



**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 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 regular 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 Application 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](mailto: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 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 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 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:**

Creating Community for Underrepresented Students in the Environmental Sciences (ESCI)

### **b. Statement of Purpose:**

The purpose of this project is to support underrepresented students in environmental science by increasing community and connections between ESCI faculty and other underrepresented students.

### **c. Describe your proposed project in detail:**

This idea started out as an Independent Study idea that I had regarding the intersectionality of people of color (POC) and sustainable leadership. As a person of color within this field, I was aware of the lack of community and support that was provided for me, knowing there are only 19% students in the environmental science (ESCI) major that identify as students of color (See Appendix). My plan for my Independent Study was to resolve this by creating something that would help future underrepresented students in ESCI have the community and support that I didn't experience. As this idea started to develop, I realized that the start of my research needed to be rooted in connecting with other underrepresented students currently within the ESCI field to see where support was lacking and get a pulse of how these students were feeling within this field.

This led to an event that Shalini Singh, Diversity Recruiter and Retention Specialist for the College of the Environment, and I created called a Round Table student dinner for underrepresented students in ESCI. The event was held this quarter (Winter 2023). The goal of this event was to hear students' feedback about their experience within the College of the Environment, where they would like to see more representation, where they have found community, and what community gatherings and events they would want to attend; additionally, we sought to find ways to better support them (See Appendix). An overarching theme as discussions took place was that underrepresented students were lacking mentorship from ESCI faculty members and that they would like to connect with ESCI faculty and other underrepresented students in a casual, low-stakes setting.

The main idea of this project is to have one event per quarter where underrepresented students can meet with ESCI faculty and enjoy a meal together. Meal-wise, we want to bring high-quality food from different cultures. It is important to have food at these events as college students typically do not have the resources to be able to experience food from a wide range of different cultures. This will also help to increase representation for underrepresented students as they might be able to identify with the food being served. We also want to have the ability to bring guest speakers to some of these events in order to highlight speakers from underrepresented backgrounds that are within the ESCI field. We would also like to have entertainment at these events like live music showcasing different cultures music and to make the event more inviting to students. Guest speakers and musicians will be identified and communicated with upon approval of this project proposal; though specific individuals have not yet been identified, we aim to promote local speakers and musicians as often as possible.

Hosting these quarterly events will allow the College of the Environment to support students by:

- Creating connections with faculty and increasing the opportunities of mentorship.
- Helping to decrease the stress and anxiety that comes with meeting faculty one-on-one.
- Facilitating a space where underrepresented students can meet other underrepresented students.
- Cultivating a reliable space for students to create community with peers and faculty.
- Increasing faculty's understanding for how to best support underrepresented students.

The hope is that projects like this will also attract more students of color and increase diversity within the ESCI major at Western. Students will ultimately feel more comfortable joining the major knowing that there is a strong support system willing to help them succeed; it's important for students to know that they are not alone.

Though it is important that students feel comfortable showing up at these events it is equally important that faculty actively participate as well. The College of the Environment's Diversity Equity and Inclusion (DEI) committee has reached out to ESCI faculty during their departmental meetings and there was a consensus that they would want to participate in these quarterly events. A poll is currently being sent out to further showcase the faculty's willingness to participate.

A substantial portion of money in this grant proposal's budget is for a paid student staff position. This student position would oversee planning and coordinating the quarterly events and would work directly under the CENV Diversity Recruitment and Retention Specialist, Shalini Singh. Shalini's office will be ultimately responsible for facilitating these events; however, Shalini currently has no direct and active support. More support, in the form of an additional part-time employee, is needed to make events like these happen, and is especially needed to make these events more sustainable as they do not rely on just one person's efforts. A student is best suited for this position because they will have a better understanding of student perspectives. They will also lend the DEI Committee meetings a student perspective and help communicate the needs of underrepresented students, which will hopefully lead to more projects like this one in the future.

**d. Who is the intended audience?**

ESCI Students and ESCI faculty

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

The project directly benefits underrepresented ESCI students and ESCI faculty; however, as this project progresses, there is potential for events like this to be implemented for every department. Events like this integrated in every department on campus could lead to an increase in campus and community engagement which is one of the chapters for Western's Sustainable Action Plan (SAP) and could potentially positively impact a large portion of students across the entirety of Western.

**SECTION 2: Project Outcomes.**

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

The goals and desired outcome of this project are:

- Creating connections with faculty and increasing the opportunities of mentorship.
- Helping to decrease the stress and anxiety that comes with meeting faculty one-on-one.
- Facilitating a space where underrepresented students can meet other underrepresented students.
- Cultivating a reliable space for students to create community with peers and faculty.
- Increasing faculty's understanding for how to best support underrepresented students.

The main goal of this event is to create a community of faculty and peers for underrepresented students to rely on throughout their career at Western.

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

1. Create economic vitality:

The primary focus of this project is not to create economic vitality. However, by supporting underrepresented students, this project will ultimately attract more students to attend Western in the future. This would consequently create economic vitality for Western as a whole.

2. Promote human health:

Underrepresented students at Western have faced many challenges ranging from underrepresentation, lack of community, and isolation. By increasing community for underrepresented students this will positively impact the mental health for underrepresented students.

3. Protect the environment:

By supporting underrepresented students this will lead to an increase in a diverse and more well-rounded community of individuals within the ESCI field. Having a larger and greater range of perspectives within the field will allow for an increase in ideas and people who want to protect the environment.

4. Uphold social equity:

This project aims to support underrepresented students by helping them to create a community they can rely on as they face many challenges associated with choosing a career in a traditionally white-dominated field.

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 ([sustain@wwu.edu](mailto:sustain@wwu.edu)) 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 & Community Engagement

Explanation: This project aligns with Campus and Community Engagement chapter of Western's SAP. The main goal of this project is to create a community for underrepresented students through ESCI faculty and other underrepresented students. This project is focused on underrepresented students in ESCI but can also be replicated in all departments across Western's campus.

Additional chapter(s) of alignment, if applicable: Student Life

Explanation: This project is focused on helping underrepresented students. This project is aimed at helping these students feel like they are a part of a community, increasing their well-being and mental health, and overall making their experience at Western a more positive one.

**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. The UN's seventeen SDGs are:*

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. No Poverty</li> <li>2. Zero Hunger</li> <li><b>3. Good Health and Well-being</b></li> <li><b>4. Quality Education</b></li> <li>5. Gender Equality</li> <li>6. Clean Water and Sanitation</li> <li>7. Affordable and Clean Energy</li> <li>8. Decent Work and Economic Growth</li> <li>9. Industry, Innovation, and Infrastructure</li> </ol> | <ol style="list-style-type: none"> <li><b>10. Reduced Inequality</b></li> <li>11. Sustainable Cities and Communities</li> <li>12. Responsible Consumption and Production</li> <li>13. Climate Action</li> <li>14. Life Below Water</li> <li>15. Life on Land</li> <li>16. Peace and Justice Strong Institutions</li> <li>17. Partnerships to Achieve the Goal</li> </ol> |
|--|--|

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

1. Reduced Inequality: By supporting underrepresented students through these events, this will aid in reducing inequalities such as underrepresentation and give these students access to build and take part in a community of faculty and peers to rely on throughout their career at Western.
2. Quality Education: By supporting underrepresented students through these events, this will allow for more frequent mentorship from ESCI faculty which will help them access more resources and help them further their career at Western.
3. Good Health and Well-being: By supporting underrepresented students through these events, this will allow for students to create community with other underrepresented peers and ESCI faculty. By creating community and providing a support system for these students, this will improve their mental health and well-being.

**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?
Number of Students that have attended	Number of Students that have attended each event (counting both new and repeating attendees)	After every event
Number of Faculty that have attended	Number of Faculty that have attended each event (counting both new and repeating attendees)	After every event
Survey Results	Surveying students that have attended, asking them questions like if they feel more comfortable about attending faculty office hours, learned something new about the department, or if they feel they have a stronger community	Bulk survey every year

**SECTION 3: Project Participants.**

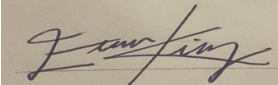

Team Information: A team should consist of two to five individuals, including the team advisor.

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.

Program 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> <b>Shalini Singh</b>	College of the Environment	Staff – Diversity Recruitment & Retention Specialist	singhe@wwu.edu	<b>Shalini Singh</b>
<i>Team Lead:</i> <b>Elena King</b>	College of the Environment, Environmental Science major	Student, Spring 2023	Kinge8@wwu.edu	
<i>Team Member:</i> <b>Manuel Montano</b>	College of the Environment	Faculty – Assistant Professor	montanm2@wwu.edu	
<i>Financial Agent:</i> <b>Shalini Singh</b>	College of the Environment	Staff – Diversity Recruitment & Retention Specialist	singhe@wwu.edu	<b>Shalini Singh</b>
For fund transfers <i>FAST Index:</i> <i>Activity Code:</i>	Shalini Singh will provide this information upon approval of the proposal.			
<b>Program Coordinator:</b>	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
<b>Reserving the VU Multipurpose Room</b>	This is to reserve a space on campus for the event to be held	March 2023	April 2023
<b>Planning Catering</b>	This is to plan the menu on what food will be provided at the event, where the food will be ordered from, and to stay within budget	May 2023	May 2023
<b>Sending out RSVP email to faculty</b>	This is to make a list of which faculty will be attending the event	April 2023	May 2023
<b>Outreach for the event</b>	This is to promote the event so that students know about it all quarter long	March 2023	May 2023
<b>First event</b>	This first event will be held in June and will be a good indicator of how we need to adjust plans for future quarters.	Early/Mid-May 2023	Early/Mid-May 2023
<b>Hiring Paid Student Employee</b>	This student will be planning and coordinating the event for the quarter	July 2023	September 2023
<b>Training Student Employee</b>	Training will ensure the student is ready to take on responsibilities of coordinating future events	July 2023	September 2023

\*Please note: The timeline above is just for the first event in Spring 2023; this project is meant to go on for the next 9 quarters (for the next 3 years) and this timeline will repeat every single quarter with the exception of hiring and training a new student employee.

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


The planned project completion date is Winter 2026

- 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.***

Winter 2026

**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.

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
<b>Manuel Montano</b>	Member of Diversity, Equity, & Inclusion Committee; Assistant Professor in the College of the Environment	In support of project	
<b>Shalini Singh</b>	Diversity Recruitment and Retention Specialist	Project Owner	<b>Shalini Singh</b>
<b>Ruth Sofield</b>	Chair of the Environmental Sciences Department; Director of Institute of Environmental Toxicology and Chemistry, Professor	In support of project	(will receive ASAP)

- 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.

Shalini Singh, Diversity Recruitment and Retention Specialist for the College of the Environment

- c. Does your project propose a temporary or permanent facility or property modification?

Not applicable

**If so, is a Project Owner Form attached to the appendix of this application? Please ask your project coordinator for this form.**

Not applicable



**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.

**3-year Pilot Program:**

Budget item	Cost per Item	Quantity	Cost
Student Employee (33 hours per quarter for 3 years)	\$17.50 per hour	297 hours (33 hours x 3 quarters x 3 years)	\$5,197.50
Catering (Food & Beverages) for roughly 40 – 50 people per event ( <i>explanation provided in introduction of proposal</i> )	\$1000 per quarter	9 quarters	\$9,000
Guest Speakers / Entertainment ( <i>explanation provided in introduction of proposal</i> )	\$1,900 per year	3 years	\$5,700
Marketing & Advertising	\$1000	1	\$1000
<b>Total project budget</b>			<b>20,897.50</b>

Additional funding source(s), if applicable	Status	Amount
CENV Diversity Recruiter & Retention Specialist Event Funds	Annual approved funding source; will be used to buffer this project, as well as provide for other unanticipated expenses	\$500
<b>Total of all other funding sources</b>		<b>\$500</b>
<b>Total requested funds from SEJF</b>		<b>\$20,897.50</b>

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 6: 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.

### **ESCI Student Demographic Data 2022 (referenced in proposal introduction):**

<b>ESCI Majors</b>	
American Indian and White race only	1
Asian	5
Asian and White race only	9
Black and White race only	3
Hispanic, no race	4
Hispanic, Other race(s), not White only	3
Hispanic, White race only	4
Native Hawaiian and White race only	2
Race and ethnicity unknown	4
Two or more races: Other	2
White	148
<b>Total</b>	<b>185</b>
<b>Total Students Of Color (SOC)</b>	<b>38</b>
<b>% SOC</b>	<b>19%</b>

<b>ESCI PRE-MAJOR</b>	
American Indian and White race only	1
Asian	3
Asian and White race only	3
Black and White race only	1
Hispanic, no race	3
Hispanic, Other race(s), not White only	0
Hispanic, White race only	4
Native Hawaiian and White race only	0
Race and ethnicity unknown	0
Two or more races: Other	1
White	71
<b>Total</b>	<b>87</b>
<b>Total Students Of Color (SOC)</b>	<b>16</b>
<b>% SOC</b>	<b>18%</b>

<b>ESCI Interest</b>	
American Indian and White race only	5
Asian	3

Asian and White race only	10
Black and White race only	3
Hispanic, no race	2
Hispanic, Other race(s), not White only	0
Hispanic, White race only	0
Native Hawaiian and White race only	13
Race and ethnicity unknown	1
Two or more races: Other	0
White	109
<b>Total</b>	<b>146</b>
<b>Total Students Of Color (SOC)</b>	<b>36</b>
<b>% SOC</b>	<b>24%</b>

**Round Table Student Dinner for Underrepresented Students in ESCI Questions and Answers (referenced in proposal introduction):**

**1. How has underrepresentation within the College of the Environment impacted your view on environmental science and the view on how you see yourself as a scientist?**

- Asian culture not seen as People of Color (POC)
- Not being seen and not enough representation
- Indigenous people only represented in land acknowledgements, little representation.
- A lot of indigenous teaching in environmental science classes, a lot of frustration when newer scientist who are trying to be more sustainable are acting like indigenous ideas are their ideas.
- No talk about POC people in ESCI and stem
- Performative activism and white saviorism @ WWU: talk about issues but never dive deeper- not actually uplifting POC voices
- Whenever the lack of diversity is being acknowledged we acknowledge that there are a bunch of white people being showed but never uplifting other POC communities
- US-centric education especially in research topics
  - Egocentric, individualistic perspectives are dominating science research.
- Feelings of not being able to bring up these topics as there are so many white people in Western.
- Tokenism
  - Afraid of being a token
  - Wanting to be invited and seen as a scientist and not just for ethnicity.

**2. What experiences have you had under the College of the Environment that made you question choosing a different major?**

- Frustration with professors who lack ethics
- ESCI attracts outdoorsy people- some people don't have that background or privilege
  - Recreation activities are white centric and expensive, getting into ESCI as a beginner can feel intimidating
  - Feeling alienated for not being outdoorsy
  - Not having friends in the ESCI major
- Professor's lack of accountability- telling students they can come to them for help but hardly providing help/resources/accessibility

- Lack of mentorship and help from people who can actually provide support resources
- Lack of belonging- wondering if not passionate enough or not doing enough
  - Impostor syndrome within CENV
- Feeling like there is no connection to content, “what am I gaining from this”
- TAs teaching math is difficult bc they are just learning how to teach: having to navigate intro math classes is frustrating
  - Math without context is confusing and uninteresting

**3. Outside of a diverse faculty and staff, where would you like to see more representation in the College of the Environment?**

- Regular People, not just scholars
- More than just one assignment in class
- Hearing about more POC scientists
  - Hearing about POC scientists should be integrated into the curriculum
- Decentering America/white people from curriculum standard
- Being able to see more POC art around campus and within buildings
- Celebration year round of people, celebrating just the months feels performative for a PWI
- Change in centering people for their identity and not what they do
- More guidance from faculty and staff
  - Feeling like no connects were being made

**4. As the College of the Environment works on creating a more reliable, supportive, and welcoming community, where have you found community and what has that looked like for you?**

- Black affinity housing
  - RG is awesome
  - Prioritizing POC RA's
  - A lot POC in housing
- LGBTQ floors
- Queer POC club

**5. What kind of community gatherings and events would you plan on attending that were hosted by the College of the Environment, and what are some things that would deter you from coming to an event?**

- Having more events that include POC people that are not just surrounding and for POC and culture
- More events for just doing normal things
- Less active outdoor things
  - accessibility for outdoor center events
- Being able to see more scientists come in with their work
  - Hands on and more community engaging rather than lectures
- CENV did more community events, barbecues etc. College wide events
  - casual interaction w. Faculty, getting to know people across the college
  - Receive more mentorship casually
  - Meet professor with reduced stress
- Events that teach the basics of being outdoors
  - Intro to skiing
  - Beginner classes for hiking
  - How to obtain equipment and how do you even get up there

- More environmental department events both ESCI and ENVS
  - Separation between departments in the colleges
- Dinner events twice a month
  - Discord server
- Movie night



**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](mailto: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.

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**Zinta Lucans**

**SEJF Program Coordinator, Sustainability Engagement Institute, Western Washington University**

Signature: \_\_\_\_\_ Zinta Lucans \_\_\_\_\_ Date: 03/06/2023

*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: \_\_\_\_\_ Date: \_\_\_\_\_

*This signature confirms that the application has been accepted for SEJF committee review;  
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