Sustainable Action Fund Grant Program
MEDIUM GRANT APPLICATION
2018-19

This application is for requests from $5,001 up to $35,000. For detailed application instructions and further information about the program, please refer the *Medium Grant Application Toolkit* located on our website at www.edu/sustain/programs/SEJF/apply/.

Submit completed application by delivering a hard copy and emailing a scanned version (including signatures) to the SEJF Grant Program Manager Johnathan Riopelle at Viking Commons Room 24. Applications must be provided in both forms in order to be reviewed. Email: johnathan.riopelle@wwu.edu.

SECTION 1: Project Concept.

a. **Project Title:**
   College of Science and Engineering Departmental Ambassadors

b. **Describe your proposed project:**

I am requesting funding to launch a pilot program referred to as the "College of Science and Engineering (CSE) Departmental Ambassador" program. There will be one student from each department, selected through a nomination and application process.   This person will serve as a liaison between students, faculty, and the Dean for CSE. The student will hold the title of "Program Support Staff 2" and will be paid within the range of $14.85-$19.30 hourly. Departmental Ambassadors shall engage in no more than 12 hours of committee work and meetings per month. Selected students are CSE majors and demonstrate commitment to equity, inclusion, and diversity (EID).

Two of the seven students can either self-select or be nominated to sit on the CSE EID committee. Both students will be allotted an additional 2 hours per month, with a cap of 14 hours per month. The EID committee consists of representatives from all colleges. Their purpose is to serve as a committee to facilitate discussions and recommendations regarding efforts in equity, inclusion, and diversity.

It is imperative the Dean of CSE stays informed of happenings in their college, both positive and negative. Deans can be far removed from the classroom and lab environments, thereby too often are "out of the loop" on current student issues. By having a dedicated student in each department, the Dean can stay better informed and include student voices and perspectives when drafting budget proposals, initiatives, and reviewing policies.

Departmental Ambassadors will be expected to engage in conversations and meetings with individuals such as the Department Chair, interested faculty or staff, the Dean of CSE, and CSE Student Senators. Regular conversation with marginalized or struggling peers in a casual capacity will ensure Departmental Ambassadors are well equipped to speak to the general department climate in

an informed and effective way. By creating these channels of conversation everyone within CSE (students, faculty, staff, and the Dean) will be better informed on happenings. This is important because miscommunication, or complete lack of communication, can (and has) led to misinformation, mistreatment, and frustration. Better conduits for students to speak with faculty, their chair, and their dean can allow for proactive discussion and action.

   c.   Who is the intended audience?

      (1) Pre-majors or majors within the College of Science and Engineering who have a passion for and commitment to EID efforts. One per each of the seven departments (Biology, Chemistry, Computer Science, Engineering & Design, Geology, Math, Physics & Astronomy).

      (2) Department Chairs and the Dean of CSE who have a commitment to working towards an equitable and inclusive learning environment.

      (3) General WWU student population, both declared CSE majors and those who take classes within CSE, who would benefit from a more inclusive classroom/lab culture.

   d.   How many students will be affected?

      (1) Seven students will be directly affected by engaging in this program and receiving a stipend. These students will inform the Dean, chairs, and faculty of positive and negative attributes of each department.

      (2) This information can then be used to guide inclusion efforts, <u>potentially having a positive impact the entirety of CSE</u> (around 2000 majors).

      (3) Students who have limited interaction with science courses, such as those who take a CSE course as an LSCI, GUR, or Huxley students, will benefit from improved culture. Because these students are not integrated into departments, they may feel extremely uncomfortable bringing any issues up with department chairs or other faculty. By demonstrating clear efforts towards equity and lines of communication these students will hopefully have a better experience, and if issues do arise they will have a path to resolve them. Taking these students into account, an additional 10,000-12,000 students could be impacted by a more positive classroom and lab environment.

   e.   How long will the project last?

The $10,450 requested will be enough to cover the operating costs of this project for **one academic year (AY 19-20)**. This funding is intended to serve as bridge-funding, and the Dean of CSE, Dr. Brad Johnson, has made a verbal commitment to secure funds within the departments/college or university to ensure the long-term efficacy in efforts towards equity and inclusion within CSE.

SECTION 2: Project Goals.

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

There are three primary goals:

      (1) **Empower students to explore and speak freely on issues of equity and inclusion.** Advertising and implementing a program with clear intentions to improve EID efforts within the university.

This will demonstrate to all students that the college, and each department, are interested in hearing what students have to say. When students are given the space to share their thoughts and grievances, it can help alleviate feelings of frustration. We want to focus on proactive actions instead of reactive.

(2) **Compensate students for their labor.** The compensation is key. Unpaid student labor among student activists is a pervasive problem at Western which disproportionately impacts underrepresented students. Compensation will help alleviate financial strain, demonstrate commitment from the college, and legitimize this program. There were eight students who were volunteering their time during winter quarter to essentially do the work this grant is seeking to fund – most have stopped or significantly reduced their engagement and have cited lack of compensation as one reason.

(3) **Assist staff, faculty, and the Dean in staying informed of positive and negative happenings within each department.** I have heard feedback from numerous staff, faculty, chairs, and the Dean that they feel out of the loop. There is no structure in place to facilitate these types of conversations.

There are three desired outcomes:

(1) **Populate the currently operating "Student Advisory Group" moving forward in a codified way**. There are eight students filling this ad hoc committee and not being compensated. Many of these students have ceased their engagement and cite lack of compensation as a source of frustration for the time and energy they are investing in these issues. As we move towards equity, examining equity in pay of persons involved with these efforts must be done.

(2) **Inspire and encourage a permanent funding source to compensate student labor.** Unpaid student labor is a pervasive problem at WWU. The College of Science and Engineering has an opportunity to lead by example at WWU by paying their student leaders for their labor.

(3) **Inform staff, faculty, and the Dean on areas of strength and potential growth surrounding equity and inclusion to better shape institutional and college level initiatives.** Having a regular source of student voices will ensure all departments are taking their largest constituencies into account when implementing any initiatives surrounding EID efforts. Furthermore, this provides a place for student voices to be heard before decision packages, budget proposals, and other EID initiatives are brought forward by the Dean.

b. **How will your project positively impact sustainability at Western?**

Looking at sustainability through the lens of STEM, it is clear that classroom and lab practices of the past have not been sustainable, equitable, or just. Western needs to be proactive in providing students with an interdisciplinary learning environment that prepares students to be global citizens. This proposal is focused on the "equity and justice" side of the Sustainability, Equity, and Justice Fund. I am seeking to expand conduits of communication to ensure next steps in shaping culture and practice within CSE are sustainable, equitable, and just.

Each department will have slightly different positive impacts. For example, in Geology there are important needs related to the sustainability of the future (of geoscience) as a profession in the

recruitment and retention of diverse students. The geosciences face some of the least diverse demographics when compared to other STEM fields. Geology cannot afford to have a poor environment that could affect the department's retention.

c. How does your project tie into broader campus sustainability goals or initiatives, including Western's Sustainable Action Plan?

This program will support social sustainability by promoting cultural competency through and regular engagement with students beyond the classroom and lab spaces.

Additionally, most, if not all of the CSE departments are involved in research and education that directly addresses sustainability. Having an educational and research environment in which it is safe for diverse voices to be heard increases the likelihood that those sustainability solutions will take into consideration a broader array of perspectives. As such, that will increase the likelihood that the solutions will be widely embraced by society.

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
Team Advisor: Amy Lazzell	Engineering & Design	Staff/Administrative Services Manager	lazzela@wwu.edu
Team Lead: Natasha Hessami	Biochemistry	Student/Spring 2019	hessamn@wwu.edu
Team Member: Brad Johnson	CSE	Dean	Brad.Johnson@wwu.edu
Team Member: Regina Barber Degraaff	Physics	Faculty/ STEM Diversity and Outreach Specialist	Regina.Barber Degraaff@wwu.edu

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; list them below. Each stakeholder must provide a signature of approval for this project. Insert additional rows as necessary. For more information, please refer to the Medium Grant Toolkit.

Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
Amy Lazzell	Engineering & Design, Department Manager	Management of student payroll systems	
Andreas Riemann	Physics & Astronomy Department Chair	Consulted for final proposal, meet with ambassador minimum 1/quarter in AY19-20, work to ensure continuity of project	
Bernard Housen	Geology Department Chair	Consulted for final proposal, meet with ambassador minimum 1/quarter in AY19-20, work to ensure continuity of project	
Jeff Newcomer	Engineering & Design Department Chair	Consulted for final proposal, meet with ambassador minimum 1/quarter in AY19-20, work to ensure continuity of project	
Merrill Peterson	Biology Department Chair	Consulted for final proposal, meet with ambassador minimum 1/quarter in AY19-20, work to ensure continuity of project	
Spencer Anthony-Cahill	Chemistry Department Chair	Consulted for final proposal, meet with ambassador minimum 1/quarter in AY19-20, work to ensure continuity of project	
Perry Fizzano	Computer Science Department Chair	Consulted for final proposal, meet with ambassador minimum 1/quarter in AY19-20, work to ensure continuity of project	
Tjallilng Ypma	Math Department Chair	Consulted for final proposal, meet with ambassador minimum 1/quarter in AY19-20, work to ensure continuity of project	
Brad Johnson	Dean of CSE	Consulted for final proposal, meet with ambassador minimum 1/month in AY19-20, work to ensure continuity of project	

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: wwu.edu/sustain/programs/SEJF/apply

c.   Will any Associated Students clubs be involved?

Club	Involvement in Project	Club representative signature
Society for the Advancement of Chicanos/Native Americans in Science (SACNAS)	Recruit students, encourage and facilitate conversations regarding equity in STEM	
Out in Science	Recruit students, encourage and facilitate conversations regarding equity in STEM	
National Society of Black Engineers (NSBE)	Recruit students, encourage and facilitate conversations regarding equity in STEM	
Women in Computing	Recruit students, encourage and facilitate conversations regarding equity in STEM	
Women in Physics	Recruit students, encourage and facilitate conversations regarding equity in STEM	
Society for Women Engineers	Recruit students, encourage and facilitate conversations regarding equity in STEM	
Chemistry Club	Recruit students, encourage and facilitate conversations regarding equity in STEM	
Western's Association of Mathematics	Recruit students, encourage and facilitate conversations regarding equity in STEM	
Biology Club	Recruit students, encourage and facilitate conversations regarding equity in STEM	

d. Each SEJF Project team is required to meet with their project coordinator on a regular basis. This individual will provide support and advisement on your project. Communication with your project advisor is necessary for your project to proceed. Initial below to acknowledge this agreement.

SEJF Project Coordinator	Initials	Date
Team Lead	**Initials**	**Date**

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
Advertisement via email and posters	Recruit interested students	05/06/2019	05/24/2019
Review applicants	Select one student per department	05/27/2019	05/31/2019
Student ambassador spring meeting/orientation	Meet before summer with selected students to discuss purpose	06/06/2019	
Student Advisory Group, minimum monthly meetings with Dean	Ambassadors meet regularly with Dean to discuss CSE climate	09/25/2019	06/05/2019
Minimum once/quarter meetings with respective departmental Chair	Ambassadors meet regularly with their departmental Chair to discuss department climate	09/25/2019	06/05/2019

b. **Where will the project be located?**
Project will be decentralized throughout WWU's College of Science and Engineering. There is no physical component to this project.

c. **Planned project completion date:**

The SEJF grant shall fund the CSE Departmental Ambassador program for AY 19-20. Although funding will end in spring of 2020, this program is expected to continue indefinitely with secured institutional funding.

d. **Project final report due date:** 06/15/2020   Project coordinator initials:

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 (see 5b.). Insert additional rows as necessary.

Student ambassadors will be classified as Program Support Staff 2 with a wage range of $14.85-$19.30 beginning 1/1/2020. Here is the job classification description: Under general supervision, provides program support services of moderate complexity and variety. Maintains records including accounting of financial documents. Compiles reports of moderate complexity. Compiles database on moderately complex research statistics. Assembles and codes data. Confers with researchers regarding data collection and display. Prepares and/or reviews forms requiring some interpretation to insure compliance with University, departmental, and/or program rules and regulations. Provides information requiring knowledge of University, departmental, and/or program policies and procedures. May train and direct other student employees.

Individual ambassador compensation

Hourly Wage	Max hours/pay period	Pay period/ quarter	Quarters in AY 19-20 active	Maximum wage/ Ambassador
$15 Program Support Staff 2, wage minimum beginning 01/01/20	6	5	3	$1,350/AY
$15 Additional compensation for students on EID committee	1	5	3	$225/AY

Item	Cost per Item	Quantity	Cost
Ambassador compensation	$1,350	7	$9,450
Additional compensation for EID committee commitment (two students **maximum**)	$225	2	$450
Food for mandatory spring ambassador training	500	1	500
Advertisement	50	1	50
Compensation for spring ambassador trainer	225	1	225
		Total project budget	**$10,450**
		Total of all other funding sources, listed below	**$0**

    a. Additional funding sources: The SEJF Committee 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.

Funding Source	Status	Amount
N/A, due to the (late) timing of this proposal, no other funding sources have been secured for AY 19-20.		

    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
AY 20-21 Ambassador compensation	$6,400/year, repeatable every year	Brad Johnson (college level) AND/OR departmental Chairs	
AY 20-21 Ambassador compensation	$600/year, repeatable every year	Andreas Riemann, Physics & Astronomy Department Chair (departmental level) AND/OR college level	

AY 20-21 Ambassador compensation	$600/year, repeatable every year	Bernard Housen, Geology Department Chair (departmental level) AND/OR college level	
AY 20-21 Ambassador compensation	$600/year, repeatable every year	Jeff Newcomer, Engineering & Design Department Chair (departmental level) AND/OR college level	
AY 20-21 Ambassador compensation	$600/year, repeatable every year	Merrill Peterson, Biology Department Chair (departmental level) AND/OR college level	
AY 20-21 Ambassador compensation	$600/year, repeatable every year	Spencer Anthony-Cahill, Chemistry Department Chair (departmental level) AND/OR college level	
AY 20-21 Ambassador compensation	$600/year, repeatable every year	Perry Fizzano, Computer Science Department Chair (departmental level) AND/OR college level	
AY 20-21 Ambassador compensation	$600/year, repeatable every year	Tjallilng Ypma, Math Department Chair (departmental level) AND/OR college level	

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.

Metric (qualitative or quantitative)	Description	Impact
Regularity in meeting (quantitative)	Ambassadors successfully meet at a minimum of 1/mo with the Dean and at a minimum of 1/quarter with their respective Chairs. Entering hours in Timesheets will serve as an additional way to track meetings.	Regular and open lines of communication between students/Chairs/Dean
Sense of purpose from Ambassadors – reported (qualitative)	Ambassadors and their peers feel secure that faculty, staff, and administration are listening to their needs	When students do not feel heard or cared for, confrontational pushback occurs
Quarterly reports	Each ambassador will be required to submit a 1-page quarterly report detailing their meetings, advocacy efforts, and experiences throughout the quarter.	These reports will be sent to their respective Chair, Team Advisor (Amy Lazzell), and the Dean to assess involvement and commitment to the program.

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

Sustainable Action Fund Grant Program
MEDIUM GRANT - APPLICATION
PROPOSAL REVIEW

Once your project proposal is complete, you must print and receive hand-written signatures from the individuals listed below. After signatures are received, applications can be delivered as a hard copy to the SEJF Grant Program Manager, Johnathan Riopelle at Viking Commons Room 24 or by scanning the application and emailing it to johnathan.riopelle@wwu.edu.

Please set an appointment with the Sustainable Action Fund Grant Program Manager to review your draft proposal before submitting your application.

Sustainable Action Fund Grant Program Manager, Johnathan Riopelle
Viking Commons, Room 24
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.

Comments:

Seth Vidaña, Director of Sustainability, Western Washington University
Viking Commons, Room 25
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: