

IDEATE

INNOVATE - DESIGN - ENGAGE AT TACOMA.EDU

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APRIL IN THE LAB!

The mood in the Global Innovation and Design Lab is upbeat with the vaccine rollout and glorious sunshine (at least for three days in a row)! Most exciting is the surge in requests for campus collaborations and in stories of inclusive innovation in the classroom. This issue of IDEATE features Dr. Shatunova's unique approach to math as a way to understand and solve global problems. We introduce an inspiring proposal for a Little Free Library on campus. We provide updates on our community design projects for the Institute for Black Justice (IBJ) and the Tacoma Pierce County Chamber of Commerce (TPCC). As we build our offerings in Executive Education, we were pleased to debut our module on *Introduction to Design Thinking* for the Milgard School of Business Essentials of Management Program.

We have several exciting projects lined up for the summer: the *Innovation Through Design Thinking* course for the Milgard Executive MBA Program and support for the Little Free Library Project. In addition to bringing the TPCC and IBJ projects to completion, we will lead the UW Tacoma Campaign Committee through a vision and need process to inspire new ways of giving and support for our campus.

We are delighted to welcome back Program Administrator, Krissy Kimura, as she works back up to her full return from family leave in June. We're also looking forward to welcoming a new summer Design Assistant, Lina Fowler from Stanford University, who is finishing her engineering degree in Product Design. Lina will assist with our ongoing community projects and provide critical support for the launch of a framework for microcredentials in innovation and design thinking.

The Minor in Innovation and Design continues to grow and we will celebrate the first seven graduates at the end of the Spring Quarter. We're preparing for a fresh team of GID awardees in the Fall. Students assist with creating workshop materials and gain valuable skills in user research and workshop facilitation.

Last but not least, we are so pleased with a variation on our logo (left), thanks to Brian Anderson's (Office of Advancement) deft work! Watch for swag from the GID Lab and ways to get it!



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SPRING '21 COMMUNITY PROJECTS



Tacoma Pierce County Chamber of Commerce



Institute for Black Justice

UPDATES FROM OUR SPRING COLLABORATIONS

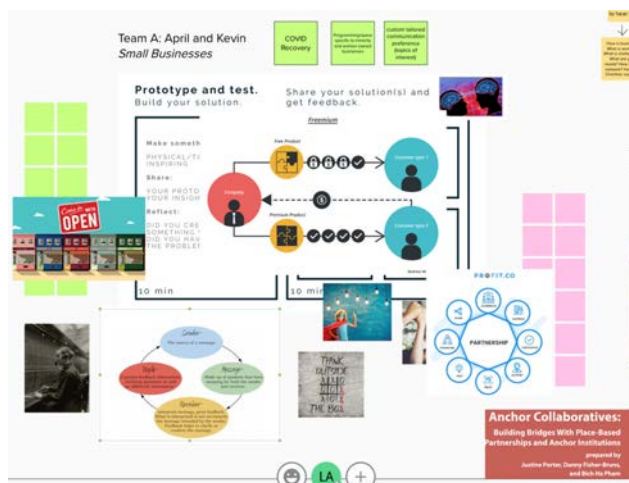
Tacoma Pierce County Chamber of Commerce (TPCC)

We wrapped up our intense design sprint with the TPCC on *how to make visible its commitment to making the South Sound the most equitable and inclusive place to do business*, on March 18 with all members inspired, exhausted, and very pleased with the collaborative work that brought forth far-reaching plans for the future. Placing the responses from our 837 business member survey and one-on-one user interviews at the forefront, the project team created prototypes to transform existing strategic imperatives and even create new ones.

These will be presented at the Annual Board Retreat design thinking workshop in June 2-3. The GID Lab team will lead the Board to iterate on the process prototypes and implement them for the 2021-26 strategic plan.



Picture 1: Word cloud representing top challenges from a survey of the TPCC's 837 members, in the next six months.



Picture 2: Prototyping board addressing better communication with members.

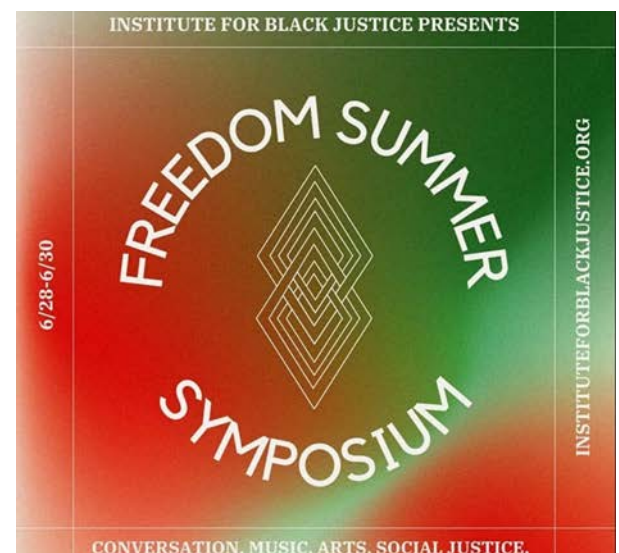
Institute for Black Justice (IBJ)

The Lab also conducted a need-finding workshop with four core members of IBJ to ideate for the theme of their June Freedom Summer Symposium. This workshop allowed the team to understand the needs of their audience and ideate for the activities and programming of their event.

IBJ's first annual Freedom Summer Symposium: Reconstructing the Dream will be held June 29-30. The Lab will host two workshops during the event with 30 participants working virtually to address this design challenge. The 30 participants have been selected through an application process and represent youth ages 18-35. While the 30 participants work and design, a larger community audience of around 150 will be in attendance to watch and engage.

Alongside the design thinking workshops, the Symposium will showcase our diverse community through dances, keynote speakers, art, poetry, and more! Panel discussions will also take place to discuss important issues focusing on justice and advocacy from the past to the present.

The GID Lab team is eager to participate in this Symposium and looks forward to more innovation, design, and equitable problem-solving come this June!



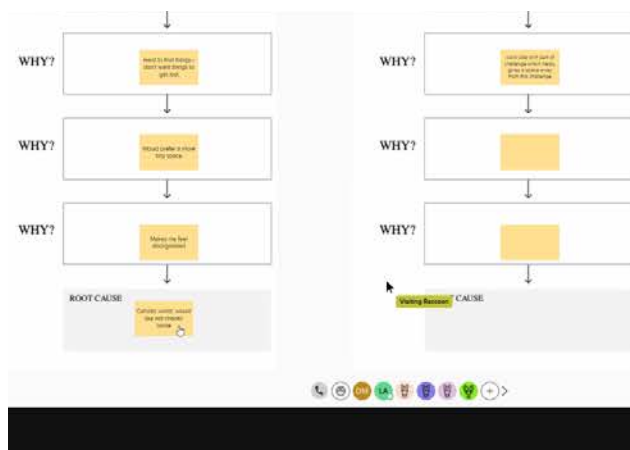
Picture 3: Tickets for the event can be purchased [here](https://instituteforblackjustice.org)!

MILGARD SCHOOL OF BUSINESS: ESSENTIALS OF MANAGEMENT PROGRAM

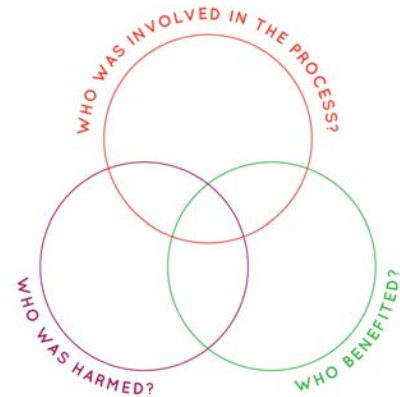
Not enough sleep, not enough time to clean, lack of motivation to declutter, lack of collaboration strategies to move through work team dilemmas--these were just some of the challenges produced through a brainstorm at the April 19, Essentials of Management Design Thinking module for the Milgard School of Business. Led by Dr. Divya McMillin and supported by Administrative Specialist Lan Allison, 13 area professionals, including a high school student, moved through the steps of empathy (by sharing their most pressing challenge with a team member) ideating (by generating at least five ideas to meet their partner's challenge), reflecting and sharing feedback and then prototyping (creating tangible models of the solution).

The students were given an introduction to design thinking and the design thinking process. Through the 5 Whys process, each student was able to take their problem statement and drill down to a root problem. In pairs, they spent time prototyping solutions to their partner's new problem statement. With only 25 minutes to ideate, students stepped up to the challenge and brainstormed solutions such as creating a dinner time activity, scheduling time to clean, or a suggestion box to keep communication open.

We ran out of time to fully develop prototypes but just the beginnings of that step brought participants into a deeper understanding of each other's struggles and strengthened appreciation of each other's capacity and desire to help. In the end, students celebrated their last module for their course with a new lens for problem-solving they can take with them into the future.



Picture 4: Each pair took turns with the 5 Whys process to get to the root of the problem.



Picture 5 : Delivering innovation through a framework for inclusion

Ideate: generate alternatives to test.

Sketch 5 ways to meet your user's needs. (20 min)



Picture 6 : Ideation to solve better student-professor relations and student needs.

Ideate: generate alternatives to test.

Sketch 5 ways to meet your user's needs. (20 min)



Picture 7 : Ideation to address lack of compassion in the workplace.



Picture 8: The class ended with a celebration!

INCLUSION IN ACTION - HOW CAN MATH HELP US IMAGINE RESPONSES TO GLOBAL ISSUES?

By Olga Shatunova



In my math classes, we use real-life examples of data and applications to interest and motivate students. In TMATH 110 (Introduction to Statistics) course, we brought math thinking into the study of global societal problems. Students learn that at their disposal they have tools of science and technology. But they need to infuse them with a deep sense of inclusiveness and compassion in order to solve global issues. We find and discuss inspiring projects for the environment and society. In bringing statistical thinking to real-world problems, students learn to apply descriptive statistics and its value in creating meaningful social good, advocacy, and awareness.

I design class activities to create an inclusive culture to promote open conversations about global issues and how to bring progress and harmony. Students chose group projects to research

topics that would help them better understand the implications of problems as diverse as climate change, drought, deforestation, poverty and hunger, and many others.

Students investigated a problem, gathered data, and made meaningful group presentations using descriptive statistics. With a firm understanding of principles of statistical thinking and a shared framework for presenting research, the teams presented their projects. They investigated the background of local issues and history, implications, and ideas for solutions. Tying problems and challenges to the ideas of design thinking (human-centered ways to solve problems in a creative and innovative way), the students presented their projects to the class. Questions were asked, solutions explored, and the teams had a chance to revise, reimagine, rethink their conclusions on the spot. Every group presented a list of possible actions.

At the end of the project presentations, the students chose the “winning team” - the one that demonstrated the clearest explanation of the research with a creative approach to solving the problem presented. As with most courses at the University of Washington Tacoma, the students were very diverse including members from India, Mexico, the USA, China, Eastern Europe, and Africa.

The class had chosen a project that reflected their shared global concerns by focusing on the water crisis in India. Rivers in India are undergoing drastic and rapid changes. Perennial rivers are becoming seasonal and not reaching the ocean. Many small rivers disappeared. Deforestation rapidly turned the land into a desert. In the summer of 2019, the 17 districts in Tamil Nadu experienced a horrifying water crisis. Cauvery River was the lifeline of southern India for thousands of years. Cauvery Delta was a “Rice bowl” supporting 4.4 million people. It was 46% depleted and lost 87% of tree cover in the last 70 years. This crisis was creating a situation of growing despair: 83% of farmers in Tamil Nadu are in debt. Many were dying from suicide or heart attacks (both the farmers and their wives).



Picture 9: Cauvery's depletion puts a huge stress on local farmers.



Picture 10: Depiction of the Cauvery River and Ganges River.

INCLUSION IN ACTION CONTD.

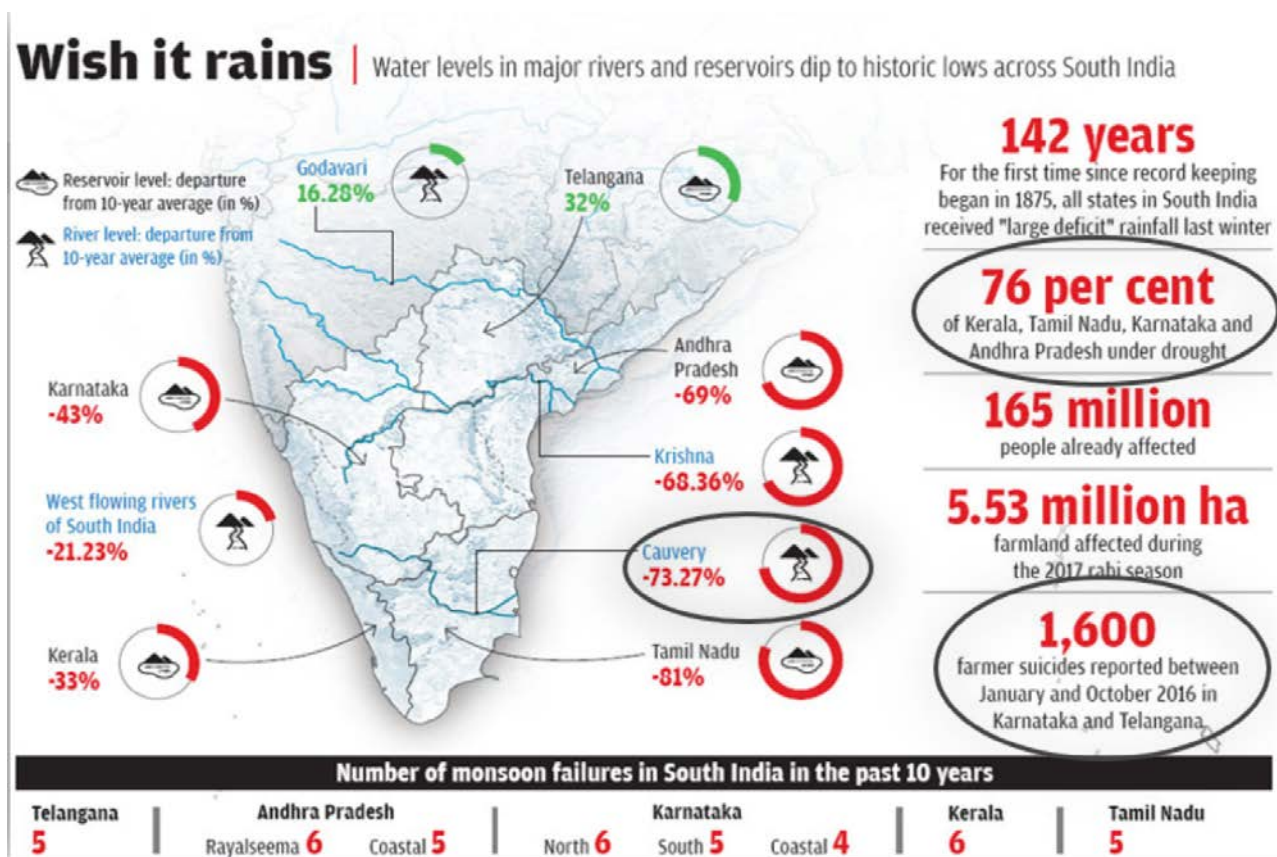
About “45,600 farmers have committed suicide over the last decade” and nearly 300,000 farmers have committed suicide in the last twenty years. Immediate action was needed. Sadhguru (Jaggi Vasudev) founder of Isha Foundation has been working on revitalizing Indian rivers for 25 years. First, he was “planting trees in people’s minds.” Sadhguru is the architect of the Cauvery Calling campaign, that encouraged farmers to adopt tree-based agriculture. It is the economic model with a common ecological goal to restore the tree cover and soil.

Our Stats class team had investigated the problem, gathered the data, and researched possible solutions to the Cauvery water depletion happening due to deforestation and over-farming. Students learned about an ongoing Cauvery Calling movement – the world’s largest eco-movement. The ambitious goal is to enable 5.2 million farmers to plant 2.42 billion trees in the Cauvery River Basin in 12 years by adopting agroforestry. Bringing the river back would transform the lives of 84 million people in India that depend on the Cauvery for drinking water, irrigation, and electricity from its water dams.

Based on the research, the entire class brainstormed how they could help. Groups came up with different plans of action. Students shared them on social media. We raised enough money to plant nearly 800 trees through the Cauvery Calling Project for the Cauvery River basin. Most importantly, students learned and practiced inclusion and raised their human consciousness.

They realized that to change the world they first need to transform every individual human being. It changed the way they think about water and opened their hearts to people on the other side of the planet. They experienced inclusiveness, learned to take charge of their own life and empower others.

Applied research can change lives and can begin as early as TMATH 100 and applying descriptive statistics and design thinking to make a difference wherever students put their advocacy and energy. A video of one of the final projects uploaded on YouTube as part of the presentation and can be viewed [here](#).



Picture 11: Diagram depicting the historic lows in water levels for major rivers .

UW TACOMA'S LITTLE FREE LIBRARY PROJECT

By creators TeyAnjulee Leon and Eric Wilson-Edge



Co-founder TeyAnjulee Leon



Co-founder Eric Wilson-Edge

Coming soon! UW Tacoma's very own Little Free Library (LFL). Our LFL is focused on engaging younger readers and community members by providing children's books featuring a diverse array of main characters as well as books that engage young readers in antiracism. This LFL also follows a "take a book, keep the book" model, so that users can freely enjoy their book without having to leave one in return. We were awarded a UW Tacoma Strategic Initiative Fund grant that allows us to finance this project.

I like to think this all started a few years ago when I got an email from this guy working in University Advancement who asked to write a story about me. That may be taking it back too far though. My friend, colleague, and the guy I jokingly call the Mayor of UWT, Eric Wilson Edge, sent me a message a few months ago with a great idea for a Little Free Library on our campus. Having worked with Eric in the past, it was easy to agree to collaborate.

Our hope for the future is that this LFL becomes part of our campus and community culture; something as recognizable and essential as the W. Part of ensuring the longevity is making sure there is continued funding and interest, which is something we are working on right now. We also have the idea to engage folx who visit the LFL on social media with contests, polls, and maybe even giveaways.

We have a few confirmed collaborators and a few with whom we are still brainstorming. Currently, we are working with students in the Innovation and Design Studio course taught by Dr. Emma J. Rose. They are helping us with user research as well as understanding overall logistics. The GID Lab is another one of our campus partners, and through collaboration with them, we plan to have the LFL built by UWT students. If you are interested in partnering with us, drop TeyAnjulee a line at tmleon@uw.edu. We would love to hear from you!

SHARE YOUR STORIES!

THE GID LAB WELCOMES STORIES OF INNOVATION, DESIGN, AND RESEARCH FROM THE COMMUNITY.

SUBMIT STORIES TO GLOBALID@UW.EDU

INNOVATE WITH US!

WE WELCOME YOUR IDEAS AND INVITE YOU TO GET INVOLVED IN OUR COMMUNITY PROJECTS BY CLICKING THE THE LINK BELOW.



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