



## Request for 2020/202 Funding Services and Activities Fee Committee

### BUDGET PROPOSAL CONTACT INFORMATION

Department Name:

Create Date:

Due Date:

Submitter Name:

UW Email Address:

Phone Number:

Department Head Approval:

Department Head:

Requested Amount:

## Departmental Information

### STUDENT UTILIZATION

The Global Ambassadors program and informal language lessons give students global learning experiences without having to leave campus. The program introduces new topics and perspectives about global issues to students through themed monthly cohort meetings. Participants engage with local experts, have peer-to-peer open discussions and learn from each other about how similar struggles for justice and access are experienced in global contexts. Students find the topics to be challenging, but powerful and enjoy the fact that they can connect and discuss these topics in a group setting outside the classroom. This program gives students opportunities to build skills that they'll need to compete in a globalized world. By purposefully engaging with peers from across the world, Global Ambassadors are developing skills like cultural humility, cross-cultural communication, mentorship, and adaptability. Students are introduced to new faculty and staff, which allows participants to build new relationships and networks on campus and in the community.

Language lessons: Utilizing the language and cultural expertise of our students, we hope to continue informal language lessons (Arabic and Japanese) that are open and free to UW Tacoma students. The informal language lessons are an opportunity for students to practice foreign languages that are not offered for credit at UW Tacoma. Because UW Tacoma only offers for-credit courses in Spanish and Mandarin, this initiative significantly expands opportunities for informal language learning; it also celebrates our students' linguistic and cultural diversity and promotes intercultural learning and exchange among our students.

### CORE VALUES/MISSION ALIGNMENT

Our programs are intended to reduce disparities in achievement, experience and opportunity across diverse groups of students and increase opportunities for students to embrace the assets of our diverse communities through local and global learning and engagement experiences, in alignment with the Strategic Plan, as described here:

- **1-C: Increase use and assessment of high-impact educational practices across all programs and for students in all stages of their studies, including co-curricular and global learning**
  - Participants in our range from first year to graduate level students, and the purpose of the program is to bring together international and domestic students. Programs allow students to develop international perspectives, gain cultural humility, learn a foreign language and inspire action in their local communities, without having to leave campus.
- **3-D: Increase the number of community partnerships, including those that connect global and local communities**
  - Each month our cohort gathers to discuss local social justice issues but through a global lens. During these meetings the students have learned how to get involved with the local community.
- **4-D: Reduce disparities in achievement, experience and opportunity across diverse groups of faculty, staff and students. 4-F: Increase opportunities for students to understand and embrace the assets of our diverse communities through local and global learning and engagement experiences**
  - We know that 80% of employers are looking to hire employees with international experience, but we also know that only 3% of UW Tacoma students study abroad. As such, we want to bring international, domestic and multi-lingual students together to help them learn from each other and give them global learning opportunities on campus.
- **5-B: Increase confidence among students, faculty and staff that UW Tacoma cares about and is responsive to the concerns of occupational and demographic groups.**
  - Based on recent studies at UW Tacoma (conducted by Dr. Hyoung Lee), international students are often lonely and feel isolated from their non-international peers. Our programs are an opportunity for students to develop relationships with those with whom they might not otherwise meet, which can lead to a broader social and professional network for all participants.

### SAF-FUNDED PROGRAM OR SERVICES GOALS AND OUTCOMES

#### The Global Ambassadors Program aims to:

- Develop relationships between domestic and international students through social opportunities and monthly discussions about local and global social justice issues.
- Create a welcoming space for students, while helping them form a deeper understanding of and connection with UW Tacoma's urban-serving mission.
- Enrich the UW Tacoma experience for participants by engaging with nonprofits that are creating positive change in our communities.

#### Participants will:

- Develop cultural humility and other skills needed to compete in a globalized world
- Explore dynamics of privilege and oppression in the global and local context
- Build meaningful relationships with people from diverse backgrounds and learn to feel more comfortable having civil conversations with people of differing opinions.

#### Program delivery goals:

- Participant Retention
  - Funding has allowed us to focus on participant retention throughout the academic year.
- Cultural Humility Framework
  - Increased funding has allowed us to ground the Global Ambassadors program in the framework of cultural humility. Our student employee has undergone cultural humility training and uses it to inform lesson plans as well as develop monthly assessments targeting established learning outcomes.
- Student Engagement
  - Participant feedback indicates a desire to interact more outside of formal monthly cohort meetings. With 2019-2020 funding, our student employee has been able to create more bi-monthly social activities for participants.

As mentioned above, the increased funding allowed us to sponsor more social events, which have aided in participant retention and created a safer environment for participants to open up during cohort meetings. Participants have even organized additional activities outside the scope of the program, which demonstrates how participants are actually developing relationships.

Because of the increased funding, our student employee could work during the summer quarter. During this time she collaborated with staff and students to develop official Global Ambassadors mission statement and learning outcomes, assess the current state of the program, make application system adjustments, and develop a more inclusive outreach plan. It has also given us time to partner with local organizations (Hilltop Urban Gardens, Muckleshoot Tribal Nation, and the Rainbow Center), units on campus (CEI, CSL and DRS), and faculty to plan events and cohort meetings. In January and February, 2020, we welcomed a group of 8 visiting Brazilian students to our cohort meetings and social outings.

This year we offer Arabic and Japanese lessons twice per week - supported by the SIF. Lessons are facilitated by student workers who are native speakers - who are trained and supervised by staff from the Office of Global Affairs. For the Japanese lessons, we collaborate with the TLC, which has offered their space and helps to promote these opportunities to students.

#### Informal Language lessons goals are:

- Create opportunities for informal language learning for students (in languages that are not offered for credit).
- Celebrate the linguistic diversity of our student body.
- Promote intercultural learning and exchange among students.

We are currently limited to two languages because of limited funding, but hope to offer additional lessons in the future.

#### STUDENT UTILIZATION (COMPARISON OVER PAST 2 YEARS)

For the Global Ambassadors program, we had 33 applicants in autumn 2017 and 41 applicants in autumn 2018. Most recently in autumn of 2019 we had 45 applicants. Each year we've seen a large number of applicants and then a relatively steep drop off of students by the 2nd or 3rd month. During the 2018-2019 year, for example, we had about 8-12 students attend events during winter and spring quarter. This year we've been able to retain a larger group of students at each cohort meeting (ranging between 12-18). This is also the first year in which we've been able to accept applications on a rolling basis. We've had 5 new students apply for the program during winter quarter alone.

Out of the 45 participants for the 2019-2020 academic year, 18% of participants identified as international students from countries like China, Japan, India and South Korea. Participants that identify as "domestic" students either have family or personal connections to countries like Somalia, Brazil, Germany and Kazakhstan. The participants represent many areas of study, from Business to Biomedical Science to Psychology to Computer Science. Of these students only 50% are local to Tacoma representing a diversity in the student experience even within just the State of Washington.

The informal language lessons (Arabic and Japanese, previously also included Korean) have been in place since 2017 and have been offered to students for free, with support from the Strategic Initiative Fund. Unfortunately, this funding expires in June 2020. During the academic year 2018-19, 32 students participated in Korean lessons. During the same period, 21 students attended our Arabic lessons. Some of these students only attended one or two sessions, but some attended regularly over the course of a quarter or even the entire academic year. We currently offer two 45-minute lessons per week, from week 2-8 each quarter.

#### COLLECTION OF FEEDBACK & IMPROVEMENTS

Every month use assessments to measure students' experiences and takeaways from the cohort meetings. At three points throughout the year we ask students to complete reflection activities in which their progress in understanding keystone program lessons is assessed. At the beginning of the year we assessed how comfortable students are with specific terms, like cultural humility, privilege, social justice issue. Mid-way through the year students gather in small groups and are asked to define the terms and give examples of how they have popped up either in Global Ambassadors or in their everyday lives. Students will again be assessed at the end of the year to assure that they have gained confidence and understanding of these terms. The final assessment will also provide data around our program learning outcomes and the progress students have made throughout the program. We also track attendance with sign-in sheets. We use data to choose monthly themes, make changes to activities and delivery of content, plan social events and market our program.

For language lessons: Students sign in or swipe in with their Husky cards at the beginning of each language lesson. We also administer language lesson evaluations at the end of each quarter. The evaluations are administered both in hard copy and electronically (for those students who missed the last session of the quarter), and ask a series of closed-ended and open-ended questions modeled after the teaching evaluations used by academic units. Students typically provide detailed feedback, including what they liked most, what they liked least, and what change(s) they would like to see implemented. The staff member responsible for supervising language lesson facilitators also observes at least two lessons per quarter and provides feedback to the facilitator throughout the quarter.

#### SERVICE BENEFITS TO STUDENTS

At its foundation, Global Ambassadors seeks to create globally minded students who are confident in their ability and willingness to engage in discussions about difficult social issues from a stance of cultural humility. The program gives students the opportunity to have global learning experiences without leaving campus. For example, after our visit from Hilltop Urban Gardens and our discussion of food deserts, many domestic students were surprised to hear that food insecurity is not an issue in other countries that our international students are from, like Japan. This changed their outlook about their local community and helped them develop a more global lens. More recently, 8 Brazilian students joined us and participated in a discussion about global issues, like the #metoo movement, populism, and injustices towards Indigenous people. Global Ambassadors had the chance to engage with individuals from different backgrounds and learned how to feel more comfortable having civil conversations with people of differing opinions. During social events, as students begin to bring in the same conversations had during monthly cohort meetings, we have seen a rise in comfort when it comes to having these difficult discussions. Our beginning of the year assessment directly asked students to rate their comfort in having difficult conversations about important topics and we hope that the work we've done show the confidence students are gaining.

We also hope that Global Ambassadors participants take away a stronger connection to both the local and global community. This connection is grounded in cultural humility, which is life-long reflection about one's own culture and the culture of others. At the beginning of the program, participants were asked to describe cultural humility and, understandably, most struggled to do so. During our January cohort meeting, participants were asked to do the describe it again, and this time they had a much better grasp on the idea. Here's a student quote: "Understanding that you will constantly be learning about other cultures and will never really be fully competent." When asked for an example of how this is used in their life, one participant said "Not making assumptions about people when engaging in conversations with people from other cultures."

Participants are also starting to build a stronger connection to the local and global community through their actions. Many participants have shown an interest in attending local events (farmer's market) or volunteering at local organizations (Hilltop Urban Gardens). Our collaboration with the CSL has meant that 3 Global Ambassadors participated in the BreakAway program in December 2019.

Informal language lessons: In the end-of-quarter teaching evaluations, students consistently share their excitement and gratitude for being able to learn a new language from one of their peers (the language lesson facilitators are trained bilingual student workers). Students also report developing a better understanding of the cultures and countries, in which the languages are spoken and often express a desire to engage with the language more frequently.

#### ADDITIONAL INFORMATION OF FUND UTILIZATION

Our student worker works 10 hours a week and is paid accordingly. We've used \$375 from contract services to pay local speakers and plan to use the remaining \$125 for a representative from a Tribal Nation. We've spent \$400 on food and plan to spend the rest of it during our final retreat. Thus far we have spent \$106 in the non-food supplies category. Originally we had planned to spend this money on social events for participants to attend around the Puget Sound. Although students have had the opportunity to participate in these kind of events (pumpkin patch, ice skating and attending Enchant), most participants prefer to engage in activities that are closer to campus, like the Broadway Farmers Market, bowling, or participating in an on-campus gift exchange. We hope students will be interested in attending some spring quarter events (Tulip festival, hiking), but would prefer for this money to be reallocated to contract services in the future.

Having only been allocated \$500 for food, staff and our student employee have used personal funds to purchase food for our cohort meetings. As cohort meetings take place from 1:00-3:30pm, it is only reasonable to expect food to be provided to participants. Food also helps to build community and encourages students to continue attending. If we are awarded funding again, we hope that we can shift some allocations around so as to receive more for food and less for non-food supplies.

## Staff Budget Requests

Category	Details	Amount Requested
Student Staff <sup>3</sup>	<b>Global Ambassadors Coordinator- Develop outreach strategies to attract new students; Create program curriculum and orientation; Identify possible guest presenters or meeting topics pertaining to social justice and cultural humility; Monitor program applications; Plan for and attend monthly cohort meetings; Update Global Ambassadors website; Monitor monthly attendance; Plan bi-weekly social opportunities for participants and attend these events; Develop assessment tools; Analyze student feedback</b>	E001
	Student Staff Wages:	<b>\$7,200</b>
	Fringe @ 20.9%:	<b>\$1,505</b>
Student Staff <sup>3</sup>	<b>Informal Language Lessons Facilitator #1</b>	E002
	Student Staff Wages:	<b>\$1,650</b>
	Fringe @ 20.9%:	<b>\$345</b>
Student Staff <sup>3</sup>	<b>Informal Language Lessons Facilitator #2</b>	E003
	Student Staff Wages:	<b>\$1,650</b>
	Fringe @ 20.9%:	<b>\$345</b>
PERSONNEL TOTAL:		<b>\$12,695</b>

## Other Budget Requests

Category	Details	Amount Requested
Contracted Services	This year we used 75% of these funds by January. We'd like to reallocate funds for next year so we can continue to pay local individuals to speak at our meetings throughout winter and spring quarter.	S001 <b>\$750</b>
Other Services	HRPM Workday fee for 3 student employees	S002 <b>\$2,295</b>
Non-Food Supplies & Materials	To spend on social events. After analyzing assessment and student feedback, we hope to reallocate a portion of these funds from 19-20 to food and contracted services for the 20-21 academic year.	S003 <b>\$750</b>
Food	Having been allocated \$500 for food in 19-20, staff and student employee have used personal funds to purchase food for our program. We hope to reallocate funds this year, but are not asking for more.	S004 <b>\$1,000</b>
SUPPLEMENTAL TOTAL:		<b>\$4,795</b>

PERSONNEL TOTAL:	<b>\$12,695</b>
SUPPLEMENTAL TOTAL:	<b>\$4,795</b>
<b>COMPLETE PROPOSAL TOTAL:</b>	<b>\$17,490</b>

## Supplemental Documents



**AGREEMENT FOR LANGUAGE LESSON FACILITATORS**

Agreement between Office of Global Affairs and Language Lesson Facilitators



**GLOBAL AMBASSADORS COORDINATOR JOB ANNOUNCEMENT**

Global Ambassadors Coordinator Job Description



**INFORMAL LANGUAGE LESSONS SUPPORTING MATERIALS- SA**

Additional materials, including photos and videos of language lessons



**GLOBAL AMBASSADORS PROGRAM SUPPORTING MATERIALS**

Photos, videos and student feedback