

# Campus Sustainability Fund Spring 2022 Annual Grant Proposal Application

Thank you for your interest in the new Campus Sustainability Fund! This application form may be used to apply for Spring 2022 Annual Grant funding in amounts from \$5,001 - \$100,000 through 5 PM on March 31st, 2022. Only applications that include thorough and thoughtful responses will be considered. Incomplete proposals will not be reviewed.

Please review our Spring 2022 grant information, including our eligibility and evaluation criteria here: [sustainability.arizona.edu/csf](https://sustainability.arizona.edu/csf)

Please have a completed budget sheet ready to submit before starting this application. The template can be found here: <https://arizona.box.com/s/23d2mtihkkrx95c42luhk4k5omtqrwt>. After opening the link, click "Download" at the top right corner and it will download as an Excel Sheet.

All character limitations within this proposal include spaces.

For approved projects to receive funding, the project's department must have a STDFEE account as CSF funding can only be transferred to another STDFEE account. If your project's department does not have a STDFEE account set up, we recommend that it be a 265XXXX account. Although not required, we encourage you to use the same range to match the Sustainability Fee account: 2657605. Approved proposals will also be required to complete the Campus Sustainability Fund's Letter of Agreement before funding is dispersed where more details on this will be provided to the Fiscal Officer.

All funding must be used by the end of fiscal year 2023 (June 30, 2023). Unused funding as of this date will be returned to the Fund for reallocation for future funding opportunities.

\*\* Please contact [emilyhaworth@arizona.edu](mailto:emilyhaworth@arizona.edu) for questions, help in completing the budget template, or any other issues. \*\*

Email \*

[elenagreenberg@arizona.edu](mailto:elenagreenberg@arizona.edu)

## Contact Information

Each project proposal requires a primary and secondary project manager as well as a fiscal officer. If the primary project manager is a student who graduates in May 2023, the secondary project manager must be a staff or faculty member OR a student who graduates AFTER May 2023.

Projects where the primary and secondary project manager are both students require the involvement of a staff or faculty member within the applicable department.

Primary Project Manager Name \*

The primary project manager is responsible for completing this application, answering questions posed by the Campus Sustainability Fund's Committee, and completing all required reporting on project progress and outcomes.

Elena Greenberg

Primary Project Manager Status \*

Student

Staff

Faculty

Other: .....

Primary Project Manager Email \*

elenagreenberg@arizona.edu

Primary Project Manager Department Name \*

Women in Science and Engineering Program, Southwest Institute for Research on Women

Secondary Project Manager Name \*

The secondary project manager is responsible the back-up for the primary project manager if they are unable to complete any of the requirements of the Campus Sustainability Fund, particularly completing required reporting on project outcomes.

Jill Williams

Secondary Project Manager Status \*

Student

Staff

Faculty

Other: .....

Secondary Project Manager Email \*

jillmwilliams@arizona.edu .....

Secondary Project Manager Department Name \*

Women in Science and Engineering Program, Southwest Institute for Research on Women .....

Departmental Employee Contact Name \*

Projects where the primary and secondary project manager are both students require the involvement of a staff or faculty member within the applicable department. The departmental employee contact must be a staff or faculty member within your department who is responsible for monitoring the project's budget and reporting if both project managers are unavailable. If this does not apply to you, type N/A for these responses.

N/A .....

Departmental Employee Contact Email \*

N/A .....

Departmental Employee Contact Department Name \*

N/A .....

**Fiscal Officer \***

The fiscal officer is a staff member within your department who is responsible for financial transactions and who will support reporting by pulling requested expenses against awarded funding and ensuring that funding is spent within awarded categories.

Terry Mullin

**Fiscal Officer Email \***

mullin@arizona.edu

**Fiscal Officer Department Name \***

Southwest Institute for Research on Women (SIROW)

**Tell Us About Your Project**

**Official Project Name \***

Please be specific but concise as this name will appear on reports and our website. Creativity is encouraged!

Growing Equity-Focused Environmental Leaders and Educators

**Requested Funding Amount \***

Please enter this amount after completing the budget sheet and populate the total amount here. If you are requesting multi-year funding, please format it as the following: \$67,800 (FY23), \$60,200 (FY24), \$50,400 (FY25)

\$86,600.00

## Primary Project Category \*

Please select one category that best encompasses the nature of your project.

- Water
- Energy
- Waste
- Transportation
- Food
- Social Sustainability (including Social/ Environmental Justice)
- Natural Environment
- Campus Life (Health & Wellbeing, Behavior Change)
- Research and Academics
- Carbon Reduction
- Art
- Built Environment
- Policy

## Secondary Project Category \*

Please select a secondary project category. If not applicable, select the same category again.

- Water
- Energy
- Waste
- Transportation
- Food
- Social Sustainability (including Social/ Environmental Justice)
- Natural Environment
- Campus Life (Health & Wellbeing, Behavior Change)
- Research and Academics
- Carbon Reduction
- Art
- Built Environment
- Policy

## Background and Context \*

Please provide any relevant background about your organization/team including your mission and/or expertise. Please also lay out the rationale for the proposed project such as context on the issue that your project would address. This section is meant to give us more information about you, while also giving you more space below to talk toward your proposed project. Responses are limited to 3,000 characters including spaces.

The Bio/Diversity Project has been in operation for 5 years and is a collaborative effort between the Women in Science and Engineering Program (WISE), Saguaro National Park and the Friends of Saguaro National Park aimed at increasing the diversity of voices included in discussions of environmental problems and the development of their solutions. By increasing access to innovative environmental science educational opportunities and training, mentoring, and work experience along the K-16+ educational pipeline, we aim to get students excited about environmental science and support them along their educational journeys and into the workforce. The Bio/Diversity Project places University of Arizona student interns with K-12 school partners to assist with the implementation of culturally-relevant, place-based, and hands-on environmental science curriculum focused on the topic of biodiversity. Successful interns then have the opportunity to apply for paid positions with the program and partner organizations to further gain leadership and work experience. Through this proposed project, we aim to increase the percentage of UArizona BIPOC students participating in the internship program by providing 20-30 paid intern positions during the 2022-23 academic year. Research indicates that providing paid internship experiences makes them more accessible to BIPOC students and is an effective way to advance diversity, inclusion, and equity objectives while also providing leadership development, training, and mentorship opportunities within the environmental fields. More information on our staff and students, as well as examples of existing outreach lessons, is available through our website: <https://biodiversityproject.arizona.edu/>

## Project Description \*

Please provide a description of your project. Please include information on the need your project fills and how it does so. Include objectives, an anticipated timeline, and expected impact(s). Responses are limited to 3,000 characters including spaces.

Black, Indigenous, and People of Color (BIPOC) are disproportionately impacted by the climate crisis, yet are under-represented amongst those participating in environmental science research, advocacy, and policy-making. Since 2017, the Bio/Diversity Project has worked to create more diverse and inclusive environmental science communities by expanding access to environmental science education, training, mentorship, and work experience in southern Arizona. Each semester, UArizona students are recruited to participate in the program's for-credit internship program where they receive training in biodiversity science, culturally responsive pedagogical approaches, issues of diversity and inclusion in environmental fields and organizations, and effective strategies for fostering equity in environmentalism.

Collaborative relationships with over 21 different UArizona units enables students to receive academic credit in a field relevant to their overarching academic plan. Interns then work with partner teachers to develop and implement hands-on and place-based environmental science lessons in local K-12 schools that serve primarily BIPOC students and students from lower-income households. Successful interns then have the opportunity to apply for paid positions with the program and partner organizations to further gain leadership and work experience. To date, over 172 UArizona students have participated in the internship program. While the Bio/Diversity Project enrolls BIPOC interns at rates greater than UArizona overall, still just under half of program interns since the program's inception have identified as BIPOC. The proposed project aims to increase the percentage of BIPOC students participating in the internship program by providing 20-30 paid intern positions during the 2022-23 academic year. In doing so, we aim to increase the percentage of BIPOC interns by a minimum of 20%.

In Summer 2020, we piloted a paid leadership program in tandem with the internship program. This program received a higher number of BIPOC and first-generation applicants and subsequent participants than the unpaid internship component of the Bio/Diversity Project. This supports existing research that indicates that providing paid internship experiences makes them more accessible to BIPOC students and is an effective way to advance diversity, inclusion, and equity objectives. Providing paid intern positions will enable us to expand student access to paid leadership development, training, and mentorship. Importantly, while there are paid community-based and research internships offered at the University of Arizona (e.g., the Earth Grants program) there are not, to our knowledge, any paid internship programs at the nexus of environmental education, community outreach, and diversity, equity, and inclusion. This project would therefore fill a gap in existing student opportunities.

## Project Summary Snapshot \*

Please provide a short summary of your project. This summary will be used on our new website and other Office of Sustainability materials, if approved. Think of this as a hyper-concentrated summary limited to just a few sentences. Responses are limited to 800 characters (~60-100 words).

The Bio/Diversity Project works to make the University of Arizona and greater Tucson community more environmentally sustainable and equitable by creating and implementing programs that pay and train UArizona students to be campus and community leaders working to promote both environmental sustainability and diversity, equity, and inclusion in environmental fields. UArizona student participants engage in a semester-long internship program designed to provide racially diverse, and low-income K-12 students with hands-on, culturally responsive, and place-based environmental science activities. Bio/Diversity Project interns gain career-readiness skills designed to aid them as leaders within the environmental fields.



## Project Feasibility & Logistics \*

Please provide a description of the work that has been completed so far to make this project feasible. Have all relevant partners been contacted/coordinated with? Please identify them in your response. Have you received reasonable quotes for supplies? What research has been completed to lay the foundation for this project? Proposals that have not thoroughly pre-planned may be rejected outright. Responses are limited to 3,000 characters including spaces.

The Bio/Diversity Project has been in existence for over 5 years. This has enabled the project team to establish effective protocols and training for interns and student workers and conduct robust program evaluation biannually, ensuring the program is a meaningful and beneficial experience for participants. While the program routinely hires 2-4 student workers annually to support program activities, the introduction of 25-30 additional paid interns does present a significant logistical challenge. In order to prepare for this, we have consulted with our business manager, who has ensured us that it is feasible to coordinate the hiring of this number of students. Since we have an established system of working with students to get all of the necessary paperwork completed for them to receive academic credit for participation in the program, we will simply modify this system to also include hiring paperwork in order to streamline the hiring process. Prospective interns undergo a written application and interview to ensure best fit. In order to leverage the funding requested to benefit as many students as possible, we will utilize the federal work study program when possible to supplement student pay. For work study eligible students, the federal program can pay approximately 75% of their wages, allowing us to stretch the funding received to provide funding for a greater number of students.

In order to ensure that our program staff is equipped to adequately support a greater number of BIPOC students, staff will participate in the professional development course Race, Power, and Privilege hosted by SpeakOut (<https://www.speakoutnow.org/>). We also developed and piloted a workshop on race, power, and privilege for interns participating in the program during the 2021-22 academic year. This session has been shown to be effective at building trust and comfort, and opening dialogue amongst BIPOC and non-BIPOC program participants. For example, over 92% of participants indicated that the session gave them a space to talk about challenges specific to marginalized individuals, an opportunity to plan for the future and take action in fostering diversity and inclusion in environmental spaces, and an opportunity to meaningfully connect with their peers.

Beyond the funds requested from the Sustainability Fund, approximately \$20,000 will be raised through contributions from on-campus partners and via individual donors to support other program costs (e.g., staff salaries, speaker stipends, materials and equipment). We are confident we can raise these funds based on success achieving this goal for the 2020-21 academic year. The Bio/Diversity Project is made possible and sustained through strong partnerships among collaborators who have made long-term institutional commitments to fostering a science-career pipeline for diverse UArizona students, and increasing workplace diversity.

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## Environmental Sustainability Outcomes \*

Please provide a brief description of how you expect your project to advance environmental sustainability on campus. Responses are limited to 3,000 characters including spaces. A definition of environmental sustainability is provided in our Spring 2022 Information.

As is well known, climate change is driving the decline of global biodiversity resulting in less resilient and balanced ecosystems and compounding negative environmental effects. At the same time, a lack of human diversity among environmental scientists, advocates, and policy makers results in solutions that are not equitable or just. The Bio/Diversity Project addresses both of these issues and advances UArizona sustainability goals by: increasing knowledge of the relationship between biodiversity and climate change at the K-12 and University levels; fostering the development of environmental leaders and educators committed to diversity, equity, and inclusion; and furthering a culture of engagement around issues of sustainability between the University and local community.

A key component of the internship experience is the development of action projects. Through these projects, Bio/Diversity Project interns work with partner teachers and K-12 students to conceptualize and carry out a project that advances biodiversity conservation and resilience in the face of climate change at the local school. This enables interns to gain direct experience with project management and campus-community collaboration, while also building environmental knowledge. At the same time, action projects such as building pollinator gardens, bird feeders, or bat boxes (projects carried out during the 2021-22 academic year), serve as mechanisms to promote the conservation of natural resources for the benefit of current and future generations. These student leaders leave our program with the knowledge, confidence, and environmental stewardship skills to become effective leaders in other UA and local community environmental initiatives.

By integrating paid intern positions into the existing program structure, the proposed project will help us increase access to program participation and impact a greater number of individuals, particularly those from historically marginalized populations. Our UA student interns foster strong science identity, sense of belonging in STEM, and self-efficacy among their K-12 students. The partner teachers we work with in local schools consistently report that the K-12 students engaged through the program demonstrate increased motivation to go into the environmental fields after high school graduation annually as well as increased motivation to go to college. At the same time, program participation increases UArizona interns' interest in careers in environmental education and outreach, with 35% of fall 2021 interns reporting that program participation compelled them to think about these career pathways. For more information on the benefits of the program, you can view a video about the project at: [https://vimeo.com/342326209?embedded=true&source=vimeo\\_logo&owner=6436675](https://vimeo.com/342326209?embedded=true&source=vimeo_logo&owner=6436675)

## Social Sustainability Outcomes \*

Please provide a brief description of how you expect your project to advance social sustainability on campus. Responses are limited to 3,000 characters including spaces. A definition of social sustainability is provided in our Spring 2022 Information.

Social sustainability refers to the systems and structures that create and maintain a high quality of life through prioritizing equity, accessibility, safety, and diversity. As stated in the grant application outline, Black, Indigenous, and People of Color (BIPOC) experience structural and systemic racial disparities and are disproportionately impacted by the climate crisis. In turn, the Bio/Diversity Project program makes the UA a more socially sustainable institution by: 1) training UA students to be involved in promoting environmental knowledge and stewardship on a local level, with special attention to the way in which environmental issues intersect with issues of diversity, equity, and justice; 2) increasing knowledge regarding the lack of diversity in environmental fields and strategies for fostering more diverse and inclusive environmental organizations and institutions; and 3) developing pathways for UA students to gain leadership skills and experience at the intersection of sustainability and racial and gender justice via our paid internship program. 100% of fall 2021 program interns said that participation in the program made them more motivated to participate in diversity, equity, and inclusion efforts and more connected to the UA Arizona and greater Tucson communities. By providing paid internship positions, funding from the Sustainability Fund will directly help us further our efforts to create more diverse and inclusive environmental fields and organizations by making program participation more accessible.

## Student Leadership & Involvement \*

Please provide a brief description of how you expect your project to benefit students on campus regarding the creation of leadership opportunities or student engagement. What leadership opportunities exist within your proposal? If you plan to hire/ or involve students, please describe in what capacity. For example, if you plan to hire students, create an internship, or seek student involvement, please describe relevant details thoroughly (wages, responsibilities, duration of job, extent of involvement, how you will solicit/ market these opportunities etc.). Responses are limited to 3,000 characters including spaces.

The Bio/Diversity Project allows students a meaningful, hands-on internship experience that allows for developing leadership skills and participating in decision-making within the program. Interns gain public speaking, science communication, and effective written and verbal communication skills through established internship tasks and assignments. Interns are tasked with lesson plan development, using an inquiry-based model of instruction, and after receiving direct support and feedback and going through an iterative review process, interns use these lesson plans to facilitate environmental education outreach to local K-12 students. Outstanding lesson plans are published on our website for future interns or local educators to use as a model of effective culturally responsive, hands-on, and place-based instruction. 100% of fall 2021 interns reported that they believed program participation would help them achieve their academic or career goals due to the skills they gained in communication, collaboration, time management, and project management. Furthermore, through our existing and sustained partnerships, the Bio/Diversity Project provides pathways into paid work experience for participants in our program, and those paid worker experiences provide an opportunity for students to further contribute to shaping the program for the next generation. As of March 2022, 29 former Bio/Diversity Project interns have transitioned into paid positions with one of our partner organizations.

## Education, Outreach, & Behavior Change \*

Please provide a brief description of how you expect your project will communicate its impacts to the campus community. How will your project educate the campus community and/or incorporate outreach and behavior change? How are you reaching beyond the "sustainability choir?". Responses are limited to 3,000 characters including spaces.

Over the last 5 years, the Bio/Diversity Project has built an extensive network of relationships with academic units, cultural centers, and student support programs across campus. For example, relationships with over 20 different academic units across 7 colleges allow us to offer program participants academic credit in a field relevant to their academic plan. We draw on this network in order to recruit program participants and to encourage individuals who do not necessarily have a lot of experience with environmental issues into the program. For example, we have had numerous public health, education, and engineering students participate in the program. If awarded funding, we will continue this work with an explicit focus on promoting the program via cultural centers and BIPOC-focused student groups. Moreover, by the end of the funding period, the proposed project will directly provide education, training, and work experience to 25-30 UArizona students and nearly weekly hands-on environmental science education to approximately 500-750 K-12 students.

As a land-grant institution, UArizona has a commitment to giving back to Arizona communities. We address this commitment through our sustained outreach and education in local Title 1 schools where students primarily come from low-income households and are primarily BIPOC. Through culturally responsive educational programming, we work to foster environmental knowledge, stewardship, and advocacy within these communities and foster a sense of belonging within environmental fields. In doing so, we leverage outreach, education, and training to foster the development of environmental fields and organizations that are more reflective of the population locally.


When asked in post-program surveys if participation in the Bio/Diversity Project internship helped them achieve their academic/career goals, 100% of 2020-21 respondents said yes. Student interns consistently rate their internship experience as extremely valuable, and in Fall 2021, 95.2% of student interns rated their experience as good or superb. Most Bio/Diversity Project interns said that they are extremely likely to participate in local environmental and sustainability efforts after participation in our internship. Based on recent graduating senior survey results, UA students who complete an internship are twice as likely to report full-time employment after graduation. Bio/Diversity Project interns also consistently report gaining transferable skills throughout their internship experience, including public speaking and communication skills, time management skills, leadership skills, and effective teamwork skills.

## Project Budget \*

Please provide a completed project budget using our Budget Template. The template can be found here:

<https://arizona.box.com/s/23d2mtihkkrx95c42luhk4k5omtqrwt>

Using the link, click "Download" at the top right corner and it will download as an Excel Sheet. You will need to sign into Box if you haven't used it prior. Please save your Excel sheet as: Project Name\_Budget Template

 CSF\_Spring 2022...

## Supporting Document

Not required, but please upload any relevant documents here, including annual reports, FM budget quotes, maps, images of the product or equipment to be purchased, etc.



BioDiversity Proj...

This form was created inside of University of Arizona.

Google Forms