



Request for 2020-21 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

Like last year, we are applying for two separate programs - both facilitated by the Office of Global Affairs: the Global Ambassadors program and informal language lessons.

The Global Ambassadors program brings together domestic and international students for themed monthly cohort meetings, during which we discuss social justice issues with global and local impacts. Topics include food insecurity, virtual learning, access to education, and immigration. 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 and games 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 (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 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 month 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 members are able to articulate what cultural humility means, why it's important, and how they use it in their 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. As one of our members stated: "In many ways I feel uncomfortable talking about black issues of identity as a white woman. I don't want to speak out of place or offend anyone, but I enjoyed how open the conversation was. I was able to connect with the topic of race and violence in my own life and share some comments."

Language lessons: This year we offer Arabic lessons twice per week and Japanese lessons once per week via Zoom. 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.

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)

Global Ambassadors: During the 2018-19 academic year we had approximately 8-12 students participate in our events regularly. This year we adapted our in-person model to a virtual Zoom model and have had a consistent 7 - 12 participants per meeting. We did not require students to apply to the program this year 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 have been able to retain the majority of our students, with 90% coming back to meetings every two weeks. We also had three new students join during the winter quarter. 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 (China, Japan, India, Mexico, Kenya and South Korea). This year we enjoy having an even split between international and domestic students, historically there has been a slightly higher representation of domestic students. The participants represent many areas of study, from Pre-major, to Global Studies, Biomedical Sciences, Business and Administration, and Education. There is no focused demographic school year bracket either; we have students who are sophomores, juniors, and seniors.

Language Lessons: 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, initially with support from the Strategic Initiative Fund and since 2020 with support from SAFC. During the 2019-20 academic year, over 100 students and staff participated in Japanese and Arabic lessons. We saw a significant increase in participation after the lessons were included in a UW-wide newsletter in May 2020. Some of the participants only attended one or two sessions, but some attended regularly over the course of a quarter or even the entire academic year. In the current academic year, 15 students have regularly participated in Japanese lessons and four students have been attending Arabic lessons. We currently offer two 45-minute Arabic lessons per week, and one 1.5 hour Japanese lesson from week 2-8 each quarter.

COLLECTION OF FEEDBACK & IMPROVEMENTS

Global Ambassadors: At the end of every meeting we reflect on the day's topic, and students provide verbal feedback. Our coordinator takes detailed notes and reviews the notes after every meeting to assure progress is being made. We also ask to participate in reflection activities at three points throughout the year: At the beginning of winter quarter students completed an assessment, which gave them an opportunity to reflect on what they have learned thus far, but also to provide feedback on the general structure of the program. 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 on our program learning outcomes. 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. But most importantly we have been able to provide a space for community in a time when social interaction is difficult. Our members feel they are "...part of a campus community." Because we blend in moments of pure fun and connection our students have stated our meetings have "...helped ease the academic stress and busy-ness...our conversations and ability to share difficulties or things that have inspired us to become who we are today and finding commonalities amongst each other through that has made things easier this year."

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	Global Ambassadors Coordinator Develop outreach strategies to recruit new students; Create program curriculum and orientation; Identify guest presenters or meeting topics that pertain to social justice and cultural humility; Monitor program application; Plan for and attend monthly cohort meetings; Update Global Ambassadors website; Plan bi-weekly social opportunities for attendees and attend these events; Develop assessment tools; Analyze student feedback E001	
	Student Staff Wages:	\$7,500
	Fringe @ 22.2%:	\$1,665
Student Staff ³	Arabic lesson facilitator Facilitates weekly language sessions for the campus community Selects or creates materials to use in the lessons Develops and delivers short presentations about Arabic-speaking cultures E002	
	Student Staff Wages:	\$1,800
	Fringe @ 22.2%:	\$400
Student Staff ³	Japanese lesson facilitator Facilitates weekly language sessions for the campus community Selects or creates materials to use in the lessons Develops and delivers short presentations about Japanese cultures E003	
	Student Staff Wages:	\$1,800
	Fringe @ 22.2%:	\$400
PERSONNEL TOTAL:		\$13,564

Other Budget Requests

Category	Details	Amount Requested
Contracted Services	Speaker honoraria S001	\$750
Other Services	HRPM Workday fee for three (3) student workers S002	\$2,295
Non-Food Supplies & Materials	Fees to cover social activities such as bowling, escape room, games, etc. S003	\$750
Food	All of our Global Ambassadors cohort meetings are scheduled over lunchtime. We have also found that food has the power to spark conversation about culture, build trust and and to develop empathy. S004	\$1,000
SUPPLEMENTAL TOTAL:		\$4,795

PERSONNEL TOTAL:	\$13,564
SUPPLEMENTAL TOTAL:	\$4,795
COMPLETE PROPOSAL TOTAL:	\$18,359

Supplemental Documents



PHOTOS FROM GLOBAL AMBASSADORS MEETINGS



PHOTOS FROM LANGUAGE LESSONS
