

IIGE NEWSLETTER

Institute for Innovation and Global Engagement
 AUTUMN 2020/WINTER 2021 | ige@uw.edu/globalid@uw.edu



IN THIS ISSUE

AVC'S COLUMN 1

THE NEW INNOVATION & DESIGN MINOR: A CONVERSATION WITH DR. HUATONG SUN 4

GLOBAL ENGAGEMENT IN THE PANDEMIC: STUDENT AND ALUMNI STORIES .. 6

UPDATES FROM THE GLOBAL INNOVATION & DESIGN LAB..... 11

GLOBAL ENGAGEMENT CONFERENCE 13

Name it, place it, map it!

*Dr. Divya McMillin,
 Associate Vice
 Chancellor for
 Innovation and
 Global Engagement*



The black ink would glisten for just a few moments, catching the light before it sank into the thick white sheet my father would stretch out on his huge sloping desk at the Bureau of Economics and Statistics in Bangalore, India. My eight-year-old mind would imagine all the dusty roads and lush green fields that found their way into the neat and precise sheaves of grain and thin black lines my father would draw, free hand, onto massive maps. As a cartographer, he made many fieldtrips deep into rural Karnataka, my home state. He would come back with anecdotes and data, and then I would be taken to his office, skipping school for some illness or the other, to watch, perched on a hard cold stool, his experiences come alive in those maps.

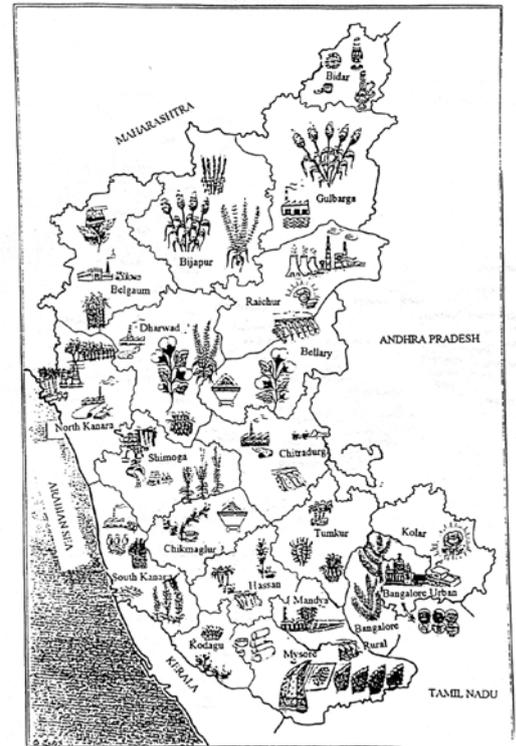
My academic research in postcolonial theory and global media opened up cartography in a new light, a space for critique of colonial imperatives, the deliberate othering of the colonized. Imperial cartography mapped the native consistently at a disadvantage, erasing lands, resources, and lived practices, transforming "disorder" into order. I included one of my father's state maps in my doctoral dissertation (*see pic right*), his office itself a product of British colonialism, but his drawings representing the richness of his experience as a native son.

As we continue another term under the pandemic, I am reminded so starkly of the ambiguity of mapping, where we are expected to "show up" in institutional ways, yet feel the inadequacy of templates to name our lived experiences. For an academic unit devoted to global learning, the restrictions on travel make it even more challenging to move the dial in conventionally understood ways. This issue of the IIGE's newsletter is dedicated to our students, staff and faculty and their efforts to name, place and map their

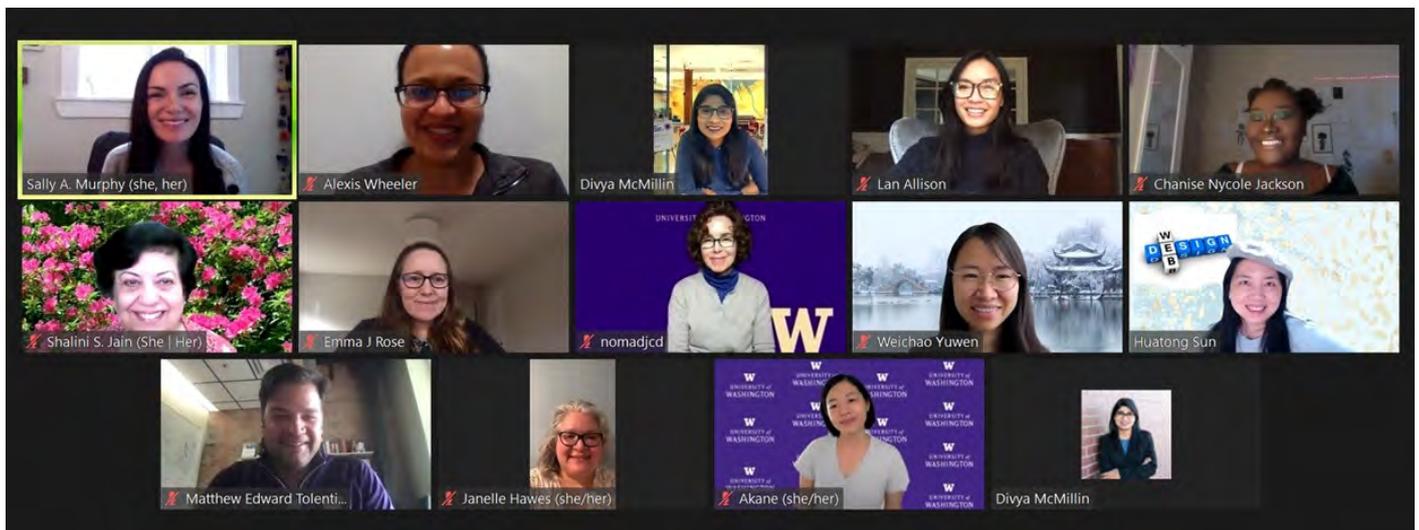
experiences and accomplishments in ways that make sense to them. While we are under pressure to demonstrate robust numbers in enrollment, community projects, funding, teaching evaluations and all such sorts of easily visible measures, we want to substantively open up metrics of success to include stories of journeys, of empathy and understanding.

Our representative Faculty Council (*see pic below*) devoted significant time in our Fall retreat, and our Fall and Winter meetings, to discussing new courses and programming that would strengthen the synergy between the IIGE's two Minors: Global Engagement and Innovation and Design. The latter rolled out in Winter 2021, read about its features in the shared piece by Drs. Joanne Clarke Dillman and Huatong Sun (SIAS) on Page 4. The new Minor is one of the initiatives of the Global Innovation and Design (GID Lab), with a charge to deliver a curriculum that is responsive to the needs of our global city and its diverse communities.

Map of Karnataka

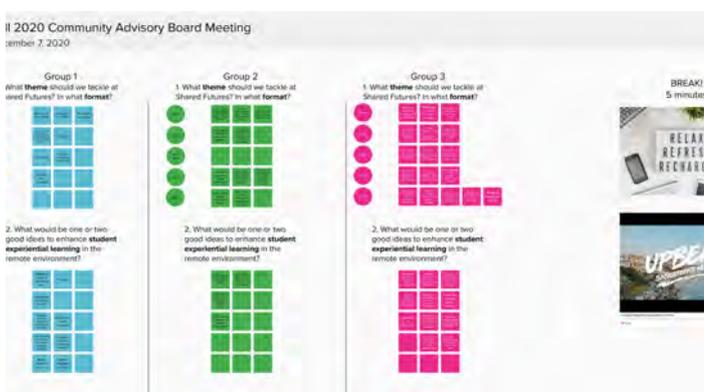
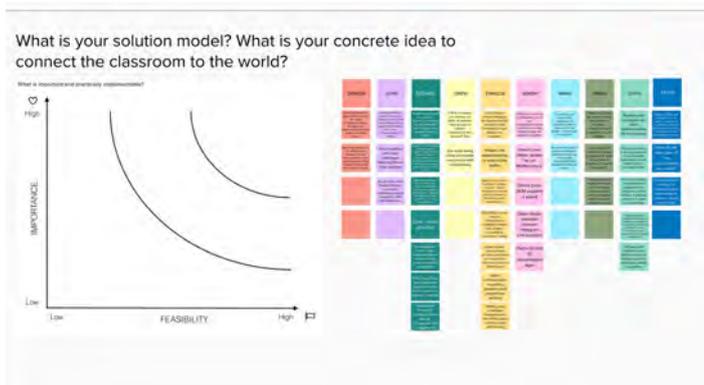


Source: Punita, D. (1995). Government of Karnataka: District Socio-Economic Indicators: 1996 (DES No. 36/1995). Bangalore: Directorate of Economics and Statistics.



The student stories that follow on Page 6 demonstrate the depth of learning within and beyond what we offer in the Minor in Global Engagement. On Page 12, we feature students in the GID Lab who continue to boost efforts to make the Lab as accessible as possible to anyone wanting to use design thinking to problem solve through empathy. Working with Dr. Weichao Yuwen (Nursing and Healthcare Leadership) on Cocobot was a highlight for the students this quarter!

I am particularly excited about the conversations I have been having with faculty about ways the IIGE can support curriculum development and how sponsored research could include students and perhaps connect to our ongoing GID Lab community projects. Projects with United Way of Pierce County, the Tacoma Pierce County Chamber of Commerce, South Sound Together, and the Institute for Black Justice to name a few recent examples, orient students to real needs in the community and provide them with career connections. Each project invites us to change narrative, to rethink institutional mapping imperatives and to center voices historically rendered invisible. We are exploring ways to create opportunities for micro credentials and digital badges to recognize student learning in these projects. Some of this work we have presented at the 2020 International Conference on Education, Research, and Innovation. For more on the GID Lab, please read our monthly bulletin, IDEATE.



IIGE Community Advisory Board members brainstorm through MURAL to reimagine global experiential learning and connect students to professional development opportunities.

Our Community Advisory Board with a mission to help us connect classroom to world, has been a steady support. Summer and Fall Board meetings were rigorous discussions on solution models used by members that were tested and uniquely changed under the pandemic. Students co-designed with Board members through MURAL, new ways to support experiential learning and career connections (*see pics left*). Watch for our Global Careers series launching February 19, 2021, and featuring Board members. The Global Engagement Conference in May 2021 continues to scale up, as students across UW Tacoma and area institutions present capstone research and experiential learning on a range of global topics.

We hope you enjoy this mapping of IIGE stories and are inspired to join us in our many activities and events!

--Dr. Divya McMillin

The New Innovation & Design Minor: A conversation with Dr. Huatong Sun



What was the impetus to create the Minor?

The impetus for the Minor can be traced to the strategic location of the UW Tacoma campus. We're located in the backyard of the two of the top five global tech giants, and we see the Port of Tacoma--one of the top ten container ports in the U.S.--as we walk down the hill every day. Being an energy and job source for the South Sound region, our campus is among the top 50 culturally diverse campuses in the United States. Driving inclusive innovation and design practices is a natural choice and a new form in the long-standing practice of advancing the campus's urban-serving mission.

Can you provide an overview of the Minor?

At the center of design thinking is the human community and its needs. The IIGE's Minor in Innovation and Design equips students with ways of thinking, creating, and taking up the world's problems in a collaborative and ethical way. Students work by examining the problem itself and then in cycles of design thinking (iteratively), which is a means to create pathways to problem solving. This

- Associate Director Dr. Joanne Clarke Dillman

interdisciplinary Minor draws on methods and theoretical perspectives from the human sciences, the liberal arts, and the design disciplines.

What are the goals and description of each class?

The Minor consists of a total of 25 credits (4 required courses and 1 elective course):

- TWRT 350 *Principles of User-Centered Design* will walk students through a human-centered design methodology
- TGID 320 *Innovation & Design Studio* will immerse students in real-world design projects by following the rigorous design process they learned from TWRT 350
- A 300-400 level design-oriented course offered within various programs across campus to help students connect a gateway course in their major to the Minor and as a breadth course for the Minor
- TGID 420 *Reflexive Design Portfolio* concludes as a capstone course. Students will reflect on their design project experiences in design portfolios and articulate their developing design philosophies as digital influencers

Students in the Minor can present at the Global Engagement Conference, but are there other ways that the Minor can benefit students in Global Honors?

We are more than happy to offer customized design thinking workshops to Global Honors students through, for example, workshops

The New Innovation & Design Minor *continued...*

related to the theme of global engagement. Also, Global Honors students are welcome to register for the Minor courses, particularly TGID 320. I think every contemporary student should have design literacy.

Can you tell us about your background and ways the minor is community engaged?

I study how to design and innovate for usable, meaningful, and empowering technology in this increasingly globalized world to bridge cultural differences. I enjoy doing intellectual work that connects critical thoughts with creativity and that bridges academy and industry. For example, I published two research monographs with Oxford UP, *Cross-Cultural Technology Design* (2012) and *Global Social Media Design* (2020); I also write for popular media like *Fast Company* and *The Conversation*, and speak at the SXSW and other industry conferences.

One of the best parts of my teaching experience at UW Tacoma is to work with students in a variety of design courses. I particularly enjoy engaging students in real-world design projects with community partners. Indeed, real-world projects were part of my teaching from my first day as a professor. Later, I included the approach of design thinking in my classes, around 2008. I remember asking my graphics design students to read Tim Brown's design thinking article when it was first published in *Harvard Business Review Magazine*.

Over the years, I learned a lot from my students and my community partners, which have included a multicultural center, a

Native American tribe, a free rural clinic, a women's center, and non-profit organizations for people with disabilities and LGBT communities. For example, in our recent project with the North Pierce County Community Coalition, what struck me is that we thought WE were there to help and transform the community as designers. But in the end, we gained a new perspective, and we were transformed into better designers and better selves. In that end, design is a form of sociocultural inquiry. It's a very fulfilling experience, and this is the experience we want to bring to our Minor students and the broader community at UW Tacoma.

In a breadth course for the Minor I'm teaching this quarter (TCOM 330 Mobile Communication & Social Practice), I included the following two sentences in my syllabus: (1) "Design is a way of understanding the world and changing the world" (Blomberg, 2015). (2) "Design is one of the fundamental ways of power distribution and redistribution" (Sun, 2020, p. 33). I'll teach TGID 420 in the spring quarter and TGID 320 in the future.



Global Engagement in the Pandemic: Student and Alumni Stories

Sharing the Student Experience

- Summer Turnberg

I had the honor to be a student speaker at the November UW Board of Regents meeting. In my address to the Regents, I talked about how UW Tacoma has changed the trajectory of my life and helped me work towards my goals. I highlighted how appreciative I am of the places I call home on campus, three of which are my job in the Center for Student Involvement, my RSO (the Multicultural Association of Pre-Health Students or “MAPS”), and the Global Honors Program. In my address, I also shared the resources that I have taken advantage of, which include, but are not limited to, using the Wi-Fi hotspots on campus, using the private study paces, and attending group workshops through



Counseling and Psychological Services for stress support in the pandemic. Other programs have included free COVID-19 tests, an increase in emergency aid, and outreach and cooking tutorials from the Center for Equity and Inclusion.

The Board of Regents truly valued having a student perspective on the organizations that they are a part of and knowing how much students value the programs in place. Outreach is incredibly important to letting students know these programs are available to them and has been one of the most challenging aspects of the virtual learning environment. An important realization for me was that, with my place of privilege of having so many connections, it has been much easier for me to know about these different programs. Those students who are just entering the school or who are more introverted may critically need these resources but not know about them. After the Board of Regents meeting, I am focusing my work and volunteer time on campus to ensure a better experience for students by letting others know how UW Tacoma can help, whether that be with specific COVID-19 resources or with opportunities to connect with one another.

Student and Alumni Stories *continued...*



Advocating for Equitable Access to Healthcare

- Veronica Ramirez Ramsay

I am honored to be nominated for the Latino Center for Health Student Scholars Fellowship. Thank you to all who believe I am worthy of such recognition. My current study and work focus consists of advocacy and inclusion for underserved communities, including the Latinx community. I have been able to continue to promote the health and well-being of Latinx communities amidst the pandemic.

As a Latina of color and an aspiring healthcare leader, my long-term career goal is to improve health within the Latinx community through advocacy, policy reform, and activism. I currently work at the

Downtown Emergency Service Center (DESC), a non-profit agency based in Seattle that provides services for the homeless population. In collaboration with case managers and administrative staff, I have advocated for and helped translate materials into Spanish for clients who are undocumented, thus aiding in the paperwork and documentation process. Furthermore, I am able to improve the patient experience in a hospital setting by assisting with basic care for patients as a COPE Health Scholar at Swedish Hospital. I am working collaboratively with physicians, nurses, and the rest of the health care team, with the mission to deliver high quality care.

This year I discovered the urgency of policy advocacy, so I decided to pursue a fellowship in public policy. I have developed the tools to create change in my community, as a fellow of Centro Latino's Institute of Public Policy, Training & Education. An advocacy effort I am partaking in is including the artwork of Dolores Huerta at the Washington State Capitol. Dolores Huerta is the labor leader and civil rights activist who, with Cesar Chavez, is a co-founder of the National Farmworkers Association. I am wholeheartedly committed to being a servant leader to the Latinx community and achieving the optimal health and well-being of my community.

Student and Alumni Stories *continued...*



Managing Mental Health Amidst the Pandemic

- Heather Swanson '17

In Spring 2019, I was attending TSOCW 514 and learning about mental health and the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), when I first heard about the National Alliance on Mental Illness (NAMI). The NAMI On Campus founding officers were recruiting new officers to launch the RSO and recruit more members. During the NAMI presentation, I recalled my lived experiences with mental health challenges, the anxiety I felt during my undergraduate programs (Psychology and Global Honors), and my inquiry into support groups through Disability Resources for Students, as well as learning no such support groups existed on

campus. The final thought that motivated me to become a NAMI On Campus officer was the unmet need of an autistic peer support group on campus that could be part of NAMI On Campus and my Master's in Social Work (MSW) Capstone Thesis.

I was selected to be the NAMI On Campus Vice President (VP) in 2019, and in 2020 I chose to remain the VP and continue serving the University of Washington Tacoma community. The current, 2020-2021, school year brought many changes within NAMI On Campus, including new officers with new perspectives and ideas, and the transition from on campus to remote learning because of the COVID-19 pandemic. Additionally, a new autistic peer support group, Square Pegs On Campus, was finally launched through NAMI On Campus on December 9, 2020.

To better facilitate the Square Pegs On Campus peer groups and NAMI On Campus member meetings, I spent 12 hours during winter break becoming Mental Health First Aid (MHFA) certified. I am now better prepared to provide MHFA to adults and youth experiencing mental health challenges. I will also be trained as a NAMI Washington Connection Support Group Facilitator, and will co-facilitate upcoming NAMI On Campus peer support groups at UW Tacoma.

Student and Alumni Stories *continued...*

Forging Identity between Two Countries and Cultures

- Angel Reddy

When I studied abroad in 2019, I thought it would be an exotic experience. I wanted to walk away with stories of my worldly travels. Most of all, I wanted answers about my culture.

As an Indian American, growing up in the United States wasn't always pleasant. My life was fraught with confusion about my identity as I was judged constantly by my brown skin. Many people had a singular idea of what it meant to be Indian.

So, I studied abroad in Bangalore, India to understand just what it meant to be Indian. The program was designed to examine feminism through the lense of weaving, meeting with various women who created intricate, handwoven garments. The brilliantly dyed pieces of cloth still remind me of the beauty all around India. We also studied the complex history of India and examined our role as travelers to the diverse nation.

Outside of the program, as my days stretched, it became harder for me to exist in India. While I looked like the people around me, I didn't quite fit in. Many of the prejudices I experienced in the United States existed within India. I found myself in between two cultures and two nations, in neither of which I completely belonged. I joined Global Honors to seek the language to describe my experience. I wanted to unpack globalization and the meaning behind being a global citizen.



Ultimately, I traveled to India to find answers. Instead, I found more questions. However, I am proud that I faced those questions. Being abroad was a challenging experience that shaped me into the person I am today. This is largely why I currently work at the Office of Global Affairs as an OGA Fellow. I want to help other students prepare for their studies abroad. I want to help students who may question their identity as they try to find their place in the world. I myself am still seeking to understand my place in it. While I may never know the full answer, I am simply happy that I challenged myself to find one.



Student and Alumni Stories *continued...*

From Classroom to World

- Haley Anderson '17

I caught the travel bug when I was young, and I decided to continue to develop my passion through the Global Honors Program and my Organizational Leadership master's degree with a concentration in Global Leadership. While at UW Tacoma, I received the Bamford Fellowship in Global Engagement and used those funds to study abroad in Greece to collect interview data for my undergraduate research project. I was able to combine the research of my professor, Dr. Taso Lagos, with my own to understand how Greek citizens felt about refugees and undocumented migrants coming into their country in 2016. I extended my research to also investigate how United States citizens felt about refugees entering the U.S.



In addition to my research, I am a co-author of "Narrating Hellas: tourism, news publicity and the refugee Crisis's impact on Greece's 'Nation-Brand,'" an article recently published in the Journal of Tourism History. The article combined qualitative interview data from previous trips conducted by Dr. Lagos, including my journey. During the class time while studying abroad, we discussed the history of tourism in Greece and the impact of nation-branding on today's climate. Between 2015-2016 tourism numbers continue to increase despite the growing number of refugees entering the country, the public showed a positive outlook towards refugees.

All my studies and travel experiences have led me to learn and grow as an individual by becoming more involved with various ethnic and cultural communities. I encourage you all to continue to explore what your global presence looks like, whether that is on an international level or in your locality, especially during Covid. Presently, I do my best to take leadership principles I learned in the Global Leadership concentration and apply them to the clients I work with at Goodwill of the Olympics Rainier Region.

UPDATES FROM THE GLOBAL INNOVATION AND DESIGN LAB!

- *Lan Allison, Administrative Specialist, GID Lab*

The Global Innovation and Design Lab hit the ground running with the start of the Autumn Quarter. Whether through our website, social media, or Zoom, the new online world has urged us to think creatively and use design thinking for solving the problems that surround us. Remote instruction and work did not stop the Lab from conducting many exciting workshops with a wide range of community partners (see Table).

The GID Lab team, comprised of Associate Vice Chancellor and co-founder, Dr. Divya McMillin, Program Administrator Krissy Kimura, Administrative Specialist Lan Allison, and the GID Awardees, Faith Kim, Kalyn Jones, and Ayda Kedirkhan continued to adapt to online tools such as Mural, Zoom, Airtable, and Trello to foster a collaborative and innovative space for design challenges.

GID AUTUMN 2020 EVENTS

- *South Sound Together Next Leaders Initiative* design thinking workshops in October.
- *Pacific Lutheran University Act Six Scholars* design thinking workshops in October and November
- *Resilient Pierce County* design thinking workshops in October
- *United Way of Pierce County From Poverty to Possibilities Summit* Resilient Communities Through Human Centered Design workshop in November
- *Puget Sound World Usability Day* event in November

Although 2020 took us out of our comfort zone, we saw the willingness and need for adaptation and change. We also saw pressing reminders that diversity, inclusion, and equity should remain at the heart of our work. One example of how this translated to action is Fall 2020 awardee, Ayda Kedirkhan's BIPOC student project, to boost the Lab's efforts to ensure the Minor in Innovation and Design was inclusive to BIPOC students. Through design thinking, Ayda and the rest of the Awardees were able to develop How Might We statements and create affinity maps for some of the need finding. Ayda also created a survey to understand student experiences which was sent out at the end of the Fall quarter. The GID Lab will use this information to further enhance inclusivity in our design projects.

How Might We find and promote aspects of design that will interest BIPOC students?

How Might We [create a safe and diverse environment for BIPOC students to learn about Innovation and Design] ?

How Might We [empower BIPOC students to join the minor and feel comfortable to stay (as active members)] ?
[create a system that welcomes all] ?
[Engage students in important discussions/conversations that may be uncomfortable] ?

HMW Statements produced by the GID Awardees

FOLLOW US!

- Twitter: @GlobalIDT
- Instagram: GID_Lab
- [Website](#)

THE GID LAB IS A MEMBER OF THE DESIGN JUSTICE NETWORK

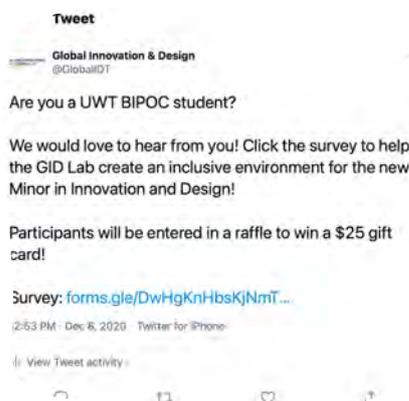


Winter 2021 quarter brought a new opportunity for students in the GID Lab: assisting with Dr. Weichao Yuwen's [CocoBot Team](#) and with our first ever Instagram take over on the UW Tacoma Instagram account to launch the official GID Instagram page! Dr. Weichao is serving as the Winter 2021 Faculty Supervisor for our Awardees and will be leading them as they work on developing the Cocobot, an AI chatbot platform that aims to improve the mental and physical wellbeing of caregivers to children with chronic health conditions, with the CocoBot team. [Please see updates in our monthly newsletter, IDEATE!](#)



Instagram Takeover posts promoting the GID Takeover and the GID Award application

As we build momentum in this new year, we are hopeful that we may soon be able to meet in person and continue the good work of our Lab. We cannot wait to build, side by side, a community around solving issues for equitable growth and social justice through a global mindset and design thinking!



Our Tweet with the most interaction was our BIPOC student survey!



Our most-liked Instagram post was our debut post with 24 likes!

COMING UP!

UW Tacoma Global Engagement Conference

Open to graduates and undergraduates at UW Tacoma and area institutions, the Global Engagement Conference aims to bring together solution-oriented projects and papers on global issues that connect us all. This year's conference particularly welcomes submissions that offer "innovation and inspiration in an Era of COVID-19."

CALL FOR PROPOSALS

Title and abstract (400 words) due: February 22, 2021

Acceptance notifications announced: March 15, 2021

Please submit abstracts here:

<https://catalyst.uw.edu/webq/survey/wheela/400249>

We welcome submissions and especially intersectional critiques that engage with one or more of the following globally-focused conference themes:

Global Innovation & Design:

- COVID-19: How does design thinking help us innovate through community challenges?
- Grassroots/Participatory Design
- Experience Design
- Design Justice

Climate & Environment:

- Deferred or Stalled: Actions on Climate Affected by Covid-19
- Climate Activism Around the World
- Food and/or Water Access and Scarcity
- Sustainability Practices
- Environmental Degradation/Pollution
- Smart Cities and the Environment

Globalism:

- Nativist Responses
- Diasporic Identities
- Refugees and Migration

Health & Human Rights:

- Covid-19 Debrief: What worked and what didn't?
- Body, Community and Environment
- Population Health
- Migration and Refugee Flows
- Indigenous Rights and Recognition

Media & Security:

- Misinformation/Lack of Information
- Election 2020 Debrief
- Transnational Media Networks
- Global Consumerism and Hybrid Identities
- Social Media and Fake News
- Soft Power
- Cyber-Surveillance and/or Policing
- Community and Political Security
- Proliferation and Disarmament





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Our mission is to create the conditions for ethical global engagement, to produce innovative solutions through interdisciplinary research, inclusive practice, and community engagement.

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