the responsibility and function of the enormous base which lies so ever presently in view just a few miles south of our campus.

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Impact on the community	This partnership promotes military/ civilian awareness and support for the large military/veteran community which resides in the South Puget Sound due to the presence of JBLM. The partnership also provides for a pipeline of engaged and experienced leadership to serve on the WA State Military Transition Council.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #7

Project/Collaboration Title	Lushootseed Language Revitalization
Organization Name	Puyallup Tribe of Indians
Point of Contact	

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Email	
Phone	
Institutional Partner	School of Interdisciplinary Arts and Sciences, Chancellor's office
Purpose of this collaboration	The purpose of this collaboration is to support the work of the Lushootseed Language revitalization efforts through language nests. The Native American Indigenous Education Symposium has been established to enhance our campus and community education, climate and culture around Native American and Indigenous Contemporary issues. We also work together to assist the Puyallup and other related Salish Tribes across the Pacific North West in providing indigenous-related lenses into the disciplines taught at UW Tacoma. In addition, the partnership works together to provide exposure to, and appreciation for, Indigenous cultures to our wide range of students who attend UW Tacoma who have not had this exposure previously. UW Tacoma and the Puyallup Tribe of Indians strive to provide mutual understanding and respect among tribal members and other populations as we work together for the common good of our region and our people.
Length of Partnership	4 years
Number of faculty involved	3
Number of staff involved	6
Number of students involved	5
Grant funding, if relevant	Since 2015, gift funding has been secured to support partnership work of about $70,000
Impact on the institution	The impact on the institution has been an increase in number of, and development of additional depth to existing Lushootseed Language speakers. The Native American Symposium provides a forum for a wonderful educational opportunity for the campus community to learn more about Indigenous cultures and current indigenous issues of major importance. This forum has helped foster our relationship in creating a direct pipeline for students to access higher education. The symposium is an educational forum that includes the participation and generous support of the Puyallup Tribe along with other native tribal communities. The partnership has also provided a clear and respectful way in which the campus can interface with the Tribe to work together on mutually beneficial projects.
Impact on the community	The symposium brings together the greater Tacoma Native community, South Puget Sound tribal high school students, Indian educators, and UW Tacoma academic community members to discuss ways on how we can indigenize education and promote higher education among the Native American youth. More specifically, this event creates an opportunity for members of the native community to examine how activism, through education, can center many voices representing our native and indigenous communities in ways that evoke dialogue and action around persisting struggles related to education, sovereignty, law reform, and land rights. A major goal of UW Tacoma's work in collaboration with the Puyallup Tribe is to help build community and re-imagine ways to bolster advocacy efforts to support native and indigenous communities in the South Sound region. An example of this is providing administrative support in the important work of the Lushootseed language revitalization efforts of the Puyallup Tribe. It is our hope that as we continue to build this program, we will continue to connect more of our institution constituents, particularly our students, with our Native American communities and tribes.

Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #8

Project/Collaboration Title	Multiple
Organization Name	Greater Tacoma Community Foundation (GTCF)
Point of Contact	
Email	
Phone	
Institutional Partner	School of Education and School of Interdisciplinary Arts and Sciences, Center for Urban Waters

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Purpose of this collaboration	The Greater Tacoma Community Foundation serves as a hub for partnership development across our South Sound community. Our collaboration extends from fundraising for student scholarship to faculty and student research efforts on joint community projects. The latter include various youth initiatives; e.g., The Whole Child Initiative and the Wallace Foundation (for which, UW Tacoma was a partner in the initial application development and design of the programs).
Length of Partnership	21 years
Number of faculty involved	5+
Number of staff involved	12+
Number of students involved	5+
Grant funding, if relevant	GTCF is the fiscal agent for several contracts awarded to UW Tacoma to support a variety of initiatives as mentioned above.
Impact on the institution	This partnership has supported several environmental science and sustainability efforts throughout the South Sound region in collaboration with faculty and staff in SIAS and the Center for Urban Waters. As mentioned above, the partnership also covers various youth initiatives that directly involve UW Tacoma faculty; e.g., The Whole Child Initiative and the Wallace Foundation (for which, UW Tacoma was a partner in the initial application development and design of the programs).
Impact on the community	Working closely with UW Tacoma administrative leadership, faculty, and staff, GTCF has helped fuel community projects such as the Prairie Line Trail that runs through UW Tacoma campus that includes an art installation and pedestrian pathway. GCTF has served as the community leader in a Wallace Foundation Initiative focused on systems-wide social emotional learning across Tacoma and Pierce County of of school time providers with UW Tacoma education faculty providing their expertise to the program.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	

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Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #9

Project/Collaboration Title	Multiple
Organization Name	Multicare
Point of Contact	
Email	
Phone	
Institutional Partner	Advancement, Nursing and Healthcare Leadership, School of Engineering and Technology
Purpose of this collaboration	UW Tacoma's partnership with MultiCare Health Systems dates back to the founding of the campus, when a core group of regional executives and civic leaders came together around the goal of raising $1 million to demonstrate to the Legislature how strongly the greater Tacoma community supported establishing a University of Washington Tacoma campus and locating it in the downtown core. As a result of this collaboration, MultiCare committed $25,000 to a Founders Endowment (primarily supporting faculty) which was established in 1993 and is now worth well over $2 million. The majority of this endowment is now dedicated to supporting the Nursing and Healthcare Leadership program. During UW Tacoma's first and second major fundraising campaigns (2000-2008; 2012-2020), MultiCare has made three gifts of $100,000 each to fund two MultiCare Health Systems endowed scholarships and one fellowship. In establishing the first endowed scholarship for student support, there is preference language to support the desire of MultiCare leaders to extend the possibility of educational support to a wider circle of the MultiCare family (on-call employees, volunteers and sons, daughters and spouses of MultiCare employees and retirees, etc.). This scholarship complements MultiCare's tuition reimbursement programs for eligible employees. During UW Tacoma's current campaign, For A Greater Tacoma; For A Greater World (part of the greater UW's ten-year campaign, Be Boundless—For Washington, For the World), MultiCare contributed a $100,000 endowment to fund a Biomedical Sciences Scholarships and a $100,000 endowment dedicated to Healthcare MBA Fellowships.
Length of Partnership	29 years

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Number of faculty involved	60+
Number of staff involved	20+
Number of students involved	20+
Grant funding, if relevant	Partnership is supported through endowment funding as described under purpose of collaboration
Impact on the institution	Originally the Founders Endowment was used mainly (though not exclusively) to provide small research grants to faculty, often junior faculty working toward tenure, to help them build their research portfolios. Since 2011, a portion of the Founders Endowment also supported a program called iTech Fellows within the School of Engineering and Technology that provided training to faculty to develop courses that are designated as online-ready. The majority of the Founders Endowment currently goes to support student scholarships and fellowships and provides conference travel support to faculty in the UW Tacoma Nursing and Healthcare Leadership program.
Impact on the community	UW Tacoma's alumni records indicate that over the years MultiCare has employed more than 150 of UW Tacoma graduates in a broad variety of medical and administrative roles. In addition a number of MultiCare executives sit on various UW Tacoma boards and councils, including the Chancellor's Advisory Board. In 2018, MultiCare and UW Tacoma partnered with Tacoma Public Schools, CHI Franciscan, the University of Puget Sound, Tacoma Community College, Bates Technical College, Goodwill Industries and the Greater Tacoma Community Foundation to launch a new Health and Medicine Academy at one of Tacoma's public high schools.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	

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Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #10

Project/Collaboration Title	Multiple
Organization Name	Port of Tacoma
Point of Contact	
Email	
Phone	
Institutional Partner	Center for Urban Waters, Chancellor's office
Purpose of this collaboration	UW Tacoma and the Port of Tacoma (and the newly formed Northwest Seaport Alliance) collaborate on research projects to mitigate impacts of stormwater and other forms of pollution on working waterfronts. The Port of Tacoma contributed resources to the UW Tacoma Port of Tacoma Endowed Professorship.
Length of Partnership	29 years
Number of faculty involved	2
Number of staff involved	10
Number of students involved	10+
Grant funding, if relevant	The Port of Tacoma has provided endowment funding and has contributed resources to the UW Tacoma Port of Tacoma Endowed Professorship.
Impact on the institution	Through this partnership, a Port of Tacoma Endowed Professorship was established on the UW Tacoma campus. Another important component of this partnership with direct impact on the institution is Port of Tacoma active participation in the Center for Urban Waters Advisory Board.
Impact on the community	This partnership represents a long standing relationship that focuses on sustainability and economic development issues within Tacoma and the South Sound region with an emphasis on collaborative activities that study the Thea Foss waterway.
Project/Collaboration Title	

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Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #11

Project/Collaboration Title	Tacoma Whole Child Initiative (TWCI) and Action Mapping Project (AMP)
Organization Name	Tacoma Public Schools
Point of Contact	
Email	
Phone	
Institutional Partner	School of Education, Urban Studies, Academic Affairs, Chancellor's Office

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Submitted by University of Washington Tacoma on 2/11/2019. Last modified on 7/19/2020.

Purpose of this collaboration	School of Education faculty and Tacoma Public Schools share a common desire to address the need to increase academic excellence, school safety, and social and emotional learning in the Tacoma Public Schools district. Members of this partnership strongly believe that Tacoma Whole Child Initiative offers a roadmap for transformation that leads to student success. This approach is theoretically grounded in best practices from education reform, turnaround schools, and literature on comprehensive learning systems as well from evidence-based practice in organizational change literature. The partnership is build around the philosophy that "it takes a whole village to raise a child," and that "it takes a whole child to raise a village." Tacoma Public Schools is also an active partner in the Action Mapping Project (AMP) led by in Urban Studies. The Action Mapping Project translates the experiences and perceptions ingrained in the minds of middle- and high-schoolers into rich data that cities can use to make informed decisions about how to keep kids safe, make efficient use of community resources and change neighborhoods for the better — all while inspiring young students to engage in cutting-edge research and to explore in-demand career fields. The project initially partnered with the nonprofit Safe Streets, and involved 600 students. It's now grown to engage the entire Tacoma Public school district and is aligned with our other collaborative project the Whole Child Initiative. Other partners include Metro Parks Tacoma and the City of Tacoma.
Length of Partnership	6 years
Number of faculty involved	3
Number of staff involved	10
Number of students involved	600+
Grant funding, if relevant	Tacoma Public Schools has granted UW Tacoma over half a million dollars in support of TWCI. In turn, UW Tacoma has matched this commitment through Chancellor funding.
Impact on the institution	TWCI and AMP are exemplar community based research projects and professional development programs. TWCI brings professional and technical expertise from UW Tacoma directly to the school district. UW Tacoma faculty and staff provide valuable hands-on training and guidance to district wide leadership, teachers, and support staff, conduct surveys, and analyze data and trends that allow educators to respond quickly and appropriately to specific problem areas. This partnership has been highly successful in developing new initiatives that build on the early successes of this program. AMP is a good example of building on early successes. AMP is a massive project using participatory methods on a scale that hasn't been done anywhere. trained students to administer the map-drawing program to their peers — kids working with kids to make their neighborhoods and their lives better by producing maps and data. Student action-mappers will be eligible for direct admission into UW Tacoma's Urban Studies program.
Impact on the community	The partnership works under the belief that a city and community thrive when its schools are student-centered. The partnership is committed to creating whole children and strong citizens. Whole children read, write, and solve math problems. They are socially strong, emotionally resilient, and self-determined. The impact that AMP has had and will have on our community is immense. AMP uses the tacit spatial information children carry around in their heads about their everyday experiences, the neighborhood routes they choose and choose not to use. It's valuable, rich information that organizations can use to make data-driven decisions about where and how to invest taxpayer dollars.
Project/Collaboration Title	

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Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #12

Project/Collaboration Title	Multiple
Organization Name	Tacoma Community House
Point of Contact	
Email	
Phone	
Institutional Partner	Urban Studies, SIAS

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Submitted by University of Washington Tacoma on 2/11/2019. Last modified on 7/19/2020.

Purpose of this collaboration	Faculty members with expertise in immigration policy and urban and community development regularly work with the leadership of Tacoma Community House to provide support for their activities. This includes faculty from Urban Studies and the School of Interdisciplinary Arts and Sciences. In turn, leadership of the Tacoma Community House serve on our advisory boards (e.g., Urban Studies Advisory Board), co-organize community events held on campus, and participate in various educational events and classes. For example, Tacoma Community House was an active partner in organizing the 2017 annual Urban Studies Forum (Assessing the South Sound's Prospects as a Welcoming Region) and contributed to its content as a knowledgeable community group.
Length of Partnership	10 years
Number of faculty involved	5
Number of staff involved	
Number of students involved	3
Grant funding, if relevant	SIAS faculty received internal Strategic Initiative Fund/CPES funding to support a collaborative project called "Displacement, detention, and integration of immigrants and refugees in the South Sound. "
Impact on the institution	Tacoma Community House has multiple partnerships with faculty members and academic programs at the University of Washington Tacoma. For example, Faculty in Spanish Language and Community Psychology, funded through the UW Tacoma Strategic Initiative Fund, provide opportunities for teams of students to work with immigrants and refugees who are integrating into South Sound communities after being detained at the Northwest Detention Center. In addition to the Tacoma Community House, this project partners with other local non-profit organizations, including the Northwest Immigrant Rights Project and Advocates for Immigrants in Detention Northwest.
Impact on the community	Through joint research projects, we as a community will better understand the major barriers that immigrants and refugees who are integrating into South Sound communities face and what services and support systems are needed to help alleviate these barriers.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	

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Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #13

Project/Collaboration Title	Affordable Housing
Organization Name	Tacoma Housing Authority
Point of Contact	
Email	
Phone	
Institutional Partner	Urban Studies
Purpose of this collaboration	Tacoma Housing Authority (THA) is a critical partner in meeting the housing needs of our students. Importantly, THA Assistance Program houses or pays to house homeless or near homeless UW Tacoma students. Leadership of the agency regularly interact with our campus leadership regarding affordable housing options for our community and other real estate decision making, and with our faculty members regarding housing policy analysis and affordable housing development strategies.
Length of Partnership	8 years
Number of faculty involved	3
Number of staff involved	
Number of students involved	10
Grant funding, if relevant	Not applicable

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Impact on the institution	THA Executive Director and other THA staff participate in graduate courses (in Community Planning/Urban Studies) on affordable housing development, which has proven highly effective in educating students in housing policies and methods of financing affordable housing developments. In addition, UW Tacoma has an institutional internship program with THA, which annually places interested students in various sections of the agency. Over the years, Urban Studies has acted as an important source for providing a large number of interns and employees to the agency. As such, the relationship between Urban Studies and THA has become continuous and reciprocal in nature.
Impact on the community	Partnership between UW Tacoma and THA is producing tangible results for the community. This includes production of affordable housing for students who are from this region, as well as supporting the real estate strategies to maintain and increase affordable housing stock. We are also an important research support in advocating for affordable housing policies in the region, resulting in recent efforts by Tacoma and other cities to adopt more effective tools to increase the affordable housing stocks. Indirectly, our communities also benefit from the educational pipeline between our campus and THA. Many of our students, who are trained by the university and mentored by THA, are engaged in the production and maintenance of affordable housing in Tacoma and beyond. In the future, THA looks forward to having UW Tacoma faculty and staff provide evaluation/assessment of its policies, programs, and development projects. Given the UW Tacoma resident expertise in housing, this function will further expand our partnerships with THA. As such, the Office of Community Partnerships will actively seek and support faculty members and their students to engage in this important and mutually beneficial ongoing project, through which our students are trained in housing policy evaluation, while improving THA's service to the community. In the end, the University, THA, and those who need affordable housing in Tacoma will benefit from this partnership.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	

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Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #14

Project/Collaboration Title	South Sound Alliance/Action Mapping Project
Organization Name	South Sound Together
Point of Contact	
Email	
Phone	
Institutional Partner	Urban Studies and Chancellor's office
Purpose of this collaboration	UW Tacoma joined the South Sound Together organization as it was being formed in early 2015. The group is made up of the CEO's and PIO's and/or Marketing leads for the various organizations joining the coalition. Over the first four years of work numerous organizations have moved into or out of the group according to the financial commitments the institutions were making at the time. UW Tacoma has maintained its membership continuously. South Sound Together partners, from more than two dozen local businesses and institutions, are working together on two big goals. The group is spreading the good news about the South Sound through print and digital advertising and sharing stories about what makes our community a great place to live and a good place to do business.
Length of Partnership	4 years
Number of faculty involved	2
Number of staff involved	1
Number of students involved	20
Grant funding, if relevant	SST has supported two faculty-driven initiatives at UW Tacoma. These are South Sound Alliance and Action Mapping Project

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Impact on the institution	South Sound Alliance was formed by UW Tacoma as a regional initiative to create collaborative decision-making processes for all jurisdictions in Pierce and South King Counties. This ongoing project was partially supported by South Sound Together for two years. The Action Mapping Project (AMP) helps improve decision making that impacts quality of life for children and young adults in the region. Its STEM educational focus also offers additional opportunities for middle school and high school students to seek further education beyond K-12. The goals of these programs help South Sound Alliance meet its goals/mission of increasing the visibility of the region and its quality of life.
Impact on the community	The partnership has invested several hundred thousand dollars each year in projects that build a stronger community and a stronger economy. UW Tacoma has invested approximately $25K each year in the organization over the past four years.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

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Partner #15

Project/Collaboration Title	Multiple
Organization Name	Tacoma Pierce County Health Department (TPCHD)
Point of Contact	Anthony Chen
Email	
Phone	
Institutional Partner	Nursing and Healthcare Leadership, Urban Studies
Purpose of this collaboration	Over the last few years, faculty members from various academic units have worked on joint research and partnership projects that span different aspects of community and public health. This has included faculty members and students from Nursing and Healthcare Leadership, as well as Urban Studies.
Length of Partnership	4 years
Number of faculty involved	5
Number of staff involved	5
Number of students involved	20+
Grant funding, if relevant	
Impact on the institution	A few examples of work being done through this partnership that that have had an impact on our institution are highlighted here. Nursing and Healthcare Leadership faculty members and students collaborate with leaders in the Pierce County Medical Reserve Corps (MRC), which functions under the umbrella of the Tacoma Pierce County Health Department (TPCHD). This collaborative works to improve the health of communities, whether through improving emergency responses or resilience or responding to disease outbreaks.
	Assistant Professor in Nursing and Healthcare Leadership, and number of students have worked on a Food Equity and Justice program with TPCHD. Facilitated by _____, the purpose of this project was for students to partner with the Tacoma Pierce County Health Department to support and further the work of their Community Food Advocates Program by creating a PhotoVoice. The current goal of the community food advocates (CFAs) is to focus on increasing support for local food enterprises to improve food access, affordability, marketing, and the creation of innovative ideas that address food injustices in the Tacoma area. In Spring 2017, faculty and students of Nursing and Health Leadership focused on housing insecurity in Fife, Milton and Edgewood (cities within the region). They worked with North Pierce County Community Coalition and with the Tacoma Pierce County Health Department. This was a continuation of the work of the previous cohort. The team used windshield survey, semi structured interviews of stakeholders, including managers of apartment complexes, city council, and community volunteers. They assessed selected housing areas for availability, cleanliness, safety, affordability. One faculty member and a staff member in Urban Studies worked with TPCHD analytics unit to create an online platform to visualize some of the data they use, along with the Greater Tacoma Community Foundation, for their education initiatives. In previous years, a faculty member from Urban Studies and three students worked on a joint sustainability research with TPCHD.

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Impact on the community	Our partnership with TPCHD helps improve the livability and quality of life in the region, with a focus on social justice and equity. Our collaborative community engagement projects are highly applied in nature and connect directly to everyday life of our community members, including food, shelter, health, and well being. These collaborative projects focus both on short term and long term quality of life issues that require mitigation and planning.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

E.2.2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships?

Yes

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E.2.2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships:

The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining, and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.

Almost the entire campus operation, including food service, is accomplished through creative and reciprocal community partnerships. This is how University of Washington Tacoma came to be a university campus BY and FOR the people of this community. From those early days, the Tacoma community has been heavily involved with the campus development. In that spirit of engagement and partnership, our community was closely engaged in the process to refresh the campus mission and vision statements as an integral part of the 2015-16 strategic planning process. One of the outcomes of that process was to reaffirm our campus commitment to UW Tacoma's compelling urban-serving mission. Along with that commitment, the campus agreed to embrace the Coalition of Urban Serving Universities (USU) reinforcing pillars: i.e. working to advance student success through innovation, and initiatives to achieve community transformation through partnerships.

Historically, our systematic institutional approach to hearing (and acting on) community perspectives has been through our advisory councils from across campus academic units and initiatives. These councils provide expertise and advice on a variety of topics relevant to the university, and serve as a community voice in our deliberations and strategies. Members of these councils are representative of stakeholder constituencies from throughout all sectors of our community.

Starting next year, our two new Councils for the Office of Community Partnerships (i.e, Faculty & Staff Advisory Council and Community Advisory Council) will play a more strategic role in this regard.

E.2.3. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community?

Yes

E.2.3.1. Describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:

In 2015, incoming Chancellor Mark A. Pagano launched a comprehensive strategic planning process, with a 30-member steering group, which included Tacoma community representatives and selected advisory board members. The process posed this critical question: "As an urban-serving university, what positive role can UW Tacoma play in achieving your [the individual being asked] aspirations?" Over 1100 faculty, staff, students, alumni and community members (in nearly equal numbers) responded. These responses were organized into areas of common aspiration, which ultimately became the six Impact Goals of our new campus Strategic Plan (Charting our Course, June 2016).

Our Strategic Plan Coordinating Committee (SPCC) is working with the campus leadership team and other constituencies to select metrics to systematically measure these goals. The metrics for the Impact Goal on Community are currently student-focused on the High Impact Practices of: 1) Percent of student credit hours in

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service (community engaged learning) courses and, 2) Number of students engaged in internships for credit. The SPCC is working with leadership, advisory boards, and Office of Community Partnerships to develop additional meaningful metrics. Our new community engagement database will increase our ability to provide systemic assessment of our community partnerships.