



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.

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

✓	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:** Sustainable Listening: The Sehome Hill Arboretum Sound Mapping Project

b. **Statement of Purpose:**

The purpose of the Sehome Hill Arboretum Sound Mapping Project (SHASMP) is fourfold: to develop a living, communal archive of sound to serve as ecological, musicological, and social data; to introduce a unique and important method of engaging with and stewarding our natural spaces; to explore opportunities to improve and expand environmental accessibility; and to teach students and community members the critical skill of active listening and its role in strengthening both environmental and cultural sustainability.

c. **Project description:**

Please take a moment to listen to the sounds around you. What do they reveal about your surroundings? Sound can tell us many things about our environments which might otherwise be limited by single-approach explorations. For example, if you take a picture from the observation tower of the Sehome Hill Arboretum, you may be able to see a variety of trees, it might be obvious that we are in a topographically higher location than much of the surrounding land, and you may even capture a bird, an insect, or another creature on camera. Through soil analysis, we could better understand the natural chemical state of the forest floor in this area. Through scent, we might smell dying leaves in the fall or fresh flowers in the spring. Through touch, the wind could press on our backs or the heat of the sun on our faces. By engaging more deeply with sound, however, we can unlock a world that might not be readily perceptible through each of these mediums.

As bioacoustic ecologists and ecomusicologists are continuing to discover, sounds can reveal a wealth of information about the health of our environments. This can take form, for instance, as measuring the success of environmental restoration efforts through analyzing the number and variety of bird calls in a given area, a well-known indicator of biodiversity. Sustaining our environments requires a multiplicity of approaches and our hope is that our sound mapping efforts in the Sehome Hill Arboretum will help us better understand and sustain this cherished area of our campus and community. Can you imagine a world in which we can interpret the changes in the arboretum over a five-year period just by listening to its sounds? Can you envision more students and community members in thoughtful engagement with natural spaces? Can you hear in your mind's ear how much more meaningful the arboretum could be if it was inclusive of all visitors and stewards, regardless of ability? We can.

The Sehome Hill Arboretum Sound Mapping Project (SHASMP) was conceived of in 2019 and designed to begin in Spring 2020. Due to pandemic-related delays, this project finally blossomed in Dr. Youngblood's Music & Sustainability course (MUS 301) in Spring 2022. Like a standard geographical map that you might consult for navigation and/or to give you valuable information about your surroundings, a sound map communicates the same information through a sound-based layer. In addition to these elements, the SHASMP also serves as a living archive of sound, photographs, and journal entries. These are recorded and compiled over the course of several years, with the benefit of tracking how our environment has changed through sonic means. So far, we've compiled data from six set locations in the arboretum over the past two spring quarters and we plan to expand to seven GPS points in Spring 2024. This data can be found [online in our ArcGIS story map](#), which walks site users through background information before immersing them in the sounds that were collected at the first and last visits to each site in each term of study. The bottom of the page includes a map in which all data is represented from both terms and serves as a living archive of all sonic recordings taken for this project in the arboretum.

In Winter 2024, we began interfacing with an accessibility mapping team on campus to apply our data within an accessibility framework. In addition to weekly meetings with the Accessibility Mapping Team, our work has included conversations with stakeholders about what is needed to provide the best information possible. Through these discussions, literary research, and engagement with soundscape recording scholars at other universities, we have been informed that 360-degree microphones would provide the most resolute data for our project. This differs greatly from our current recording methodology, in which students take recordings with

their cell phones, a plan that was devised according to the technology that was available to us with no funding and the limited rental equipment that is obtainable from other campus offices (such as ATUS). With financial support, however, durable 360-degree microphones can be purchased at a reasonable price and both the ecologically and accessibility-focused components of the mapping project would stand to benefit.

Additionally, we would like to make the sound map and arboretum more inclusive by collecting recordings that are taken at various times of day and throughout the year. Sound inevitably shifts, for example, between early morning and late afternoon, on warm versus cool days, when traffic is lighter or heavier on I-5, and according to several other variables. We have compiled a team of eight students and one alum, some of whom were previously enrolled in MUS 301 (Music & Sustainability) or 302 (Music & Social Justice), and others that have a vested interest in the project and want to build skills through their involvement. This team will assist with taking recordings outside of 301 labs, aid in brainstorming project developments and creating future grant applications, and help with raising awareness of and engagement with the SHASMP, among others. We view this SEJF small grant application as our potential aid in funding the first phase of a multi-phased project. For our next expansion, we are planning a community-sourced map, which will premier in the coming year and will be available for all campus and community members to contribute. It will take time and further funding to accomplish this and other initiatives that we currently have in mind for the SHASMP, but our team is poised to help get the community map get on its feet and spread the word about our work beginning this spring quarter.

In sum, we see (or hear, as it were) the SHASMP as an effort that stands to increase engagement with, stewardship of, and the broader sustainability of the Sehome Hill Arboretum, including collecting more refined data to make this natural space more accessible and inclusive. We plan to move the project forward at a sustainable pace through our multi-phased approach, of which Phase 1 would begin with a small grant from the SEJF for the purchasing of 360-degree microphones and related equipment in addition to basic outreach funding. After purchasing better equipment, collecting more resolute data, increasing awareness of this project across campus, and contributing to accessibility mapping efforts, our hope is to expand this living archive of sound so that all of our campus and surrounding community can contribute their own recordings, journal entries, and photos in a community-sourced map.

d. Goals:

The [Sehome Hill Arboretum Sound Map](#) already exists and is being developed and improved upon continuously. The goals at this stage of the work are to introduce more fidelity and resolution to the project to make our work more ecologically and culturally sustainable. Our goals for Spring 2024 are described below:

- 1) Collect more accurate data through the purchase and use of 360-degree microphones (sonic resolution)
- 2) Add one more recording site to the map (increasing from six to seven access points), in an area which is less documented (spatial resolution)
- 3) Increase awareness of and engagement with the project to include students and other campus and community members from outside of the MUS 301 course (social resolution)
- 4) Begin applying data within an accessibility framework, to make the arboretum more inclusive for people of all abilities (cultural and justice-based resolution)
- 5) Develop a more comprehensive plan for project expansion and sustainability, including the writing of a grant application for SEJF and/or other resources to aid in the project's future directions (sustainable resolution)

e. Student impact:

This project directly impacts the Western student community through three main pathways, which are listed according to the number of participants in each category from low to high:

- 1) **SHASMP Team Members:** Our project team currently consists of eight students and one alum. These students will gain valuable insight and experience into sonic ecology, field recording, disability studies, community engagement, outreach, and grant writing.

- 2) **Music & Sustainability Students:** Music & Sustainability (MUS 301) is a 4-credit, upper-division GUR course that examines the intersections between music, ecological, and cultural sustainability. Students enrolled in this course gain valuable insight into these topics through lecture, discussion, weekly field recordings in the arboretum, and the compilation of the Sehome Hill Arboretum Sound Map. The course is taught each spring quarter and capped at 25 students but, due to overpopulated waitlists, often adds 3-5 students above the enrollment cap.
- 3) **Broader Campus Community:** This project stands to benefit all WWU students by providing them with a sonic mapping tool that will help them to better understand and encourage engagement with the Sehome Hill Arboretum. Further, the SHASMP seeks to expand current engagement levels with the arboretum as we strive to help make our arboretum maps more inclusive.

f. Education and outreach plan:

The SHASMP team will engage in various and sundry forms of outreach and education in Spring 2024. Our current plan is to print and distribute posters and flyers; connect with KUGS radio station for the potential of an on-air interview and/or have them offer a brief statement about our project followed by airing some sound recordings that were taken in the arboretum; and send targeted listserv emails through major program coordinators whose students might have a vested interest in this work. Ideally, each of these opportunities will provide us with a chance to interface with and educate those that are introduced to our sonic map through these outlets. We would also like to offer more robust educational information through profiles in Western Today and Klipsun.

g. Metrics:

All data collected from this project will be published in the story map site, both in the tailored “sidecar” view and in the interactive map; therefore, one of our measures of success is collating the collected data from Spring 2024 and representing it in the online map. This living archive of sound can be accessed by anyone on or off campus. We will utilize Google analytics to track sound map site users and a feedback link will be added to the story map so that we may collect data on who is visiting the site, their interests in the project, and their suggestions for expansion and improvement. Both MUS 301 and SHASMP team members will also be surveyed at the end of the spring quarter. We will ask them to offer feedback on what is working well, what could be improved, and advice for future expansions of the project.

h. Lasting impact & Ownership:

This project will strive to exist and evolve indefinitely. The more resolute data that we collect and the more that we share our work with our campus community, the more the SHASMP and its impact will continue to grow. The project will impact sustainability in the long term through the ongoing collection and analysis of sonic data that is collected in the arboretum, which will provide a window into the ecological health of our environment. A regular piece of feedback that is provided in student course evaluations for MUS 301 is that their time spent in the field increases their sense of wellbeing. We predict that regular engagement in the sound map between students and other members from our broader campus and community only stand to be positively impacted by this work. Finally, through contributing to accessibility mapping, the arboretum will be more inclusive for people of varying abilities. This not only provides a long-term impact in the realm of social and cultural justice, but it will also help to create more investment in the stewardship and ecological sustainability of the arboretum.

We are hoping to apply for further funding to continue expanding this project to greater heights in the coming quarter with the development of a map that can be contributed to by all visitors to the arboretum. In addition to this goal, we have other exciting ideas for expansion and, therefore, plan to apply for further funding through SEJF or another funding body. We are aware that SEJF is not meant to be a permanent funding body and only plan to apply for further funds through the SEJF for clear expansions and/or new branches of this

project. Dr. Felicia Youngblood will be taking ownership of this project and plans to continue its ongoing development each spring term in MUS 301 and throughout the year with the assistance of the SHASMP team. Beyond the original acquisition of equipment, which is essential to the project at a base level and for which this small grant application is designed, the project in its current state will be self-sustaining.

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 SHASMP will positively support at least three of the four pillars of sustainability at Western, the most obvious of which is **protecting and sustaining our natural environment** through promoting data collection, analysis, awareness, and engagement with the Sehome Hill Arboretum. By contributing to the wealth of information about this space in a unique and previously unexplored medium, our project encourages students and the surrounding community to engage with and appreciate the delicacy and essential role of our natural soundscapes.

This project sits at the crossroads of environmental and **social justice**, whereas our support of the environment in this manner will positively impact historically resilient populations in the area, especially in relation to our goals to make this natural space more inclusive for people of varying abilities. The digital sound map also allows for those unable to experience the arboretum in person to appreciate and interact with it from afar, providing an important and accessible means of engagement with a cornerstone of our campus. Further, sound recording and journaling about the sonic elements in the arboretum requires active listening skills, which are essential to social justice work.

When this project was first developed as a component of MUS 301, we were not aware of how effective its related fieldwork would be for **promoting wellbeing** among enrolled students. However, every quarter has ended with multiple comments in course evaluations about the increased wellbeing that students experienced while taking a moment to breathe, listen, and engage closely with their surrounding environment in the arboretum, an experience to which we, as applicants and project designers, can now also attest. In fact, several students that have recently joined the SHASMP team cite their increased wellbeing as a direct factor in their decision to be involved with the umbrella project after having completed the Music & Sustainability course.

b. How will your project positively align with Western's Sustainability Action Plan (SAP)?

Our project actively supports Western's Sustainability Action Plan in the areas of Campus & Community Engagement, Curriculum & Research, Grounds, and Student Life. Please see detailed commentary for each of these areas below:

Campus & Community Engagement – This project encourages engagement among campus and community members with each other and with the Sehome Hill Arboretum and is furthering accessibility within this natural space. These SHASMP measures respond to the following SAP goals:

- Goal 1: Western is internally organized to support university and community engagement to advance sustainability.
- Goal 2: Western's culture and community engagement efforts reflect a strong commitment to sustainability.
- Goal 3: Western's sustainability resources are easily accessed by the public.

Curriculum and Research – This project supports environmental sustainability through diverse perspectives through interfacing with curricula in the Music & Sustainability and Music & Social Justice Capstone courses. It also supports research outside of the classroom through the broader SHASMP umbrella project and touches upon the following SAP goals:

- Goal 1: Western’s curricula provide all students opportunities to nurture and create the conditions for a thriving society, economy, and environment.
- Goal 2: Western supports scholarship and teaching that contribute to the understanding and promotion of sustainability.

Grounds – This project fosters awareness of sustainable practices through the wise management of natural resources and the protection of air and water quality, specifically through our sonic data collection methods and the analysis and application of this data. This speaks to the following SAP goals:

- Goal 2: Reduce air and noise pollution using sustainable landscape equipment. (Though we do not use landscape equipment, our data has the potential to identify areas in which unnecessary noise pollution is present in various locations of the arboretum.)
- Goal 5: Provide education on sustainable practices and utilize campus grounds to foster environmental stewardship.

Student Life – This project inspires graduates who create a sustainable world by integrating social, economic, and ecological justice practices into their lives in MUS 301, the SHASMP team, and for the broader campus community by virtue of fostering engagement with and appreciation of the Sehome Hill Arboretum. For SHASMP team members, students may earn capstone credit, senior project credit, gain valuable skills that may be applied to future careers, and/or receive support from Dr. Youngblood in the form of recommendation letters for future professional development opportunities. This directly references the following SAP goals:

- Goal 2: Through structured community and campus-based co-curricular learning experiences, students gain knowledge and insight of sustainability in practice.
- Goal 3: Social, Economic, and Ecological sustainability principles are integrated in student career and lifelong practices.

Primary chapter of alignment: Campus & Community Engagement

Explanation: The SHASMP addresses three of four primary goals in the realm of Campus & Community Engagement. The project reflects a strong commitment to sustainability, and it is a value of ours to interface with and involve members of WWU and the broader community through their direct or outside engagement with our sound map and related data. Another of our primary goals is to increase accessibility of the arboretum through this work—both in person and online—and we plan to expand awareness of the project in Spring 2024.

Additional chapter(s) of alignment and explanation, if applicable: Curriculum & Research, Grounds, and Student Life (see explanations in numbered text above)

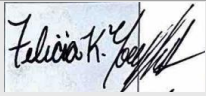
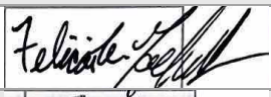

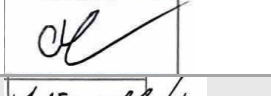
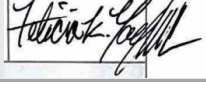
SECTION 3: Project Participants.

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: Students provide major/minor and expected graduation quarter/year	Position: Faculty/ staff/ student	Western email address	Signature to verify agreement
<i>Team Advisor</i>	<i>Dr. Felicia K. Youngblood</i>	WWU Music Department	Faculty	youngbf@wwu.edu	
<i>Team Lead</i>	“ ”				
<i>Team Member</i>	<i>Casey Price</i>	WWU Environmental Studies major; WI24	Student	price22@wwu.edu	
<i>Team Member</i>	<i>Alec Chisholm</i>	WWU Env. Studies maj. & Music min.; SP25 Grad	Student	chishoa5@wwu.edu	
<i>Financial Agent</i>	<i>Dr. Felicia K. Youngblood</i>	WWU Music Department	Faculty	youngbf@wwu.edu	
<i>SEJF Project Coordinator</i>	<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.


Task	Timeframe (Spring 2024)	Estimated Completion Date
Acquire Equipment	Mid-late March	April 1, 2024
Test Equipment	Early April	April 8, 2024
Collect data in MUS 301 & SHASMP Team using new equipment	Early April – Early June	June 6, 2024
Brainstorm & solidify future expansions of the project (i.e. design and launch date for the community-sourced sound map)	April	May 1, 2024
Develop & submit grant application for further funding	April	May 1, 2024
Compile data into sonic map through ArcGIS	Mid April – Mid June	June 14, 2024
Raise awareness of project through flyers, profiles, target emails, and radio stations	May	May 31, 2024
Analyze & apply collected data within an accessibility framework	Mid May – Mid June	June 14, 2024
Launch surveys & engage with analytics to assess project impact	Early-Mid June	June 17, 2024

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

While the Sehome Hill Arboretum Sound Mapping Project is intended to be ongoing, this first phase of the project, which includes equipment acquisition, the first round of data collection using said equipment, raising awareness about our project, making plans for future expansions (including a new grant application), and analysis of newly acquired data within an accessibility framework is set to be completed by June 17, 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.*

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
Dr. Francisco Laso	Assistant Professor – College of the Environment	WWU Accessibility Mapping Team Lead	

- 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
Zoom H3-VR 360-degree Microphone	\$249.99	10	\$2,499.90
CBH-3 Protective Case for H3-VR	\$34.99	10	\$349.90
SanDisk Ultra 128GB microSD Card w/ Adapter	\$18.99	10	\$149.90
Memory Card Reader USB & USB-C Adaptable	\$15.99	10	\$159.90
Hulken Collapsible Carry/Roller Bag	\$115.00	1	\$115.00
Tripod Stand	\$22.90	10	\$229.90
Rechargeable AA Batteries (8-pack)	\$28.99	2	\$57.98
Sennheiser HD205-II Supraaural Headphones	\$59.95	10	\$599.50
Estimated Taxes (at 6.5%)	\$270.53	1	\$270.53
Flyers & Posters for Outreach	\$150.00	1	\$150.00
Shipping & Incidentals	\$417.49	1	\$417.49
Total project budget			\$5,000.00

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		
Total of all other funding sources		\$

Total funding amount requested from SEJF	\$5,000.00
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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.

Provide any additional documents, references, or information here.

Appendix 1: Budget Justifications

- **10 Copies of Each Piece of Equipment** – There are seven groups in MUS 301 that are assigned to seven recording locations in the arboretum. Purchasing 10 copies of each piece of required equipment will ensure that all groups and the professor, classroom, and project assistants have a copy as well, leaving two copies of each piece of equipment either as backup (in case of incidentals) or for SHASMP members to collect data outside of the classroom-based labs.
- **Zoom H3-VR Microphones** – These 360-degree mics are the standard affordable and durable option for soundscape recording. They collect sonic data that is required for accessible mapping and provide resolute recordings for more accurate ecological analysis. Additionally, these microphones are more user friendly than some from competing brands. The price point is optimal considering our limited budget. Many of the top-end 360-degree microphones are at least \$1,000, each but the Zoom H3-VR will still provide full functionality within the realm of our project design, giving our team the data that we need but at a much more reasonable cost.
- **CBH3 Protective Cases** – These are designed for the microphones that we are purchasing and will help to ensure protection and minimal damage of the equipment.
- **Sandisk Ultra microSD & Adapters** – SD cards ensure adequate data storage and the adapters will allow the microSD cards to be placed in standard memory card readers, which are necessary for transferring data from the microphones to external sources (such as laptops).
- **Memory Card Readers** – See above. These will hold the SD adapters.
- **Tripod Stands** – While the microphones can be placed directly on the ground, tripods will help to ensure more resolute data with less interference from footsteps, for example, and will also ensure that the microphones are protected, as the arboretum can get rather wet/muddy in several locations.
- **Rechargeable AA Batteries** – These will help our microphones run without being plugged into external power sources and the recharging capabilities increase the sustainability factor of this project.
- **Sennheiser Supraaural Headphones** – These headphones are the best at this price point for ambisonic/360-degree sound editing. They are essential on the front end of data analysis and editing for our team members; however, once the sonic data is added to ArcGIS, it is not necessary that one own such headphones to engage fully with the sound map, so the sound will still be fully accessible to the average listener.
- **Hulken Collapsible Carry/Roller Bag** – This bag is for mass equipment transport to and from the storage location in PAC 139 (see Appendix 3). This water-resistant, easy-carry case will ensure that a single person can carry equipment from the office to the arboretum and/or classroom locations and will also serve as a storage unit.
- **Estimated Taxes** – Calculated at the standard WA rate.
- **Flyers and Posters for Outreach** – While meager, this amount should cover enough of what we need to create and share multiple outreach flyers and posters that can be printed on our campus, including one large-scale sandwich board that may be placed semi-permanently in public spaces.
- **Shipping & Incidentals** – Some of the above items have free shipping deals that were current at the time of this application but may not be upon purchase of the materials. Therefore, these two categories have been combined to allow for discrepancies in shipping costs.

Appendix 2: Applicants and the Sustainable Knowledge & Data Transfer Process

This brief appendix includes a brief background on the founding members of the SHASMP team and our efforts to create a sustainable transference of knowledge and data related to our project.

- Dr. Felicia K. Youngblood & Casey Price prepared this application.
- Casey is graduating in Winter 2024 with an Environmental Studies major and GIS Minor & Certificate. He was a student in MUS 301 in Spring 2022, and aided Dr. Youngblood in creating the story map in its current state and as a class assistant for MUS 301 in Spring 2023. As such, Casey has been an important contributor to the SHASMP and co-created this application with Dr. Youngblood. As he will be graduating soon, both parties acknowledged the need and benefits of transferring Casey's role to another student with similar background and interests.
- Therefore, Alec Chisholm (Environmental Studies major and Music minor) will be taking over as the main student assistant for the SHASMP in Spring 2024. The latter half of the winter quarter has included multiple meetings between Dr. Youngblood, Casey, and Alec, to ensure sustainable knowledge and data transference.
- Additionally, the three have met regularly with the Accessibility Mapping Team to accomplish goals related to the inclusive and social justice-based components of the project.

Appendix 3: Storage & Protection of Equipment

- All purchased equipment will be stored in Dr. Youngblood's office (PAC 139) in the Hulken carrying case. This office space is only accessible with a department-issued key. Student assistants for the SHASMP may be assigned an office key at the discretion and request of Dr. Youngblood so that they may access equipment on her behalf when needed. Otherwise, the equipment will be securely stored and only accessed by Dr. Youngblood before being assigned to members of MUS 301 and/or the SHASMP team.