



SEJF large grants requests are for projects that require funding over \$35,000. The large grant abstract is designed to introduce a project idea that requires significant funding to the SEJF Committee. Abstract approval is required before submitting a large grant application. For detailed abstract instructions and further information about the program, please refer to the SEJF *Grant 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.

SECTION 1: Project Concept.

- a. Project Title: Climate Leadership Certificate

- b. Describe your proposed project:

Statement of Need:

1. Students are graduating with climate change and sustainability knowledge, but are oftentimes lacking the competencies to make the positive change they would like to make in the world. To tackle wicked problems, like climate change and other United Nations Sustainable Development Goals, certain skills and training are necessary.
2. To do community-engaged work appropriately, effectively, and equitably, it is important to have a base set of knowledge and skills. This training cannot be easily added into existing courses. As stated in the Strategic Plan, Western has a commitment to: “prepare students to be successful and engaged members of society, and will provide the tools to work in and across disciplines.”
3. Students have a desire to be part of a community, which has been hard for many students to find at Western.
4. Many students are required to complete internships as part of their learning experience, but many internships available are unpaid.
5. The Sustainability Representatives Program does a great job of engaging new students in sustainability work around campus, but there is not robust training at the junior/senior level for these students.

In a two phase process, this project will pilot a climate leadership certificate program that addresses the above needs, building an empowered community of climate leaders. In its first two years, it will be designed to serve a cohort of 12 students/year, but much of the certificate offerings will be open to students across

campus. The students who go through the full certificate will complete all components in the same sequence, moving through as a cohesive cohort. The components include:

1. an introductory sustainability course and associated basic leadership training,
2. a weeklong field experience that serves as an orientation to place and community,
3. a climate leadership course,
4. a summer practicum,
5. extended campus sustainability planning studio course, and
6. final presentation and celebration.

Throughout the program an emphasis will be placed on peer-to-peer learning, project and community-based learning, and community development. This will be seen in facilitation methods utilized by instructors as well as in monthly community gatherings, and general course content/sequence.

The idea to combine leadership and climate/sustainability learning within a higher education setting is not new. Certificates and programs in leadership for sustainability have emerged rapidly over the last few years as institutions and individuals work to support, train, and inspire leaders to address the complex issues surrounding climate change and sustainability. Certificates can be found at Southern Oregon University, Colorado Mountain College, the University of Michigan, Lackawanna College, and UCLA, just to name a few. This certificate is proposed in an effort to respond to this urgent need for climate leaders.

c. Who is the intended audience?

The program is designed for students who are studying disciplines all across campus, and who have two years left in their undergraduate degree. It is for individuals who are passionate about fighting climate change and doing community-engaged work, but would benefit from leadership training and practice. Experience with sustainability/climate change curriculum and/or community engaged work is not a pre-requisite for participation. Selection of the cohort will prioritize including a diversity of majors and student backgrounds. There will be an application process.

The pilot of the program will start with twelve students per year for two years. These students will be a part of the first two cohorts of the program. However, multiple components of the certificate program will be accessible to all students across campus. Specifically, the introductory sustainability courses will continue to be open to anyone who wants to enroll, the climate leadership course will be open to anyone who has taken Leadership 101 (cap of 20 students/year), the monthly community forums will be open to anyone who is interested, and the campus sustainability planning studio will continue to be open to any student who has taken the pre-requisite courses. Further, the climate leadership work that this cohort of students works on has the potential to impact student clubs, campus sustainability operations for all students, and climate work within the broader community.

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

The goals are that:

1. the students who participate will learn key competencies for climate leadership,
2. the students will find a deep sense of community and connection to place while in the program,
3. that Western will continue improving the ways in which we do equity centered, community-engaged work, and
4. ultimately, that the students will be empowered as leaders for the climate beyond their time here on campus.

The desired outcomes are that:

1. 200 unique students engage directly with the offerings of this certificate program over the course of the first two pilot years.
2. Enrollment will increase in the Sustainability Minor and the Leadership Studies Minor.

3. At least 12 community partners will have a more positive perception of working with Western programs than when they started.
4. Former student participants will be able to attribute job success in part to their experience in this program.
5. Students who participate in the program will report being more grounded, connected, and happy, as a result of this program.
6. Students who participate in this program, and in Sustainable Communities Partnership projects, will report being more effective in their work with community partners.

e. How will your project positively impact sustainability at Western?

This project will grow leaders for the climate challenges of today, and tomorrow, both here on campus, and out in the broader world. We need more students who feel like they have the experience, skills, and confidence to fight climate change and build more sustainable communities. This program directly supports this need.

SECTION 3: Project Participants.

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

Team 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.

Team 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> Dr. Grace Wang	Environmental Studies Department Chair, Huxley College of the Environment	Faculty, Department Chair	wangg@wwu.edu
<i>Team Lead:</i> Lindsey MacDonald	Office of Sustainability/ Sustainable Communities Partnership; Environmental Studies/ Huxley College of the Environment	Staff Coordinator, Non-Tenure Track Faculty	Lindsey.macdonald@wwu.edu
<i>Team Member:</i> Joshua Porter	Environment Studies/Huxley College of the Environment	Non-Tenure Track Faculty	porterj7@wwu.edu
<i>Team Member:</i> Seth Vidana	Office of Sustainability	Director	vidanas@wwu.edu
<i>Team Member:</i>			

b. Potential Project Stakeholders

Will your project potentially involve labor, include involvement, or require permission from organizations, departments, or individuals on campus or in the community? If so, these will be your stakeholders; please list them below. *Communication with stakeholders is not required for abstract approval.*

Stakeholder	Involvement in Project
Karen Stout	Karen Stout directs the Leadership Institute at Western, where the sustainability leadership course could be offered. She has indicated that she is interested in topic, and in exploring the possibility.
Sustainability Representatives Program Staff	The staff who run the Sustainability Representatives Program could help determine the best ways in which their program could connect to the Climate Leadership Certificate.
Community Partners	Through my work with Sustainable Communities Partnership, and the Sustainability Ambassadors Program, I have strong connections with community organizations that will be interested in serving as hosts for practicum students. Further, Joshua Porter has connections in the Methow Valley that will support strong community partnerships, and practicum placements.
Steve Hollenhorst	Steve is the dean of Huxley College of the Environment, and thus will have an interest in curricular tie ins to Huxley.

SECTION 4: Project Budget.

- a. Provide a realistic budget estimate for the project, based upon research of all anticipated costs. Do not itemize estimated costs within the four categories.

Item	Cost
Materials	\$700
Labor/contracts	\$43,225
Promotion	\$4600
Other (This covers student stipends for the summer practicum - \$2500/student)	\$45,000
Total budget estimate	\$93,525*

*This will be split over a two-year period, with \$54,262.50 being in the first year, and \$39,262.50 being in the second year.

- b. The SEJF program encourages the use of additional funding sources to create a collaboratively-funded project; include potential funding sources beyond the SEJF that you will seek.

Funding Source	Connection to project	Potential Funds
WWU Leadership Institute	Course offering in Sustainability Leadership (LDST 416)	NTT 3-credit course cost: \$4,155
WWU Department of Environmental Studies	Course offerings (ENVS 116, 471)	Costs for 2, 3-credit courses at NTT rate: \$4,155 X 2 = \$8,310
Community Organizations	Community organizations will partner in this project for internship placements	\$2500/organization in second year of program= \$15,000
In Kind Housing Support	For the students who wish to engage in the Methow Valley, housing will be provided by local organizations.	\$4,500 estimated value.



**Sustainability, Equity,
& Justice Fund**
MEDIUM GRANT APPLICATION
PROPOSAL REVIEW PROCESS

Please set an appointment with the SEJF Manager to review your drafted proposal. Once your project proposal is complete, it must be signed and delivered to the SEJF Manager, Johnathan Riopelle, at High Street Hall Room 22, and also emailed application to johnathan.riopelle@wwu.edu. You will not need to meet with Seth Vidaña, Director of Sustainability.

Your completed large grant abstract will be presented to the SEJF Committee for consideration. The SEJF Manager will provide you with information on the committee's response and decision regarding your request.

Johnathan Riopelle, Sustainability, Equity, & Justice Fund Manager, Western Washington University
High Street Hall Room 22
Available by appointment
Email: 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: