



**Grant Application
2022-2023**

The 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.

*Note: if you are requesting a large grant (over \$35,000) you must first submit a Large Grant Abstract. Abstracts must be reviewed and approved by the Sustainability Engagement Institute Director and the SEJF Committee before a final application can be submitted. Ask a program representative for a copy of the Large Grant Abstract template.

Each grant team is assigned an SEJF project coordinator; this individual will collaborate with the project team and provide feedback and insight on the application. Teams are expected to meet on a weekly or bi-weekly basis with their SEJF project coordinator.

The research and writing components required for this application take, at minimum, a month to complete. Last-minute requests may not be accepted. For detailed application instructions, please refer to the *SEJF Grant Proposal Toolkit* or ask your project coordinator.

Submit your completed application by emailing a scanned version (including signatures) 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 Sustainability Engagement Institute Director. Small grants may be approved, declined, or sent to the SEJF Committee for consideration.
x	Medium Grant: Between \$5,001 and \$35,000. Applications of this size will be reviewed by the Sustainability Engagement Institute Director for alignment and completeness and then provided to the SEJF Committee. The committee will review the grant, receive your presentation, and approve or decline the funding request.
	Large Grant: Over \$35,000. To request funding at the level, you must already have submitted and received approval of your grant abstract. Please attach your approved abstract to the end of this application. Applications of this size will be reviewed by the Sustainability Engagement Institute Director for alignment and completeness and then provided to the SEJF Committee. The committee will review the grant, receive your presentation, and approve or decline the funding request.

SECTION 1: Project Concept.

- a. **Project Title:** Advancing the Morse Leadership Institute's (MLI) *Community Engagement Project Program*
- b. **Statement of Purpose:**

For the past 8 years, students in LDST 101 and LDST 450 have developed and implemented several community engagement projects (CEPs) at WWU and in our greater Whatcom community. Students enrolled in LDST 101 and 450, offered through the Morse Leadership Institute at WWU, have the unique opportunity to develop and implement projects that benefit the Western community and beyond. For several years, students identified and developed new projects that only lasted that quarter, since the course was only offered 1-2 times a year (due to capacity and funding). This meant projects, while well-intentioned, were ineffective for meaningful change and unsustainable for the human personnel staffing the program. In 2021, Dr. Stout redesigned the CEP program, grounding the pedagogy in the United Nations Sustainable Development Goal's and the University of British Columbia's Okanogan Charter, which WWU has committed itself to supporting. As a result, the CEP program became a series of four legacy projects that different students lead each quarter with the intention of long-term, sustainable change. They are as follows:

1) Nooksack Restoration Project: The Nooksack River is failing 5 of the 6 elements for being considered a healthy river. For the past six quarters, students have engaged in waterway clean-ups, planting trees, and clearing of invasive plant species to support the health and sustainability of the Nooksack river. Our students have collaborated with local organizations, high schools and other WWU students (not in LDST 101) to participate.

2) Trans Advocacy Project: For five quarters, students working on the Trans Advocacy Project have engaged in creative fundraising and collaboration with on and off campus organizations to raise funds to support trans individuals so they can legally change their name. Just this April, Governor Inslee signed Senate Bill 5028 which ensures no-cost name changes for transgender individuals who are low-income, and also seals the court documents which provides privacy and safety for child adoptees, victims of domestic violence, refugees or those who have received asylum and transgender individuals. With these new safeguards legally in place, students in the Trans Advocacy Project group are exploring new directions to take the project. Collaborations with LGBTQ+ are being developed, and education/advocacy initiatives are beginning. As an extension of this project, we are exploring the idea of doing a narrative research project to learn more about the experiences of our transgender students here at WWU. We are in the early stages of this extension of the project, but it will definitely include students as co-researchers.

3) Menstrual Health Advocacy: Menstrual Health Advocacy began as an extension of the work of Days for Girls. While we want to maintain that collaborative connection, students decided to change the name last fall to be more inclusive of all menstruating individuals. To advocate for menstrual health, students have fundraised to purchase quality menstrual projects to donate to students on campus. This quarter, they decided to focus on sustainability of products and purchased 40 menstrual cups and are holding a raffle from their educational tabling events for students. In addition, they have purchased a cramp simulator to help non-menstruating individuals to understand what cramps feel like.

4) Nature and Mental Health: The idea of this project emerged from early conversations about mental health needs and how to navigate through the very real stigmas around mental health, as well as access to strategies to support mental health. The health benefits of being in nature are substantial, and we live in such a beautiful area, students decided to intentionally work towards engaging students in nature to improve their mental health. They have volunteered at the Outback Farm, collaborated with the Nooksack Restoration group, done awareness tabling and chalking to get people talking about Mental Health, facilitated art activities outside for students and organized walks for students in our Whatcom County parks.

Each quarter, we ask the students to determine how they want to work towards the mission of the projects (originally designed by students), and how the work they are doing is grounded in one or more of the UNSDGs and the Okanogan Charter. They explicitly have to identify these elements before engaging in the work.

This significant curricular and programmatic shift was inspired when Dr. Stout attended the Women and Leadership conference at Purdue University in 2016. In addition to the conference, she had heard Purdue was known for their innovative Engineering Projects in Community Service (EPICS) program and took advantage of the opportunity to visit. With limited time, Dr. Stout was only able to visit partial aspects of the program and its stakeholders, but it was enough to initiate the inspiration for change to expand MLI's CEP program.

The pandemic provided a unique period for Dr. Stout to redesign the program. She decided that like the EPICS program, she wanted students to develop longer term projects for more significant and sustainable impact. Additionally, she centered the UNSDGs and Okanogan Charter in curriculum and program pedagogy. These changes required a curricular shift to embrace Critical Leadership Studies and a logistical change to quarterly offerings of LDST 101 and 450 (versus 1-2 times a year). The students reflect on their own personal and cultural values, practice of, and appreciation for leadership so that they can critically examine leadership theory and practice; the 4 legacy projects provide students an opportunity to learn how to work collaboratively. We continually work to weave issues of diversity, equity, inclusion, access, and belonging into the course and curriculum, as these areas are key to effective leadership. This means we encourage students to see themselves as knowers who bring their own valuable stocks of knowledge (i.e., experiences and understandings) and social location (i.e., perspectives or standpoints) to the practical engagement of these projects to increase students' awareness of individual and collective agency and leadership capacity.

The mission of the Morse Leadership Institute (MLI) is to develop student leaders who can work collaboratively and inclusively with others by honoring diverse leadership values, styles, and perspectives, which can result in more equitable solutions and communities. It is the value of MLI to provide a variety of support mechanisms and opportunities for students across Western's campus to develop as leaders. These include a broad spectrum of leadership studies courses, applied and global leadership opportunities, community engagement, peer and professional mentoring, support for students' participation in academic conferences and professional development opportunities, and campus events and programs.

The MLI leadership minor has an impressive graduation rate of 98.91%, which we directly attribute to our individual and holistic care of students as well as experiential learning activities such as our Community Engagement Program. As an institute that is part of WWU's university-wide Academic Programs, Institutes and Centers (APICs), MLI has done a huge amount of development with little funding or resources.

The Director, Dr. Stout, being the only full-time faculty able to teach this course, was not a sustainable solution. Dr. Diaz was hired as the full-time Associate Director of the Institute with a primary function of her position being the teaching and ongoing development and management of the program. This increase in capacity has allowed both Drs. Stout and Diaz the space and time to effectively evaluate and assess next steps in the development of the program and have several ideas of how to move forward. Unfortunately, institute funding is limited and resources scarce. This document is to request funding for specific objectives that will support the continued development of the MLI Community Engagement Program.

c. Describe your proposed project in detail:

1. MLI faculty, Dr. Stout, Dr. Diaz, and two MLI students would travel back to Purdue University to audit both lectures and discussion sections within the EPICS program as well as speak with program directors, faculty, and students of the program. The extremely successful EPICS service-learning based program has been emulated by 45+ other universities and 30+ public junior and high schools. Research has found that non-

engineering programs have implemented EPICs based models with great success. As the major at Purdue University also includes a leadership based minor, we feel a visit to the program would be an effective use of time to improve programmatic structure/growth, engagement with community partners, as well as how to identify long-term funding models to support our continued efforts. Their development of corporate sponsorships and non-profit partnerships provides wonderful role models. Bringing students would be an amazing learning opportunity for them and provide us with valuable insight from a student perspective. It is our goal to emulate the success of the EPICS program to provide students at WWU with additional support and experiential learning opportunities that they will be able to practically apply after completing their degree(s) at WWU.

2. The International Leadership Association (ILA) global conference will take place in Vancouver B.C. during fall of 2023. The unusual proximity of the conference to WWU provides us with a unique opportunity to involve more individuals (students, staff, and faculty) in a panel presentation at the conference about the CEP program. It is our hope to have campus partners and students share their experiences with our program. We are currently submitting the proposal for this panel presentation but have submitted several (10+) successful proposals to this conference in the past. A proposal for a column describing MLI's program has already been accepted for publication the International Leadership Association's Interface Newsletter for the column, "Global & Culturally Diverse Leadership in the 21st Century." In addition, we are encouraging our students to submit proposals to the conference as well.
3. Fall 2022, Dr. Stout and Dr. Diaz attended the annual global ILA conference in Washington D.C. and had the opportunity to meet Dr. John Dugan, a groundbreaking scholar in Critical Leadership Studies. While we love his scholarship and it's important for students' leadership development, his groundbreaking text is not appropriate for a 101-level class. We have adapted in the short term, providing reading synopses and thorough class lectures with experiential learning. With that said, we know there is a need to continue to develop our curriculum to capture the critical examination of leadership in a way that meets students where they are at. We asked Dr. Dugan if he might be willing to come to Western to explore this idea further with us, and he agreed, and offered to wave his stipend if he could bring some of his students to be a part of the process, which is great! His commitment to expanding opportunities for under-represented students is our value, too, and we hope to emulate his success at the [Aspen Institute](#). It was our hope to bring Dr. Dugan to campus in 23-24 AY to engage in some of this work, but with budget restraints, we have adapted our plan to try to meet with Dr. Dugan during the ILA Conference, October 2023. Dr. Dugan visited campus in ~2013, so working with him again, especially with his role in collecting data for the Multi-Institutional Study of Leadership (MLS), would provide important programmatic feedback.
4. The MLI CEP project supplies are currently funded by a student lab fee, but we are recognizing a need for a larger investment in items that are utilized each quarter. The basic items that are needed sometimes take the place of any new, innovative ideas that students may come up with for the quarter. In addition, we have student leaders that manage each of the discussion sections/projects. We are working on developing a "teaching cabinet" that includes discussion and group facilitation items that can be used by our student leaders every quarter.
5. We have learned that this infrastructure is most successful with a strong leadership team to support the students, the mission, and goals as well as ourselves. COVID helped us to realize that we must take our health and wellbeing into account, as well as our students, to build sustainable processes and structures. MLI would like support employing either 1 full-time or 2 part-time graduate teaching assistants and 2 undergraduate institute assistants that would provide administrative and programmatic support. We have received feedback from students who have worked with the program in the past how much they valued the autonomy and opportunities for learning that we have provided in these positions. It is our goal to continue to increase these opportunities for students and make stronger connections with our alumni who want to

come back and support students and the mission of the institute. These graduate and undergraduate positions provide the basis for that ongoing relationship.

d. Who is the intended audience?

Western Washington University students and Whatcom County.

e. How does this project directly impact the Western student community? How many students will be affected?

We have a multi-layered support approach for the Community Engagement Project program. During the 23-24 academic year, approximately 190 students will go through the 101 class, 24 students will go through 450/451 class and 12 students will go through the 452 class. It is important to note that we open the opportunities to engage in these projects to other interested students on campus as well through events and internship opportunities.

SECTION 2: Project Goals and Outcomes.

a. What are the goals and desired outcomes of your project?

- a. Examine the successful EPICS program at Purdue University and apply that learning to the MLI Community Engagement Project program.
- b. Present the MLI Community Engagement Project program to an international audience through a panel presentation at the International Leadership Association and publication through other ILA-based opportunities.
- c. Provide other WWU colleagues and students the opportunity to attend the International Leadership Conference and participate in the International Leadership Conference panel presentation.
- d. Glean the expertise of leadership scholar Dr. John Dugan to more effectively utilize his research for undergraduates and apply his data collection from the Multi-Institutional Study of Leadership (MLS) for future programmatic assessment.
- e. Invest in Community Engagement Project items and teaching tools to ensure the ongoing success of the projects and student engagement.
- f. Maximize our impact with a strong leadership team to further support the success of the projects, student engagement and student retention.
- g. Provide students with learning opportunities that will support their success here at Western and in their future careers.

b. How will your project positively support the four pillars of sustainability at Western? *For information on the*

four pillars of sustainability, please refer to the Sustainability Engagement Institute's website (<https://sustain.wvu.edu/our-mission>), look through the SEJF Grant Proposal Toolkit, or ask your program coordinator.

1. Create economic vitality:

Engaging students in these projects not only supports community partnerships, but it also teaches our students how to be effective leaders in society. To ensure economic vitality, we need leaders who can navigate conflict, have hard conversations, recognize systemic impact and understand their own social location within society. Our classes and this program in particular focus on this learning.

2. Promote well-being:

Grounding the Community Engagement Project program in the UNSDGs and the Okanagan Charter has provided a strong foundation that promotes holistic well-being. We have intentional conversations with students about their personal well-being and ask that they evaluate how these projects promote well-being.

3. Protect the environment:

Our Nooksack Restoration Project (one of the four CEPs) directly participates in debris clean-up and invasive species clearing on the Nooksack, in and along our waterways, throughout the county and on campus.

4. Uphold social justice:

Social justice is the critical foundation of the Community Engagement Project program. In the curriculum of the course, we are asking students to analyze leadership through a critical lens, which demands deep reflection of our own identities, privileges, and social location as well as cultural ideology that protects the majority and most often oppresses the minority. We then apply this critical learning to the experiential learning of the community engagement projects.

c. How will your project positively align with Western's Sustainable 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 (<https://sustain.wvu.edu/sustainability-action-plan>), look through the Grant Proposal Toolkit, or ask your program coordinator. 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: Campus and Community Engagement

Explanation: The Community Engagement Project program has 4 specific projects that directly serve our students and the surrounding community, as well as provide opportunities for campus and community collaboration.

Additional chapter(s) of alignment, if applicable: Curriculum and Research

Explanation: The advancement of this program and curriculum requires further research (Purdue and Dugan visits, panel presentation and further discussion with international colleagues). In addition, we are recognizing opportunities for longer term research that extends beyond the projects.

d. How will your project address the UN Sustainable Development Goals (SDGs)? *The United Nations has developed seventeen sustainable development goals (SDGs) to transform our world. These goals address the full spectrum of sustainability. When we work locally to transform our community, we are in league with people around the globe striving to create a more just society. Visit the UN's website for more detailed information: <https://sdgs.un.org/goals>. The UN's seventeen SDGs are:*

- | | |
|-------------------------------|---|
| 1. No Poverty | 6. Clean Water and Sanitation |
| 2. Zero Hunger | 7. Affordable and Clean Energy |
| 3. Good Health and Well-being | 8. Decent Work and Economic Growth |
| 4. Quality Education | 9. Industry, Innovation, and Infrastructure |
| 5. Gender Equality | 10. Reduced Inequality |

- 11. Sustainable Cities and Communities
- 12. Responsible Consumption and Production
- 13. Climate Action
- 14. Life Below Water

- 15. Life on Land
- 16. Peace and Justice Strong Institutions
- 17. Partnerships to Achieve the Goal

Please list and explain the three United Nations’ Sustainable Development Goals that your project primarily addresses.

1. Clean Water and Sanitation, Life Below Water, Life on Land and Climate Action: Our Nooksack Restoration Project directly addresses these four UNSDGs through direct clean ups of debris near waterways, clearing invasive species, as well as education and advocacy through tabling and promotion of their clean-ups.
2. Good Health and Well-being and Partnerships to Achieve the Goal: Our Nature and Mental Health project group partners with the Outback Farm as well as Counseling Health and Wellness to provide programming that promotes the benefits of nature to positive mental health.
3. Good Health and Well-being, Reduced Inequality and Gender Equality: Our Trans Advocacy project worked for several quarters to raise awareness and money for transgender individuals to change their name. In recent months, the need for this has diminished (which is great news!). We have been in conversations with LGBTQ+ WWU to determine further needs for transgender student support moving forward. In addition, our Menstrual Health Advocacy program also addresses these goals through awareness initiatives and programs on campus as well as fundraising for sustainable products.

e. How will the success of the project be measured? Describe the quantitative and/or qualitative sustainability metrics you will use to measure the success of your project. A data collection plan is required for all projects, and all data must be provided to the SEJF Program upon completion of the project.

Metric	Description	How and when will you collect it?
Program Climate Survey	We are developing a program climate survey with the support of our student advisory board.	Possibly Qualtrics, but we also want it to be student management friendly. Collection winter quarter 24 and potentially the end of spring quarter 24.
Institutional program assessment	Annual institute program assessment.	Submitted as required by the provost.
Course Feedback	Quarterly course feedback provided by LDST students.	All levels of the LDST 101 Leadership Team are assessed quarterly, which reviewed quarterly and annually by the director.
Focus Groups	In-person, small group feedback opportunities facilitated by student leaders, observed by staff.	This is a new idea, so we are still working out the logistics. Our hope is to accomplish a short series of focus groups by spring 24.
LDST 101 enrollments	Quarterly course enrollment trends and waitlists (if available) for all course sections (and CEP projects).	As “word of mouth” has been a key driver of enrollment in LDST 101, student enrollment represents their positive experiences and encouragement to others. Enrollment trends and waitlists for sections, projects, and the LDST 101 and 450 courses will be monitored quarterly and yearly.

SECTION 3: Project Participants.


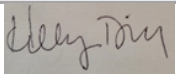
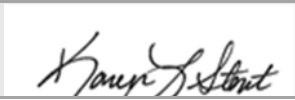
Team Information: A team should consist of two to five individuals, including the team advisor.

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

Project Lead: There must be at least one 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 Manager.

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

Name	Department/School. <i>Students provide major/minor</i>	Position: Faculty/staff/student; <i>Students provide expected graduation quarter/year</i>	Western email address	Signature to verify agreement
<i>Team Advisor:</i>	Karen Stout/MLI	Director and Faculty	Karen.stout@wwu.edu	
<i>Team Lead:</i>	Holly Diaz/MLI	Associate Director/NTT Faculty	holly.diaz@wwu.edu	
<i>Financial Agent:</i>	Karen Stout	Director and Faculty	Karen.stout@wwu.edu	
For fund transfers <i>FAST Index:</i> <i>Activity Code:</i>	Karen Stout will supply this information upon approval of the proposal.			
SEJF Project Coordinator (SEJF staff member):	Zinta Lucans			

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.

Action	Purpose	Initiation	Completion
Make curricular adaptations based on learning from the 22-23 academic year	Continuous assessment and improvements of the CEP program, especially from quarterly data collected.	3/23	9/23
Register and attend the ILA Conference in Oct 2023 with colleagues and students.	Promote WWU, MLI and the CEP program. Provide collaborative experience with colleagues and students through participation in panel presentation.	6/23	10/23
Coordinate with Purdue University EPICS program for an on-campus visit.	To learn strategies from the extremely successful EPICS program to bring back to the MLI Community Engagement Projects.	6/23	05/24
Coordinate a visit with Dr. Dugan at the ILA Conference in Oct 2023.	Dr. Dugan would provide curricular feedback to help his research to be more accessible to undergraduate students. In addition, identify strategies for enhanced programmatic assessment.	6/23	05/24
Investment in teaching tools and items for the future success of the CEPs.	Continue to advance our engagement and teaching strategies for the CEPs.	3/23	05/24
Hiring our MLI Leadership Team for 23-24.	To support student success, sense of belonging and retention as well as the success of the CEPs.	5/23	9/23
MLI Student Climate Survey (May 23 and May 24)	To learn about our students' experiences while engaging in the CEPs and the MLI program overall.	5/23	6/24
Quarterly course evaluations for 101, 450, 451 and 452 and assessment of course and project enrollments	Assessing the curricular and experiential learning of our students through evaluations and enrollment data.	12/22	06/24
Make minor quarterly adaptations based on learning from Purdue, Dugan and surveys during 23-24.	Ongoing improvement of the Community Engagement Program	09/23	07/24
Focus Groups	Small focus groups to attain vital feedback from ongoing program development	05/24	
Present/publish about CEP program	Share lessons and achievements with other leadership scholars, especially at the international level.	2/23	6/24
Institutional Programmatic Assessment	Programs within the APICs group will be submitting programmatic assessments TBD	Anticipated 23-24	

b. When is the planned project completion date?

August 2024

c. When will final metrics and a final report be submitted to the SEJF Program? *This should be completed no later than one month after the project completion date.*

September 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. *Please refer to the SEJF Grant Proposal Toolkit for more detailed information.*

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
N/A			

b. Who will be the project owner upon completion of the project? Which individual/office/department will take over the project? This owner should also be listed as a stakeholder.

Karen Stout and the Morse Leadership Institute

c. 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 your SEJF project coordinator for this form.*

No

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. Include funding amounts from other sources that will impact project cost. The SEJF Program encourages the identification of additional funding sources to augment SEJF funds, and failure to secure such support may prevent approval of an application. List pending, approved, and denied applications for funding from other sources, along with amounts requested from those sources.

Budget item	Cost per Item	Quantity	Cost
Purdue University Visit (airfare, hotel, per diem x4, two staff and two students)	1500	4	6,000
ILA Conference (Transportation, Registration, Hotel and Per Diem for 4 staff and 4-6 students)			15,000
CEP item investment and teaching tools			2,000
Student Staffing Support (1 full-time or 2 part-time graduate teaching assistants and 2 undergraduate institute assistants)			12,000
Total project budget			35,000

Additional funding source(s)	Status	Amount
MLI – CEP item investment and teaching tools		2,000
MLI – Student Staffing Support (utilizing work study students for undergraduate positions, but there is still a difference that will need to be covered).		16,000
MLI – Event funding for project showcases and community events		4,500
MLI – Curricular materials/copies of critical leadership studies and reflection learning materials		1,500
Total of all other funding sources		24,000
Total requested funds from SEJF		\$35,000

Budget Note: *The Graduate Teaching Assistant (GTA) stipend is \$2550/quarter for part-time, and \$5100/quarter for full-time. We are determining that we would like to hire: 2 part-time GTAs in fall, 1 part-time in the winter, and 1 full-time in the spring (for a total of \$12,750). We also need to hire 2 undergraduate students to support the administrative work, which is 15-19 hours a week. We are trying to offset costs with work study students, but that is not always possible. So, our total need is 24k for student hiring and we are asking that the grant helps us cover \$12,000 of that cost and we cover the rest.*

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
Student Staffing Support	24,000	MLI/Karen Stout	

SECTION 7: Appendices.

Provide any additional documents, references, or information here. For large grants, attach the approved abstract in its entirety at the end of this document. When possible, provide documents rather than URLs.



**GRANT APPLICATION
PROPOSAL REVIEW PROCESS**

Please arrange a meeting with Zinta Lucans, SEJF Program Coordinator for the Sustainability Engagement Institute, to review your drafted proposal. Once your project proposal is complete, sign and deliver it via email to: lucansz@wwu.edu.

Completed medium and large grants applications are presented to the SEJF Committee for consideration. The SEJF Program Coordinator will provide you with dates and information for your presentation once your application is complete and submitted.

Zinta Lucans
SEJF Program Coordinator, Sustainability Engagement Institute, Western Washington University

Signature: _____ Zinta Lucans _____ Date: __5/11/2023__

*This signature confirms that the application has been accepted for SEJF committee review;
it does not indicate funding approval.*

Grace Wang
Director, Sustainability Engagement Institute, Western Washington University

Signature: _____ Grace Wang _____ Date: __5/15/2023__

*This signature confirms that the application has been accepted for SEJF committee review;
it does not indicate funding approval.*