



Grant Application 2022-2023

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

*Note: if you are requesting a large grant (over \$35,000) you must first submit a Large Grant Abstract. Abstracts must be reviewed and approved by the Communications Manager and the Sustainability Engagement Institute Director before a final application can be submitted. Ask a program representative for a copy of the Large Grant Abstract template.

Each grant team is assigned an SEJF project coordinator; this individual will collaborate with the project team and provide feedback and insight on the application. Teams are expected to meet on a weekly or bi-weekly basis with their SEJF project coordinator.

The research and writing components required for this application take, at minimum, a month to complete. Last-minute requests may not be accepted. For detailed application instructions, please refer to the *SEJF Grant Application Toolkit* or ask your project coordinator.

Submit your completed application by emailing a scanned version (including signatures) to the SEJF Grant Program Coordinator, Zinta Lucans. Applications must be signed by your advisor, all members of the project team, and all stakeholders in order for them to be reviewed. Email: lucansz@wwu.edu.

Application Level: Determine the amount of funding you will require and check or highlight the appropriate category:

	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.
x	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.

SECTION 1: Project Concept.

a. Project Title:

Growth, Resilience, and Belonging: Strengthening membership and experiences for Black and Brown Men at WWU

b. Statement of Purpose:

The purpose of this project is to help students from WWU's Black & Brown Male Success Collective (BBMSC) attend the [Men of Color National Summit at Clemson University](#) (March 28-29, 2023) and explore the historical and cultural experiences of contemporary southeast United States. 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. Attendance at this national summit by WWU students will enhance their overall college experience by providing them the opportunity to hear and learn from successful men of color across various industries. They will also be able to network with other men of color from across the nation and understand what it means to attend a national summit and be engaged with peers, mentors, and leaders from numerous backgrounds.

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 BBMSC is co-led by Dr. Brandon Joseph, Director of Student Resilience, Lucas Senger, faculty in the College of Business and Economics and the College of Fine and Performing Arts, and various student leaders on campus. This trip to the Men of Color National Summit provides an opportunity for students to build relationships with their peers and mentors, experience critical components of becoming a "professional", learn and explore the history of the deep south, and much more. It is our goal that this trip becomes one of the flagship opportunities for students who engage with the BBMSC and our core principles throughout their time at WWU.

In addition to attending the summit, we will also plan two days/three nights of historical exploration, sightseeing, and social outings in the Charlotte, North Carolina area 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. 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 and 2 chaperones who advise the BBMSC. This trip will continue to build on the BBMSC legacy at WWU and the unique opportunities we provide for students who engage with the group. Having attended the summit last year, this will be an opportunity for students to step up as leaders of the group and mentor their younger peers on campus.

d. Who is the intended audience?

The intended audience for the trip is 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.

e. How does this project directly impact the Western student community? How many students will be 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. As we continue to establish this trip as a foundation of the experience for men of color at WWU, the impacted audience at WWU will grow. We have goals of establishing our own men of color summit at WWU and these experiences continue to contribute to that vision as we learn from other institutions about their process for strengthening the experiences of men of color.

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 most 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 experiences 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). Ultimately, the goals of this project are to fulfill the experiences of our students in the areas discussed previously.

The following testimonials from a trip to the 2022 Men of Color National Summit and Atlanta, Georgia to tour museums, HBCUs, and other cultural excursions help further illustrate the positive impact this project will have on our students' experiences at WWU. Here are a few (of many) reactions from their experience, the first time WWU was represented at a men of color leadership summit:

In so many ways; I saw myself in the crowd and on the stage. I saw myself on the promotion and the advertisement (not as a token person of color) of the summit. I connect with the culture that was responsible for facilitating such a meaningful event. I didn't have to look far for understanding, our shared experiences were our understanding.

This trip showed me that it's important to surround yourself with people who have the same ambition in life as you do. As when you surround yourself with successful people you will become successful. I feel like that is something I can take back to WWU within strengthening connections with other students or faculty.

There were several things I learned. One that stands out to me is listening to Jose Hernandez talk about his experiences in NASA. He is a Latino just like me and also lived in area similar to the ones I grew up in. His story really inspired me and it's helping me to finish out this quarter very strong. Among other speakers, he stood out to me because of his job description and his background.

Whenever I think of WWU I'll think about this trip and how much it changed my life.

This trip showed me that Western is acting upon their DEI claims and support for students of color. A big part of my personal journey was never feeling supported by the university in any shape, way, or form. This shows that that they were and I am grateful because this experience has changed the way I view a lot of things. Its an experience that I don't know I would have been able to have if it were not for WWU.

I mean it was the perfect reminder of the greatness that exists in our communities and why it's so important to hold spaces and provide experiences like the ones we were fortunate enough to experience on this trip. Beyond that, it's imperative that we honor the sacrifices of those that paved the way for us to have the chance to continue on their footsteps. I plan to bring the positive impact that this trip has provided me with and continue to feed it forward to my peers and colleagues at WWU and it's surrounding communities in hopes/with intention that the institution does not chalk it up to me as an individual but instead gives credit what this group, the BBMSC has empowered me to continue do.

We were able to further bond as a group in a setting I'm confident none of us had been in before. We were able to debrief and reflect on how certain topics or ideas aligned with our group, school, job, or families. That's another level of friendship that I know we built. There's social friends, and then there's true friends. Social friends you see on the weekend. True friends are with you during the week while you're grinding things out. This conference helped me reflect on times I went out of my way to be a true friend, and extend help, support, or mentorship to people in our community because I wanted to see them succeed. The people in our group are leaders in multiple departments and major. I know we work as sponsors for students we interact with and the conference allowed us to refine or accelerate certain things we do.

Since last year's trip went so well, students have expressed a strong desire to attend the national summit again. We looked for other options to diversify the experiences of our students, but there were not many other summits that provide the caliber of experience you read about above. So, we decided to head back to the Clemson Summit but travel through Charlotte rather than Atlanta to provide another unique experience for our students. They are eager to continue 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 continued commitment to providing this experience for our BIPOC male students.

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

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. Furthermore, we have found this trip to be a significant experience in the development of leadership qualities for our students. We must continue to support students as they build their leadership skills and abilities.

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.

Here are a few more testimonials from students about how the previous trip impacted their overall wellness:

This trip was a great experience and I do feel that it has increased my mood and mindset in a positive way. Moving forward as a student and as a person.

I think being in an environment surrounded by other students of color and other professionals of color is refreshing. It can be taxing at times to be a student of color on this campus so it was great for me personally to see people that look like me around me.

Overall, I am very thankful for this experience and for Brandon and Lucas for making it happen for us! This was a much-needed experience that helped me grow a lot more as a person and the notes that I took during this conference will be stored and utilized throughout my career and life. This is an experience that should happen more often than it currently does because I know that this was the first time for all my BBMSC brothers and we all thoroughly enjoyed this experience, learned from it, and built tighter bonds.

3. Protect the environment:

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. They are creating an environment that strengthens their connection and sense of belonging to WWU.

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. How will your project positively 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 Sustainability Engagement Institute's website (sustain@wwu.edu) 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. How will your project address the UN Sustainable Development Goals (SDGs)? *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:*

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. Reduced Inequality – One component of the mission of the Men of Color summit is..."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." We know that men,

and more specifically men of color, are not enrolling in college at the same rates as before. Thus, this trip will help to reduce inequality by engaging young men of color in professional development to support their persistence to graduation. Ultimately, we are building a community that encourages the pursuit of higher education for young boys and men of color to continue to shift the demographics to increase enrollment and graduation for men of color at WWU.

- 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 projects, and all data must be provided to the SEJF Program upon completion of the project.

We will ask a series of reflection questions upon return from the trip. Those are attached. We will also ask them to journal about their experiences during the trip. For example, we may ask that they reflect on the experiences of the days' activities so we are collecting their thoughts in real time.

SECTION 3: Project Participants.

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

Project Advisor (Faculty or Staff) Student proposals must include a staff or faculty advisor. The role of the advisor is to assist and guide 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 someone with 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.

SEJF Project Coordinator: A member of the SEJF team will serve as the primary contact for the program and committee.

Name	Department/School; <i>Students provide major/minor</i>	Position: Faculty/staff/student; <i>Students provide expected graduation quarter/year</i>	Western email address	Signature to verify agreement
<i>Team Advisor:</i> Brandon Joseph	Counseling, Health, and Wellbeing	Director of Student Resilience; Founder of BBMSC	Brandon.joseph@wwu.edu	
<i>Team Lead:</i> Brandon Joseph	Counseling, Health, and Wellbeing	Director of Student Resilience; Founder of BBMSC	Brandon.joseph@wwu.edu	
<i>Team Member:</i> Lucas Senger	College of Business and Economics; College of Fine and Performing Arts	Senior Instructor; Faculty Advisor to BBMSC; Trip Leader	sengerl@wwu.edu	

<i>Team Member:</i> Ashenafi Sibhatu	College of Business and Economics; Supply Chain Management	Spring 2023	sibhata@wwu.edu	
<i>Team Member:</i> Malku Cruz	College of Business and Economics; Supply Chain Management	Spring 2024	cruzi@wwu.edu	
<i>Financial Agent:</i> Janet McLeod	Counseling, Health, and Wellbeing	Business Manager	jmcleod@wwu.edu	
For fund transfers <i>FAST Index:</i> <i>Activity Code:</i>	<i>Janet McLeod will supply this information upon approval of the proposal.</i>			
SEJF Project Coordinator:	Zinta Lucans			

SECTION 4: Project Timeline.

- a. Describe how your project will progress, both before and after the approval of your proposal. Outline all tasks that are required to complete the project, including all the means in which you will promote the project on campus, in the table below. Insert additional rows as necessary.

Action	Purpose	Initiation	Completion
Recruit Participants	Most potential participants have already been identified from their engagement with the BBMSC.	Already Started	ASAP
Purchase Travel (flights; hotels; rental vans; conference registration; etc.)	Logistics of trip to Men of Color Summit	Will finalize upon grant approval	ASAP
Attend Men of Color Summit	Strengthen Connection & Sense of Belonging	March 28-29, 2023	-
Collect Feedback	Have students self-reflect on their experiences to understand the impact of the trip on their overall experience at WWU.	April 1, 2023	April 10, 2023

- b. When is the planned project completion date?



Spring 2023

- c. When will final metrics and a final report be submitted to the SEJF Program? *This should be completed no later than one month after the project completion date.*

Summer 2023

SECTION 5: Project Stakeholders.

- a. Does your project involve labor/participation or require permission from organizations, departments, or individuals on campus? Who will be impacted if this proposal is implemented? All stakeholders must provide a signature of approval for this project.

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	
Brandon Joseph	Director of Student Resilience; Counseling, Health, and Wellbeing	Trip Leader	
10 Students from BBMSC	Various Majors	Summit Attendees	-

- b. Who will be the project owner upon completion of the project? Which individual/office/department will take over the project? This owner should also be listed as a stakeholder.

Brandon Joseph – Director of Student Resilience; Counseling, Health, and Wellbeing

- c. Does your project propose a temporary or permanent facility or property modification?

No

If so, is a Project Owner Form attached to the appendix of this application? *Please ask your project coordinator for this form.*

SECTION 6: Project Budget.

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
Conference Registration	\$125 per student; \$225 per faculty/staff	10 Students 2 Faculty/Staff	\$1,700
Airfare (Round Trip Seattle to Charlotte)	\$663	12	\$7,956
Airporter Shuttle	\$96	12	\$1,152
Lodging - Greenville, SC 3/27-3/29	\$189 per night	7	\$2,646
Lodging – Charlotte, NC 3/29-4/1	\$178 per night	7	\$3,738
Per Diem (*Standard 2023 WA State Rate)	\$98 per day	12	\$7,056
Rental Van (12 passenger or Two Minivans)	\$500	2	\$1,000
Fuel	\$200	1	\$200
Miscellaneous – For cultural excursions and social outings that build community and strengthen relationships.	\$200 per person	12	\$2,400
Total project budget			\$27,848

Additional funding source(s)	Status	Amount
n/a		
Total of all other funding sources		\$0
Total requested funds from SEJF		\$28,000 (Estimate)

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.

Responses to Reflection Questions from 2022 Men of Color National Summit

Reflection Questions

1. Have you ever been to a professional conference before? If yes, please list other professional conferences you have attended.
2. What were your expectations going into this trip? We encourage you think specifically about the Men of Color National Summit at Clemson University. But, also any expectations you had about the social and/or cultural activities we were planning.
3. Think of your time at the Men of Color Summit, have you ever experienced a learning environment in your college experience where the room consisted almost exclusively of people of color? If yes, please provide a list of other conferences or learning environments you have attended that were similar to the learning environment at the Men of Color Summit.
4. Think of your time at the Men of Color Summit, have you ever experienced a learning environment in your college experience where the presenters or discussion leaders consisted almost exclusively of people of color? If yes, please provide a list of other conferences or learning environments you have attended that were similar to the learning environment at the Men of Color Summit.
5. Please describe any (and all) valuable learning experiences you gained at the conference. Think of interactions with other individuals, presentations, speakers, relationships established, etc.
6. Describe an experience at the conference that made you feel empowered as a man of color?
7. Describe an experience at the conference that made you feel comfortable in your racial and/or ethnic identity?
8. How has your experience at the conference differed from your experience at WWU?
9. As men of color, how did this trip impact your experience in building community and strengthening connections and/or a sense of belonging at WWU?
10. How has this trip contributed to your overall wellness during your time at WWU?
11. How will this trip influence WWU's impact on your personal journey?
12. Thinking back to your expectations before the trip, were there any parts that did not meet your expectations? Was there anything you were hoping to do that we did not do?
13. Please provide any feedback on how this investment by the university in your professional and personal development contributes to your experience at WWU.
14. Please provide a list of things you did on this trip for the very first time in your life.
15. Do you have any other input you wish to provide that may help us in future trips?



**GRANT APPLICATION
PROPOSAL REVIEW PROCESS**

Please arrange a meeting with Zinta Lucans, SEJF Program Coordinator for the Sustainability Engagement Institute, to review your drafted proposal. Once your project proposal is complete, sign and deliver it via email to: lucansz@wwu.edu.

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

Zinta Lucans
SEJF Program Coordinator, Sustainability Engagement Institute, Western Washington University

Signature: **Zinta Lucans** Date: 01/23/2023

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

Grace Wang
Director, Sustainability Engagement Institute, Western Washington University

Signature: _____ Date: _____

*This signature confirms that the application has been accepted for SEJF committee review;
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