



Grant Application

The SEJF grant application is for all fund requests. Please fill out the application completely, creating and utilizing additional space as appropriate. Supplementary documents may be added in the appendix at the end of the document.

Each grant team is assigned a project coordinator; this individual will collaborate with the project team and provide feedback and insight on the application. For detailed application instructions, please refer to the *SEJF Grant Application Toolkit* or ask a program representative.

Submit your completed application by emailing a scanned version (including signatures) to [Johnathan Riopelle](mailto:Johnathan.Riopelle). Applications must be signed by your advisor, all members of the project team, and all stakeholders in order to be reviewed. Email: johnathan.riopelle@wwu.edu.

Application Level: Please determine the amount of funding you will require and check the appropriate box:

- Small Grant: Up to \$5,000. Applications of this size will be reviewed by the Communications Manager and the Sustainability Institute Director. Small grants 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 Communications Manager and 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 Communications Manager and 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.
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SECTION 1: Project Concept.

- a. Project Title:
Strengthening Experiences for Black and Brown Men at Western Washington University
- b. Statement of Purpose (This is a one- to two-sentence synopsis of the project):

The purpose of this project is to help students from WWU's Black & Brown Male Success Collective attend the Men of Color National Summit at Clemson University (Thursday, April 21 & Friday, April 22, 2022). This two-day leadership conference includes workshops and dialogues that emphasize the importance of education, best practices, and choices to increase high school and college graduation rates among men of color. The national conference will lead to awareness of the changing U.S. demographics by enhancing the experience of men of color through involvement and engagement, preparing them for a global mindset.

- c. Describe your proposed project in detail:

The Men's Resiliency Program founded the Black & Brown Male Success Collective (BBMSC) during the 2019-2020 academic year. This research-based program is designed to engage male-identifying students from historically marginalized communities with academic success, exploring masculinity, community service learning, and cross-cultural identity development. The project funded by the Sustainability, Equity, & Justice Fund will help BBMSC students attend the Men of Color National Summit at Clemson University (April 21-22, 2022). Details about the summit and the agenda can be found [HERE](#).

We will also plan two days/three nights of historical exploration, sightseeing, and social outings in Atlanta, Georgia to continue to build community and strengthen our relationships with one another, the BBMSC, and with the land and place. Many of our students are eager to explore the history of the deep south as it pertains to their own cultural identity development. Attending the summit at Clemson allows us to spend time exploring the area while we are already present. Options for historical and cultural exploration include the National Center for Civil and Human Museum, the Martin Luther King, Jr. National Park, and the Atlanta History Center. There are also several HBCUs in the area. Options for social outings and community building include the Atlanta Aquarium, Atlanta Zoo, World of Coca Cola, Delta Museum, Atlanta Braves, etc. Our trip plans will be student-centered so we will plan exact details of our trip once our students have been selected and we have gained their input on the types of excursions they will enjoy.

Overall, this project is designed to provide an all-expenses paid experience for 10 WWU students who identify as men of color, as well as two chaperones who advise the BBMSC. This is also a reconciliation project in response to the COVID-related cancellation of the BBMSC's initial trip to the Black Male Summit at the University of Akron in March 2020. Subsequently, we had planned to attend this same summit at Clemson in November 2021, but those plans were also postponed due to COVID. Our students are eager to attend this national summit at Clemson University after having their previously scheduled trip cancelled due to the outbreak of COVID-19.

- d. Who is the intended audience?

The intended audience for the trip to Clemson University is a group of ten men of color from WWU's Black and Brown Male Success Collective and two chaperones who advise the BBMSC and work closely with their community at WWU; Brandon Joseph, Director of Student Resilience and Lucas Senger, Senior Instructor in the College of Business and Economics and the College of Fine and Performing Arts.

- e. How many students will be directly affected?

Ten students from WWU will benefit from attending the Men of Color Summit. However, their attendance will also impact those people they interact with while in attendance at the summit, which routinely attracts about 2,000 men of color and student leaders.

SECTION 2: Project Outcomes.

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

“Western is committed to providing a welcoming, equitable and inclusive campus community for all students, faculty, and staff, regardless of race, ethnicity, national origin, sexual orientation, gender identity or expression, disability, age, veteran status, and financial background. These dimensions of diversity deeply enrich our educational environments and strengthen our ability to reflect and serve increasingly diverse local and global communities...While Western has made meaningful progress in equity and inclusion, we continue striving to deliver on those commitments for everyone who is a part of Western today and in the future. Advancing and embracing diversity is not only an integral part of Western’s mission, it is critical to preparing our graduates to succeed in an increasingly diverse and interconnected world.”

~ President Sabah Randhawa ~

This message from President Randhawa established Western Washington University’s recent commitment to ensuring a positive experience for all students. One way WWU can commit to this message is by investing monetarily in the experiences of those students from historically marginalized communities and significantly underrepresented student groups at WWU. Black, Indigenous, and People of Color (BIPOC) students at WWU have endured acts of racism through the public use of racial slurs and threats of violence against student leaders, which significant research suggests may inhibit their sense of belonging, connection to campus, and optimism about the campus racial climate (Griffin, Cunningham, & George Mwangi, 2016; Hunter, Case, & Harvey, 2019; Mwangi, Thelamour, Ezeofor, & Carpenter, 2018; Rajack-Talley et al., 2017; Von Robertson & Chaney, 2017). Thus, this project is meant to strengthen the overall sense of belonging and connection to campus for BIPOC students by supporting institutional programs that authenticate their experiences and racial and/or ethnic identities (Hunter et al., 2019).

This project will specifically benefit a group of men of color at WWU. Dr. Derrick Brooms (2018) found that Black Male Initiative programs, such as the Black and Brown Male Success Collective at WWU, play a critical role in students’ access to sociocultural capital while empowering the cultural wealth they bring to campus (Yosso, 2005). In addition, engagement in programming specific to men of color strengthens our students’ sense of mattering and belonging on campus, access to various forms of capital, academic motivation, and a heightened sense of self (Brooms, 2018, 2019b). These components of the BIPOC male experience are strengthened by a school culture that promotes the building of relationships with one another (Brooms, 2019a).

The following testimonials from a trip to the 10th Annual Black and Brown Male Summit at Highline College (<https://bandbsummit.highline.edu/>) help further illustrate the positive impact this project will have on our students’ experiences at WWU. Here are a few reactions from their experience, the first time in the 10 years of the summit that WWU was represented:

“The keynote speakers were amazing, their message was powerful and intentional. Getting to meet other men of color (students, professors/educators, presenters and more) that may have never been to Western but had such important testimonies on their experience and journey was huge. Getting to listen and learn from each other was something we can only get in spaces like that and something I've gotten little to no exposure to. The time I spent with my brothers (Men's resiliency folks) outside of campus and at another institution was amazing. The bonding happens anywhere but being able to do that outside of

the bounds of WWU meant the world. We have our group leaders to thank for making the trip and everything great about it happen."

"Another highlight of the trip for me, was having the opportunity to be around students/mentors of color in an educational setting. When I listened to their various experiences navigating through academia, I felt humbled knowing that others like me, brown in skin-tone, all go through similar challenges not only in school, but in life overall. At western, I don't see many students of color around. So going to this conference allowed me to blend my love for being with diverse groups of people along with my passion for education."

"I really enjoyed having community time with everyone in the group. Whether it was bonding in the car on the way to the trip, or having our post-conference dinner and reflecting on what we learned or appreciated during the day. I was able to further connect with my peers in ways that I was not able to in school or in our regular meeting times. Having this off-campus experience helped solidify our group's purpose and strengthen our relationship within one another."

Since this experience at Highline College, students have expressed a strong desire to attend a national summit and gain experiences with other men of color from other regions of the United States. Our students are eager to explore their BIPOC male identities from places outside of the Pacific Northwest to build their network, engage in far reaching personal and professional development, and form a collective desire to return to WWU with a strengthened sense of achievement (Clark & Brooms, 2018). An all-expenses paid trip to the Men of Color National Summit at Clemson University will illustrate the University's commitment to providing this experience for our BIPOC male students.

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

This project positively impacts all four pillars of sustainability at WWU:

1. Create economic vitality:

This project helps create economic vitality by investing in the professional growth of students. We have students from various majors who are excited about participating in this project. An investment from the institution may positively impact their experience, which directly impacts persistence and retention, and ultimately graduation rates. Institutions often flaunt enrollment as progress, but it's the experiences of students along with graduation rates that will positively impact future enrollment of BIPOC students at WWU.

2. Promote human health:

This project will help maintain human health as our students will continue to gain positive experiences supported by the institution. Gomez (2015) discusses the institutional role in reducing microaggressions for BIPOC students and how doing so will positively impact one's mental health and trust with the institution. An investment in the experiences of BIPOC students at WWU surely shows a commitment to understanding the role WWU plays in "providing a welcoming, equitable and inclusive campus community for all students, faculty, and staff, regardless of race and/or ethnicity..." and how this commitment positively impacts human health.

3. Protect local and global ecology:

In considering the local and global ecology, this project is designed to strengthen the human relationships both within and between groups at WWU. Our BIPOC men will be able to strengthen their bond with one

another while attending the Men of Color National Summit. They will also continue to build trust with the institution as they feel directly supported in their personal and professional growth

4. Uphold social equity:

As previously mentioned, this project upholds WWU's commitment to social equity, by providing experiences to the BIPOC community that combat systemic racism and strengthens their sense of belonging on campus. Furthermore, investing in the experiences of BIPOC students shows WWU's commitment to social equity.

- c. SEJF projects must 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 Canvas site, the SEJF Toolkit, or ask your program coordinator. The ten SAP chapters are:

This project directly impacts curriculum and research, campus and community engagement, student life and the built environment as defined in the SAP by creating a co-curricular learning environment that empowers students to "develop the knowledge, skills, and abilities they will carry with them throughout life." Students will engage in campus-based research with a focus on shaping social, ecological, and economic sustainability. They will return to campus equipped with tangible ideas for cultural and global interdependence and will continue as leaders in their own community and beyond. Furthermore, a pillar of the BBMSC is to foster an environment committed to community service learning and civic engagement.

This project also allows for the engaged learning of Western's Sustainability Action Plan and the development of new ideas for how the BIPOC student community can continue to support the sustainability efforts of WWU. For example, the group has been well represented at previous Western's MLK Day of Service, where they helped with habitat restoration at Whatcom Falls Park. Our students represent a variety of majors and departments that align with the vision of WWU's SAP, such as Supply Chain Management, Biology, Sociology, Psychology, Digital Media, and more that will find ways to continue this work within the Bellingham community. Our students support the SAP through their responsible use of public transportation, dining services, grounds, waste, procurement, and investments.

- d. 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:

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|--------------------------------------------|--------------------------------------------|
| 1. No Poverty | 10. Reduced Inequality |
| 2. Zero Hunger | 11. Sustainable Cities and Communities |
| 3. Good Health and Well-being | 12. Responsible Consumption and Production |
| 4. Quality Education | 13. Climate Action |
| 5. Gender Equality | 14. Life Below Water |
| 6. Clean Water and Sanitation | 15. Life on Land |
| 7. Affordable and Clean Energy | 16. Peace and Justice Strong Institutions |
| 8. Decent Work and Economic Growth | 17. Partnerships to Achieve the Goal |
| 9. Industry, Innovation and Infrastructure | |

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

1. Quality Education – This project strengthens the educational experiences of the BBMSC students and shows them that WWU is committed to providing them with a quality education by investing monetarily in their professional development and extracurricular activities.
 2. Good health and well-being – The BBMSC hosts weekly conversations with topics including mental health promotion, healthy masculinity, and holistic wellness. This project will provide for another space to continue these conversations as students will have the opportunity to learn from other BIPOC student leaders and professionals on a national scale.
 3. Industry, Innovation, and Infrastructure – As mentioned above, our students will return to our campus with a variety of added knowledge, skills, abilities, and ideas to infuse on the WWU campus and in their personal and professional careers. These experiences will only help strengthen the BIPOC student community at WWU in the present and future.
- 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 project, and all data must be provided to the SEJF Program upon completion of the project.

Metric	Description	How and when will you collect it?
Sense of Belonging https://link.springer.com/article/10.1007/s11256-019-00506-5	We will measure sense of belonging through extensive qualitative interviews conducted from a lens of Indigenous methodology. Dr. Derrick Brooms has extensive experience in researching sense of belonging for students engaged in Black Male Initiative programs. We will follow his model and infuse our own Indigenous methodological approaches in measuring the outcomes the trip to the Men of Color National Summit.	Students will provide feedback by the end of spring 2022. We will compile and present the findings by fall 2022.
Critical Self-Authorship https://search.proquest.com/docview/2236168836?pq-origsite=gscholar	Baxter Magolda’s theory of self-authorship explores the extent to which students can be themselves within an institution of higher education. However, this research mainly focuses on predominantly white populations. We will use critical self-authorship to explore how students of color are able to be	Students will provide feedback by the end of spring 2022. We will compile and present the findings by fall 2022.

	themselves at WWU. This will be done through extensive qualitative interviews.	
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SECTION 3: Project Participants.

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

Project Advisor Information (Faculty or Staff) Student proposals must include a staff or faculty advisor. The role of the advisor is to provide assistance and guidance to 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 a 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 Students provide major/minor	Position: Faculty/staff/student <i>Students provide expected graduation quarter/year</i>	Western email address	Signature to verify agreement
<i>Team Advisor: Brandon Joseph</i>	Counseling, Health & Wellness	Director, Office of Student Resilience; Founder of BBMSC	Brandon.joseph@wwu.edu	
<i>Team Lead: Brandon Joseph</i>	Counseling, Health & Wellness	Director, Office of Student Resilience; Founder of BBMSC	Brandon.joseph@wwu.edu	
<i>Team Member: Lucas G Senger</i>	College of Business & Economics; College of Fine and Performing Arts	Senior Instructor; Faculty Advisor to BBMSC	sengerl@wwu.edu	
<i>Team Member: Jalen Thibou</i>	Manufacturing and Supply Chain Management	Student; Founding Member of the BBMSC	thibouj@wwu.edu	
<i>Team Member: Javareah Owens</i>	Biology – Molecular and Cell	Student; Founding Member of the BBMSC	owensj9@wwu.edu	
<i>Financial Agent: James Hillyard</i>	Counseling, Health & Wellness	Program Support Supervisor	James.hillyard@wwu.edu	

For fund transfers <i>FAST Index:</i> <i>Activity Code:</i>	
Program Coordinator:	

SECTION 4: Project Timeline.

- a. Describe your project’s progress and promotional activity. Outline all tasks that are required to complete the projects, and all means in which you will promote the project to the campus, in the table below. Include all activities that will occur both before and after funding approval, Insert additional rows as necessary.

Action	Purpose	Initiation	Completion
Recruit Men of Color National Summit Participants	Most potential participants are recruited and have shown significant interest	Already started	ASAP; Late February/Early March
Purchase Flights, Hotels, Transportation for trip to the Clemson University	Logistics of Trip to Men of Color National Summit	Already started; Will finalize upon grant approval	ASAP; Late February/Early March
Research Interviews	To conduct research as a part of the project	May 2022	August 2022

- b. Where will the project be located?

Men of Color National Summit; Clemson University, April 21-22, 2022 (Greenville, SC)
We plan to spend an additional 3 nights in Atlanta exploring the history and culture of the city.

- c. Planned project completion date:

August 2022 (End of spring to complete research process)

- d. Who will the project owner be upon completion? This individual, office, or department is a stakeholder—see next section.

Brandon Joseph; Director, Student Resilience (Counseling, Health & Wellness)

SECTION 5: Project Stakeholders.

Does your project involve labor, include involvement, or require permission from organizations, departments, or

individuals on campus? These project partners are your stakeholders. All stakeholders must provide a signature of approval for this project.

Key questions to identify your potential stakeholders:

- Who will impact or be impacted by implementation of the project?
- What financial or emotional interest do they have in the project, positive or negative?
- What information will they want, and what is the best way of communicating with them?
- What is their current opinion of your proposal? Is it based on accurate information?
- Who influences their opinions generally, and who influences their opinion of you? Do some of these influencers therefore become important stakeholders in their own right?
- Who else might be influenced by their opinion? Are these individuals also stakeholders?
- If they aren't likely to be amenable, what will win them around to support your project?
- If you are not able to win their support, how will you manage their opposition?

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
Lucas G Senger	Faculty - College of Business & Economics; College of Fine & Performing Arts	Trip Leader	
10 Students from BBMSC	Various Majors	Summit Attendees	

If your project team is proposing a temporary or permanent facility or property modification, then a Project Owner Form must be submitted with the application. Please ask your project coordinator for this form.

SECTION 6: Project Budget.

- f. 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
Student Conference Registration	\$125.00	10	\$1,250.00
Advisor Conference Registration	\$225.00	2	\$450.00
Airfare	\$300.00 (estimated flights on 2.18.22)	12	\$3600.00
Lodging Clemson SC 4/20-4/22	\$169.00 (plus taxes and fees?)	14 (7 Rooms x 2 Nights)	\$2,366.00

Lodging Atlanta GA 4/22-4/25	\$244.00 (plus taxes and fees?)	21 (7 Rooms x 3 Nights)	\$5,124.00
Rental Van - 15 Passenger	\$1,709.44	1	\$1,709.00
Gas - estimated cost for travel to/from Atlanta, GA & Greenville, SC (300 miles RT). And any other driving we do while on the trip to get to colleges and museums in Atlanta area. Return 15 passenger van with a full tank of gas. Google suggests about \$135 to fill up a 15 passenger van with current gas prices.	\$135 (full tank of gas for van)	5 (estimate filling gas tank 5 times???)	\$675
Food Stipend (estimated per diem less any group meals paid by WWU)	\$96 per day	72 (12 people x 6 days)	\$6,912.00
Miscellaneous Spending for cultural excursions and social outings/community building activities (MLK Museum; Civil Rights Museum \$20; Atlanta History Museum \$25, Atlanta Zoo, Braves, etc.)	\$200 per person	12	\$2,400.00
Total project budget			\$24,486.00
Additional funding source			
Status		Amount	
Total of all other funding sources			\$0
Total requested funds from SEJF			\$25,000 (estimate)

- g. 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.



**GRANT APPLICATION
PROPOSAL REVIEW PROCESS**

Please set an appointment with Johnathan Riopelle, Communications Manager for the Sustainability Institute, to review your drafted proposal. Once your project proposal is complete, sign and deliver it via email to:

johnathan.riopelle@wwu.edu.

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

Johnathan Riopelle
Communications Manager, Sustainability Institute, Western Washington University

Signature: _____ **Date:** _____

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

Grace Wang
Director, Sustainability Institute, Western Washington University

Signature: _____ **Date:** _____

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

Comments: