

BUDGET PROPOSAL CONTACT INFORMATION

Department Name: Office of Global Affairs

Create Date: 03/02/2022

Due Date: 04/08/2022

Submitter Name: Courtney Kroll

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Department Head Approval:

Department Head: Jeff Cohen

Requested Amount: **\$18,876**

Departmental Information

STUDENT UTILIZATION

Like previous applications, we are applying for two separate programs - both facilitated by OGA: the Global Ambassadors program and informal language lessons.

Global Ambassadors: The Global Ambassadors program brings together domestic and international students for themed weekly cohort meetings, during which we discuss social justice issues with global and local impacts. Topics include ableism, indigenous issues, poverty, and religious oppression. Participants engage with local experts, have peer-to-peer discussions, and take part in guided reflection activities that challenge their understanding of power, privilege, and justice on a global scale.

Our participants benefit from the opportunity to engage in depth with these topics outside of the classroom with the guidance of our program coordinator. These serious discussions are balanced with social activities which allow participants to become familiar and comfortable with each other. This atmosphere of trust leads to rich discussions that connect our meetings to participants' everyday lives.

Language lessons: Utilizing the language and cultural expertise of our students, we also hope to continue informal language lessons (Japanese and a second TBD language) 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 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:

- **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 range from first year to graduate level students, and the purpose of the programs 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 week our cohort gathers to discuss local social justice issues but through a global lens. During these meetings students have learned how to get involved in 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 multilingual 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

Global Ambassadors: The Global Ambassadors Program provides an opportunity for global learning without the need to travel; it introduces students to the concept of cultural humility and connects our local and global communities. The program reflects UWT's urban serving mission by developing participants' interest and understanding of social justice issues while providing real ways for participants to be involved on our campus and in our community. Our guided discussions are rooted in cultural humility and, after meetings, members are able to see their world, their every day lives, through the lens of cultural humility. They are able to identify examples of power, privilege, and/or oppression in their local and global communities. Through our invigorating discussions they learn to build meaningful relationships with people from diverse backgrounds and learn to feel more comfortable having important conversations with people of differing opinions. Members leave knowing how to reflect on their biases, privileges, and the general intersectionality of their identities. As one of our members stated: "I really enjoy attending the group discussion. I was able to learn a lot from this discussion, especially since the topic (disability rights) was about stuff that I was not familiar with."

In 2021-2022, Global Ambassadors has had the opportunity to collaborate with other campus groups and organizations. We co-host events (Escape Room and Lunar New Year) with the International Student and Scholars Services team and collaborated with many RSOs to who hosted the Multicultural Night in January 2022.

Language lessons: This year we offer Japanese lessons twice per week - we have offered those lessons both in-person and via Zoom. We briefly also offered Korean lessons, but the facilitator is unable to offer them in winter quarter. 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 pre-COVID and is still helping 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.

STUDENT UTILIZATION (COMPARISON OVER PAST 2 YEARS)

Global Ambassadors:

During the 2018-19 academic year we had approximately 8-12 students participate in our events regularly. During the 2020-21 academic year we had approximately 7-12 students participate in our events regularly. We had to adapt our in-person model to a virtual Zoom model and had a consistent group of students participate, including Orié Kimura, a student who would eventually be hired as our Global Ambassadors Coordinator. Like last year, in 2021-22 we did not require students to apply to the program and forwent asking demographic questions (age, race, gender, etc.) beyond asking students their academic year and if they were a domestic or international student on our initial entrance reflection. We wanted it to be as easy as possible for participants to attend our first meeting. We also changed the frequency of the program, offering weekly meetings instead of bi-weekly or monthly meetings. This has resulted in quite a bit more work for our program coordinator, but has also allowed us to keep our attendance high. During autumn quarter we had record consistent turn-out, with at least 12-15 students at each weekly meeting. This year we have also been able to host off-campus events again, like a trip to the Escape Room (15 participants) or attending a Lunar New Year celebration (9 participants). Unfortunately, as Omicron hit during winter quarter, we had lower attendance at our virtual meetings in January, with about 2-5 students at each meeting. We started hosting in-person meetings again in February and had between 3-10 students participate. During one-on-one discussions, students have shared some of the global communities they belong to, including countries they may have grown up in or they strongly affiliate with like Japan, various countries in Latin America and Southeast Asia, and India. The participants represent many areas of study, from Business to SET to SIAS majors. There is no focused demographic school year bracket either; we have students who are sophomores, juniors, and seniors.

Language Lessons: The informal language lessons began in 2017 and have been offered to students for free, initially with support from the Strategic Initiative Fund and since 2020 with support from SAFC. During the 2020-21 academic year, 17 students and alumni participated in Japanese and Arabic lessons. Some of the participants only attended one or two sessions, but many attended regularly over the course of a quarter or even the entire academic year. In the current academic year (2021-22), 13 students have regularly been participating in Japanese lessons. We currently offer two 1-hr long Japanese lessons per week.

Based on student interest and feedback, we also tried to offer Korean lessons this academic year. Unfortunately, while interest in the lessons remains high, we only have a few Korean students at UW Tacoma at the moment, and our facilitator was unable to offer lessons after fall quarter. We hope to resume Korean lessons next academic year.

COLLECTION OF FEEDBACK & IMPROVEMENTS

Global Ambassadors: At the end of every meeting we reflect on the day's topic, and students provide either verbal or written feedback. Our coordinator takes detailed notes and reviews the notes after every meeting to assure progress is being made. Participants are sometimes asked to fill out post-discussion surveys, where we ask them to share topics they'd like discussed at future meetings. We often also ask students to participate in "What stuck with you?" reflection activities, examples of which are provided in the supplemental documentation section of the proposal. We track attendance using sign-in sheets when we were able to meet in person, and via Zoom as we meet virtually. 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: When we were able to meet in person, students sign in or swipe in with their Husky cards at the beginning of each language lesson. When lessons are taught remotely, we use Zoom registrant lists to keep track of participation. We also administer language lesson evaluations at the end of each quarter. The evaluations 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

Global Ambassadors: Global Ambassadors aims to provide a safe space for meaningful discourse and open discussion on relevant world issues from the standpoint of cultural humility. Verbal feedback from participants indicates that these meetings have given them new ways to see things that they never considered. Students have also returned to meetings with several comments regarding their participation in past meetings and have begun to share the ways in which these meetings have connected to their classes and daily lives. For example, after discussing Indigenous issues in the month of November, students decided to check out the Native American-focused menu items at Alma Mater. After learning about religious oppression, students independently researched local religious and ethnic minority groups and stumbled upon the Pacific Bonsai Museum in Federal Way. Several members have decided to visit the museum together this coming weekend.

But most importantly we have been able to provide a space for community in a time when social interaction is difficult. Because of the trust and intimacy we've built with our participants, we are able to read the vibe in the room and do a quick pivot to meet the needs of our students. If this means veering away from our planned program to allow students to vent about COVID and play skribbl.io, then that's what we'll do to help our students get through these challenging times. Our members feel they are part of a community during a time when many people are feeling lonely and left behind.

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. And finally, during the global pandemic which has meant social isolation for many of our students, we heard from many participants that creating community over a shared interest in language learning has been an important benefit for them as well.

Staff Budget Requests

Category	Details	Amount Requested
Student Staff ³	The Global Ambassadors Coordinator develop outreach strategies to recruit new students; Creates program curriculum and orientation; Identify guest presenters or meeting topics that pertain to social justice and cultural humility; Plans for and attend weekly cohort meetings; Updates Global Ambassadors website; Plans monthly social opportunities for attendees and attend these events; Develops assessment tools; Analyzes student feedback; Monitors program purchases and budget	E001
		Student Staff Wages: \$7,700
		Fringe @ 20.4%: \$1,571
Student Staff ³	Language Lessons Facilitator #1: Facilitates weekly language sessions for the campus community Selects or creates materials to use in the lessons Develops and delivers short presentations about language-specific cultures	E002
		Student Staff Wages: \$1,950
		Fringe @ 20.4%: \$398
Student Staff ³	Language Lessons Facilitator #2: Facilitates weekly language sessions for the campus community Selects or creates materials to use in the lessons Develops and delivers short presentations about language-specific cultures	E003
		Student Staff Wages: \$1,950
		Fringe @ 20.4%: \$398
		PERSONNEL TOTAL: \$13,966

Other Budget Requests

Category	Details	Amount Requested
Contracted Services	Global Ambassadors speaker honoraria S001	\$750
Other Services	HRPM Workday fee for three (3) student workers S002	\$2,410
Non-Food Supplies & Materials	Fees to cover Global Ambassadors social activities such as bowling, escape room, tickets to museums, etc. S003	\$750
Food	Food for Global Ambassadors events and meetings S004	\$1,000
SUPPLIMENTAL TOTAL:		\$4,910

PERSONNEL TOTAL:	\$13,966
SUPPLEMENTAL TOTAL:	\$4,910
COMPLETE PROPOSAL TOTAL:	\$18,876

Supplemental Documents



JAPANESE LESSON

Photo from a 2022 Japanese lesson



LUNAR NEW YEAR

Photo from the 2022 Lunar New Year Event attended by Global Ambassadors participants



ALMA MATER

Instagram post after our Alma Mater event where students tasted local Indigenous cuisine and talked about the treatment of Indigenous individuals around the world.



TWWA PRESENTATION

Global Ambassadors guest speaker, Professor Mera Penihera, spoke to us about Maori issues around civil rights and education in New Zealand.

OCTOBER ASSESSMENT



Assessment activity to understand what the participants took away from the meeting.



NOVEMBER ASSESSMENT

Assessment activity to understand what the participants took away from the meeting.