Flow — a key concept in globalization, awards rich opportunities for study and practice. The flow of people, goods and services across borders unsettles our notions of place, questions our assumptions of cultures, produces anxiety about boundaries, and inspires hope for building community. In Global Honors, we actively embrace this hope. We believe experience and education together transform questions into understanding, produce curiosity over anxiety, and create comfort and excitement within the unfamiliar.

It is this hope that drives our integrated approach to curriculum development linking globally-focused core seminars to widely-connected area institutions and community leaders for a grounded understanding of global issues. The high value placed on community engagement as learning practice, is deeply supported by our growing network of community leaders and industry professionals. Their collective experience enriches learning, taking students all the way to graduate studies and careers.

Bolstered by the Institute for Global Engagement, now in its third successful year building collaborations and partnerships for its Student Engagement and Directed Research Programs, Global Honors has been given a new charge: to support the development of honors pathways within majors across campus. We take on this charge with excitement and purpose. It allows us to work more closely with colleagues to expand access to high impact honors practices for our ever-growing student body. It also provides us an opportunity to reflect on what makes an honors community at UW Tacoma unique.

We have discussed in earlier issues of this newsletter the high priority we place on practice, not just credentials, in honors. We work hard at creating the conditions that inspire students to take intellectual risks, to actively engage in their communities, to study abroad, to work collaboratively across disciplines and sectors—all to develop far-reaching and transformative solutions for our most pressing challenges. Scaling up the honors community on this campus will require commitment to those conditions through smaller class sizes, faculty-guided capstone projects, cohort-based community building experiences, and dynamic engagement with community, to name a few. Before us is a truly exciting opportunity for creative collaboration. Here’s what we’ve done so far.

We’ve spent Summer and Fall in deep research, listening, and learning. First, the research on multidimensional models across peer and aspirational campuses led us to the satisfying conclusion that we really do have an edge in the pairing of “global” and “honors” on our campus. While universities and colleges in general and honors programs in particular are moving toward globalizing the curriculum, we are already practicing global engagement as a critical pathway to student success. Second, we embarked on
My experience began with a passion to travel and a longing to see more of the world. I was able to travel to Athens and Nafplion, Greece for three weeks during summer through the financial support of the Barnford Fellowship in Global Engagement (BFGE), which facilitates guided research opportunities for UWT Global Honors students. My time in Greece gave me more than I imagined, it allowed me to grasp the circumstances people are facing on either ostracism or compassion across the globe. Being an objective third party in a foreign country enabled me to not be subjected to historical discrepancies and to openly listen to all sides of the story of Greeks, Roma, and refugees. Greece gave me a way to read outside of the lines of my textbooks and newspaper articles. I was able to collect interviews from Greek citizens as data towards my capstone research. Working over the last year to research the refugee crisis, I have been able to delve into the situation humans are facing on the basis of compassion or sometimes the lack of compassion.

Global Honors coursework has provided me a tool of greatness, a way to look through a lens of globalization. My global lens combined with my experience in Greece has left me in awe of the possibilities that lie ahead. Greece has helped build my fundamental understanding of how readings and experience translate into knowledge, and for that I will always be grateful.

- Haley Anderson

2016 Global Honors Study Abroad: Discovering the Classroom Beyond Campus

It is 10:30 p.m. on a rainy evening in Budapest. I’m lying in a hostel bed feeling both present and nostalgic, reflecting on the past two months of my life. There are still two weeks left in my study abroad program, but I’m already reminiscing about the moments I’ve had and the lessons I’ve learned.

Hungary is the last of five academic trips our class took this quarter, and finals are quickly approaching. Finals. In Europe. It’s still a difficult concept to comprehend. When I began college I never thought I’d have the opportunity to study abroad, let alone live in Prague for an entire quarter. But with about a year of preparation, and the help of the IGE Barnford Study Abroad scholarship, I was able to attend UW’s CHID Prague “Discovering Central Europe” program.

I feel so grateful for this opportunity, especially because of my link to the region. My family comes from rural Eastern and Central Europe, and up until now I never understood what that meant. WWII, which affected my grandparents heavily, was nothing but a chapter in high school history class to me. Now, the idea of Communism, Nazism, and the divide of East and West are in the forefront of my mind. Learning about the political, social, and economic implications the war had (and still has) on victimized nations in Europe fundamentally changed the way I look at my family background, and the cultural landscape of this area.

In addition to developing a deeper connection with my lineage, the Political Science courses enabled me to critically analyze the implications of this year’s presidential election. As a COM major there is little time spent discussing governmental agendas, so this was a refreshing and meaningful take-away from the program.

The rain is lessening now, and my eyes are heavy. I’m going to bed content tonight, knowing that studying abroad was the most valuable experience of my academic career. Thank you IGE for helping me achieve this dream!

- Sarah Dymond
The seven weeks I spent in Japan proved to be invaluable to me not only on an educational level, but a personal one as well. In terms of education, I was able to bring my experiences to the classroom and provide a perspective that wasn’t necessarily considered before. I also had personal growth, which contributed to my experience in the class and reinforced for me why I was going to class every day over the past four or so years. Japan impacted my everyday life in ways that I cannot fully put down into words. However, I can say that I got to meet so many different people from not only Japan but the world—such as Singapore, Vietnam, China and the UK. These amazing people didn’t come from the same place I did, didn’t have the same background and their English might not have been the best, or maybe we had different ideas on what tasted good. Despite all our differences, we could come together and make an amazing time for ourselves and each other while in Japan. I learned about issues in other countries that I would have never considered even being an issue, and I learned about how I could make changes to help fix those issues in my own way. I found that I could talk to complete strangers and bond over the silliest things, like Pokemon GO. Study abroad can impact your life in ways you never anticipate or expect, and it’s so incredibly worth it.

- Chelsea Huddy

Providing Humane Justice: Being able to experience a study abroad trip during the summer of my junior year was one of my most challenging yet rewarding academic experiences so far. My trip was made possible through the IGE/Bamford Study Abroad Scholarship, awarded to me by the Institute for Global Engagement (IGE). Never had I dreamt that I would be able to embark on a three week journey to the Netherlands to learn about comparative criminal justice, due to the nature of my chronic illness. However, it was through the UWT Disability Resource Center that I was able to get the support and resources that I needed in order to make the trip abroad a safe and successful learning and cross-cultural adventure. As a first-time international traveler and first generation scholar, I was able to learn about the Netherland’s innovative criminal justice system, including crime and delinquency, LGBT experiences, drug laws, and prostitution and human trafficking. This trip furthered my passion for spreading awareness and providing resources for juvenile delinquents in Washington State. I was blessed to learn from Jeff Cohen, one of UW Tacoma’s leading criminal justice professors, and I so appreciated the opportunity to pursue an adventure alongside my peers in Amsterdam, The Hague, Rotterdam, and Bruges. My experience in the Netherlands has made an incredible impact on me and has given me the confidence to continue my education by pursuing a Master’s degree in Social Welfare.

- Regina Harper

My time in France and Italy provided some of the best experiences in my life! I got to adapt outside my comfort zone. Not only other cultures and experience them first see that inspired me to keep traveling, as The program that I was on, "Art and the to experience some of the greatest art traveled with a group of amazing people of my trip. I’m happy that I got the chance Scholarship, for it enabled me to pursue this journey. Without it, I’m not sure if I could have experienced the trip in the same way. It supported me by making this trip a reality, as well giving me some extra money to support myself while I was abroad. I’m very thankful for the opportunity, and I’m certain this trip as a whole changed me for the better.

- Jordan Timmer
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a multi-level listening and presentation tour. The feedback we received from deans, directors, and faculty was invaluable as we developed a multidimensional model, Honors tool-kit, and a hefty document on frequently-asked-questions. Third, and simultaneous with these campus-presentations, we conducted a High Impact Global Learning Practices workshop to a packed audience at the Association for American Colleges and Universities Conference in Denver, in October 2016. Questions and comments from the workshop were folded into the evolving model for our campus. Fourth, we brought all of this input to the Global Honors Faculty Council in its November meeting. Robust discussion of the model and the unique needs of our campus led to further model refinement. We are delighted to announce that at the end of an intense six months, we have an efficient model that includes major-honors at UW Tacoma. A newly constituted Honors Executive Committee will roll out workshops for faculty-staff taskforces to develop major-honors. This Committee brings significant experience in curriculum and program-building. Members also bring grounded knowledge of honors in their capacity as GH Faculty Council representatives, core faculty, and capstone advisers. Most importantly, they bring the insane sense of humor required for such an undertaking.

We are inspired always, by what we can do together.

Introducing the IGE Student Engagement Program
By Paul Carrington and Alexis Wheeler

In early November, ten enthusiastic Global Honors students, Executive Director Divya McMillin, and IGE Community Advisory Board (CAB) members Al Bacon and Susan Bauska visited MOD Pizza’s Tacoma Mall restaurant to learn about a local business with a unique community serving philosophy. In a lively exchange led by MOD’s Career Development Manager Beth Sherrill and District Manager Chris Bober, students discovered how an international company can attain rapid growth while simultaneously promoting a values-based culture that is “more about the people than the pizza.”

This site visit marked the launch of the IGE Student Engagement Program (SEP), an experiential learning initiative designed to help students explore career options, develop contacts, and make critical connections between coursework and professional development. This was designed in collaboration with the CAB, co-chaired by Dr. McMillin and composed of local leaders. Students who complete the program will earn the $250 SEP Award and produce a portfolio documenting their newly enhanced career readiness.

To critically reflect upon the learning experience at MOD, participants attended a SEP Debrief two weeks later. At this workshop, students discussed how the experience enhanced their understanding of “real world” decision-making, entrepreneurship, and community service. Students appreciated MOD’s willingness to take risks in the best interests of customers and employees, and admired its commitment to direct profits back to worthy community causes. They were particularly impressed by the enthusiasm this approach inspired in the employees with whom they interacted. In the words of one student, the visit “really restored my faith in the potential of for-profit business.”

Additional SEP activities are planned for Winter and Spring 2017, so watch out for more on this exciting experiential learning opportunity!

IGE Newsletter produced by Paul Carrington, Divya McMillin, Jefferson Mok, and Alexis Wheeler. Banner photos (left to right) by Chelsey Huddy, Jordan Timmer, and Sarah Dymond. IGE, MMXVI