



The small grant application is for requests from \$500 up to \$5,000. For detailed application instructions and further information about the program, please refer to 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:

##### **Strengthening Experiences for Black Men at Western Washington University**

- WWU's Black & Brown Male Success Collective attendance at the Black Male Summit at the University of Akron

b. Describe your proposed project:

The Men's Resiliency Program (MRP) has started a Black & Brown Male Success Collective (BBMSC) this 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. While the BBMSC is a community for all men of color on campus, the project funded by the Sustainability, Equity, & Justice Fund will focus specifically on Black men and their attendance at the National Black Male Summit at the University of Akron on March 20-21, 2020 (<https://www.uakron.edu/ie/bms2020/>). The project is designed to provide an all-expenses paid experience for 6 WWU students who identify as Black and/or African American men and 2 chaperones who work closely with the BBMSC (one African American faculty and one Native American MRP coordinator).

c. Who is the intended audience?

The intended audience for the trip to the University of Akron is six Black men from WWU's Black and Brown Male Success collective and two chaperones who work closely with the African American male community at WWU.

There is significant interest from six students of the BBMSC. Chaperones will be Brandon Joseph, Men's Resiliency Specialist, and Dr. (Vernon) Damani Johnson, Professor of Political Science.

- d. How many students will be directly affected?

The Black Male Summit at the University of Akron will directly impact six Black men currently enrolled at WWU. Their WWU communities will also be indirectly impacted by their growth at this conference.

- e. 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.”*

*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. According to WWU's Diversity, Equity, and Inclusion website (<https://www.wwu.edu/diversity#inclusive-success>), the Black or African American community makes up just 2.7% of the overall student population in fall 2019. More specifically, Western's Black students 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 students from the African American and Black communities by supporting institutional programs that authenticate Blackness (Hunter et al., 2019).

The conference attendance will specifically benefit a group of Black men at WWU. 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 Black male programming 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 Black 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 10<sup>th</sup> 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 Black male students from other regions of the United States. Our students are eager to explore Black male identity 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 Black Male Summit at the University of Akron will illustrate the University's commitment to providing this experience for our Black male students.

## SECTION 2: Project Alignment.

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

This project positively impacts all four pillars of sustainability at WWU. In considering the local and global ecology, this project is designed to strengthen the human relationships both within and between groups at WWU. Our Black men will be able to strengthen their bond with one another while attending the Black Male Summit. They will also continue to build trust with the institution as they feel directly supported in their personal and professional growth. As previously mentioned, this project upholds WWU's commitment to social equity, by providing experiences to the Black community that combat systemic racism and strengthens their sense of belonging on campus. 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 graduation rates that will positively impact future enrollment from students from the Black community. Finally, 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 Black students and how doing so will positively impact one's mental health and trust with the institution. An investment in the experiences of Black 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.

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

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 Black and African American community can continue to support the sustainability efforts of WWU. For example, the group was well represented during this year'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.

- c. The United Nations has developed seventeen sustainable development goals (SDGs) to transform our world:
- |  |  |
|--|--|
| 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 |  |

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

For many of the same reasons outlined above, the Black and Brown Male Success Collective and this project support the SDGs of the United Nations. Most specifically, this project promotes good health and well-being, quality education, gender equality, decent work and economic growth, industry, innovation, and infrastructure, reduced inequality, life on land, peace and justice strong institutions, responsible consumption and production, and partnerships to achieve the goal.

- d. 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 ( <i>qualitative or quantitative</i> )	Description
Sense of Belonging <a href="https://link.springer.com/article/10.1007/s11256-019-00506-5">https://link.springer.com/article/10.1007/s11256-019-00506-5</a>	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 utilize his expertise to assist in measuring the outcomes of both the trip to the Black Male Summit and his visit to WWUs campus.

**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.

Financial Agent: The project must have a budget authority to manage funds for all purchases.

Name	Department/School Students provide major/minor	Position: Faculty/staff/student Students provide expected graduation quarter/year	Western email address	Initial to verify agreement
<i>Team Advisor:</i> <b>Brandon Joseph</b>	Prevention and Wellness Services	Men’s Resiliency Program, Coordinator	Brandon.joseph@wwu.edu	
<i>Team Lead:</i> <b>Brandon Joseph</b>	Prevention and Wellness Services	Men’s Resiliency Program, Coordinator	Brandon.joseph@wwu.edu	
<i>Team Member:</i> <b>Dr. (Vernon) Damani</b>	Political Science	Professor	Vernon.Johnson@wwu.edu	
<i>Team Member:</i>				
<i>Team Member:</i>				
<i>Financial Agent:</i> <b>James Hillyard</b>	Prevention and Wellness Services	Program Support Supervisor	James.hillyard@wwu.edu	

- b. 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. 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 Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
<b>Dr. Johnson</b>	Political Science	Faculty Advisor	
<b>6 Students from BBMSC</b>	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. Form can be found on SEJF website: [www.edu/sustain/programs/saf/apply](http://www.edu/sustain/programs/saf/apply)*

#### 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>Recruit Black Male Summit Participants</b>	Most potential participants are recruited and have shown significant interest	Already started	ASAP March 4 <sup>th</sup> at the Latest
<b>Purchase Flights, Hotels, Transportation for trip to the University of Akron</b>	Logistics of Trip to the University of Akron	Upon grant approval	March 4 <sup>th</sup> at the latest
<b>Research Interviews</b>	To conduct research as a part of the project	April 2020	July 2020

- b. Where will the project be located?

Black Male Summit; University of Akron; March 20-21, 2020

- c. Planned project completion date:

**July, 31, 2020 (Completion of research)**

**SECTION 5: Project Budget.**

- e. 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
Flight (Estimate Seattle to Cleveland)	\$600	8	\$4,800
Hotel (Hilton Garden Inn – Est. \$109 before tax X 3 nights)	\$327	5	\$1,635
Meals (Akron Per Diem - \$56 per day x 4 Days)	\$224	8	\$1,792
Transportation – 12 Passenger Van (Approx. \$145 per day)	\$580	1	\$580
Black Male Summit Registration	\$100	8	\$800
Miscellaneous – Trip Activities (Museums, Bonding Experiences, etc.)	\$100	10	\$1,000
<b>Total project budget</b>			<b>\$10,607</b>
Additional funding source	Status	Amount	
Student Enhancement Fund	Pending	\$3,000	
Men’s Resiliency Program	Pending	\$2,607	
<b>Total of all other funding sources</b>			<b>\$5,607</b>
<b>Total requested funds from SEJF</b>			<b>\$5,000</b>

- f. 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

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





**Sustainability, Equity,  
& Justice Fund**  
SMALL 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 does NOT indicate that you have received funding, but it does confirm that the proposal has been received and is ready for funding review.*

Once your application is submitted, the Sustainability, Equity, & Justice Fund Program team will determine funding for your project. The Director of Sustainability will then review the team's assessment.

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

High Street Hall Room 22

Phone: (360) 650-2491

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

*This signature approves funding for the project.*

Comments: