



## Medium Grant Application

The medium grant application is for requests from \$5,001 up to \$35,000. For detailed application instructions and further information about the program, please refer the *SEJF Grant Application Toolkit*.

Submit completed application by delivering a hard copy and emailing a scanned version (including signatures) to SEJF Manager Johnathan Riopelle at High Street Hall Room 22. Applications must be provided in both forms in order to be reviewed. Email: [johnathan.riopelle@wwu.edu](mailto:johnathan.riopelle@wwu.edu).

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### SECTION 1: Project Concept.

a. Project Title:

College of Business and Economics (CBE) Equity, Inclusion and Diversity (EID) Initiatives

b. Describe your proposed project:

CBE is eager to address equity, inclusion, and diversity issues at the college. Toward this goal the Dean's Office has agreed to fund a culminating workshop given by Ijeoma Oluo (author of **So You Want to Talk About Race**, among other works) in spring quarter of 2020. The college would like to provide an array of additional opportunities to improve faculty, staff and student understanding of EID issues, particularly opportunities that will become fixtures in the college and that will help to spur a long-term shift in the school's climate. These opportunities will include:

- 1) Paid positions for five students (one from each undergraduate department) to act as EID ambassadors/student mentors in CBE, for AY 2020-21. Students will serve as liaisons to Dean/Associate Dean and chairs of CBE and will attend a minimum of one DAC meeting per quarter and one EID Task Force meeting per quarter to encourage discussions and bring recommendations regarding efforts in equity, inclusion, and diversity in CBE. Students will also serve as mentors to current CBE students and will provide a final presentation for the annual SEJF Showcase at the end of the academic year. Student will hold the title of "Program Support Staff 2" and will be paid within the range of \$14.85-\$19.30 hourly. EID ambassadors/student mentors shall engage in no more than 10 hours of mentorship and meetings per month. Selected students will be either CBE majors or pre-majors in good academic standing and will demonstrate commitment to equity, inclusion, and diversity.
- 2) Funding for three quarterly EID workshops (AY 2020-21) intended for CBE faculty and staff
- 3) An enlarged library of EID reading materials available to all CBE faculty, staff and students. The CBE Dean's Office has introduced a small library at the request of the EID Task Force, but we would like to provide a permanent home for a larger library in PH 441. The purpose of the library is to make it easier for people (mainly administrators, faculty, and staff) to educate themselves on EID issues in general as well as to develop more equitable and inclusive practices in their day-to-day jobs (and in their classes and curriculum in the case of faculty). The library will ideally include general EID

materials we've already compiled as well as materials having to do specifically with EID in higher education and also discipline-specific curriculum and pedagogy.

c. Who is the intended audience?

- 1) CBE administrators, faculty, and staff
- 2) All CBE students
- 3) All Western students, administrators, faculty, and staff

d. How many students will be directly affected?

- 1) Five CBE EID student ambassadors/mentors
- 2) All CBE interest students, pre-majors and majors (approximately 2500)
- 3) All students at Western

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

CBE is making efforts to increase faculty, staff, and student awareness and understanding of EID issues within the college. We want to improve the culture so that no member of our college feels disenfranchised. We also want to compensate students who help the college in these efforts. We want to provide educational opportunities and conversation among administrators, faculty, staff and students. Our hope is that CBE can become a leader in cultural competency. We want to better equip students with knowledge and skills related to EID issues and dynamics in the workplace in general and in their disciplines in particular. A more educated and self-aware faculty and staff are in a better position to create opportunities for students to further develop their knowledge and skills in this domain.

In order to effect these changes, we want to provide paid positions for five student mentor/ambassadors, whose role will be to provide feedback/communication to the EID Task Force and to college leadership (Dean/Assoc. Dean, chairs) and who will work with us on capturing data regarding our progress and initiatives.

We also want to provide quarterly trainings to allow CBE faculty, staff and students to gain cultural competency. Additionally, we'd like to expand our EID library and promote reading/discussion of books that will allow a cultural shift to occur.

We'd like to produce one video modeled on Purdue's Diversity and Inclusion video series, with the hope that we can produce more. This video would be disseminated on our college web site and hopefully featured in some classes/trainings. [https://www.purdue.edu/diversity-inclusion/dta\\_projects/resources/index.html](https://www.purdue.edu/diversity-inclusion/dta_projects/resources/index.html)

## SECTION 2: Project Alignment.

- a. How will your project positively impact sustainability at Western?

This proposal is focused on equity and justice, which are integral to the Sustainability, Equity, and Justice Fund. The array of initiatives described will, hopefully, create a positive impact on the cultural climate at CBE, by encouraging frank conversation, providing opportunities for new knowledge, and justly compensating students who commit to do this work with CBE. By positively impacting CBE, the third largest college at Western, these initiatives will have a ripple effect on the whole of Western.

- b. How does your project align with Western's Sustainable Action Plan and other campus sustainability goals or initiatives? Please reference specific SAP initiatives and the four pillars of sustainability.

Western's Sustainable Action Plan states that "Western inspires graduates who create a sustainable world by integrating social, economic, and ecological justice (SEE) practices into their lives." The initiatives described within this grant application will support Western's Sustainable Action Plan by increasing social justice awareness, education and opportunities within CBE. Reaching out to students who can help us do this work, letting them know we care and want to learn and compensating them for their work; providing educational opportunities for administrators, faculty, staff, and students; increasing cultural competency practices within CBE until they become normalized. All of these actions tie into the plan.

- c. The United Nations has developed seventeen sustainable development goals (SDGs) to transform our world:
1. No Poverty
  2. Zero Hunger
  3. Good Health and Well-being
  4. Quality Education
  5. Gender Equality
  6. Clean Water and Sanitation
  7. Affordable and Clean Energy
  8. Decent Work and Economic Growth
  9. Industry, Innovation and Infrastructure
  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



How does your project align with the United Nations' Sustainable Development Goals?

4,5,8,10,11,16

**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. The advisor should also be able to provide

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.

Name	Department/School Students provide major/minor	Position: Faculty/staff/student Students provide expected graduation quarter/year	Western email address
<i>Team Advisor:</i>	EID Task Force	Staff/faculty	<a href="mailto:Teri.Hall@wwu.edu">Teri.Hall@wwu.edu</a> (general contact)
<i>Team Lead:</i>	EID Task Force	Staff/faculty	<a href="mailto:Teri.Hall@wwu.edu">Teri.Hall@wwu.edu</a> (general contact)
<i>Team Member:</i>	Scott Young	Dean	<a href="mailto:Scott.Young@wwu.edu">Scott.Young@wwu.edu</a>
<i>Team Member:</i>	Wing Fok	Associate Dean	<a href="mailto:Wing.Fok@wwu.edu">Wing.Fok@wwu.edu</a>
<i>Team Member:</i>			

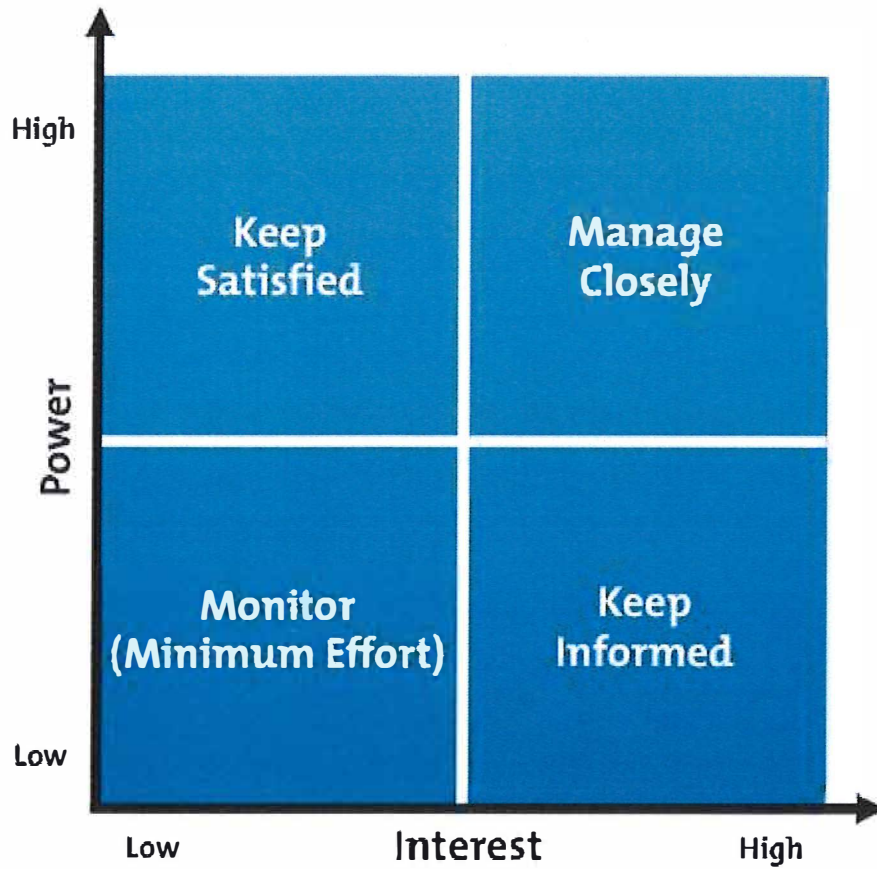
b. Project Stakeholders

Does your project involve labor, include involvement, or require permission from organizations, departments, or individuals on campus or in the community? These project partners are your stakeholders. Each stakeholder must provide a signature of approval for this project. For more information, please refer to the SEJF Grant Toolkit.

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 mapping:



Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
Scott Young	Dean, CBE	Support of and interaction with student reps, encouraging CBE training attendance, workshop attendance	<i>ST Young</i>
Wing Fok	Assoc. Dean, CBE	Support of and interaction with student reps, encouraging CBE training attendance, workshop attendance	<i>Wing Fok</i>
CBE EID Task Force		Implementing project	<i>[Signature]</i>
Angela Andreassen	Staff, CBE	Student position initiation, timesheet maintenance (PAs)/timesheets/payroll	<i>angela andreasen</i>

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. Form can be found on SEJF website: [www.edu/sustain/programs/saf/apply](http://www.edu/sustain/programs/saf/apply)

c. Will any Associated Students clubs be involved?

Club	Involvement in Project	Club representative signature

**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. Insert additional rows as necessary.

Action	Purpose	Initiation	Completion
<b>Find and select Students for Student Ambassador/Mentor positions</b>	Increase communication and awareness of issues between students and faculty/staff/administration	Spring 2020	Spring 2021
<b>Arrange CBE EID quarterly trainings</b>	Increase cultural competency within CBE	“	“
<b>Purchase books for CBE EID Library</b>	Increase cultural competency within CBE	“	“
<b>Produce EID video</b>	Increase cultural competency within CBE	“	“

b. Where will the project be located? There is no physical location for any of the project initiatives except for the CBE EID Library, which will be housed in PH 441.

c. Planned project completion date: End of fall quarter, 2020.

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**SECTION 5: Project Budget.**

- a. 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.

<b>Individual ambassador/mentor compensation</b> Hourly Wage \$15 Program Support Staff 2, wage minimum beginning 01/01/20	<b>Max hours/pay period</b> 10	<b>Pay period/quarter</b> 5	<b>Quarters in AY 19-20 active</b> 3	<b>Maximum wage/Ambassador</b> \$2250/3 qtrs (winter, spring fall 2020)
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Budget item	Cost per Item	Quantity	Cost
5 Student Ambassador/Mentors	2250	5	10 hours X 5 pay periods per qtr (30 hours per student per quarter @15 per hour) X 3 qtrs = 2250 per student X 5 students = <b>11,250</b>
Advertising for positions	10	10	100
Three quarterly CBE EID trainings	4800	3	14400
Begin video series production (first video)	5000	1	5000
Food for trainings	500	3	1500
Advertising for trainings	10	10	100
CBE EID Library	25	40	1000
Advertising and set-up (shelf-talkers, etc.) CBE EID Library	10	10	100
<b>Total project budget</b>			22700
<b>Additional funding source</b>	<b>Status</b>	<b>Amount</b>	
<b>Total of all other funding sources</b>			0
<b>Total requested funds from SEJF</b>			<b>33450</b>

- 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	Responsible Stakeholder	Signature
N/A			


c. 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.

<b>Metric (<i>qualitative or quantitative</i>)</b>	<b>Description</b>
<b>Attendance at trainings, workshop</b>	Attendance
<b>EID Library events, engagement</b>	Attendance at reading discussions .
<b>Student Ambassador engagement w/college leaders</b>	Number of discussions/outcomes/student feedback
<b>Cultural shifts</b>	Changes in student satisfaction, curriculum changes,

d. Is there any additional information about the project that you would like to share?





**MEDIUM GRANT APPLICATION  
PROPOSAL REVIEW PROCESS**

Once your project proposal is complete, it must be signed and delivered to the SEJF Manager, Johnathan Riopelle, at High Street Hall Room 22. Please also email application to [johnathan.riopelle@wwu.edu](mailto:johnathan.riopelle@wwu.edu).

Please set an appointment with the SEJF Manager to review your draft proposal before submitting your application. You will not need to meet with Seth Vidaña, Director of Sustainability.

**Johnathan Riopelle, Sustainability, Equity, & Justice Fund Manager, Western Washington University**

High Street Hall Room 22

Available by appointment

Email: [johnathan.riopelle@wwu.edu](mailto:johnathan.riopelle@wwu.edu)

Phone: (360) 650-4501

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

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

**Seth Vidaña, Director of Sustainability, Western Washington University**

High Street Hall Room 22

Phone: (360) 650-2491

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

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

Comments: