



Request for 2024 Funding Services and Activities Fee Committee

BUDGET PROPOSAL CONTACT INFORMATION

Department Name: Office of Global Affairs

Create Date: 01/30/2024

Due Date: 02/07/2024

Submitter Name: Vanessa de Veritch Woodsic

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Department Head Approval:

Department Head: Bonnie Becker

Requested Amount: **\$31,764**

Departmental Information

STUDENT UTILIZATION

Global Ambassadors: The program brings together domestic and globally connected students for themed cohort meetings, during which we discuss global and local social justice issues. Topics include access to resources, ableism, indigenous issues, religious oppression, environmental harms, and more. The program is grounded in cultural humility, and participants engage with local experts and local community groups, have peer-to-peer discussions and participate in guided reflection activities that challenge their understanding of power, privilege, and justice.

Our participants benefit from the opportunity to engage in-depth with these topics outside of the classroom, with guidance by our program coordinator. These serious discussions are balanced with social activities that allow participants to become comfortable with each other. This atmosphere of trust leads to rich conversations that connect our meetings to participants' everyday lives. Global Ambassadors also provide cultural enhancement to the lives of domestic students and to international students who want to experience Tacoma.

Language Lessons: Utilizing the language and cultural expertise of our students, we also hope to continue informal language lessons 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 aim to reduce disparities in achievement, experience and opportunity across diverse groups of students, create opportunities for students to learn about our diverse communities, and foster a sense of belonging, in alignment with the strategic plan:

1: Advance student success academically, professionally, and personally

- 84% of study abroad alumni felt their studies abroad helped them build valuable skills for the job market (AIFS Study Abroad Outcomes Study), but typically only about 3% of UWT students study abroad. Our programs bring together international, domestic and multilingual students and engage them in global learning right here on campus. Research indicates participation in these kinds of extracurricular activities positively correlates with students' academic and personal development and contributes to their success.

1D: Ensure every student has opportunities to engage in high impact practices (HIPs)

- Participants range from first-year to graduate-level students, and the program enables meaningful and sustained interaction: Students develop international perspectives, gain cultural humility and learn a foreign language. An explicit program goal is to challenge students' ways of thinking and to facilitate interactions with individuals who have life experiences different from their own.

8A: Expand opportunities for students, faculty and staff to engage in the work of social justice and anti-racism

8B: Expand opportunities for training and community conversations to enhance a culture of inclusive excellence, mutual respect and social justice

- Our cohort regularly gathers to discuss local social justice issues through a global lens, students also learn how to get involved in the local community, and some activities between cohort meetings are in collaboration with South Sound community partners.

10: Intentionally create spaces, programs and activities that encourage engagement with our campus

10A: Create and expand opportunities to activate our campus

- Our programs build community among students and help create a sense of belonging. Based on studies conducted by Dr. Hyoung Lee, UWT international students often feel isolated from their non-international peers. We provide an opportunity for students to develop relationships with those they might not otherwise meet, which can lead to broader social and professional networks 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 in 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 use this framework in everyday lives. 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. Past participants stated: "I never knew I was considered a First Generation Student," "I did not realize that height itself could be a boundary in the workplace or everyday life" and "how different cultural backgrounds would result in vastly different or somewhat similar beliefs, paradigms, moral considerations."

Language Lessons: Due to personnel transitions and associated workload issues, the launch of this year's language program was delayed. We'll begin to offer Japanese lessons twice per week beginning this (winter) quarter. Lessons are facilitated by a student worker who is a native speaker – and who is trained and supervised by staff in the Office of Global Affairs. For the Japanese lessons, we will collaborate with the TLC, which has offered their space and is 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)

Due to personnel transitions and associated capacity issues, we haven't been able to offer the **Global Ambassadors** program during the 2023-24 academic year. We are confident that we will be poised to reinstate the program in 2024-25 with strong student participation. During 2020-21, approximately 7-12 students regularly participated in our events. We had to adapt our in-person model to a virtual Zoom model and had a consistent group of students participate. In 2021-22, we had record consistent turn-out, with at least 12-15 students at each weekly meeting. In 2022-23, we offered the same weekly meetings with added activities and incorporated three bonding trips (one trip per month of the quarter). The attendance of these weekly meetings ranged from 10-15 people consistently.

In previous years, students were not required to apply to the program, and we forwent asking demographic questions (age, race, gender, etc.) beyond their academic year and if they were a domestic or international students on our initial entrance reflection. We want it to be as easy as possible for participants to attend our first meeting.

Last year, we hosted a variety of off-campus events like a trip to the Tacoma Night Market (15 participants), a Thanksgiving Dinner at our local pizza place, the Rock, (28 participants) and Bellevue Snowflake Lane to celebrate the holidays (35 participants). We even hosted a volunteer event at the Giving Garden (10 participants). Many of our events were collaborative efforts with Student Activities Board, the Giving Garden, First Generation Initiatives, and the Center of Equity and Inclusion. This collaboration both helps to introduce our students to these other offices and helps the Global Ambassadors program reach a broader audience on campus - one that is reflective of our student demographics. We had a wide a range of majors including Psychology, Politics, Philosophy, and Economics, Accounting, Business, Criminal Justice, Bio-Med, and Nursing majors, and had class standings of sophomore, junior, senior, graduate students and sometimes even alumni.

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 2021-22, 35 students and alumni participated in Japanese and Korean lessons. Some participants only attended one or two sessions, but many attended regularly over the course of a quarter or even the entire academic year. In 2021-22, 15 students regularly participated in Japanese lessons. In 2022-23, 20 students regularly participated in Japanese lessons. We are currently in the process of hiring our Japanese lesson facilitator to begin classes in Winter 2024.

Based on student interest and feedback, we also tried to offer Korean lessons last academic year. Unfortunately, while interest in the lessons remains high, we weren't able to find a fluent student facilitator for Korean lessons. We hope to resume Korean lessons in the future.

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 to discuss 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 meet in person, and via Zoom if 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.

Language Lessons: When we 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 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 introduced them to unfamiliar topics and perspectives. Past participants also shared 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 try 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. Students joined and utilized the First Generation Fellows Initiative after attending a presentation from that office. Our volunteer visit to the Giving Garden made students aware of the garden itself, and students learned it provides fresh vegetables to the UWT Pantry and Court 17.

Most importantly, we're able to provide a space for community as we are re-learning in-person social interaction. Participants have asked for our meetings to be longer and for us to host additional events on- and off-campus. Because of the trust and intimacy we've built with our participants, we can read the vibe in the room and do a quick pivot to meet the needs of our students, which is particularly important during these challenging times. Our members feel they are part of a community during a time when many people are feeling lonely and left behind.

In the end-of-quarter teaching evaluations of informal **language lessons**, 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. This continues to be the case as we resume in-person lessons.

When asked what students enjoyed most about 2022-23 Global Ambassador gatherings, one answered, "What I like the most about ALL of the events is getting the chance to meeting new people and getting to know them; also, just the chance to socialize with other people since it's hard for me to do so in classes," while another commented, "I really liked going to the meeting since I felt everyone was connected and the officers were kind as well." Students repeatedly referred to the "important discussions and friendly/comfortable environment" and "being able to meet new students and hear their perspectives, especially those outside of my major."

Staff Budget Requests

Category	Details	Amount Requested
Student Staff ³	Global Ambassadors Coordinator \$8580 + fringe benefits (21.2%) \$1818.96 (\$10399 total) \$16.50 per hour for 12 months (10 hours per week) E001	
	Student Staff Wages:	\$8,580
	Fringe @ 20.5%:	\$1,759
Student Staff ³	Student Language Facilitator #1 \$5940 + fringe benefits (21.2%) \$1259= \$7,199 total \$16.50 per hour for 9 months (10 hours per week) E002	
	Student Staff Wages:	\$5,940
	Fringe @ 20.5%:	\$1,218
Student Staff ³	Student Language Facilitator #2 \$5940 + fringe benefits (21.2%) \$1259= \$7,199 total \$16.50 per hour for 9 months (10 hours per week) E003	
	Student Staff Wages:	\$5,940
	Fringe @ 20.5%:	\$1,218
PERSONNEL TOTAL:		\$24,654

Other Budget Requests

Category	Details	Amount Requested
Contracted Services	speaker honoraria	S001 \$750
Other Services	HRPM Workday fee for three (3) student workers	S002 \$2,410
Travel	transportation to off-site events	S003 \$750
Non-Food Supplies & Materials	printing costs (advertising) and fees to cover social activities such as bowling, escape room, games, etc.	S004 \$1,200
Food		S005 \$2,000
SUPPLEMENTAL TOTAL:		\$7,110

PERSONNEL TOTAL:	\$24,654
SUPPLEMENTAL TOTAL:	\$7,110
COMPLETE PROPOSAL TOTAL:	\$31,764

Supplemental Documents



SAMPLE FLYERS

An example of a few Global Ambassadors flyers, including the Autumn 2022 schedule



STUDENT TESTIMONIAL