

Campus Sustainability Fund Spring 2022 Mini 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 Mini Grant funding in amounts of up to \$5,000 through 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

Please have a completed Mini Grant budget ready to submit before starting this application. The template can be found here: <https://arizona.box.com/s/5wmduso6tz27pyskc822tknf6pxr002v>

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.

All funding must be used by Thursday, June 30, 2022. Unused funding as of this date will be returned to the Fund for reallocation for future funding opportunities.

** Please contact emilyhaworth@arizona.edu for questions, help in completing the budget template, or any other issues. **

Email *

rileyconklin@email.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 2022, the secondary project manager must be a staff or faculty member OR a student who graduates AFTER May 2022.

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.

Bridgette Riebe

Primary Project Manager Status *

Student

Staff

Faculty

Other:

Primary Project Manager Email *

bnobbe@email.arizona.edu

Primary Project Manager Department Name *

Associated Students of of the University of Arizona

Secondary Project Manager Name *

The secondary project manager is 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.

Richard (RJ) Reliford

Secondary Project Manager Status *

Student

Staff

Faculty

Other:

Secondary Project Manager Email *

relifordii@email.arizona.edu

Secondary Project Manager Department Name *

Associated Students of of the University of Arizona

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.

Estella Trevers

Fiscal Officer Email *

etrevers@email.arizona.edu

Fiscal Officer Department Name *

Associated Students of of the University of Arizona

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!

Campus Pantry Free Menstrual Cup Program

Requested Funding Amount *

Please enter this amount after completing the budget sheet and populate the total amount here.

\$5,000

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 & 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 Campus Pantry is a student-run organization that has been in existence since 2012, with a mission to alleviate food insecurity on campus. Over the years we have been exposed to the increasing and evolving basic needs of our users. We understand that most individuals do not experience just one form of basic needs insecurity, each disparity is interconnected in different ways. Often, users face more than one ailment that creates barriers to their success on campus. For this reason, we have expanded our operations and formed coalitions with other services on campus to create a Basic Needs Center. In addition to providing supplemental groceries, we provide resources to our users that help with housing insecurity, clothing insecurity, personal hygiene insecurity, and period poverty. Currently, we are limited in the capacity at which we can deliver these services and wish to expand our operations by providing menstrual cups free of charge to better serve our users.

We are applying for this grant with the intention to alleviate the stress of period poverty on our users. Period poverty is the condition of having limited access to menstrual products most often due to financial constraints. Lack of accessibility to these items forces a person to use other substitutes, overuse their menstrual products, or be absent from school/work during the time of a period. As a result, people with periods are forced to forego wages, miss out on critical instruction in the classroom, or sacrifice other necessities in order to afford menstrual products. 1 in 5 school-aged young adults in the U.S. struggled to afford period products and 4 in 5 either missed or knew someone who missed class time because they did not have access to period products (State of the Period). Specifically, on college campuses, the study Period Poverty and Mental Health Implications Among College-aged Women in the United States (2021), reported 14.2% of women had experienced period poverty in the past year while an additional 10.0% experienced period poverty every month(Cardoso et.al). Furthermore, past-year and monthly period of poverty were most frequently reported by Latina women. These results provide serious implications for the University of Arizona in the sense that it is classified as a Hispanic Serving Institution. The university must provide more opportunities to obtain these items in order to eliminate these disparities on campus.

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.

The intention of the project is to provide our users the opportunity to receive free menstrual cups during our weekly distributions to alleviate and eliminate the consequences of period poverty. As mentioned previously, period poverty engenders a slew of disparities that prevent students from achieving academic and personal success. Having access to other basic needs should be an inherent part of college life and is the integral mission of the Campus Pantry. Currently, we distribute hundreds of tampons, pads, and panty liners. However, we cannot always keep up with demand and are seeking to provide more long-term and sustainable alternatives. We are hoping this grant can cover the expenses of purchasing menstrual cups to be given out by either the end of the semester or at the start of the Fall 2022 semester. We aim to have a dedicated table staffed by our employees to give specific instructions on use, recommend correct sizing options, and educate students about the resources on campus to reduce period poverty. By increasing awareness of period poverty on campus and additional initiatives available for students, we hope to mitigate consequences. For instance, students will no longer be forced to miss class, take time off of work, and stretch their budget to accommodate buying menstrual hygiene items. According to a survey of 500 college students, approximately 12% said they couldn't afford products and 13% reported skipping class or work because they didn't have the sanitary products they needed (Ruf 2021). The same study also illustrates that period poverty disproportionately affects Black and Latina students as well as immigrant and first-generation students compared to other identities. In our role as a basic needs service provider, we must be conscious of how all insecurities are affecting our students and the intersectionality of the disparity. We are able to recognize the needs of our students and are attempting to expand our services so no person is left to struggle on their own. This grant is just one facet of support needed to ensure our students are able to succeed during their academic careers.

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).

In an effort to adapt to our users' ever-changing needs and eliminate the many forms of basic needs insecurity, the Campus Pantry will be providing free menstrual cups to our users while supplies last. This program seeks to reduce period poverty and its stigma through the dissemination of information on usage and the benefits reusable products have on sustainability efforts. It is the integral mission of the Campus Pantry to provide access to all basic needs, as it should be an inherent part of college life where student success is prioritized foremost.

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.

Currently, we have established numerous possibilities as to where we can obtain affordable and high-quality menstrual cups. We have decided to purchase Shordy products because of their affordability, durability, easy-to-use design, and positive reviews. Over the course of the year, our staff has also completed multiple basic need trainings where they have learned the impacts of period poverty. Subsequently, building a foundation for them to enter into greater research on college period poverty so they can disseminate information to not only our users but also potential donors as well to continue the program in the future.

Recently we have met with the ExtraVAGanza team to establish a long-term partnership where we can provide consistent resources to users surrounding period poverty. They have agreed to table outside of the pantry to provide our users with information on their services and create visibility to events where they are distributing reusable menstrual products. Their contacts within Campus Health provide an exciting opportunity for our students to receive additional reproductive healthcare as well. In addition, we will be able to provide medically accurate information to our users when distributing menstrual cups to ensure proper use and hygiene practices.

The idea for this project comes as a result of a previous partnership we had with the ExtraVAGanza team in the 2021 school year. It was widely accepted by our users and we wish to implement the program once again to accommodate students who may not have received products or who are new to our services. I have personally done research into period poverty in the two years of my employment, in my academic career, as well as experienced period poverty myself. These previous experiences have motivated me to seek outside support to ensure others do not face a similar situation as myself or the hundreds of others who are currently struggling through this disparity.

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.

The main sustainability impact of menstrual cups can be illustrated by a reduction in waste and a reduction in emissions used to make single-use products. According to research, a menstrual cup can replace up to six tampons or pads for every one day of use. Periods normally last from three to seven days, meaning anywhere from 18 to 42 tampons/pads will be eliminated from landfills per cycle with the use of a menstrual cup. The benefits of using menstrual products not only impact a user monetarily but also decreases the amount of manufactured disposable period products. There are many studies that prove reusable period products produce a fraction of the negative environmental damages that traditional pads and tampons would. For example, reusable menstrual cups are estimated to have less than 1.5% environmental impact than disposable products. Consequently, saving a person who menstruates 2,400 pads or tampons in their lifetime (Susan Powers, 2019). By eliminating the need to produce more single-use products, the consequences of emitting pollutants like dioxins from bleaching wood pulp for pads, zinc from rayon production for tampons, and chromium emissions from fossil fuel energy sources to assemble each item will be reduced significantly over time if there is an increase in users of menstrual cups (Susan Powers, 2019).

In a campus-specific sense, the less menstruating people use disposable items, the less university cleaning and maintenance staff will have to interact with used products. Proper discarding of pads and tampons in a safe manner can be difficult if the menstruating person did not take the extra steps to ensure their disposal methods were performed in a way that was considerate to staff. There are materials in some bathrooms designed to aid in safe discard. However, the number of disposal bags will be nearly equal to the amount of period products disposed of. Subsequently causing an increase in waste. With the use of the reusable menstrual cup, which can be worn up to 12 hours and can be reused for up to ten years, hazardous period products will be kept out of the trash and out the path of our frontline employees.

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.

Addressing period poverty is inherent to social sustainability. As mentioned previously, there is a clear racial disparity when it comes to having access to menstrual products. Most of the users of the pantry identify as non-white, first-generation, or are international students. The demographics that we regularly serve are consistent with the demographics of those who are experiencing the most consistent forms of period poverty. We have recognized the need in our normal operations and wish to expand our services in order to provide a long-term solution to period poverty. Likewise, we also intend to brand this program in a gender-neutral fashion because we understand menstruating is not limited to women-identifying people. There are many identities who endure period poverty and we are committed to ensuring that everyone's needs are met without discrimination. We intend to be clear in our marketing materials about the gender neutrality of the disparity as well as be honest as to how race and ethnicity play a role in access to menstrual hygiene. By presenting all the information on period poverty, we want to empower our students to adopt a critical lens on how identities can shape one's accessibility to satisfying their basic needs on campus and in life. This, in turn, will help engender a sense of equity in everyday thinking in the sense that the realization of systemic barriers to social and financial mobility will become more visible.

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.

This proposal seeks to extend the capacity of the Campus Pantry's services, meaning no additional staff needs to be hired. We would be able to implement the program using existing employees at our current distribution times. This program would run for as long as supplies last, which most likely would be no longer than two weeks or six distributions based on previous experiences with similar programs.

In terms of leadership opportunities, this initiative will give an opportunity for our student staff to work on creating a series of events at distributions that can provide education about the benefits of reusable menstrual products and highlight the intricacies of period poverty. In addition, the products themselves will be distributed with information on usage as well as tips for best practices to maximize effectiveness. Our student staff will gain experience in event planning, fostering community engagement, and coordinating logistics when implementing the program. This program will also allow staff to collaborate with other organizations, like ExtraVAGanza, and themselves to critically think about the impacts of period poverty and effective ways to disseminate findings to the campus community. They will have the opportunity to engage in meaningful research about this disparity and can use their experience working in basic needs to synthesize information to figure out how to continually improve on meeting the needs of those who face insecurities in other areas.

Externally, by providing students with information on period poverty, they would have the opportunity to continue to raise awareness for this disparity amongst their own peers and recommend the Pantry as a resource to those in need. They will have the opportunity to be exposed to other resources on campus that bring visibility to basic needs insecurities as well. Consequently, changing their perspective on the disparities they face with the knowledge that they are not alone in their struggles.

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.

At the Pantry, we have established a strong foundation of community engagement and education when it comes to destigmatizing food insecurity and educating users on resources to help with overall disparities. By incorporating period poverty rhetoric into we hope to bring visibility to this issue at hand and encourage people to seek help from the available resources. In addition, by partnering with projects like ExtraVAGanza, we can reach a further audience that may be in need and provide them with medically accurate information. Consistently bringing attention to the severity of period poverty on campus will let our users know that they are not alone in their struggles and that there are initiatives on campus that are looking to help. Likewise, having intimate conversations during the distribution events is intended to humanize experiences of period poverty and foster further engagement in topics of basic needs insecurity. Being clear that there is a clear racial discrepancy in period poverty establishes the Pantry's understanding of the topic as well. Creating an environment where our users can trust that we are implementing the program with the intention to bridge the gap in access to care.

Timeline

We understand that for some Mini Grant projects, having a deadline of June 30th, 2022 is not enough time. Should you feel that your project cannot be completed and closed out by this date, please provide a thorough explanation as to why your project requires a project timeline extension. Timeline extensions will be granted on a case-by-case and limited basis. Responses are limited to 3,000 characters including spaces. This questions is optional, please omit if not relevant to you.


Given that there are only six more weeks of school, we are requesting an extension of the completion deadline through the end of August 2022. By the time we finalize our order and informational materials, we project that the timeline will leave us at the end of the semester. Traditionally, we see fewer users at the end of the school year due to time constraints related to finals and graduation. For this reason, to maximize visibility, we would like to kick off our event in the first weeks of the Fall 2022 semester. The Pantry will be able to purchase all necessary supplies and set a foundation for implementation before the closure of the Spring 2022 semester, however, to maximize the distributed items, we must wait until the start of the next school year. This will provide our new users the opportunity to learn about other initiatives on campus that they can use throughout the entire school year as well, highlighting the many basic needs programs they can utilize.

Project Budget *

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

<https://arizona.box.com/s/5wmduso6tz27pyskc822tknf6pxr002v>

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

 Campus Pantry F...

This form was created inside of University of Arizona.

Google Forms