



## Grant Application 2023-2024

This SEJF grant application is for all fund requests. Please fill out the application completely, utilizing additional space as appropriate. Supplementary documents may be added in the appendix at the end of the document. For questions about the application, reference the SEJF Grant Proposal Toolkit or ask a program representative.

Submit your completed application (including signatures) by emailing it to the SEJF Grant Program Coordinator, Zinta Lucans. Applications must be signed by your advisor, all members of the project team, and all stakeholders, in order for them to be reviewed. Email: [lucansz@wwu.edu](mailto:lucansz@wwu.edu).

Application Level: Determine the amount of funding you will require and check or highlight the appropriate category.

X	Small Grant: Up to \$5,000. Applications of this size will be reviewed by the Director of the Sustainability Engagement Institute. Small grant applications may be approved, declined, or sent to the SEJF Committee for consideration.
	Medium Grant: Between \$5,001 and \$35,000. Applications of this size will be reviewed by the Director of the Sustainability Engagement Institute for alignment and completeness and then provided to the SEJF Committee. The committee will review the grant application, receive your presentation, and approve or decline the funding request.
	Large Grant: Over \$35,000. To request funding at this level, you must first complete an SEJF Committee feedback session – please ask an SEJF representative for more information regarding this process or refer to the SEJF Grant Proposal Toolkit. Applications of this size will be reviewed by the Director of the Sustainability Engagement Institute for alignment and completeness and then provided to the SEJF Committee. The committee will review the grant application, receive your presentation, and approve or decline the funding request.

## SECTION 1: Project Concept.

a. **Project Title:** Photovoice: Student Experiences of Well-Being and Belonging through Visual Storytelling

b. **Statement of Purpose:**

*Summarize your project idea, including a problem statement, in 1-2 sentences.*

Social anxiety and isolation have been increasing trends in the college population, and even more so since the pandemic (Zhou et al., 2023). Photovoice will aim to increase awareness of well-being on campus by centering students as the experts and providing an opportunity for students to self-reflect and share their experiences of belonging (including struggles and barriers with it) through photography.

c. **Project description:**

*Describe your proposed project in detail, including a description of costs associated with the project.*

Since the pandemic, rates of social anxiety and feelings of loneliness have drastically increased (Gopalan et al., 2022). Loneliness and isolation have been found to be predictors of mental health crises, like suicide. (Zhou et al., 2023). However, what we do know is that connection is an evidence-based protective measurement against mental health issues (Gopalan et al., 2022). Specifically at Western, 51.5% of student respondents in a campus-wide survey reported that they felt like they belong at Western. Additionally, 28.4% of students reported feeling like Western is a campus that looks out for each other (NCHA, 2022). With a little over half of Western students not feeling like they belong, it is critical that we address belonging as the key protective factor against mental illness (Gopalan et al., 2022; Zhou et al., 2023).

This project is rooted in a community-based participatory research public health strategy called photovoice. Photovoice puts cameras in the hands of community members to gain insight from their first-hand experience (Strack et al., 2010; Switzer, 2019). The strategy is grounded in research that has reflected the power of giving participants an opportunity to develop their social and personal identities, build skills such as self and communal reflection, and give them a place to become a positive agent within the community (Strack et al., 2004). This project allows students to visually document their perspective and experiences with well-being by providing them with disposable cameras and a prompt. The goal is to connect science and practice by inspiring community engagement and student participation in the development, planning, and implementation of a wellbeing intervention that gives students a space and medium to reflect individually and communally about belonging and connection at WWU (Strack et al., 2004).

Disposable cameras are the method of photography that is suggested to make photovoice successful. The camera gives the students a sense of agency over their perspective on belonging and centers their firsthand experiences. The use of a disposable camera (as opposed to a phone) is important for both inclusivity and to achieve an analog experience for participants, and sustainability challenges will be mitigated as much as possible. While some may assume that everyone has a cellphone, the project aims to be inclusive and accessible to all, regardless of resources and access to a cell phone. Film will be developed at the Quicksilver Photo Lab, a locally owned business that is committed to practicing ethical environmental standards and recycles all the camera shells after development. Students will have an opportunity to create art out of film from the developed cameras. By providing a physical camera, we are being inclusive to needs of all students and inadvertently encouraging students to participate in a project that doesn't require more screentime which has been associated with higher levels of depression (Zhang et al., 2022).

The project at Western would work as follows: students are given cameras and asked to go out in their own environments to take pictures based on a prompt about belonging. Students will engage in two workshops, one where they learn about the project and prompt, and the other where they add their voice to the pictures through captions.

As far as we know, photovoice has not been done on a university campus yet in this widespread of a fashion, though it has been done in a variety of settings like middle schools, local communities, and non-profit organizations. Previous

research on photovoice projects found that giving people a voice in their community through cameras is highly beneficial to their development and sense of agency and belonging. Specifically, Photovoice promotes the development of critical and creative thinking skills, communication skills, and brings forth insights and ideas from community members that can spark change and opportunities to meet a community goals (Strack et al., 2010; Switzer, 2019). The photovoice project would give students a camera and educational workshops to learn how to tell their experience of belonging through art. Student capacity is built through mentorship and explicit and experiential skill-building and training.

The project would start and continually be centered by students through the Wellness Advocate program. The Wellness Advocate program is a volunteer peer health education program of 26 students. The advocates implement a variety of health promotion work across campus such as club sports consent and healthy relationships training, tabling, events/workshops, social media campaigns, and peer education around our four topic areas: sexual health, consent and healthy relationships, mental health and resiliency, and substance use.

We will introduce the photovoice project to our 26 Wellness Advocates during the Fall quarter in our weekly meetings. We will review the concept of photovoice and gather their perspectives, questions, concerns. Then we will choose a specific theme for the project. We have seen in the data from 2023 that belonging is a critical part of well-being and many students are experiencing isolation, so our tentative concept is belonging (Karaman & Tarim, 2018). However, we are leaving room for a more ground-up approach, and for the Wellness Advocates to have input and drive the theme of the project since they are in fact the experts. Once our theme is decided at our meeting, we will begin planning and prepping for roll-out of the project. The tentative timeline for the project follows:

**Fall Quarter:** Order cameras, posters, develop marketing and communication plans, reserve gallery space, and host discussion with Wellness Advocates. November start rolling out advertising and sign ups.

**Winter Quarter:** Continuing promoting the program at the beginning of the quarter, attend classrooms, gather sign-ups, etc. Host the first workshop to roll out cameras and education. Students will have a month to take their pictures and will be supported throughout the project with a team run by a Wellness Advocate. Students turn in cameras for development by the end of the quarter and film is dropped off to Quicksilver for development.

**Spring Quarter:** Meet with students in the first couple weeks of the quarter and they receive their pictures. Host the last workshop for creating titles/captioning the pictures. Students select prints and caption the ones they want in the gallery. Get bigger prints of selected photos through Shutterfly, order and have to gallery staff for Spring gallery. Have gallery event! We will consider asking other spaces to host the installation at other locations throughout campus, such as the Student Health Center, the Library, at the Wade King Recreational Center, and other potential locations.

The timeline is subject to change depending on needs and number of students in the project, recruitment, etc.

We will host two workshops (in person) throughout the program that students attend. The first will be for students to learn about photovoice, get their camera and receive tips from a photographer/art teacher from the community. The second workshop will be developed after the film is developed for students to come together and do the captioning workshop together. During that workshop, photos will be captioned and selected for the final gallery show to be presented. A final gathering will be scheduled after the gallery show to debrief and plan for future directions.

The main costs of the project will be the 100 disposable cameras, film development, and prints. The gallery will be free to use, however we budgeted for the labor of putting up the artwork in the gallery as well as the labor of a photographer/art teacher teaching in our workshops. Food and drink at the gallery event will be the last big associated cost.

**d. Goals:**

*What are the goals and desired outcomes of your project?*

The goals of the Photovoice project are as follows:

- 1) Highlight individual and collective visual stories of students through photography,
- 2) Host conversations about critical well-being issues and solutions at Western,
- 3.) Build empathy and belonging through sharing a diverse range of perspectives, and
- 4) Bring community together through art

**e. Student impact:**

*How does this project directly impact the Western student community?*

The photovoice project will center students' experiences directly throughout the whole process. The theme will come from students and the artwork will be directly created from the Western student community. Lastly, the gallery will be put on by students displaying student art available to the campus to commune together!

**f. Education and outreach plan:**

*How do you plan on promoting your project on campus? How will the Western community learn about your efforts? Is there an educational component to your project?*

The project will be promoted through a marketing campaign of social media posts, email on our newsletter, direct email recruitment to professors and faculty, and poster throughout campus. Additionally, information about the project will be shared in classroom visits, tabling, and through our collaborators network, such as professors making announcements, the Well-Being Collaborative network, etc. We aim to market the event in many spaces that hold a variety of perspectives such as the Multi-Cultural Center, LGBTQ+ Western, AS Clubs, and the Outdoor Center.

The two workshops will both be educational. The first will be education about art and visual storytelling, camera techniques, content about the theme (belonging, mental health, well-being, etc.) and consent in photography. The second workshop will be discussion around how to bring words to our experiences and more around the theme. Lastly, the gallery will also be educational, providing resources at the gallery and a documentary about the process with students showcasing their experience throughout the program.

**g. Metrics:**

*How will the impact of this project be measured? What are quantitative and/or qualitative metrics that can be tracked?*

The project will be evaluated by the values of the Outreach and Health Promotion team which are learning, compassion, resilience, equity, community, and safety. Participants will be given a pre and post survey with quantitative and qualitative variables. The survey will use both quantitative measurements via a Likert scale, as well as qualitative interview questions. Some of the survey questions will be along the lines of:

Likert Scale

I feel a sense of belonging at Western (value- community)

I feel safe expressing my identities on campus (value - Safety)

I know what resources are available to me in times of crisis (value - resilience)

Additionally, a survey will be distributed to participants of the gallery showing measuring both quantitative and qualitative measures.

**h. Lasting impact & Ownership:**

*What is the longevity of this project? How will it impact sustainability, in the long-term, on campus? Which individual, office, or department is taking ownership of this project? Identify the post-SEJF-funding plan, if applicable.*

The Counseling and Wellness Center is taking ownership of project management, specifically the Outreach and Health Promotion team. The photovoice project, once completed for the first time and based on feedback, may come a yearly prevention strategy with potential funding from our department for cameras and gallery event. Additionally, we can use the research and data from the project to set up installations throughout the coming years during relevant months (Mental Health Awareness Month, etc.) and host Listening Spaces, where artists from the project will share their process/more in-depth about their experiences to build empathy, connection, and community at Western. In this way, the photos taken during Winter quarter will create a vault of data and art that we can continue to use for years to come in installations and Listening sessions that further highlight specific identities and experiences of students at Western.

**SECTION 2: Sustainability Impact.**

**a. How will your project positively support at least one of the four pillars of sustainability at Western?**

1. Create economic vitality; 2. Promote well-being; 3. Protect the environment; 4. Uphold social justice.

The photovoice project will support the pillars of promoting well-being and upholding social justice. In other communities, photovoice has given participants a way to process and express their experiences with mental health or sexual violence (Jones & Winn, 2020; Tsai, 2022). Additionally, the medium of art, has been found as a powerful way for people to understand their experiences when other methods such as verbal processing may not be as accessible. Furthermore, gathering in community to look at art is also a way of building empathy and learning about diverse perspectives. Scholars of photovoice projects explain that “photography can be an emotionally compelling tool to articulate human experiences, spark meaningful dialogue, and achieve social change ” (Tsai, 2022). In this way, whatever theme is chosen, such as belonging, mental health, etc., it will be centered in student’s expressing and sharing their lived experiences in one or many aspects of well-being. The act of sharing the art not only gives space for diverse experiences to have a voice but also give spaces for other people to learn about experiences that are not their own. The project itself is centered on well-being as well as the entire process (from workshops, to taking pictures, to captioning art, to sharing in gallery) are all aspects that center empowerment, agency, learning, and community supporting the pillars of well-being and upholding social justice at Western.

**b. How will your project positively align with Western’s Sustainability Action Plan (SAP)? Please determine how it advances one or more of the ten SAP chapters. For information on the SAP, please refer to the Sustainability Engagement Institute’s website (sustain@wwu.edu) or ask a program representative. The ten SAP chapters are:**

1. Built Environment
2. Campus & Community Engagement
3. Curriculum and Research
4. Dining Services
5. Grounds
6. Investments
7. Procurement
8. Student Life
9. Transportation
10. Waste

Primary chapter of alignment: 8. Student Life

The project falls under SAP Chapter #8, Student Life, which states, “Western inspires graduates who create a sustainable world by integrating social, economic, and ecological justice practices into their lives.” This project would focus on connecting students with social justice practices, such as empathy, community building, and

listening to build practices to support connecting with each other and really seeing one another. It would also fall until 3.1 “cultivate student capacity and efficacy in creating positive change in SEE sustainability by 2025” because of the efficacy the projects build in empowering students to tell their stories. In previous participants photovoice has increased self of sense, identifying the communities’ strengths, as well as opportunities for social change (Barry, 2021). The project would provide data through the photos and captions of student experiences in the community, thus identifying potential gaps in social, economic, and/or ecological justice practices. In this way, the project will also provide insights for areas of growth or places where SEJF efforts could be placed in the future. It will give a unique and student perspective to the campus culture and what could be needed in coming years. Lastly, it would fall under 2.5 “Increase and further develop co-curricular education and outreach programs targeting sustainable living practices by 2018” by targeting well-being and social justice in outreaching programming and education through the workshops and gallery event. By aiming to showcasing diverse perspectives from students themselves, build efficacy, and learn from the research done, the photovoice project aligns with the action plan of Student Life.

### SECTION 3: Project Participants.

Project Advisor (Faculty or Staff) Student proposals must include a staff or faculty advisor. The role of the advisor is to assist the team during the development, implementation, and post-implementation stages of the proposal process.

Project Lead: There must be a team lead designated for the project. This individual is expected to serve as the communication liaison for the project.

Financial Agent: The project must have someone with budget authority to manage funds for all purchases. Should funds require transfer, this individual will have to provide a FAST Index and Activity Code to the SEJF Program Coordinator. Financial agents must be permanent staff and/or faculty members on campus and cannot be student employees.

Program Coordinator: A member of the SEJF team will serve as the primary contact for the program and committee.

Role	Name	Department/School: <i>Students provide major/minor and expected graduation quarter/year</i>	Position: <i>Faculty/ staff/ student</i>	Western email address	Signature to verify agreement
<i>Team Advisor</i>	<i>Liz Stuart</i>	Counseling and Wellness Center	Staff - Assistant Director of Outreach and Health Promotion	stuar2@wwu.edu	Liz Stuart
<i>Team Lead</i>	<i>Madison Wiese</i>	Counseling and Wellness Center	Staff – Community Well-Being Specialist	wiesem3@wwu.edu	Madison Wiese
<i>Financial Agent</i>	<i>Dr. CJ Swanlund</i>	Counseling and Wellness Center	Interim Co-Director of the Counseling and Wellness Center	swanluc@wwu.edu	Dr. CJ Swanlund
<i>SEJF Project Coordinator</i>	Zinta Lucans	<i>Zinta Lucans</i>			

**SECTION 4: Project Timeline.**

- a. Describe how your project will progress, both before and after the approval of your proposal. Outline all tasks that are required to complete the project, including all the means in which you will promote the project on campus, in the table below. Insert additional rows, as necessary.

<b>Task</b>	<b>Timeframe</b>	<b>Estimated Completion Date</b>
Submit Grant Application Draft to Zinta	Summer	August 25
Submit Final Version of Grant	Fall	Oct 9
Order cameras	Fall – Once approved	Oct 16
Introduce concept to Wellness Advocates	Fall – Weekly Training	Oct 23
Work with Maggie to build marketing plan	Fall – Sept/Oct	Nov 1
Reserve Gallery space	Fall	Nov 1
Roll out soft marketing plan (post on social media, postering on campus, sign ups at tabling)	End of Fall Quarter (after Domestic Violence Prevention Month, Nov 1- Dec 15)	Dec 15 (end of Fall quarter)
Continue promoting program (Attend classrooms, gather rest of sign ups)	Beginning of Winter Quarter	Jan 19
Gather sign ups and email/message students on discord for first workshop meeting and determine best timeframe	Winter Quarter – Jan 19- Jan 26	Jan 26
Host first workshop and distribute cameras at meeting	Early winter quarter	Feb 9
Students take pictures	Mid winter quarter – Feb 9- Feb 23	Feb 23
Students return cameras at drop-off	Mid winter quarter – Feb 23 – 29	Feb 29
Film developed at Quicksilver	March 1-15	March 15
Second workshop to caption photos and select gallery prints	Early Spring Quarter	April 8
Order prints on Shutterfly	Early Spring Quarter	April 12
Gallery event	Mid Spring Quarter	April 19
Post project meeting with participants and team	Mid Spring Quarter	April 26
Plan return installation locations across campus for 2024-2025	End of Spring Quarter	May 1

- b. **When is the planned project completion date?**

Mid Spring Quarter, 2024

**SECTION 5: Project Stakeholders.**

- a. **Does your project involve labor/participation or require permission from organizations, departments, or individuals on campus?** Who will be impacted if this proposal is implemented? All stakeholders must provide a signature of approval for this project. *Note: Only stakeholders internal to WWU must be listed.*

<b>Stakeholder Name</b>	<b>University Department and Position</b>	<b>Involvement in Project</b>	<b>Stakeholder signature of approval</b>
Liz Stuart	Counseling and Wellness Center, Staff - Assistant Director of Outreach and Health Promotion	Project ownership	Liz Stuart

- b. **Does your project propose a temporary or permanent facility or property modification?** If so, is a Project Owner Form attached to the appendix of this application? Please ask a program representative for this form.

N/A

**SECTION 6: Project Budget.**

Provide an itemized list of the budget items required for this project. Include equipment, construction costs, publicity, labor, and any other costs.

Budget item	Cost per Item	Quantity	Total Cost
Disposable Camera	\$18.98 per unit	100	1,898
Film development at Quicksilver	\$9.5 per roll	100	950
Scan to digitalize prints	\$10.50 per roll	100	1050
Art Prints – 8x10	1.975	20	39.5
Art Prints – 12x12	3.495	30	104.85
Art Prints – 8x10 Canvas	42.99	5	214.95
B Gallery Exhibit	Free	Free	Free
Food and beverage for gallery	20	30	600
Labor for gallery installation	15 per hour	3 hours	45
Labor for community member photographer for workshops	45 per hour	2 hours	90
<b>Total project budget</b>			<b>\$4,992.30</b>

The SEJF program encourages the identification of additional funding sources to augment SEJF funds, though it is not required. List pending, approved, and denied applications for funding from other sources, along with amounts requested from those sources.

Additional funding source(s), if applicable	Status	Amount
n/a		
<b>Total of all other funding sources</b>		n/a

<b>Total funding amount requested from SEJF</b>	<b>\$5,000</b>
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If the project is implemented, will there be any ongoing replacement, operational, maintenance or renewal costs? If yes, has a source of funds been identified to cover those costs? This must be communicated to the appropriate stakeholder.

Ongoing cost	Amount/year	Responsible Stakeholder	Signature
n/a			

## SECTION 7: Appendices.

- American College Health Association. (2022). American college health association-national college health assessment III: Undergraduate student reference group data report. *National Health Assessment*.
- Barry, J. & Higgins, A. (2021). Photovoice: An Ideal Methodology for Use within Recovery-Oriented Mental Health Research. *Issues In Mental Health Nursing*, 42(7), 676–681. <https://doi.org/10.1080/01612840.2020.1833120>
- Gopalan, M., Linden-Carmichael, A., & Lanza, S. (2022). College students' sense of belonging and mental health amidst the COVID-19 pandemic. *Journal of Adolescent Health*, 70(2), 228-233. <https://doi.org/10.1016/j.jadohealth.2021.10.010>
- Jones, M. & Wynn, S. (2020). Battling Stigma in Mental Health: The Power of Photovoice. *Journal of Christian Nursing*, 37(4), 288-231. <https://doi.org/10.1097/CNJ.0000000000000757>
- Karaman, Ö., & Tarim, B. (2018). Investigation of the correlation between belonging needs of students attending university and well-being. *Universal Journal of Educational Research*, 6(4), 781-788. <https://doi.org/10.13189/ujer.2018.060422>
- Strack, R. W., Lovelace, K. A., Jordan, T. D., & Holmes, A. P. (2010). Framing photovoice using a social-ecological logic model as a guide. *Health Promotion Practice*, 11(5), 629-636. <https://doi.org/10.1177/152483990935551>
- Strack, R. W., Magill, C., & McDonagh, K. (2004). Engaging youth through photovoice. *Health Promotion Practice*, 5(1), 49-58. <https://doi.org/10.1177/152483990325801>
- Switzer, S. (2019). Working with photo installation and metaphor: Re-visioning photovoice research. *International Journal of Qualitative Methods*, 18(1), 1609406919872395. <https://doi.org/10.1177/1609406919872395>
- Tsai, L. (2022). Photovoice as a psychosocial intervention for survivors of human trafficking and gender-based violence. *Journal of Human Behavior in the Social Environment*, 1-15. <https://doi.org/10.1080/10911359.2022.2123424>
- Zhang, Y., Li, Q., Hu, W., Zhan, N., Zou, J., Wang, J., & Geng, F. (2022). The relationships between screen time and mental health problems among Chinese adults. *Journal of Psychiatric Research*, 146, 279-285. <https://doi.org/10.1016/j.jpsychires.2021.11.017>
- Zhou, C., Gao, M., Shi, X., & Zhang, Z. (2023). Suicidal behavior, depression and loneliness among college students: the role of school belonging. *Psychology, Health & Medicine*, 28(6), 1520-1526. <https://doi.org/10.1080/13548506.2022.2113105>