



OFFICE OF SUSTAINABILITY

**CAMPUS
SUSTAINABILITY FUND**

Project Certified to Sustain

Grant Type

Mini Grant

Application Type

Final Application

Project Manager 1 Name

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Project Manager 1 Status

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College of Civil Engineering

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Co-lead

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Fiscal Officer

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Requested Funding Amount

Only enter this number after completing the budget sheet (the budget template will round up your request).

Mini Grants may request \$250 up to \$5,000.

Annual Grants may request \$5,001 up to \$100,000, and up to three years of funding.

Year 1:

\$4200

Year 2:

Year 3:

Project Name

Project Certified to Sustain

Primary Project Category

Built Environment

Secondary Project Category

Campus Life (Health & Wellbeing, Behavior Change)

Background and Context

Please provide relevant background about your organization/team including your mission and/or expertise. Lay out the rationale for the proposed project, focusing on the issue that your project would address. You may also share how the project is new or how it complements, builds upon, or scales existing initiatives. This section is meant to give us more information about you and the context for the project, while the questions below provide space to go into detail about your proposal's plan and specifics.

Response:

Our team of University of Arizona students, with backgrounds in civil and environmental

engineering, is dedicated to promoting sustainability within the engineering and urban planning professions. We recognize the increasing importance of sustainability in today's world and the need for engineers, designers, and planners to have the credentials and expertise to lead environmentally responsible projects. Our project focuses on raising awareness and encouraging participation in three key environmental certifications:

Envision Sustainability Professional (ENV SP),
LEED Green Associate, and
Green Globes Emerging Professional.

These certifications equip engineers with specialized knowledge in sustainable development, allowing them to make a meaningful impact in the design and construction of future on-campus developments, infrastructure, and buildings. We have provided three different certifications that apply to different types of built environments to adhere to the different majors of students. Currently, these three certifications are industry practice and are currently being applied to different types of built environments around the world. These would prepare students to a more present and professional understanding of sustainability practices.

This initiative aligns with the University of Arizona's goals by fostering a culture of sustainability on campus, both immediately and into the future. In the short term, it will encourage students and faculty to integrate sustainable practices into existing campus projects, supported by student clubs and the Campus Sustainability Fund (CSF). The Campus Sustainability Fund is the ideal funding source for this project as it directly aligns with our goal of promoting environmental sustainability through education. By supporting students in obtaining certifications in sustainable infrastructure, CSF is investing in future leaders who will apply these principles both on campus and in their careers, making a lasting impact. Lastly, certifications demonstrate the University of Arizona's ability to produce students advanced in sustainability practices.

In the long term, this project will enable students to carry forward these principles into their careers, advancing the university's sustainability goals and positioning the University of Arizona as a leader in environmentally responsible education and practice. As future problem solvers equipped to tackle grand challenges, certified students will bring the university's commitment to sustainability into the broader world, ensuring that sustainability remains a core value in both academic and practical applications. This initiative not only prepares students with the tools they need for professional success but also creates a lasting positive impact by embedding sustainability deeply into the campus culture and supporting the university's mission to shape responsible and skilled leaders for the future.

Project Description

Please provide a thorough description and explanation of your project. Be explicit in what your team is proposing. What will your project's outcomes be and how will you achieve them? Outcomes should be specific, measurable, achievable, realistic, and timely.

Response:

Our team is proposing an initiative to raise awareness and promote participation in three key environmental sustainability certifications for students at the University of Arizona: Envision Sustainability Professional (ENV SP), LEED Green Associate, and Green Globes Emerging Professional. The project's goal is to equip future leaders with the skills and credentials necessary to lead environmentally responsible projects while fostering a culture of sustainability on campus.

To achieve this, we will organize informational sessions and workshops to educate students on the value of these certifications. Informational sessions and workshops will be led by Eric Le Peau and Esteban Hinojos with volunteer local industry professionals:

Joyce Kelly, with GLHN in Tucson, LEED

Savannah McDonald, PMM in Tucson, LEED

Doug Stingelin, CAEM Faculty, formerly with GLHN in Tucson, LEED

Dean Papajohn, CAEM Faculty, Envision

Kate Callahan | Sr. Manager, Client Services & Engagement | Green Building Initiative

Other professionals from our network of industry partners.

Kevin Thornton, with Psomas in Tucson, Envision specialist

Once a grant is approved professionals will be invited to speak at the informational meetings.

We plan to reach at least 100 students through these events by the end of the first semester. We will promote these certifications across campus using digital media, flyers, and in-person presentations, emphasizing how these credentials enhance career prospects and contribute to sustainable development. Our goal is for at least 35 students to register for certification by the end of the academic year. This number has been determined through a cold email and survey sent out to the engineering department to gauge student interest, thus far in only 3 days 37 students have demonstrated interest in all three certifications justifying this estimation. These certifications will equip them with the expertise needed to implement sustainable practices in future projects for the built environment.

In addition to raising awareness, we will provide support for students pursuing certification by offering study resources, peer study groups, and access to online training modules. The agenda attached has more details. We will also invite guest speakers who hold these certifications to provide insights and guidance. Our target is for at least 35 students to successfully complete their certification exams within the academic year.

After achieving certifications, to ensure student involvement on campus, we will task the students as part of the program, who, with their new sustainable certifications, will identify campus sustainability problems and work to solve and take on these grand challenges. Students will have the opportunity to work with other certified students to start planning new designs to seek solutions to these problems

Timeline

Please provide a timeline breakdown for the key steps in your project. The timeline can be basic, but please include anticipated timeframes for each major step, including any key dates for when certain elements must start or be completed. The timeline can be in list format.

Response:

Project Timeline

Phase 1: Initial Outreach and Awareness (Month 1)

Week 1-2: Project kickoff and initial planning meetings with team members.

Week 3: Launch marketing campaign via digital media, posters, and flyers to promote certifications.

Week 4: Host information sessions led by our team and certified sustainability professionals to introduce the certifications (ENV SP, LEED Green Associate, Green Globes), provide guidance on choosing appropriate certifications, and answer questions on their use and value.

Phase 2: Certification Support and Preparation (Months 2-3)

Month 2: Begin study groups and provide access to training materials (self-paced online courses, certification guides).

Month 3: Continue study groups and check in with students preparing for certification exams.

Phase 3: Certification Exams and Completion (Months 4-5)

Month 4: Encourage students to begin scheduling their certification exams.

Month 5: Support students taking certification exams and track progress. Offer continued study support for those who need additional preparation time.

Phase 4: Celebration and Next Steps (Months 5-Onward)

Month 5: Hold celebration to congratulate successful students, lead discussion on next steps and university applications of sustainability and provide guidance on next steps and available campus resources

Month 5: 35 certified students to encourage and support students in creatively applying their new sustainability knowledge to on campus efforts, answering the question, "what's next?". Students will begin applying their skills to projects, ensuring tangible contributions to campus sustainability.

Onward: Review project success, report on the number of certifications completed, and encourage certified students to become involved and use their newly learned skills on-campus projects.

Budget Narrative

Use this section to provide supplemental justification for the items you are requesting on your budget sheet. Please break down your justifications into the budget categories: Personnel or operating budget. Do not list out each expense or repeat notes made in the budget template, but instead address why the line items are being requested and the purpose they will serve, providing elaboration when necessary.

If you are requesting funding for personnel, use this section to elaborate on the position you are creating and how the budget and timeline was established for it. If you plan to hire students, describe in what capacity.

Describe relevant details thoroughly (wages, responsibilities, duration of job, extent of involvement, how you will solicit/ market these opportunities etc.).

Ensure the descriptions match the line items in the budget sheet.

If matching or supporting funds are secured for the project, identify the source and amount in this section, and detail the impact of the matching funds on your overall budget.

Response:

Budget Narrative

Project Overview:

Our project will provide students at the University of Arizona with the opportunity to pursue one of three key environmental sustainability certifications:

Envision Sustainability Professional (ENV SP) – \$150 per certification

LEED Green Associate – \$100 per certification

Green Globes Emerging Professional – \$50 per certification

These certifications will enable students to develop the expertise needed to lead sustainable engineering projects.

Certification Costs:

We estimate 35 total students will participate, broken down as:

15 students for ENV SP certification

10 students for LEED Green Associate certification

10 students for Green Globes certification

Students are encouraged to choose the certification that is most relevant to their degree and goals.

Total estimated certification cost: \$3,750

ENV SP: $\$150 \times 15$ students = \$2,250

LEED Green Associate: $\$100 \times 10$ students = \$1,000

Green Globes: $\$50 \times 10$ students = \$500

This is only our team's estimation and students may choose preference of one certification over another, shifting the budget to be more expensive or less.

Debrief/Celebration Session:

Upon completion of certifications, we will hold one debrief session to allow students to reflect on their experiences, discuss how their new skills can be applied, and network with peers and faculty. \$400 will be allocated for finger food and refreshments during these sessions, estimated attendees is ~ 40 people, creating a welcoming and collaborative environment for students to share their insights and future plans.

“Policy: Business Meals must maintain a Reasonable cost per person, including tax and tip.” “Dinner \$60: reasonable cost per person for dinner”

We have followed the guidelines and at roughly 40 people attending this event we would be at \$10 a plate per person, with buying the food from the student union.

Additional documents such as list of attendees and their UA affiliation, announcement of the event, and an itinerary/agenda will be provided once grant is approved.

Official quote has not been asked for as number of attendees will be certified.

Timeline and Additional Sessions:

Initial seminar in January: Introduce students to the certifications, help them select the one that aligns with their career goals, and provide an overview of the certification process.

Winter break and January sessions: Additional certification sessions and seminars will be held to engage more students and provide support for those who need flexibility.

Summary:

Total Budget: \$4,200 for 35 student certifications, \$400 for a debrief session and \$50 for light refreshments in informational meetings.

The combination of financial assistance, educational seminars, and collaborative debriefs will provide a comprehensive program for students to earn these important sustainability certifications and apply their knowledge in real-world contexts.

Project Feasibility and Logistics

The Campus Sustainability Fund will only fund projects that have completed the necessary work to ensure they can succeed, be completed in the grant's timeline, or have an accurate budget.

Please provide a description of the work that has been completed so far to make this project feasible. Please provide a description of the work that has been completed so far to make this project feasible. If relevant partners have been contacted/coordinated with, please identify them in your response.

For example, have you received consent or authorization to complete your project (such as from Housing and Residence Life, Facilities Management, Parking and Transportation, etc.)? If you are making modifications to campus, do you have written authorization or official quotes from Facilities Management to accurately identify the cost of labor and supplies?

Response:

Work Completed So Far:

We have already identified the three key certifications—Envision Sustainability Professional (ENV SP), LEED Green Associate, and Green Globes Emerging Professional—that are aligned with our project goals of equipping engineering students with sustainability credentials. We have thoroughly researched the registration process, certification costs, and available study materials for each certification to ensure that our proposed budget accurately reflects the needs of the project. Additionally, we have confirmed the availability of training resources and support options for students preparing for their certification exams. We have certified student interest by sending out an email and survey to students and have received 37 responses in 3 days.

Coordination with Campus Partners:

We have begun coordinating with the University of Arizona's College of Engineering to secure support for this project. Partners include Professors Papajohn and Lansey, with whom our team has worked directly to gain insights and advice in the direction of the overall project. We will coordinate through relevant departments (e.g., Civil and Architectural Eng., Environmental Eng., Planning and Landscape Architecture, and Architecture) to publicize and communicate through academic programs. We are also in discussions with student organizations, such as sustainability clubs, engineering societies, and Greek Life, to assist with promoting the certification program and recruiting participants. These partnerships will allow us to reach a broader audience and ensure strong student engagement from the beginning.

Furthermore, we have received preliminary approval to hold workshops and debrief sessions. We are working to ensure that all logistical needs are met, such as furniture setup and cleanup for these events.

Budget and Logistics:

We have based our budget on current certification costs and have ensured that the operating expenses, including funds for debrief sessions, marketing materials, and guest speakers, are accurate. As this project does not yet involve any physical modifications to campus infrastructure, we do not require further authorization from Facilities Management, Housing and Residence Life, or other departments overseeing physical spaces. All required spaces (classrooms and common areas) have been approved for use under standard campus policies.

Timeline Feasibility:

The timeline for this project has been carefully crafted to fit within the academic year. We plan to launch the initial certification workshops by early spring, followed by additional training and study sessions during the spring semester. Certification exams will be taken by participating students in March, with debrief sessions to follow. There will only be one cohort of students that will start and finish the program together. This ensures that all students have sufficient time and aid to complete

the certification requirements while balancing their academic commitments.

Environmental Sustainability Outcomes

Please provide a description of how you expect your project to advance environmental sustainability on campus. A definition of environmental sustainability is provided on our Guides and Tips page.

Response:

Our project will promote environmental sustainability on campus by empowering students to actively manage, conserve, and reuse natural resources through sustainable design and construction practices. By encouraging students to obtain certifications such as Envision Sustainability Professional (ENV SP), LEED Green Associate, and Green Globes Emerging Professional, we are equipping future leaders with the skills and knowledge to create infrastructure that meets the needs of current populations without exceeding the capacity of our ecosystems or harming biodiversity. These certifications teach students how to integrate environmental sustainability into their engineering projects, focusing on conserving vital resources such as water, soil, air, and biodiversity. They provide a strategic framework for designing projects that mitigate climate change, promote energy efficiency, reduce waste, and enhance resilience. Debrief workshops will encourage students to explore the question of “what’s next?” These sessions will guide them to apply their new knowledge by joining more CSF and club-led sustainability projects, applying for roles like sustainability officers within their organizations, or pursuing leadership positions on the CSF board. This is another opportunity for the University of Arizona to demonstrate their ability to produce students advanced in sustainability knowledge and rating systems.

In the short term, certified students will directly apply their training to campus projects, helping to create a sustainable infrastructure that supports the university’s environmental goals. This will happen by tasking the graduates of the program to identify sustainability problems on campus and come up with feasible designs and solutions. Students will have the opportunity to utilize their certifications in groups by working toward designs to these sustainability challenges. By incorporating sustainable practices into these projects, students will help reduce the campus’s environmental footprint, ensuring the university operates within the capacity of its ecosystems while preserving biodiversity. The number one barrier to sustainability is the lack of knowledge and certifications will aid in crossing this boundary to overcome other challenges present on campus.

In the long term, this project aims to build a community of environmentally conscious leaders who are equipped to address the climate crisis and apply their skills to the University of Arizona campus. For example, many certified students will contribute directly to capstone courses, independent studies, and club projects. As these students enter the workforce, they will carry forward the principles of sustainability into their professional roles, ensuring the infrastructure they design and build benefits both current and future generations.

Social Sustainability Outcomes

Please provide a description of how you expect your project to advance social sustainability on campus. A definition of social sustainability is provided on our Guides and Tips page.

Response:

Our project will advance environmental sustainability on campus by equipping students with the knowledge and credentials needed to design and implement sustainable practices that conserve natural resources while promoting social equity. By encouraging students to obtain certifications such as Envision Sustainability Professional (ENV SP), LEED Green Associate, and Green Globes Emerging Professional, we are preparing them to address environmental challenges in ways that protect ecosystems and benefit diverse communities, including Black, Indigenous, and People of Color (BIPOC) and other underrepresented groups disproportionately impacted by environmental degradation and the climate crisis.

Through these certifications, students will gain the expertise to design projects that conserve essential natural resources—such as air, water, soil, and biodiversity—while ensuring that their work aligns with social sustainability principles. These certifications emphasize the importance of sustainable infrastructure that not only mitigates climate impacts but also ensures equitable access to the benefits of sustainable development for all communities, particularly those historically underrepresented or affected by environmental injustice.

In the short term, students certified in sustainable practices will have the opportunity to directly apply their skills to campus projects, helping to create eco-friendly infrastructure and spaces that serve the entire campus community, including underrepresented groups. By prioritizing inclusive and equitable design, future projects will help ensure that all students—especially those from BIPOC and other underrepresented communities—can access safe, sustainable, and healthy environments on campus.

In the long term, our project will cultivate a cohort of leaders who are not only equipped to address environmental challenges but are also committed to environmental justice. As these students move into their careers, they will bring with them a deep understanding of how the climate crisis disproportionately affects BIPOC communities and other vulnerable populations. They will be empowered to design and advocate for sustainable solutions that prioritize equity, safety, and inclusivity, helping to dismantle structural disparities in the built environment. This project, therefore, helps to ensure that the future of engineering not only conserves natural resources but also centers on creating a sustainable, equitable future for all communities.

Student Leadership & Involvement

Please provide a description of how your project will benefit students on campus regarding the creation of leadership opportunities or student engagement. What leadership opportunities exist within your proposal? If you plan to seek student involvement, include relevant details thoroughly and how you will solicit/ market these opportunities.

Response:

Students in this project will have the unique opportunity to deepen their knowledge and understanding of sustainability, learning valuable concepts that they can directly apply to real-world scenarios.

Once certified, students will attend a debrief session where they will present a problem and a

possible solution they have identified on campus to professors and mentors after finishing their certifications to continue to take action on campus. Students will then have the opportunity to learn how to make their solutions tangible by learning about CSF and how to apply for projects. These sessions will serve as platforms for certified students to reflect what they've learned, exchange ideas, and explore ways to apply their newly gained knowledge to real-world projects. Leadership opportunities such as joining CSF projects, applying to be on the board of CSF, becoming sustainable officers of their respective organizations and clubs, and much more will be discussed and highly encouraged.

Our team would invite CSF to these sessions in order to highlight the work that they do and provide more opportunity for involvement with their certifications. Students with certifications and newfound knowledge would not have difficulty in answering the question, "what's next?", as our team would provide resources so that skills could be applied on campus. If approved, our proposal will directly engage 35 students in the certification process, but it will also create opportunities for a broader audience by involving the campus community in sustainability projects.

Education, Outreach, and Behavior Change

What opportunities does this project provide for members of the campus/community to learn about sustainability? How will your project educate the campus community and/or incorporate outreach and behavior change, particularly those who are not currently engaged with sustainability or environmental work? Please provide a description of how you expect your project will communicate its impacts to the campus community.

Response:

Educational Opportunities

The central focus of this is to educate students, faculty, and staff on the importance of sustainability certifications and their role in addressing critical environmental challenges, such as resource depletion, pollution, and the climate crisis. In addition to learning through the certification process, we will provide information seminars, workshops, and guest speaker sessions on sustainability metrics and their application. These events will be open to the entire campus community, encouraging participation from those who may not have previously engaged with sustainability initiatives. By becoming certified in sustainability students will be directly learning real-world applications, we aim to enhance understanding of how design choices impact the environment and foster a culture of sustainability across various disciplines. Peer support groups and study sessions will further support participants in preparing for certification exams while also helping them explore how to apply these principles to projects on campus and beyond.

Outreach and Behavior Change

Our outreach strategy is designed to engage students who may not currently be involved in sustainability work, and to those who are interconnected in the disproportionate effect of the climate crisis. We will collaborate with engineering clubs, sustainability groups, Greek societies and cultural organizations to promote the certifications and highlight their importance in fostering both environmental and social sustainability in all places on campus. We will continue marketing this

opportunity to all departments and organizations within the University through more cold emails. Our goal is to lower the barrier of entry for the certification process and emphasize that sustainability is relevant to all students, regardless of academic background or career goals. Special attention will be given to reaching underrepresented communities, including BIPOC students, by framing sustainability as both an environmental and social imperative. We will highlight how sustainable practices can positively impact underrepresented communities that are disproportionately affected by environmental degradation, attracting a more diverse range of participants.

Long-term Behavior Change

By targeting a broad and diverse audience, this project seeks to embed sustainability deeply within the campus culture. Certified students will serve as advocates for sustainable practices, influencing their peers and work directly with campus sustainability initiatives within CSF and more in order to be an example for responsible environmental stewardship. Leaders with these certifications are encouraged and supported to become sustainability officers within their club and can provide insights into reimagining club events as opportunities to practice sustainability on campus. As these students advance their professional careers, they will carry forward the knowledge and skills gained through the project.