The thrill is in the ride.
We don’t want to hear it. We train for the summit. It is before us, we believe it is the future, a fixed point to conquer.

What if we shifted our thinking, to understanding that the future is in the ride? How do we manage it, how do we adjust to its shifts, how do we anticipate its turns, and how do we correct for balance, has everything to do with how relevant we are for the next ride and how far we endure beyond. Like sailing.

“As you tack into the wind, you are obligated to make continuous adjustments. Your progress towards the mark depends on the wind and its direction, its velocity and variability, the current, the competitive environment. There are no constants,” said Calvin Bamford Jr., President of Globe Machine Manufacturing Company, discussing new approaches to learning necessary for a globalizing environment. Mr. Bamford, founder of the Bamford Family Foundation with his wife Joanne, has supported innovations within the Institute for Global Engagement (IGE) and particularly the Global Honors Program that anchors it.

In this our Spring issue, as we celebrate one of our highest numbers of graduating Seniors and prepare to welcome our largest ever Junior cohort in Global Honors, we are delighted to feature a recent conversation with Mr. Bamford. We talked about the collaborations necessary across academia and community to promote student excellence. Such collaborations are the mission of the IGE; our discussion addressed what this concept meant and how best to create the conditions for student excellence.

“Collaboration is a structured concept, the practice of it is highly diverse, and that is what is required for effective collaboration. Diversity of approaches is essential to developing effective collaboration. The most stimulating environment is the world environment with world collaboration, facilitated by technology. Participation from business and nonprofits provides so many opportunities to support the community and each other,” said Mr. Bamford.

The collaborative approach to learning is what drives the development of the IGE. The past few months have been filled with exciting explorations of new models of inquiry through conversations with community leaders, meetings with tri-campus partners, and site visits to incubators and MakerSpaces. Structural conditions have received close attention, and we have formalized approval for institutional and individual partnerships in classroom instruction and experiential learning. All of these are essential, as Mr. Bamford put it, “to build a culture of inquiry, an entrepreneurial service spirit. We have to build an attitude and ability to problem-solve.”

Mr. Bamford described his education (“decades ago”) at the University of Pennsylvania Wharton School. “Classes had hardly any textbooks, we were doing case studies in groups under time pressure and were under stress to innovate, to find solutions, to find problem-solving techniques. We were presented stress points to perform and think. (Now) we need to give students the process of how to go about structuring a response to situations, usually a response to a need, such as creating jobs or making things work.”

The ability to problem-solve and to structure a response to need, has formed the business strategy of Globe Machine ever since its founding in 1917. Taking over from his father 49 years ago, who in turn had led the company for 50 years, Mr. Bamford developed a deep appreciation for adaptability. In the business of product development and semi-custom supply for almost 100 years, Globe has recognized that “every product, every need is different. We have always been obligated to innovate and develop questions differently.” More importantly, “everything has an expiration date. Just like cottage cheese, steak, or milk, don’t treat anything as if it will be here forever.’ Don’t rely on the heritage. The future depends on re-lifiting. Just because something has been here for 25 years, it does not predict anything for the future. All we know and can depend on is the commitment and ability of those who are on the watch now.”

As we went back to our experiences in nature, from where we both derive inspiration and life skills, Mr. Bamford talked about his joy in sailing, “I always enjoyed sailing for the constant problem solving.” As invigorating as mountain climbing and hiking are, the summit is not the goal, “If you see a hill in the distance, then you realize it is a false summit with another one behind it, and another one. Preparing to make adjustments is what it takes. The summit ahead may be a false summit!”

As we wish our graduates the very best, we renew our commitment to our current students and community partners. We are on the watch now, we’re here for the ride.

Divya McMillin, May 2015
The Institute for Global Engagement promotes interdisciplinary and collaborative research on global issues. The Bamford Fellowship in Global Engagement (BFGE) includes a $2000 student award and $1000 faculty stipend to help fund research activities. The 2015 Global Honors Colloquium features the very first BFGE research panels, in which inaugural fellows Ganita Musa (Social Welfare & Global Honors, Class of ’15), Ryan Brookman (Environmental Studies & Global Honors, Class of ’15) and Marian S. Harris, Ph.D, LICSW, ACSW (Associate Professor, Social Work Program) are one of two teams presenting collaborative research projects. Their topic, The Effect of Community Involvement in Disaster Relief, considered the lessons learnt from devastating natural disasters in South East Asia and Washington State. They shared their compelling experience in a recent conversation with IGE Program Administrator Paul Carrington.

What is the Bamford Fellowship in Global Engagement (BFGE), and why did you originally decide to apply?

(Ryan Brookman; RB) The BFGE supports year-long research projects, to be conducted in a team of two students and one faculty member, studying an issue of global relevance with a local connection. I decided to apply because it gave me a unique way to approach my Global Honors capstone thesis, while at the same time being able to explore issues related to my major from a different perspective. Working with Ganita and Dr. Harris, both of whom are from the Social Work program, gave me a wider perspective than I would have had from just studying scientific and policy ramifications.

What is your team’s research project?

(Ganita Musa; GM) Using the 2004 Indonesian Tsunami and 2014 Oso, WA mudslide as case studies, we have studied the impact of natural disasters on mental health, and the effectiveness of Community Driven Development (CDD) in reducing poverty in the aftermath of natural disasters. Based on this, our recommendation is to develop stronger communities in order to limit such devastating impact.

What benefits of this type of collaboration are as follows:

(a) gain experience working as part of a multidisciplinary team;
(b) gain an understanding of varied research responses to problems faced by victims of natural disasters;
(c) engage in and facilitate discussion to better understand the complex problems encountered by communities when faced with natural disasters;
(d) give and receive support from members of the research team; and
(e) engage in community-based research.

Students benefit from the supervisory expertise of UWT faculty. What benefits flow the other way? Do students like Ganita and Ryan influence your work?

(MH) Students like Ryan and Ganita greatly influence my research interests and pedagogy. First of all, my research focuses on children and families. Therefore, I was particularly interested in the impact of the mudslide in Oso, WA on children, adolescents and families who lived in this community. Secondly, I have used my work with Ryan and Ganita to help social work students in my practice classes to gain an awareness of the role of social workers in communities when there is a natural disaster and to also teach them how to work with others as part of a team to achieve positive outcomes. I plan to use this experience in my 2015 autumn quarter research class to teach students about community-based research and the role of researchers and community when conducting collaborative research studies.

Why is your topic relevant to Washington State? What are the community serving implications?
(GM) At first, it seemed difficult to connect our topic to local communities, but as we narrowed things down it became a perfect match. As natural disasters can strike any community around the world, the lessons learned will vary. But comparing the impacts of the Indonesian tsunami to case studies in Washington is relevant. We conducted focus groups with survivors of the Oso mudslide to see what lessons could be learned. From this, we concluded that the immediate dispatch of resources for disaster relief can help communities achieve effective and faster recovery.

**Has this project helped connect the themes raised in Global Honors classes and those you’ve studied in your major?**

(RB) Absolutely. It’s easy to get locked in to examining the natural world from a purely scientific point of view. Through the BFGE, I have been better able to see how environmental issues play out in the globalized world. For instance, I’ve learned that the flow of information between international organizations such as the World Bank and environmental planning is crucial. While many view globalization as detrimental to the environment, this project has illustrated the flipside of that coin.

**Do you see a connection between this kind of undergraduate activity and students’ readiness for postgraduate opportunities?**

(MH) Yes, there is a direct connection. In this type of activity students are able to broaden their knowledge base and enhance their research skills. They learn the significance of being ethical when conducting research and how to protect the rights and confidentiality of research subjects. Students also learn about all facets of getting approval to conduct research from the University of Washington Human Subjects Review Committee; knowledge and experience from this process will be assets to any student who plans to pursue postgraduate study. Students also gained experience in how to interact with community members; these skills are very significant in the professional world, as well as in any postgraduate program of study. The experience of working as part of a team teaches students the significance of completing individual work of high caliber that will result in an outstanding thesis and manuscript that will be submitted for publication to a peer reviewed journal.

**What advice do you have for students considering Global Honors and the BFGE?**

(RB) Go for it! Both Global Honors and the BFGE seemed like immense challenges at first. But, while they are both challenging, the rewards they offer are also immense. Global Honors allowed me to make connections with other motivated students when I first transferred to UWT. These connections have turned into friendships that will last long after graduation. The BFGE gives you the opportunity to work on your capstone over a longer period of time, which allows for a more in-depth look at your field of study. It is a great feeling to enter your final quarter with such a huge head start!

**What advice do you have for faculty who are interested in working with Global Honors (or other) undergraduates on this kind of research project?**

(MH) I strongly suggest the following: (a) meet with the student or students to assess whether or not their research interests and your research are a “good fit;” (b) make sure you have the time to commit to working with undergraduate students; (c) learn about the Global Honors Program and your responsibilities as well as the responsibilities of students; (d) develop measurable goals for you and your students; (e) establish due dates for all work required to complete the research and thesis; (f) schedule regular meetings with students; (g) develop a clear and concise plan for the Colloquium presentation.

**Ganita and Ryan, what professional or postgraduate plans do you have for life after UWT?**

(GM) I have been accepted to the Master of Social Work Program at UW Seattle, starting this summer. Even though I love going to school, my plan will be to find work after graduating from that in 2016.

(RB) I plan on working in the environmental policy arena, ideally working on issues related to climate change. Eventually, I would like to attend grad school with the aim of teaching Environmental Studies.

**And what will be the first thing you do immediately after graduation?**

(GM) Before starting grad school this summer, I will spend as much time as possible with my family. Hopefully I will also have time to socialize with my friends who have been supporting me with my schooling in the last few years.

(RB) I plan on taking a trip to Yellowstone National Park with my wife to explore and, more importantly, to relax!

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**Melanie Basil, Amy Blanchard & Christine Stevens, Ph.D**

_Congratulations also go to our second 2014-15 BFGE research team, Melanie Basil (Psychology & Global Honors, Class of ‘15), Amy Blanchard (Psychology & Global Honors, Class of ‘15) and Christine Stevens, RN, Ph.D (Associate Professor, Nursing Program). Their research project, Sex Trafficking and Prostitution: An Exploration of Prostitution Models and Their Effect on Victims of Sex Trafficking, compares international case studies with the experiences of individuals and organizations in Washington State to determine policy recommendations for the regulation of prostitution. You can read about Amy’s experience, including her study abroad in the Netherlands, in the Winter 2015 issue of this newsletter (available online at tacoma.uw.edu/global-honors/publications)._
The UWT Global Honors Program is now accepting applications for the Autumn 2015 cohort. All students who will be of sophomore or junior standing that quarter, have a 3.5+ GPA, and a demonstrated interest in global themes are encouraged to apply online ASAP at:
tacoma.uw.edu/global-honors/admissions

Global Honors offers motivated UWT students the opportunity to explore global issues in thought-provoking, seminar-style courses. Drawn from multiple disciplines, each faculty member brings his or her own unique perspective and specialty to the Global Honors classroom, pushing students to grow by examining issues from new vantage points and through unfamiliar media.

Few classes challenge comfort zones like Tyler Budge’s section of TGH 302: Global Imaginations, a course designed for the analysis of major themes, concepts, trends, and techniques permeating world literature, visual arts, music, dance, theatre, and other forms of creative expression. Trained in multiple artistic forms, Tyler encourages students to explore and express their identities, and the issue of identity formation, through sculpture.

In their first assignment of spring quarter, Global Imaginations students constructed a “memory palace” of their childhood home, sculpting wooden cubes to convey the role of place in the formation of their current beliefs and values. In the second assignment (pictured left), students redesigned their cubes to express how those beliefs and values inform their current identities. In their final project, students will assume an “alter ego,” researching and adopting the beliefs and values of a foreign identity and then adapting their wooden sculptures to convey what dynamics occur when their real and alter egos meet.

With few having previously considered themselves to be especially ‘artistic’, each student readily admitted the initial challenge posed by these assignments. Yet, each rose to that challenge—one student going so far as to literally climb inside the box in order to think outside it—and each ultimately appreciated the opportunity to press beyond the familiar and develop essential skills in creativity and adaptability, skills that will serve them well long after they graduate from UWT.

Special thanks to the UWT faculty who supported our seniors’ capstone projects this year:

This newsletter was produced by Paul Carrington, Divya McMillin, Chris Theine, and Alexis Wheeler. Special thanks to Calvin Bamford Jr., Ryan Brookman, Marian Harris and Ganita Musa. Thanks also go to the UWT community vendors who lent their support to IGE events in Spring 2015 (pictured, below right). The banner photo at the top of page 1 was taken by Paul Carrington in March 2010, and features the Punakaiki Pancake Rocks on the west coast of the South Island of Aotearoa New Zealand.

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