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## How to Plan, Budget, Write, and Implement a Student Sustainability Grant

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# How to Plan, Budget, Write, and Implement a Student Sustainability Grant

Annalisa Wilder

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## **Abstract**

The Student Sustainability Grant program was created to give students valuable grant writing experience and to promote a culture of sustainability on Western Michigan University's campus. Despite the enormous opportunity that this program provides, few students apply for the grants with their sustainable ideas. Even fewer students are able to fully complete the projects, research, and initiatives that receive funding. In order to help increase the number of grants that are fully implemented and to provide students interested in writing a grant with a useful resource, this guide was created. This 'how-to manual' provides an undergraduate student's perspective on the process of applying for a grant along with the challenges, successes, and opportunities for growth in the steps leading up to the complete implementation of an new idea. The four core steps in the grant process are planning, budgeting, writing and implementing. Those four steps are broken down into 26 individual milestones that must be reached in order to successfully complete a Student Sustainability Grant project. This first-hand account of the entire process, suggestions, and reflections on each step provide interested students with an example of how to complete a long-term project that will increase the sustainability of the campus and have a positive impact on the world.

### **Tree Planting Event- Project Overview**

College is commonly recognized as an exploration period where students begin to broaden their understanding of the world, consider new ideas, learn different ways of thinking, and develop skills that will be useful to them in their future careers and everyday lives. At Western Michigan University, students have a unique opportunity to translate those new ideas into a reality that promotes a sustainable future the world depends on. The Student Sustainability Grant program funds student research, activities, and initiatives that aim to create a sustainable culture on campus and benefit all students.

Delving into new things during college is both exciting and terrifying at the same time. Through my senatorship in WMU's student government, the Western Student Association, I became involved in the Sustainability Committee. In this role, I was presented an opportunity to become actively involved in the Student Sustainability Grant program by writing a grant based off another another senator's idea. Writing grants is a critical skill in many professions and experimenting with it for the first time can be confusing and intimidating. I accepted the offer to write the grant and that is where this "How-to" manual begins. This manual was created in order to help students interested in writing a Student Sustainability Grant to have an insider's look on exactly how one was planned for, budgeted for, written and implemented. Knowing what to do in a first attempt can be difficult and learning from the mistakes and successes of a peer is a valuable resource for students. Providing additional resources to help in the success of Student Sustainability Grants is the purpose of this project.

### **Timeline of Important Events:**

**November 2015-** Logan and Morgan pass initial tree resolution to support trees,

**January 2016-** Logan becomes WSA Sustainability Chair.

- Annalisa receives approval to write grant for Logan's idea.

**February 2016-** First meetings with Landscaping, Campus Planning and Office for Sustainability

**March 2016-** Submission of tree grant, passing of GSA resolution, writing of grant, approval from Landscaping Services and Campus Planning.

**April 2016-** Confirmation of funding from Office of Sustainability.

**September 2016-** Stalling of the tree planting event- unable to agree on date/time. Not enough time to secure trees.

**October 2016-** Original date of planning supposed to happen this month, unable to. Postponed until after winter.

**November 2016-** Event planning meetings: Office of Sustainability, (Derek Kanwischer), Landscape Services, (Darrell Junkins).

**December 2016-** Important Space Assessment meeting with Darrell Junkins, Derek Kanwischer, Logan Brown, Morgan Macfarlane, David Dakin from Facilities Management.

- SET DATE AT APRIL 21st for Arbor Day and Earth Day.
- Began deciding tree species and locations, looked at maps of pond provided by Landscape Services.

**January 2017-** Reviewed pond layout with Darrell and determined necessary number of volunteers for the event.

**February 2017 -** Meetings to discuss what will be happening at the day of planting, organizing the volunteers, figuring out where and when to meet on Friday April 21st.

- Begin reserving plant material.
- Passed Resolution to Remove Trees from Goldsworth Valley Pond during Spring Break.

**March 2017-** continuous meetings with Derek, Laura Hastings and Darrell

- Spring Break: call with Darrell to figure out plant signs while in Florida
- March 15th, 2017- Passed resolution to dedicate trees to President Dunn and his wife, Linda Dunn. Approved by consent.
- March 16th- PUSC Meeting- Advertised for Event
- March 22nd- Allocations for Spring 2017.

**April 2017-** Began Advertising: flyers, facebook event, ExperienceWMU Event, University Calendar Event.

- Collaboration with Delta Sigma Theta Sorority Incorporated, Western Student Association, Office for Sustainability.
- Found out Dunn couldn't be there but Linda Dunn could be
- April 21st- noon: DAY OF THE EVENT.

# **Planning**

## **Step 1: Get Inspired!**

### How the power of belief generates results:

When I think of how the long road to planting trees on campus with a large group of students began, I like to begin with: “This was NOT my idea.” When I say this, rest assured that I initially supported the idea of adding more trees to campus and that I did play an integral role in assuring the success of this project. By saying this project did not begin as my idea, I mean that the spark came from a powerful lecture on carbon footprints and the role of trees that inspired students to take action.

In the fall of 2015, Professor Lisa Dechano-Cook lectured on climate change to a class of first-year students. In this lecture, Dr. Dechano-Cook concluded her powerful speech about the role each person plays in preventing climate change by assigning a seemingly simple task to each student. The assignment was to go out into the world and plant a tree on campus or in the community because each tree helps reduce the effects of climate change. Seeing the confused look on the faces of her students, Dr. Dechano-Cook backtracked and said that she could not possibly be serious because this assignment was unrealistic. It was unrealistic to assume a student could simply plant a tree wherever they saw fit because many factors determine where, when, what kind, and how you plant a tree.

Little did Dr. Dechano-Cook, know that one involved first-year student, Logan

Brown, was going to take her lecture seriously and bring the issue of adding more trees to campus to the Western Student Association. In November 2015, by partnering with the Campus Sustainability Chair, Logan was able to co-author a resolution that supported the planting of more trees on campus in order to reduce the University's carbon footprint and to help the University reach its goal of being carbon neutral by 2065. (University Climate Action plan) The resolution swiftly passed within the Western Student Association senate as students wholeheartedly supported the intention to bring positive change to the campus environment and to press forward in student sustainability efforts. This was the metaphorical 'root' of a year and a half long process that brought a campus-wide tree-planting event to fruition.

Dr. Dechano-Cook was able to inspire students to take action against the effects of climate change. She instilled a sense of conviction in her students that one person can make a big difference in ensuring the preservation of a healthy planet just like one tree can change an entire ecosystem and reduce the carbon footprint of an entire university. The power of belief placed in WMU students and trees is one of the most important factors that led to the eventual success of the tree planting project. Believing in the benefit the students and campus community will get from the new trees and other plant material and being inspired by the idea to reduce the carbon footprint of the University set a whole range of departments, students, and organizations into motion. The power of belief in the project allowed an idea as simple as planting a tree to become a reality. The intention behind the project and the hope for success prevented the various hoops and hurdles faced through the process to be bearable and gave



myself and my partners in this project motivation to continue on, adjust, and present a final product.

### **What should students know before they decide to write a grant?**

As students attempting to plan, budget, write and implement a grant, it is imperative to find the inspiration needed to propel the involved parties to the end of the project. If the desire to follow the grant to completion is not there, it is easy to allow it to slide by in the myriad of other deadlines and projects. This happened to me in my first grant project. Prior to the grant to plant more trees, I was approved for a grant that would host a bike safety day on campus. This grant was a collaboration event with other Michigan universities in the Spring of 2016. This event never occurred on our campus for a variety of reasons but the most important was that the passion behind the project was not there on either my own or my co-author's part. My real passion was for trees, not bikes. I had been asked to help plan and fund the bike event simply because I was on the Sustainability Committee in the Western Student Association. Although I value bikes, I don't ride one to campus myself and neither do most of my friends. Therefore, in the rush to study abroad, pass classes, write a new grant, and do other things, the Bike Safety Day project failed. The project's failure is a prime example of why being inspired is the most important step. Motivation for your project is essential. I had motivation to plant trees and it happened. I had less motivation to host a bike safety day and it didn't happen.

So, with my experience in mind, find an inspiration and determine if the project is

worth pursuing. If the idea catches your attention enough to have you considering writing a grant for it, I venture to say that it will absolutely be worth the time and dedication required.

The worst thing a student can do when given an opportunity like the Student Sustainability Grant is to never try. Simple ideas can turn into big projects and usually more than ever imagined. In addition, the faculty, staff, administrators, and student leaders on campus are here to help students succeed. Asking for help when needed is an important lesson to learn in college and in life. Knowing when to ask for help and how to ask for help in a constructive way builds leadership skills, strengthens relationships and networks, and sometimes allows a student to learn an easier solution for a complicated problem. In terms of Student Sustainability Grants, the worst case scenario would be that an attempt was made to improve the environment.

**Do I need to be an environmental studies, climate change or other related major in order to apply for a grant?**

NO! All students that pay the sustainability fee are eligible to receive a grant for their idea. I have seen students from all colleges and various majors apply and be approved for grants. The environment impacts everyone and everyone is encouraged to improve sustainability on campus!

**How did someone else's initial idea become my senior project?**

I became involved in this project due to a change in leadership of the Campus

Sustainability Chair in the Western Student Association that landed Logan in the position. The Campus Sustainability Chair is in charge of overseeing the allocation process of the Student Sustainability Grant Allocation Commission (SSGAC). The SSGAC is responsible for allocating grants according to the guidelines laid out in the Student Sustainability Handbook in order to support student research, activities and initiatives that benefit all students. Each year, the commission may allocate up to \$75,000 (Student Sustainability Grant Handbook). As WSA Campus Sustainability Chair, Logan became unable to apply for a Student Sustainability Grant and was hoping to find a student up to the task of planning, budgeting, writing and implementing a very large grant.

In January 2016, with Logan now the WSA Campus Sustainability Chair, I volunteered to write the grant. I had experience writing and being approved for a Student Sustainability Grant a semester earlier with “A Proposal to Hold a Bike Safety Day on Campus.” Although I knew virtually nothing about the tree grant, I did know that I believed in the importance of trees and wanted to be able to plant more trees at the university before I graduated. My purpose in undertaking this project was to take action against climate change and to help educate other students about the importance of trees and other sustainable efforts happening in the community.

### **What is my personal connection to the project?**

My interest in environmental issues can be traced back to the environmental

activism I saw in my mother, an elementary school teacher from my hometown. When I was young, my mother celebrated Earth Day and Arbor Day with her classes, with me, and with my two younger siblings each year. She donated time and money to environmental organizations such as World Wildlife Fund, The Nature Conservancy, National Wildlife Federation, the local Kalamazoo Nature Center, and other environmental groups in Michigan. In 2001, when I was six years old, my mother donated to The Arbor Day Foundation and with all first-time donations, we received ten saplings of various species of trees that my family and I planted around our home. At six years old, I planted my first tree but had no idea of the impact they had on the environment. In 2017, sixteen years later, I understand the importance of trees in the environment and it only makes sense that I would be involved in a large tree planting project on campus. Thanks, Mom.

### **Why all the fuss about trees?**

Trees play more of a role in the environment and in our communities than they are often given credit for. Trees lead the fight against climate change by simultaneously absorbing excess carbon dioxide in the atmosphere and releasing oxygen back into the air for living organisms to use in biological processes. These organisms are home to thousands of animal species, cool streets and houses, give shade from harmful ultraviolet radiation that can cause skin cancer, prevent soil erosion, provide food, act as playmates, provide the foundation for many houses, and bring diverse groups of people together. The planting of more trees by students at Western Michigan University

will give students a chance to directly improve campus sustainability, learn about the crucial role trees play in our lives, and leave behind a permanent fixture on campus that can be enjoyed by students, faculty, and staff for years to come.

## **Step 2: Talking to the WSA Campus Sustainability Chair and Reading the Student Sustainability Grant Handbook**

So, you have been inspired by a sustainable idea and have determined that it is worth pursuing! Great! The next step is to contact the WSA Campus Sustainability Chair and to read the Student Sustainability Grand Handbook found on the Western Student Association website. The WSA Campus Sustainability Chair is a great resource for understanding the requirements and guidelines for the grant approval process and for establishing the necessary stakeholder contacts if your project will change the infrastructure of the university in any way. In addition, for grants that exceed \$4,999.99, as mine did, you will need to get an endorsement letter from the Campus Sustainability Chair or plan on getting more than (or equal to) 500 student signatures and WIN numbers.

Either way, the Campus Sustainability Chair should be your next step. Your relationship with this individual will be important to the success of the project because they are your voice when it comes to deliberations of the Student Sustainability Grant Allocations Commission, but I will get more into that later. The Chair knows that you will have a lot of questions so don't forget to take your time and ask whatever comes to

mind.

I was fortunate when I began writing Student Sustainability Grants because I already knew the Campus Sustainability Chair. I also had the unique advantage of Logan, the current Chair, already understanding the intent of the project. At this step, it is important to meet with the Chair, in person if possible, in order to give an accurate description of your vision for the grant and to find out if your idea could be something that fits within the grant's intended purposes. Basically, is your grant going to improve sustainability on campus, and is it safe?

After or even before your meeting with the Campus Sustainability Chair, you should probably find a copy of the Student Sustainability Grant Handbook and read every line. Don't make the mistake of missing a necessary step, letter of recommendation, or space assessment that will leave your grant unable to be funded. Once you have read the handbook, ask the Campus Sustainability Chair any additional questions you have and then proceed to the next step.

### **Step 3: Setting Goals**

Asking yourself what you want to accomplish and finding a good partner, if needed.

In a perfect world what would you love to see happen with your idea? Get creative, but keep in mind that total grant funding is \$75,000 per year and everything you do should remain on WMU's campus. Goals are general guidelines that can be

changed or adjusted depending on new information or limitations of time, space, and resources.

The goal setting period should reflect some detailed thought about what the grant will include. Do you want to bring an environment and sustainability speaker to campus? Do you want to install a hydration station in your academic building? Do you want to get funding for a sustainable event you are hosting on campus? Is there new sustainable technology you want the university to use? Whatever your idea is, decide on a few goals you want to see reached by the end of the project.

For the tree-planting project, the determined goals were:

- to add a large amount of plant material to campus,
- get students involved in planting,
- put the trees in a place that can be viewed and enjoyed by passerby
- promote the student sustainability grant

These goals began in a vague form, but as meetings were held, budgets were discussed, and departments were consulted, the goals were specified. Goals are incredibly important to set because they are the key talking points to be brought to initial meetings with university departments in charge of space assessments or professors, advisors, and department heads when looking for support for the project.

After setting goals, picking a partner and/or co-author for the project can be a strategic move and sometimes a requirement. For projects totalling \$1,500 or more, two authors are required. However, for all proposals, I recommend a partner. Learning how

to work with a counterpart to compromise on ideas, reach goals together, and keep open lines of communication can be incredibly challenging. Choosing the right partner can be difficult and they should be considered more than just another name on the grant. If anything, having another person holding you accountable to the goals you set can make successfully receiving and implementing a grant easier. Therefore, choosing an individual with specific skills like communication, event planning, research experience or strong writing skills can be instrumental in reaching the end goals. In addition, the earlier a partner or group is added to the grant process, the less they have to be caught up as the grant proposal process continues and the more helpful they can be when meeting with university departments.

## **Step 4: Visiting the Office for Sustainability**

**\*\*Important! Do Not Delay: A mandatory meeting with the Office for Sustainability for grant proposals that include infrastructure changes.**

After my grant proposal was approved, an amendment to the SSG Handbook was made that required a meeting with the Office for Sustainability for all projects that change university infrastructure, as outlined in the Space Assessment page of the grant proposal application. Although the mandatory meeting amendment occurred after I had been approved for the grant, I still recommend a meeting with the Projects Manager



before you sit down to budget or write anything regardless of if your grant fits changes university infrastructure or not. Prior to my direct involvement with the grant, when it was still just an idea that Logan had, I had only ventured to the Office for Sustainability a few times. Over the next year, I would become more and more accustomed to being there. At the initial meeting, Derek Kanwischer, the Projects Manager, asked me a series of questions that seemed to gauge my understanding of the process, my interest in planting the trees, and how the transition of information and responsibility had happened between Logan and me. I was under the impression that it was Derek's job to assure my partner and I would be taking the lead on this project and that Logan's involvement had phased out. Logan now had the job to be unbiased in running the Allocations Committee.

After a lengthy dialogue in which Derek got to know me better, we went over the next steps I had to take. At the conclusion of the meeting, Derek appeared to be satisfied with my continued pursuit of the grant proposal. In addition, he inquired about the progress I had made thus far and gave me clear objectives to reach before the proposal deadline in the beginning of March.

After this meeting, the Projects Manager will follow up by detailing which university departments you will have to meet with in order to gain approval for your space assessment, arrange those initial meetings for you, and provide you with contacts that you will need throughout your journey. For projects that change university infrastructure, there may be many departments in which you need approval, or only a few. The Office for Sustainability will help you understand the required meetings, that

written approval is needed, and they may even go with you to those meetings in order help secure approval, if necessary.

Visiting the Office of Sustainability can be intimidating. I usually find myself thinking, “I don’t belong here,” because it seems that everyone there is far more competent and experienced in the environmental and sustainability field than I can ever be. Do not let this feeling of inadequacy dissuade you from going in, goals in mind, and asking for help bringing your idea to fruition. Every person in that office started somewhere. Nobody is born an expert.

So, set up the meeting with the designated staff member in the Office for Sustainability. Be sure to ask questions, admit when you are unsure of a requirement, ask for help contacting specific university departments, take as much information away from the visit as you can and schedule a follow-up appointment if you feel the need to. Remember, they are there to help you be successful and to make the campus more sustainable.

## **Step 5: Meeting with University Departments**

### **Navigating meetings with Facilities Management Departments such as Landscape Services, Campus Planning, Space Management, and Capital Projects.**

In the spring of 2016, from January to March, I met with representatives from Landscape Services, Campus Planning, Space Management, and Capital Projects. All were very receptive to the ideas and goals that we were hoping to achieve and had

some suggestions about where was feasible to plant large amounts of plant material and how much plant material would fit in the space we were given.

As outlined in the SSG Handbook, acquiring a space assessment and university approval is required for grants that will change the infrastructure of the university. In some cases, building manager approval, Environmental Health and Safety, Dining Services, and other departments have to give their consent before a proposal can move forward as well. In my case, since the trees and other plant material will need continued care, a designated permanent department would have to give consent to maintain the plants and other installed items after my partner and I had graduated from the University. We received said consent from Darrell Junkins, West Regional Supervisor of Landscape Services, housed within the Facilities Management Department.

Ensuring that the proposal was safe, legal, and possible within the existing university infrastructure was another hurdle we had to jump in order to submit our grant. That approval also came from university departments such as Landscape Services, and Campus Planning. After months of meetings, I received written approval from all necessary departments that gave the 'thumbs-up' to the grant proposal.

Receiving approval from university departments can be difficult. It requires an open mind to minor adjustments, professionalism to be taken seriously, and a clear goal that everyone can agree on. The goals outlined in the earlier step to plant trees, get students involved, and to put the trees in a location that students can enjoy were all agreeable to the necessary departments. The space assessment was provided by Campus Planning and Landscape Services representatives. Note: written approval is

required for proposal submission, so be sure to set a plan to get those before you leave the meetings!

## **Step 6: Setting a Timeline**

Setting a timeline is important for all projects because it provides structure, deadlines, and makes sure everything is on track to achievement of the project goals. Not to mention, a timeline is required for submission of all proposals.

The purpose of a timeline is to give the allocations commission and the grant authors an opportunity to determine when specific parts of the project will be completed, when events will take place, when money will be used, and when the project will be considered finished. Timelines have to be flexible and can be subject to change based on other university events, construction, individuals that need to be present, the weather (for outdoor projects), the time of the year, the speed of acquiring materials, and the cooperation of many different parties.

The specific timeline that we proposed in our grant was not followed due to the Goldsworth Valley Pond area renovations taking place in the summer and fall. The area was not ready for us to add new plant material in October 2016 and the nursery we were going to be using, Possibility Place Nursery, needed more time to have the material we would be requesting. However, the proposal was submitted by the deadline on March 3, 2016. In addition, the money was awarded on schedule in April. A bump in the road occurred when I travelled to Peru for a study abroad opportunity and set me back a few weeks in planning due to my lack of internet connection. Although a few weeks were lost in the planning and implementation process, it is important to still

pursue other interests and opportunities and not allow one single project to consume everything in your life.

Due to winter weather and the ground freezing, it was decided in November and December that the tree planting date would be moved to April 2017, approximately one year after being awarded the grant. In December, a tentative date was set for April 21st, 2017, in accordance with Arbor Day and Earth Day.

The moral of the timeline story is that although outside conditions forced the timeline to be pushed back half a year, the importance of implementing a grant to completion took precedence over the frustration.

## **Step 7: Reflection**

### **What did I learn about myself at the planning step?**

In my own experience with having a partner for the tree planting proposal, I found that I had a lot of room for growth when it came to communication. I had grown accustomed to doing everything on my own at the university and had the mentality that, “If I wanted something done right, I had to do it myself.” Being able to delegate tasks to involved parties and allowing other people to have responsibilities can be difficult

because trusting yourself is easier than trusting someone else. However, that lack of trust led me to feeling overwhelmed at times with all of the tasks I assigned myself.

The need to accomplish everything on your own can lead to delays in project tasks, feelings of stress, and overall disconnect within the project team. Trusting my partner to set up meetings and allowing small compromises in the way the overall goals were reached was a big step for me at this part of the grant proposal process.

### **What was my favorite part of the planning step?**

My favorite part of the planning step was meeting all of the new people that would be helping me reach my goals! Darrell from Facilities Management, Derek from the Office for Sustainability, and Laura, the Professor that encouraged me to go on the study abroad trip to Peru, became my thesis committee because of this step!

### **What was the hardest part of the planning step and how did I overcome it?**

The most difficult part of the planning step and actually every step was holding myself accountable for staying on top of the next task, the next meeting, and the next email I had to send. On top of school work, two jobs, three student organizations, and an internship, staying in control and calm was difficult at times. To overcome the difficulty in remaining persistent, I leaned on my friends, my parents, and my mentors at this step the most. I also used a planner, created many to-do lists and set meeting alarms on my phone. Overall, this step seemed manageable when I took the next hurdle step-by-step and stayed focused on the end goal of seeing students planting trees.

**If I could go back in time, what would I do differently at the planning step?**

If I could go back in time, I would have set personal goals for this project. I focused a lot on the project planning and growth but didn't take time to initially reflect on the meetings I was attending, the networking opportunities that were arising, or the ways I could grow as a leader. In hindsight, I would have set personal goals that could have made staying on track easier.

# **Budgeting**

**Step 8: Considering the Space Assessment**

In my opinion, the part of the proposal that requires the most attention to detail and clear explanation is the budget. When the allocations commission meets to deliberate about awarding the funding for a proposal, the most important piece they

consider is the budget. The commission follows the provided budget and line item explanations in detail because the commission is approving, partially approving, denying, or conditionally approving only what is on the budget and nothing more. Be sure that all budget items are specific, they do not include any student compensation, and you can clearly define why it is necessary for the project. The application for grants contains a budget sheet but an additional or more descriptive budget sheet may be provided by the authors of the grant proposal. My partner and I decided, due to the size of the grant and the detail necessary that we would develop a new budget format.

Following the meetings with various university departments, an initial space assessment, approved working area, and rough estimate of plant material was determined. Based off that assessment, my partner and I were able to begin outlining the items we would be using and how much that estimated cost would be. Landscape Services, as mentioned before, provided the nursery they usually use for landscape trees and shrubs called “Possibility Place Nursery.” From this packet we were able to find the prices, sizes, and species of the trees we could order.

## **Step 9: Considering Student Input**

In order to remain consistent with Tree Campus USA guidelines, the trees had to be native to Michigan and the Kalamazoo area. In order to gauge student interest and get the opinions of a majority of campus, my partner and I distributed a survey at a



Western Student Association (WSA) meeting. One of the stipulations of the grant is that it must benefit all students and in order to do that we had to find out what kind of trees students want to see. At the WSA meeting, Senators from various Registered Student Organizations and academic colleges cast their vote on which trees they, and their constituents, would most like to see on campus. The winners of this survey were birch, pine, hickory, willow, oak, tulip and maple trees and my partner and I did our best to include all of the popular trees in our budget.

Sending around a survey to gauge student interest and to get their opinion is a good way to encourage the inclusiveness of the project and to put your grant on the student radar. It also helps you answer the question in the narrative portion of the grant: “How will you ensure that your proposal benefits all students on campus?”

## **Step 10: Getting Budget Approval**

We split the budget for plant material into several parts. These categories included large trees, small trees/large shrubs, shrubs, and additional expenses. We budgeted for plant material individually by species and gave estimates of the number of each species we would like. Due to the changing landscape of the Goldsworth Valley Pond Area specific species would have to be determined later when the construction was complete.

The totals for each category were as follows:

- large tree totals = **\$6,250**
- small tree/large shrub total = **\$1,473**
- shrubs = **\$508**
- additional expenses totalled **\$5,238.48**

Forty-four different plant species are represented in the budget we submitted in addition to other expenses. Additional expenses included the cost of posters to advertise the planting event, brochures for the walking tour that would be set several months after planting, mulch, place card holders, mounting anchor posts, and vinyl plant ID signs. The finalized budget totalled **\$13,469.48**

Before submitting the budget, my partner and I sent the rough draft to several university departments and consulted several professors. The professors and university departments advised us that it was probably MORE plant material than the Goldsworth Valley Pond could hold but it was better to ask for more and use less, than to not have enough money in the budget for everything we would need.

## **Step 11: Reflection**

**If I could go back in time, what would I do differently?**

Honestly, at this step the only thing I would do differently is budget more for items needed during the day of planting. Having large signs or a bigger event budget would have been helpful but those are minor details when referring to the scope of the entire project. A word of advice though, if your proposal could involve an event, budget for event supplies for volunteers and other guests.

### **What was the hardest part of the budgeting step?**

Arguably, the most difficult part of this step was to decide on which native trees to include in the budget and how many of each. The student survey made it easy to know where to focus, but deciding the numbers of individual species was a bit of a wild guess because ultimately, for projects that change university infrastructure, it is important to remember that university departments have the final say and your insistence on specifics will only get you so far. The species of tree was less important to me but it was more important for my partner. She had detailed explanations of why to have the exact numbers we were applying for.

Note: Attention to detail is another notable quality when searching for the right co-author.

### **What did I learn about myself in the budgeting step?**

In this step I learned that budgeting was not my favorite part of the grant process. In fact, the budgeting was probably my absolute least favorite part of the process. I rarely have to budget for anything apart from my school finances or travel so handling a large budget like this put me outside of my comfort zone. If working with budgets is not your strong suite, going through the process of writing an SSG grant will better prepare you for a career and help you develop a transferable job skill that I did not get in my studies at WMU.

### **What was my favorite part of the budgeting step?**

Once the budget is created, the rest of the proposal requirements will start to fall into place. After the budget had been finalized it became easier to conceptualize what we were going to try and achieve. Ideas are great, but seeing a feasible budget made the idea one step closer to a reality! Budgeting can be very dry, but seeing all of the different tree species (outlined in the proposal) was exciting as well. The small photos of the trees were beauty behind the numbers.

# **Writing**

## **Step 12: Writing the Narrative**

The narrative portion of the grant proposal process should be simple if you have followed all of the necessary steps prior to writing the grant. The narrative consists of a 250 word abstract and four-page, double spaced document that answers five questions.

The questions in the narrative are as follows:

- How will your proposal advance sustainability at WMU?
- Has your proposal been tried before-- on this campus or elsewhere? If so, provide examples of best practice and explain how your proposal advances the state of the art.
- How will you ensure that your proposal benefits all students on campus?
- Will your proposal require ongoing maintenance? If so, who will be responsible for this once you are gone?
- Is your proposal safe, legal, adequately budgeted, and possible within existing university infrastructure?

Given that all prior steps have been completed, the answers to these questions are fast and readily available. In my case, the proposal narrative consisted mainly of

how the proposal would advance sustainability at WMU by benefiting the campus ecologically, educationally, and socially. The trees will provide a multitude of ecosystem services and also give students a hands-on learning experience of the impact a single person can have on the environment and sustainability. By planting a tree at the volunteer event planned, individual students will learn about different plant species, climate change, and ways to get involved on campus.

Also, our proposal had never been tried before on our campus but other campuses had done something similar. We issued a survey in the budgeting phase that ensured the benefit of all students and all of campus in addition to the benefit of having more trees. We secured ongoing maintenance in the form of email communications from landscape services and we confirmed that the proposal was safe, legal, adequately budgeted and possible within WMU infrastructure through the departments we had met with.

### **Step 13: Finding Necessary Support**

**Detailed, written approval is required from an advisor, graduate student, department head and one additional faculty or staff member for grants exceeding \$10,000.**

Finding support for the grant proposal was simple because we had compiled a considerable amount of information on the topic and had consulted the necessary departments prior to asking for approval. Since the tree grant exceeded \$10,000, our

would require advisor, graduate student, department head and one additional faculty members written approval.

Using contacts at the University, old and new professors, and teaching assistants you know is a great way to find the necessary support for the grant proposal to be considered.

- For the graduate student support, I sought the help of the teaching assistant from my Latin American Politics class, Joshua Greenman. Thankfully, Josh was a member of the Graduate Student Association, knew about the grant proposal process, was prepared to read our initiative, and signed off his approval. In his letter of support, he expressed excitement to see the new trees when they were planted.
- For department head approval, my partner was able to secure the approval of Keith Hearit. Keith Hearit was the associate dean for the College of Arts and Sciences at the time.
- For detailed advisor approval, Dr. Lisa Dechano-Cook, the original inspiration for this story wrote a letter of approval and encouraged the committee to award us the grant.
- For detailed, written, additional faculty member approval, Dr. Stephen B. Malcolm from the Biological Sciences wrote a letter of support for the grant proposal.

When asking for approval and signatures for proposal or event for letters of recommendation. It is important to not seem as if their signature is all that is needed

from the professors. Usually, they are eager to help, want to learn more, and are excited to see your project succeed. Be sure to have a full understanding of what it is you are asking or in the grant and exactly what level of involvement you are requesting from the advisor and other involved parties. Depending on the size of the grant, all of the written approval may not be necessary and only signatures will suffice. Be sure to check where on the Grant Guidelines list the grant falls and use those requirements.

## **Step 14: Passing a Western Student Association Resolution**

Passing a Western Student Association resolution can be tricky business. This document is a written motion of action or support from a body that deliberates and represents a population. If students are not involved in student government, resolutions can seem overly wordy and confusing. However, most senators and especially the Campus Sustainability Chair are more than willing to help draft resolutions. Depending on the academic college your major is in, you have a few options for who to contact. Academic Senators represent all colleges on campus and are able to draft resolutions. In addition, if you are involved in Registered Student Organizations on campus, there is a good chance they may have a senator as well. Remember when I said your professional relationship with the Campus Sustainability Chair would be important? Well, this individual will be your biggest help in writing a resolution and will know exactly what to include. Attending a senate meeting to ask questions does not usually take a

considerable amount of time. Come prepared to answer any questions the senators may have and bring any source material you have as well.

I was lucky in this endeavor to be both a senator already and a member of the Sustainability Committee. In addition, Logan had already passed an initial resolution to support trees several months earlier and we were able to use that one when submitting the grant proposal.

## **Step 15: Passing a Graduate Student Association Resolution.**

In addition to undergraduate support, a resolution from the Graduate Student Association (GSA) is required for grants exceeding \$10,000. I used a similar template for resolution used in the WSA resolution and forwarded it to a member of the Graduate Student Association. Sevda Arslan, Graduate Student in the Anthropology Department, co-authored and helped present the resolution to the Graduate Student Association. GSA meets only once per month so be mindful of the number of meetings left before the grant proposal deadline.

My partner and I squeezed our resolution into the final meeting before the proposal deadline and it was passed through the Graduate Student Association following a period of questions and debate. If finding a Graduate Ambassador is difficult, try contacting members of their Executive Branch such as the President, VP or



Secretary. Their contact information can be found at [wmich.edu/gsa](http://wmich.edu/gsa) and they will be able to help you find a helpful member.

This part of the process is frustrating because as mentioned, GSA only meets once a month and as non-members of student government, students could struggle or be 'caught off guard' by the shortness of time there is to pass a resolution through their organization. I believe the Grant Handbook should include a brief note mentioning the frequency in which the Graduate Student Association and Western Student Association meet, once a month and once a week, respectively. This will give students a better understanding of the timeline available to them to get the approval needed for submitting a grant. If there is not enough time to pass a GSA resolution, students will need to collect and submit more than or equal to 1000 student signatures Western Identification Numbers (WIN) fourteen days before the deadline so the Office for Sustainability can verify the students. However, the GSA resolution is a faster route, I would recommend that one!

## **Step 16: Asking the Campus Sustainability Chair to Give Written Approval**

As the proposal writing process is coming to a close, and you have gotten support from nearly all of the required sources, getting a letter of support from the Campus Sustainability Chair is the final step. This should be as simple as presenting the final written and compiled project and asking for a brief note of approval. If you do not

want to get the Chair's approval, you may collect equal to or greater than 500 student signatures and Western Identification Numbers (WIN) that have to be submitted to the Office for Sustainability 14 days prior to the deadline.

Although there are two options for this step, I highly recommend getting the letter of approval. It shows that one more person supports this proposal and it is someone that knows the ins and outs of the grant proposal requirements.

Logan signed off on the proposal without any hesitation. The grant had blossomed into a 28 page detailed document and his approval was the final step.

## **Step 17: Submitting the Grant Proposal**

TIME TO SUBMIT THE PROPOSAL! CONGRATULATIONS!

The final step in the grant proposal process is to submit the grant to the standards outlined in the SSG Handbook. Hard copies of documents used to be accepted, but now, a single PDF document sent via email to both [wmu-sustainability@wmich.edu](mailto:wmu-sustainability@wmich.edu) and [wsa-sustainability@wmich.edu](mailto:wsa-sustainability@wmich.edu) is required. Be sure to include the subject line, 'lastnameSSGproposal.'

I ran into the issue where I had hard copies of documents and letters of approval given to me by supporters. If you have some hard copies of documents or letters of approval, the Bernhard Center Computer Lab and the library computer labs have scanners that you can use to upload the hard copies as PDF documents. The use of this equipment is free and simple, just ask a front desk attendant and they can help set

up the process. It takes a bit of time to upload, organize documents correctly, and then merge them into one file. DO NOT wait until 20 minutes before the deadline to head to the computer lab.

Before submitting, go through the provided applicant checklist at the end of the application and be sure that all items are included in the SINGLE PDF you are sending. In addition, be sure that the application itself has been filled out and signed by you and by your partner, if necessary. For a full copy of my grant proposal, see Figure 8 in the appendix

## **Step 18: Reflection**

### **What was the hardest part of the writing step and how did I overcome it?**

The most difficult aspect of this step was the amount of leg-work required to complete the project. All of the information and narrative had been completed on our end and now we just needed to get approval. This consisted of many phone calls, emails, meetings and jogs around campus to secure the necessary documents. The writing of the narrative itself was relatively fast because the answers had already been found during the planning step. Professors and other necessary supporters had many questions before giving approval which was important and expected, it was just more time consuming than earlier anticipated. Getting approval for a grant requires more than just a quick email asking for help like usually happens when asking for Letters of Recommendation.

To overcome this, it required asking my co-author for a lot of assistance and

splitting tasks between us. Without a co-author around to help get the leg work done, grant writing would take double the time it does already. Asking your co-author to help places a lot of trust in them which helps them grow as a person and leader and allows you to focus on other important aspects. Writing the narrative should be done together, though. It is important to be on the same page when regarding the intentionality of the project.

### **What did I learn about myself in the writing step?**

At this step, I learned that the best way to get approval for a grant is to really believe in the project and to have prepared for questions when meeting with people giving you letters. Clearly communicating and shedding light on hazy topics or areas of the grant is good. I also learned that I was improving my ability to accept constructive criticism. The grant had become my baby and initially, when someone criticized it, I would feel defensive. At this time, I looked at criticisms as ways to improve the grant and increase the chances it would be approved.

### **If I could go back in time and change one thing what would it be, and why?**

If I could go back in time and change one aspect of the writing step, I would say that I would have prepared more for the graduate student approval meeting. The graduate student asked a lot more questions than I was anticipating and I felt underprepared. I assumed they would just sign the document I had written up as a letter

of support and what was going to be a five minute meeting became an hour long explanation of every step of the process.

This was both helpful and constructive for my personal growth and development. I don't like feeling unprepared and going into a meeting without assuming that everything would be fine is something I would change about the way I handled the grant writing process.

### **What was my favorite part of the writing step?**

My favorite part of the writing step was seeing professors, administrators, other students and faculty getting excited about the project. Everyone involved from the beginning wanted this to go through and being so close to completion was exhilarating. In addition, the fiasco that was me trying to upload the PDF documents was also entertaining. It was comic relief after a lot of seriousness. I repeatedly scanned my own hand on accident or only half the document because I was in such a rush to get it uploaded. A word of advice: take the time to relax and make sure everything is done well. Rushing at the end adds unnecessary anxiety and creates room for error.

# **Implementing**

**The implementing stage for every grant is going to be different. This is an example of the implementation of an event-based grant.**

## **Step 19: Receiving the Funding and Attending Financial Managers Training (aka New RSO Orientation)**

A few weeks after submitting the grant, the Student Sustainability Grant Allocations Committee will meet in order to consider all grants that passed initial inspection from within the Office for Sustainability. The Committee will consider if grant proposals meet student fee guidelines, university guidelines, and guidelines related to the Office for Student Engagement.

Assuming that all requirements have been met, that the Committee agrees the budget is appropriate, and that the project itself is sustainable, then hopefully the proposal will be approved! If approval is received from the committee, the Office for Sustainability will email the proposal authors in order to congratulate the students on the grant's approval, provide an official letter and follow-up document, alert the students of any conditions or changes made during deliberations, as well as mentioning that in

order to access the funds, the proposal author(s) will have to attend a Financial Managers Training organized through the Office of Student Engagement.

The Financial Managers Training is also called New RSO Orientation and they hold them at the beginning of all fall and spring semesters. If the times outlined on the Office for Student Engagement's website don't fit your schedule, you can contact the Office for Student Engagement to set up a private training. At this training students will become 'signature authorities' for the grant funding (meaning you will have to fill out required paperwork and provide a signature in order for funds to be used), learn how to access the funding, and be made aware that you must keep all original receipts! It is important to ask any questions you have at this meeting because understanding how to access and appropriately use the funds is essential in implementing a grant.

## **Step 20: Ordering Materials and Using Allocated Funds**

The method for ordering materials on the budget and allocating funding will be different for every project. In some instances, students will directly be ordering the material listed on the budget, saving their ORIGINAL receipts and turning them into the Office of Student Engagement. (See Figure 6 in the Appendix) If students need something paid for before the order can be confirmed, they need to provide an original invoice to the Office of Student Engagement

and they can forward those individuals or businesses the requested amount of money. In other cases, and in my case, most of the ordering for the materials was done through the university department that was helping in the implementation of the project. For my event, ordering the plant material was done by Darrell Junkins from Landscape Services. In order for it to be delivered to the appropriate place on campus, at appropriate times, and to have the agreed upon material ordered, Darrell first reserved the plant material and then had the plants delivered and paid for closer to the day of the event. All of this was done through the university and through the required departments.

The details for using funding will have been outlined at the Financial Managers Training and for any questions they should be directed to both the Office for Sustainability and the Office for Student Engagement in order to keep everyone up to speed as the grant funding gets used. Ordering materials may be done exclusively by the authors, exclusively by the university departments that will help install the material, or a combination of both but it is important to begin doing that as soon as possible to stay within the grant's timeline. All ordering does not have to occur at the same time and if an extension is needed then a brief note or email to the Office for Sustainability is required.

Due to changes occurring in the Goldsworth Valley Pond Area, limited time to reserve and deliver the trees before winter, and very little time to organize and promote the event itself, an extension was needed from the fall 2016 semester until the spring 2017 semester. The original date was in October 2016 but given a brief extension request, the grant could then be used in April 2017. This process is simple, you just need to notify the Office for Sustainability and they



can determine if it is appropriate or any other changes that need to be made.

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**\*\*\*The following steps 21- 24 will be useful if your grant involves an event of any kind or if it involves a major change to campus that people will be interested in. If your grant does not involve specified dates or events, proceed to step 25\*\*\***

## **Step 21: Setting a Date, Time and Location for the Event**

Setting a date, time, and location for the event can be stressful. For the tree planting event, the location was simple to determine because it had already been decided upon during the space assessment process. The only thing I had to do was pick a location within the Goldsworth Valley Pond area that students could easily find when they came to volunteer. I chose to meet at the Painted Rocks down by Goldsworth Valley Pond because it was a large open space in which people could meet before dispersing around the pond to plant the trees. The location is important because in order to get as many students, faculty, and staff there as possible it needs to be accessible and convenient.

For picking the date, my event was simple because it was an Arbor Day/Earth Day event and those days fell at the end of April. We all agreed on April 21st, a Friday, because the weekends don't work well for Landscape Services, more students are likely to be off campus or busy on a Saturday or Sunday, and because then most faculty and staff are working and on campus during the day on Friday. We chose the 21st as opposed to the following Friday because

the following Friday was the end of finals week and most people are leaving the school that weekend. It couldn't be the weekend of the 15th of April because that was Easter and many people would be home for the holiday. Therefore, the 21st was the only real option and it worked in everyone's schedule.

The time for the event was the most difficult to determine because it had to fit into Landscape Services workday, it had to be a time when the most students were available, and it had to be at a time when the sun would be up for it to be warmer! The time changed several times but that was due to the fact that a dedication ceremony was added to honor the current WMU President, John M. Dunn, and his wife, Linda Dunn's, ten years of service to the university. Two trees from the grant, two of Michigan's state tree the eastern white pine, would be used to dedicate to the President and his wife during the event. This was coordinated in conjunction with the Western Student Association, Delta Sigma Theta Sorority Incorporated and Phi Sigma Pi National Honor Fraternity through an official WSA resolution, passed by consent. (For the official resolution, see Figure 5 in the Appendix) Trying to secure the Dunn's presence at the event was the most difficult part and due to schedule changes, President Dunn was unable to attend the event. However, Linda Dunn was able to attend and she gave a brief speech on the day of the event as well. The determined and advertised time was for noon (12pm).

Picking the time, date, and location of events can be difficult and sometimes flexibility is needed when planning. However, the earlier the date, time and location can be determined, the faster promotional material can be developed and the better chance people you want to come will be able to fit the event in their schedules. Decide on a date when students will be on campus,

pick a reasonable on-campus location, and pick a time that meets the needs of the important people and departments involved and then move on to step 22!

## **Step 22: Inviting the Media, Creating Advertisements, and Recruiting Volunteers**

This step will be a determining factor in the success of the event overall. In order for as many people as possible to come and to find enough volunteers, the advertisements and promotions need to be created and distributed early to be effective. The media became aware of the event through Western Student Association meetings at which I verbally promoted the event to student leaders and especially RSOs (Registered Student Organizations). The Western Herald wrote about the dedication of the trees that would take place during the event. This sparked interest on campus. Their initial article was the step in the door needed to make sure a staff reporter was coming to the event as well, which did end up happening. I also directly invited many RSOs by giving flyers to student leaders or verbally telling them that they should bring members to celebrate Arbor Day, witness the trees be dedicated to the Dunns, and to plant a tree themselves!

The advertisements were created by the WSA Graphic Design Chair, Lynnae Strait. (See Figure 3 in Appendix) I was able to utilize her position because the event was now coordinated with the Western Student Association due to the dedication ceremony. However, students and organizations usually use RSO Designs. RSO Designs is located in the bottom floor of the Bernhard Center. They can create the designs for posters and other promotional material for free

if it is an on campus organization, but they still charge a fee for the printing. The fee should have been covered in the budget created and approved in the grant. It was budgeted for in my proposal.

Proposal authors should talk to RSO Designs or other graphic design artists in order to create attractive, simple, and well-explained promotional materials. Don't forget to add the SSG Logo or the words, "funded through a WMU Student Sustainability Grant" to all promotional material because that is a requirement in the SSG Handbook. The earlier the promotional material is created, the earlier it can be used, so do this a month or more before the event if you have enough time! Also, be sure that any material you hang on campus is approved by the necessary buildings and departments. For example, to hang anything at the university it must get a stamp of approval from RSO Designs. If you print it there, it will be stamped for you automatically. If you don't print them through RSO Designs, be sure to take them to be stamped! To hang them in most academic buildings they must also be stamped by the building itself, so be sure to do that! If you don't, your posters will be torn down!

Before the event, be sure to reach out to various news outlets, too, such as WMU News and the Western Herald. These are important because big events deserve community attention! You are being sustainable and students should know about your project and maybe be inspired by your work!

For recruiting volunteers, I sent out a Google Form titled, "Tree Planting Registration," that anybody could fill out in order to secure a spot to plant a tree. This form was effective and the final number of respondents was 48 students. The students that filled out this form were

reached by the Facebook Event, The WMU Events Calendar (See Figure 2 in the Appendix), the ExperienceWMU Event, or received my email from leaders in their RSOs. Representatives of over 30 different majors were registered to plant a tree, every academic college was represented, and students ranging from first-years to super-seniors (4+ years) registered. The most interesting statistic was that the most effective way to reach students was through their RSOs. Emails, posters, word of mouth and other methods of advertisement were not as effective as reaching out to RSO leaders. 68.1% of students that registered to plant a tree heard about the event through their RSO. For future events, I highly recommend speaking with student leaders to get the most students involved in any events planned because based on my information it was the most effective method of promotion.

In addition to recruiting volunteers through google, email, event calendars and Facebook, I gave the Environmental Studies Department flyers and information. From that promotion, two Environmental Studies classes came to the event as well. My advice on this is to alert academic departments of events you are doing because they are helpful in bringing even more students.

Besides the 48 students that registered to come, 30 additional students found their way to our event by either seeing it as they walked by, or hearing about it from friends. Since my project became my honors thesis, the Lee Honors College posted and emailed about the event to all honors students who needed volunteer hours as well and several students came because of that. In total, 71 students signed in at the day of the event to volunteer to plant a tree.

Moral of this step: to invite as many people as possible to have a successful event!

## **Step 23: Preparing the Event Area and Assembling Any Equipment**

In preparation for the event, Darrell and I took a trip down to the pond area to walk around and get a visual for what the day would look like when it came to planting. It was forecasted to be a bit cold during the time we would be planting and possibly a little windy. As a result, Darrell and I decided to secure a tent in which we could have the Tree Campus USA information, the volunteer check-in, and a place to house the portable PA System requested in the event that Linda Dunn would like to say a few words.

In the days leading up to the event, several large trees had to be planted by heavy machinery because they were too large for volunteers to plant. Also, due to the location of a nesting goose, Landscape Services had to plant the blueberry bushes from South Haven. If volunteers went near the nesting goose, they would be in danger of upsetting her so it was better to let the professionals do it. Also, due to the location and condition of the ground in which we would be planting, a large amount of the shrub material also had to pre-plant by Landscape Services. All of the blueberry bushes were planted the day before the event and 25 of the shrubs around the pond were also planted prior to the event.

Weeks before the event took place, Landscape Services, several arborists, myself, and Darrell walked around the pond and used updated maps to place the material in the desired locations. The map accounted for a large amount of the material with a few extra trees being planted opposite the pond in the area in front of Valley 2.

In February, a few months prior to the event, Darrell and other university arborists contacted me about the condition of six Colorado blue spruce trees located in the Goldsworth Valley Pond area. These trees had become sick with two diseases and needed to be removed from the pond area. Based off the size and location of the trees, it was assumed that the trees had been planted in conjunction with a memorial dedicated by the class of 1971. Students had planted the non-native, dying trees decades earlier and therefore, Facilities Management was looking for student approval to remove the memorial trees. Myself, and Logan Brown, the WSA Sustainability Chair, drafted a resolution, presented it, and saw it be passed by consent within the student senate. The resolution gave explicit student approval to remove the dying trees and declared that students would be replacing them with new, native, and healthy trees on the day of my event, which they did. (For the complete resolution on the tree removal, see Figure 4 in the Appendix) The dying Colorado blue spruce were removed during the week of spring break, which gave ample time to Landscape Services to clean and prepare the area for student activity.

In preparing the area, flags were placed in the ground where trees were to be planted and the correct trees were placed nearby. All the volunteers would have to do was find a white flag, dig the hole and follow the instructions Darrell would give them. Since student would be digging holes soon in the pond area, the electrical lines and sewage lines also had to be marked off so nobody would dig them up. Thankfully we didn't have any volunteers trying to dig the green sewage flags or the orange electrical flags up!

This step overall could mean preparing an indoor venue, coordinating with a campus building, renting a room or spot on campus, or simply making sure the pond area is prepared for

the event. For my grant, I had to do some preparation of the area in the months, weeks, and days prior to the event. Every grant will be different. Every event will have different requirements, but it is important to remember to stay in constant contact with the departments helping you fulfil your goals and to remind yourself that following through in a timely manner is the most important part of having a successful event. The earlier you get started, the better!

## **Step 24: Instructing the Participants/Volunteers**

When volunteers registered on the Google Form, I detailed important information to keep in mind about the day of planting. I instructed volunteers to arrive prior to 12pm, to prepare to work outside and therefore wear appropriate clothing and shoes, to contact me with any questions, and that no prior experience was needed.

Thankfully, all volunteers arrived in clothing that was warm and could be used to dig in the dirt, wore protective tennis shoes or boots, and came prepared to actually plant a tree. The agenda for the event was as follows: a few brief introductions from Darrell Junkins, the tree dedication ceremony to President Dunn and Linda Dunn, remarks from Linda Dunn, and my own speech about the Student Sustainability Grant, the project's inspiration, Tree Campus USA and a brief synopsis of my honors thesis. I also mentioned that the large and small trees that we were planting that day, at full size, would sequester and absorb between 3,000- 4,000 lbs of Carbon per year. This was determined by taking the estimated number of trees that would be planted in the two hour time span on Friday (or before and after that date) which was around 80-120 trees and multiplying that by a range of 26- 48 lbs of carbon per year. This landed in about the 3,000 to 4,000 lbs per year range. This is a very exciting number!



Following all of the brief speeches and acknowledgements, Darrell gave a 2 minute speech on how to properly plant a tree. Volunteers were instructed on how to dig the hole significantly larger than the tree's roots, to remove the burlap sack the tree came in, to place the tree in the hole, cover part of it up with dirt, add water, cover the rest of the tree's roots up, add water, and build a barrier around the whole tree to trap future water. Some volunteers were still a bit confused, but luckily Darrell and I had planned to have most of his Landscape Services staff there on the day of tree planting in order to help volunteers and faculty members plant the trees. Following brief instructions, the volunteers were given shovels to share, handed buckets for water and sent off in different directions to plant trees. In preparing the area, flags were placed in the ground where trees were to be planted and the correct trees were placed nearby. All the volunteers had to do was find a white flag, dig the hole, and follow the instructions Darrell had given them for planting.

Instructing the volunteer is important because if they understand best tree planting practices, they are able to more effectively plant the trees and ensure the trees have a better chance at surviving. Although I have planted my fair share of trees, it is important to allow professionals to help you in teaching volunteers useful skills. Allowing professions to help instruct volunteers applies to more than just tree grants. In fact, professionals should be utilized for most instructional material. Asking for help to determine best practices is an important step to ensuring the event's purpose and goals are fulfilled.

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## **Step 25: Enjoying the Finished Project or Event!**

One of the final and least talked about steps of the grant process is to actually enjoy yourself at the event you planned or to enjoy your finished project. After weeks, months, or years of hard work, taking the time to appreciate the fruit of your labors is important. For me this happened when I saw the number of volunteers able to plant a tree and make a difference in the sustainability of the university.

I was also eager to hear feedback about the event. Many volunteers came up to me to tell me thank you for planning this event and that I had planned it well. I also had students asking if I would be hosting a similar event next year. My favorite thing to hear was that the students wanted to go home and plant a new tree at their parents house. They had no idea that trees were so important in the fight against climate change and this event brought that to their attention. In addition, I had students asking me questions about the SSG Grant itself which I was happy to answer because one of the the overall goals of the event was to promote the grant. I also had two professors asking me to see the manual I had created, (this document) because they were interested in hosting this event every year. That was the best moment for me because that meant that my project would potentially lead to more projects like it.

Although the project was a lot of fun to plan and prepare for, the conclusion of the project will feel incredibly relieving and worthwhile. Sometimes, in all of the work that goes into a project, remembering why you started and why the grant is important is put on the backburner.

But take the time during the end of the project or event to remember that all the hard work, hundreds of emails, and countless meetings were completely worth it. The project will benefit all students on campus as well as your professional and personal life if you allow it to.

## **Step 26: Reflection and the Required Final Evaluation**

This is the last step! Congratulations! At the end of the grant's approved timeline or the extension, as in my case, the proposal authors have to complete the final evaluation of the project which is a form sent to both authors in the email about receiving the funding. The final written evaluation is due 30 days after the timeline ends. That can be completed with the help of the Office for Sustainability and the advisor of the project. Although you can receive help on this part of the project, it is the student's responsibility to complete the final requirement.

### **What was the most difficult part of the implementing step?**

For my personal reflection on this project as a whole, the most difficult step was the implementation phase. The new experiences of event planning, recruiting volunteers, spending significant amounts of money from a budget, and various other tasks were difficult. Most students have the ability to turn in a form and meet requirements but the implementation of projects can take the longest and be the most frustrating. I firmly believe that setting up regular meetings with your advisor, the Office for Sustainability, or the various departments you are working with is the best way to avoid falling behind or not completing the project at all.

### **What was the best part of the implementation stage? Were the project goals met?**

My favorite part of the implementation stage was enjoying the final project and getting feedback from students and faculty. Doing something new is good, but getting feedback on what you did well and ways to improve is an important step to growing from the grant process.

For this project, it can be determined that all four goals were met. I think that seeing students excited and actively helping the environment was the purpose of the project and I firmly believe we achieved that goal. Students were involved in planting trees, improving university sustainability, and they also learned about the opportunity that the Student Sustainability Grant offers. The trees were placed directly on main campus in a place where students walk frequently, drive near, and can easily access and that was another goal that was met. Therefore, all four goals set originally were met and that was very satisfying to see when evaluating the success of the project. The Tree Walk that we outlined in the grant was another goal that we tried to attain and the material for that was not directly completed. However, hopefully that additional feature can be completed by my co-author because I finished my portion of this project in my senior year.

### **Professional Impact:**

Part of the intent of the grant program is to give students professional experience with grant writing. Grant writing is an important skill used in many fields and having an opportunity like the Student Sustainability Grant allows students a unique opportunity to fund their ideas on a

small scale. This grant has impacted my professional life because after spending so much time working on environmental issues and understanding university policies, I discovered that I really enjoy policy writing. I have experience with policy in my political science major but this was the determining factor that I would like to specialize in environmental policy. If successfully planting trees on campus wasn't enough, then the life changing realization I had throughout this process helped me determine which graduate program I will be entering next year. I am pursuing a Masters in Public Policy in the fall.

## **Further Reflection on the Student Sustainability Grant**

### **New Perspectives: My year on the Student Sustainability Grant Allocations Committee.**

After being approved for two Student Sustainability Grants, it was safe to say I had a little bit of experience with the SSG process. I was approached by Logan, the current WSA Sustainability Chair, to sit on the SSGAC (Student Sustainability Grant Allocations Committee). The SSGAC is the group of undergraduate and graduate students responsible for deciding to fund, partially fund, conditionally fund, or reject the grant proposals that pass initial inspection from within the Office for Sustainability. The students that serve on this committee must be nominated by someone from the University. The nominators could be a WMU student, Staff member, or faculty members and they must fill out and submit the nomination form found on the Office for Sustainability website. There can be eleven members total, but six is quorum. I represented the College of Arts and Sciences in the humanities seat. In order to become a committee member, I had to be confirmed by the Western Student Association senate in September. I was confirmed during the new business section of the meeting along with three other committee members.

After my first experience with approving grants in the fall semester, I had some concerns about the way in which the allocations commission conducted deliberations. The current system in place in the grant handbook indicates that the proposal review

process should be blind-review. This means that the proposal's authors can not be present during deliberations and the authors names are to be removed from all documents that are considered. My concern with this process lies in the fact that the committee members that have questions about the proposals must direct them to the WSA Sustainability Chair who must remain impartial and only vote in the event of a tie. Sometimes questions arise that the WSA Sustainability Chair can't answer concerning the timeline, the need for specific line items, and various other aspects of the budget. For most students, this grant proposal is a student's first experience with grant writing. Like in every first attempt, mistakes will be made, information could be left out, and certain language in the narrative could be vague or unclear.

Having a blind review process leaves the committee to make difficult decisions. The committee could choose to postpone a decision for further questions that the chair would address with the authors. The committee would then reconvene with the new information and render a decision. However, assembling as a full committee is difficult in student schedules and that would delay the time the authors have to complete the project and potentially throw off the timeline. The other option and the option more commonly taken, in my experience, is to deny budgets that are unclear, strike line items that are vaguely justified, or blindly accept budgets that we hope will succeed. As the process currently sits, a group of students who are reviewing the proposals very carefully may unknowingly strike a critical part of the proposal. In addition, we may deny a budget that simply needs a few things clarified in order for us to understand how the project will be successful.

The method of how other student funds are allocated at the university are considerably different. At the undergraduate level, the Western Student Association Allocation Commission is responsible for allocating funding for operational budgets and event budgets for Registered Student Organizations. This process also consists of submitting a budget. However, this process requires students to be present in their time slot for deliberations in order to tell the commission why the budget is important and answer any questions the commission has for them. As the students watch, the commission considers the budget, strikes line items, and/or approves or denies the budgets. This is a very open process that allows for some bias and controversy. It is my opinion that this system is not the appropriate method for the SSGAC to consider proposals.

As an alternative to the current system, I propose that the committee members have the ability to request the presence of proposal authors in order to clarify any questions the committee may have. It should function much like a court subpoena. For some grants, the authors are not required to or requested to attend because all of their materials check out and the allocations committee feels that they can each make a decision based on the materials provided. When the committee is sent the files of each of the proposals and a large issues or question arises that only the authors can answer, the committee members can submit a form to the WSA Sustainability Chair in order to have the author(s) be made aware that they should be available during the set date for deliberations. The form would include the reason the committee member is requesting the authors to attend deliberations. That request would have to be submitted to both the



Projects Manager and the WSA Sustainability Chair and together they would approve or deny the request and email the authors accordingly.

The authors would be present in the room only when their grant is in the questions stage. At that time, committee members and specifically the member that requested the author's presence would be able to have specific or general questions answered. After the entire commission feels that the authors have answered all questions in a satisfactory manner, the authors would exit the room. Then the committee would return to normal discussion, followed by a formal vote.

After a considerable amount of discussion, the 2016-2017 allocations committee unanimously declared that the blind-review process had to be changed. 100% of the committee stated that the blind-review process made it more difficult to make appropriate and informed decisions about grants. Some members of the committee voiced the opinion that allowing authors to better explain their projects or to answer important questions made it more likely that a grant could be successful. The only way to be sure is to test this theory, but as a committee, we felt as though it is our responsibility to give students the best chance at being successful in this grant process.

From deliberations in the 2016-2017 year, some proposals were narrowly funded due to a simple question involving the date of the event. In addition, budgets were denied because it wasn't quite clear how the authors would accomplish their goals. It is possible that a face-to-face explanation would help the committee better understand the project and make an accurate decision. The voting would still be closed as to protect that committee member's votes, but the questions period could involve the authors if

committee member(s) deem it necessary.

Amending the grant review process should be on the committee's, the Office for Sustainability's, the WSA Sustainability Chair's and the WSA Senate's agenda. This is an important change that should be negotiated and changed because the grant is designed to help students be successful, help campus sustainability, learn, research and do so much more. By amending the process, students may have a higher chance of successfully implementing a grant. That alone should be motivation enough to at least try a new method that helps both the committee allocating the funds and the students trying to receive the funds.

This is only one way to amend the process for approving grants that maintains the primarily blind-review process. Coming to a compromise that can be tested in the following semesters is a critical way to make sure old and traditional practices are not making it both more difficult for students to be approved for grants and for them to be implemented.

# Appendix

**Figure 1- Event Registration**

Tree Planting Registration

QUESTIONS RESPONSES 41

### Arbor Day Tree Planting RSVP Form!

Come help WMU's campus celebrate Arbor Day and Earth Day by planting trees and learning about other sustainable efforts on campus!

Date: Friday, April 21, 2017  
Time: The event will begin at 12pm and go until the trees are planted (approximately 2 hours, 12pm-2pm).  
Volunteers should arrive at 11:30am.  
Place: The painted rocks near Goldsworth Valley Pond

Note: NO skill or previous tree planting experience is required, but please come excited to have a positive impact on the environment! In addition, please wear appropriate clothing for working outside.

If you have any questions, please contact Annalisa Wilder by email at [annalisa.m.wilder@wmich.edu](mailto:annalisa.m.wilder@wmich.edu) or by phone at (269) 423-2065

\*\*\*Event funding provided by the Student Sustainability Grant program.\*\*\*

**Name \***

Short answer text

**Email \***

Tree Planting Registration

QUESTIONS RESPONSES 41

...

**Email \***

Short answer text

**Phone Number \***

Short answer text

**Preferred Pronouns \***

☐ She, her, and hers

☐ He, him and his

☐ They, them, and theirs

☐ Other...

**Year in School \***

☐ First Year

## Figure 1- Event Registration

Tree Planting Registration

QUESTIONS RESPONSES 41

**Year in School \***

☐ First Year

☐ Sophomore

☐ Junior

☐ Senior

☐ Super Senior! (4+ years)

☐ N/A

☐ Other...

**Major \***

Short answer text

**Age Range \***

☐ Under 18

Tree Planting Registration

QUESTIONS RESPONSES 41

**Age Range \***

☐ Under 18

☐ 18-24

☐ 25-34

☐ 35-44

☐ 45 or older

☐ Prefer not to say

**Organizational Affiliation, (RSO, nonprofit, business, etc.)**

Short answer text

**Do you have any health restrictions that will effect your ability to participate in tree planting activities? \***

☐ Yes

☐ No

## Figure 1- Event Registration

Tree Planting Registration

QUESTIONS RESPONSES 41

If you answered YES to the question above please explain here.

Long answer text

How did you hear about this event? \*

☐ Flyer on campus

☐ ExperienceWMU

☐ From your RSO

☐ From a faculty member

☐ From the Office of Sustainability

☐ In an email

☐ Word of Mouth

☐ Other...

Questions, comments, or concerns?

SEND

## **Figure 2- WMU Events Calendar**

### **Friday, April 21**

**Study abroad poetry exhibit**—Poster exhibit, part of Living the Arts in the Libraries series, first-floor Waldo Library, 7:30 a.m. to 6 p.m. Free.

**Admitted Student Event**—For prospective students and their families, Bernhard Center, 8:30 a.m. Free; registration required.

**Crowdfunding workshop**—WMed Innovation Center, WMU's Parkview Campus, 9 a.m. to 3 p.m. Registration fee \$50.

**Chemistry Research Day**—Featuring remarks, poster presentations and an awards ceremony, Chemistry Building lobby, 11:30 a.m. to 5 p.m. Free.

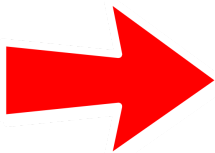
**Arbor Day celebration**—Featuring remarks by student Annalisa Wilder and the planting of two white pine trees in honor of President John M. Dunn and First Lady Linda Dunn, Goldsworth Valley Pond area, noon. Free.

**Bronco baseball versus Eastern Michigan University**—Bobb Stadium at Hyames Field, 3 p.m. Free.

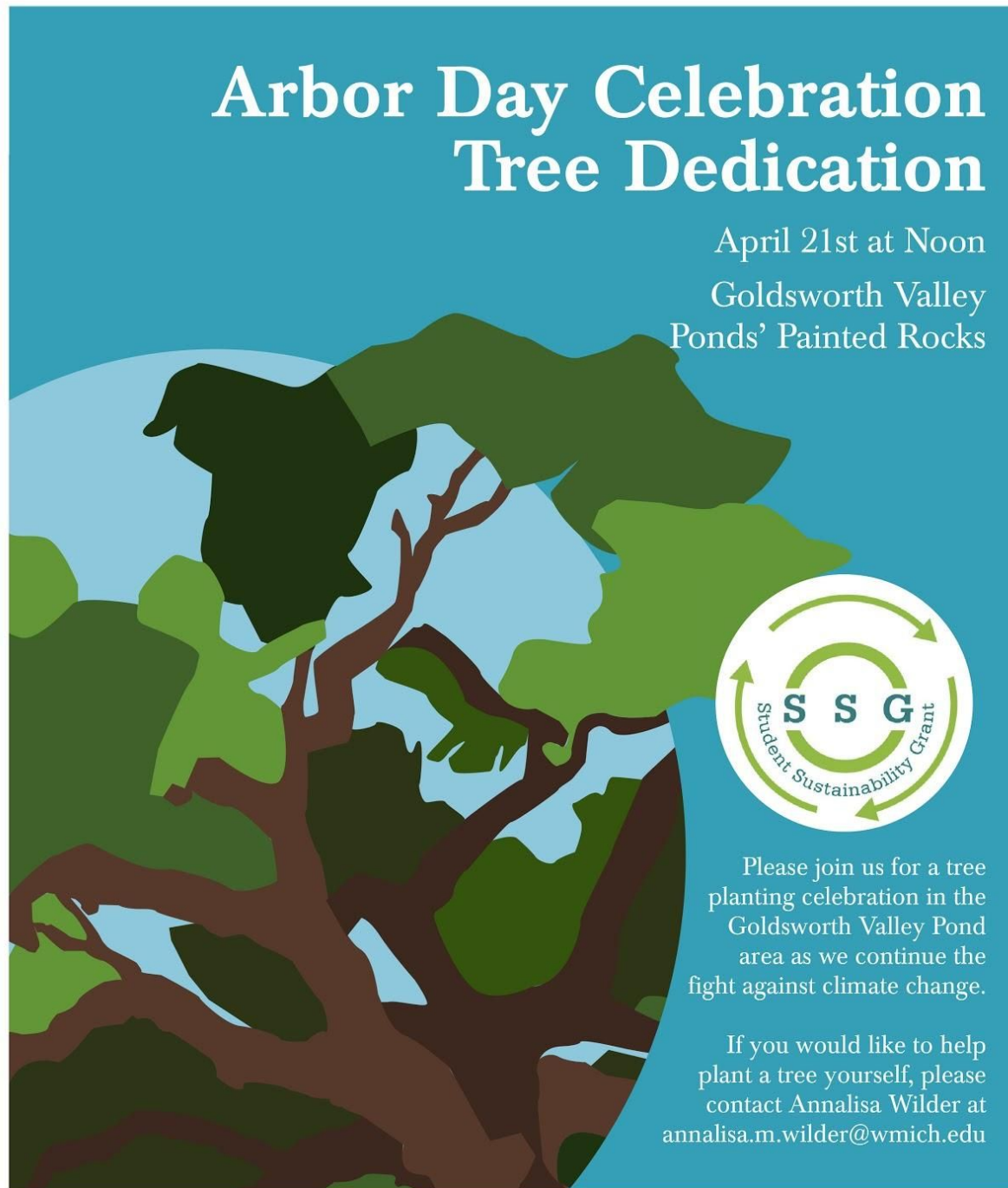
**Biological Sciences Seminar Series**—"The Wondrous Cycles of Polyploidy in Plants," Dr. Jonathan Wendel, Iowa State University, 1710 Wood Hall, 3:30 to 4:30 p.m. Free.

**University Theatre**—Presents (through April 22) "The Wiz" Williams Theatre in the Gilmore Theatre Complex, 7:30 p.m. Tickets: (269) 387-6222 or online.

**Performance**—"Close to You: The Music of the Carpenters," Miller Auditorium, 8 p.m. Tickets: [millerauditorium.com](http://millerauditorium.com), (269) 387-2300 or (800) 387-2312.



**Figure 3- Poster Design**



PHI SIGMA PI  
NATIONAL HONOR FRATERNITY



*Delta Sigma Theta Sorority, Inc.*  
Encouraging Commitment to Communities: Service, Leadership, Empowerment



This event was made possible by the Student Sustainability Grant.

## **FIGURE 4: DYING TREE RESOLUTION**

### WESTERN STUDENT ASSOCIATION OFFICE OF THE SPEAKER OF THE SENATE

*A Resolution to Remove Dying Trees from the Goldsworth Valley Pond*

Resolution #: 1617-XX

Authors: Annalisa Wilder, Senator from the College of Arts & Sciences; Logan Brown, Campus Sustainability Chair

WHEREAS, six Colorado Blue Spruce trees (*Picea pungens*) were installed by the graduating Class of 1971 as a memorial;

WHEREAS, these trees were planted around the Goldsworth Valley Pond area to compliment the memorial;

WHEREAS, the trees have a lifespan of 40-60 years before they begin to deteriorate;

WHEREAS, the trees are a non-native species to Michigan;

WHEREAS, they have become inflicted with Rhizosphaera Needle Cast, a disease which is caused by a fungus that damages the needles;

WHEREAS, the arborist has diagnosed the trees with phomopsis, a pathogen that damages the branches and bark, which will eventually kill the trees;

WHEREAS, this disease has the potential to spread to other evergreen trees;

THEREFORE, BE IT RESOLVED, that the Western Student Association thanks the Class of 1971 for their generous gift, but supports the removal of these trees;

THEREFORE, BE IT FURTHER RESOLVED, that the Western Student Association will work in accordance with Landscape Services to remove the dying Colorado Blue Spruces trees from the Goldsworth Valley Pond area, to be replaced by a healthy, native species during the SSG day of planting on April 21, 2017.



## **Figure 5: Tree Dedication Resolution**

Western Michigan University

269.387.2125



Kalamazoo, MI 49008

[westernstudentassociation.org](http://westernstudentassociation.org)

### **Western Student Association Office of the Speaker of the Senate**

*A Resolution to Honor Retiring President John M. Dunn and Mrs. Linda Dunn*

Resolution #: 1617-XX

Authors: Chianté Lymon; Political Affairs Chair; Logan Brown, Campus Sustainability Chair; Annalisa Wilder, Senator for the College of Arts and Sciences

WHEREAS, President John M. Dunn, Western Michigan University's eighth president, has announced his retirement, effective June 30, 2017;

WHEREAS, Dr. Dunn has served as President of WMU since July 1, 2007;

WHEREAS, President Dunn has been a champion for sustainability and an advocate for all students, and has worked diligently and effectively over the past 10 years to improve campus life and leave a legacy at WMU;

WHEREAS, Mrs. Dunn has faithfully supported Dr. Dunn and the Western Michigan University community, as well as many philanthropic causes, throughout her time in Kalamazoo;

WHEREAS, the Western Student Association, the representative governing body of all 23,000 WMU students, wishes to honor the legacy of President Dunn and Mrs. Dunn;

THEREFORE, BE IT RESOLVED, that the Western Student Association, in partnership with Delta Sigma Theta Sorority, Incorporated, and Phi Sigma Pi National Honor Fraternity, will honor President John M. Dunn and Mrs. Linda Dunn's service to the University and the Kalamazoo community by dedicating a tree and installing a plaque on behalf of the student body to thank each of them for their service;

THEREFORE, BE IT FURTHER RESOLVED, that the Western Student Association will work in accordance with the SSG Day of Planting, Landscape Services, and Campus Planning to identify which trees to dedicate and install the plaques.

**Figure 6: Example Tree Order**

<p><b>Possibility Place Nursery</b>  <b>7548 W. Monee-Manhattan Rd.</b>  <b>Monee, IL 60449</b></p> <p>(708) 534-3988</p>	<p style="color: red; font-size: 1.2em;"><b>Order</b></p> <p>Invoice #: 00113954</p> <p>Phone: (269) 387-2981          Fax: (269) 387-8440</p>
<p>Bill To:</p> <p>WESTERN MICHIGAN UNIVERSITY          1903 W. MICHIGAN AVENUE          KALAMAZOO, MI 49008</p>	<p>Ship To:</p> <p>WESTERN MICHIGAN UNIVERSITY          FACILITIES MANAGEMENT DEPT.          230 PHYSICAL PLANT          KALAMAZOO, MI 49008</p>

SALESPERSON	YOUR NO.	SHIP VIA	COL	PPH	SHIP DATE	TERMS	DATE	PG.
TERRY ROHWEDDER		PPN			4/18/17	Net 30	1/4/17	1

QTY.	ITEM NO.	DESCRIPTION	PRICE	UNIT	LOCATION	DISC %	EXTENDED PRICE	TX.
3	BETALLE15G1	BETULA ALLEGHANIENSIS Yellow Birch	\$85.00	15GAL	#15-1		\$255.00	
3	CARCORD15G	CARYA CORDIFORMIS Bitternut Hickory	\$85.00	15GAL	#15-2		\$255.00	
2	CARCORD100	CARYA CORDIFORMIS Bitternut hickory **LARGEST AVAILABLE**	\$65.00	*1.00	NO		\$130.00	
5	CERCANA5FT	CERCIS CANADENSIS Red bud	\$80.00	5 FT	NO		\$400.00	
3	DIOVIRG100	DIOSPYROS VIRGINIANA Persimmon	\$70.00	*1.00	FZ-10		\$210.00	
2	GYMDIOH125	GYMNOCLADUS DIOICUS	\$70.00	*1.25	FZ-12		\$140.00	
3	LIRTULH15G15	Kentucky Coffee Tree LIRIODENDRON TULIPIFERA Tulip Tree **ONLY 3 OF 6 REQUESTED ARE AVAILABLE**	\$80.00	15GAL	#15-1		\$240.00	

<p><b>CONFIRMED SHIP DATE</b></p>	<p>SALE AMT. FREIGHT SALES TAX TOTAL AMT. PAID TODAY</p>
<p style="color: red;">NOTE: ALL KNIT FABRIC IN-GROUND CONTAINERS (ROOT BAGS) AND BURLAP MUST BE REMOVED FROM PLANT MATERIAL BEFORE PLANTING.</p>	
<p>Signature: _____</p>	<p>BALANCE DUE</p>

**Figure 6: Example Tree Order**

<p><b>Possibility Place Nursery</b>  <b>7548 W. Monee-Manhattan Rd.</b>  <b>Monee, IL 60449</b></p> <p>(708) 534-3988</p>	<p style="color: red; font-weight: bold; font-size: 1.2em;">Order</p> <p>Invoice #: 00113954</p> <p>Phone: (269) 387-2981          Fax: (269) 387-8440</p>
<p>Bill To:          WESTERN MICHIGAN UNIVERSITY          1903 W. MICHIGAN AVENUE          KALAMAZOO, MI 49008</p>	<p>Ship To:          WESTERN MICHIGAN UNIVERSITY          FACILITIES MANAGEMENT DEPT.          230 PHYSICAL PLANT          KALAMAZOO, MI 49008</p>

SALESPERSON	YOUR NO.	SHIP VIA	COL.	PPH	SHIP DATE	TERMS	DATE	PG.
TERRY ROHWEDDER		PPN			4/18/17	Net 30	1/4/17	3

QTY.	ITEM NO.	DESCRIPTION	PRICE	UNIT	LOCATION	DISC %	EXTENDED PRICE	TX.
4	COROBL15G16	CORNUS OBLIQUA Blue-fruited/Silky Dogwood	\$19.50	5GAL	5G5-1		\$78.00	
3	HAMVERN4FT	HAMAMELIS VERNALIS Vernal witch hazel **SUGGESTED REPLACEMENTS FOR HAMAMELIS VIRGINIANA**	\$70.00	4 FT	FZ-10		\$210.00	
6	MALIOEN5G16	MALUS IOENSIS Prairie Crab	\$22.00	5GAL	5G6-6		\$132.00	
4	PHYOPUL5G15	PHYSOCARPUS OPULIFOLIUS Ninebark	\$19.50	5GAL	5G6-1		\$78.00	
3	VIBLNT5G16	VIBURNUM LENTAGO Nannyberry	\$19.50	5GAL	5G3-7		\$58.50	
6	VIBTRIL5G15	VIBURNUM TRILOBUM American Cranberry	\$19.50	5GAL	5G7-3		\$117.00	
25	ILEVERT5G16	ILEX VERTICILLATA Winterberry	\$14.50	5GAL	5G3-7		\$362.50	
6	LINBENZ5G16	LINDERA BENZOIN Spricebush	\$20.00	5GAL	5G5-6		\$120.00	
6	SAMNIGR5G16	SAMBUCUS NIGRA VAR.	\$19.50	5GAL	5G4-2		\$117.00	

CONFIRMED SHIP DATE	
NOTE: ALL KNT FABRIC IN-GROUND CONTAINERS (ROOT BAGS) AND BURLAP MUST BE REMOVED FROM PLANT MATERIAL BEFORE PLANTING.	SALE AMT. FREIGHT SALES TAX TOTAL AMT. PAID TODAY
Signature: _____	BALANCE DUE

**Figure 6: Example Tree Order**

<p><b>Possibility Place Nursery</b>          7548 W. Monce-Manhattan Rd.          Monee, IL 60449</p> <p>(708) 534-3988</p>	<p style="color: red; font-weight: bold; font-size: 1.2em;">Order</p> <p>Invoice #: 00113954</p> <p>Phone: (269) 387-2981          Fax: (269) 387-8440</p>
<p>Bill To:          WESTERN MICHIGAN UNIVERSITY          1903 W. MICHIGAN AVENUE          KALAMAZOO, MI 49008</p>	<p>Ship To:          WESTERN MICHIGAN UNIVERSITY          FACILITIES MANAGEMENT DEPT.          230 PHYSICAL PLANT          KALAMAZOO, MI 49008</p>

SALESPERSON		YOUR NO.	SHIP VIA	COL	PPD	SHIP DATE	TERMS		DATE	PG.
TERRY ROHWEDDER			PPN			4/18/17	Net 30		1/4/17	2

QTY.	ITEM NO.	DESCRIPTION	PRICE	UNIT	LOCATION	DISC %	EXTENDED PRICE	TX.
4	OSTVIRG4FT	OSTRYA VIRGINIANA Ironwood **BEST SIZE AVAILABLE**	\$75.00	4 FT	FZ-13		\$300.00	
2	POPGRAN5G1	POPULUS GRANDIDENTATA Big Tooth Aspen	\$22.00	5GAL	5G6-3		\$44.00	
3	QUEALBA100	QUERCUS ALBA White Oak **BEST SIZE AVAILABLE**	\$70.00	*1.00	FZ-09		\$210.00	
3	QUEBICO150	QUERCUS BICOLOR Swamp white oak	\$95.00	*1.50	FZ-10		\$285.00	
5	QUERUBR100	QUERCUS RUBRA Red oak **BEST SIZE AVAILABLE**	\$60.00	*1.00	FZ-05		\$300.00	
2	TILAMER100	TILIA AMERICANA American linden	\$65.00	*1.00	FZ-11		\$130.00	
2	AESGLAB100	AESCULUS GLABRA Ohio Buckeye **BEST SIZE AVAILABLE**	\$65.00	*1.00	FZ-11		\$130.00	

<b>CONFIRMED SHIP DATE</b>					SALE AMT. FREIGHT SALES TAX TOTAL AMT. PAID TODAY	
<p style="color: red; font-weight: bold;">NOTE: ALL KNIT FABRIC IN-GROUND CONTAINERS (ROOT BAGS) AND BURLAP MUST BE REMOVED FROM PLANT MATERIAL BEFORE PLANTING.</p>						
Signature: _____						

**Figure 6: Example Tree Order**

<p><b>Possibility Place Nursery</b>  <b>7548 W. Monee-Manhattan Rd.</b>  <b>Monee, IL 60449</b></p> <p>(708) 534-3988</p>	<p style="color: red; font-weight: bold; font-size: 1.2em;">Order</p> <p>Invoice #: 00113954</p> <p>Phone: (269) 387-2981          Fax: (269) 387-8440</p>
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SALESPERSON		YOUR NO.	SHIP VIA	COL	PPD	SHIP DATE	TERMS		DATE	PG.
TERRY ROHWEDDER			PPN			4/18/17	Net 30		1/4/17	4

QTY.	ITEM NO.	DESCRIPTION	PRICE	UNIT	LOCATION	DISC %	EXTENDED PRICE	TX.
1	DELIVERY	CANADENSIS Elderberry DELIVERY CHARGE BASED ON ROUND TRIP MILES **APPROXIMATE**	\$536.40				\$536.40	

<b>CONFIRMED SHIP DATE</b>					<b>SALE AMT.</b>		<b>\$4,838.40</b>
<b>NOTE: ALL KNIT FABRIC IN-GROUND CONTAINERS (ROOT BAGS) AND BURLAP MUST BE REMOVED FROM PLANT MATERIAL BEFORE PLANTING.</b>					<b>FREIGHT</b>		<b>\$0.00</b>
					<b>SALES TAX</b>		<b>\$0.00</b>
					<b>TOTAL AMT.</b>		<b>\$4,838.40</b>
					<b>PAID TODAY</b>		<b>\$0.00</b>
Signature: _____					<b>BALANCE DUE</b>		<b>\$4,838.40</b>



**Figure 7: Photos from Event**





**Figure 7: Photos from Event**



**Figure 8- (pages 67-96): Submitted Grant Proposal**

# A Proposal to add More Trees to the Goldsworth Valley Pond Area

By: Morgan Macfarlane and Annalisa Wilder



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Letter of Support from Lisa Dechano Cook, Associate Professor of Geography

Letter of Support from Stephen Malcolm, Professor of Biological Sciences

Letter of Support from Tim Holysz, Director of Landscape Services

Email from Darrell Junkins, West Regional Supervisor for Landscape Services

Endorsement Letter from Campus Sustainability Chair, Logan Brown

# Abstract

Western Michigan University has continued to be a beacon for sustainability, advancing the university in many different fields. While the area around Goldsworth Valley Pond is being remodeled, we see the perfect opportunity to enhance the land aesthetically, and increase sustainability. We want to work with Landscape Services to plant many new trees! Planting new trees would not only enhance the area, but it would expose students to new types of trees, and produce opportunities for students to plant trees, and learn about the different species and how to take care of them.

# Narrative

## How will your proposal advance sustainability at WMU?

Trees contribute immensely to the environment around them. A single tree is immeasurably beautiful, home to animal species, and capable of absorbing 48 pounds of carbon dioxide per year. The community of Western Michigan University would benefit greatly ecologically, educationally and socially from the addition of more trees on campus. Students walking to class and spending leisure time on campus will be able to enjoy the shade and fresh air the trees provide. Within this proposal, we have a variety of trees that are both aesthetically pleasing and native to Michigan. It is our intention to provide students, faculty and visitors with a natural and enjoyable experience while walking in the Goldsworth Valley Pond area.

Western Michigan University continues to be a beacon for sustainability. We believe that our proposal can increase sustainability right here on campus. Currently climate change is a crisis that the entire world faces. Many argue that climate change may be the toughest environmental trial of the 21<sup>st</sup> century. However, trees are one way we can combat climate change (American Forests). Greenhouse gasses build up in the atmosphere and trap heat, the rising heat can lead to changes in climate patterns (American Forests). These changes affect everything from forests to people. Carbon dioxide is one of the leading contributors to climate change. Trees are able to decrease the amount of carbon

dioxide in the atmosphere and transform it into oxygen through photosynthesis.

Not only will this project teach students about trees and the environment, but it also works to educate students about climate change. Students do not often have the opportunity to learn outside of

the classroom. By creating a small scale forest, we will be providing students with a hands-on opportunity to gain lifelong knowledge.

The Goldsworth Valley Pond Area will soon be under renovation. We have been working with landscape services to identify that adding more trees would best be served there. We have met with Western's arborist who helped us identify what trees we could plant in the area, only looking at trees that are indigenous to the area. All trees selected meet all guidelines within Tree Campus USA

Tree Campus USA is a nationwide certification program that awards college campuses for meeting five different standards. The first standard being creating a Campus Tree Advisory Committee, which must include: a student, faculty, Facility Management, and someone from the community. The College must also create a campus tree care plan. The Campus must have a campus tree program with dedicated annual expenditures. The college must also observe Arbor Day. Lastly, the college must create a service learning project which can include a volunteer event for planting trees, or taking a tree inventory, these are just a few options (Arbor Day Foundation).

Has your proposal been tried before—on this campus or elsewhere? If so, provide examples of best practice and explain how your proposal

## advances the state of the art.

Our proposal to plant more trees on campus has not been tried before at Western Michigan University. However, at University of Florida a project called Neutral Gator has been established, and the project has had great success.

Neutral Gator is a non-profit organization that focuses on reducing carbon emissions at the University of Florida. Once a month the organization partners with volunteers to plant a new tree in

their nature reserve (Neutral Gator). Since the inception of Neutral Gator in 2008, the program has been working to create carbon reduction projects that offset the University of Florida's carbon footprint (Neutral Gator).

While Neutral Gator has done some amazing things, it focuses on athletics events and drawing attention to the university football team. Our proposal focuses on the everyday life of the students here at Western Michigan University. Through our project we hope to change the way students think about climate change by educating them through something as rudimentary as trees.

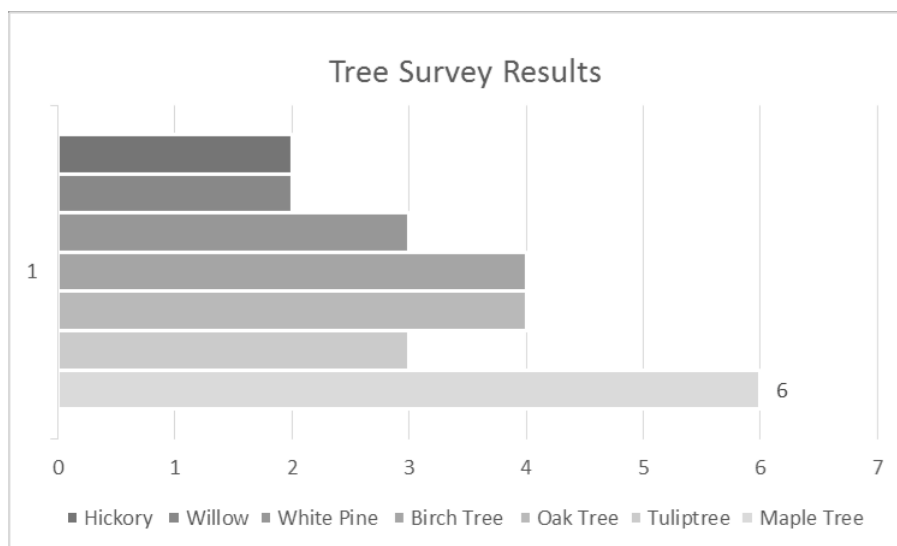
## How will you ensure that your proposal benefits all students on campus?

To ensure that this project benefits all of the students of WMU, we have been working with Landscape Services and will be working with them to put on a tree planting day during fall 2016. Through the tree planting day students will have the opportunity to plant trees, learn about the different species of trees, and lastly students will be introduced to climate change. They will learn how climate change

impacts everyone, and simple ways to reduce their own carbon footprint.

With the help of Landscape Services we will also be working to set up a walking tour so students can see a variety of different tree species. Part of our budget also includes money to place signs identifying the different type of trees to students. Also included in the budget is money dedicated towards the purchasing of sturdy mailboxes. The mailboxes will be used to place brochures about the tree walk inside. There will one on either end so students can start or stop at either location. The walking tour will open spring of 2017.

To ensure we had students support, we passed a resolution through the Western Student Association (see Western Student Association Resolution), and the Graduate Student Association (see Graduate Student Association Resolution). With the help of the Western Student Association we distributed a tree survey to see what types of trees students wanted to see on campus. With the results in, students most wanted to see: birch, pine, hickory, willow, oak, tulip, and maple trees. We did our best to make sure that these trees were included in the trees we want to purchase.



Will your proposal require ongoing maintenance? If so, who will be responsible for this once you are gone?

Our project will require ongoing maintenance. Landscape services will be responsible for maintaining the trees. See Darrell Junkins' email.

Is your proposal safe, legal, adequately budgeted, and possible within existing University infrastructure?

Our proposal is safe, legal, adequately budgeted, and possible within the existing University infrastructure.

## Budget

Trees			
Tree Price for One Amount Total Price			
Black Maple 15G	\$65	3	\$195
Speckled Alder 15G	\$65	3	\$195
Juneberry 20G	\$65	4	\$260
Yellow Birch 15G	\$65	3	\$195
Blue Beech 1"	\$85	3	\$255

Bitternut Hickory 1.5"	\$95	2	\$190
Sweet Pignut 5G	\$26	4	\$104
Hackberry 1.5"	\$85	3	\$255
Redbud 15G	\$65	5	\$325
American Yellowwood 5G	\$34	3	\$102
Pagoda Dogwood 15G	\$65	4	\$260
Persimmon 1.5"	\$90	3	\$270
American Beech 5G	\$32	3	\$96
Kentucky Coffeetree 1.25"	\$70	2	\$140
American Larch 5G	\$26	4	\$104
Tuliptree 15G	\$65	6	\$390
Ironwood 1.25"	\$75	4	\$300
White Pine 5G	\$20	6	\$120
Big Tooth Aspen 15G	\$65	2	\$130
White Oak 1.5"	\$100	3	\$300
Swamp White Oak 1.5"	\$95	3	\$285
Black Oak 1.5"	\$95	3	\$285
Red Oak 1.5"	\$95	5	\$475
Black Willow 5G	\$20	5	\$100
Bald Cypress 15G	\$65	3	\$195
American Linden 1.5"	\$85	2	\$170



Ohio Buckeye 1.5"	\$95	2	\$190
Shagbark Hickory 5G	\$26	4	\$104
Quacking Aspen 15G	\$65	4	\$260
<b>Total</b>		<b>101</b>	<b>\$6,250</b>
<b>Large Shurbs/Small Trees</b>			
Large Shurbs/Small Trees Price for One Amount Total Price			
Striped Maple 15G	\$20	5	\$100
Blue-Fruited Dogwood 5G	\$65	4	\$260
Carolina Silverbell 15G	\$45	3	\$135
Common Witchhazel 15G	\$65	3	\$195
Prairie Crabapple 15G	\$17	6	\$102
Ninebark 5G	\$60	4	\$240
American Plum 1.25"	\$17	6	\$102
Nannyberry 5G	\$45	3	\$135
Blackhaw Viburnum 15G	\$17	6	\$102
American Craberrybush Viburnum 5G	\$17	6	\$102
<b>Total</b>		<b>46</b>	<b>\$1,473</b>
<b>Shrubs</b>			
Shrub Price for One Amount Total Price			
Winterberry (Michigan Holly) 5G	\$20	5	\$100

Spicebush 5G	\$17	6	\$102
Dwarf Chinquapin Oak 5G	\$17	6	\$102
Elderberry 5G	\$17	6	\$102
Early Low Blueberry 5G	\$17	6	\$102
<b>Total</b>		<b>29</b>	<b>\$508</b>
<b>Additional Expenses</b>			
Item Price for One Amount Total Price			
Posters 8.5" x 11" Day of Planting	\$0.50	300	\$150
Posters 8.5" x 11" Walking Tour	\$0.50	300	\$150
Mailbox	\$432.99	2	\$866
Brochures	\$0.50	3,000	\$1,500
Brochure Finishing Fee	\$12.00 every 100	30	\$360
Mulch	\$250	1	\$250
Place Card Holder	\$8.25	50	\$412.50
Mounting Anchor Posts	\$16.00	50	\$800
Vinyl Plant ID Sign	\$15.00	50	\$750
<b>Total</b>			<b>\$5,238.48</b>
<b>Total Amount Requested</b>			<b>\$13,469.48</b>

All Prices for trees, mulch, plant card holders, mounting anchor posts, and vinyl plant ID signs are based on last year's landscaping catalog. Landscape services

helped us pick all items listed in the budget.

## **Posters**

We budgeted twice for posters. One set of posters to be used to advertise the tree planting day. The other set to be used to get the word out about the walking tour.

## **Brochures**

The brochures will be for the walking tour that will be available to students. They will be designed by RSO designs, and require a finishing fee of \$12.00 for every 100 brochures. We felt that by ordering many now, this would ensure that there would be enough brochures for walking tours for the rest of the 2017 year.

## **Mulch**

The mulch that we will be purchasing will be purchasing is recommend by landscape services to prevent against deer.

## **Place Card Holder, Mounting Anchor Posts, Vinyl Plant ID Sign**

These all come together, they are placed in front of the tree or shrub to show what type it is. We have requested to purchase 44 different trees and shrubs, one sign will go in front of one of each type of tree and shrub. We also would like to put six other signs up for: those who inspired this project, the Student Sustainability Grant, the Western Student Association, the Graduate Student Association, the Office for

Sustainability, and Student Activities and Leadership Programs. Those six groups of people have played instrumental roles in creating this project.

**Mailboxes** The mailboxes will be used to keep the brochures safe and dry, so anyone can participate in the walking tour anytime they would like. There will be one mailbox at the start so visitor can pick up a brochure, and one mailbox at the end so anyone who would not like to keep their brochure may return it, and it can be used again.

# Timeline

March 3rd, 2016: Turn in Student Sustainability Grant Application

April 2016: Find out if money was awarded

July 2016: Set date for the day of tree planting

August 2016: Access money to purchase trees, shrubs, and material

September 2016: Begin advertising day of tree planting

October 2016: Day of Tree Planting

April 2017: Walking tours of the trees begin

The timeline is not very structured; tree planting is all centered around the cleaning up of the Goldsworth Pond area. Planting really depends on how quickly progress is made on the area. Late spring and early summer will give us a better indication of when we will be able to do the planting.

### A Resolution to Plant More Trees on Campus

Resolution: Authors: Sevda Arslan, Anthropology Department Graduate Student; Annalisa Wilder, Phi Sigma Pi Senator; Morgan Macfarlane, Student

WHEREAS, Western Michigan University (WMU) works continuously to promote sustainability by being a nationwide leader in sustainable practices;

WHEREAS, the Graduate Student Association (GSA) is the recognized voice for students of WMU;

WHEREAS, WMU works to be a trailblazer in sustainable practices and procedures, In 2014 WMU received the Alliance for Resilient Campuses award which is given to universities all over the world who are committed to responding

challenges triggered by changing global weather patterns, in addition to the winning numerous awards in the field of sustainability;

WHEREAS, WMU has been awarded Tree Campus USA every year since it was founded in 2008, Tree Campus USA is given out to universities who effectively manage forestry on campus, and promote it to the students and the community;

WHEREAS, climate change is affecting the world as a whole;

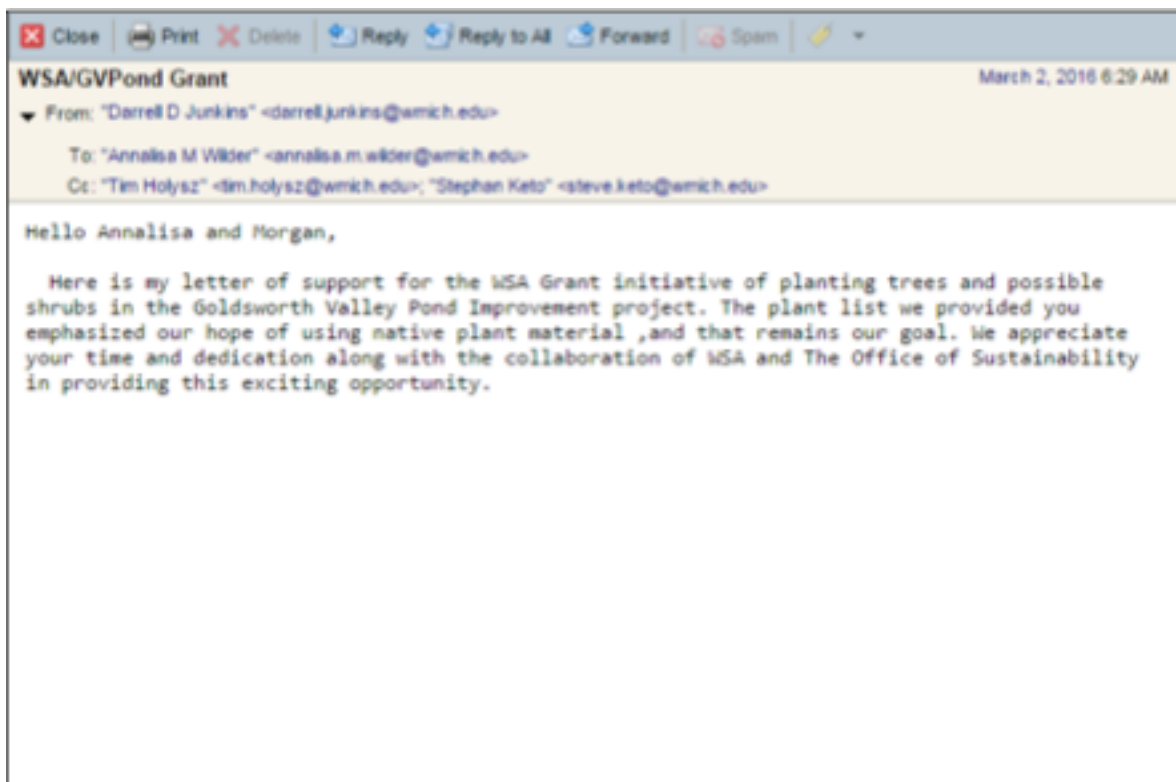
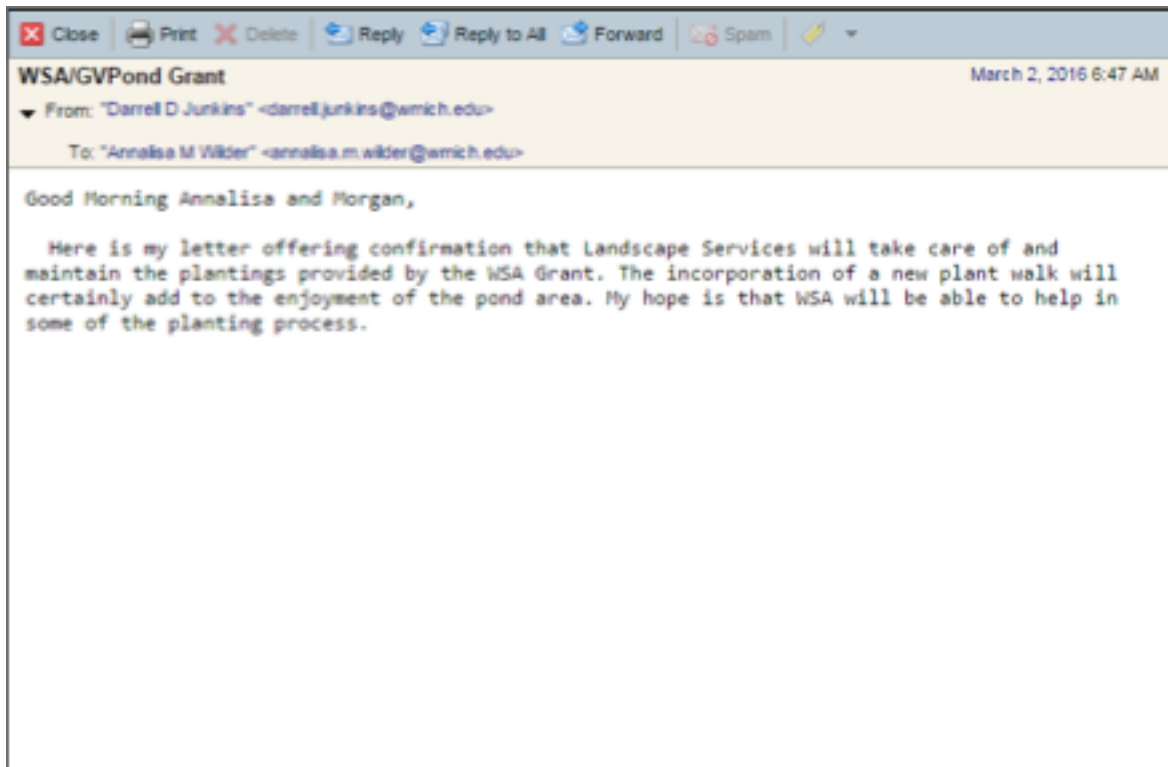
WHEREAS, climate change is defined as the modification of climate patterns due to the increase of carbon in the atmosphere;

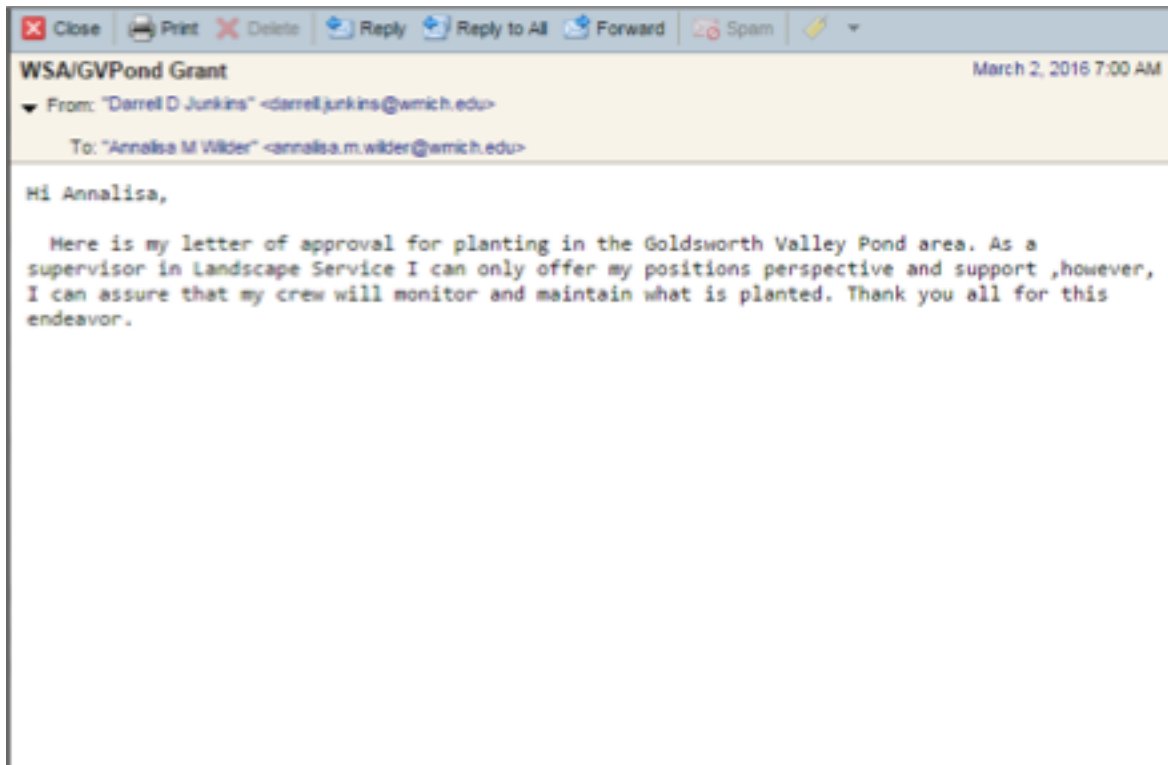
WHEREAS, WMU has an entire department dedicated to landscape services, a minor in Climate Change Studies, and a working group of faculty devoted specifically to the issue of climate change;

WHEREAS, planting more trees will help reduce the parts per million of carbon within the atmosphere;

WHEREAS, planting more trees on campus will help WMU reduce its carbon footprint, and help the university become closer to reaching its goal of becoming carbon neutral;

THEREFORE BE IT RESOLVED, The Graduate Student Association will work with Landscape Services to support the efforts of students to plant more trees on campus, using a variety of sources of funding, including the Student Sustainability Grant and the Campus Projects Fund.





**Re: WSA/GVPond Grant** March 3, 2016 1:44 PM

▼ From: "Timothy M. Holysz" <tim.holysz@wmich.edu>

To: "Darrell D. Jenkins" <darrell.jenkins@wmich.edu>; "Morgan Macfarlane" <morgan.k.macfarlane@wmich.edu>; "Logan Brown" <logan.r13.brown@wmich.edu>

Cc: "Stephan Keto" <steve.keto@wmich.edu>; "Annalisa M. Wilder" <annalisa.m.wilder@wmich.edu>

Annalisa, It was a pleasure to work with you folks on the WSA Grant initiative of purchasing and helping Landscape Services plant trees at the GV Pond area in the late summer/fall of 2016. I am in full support and look forward in a collaborative effort between Landscape Services Professional Staff and the WSA Volunteers by helping to purchase and plant the trees according to University Tree Campus USA specifications.

Thank You Again!

Timmy

Tim Holysz, Director  
Landscape Services  
Facilities Management Department  
230 Physical Plant  
Western Michigan University  
Kalamazoo, MI 49008-5324  
(269) 387-8582 office  
(269) 207-5930 cell  
(269) 387-8440



## References

<http://neutrgator.org/>

<http://www.americanforests.org/conservation-programs/>

<http://www.wayfair.com/Balmoral-Streetside-Mailbox-Post-Package-1625-WHP2765.html>

<https://www.arborday.org/trees/climatechange/treeshelp.cfm>



Western Michigan University 269.387.2125 Kalamazoo, MI 49008 [westernstudentassociation.org](http://westernstudentassociation.org)

# WESTERN STUDENT ASSOCIATION

## OFFICE OF THE SPEAKER OF THE SENATE

### *A Resolution to Plant More Trees on Campus*

Resolution: #1516-12 Authors: Logan Brown, College of Aviation Senator;  
Morgan Macfarlane, Campus Sustainability Chair

WHEREAS, Western Michigan University (WMU) works continuously to promote sustainability by being a nationwide leader in sustainable practices;

WHEREAS, the Western Student Association (WSA) is the recognized voice for students of WMU;

WHEREAS, WMU works to be a trailblazer in sustainable practices and procedures;

WHEREAS, In 2014 WMU received the Alliance for Resilient Campuses award which is given to universities all over the world who are committed to responding to challenges triggered by changing global weather patterns, in addition to winning numerous awards in the field of sustainability;

WHEREAS, WMU has been awarded Tree Campus USA every year since it was founded in 2008, Tree Campus USA is given out to universities who effectively manage forestry on campus, and promote it to the students and the community;

WHEREAS, climate change is affecting the world as a whole;

WHEREAS, climate change is defined as the modification of climate patterns due to the increase of carbon in the atmosphere;

WHEREAS, WMU has an entire department dedicated to landscape services, a minor in Climate Change Studies, and a working group of faculty devoted specifically to the issue of climate change;

WHEREAS, planting more trees will help reduce the parts per million of carbon within the atmosphere;

WHEREAS, planting more trees on campus will help WMU reduce its carbon footprint, and help the university become closer to reaching its goal of becoming carbon neutral;

THEREFORE, BE IT RESOLVED, The Western Student Association will work with Landscape Services to support the efforts of students to plant more trees on campus, using a variety of sources of funding, including the Student Sustainability Grant and the Campus Projects Fund.

# Reference List

Conservation Programs | American Forests. (n.d.). Retrieved March 03, 2016, from <http://www.americanforests.org/conservation-programs/>

Forests & Climate Change | American Forests. (n.d.). Retrieved March 03, 2016, from

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How Trees Fight Climate Change. (n.d.). Retrieved March 03, 2016, from

<https://www.arborday.org/trees/climatechange/treeshelp.cfm>

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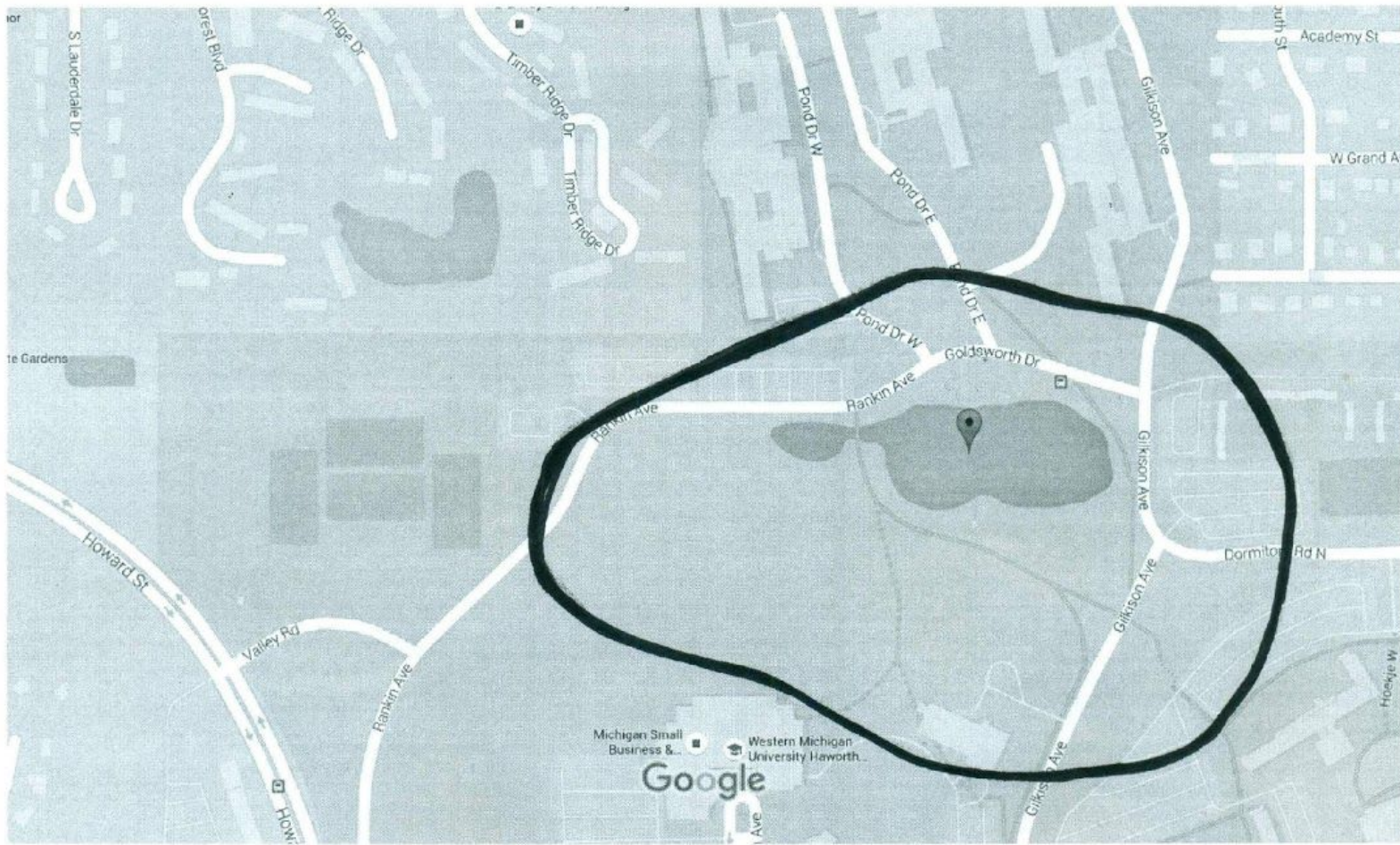
Whitehall Products Balmoral Streetside Mailbox-Post Package. (n.d.). Retrieved March 03, 2016, from

<http://www.wayfair.com/Balmoral-Streetside-Mailbox-Post-Package-1625-WHP2765.html>

3/3/2016

Goldsworth Valley Pond - Google Maps

## Google Maps Goldsworth Valley Pond



Map data ©2016 Google 200 ft

**Goldsworth Valley Pond**

Kalamazoo, MI 49006

Google Maps



Black Maple



Speckled Alder



Juneberry



Yellow Birch



Blue Beech



Bitternut Hickory



Sweet Pignut



Hackberry



Redbud



American Yellowwood



Pagoda Dogwood



Persimmon





American Beech



Kentucky Coffeetree



American Larch



Tulip tree



Ironwood



White Pine



Big Tooth Aspen



White Oak



Swamp White Oak



Black Oak



Red Oak



Black Willow



Bald Cypress



American Linden



Ohio Buckeye



Shagbark Hickory



Quacking Aspen



Striped Maple



Blue-Fruited Dogwood



Carolina Silverbell



Common Witch Hazel



Prairie Crabapple



Ninebark



American Plum





Nannyberry



Blackhaw Viburnum



American Cranberry Viburnum



Winterberry (Michigan Holly)



Spicebush



Dwarf Chinquapin



Elderberry



Early Low Blueberry

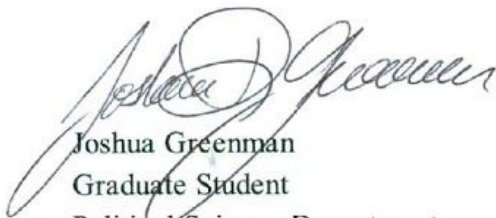
March 3<sup>rd</sup>, 2016

My name is Joshua Greenman and I am a graduate student in the Political Science Department at Western Michigan University. I am writing in support of Annalisa Wilder's Student Sustainability Grant Proposal. As being the teaching assistant for one of her classes, I have seen her be a diligent and competent student through her classwork and class participation.

I believe that Western Michigan University should continue to be a beacon for sustainability, particularly through "A Proposal to Add More Trees to the Goldsworth Valley Pond Area." This will allow students and faculty on campus to enjoy more native Michigan trees. With the Goldsworth Valley pond area under construction, I am excited to see Annalisa and her coauthor using the Student Sustainability Grant to ecologically improve the area.

Furthermore, I believe that this proposal will benefit Western Michigan University's campus and provide useful examples of various species of plants for the students studying them.

I fully endorse and look forward to seeing the new trees that this proposal will bring to campus as well as enjoying the tree walk that has been proposed as well.

A handwritten signature in dark ink, appearing to read "Joshua Greenman", is written over the typed name and title.

Joshua Greenman  
Graduate Student  
Political Science Department  
Western Michigan University  
joshua.d.greenman@wmich.edu



# WESTERN MICHIGAN UNIVERSITY



Department of Geography  
College of Arts and Sciences

March 3, 2016

Student Sustainability Grant Committee  
Office of Sustainability  
1903 W. Michigan Ave, MS 5286  
Kalamazoo, MI 49008-5286

Dear Committee:

This letter is in support of the grant proposal entitled "A Proposal to add More Trees to the Goldsworth Valley Pond Area" submitted by Morgan Macfarlane and Annalisa Wilder. They are requesting money to purchase trees and supplies to increase Western Michigan University's commitment to combating climate change. They are also proposing to have an educational aspect to this project including a planting day to help plant trees and educate people on how these trees will help in the fight against climate change, as well as create brochures for anyone visiting campus to take a self-guided nature walk through the new grove of trees. The brochure will include information about the trees that visitors are seeing as well as general information about how these trees will help in the fight against climate change.

This project came out of one of my lectures in GEOG 1050-Physical Geography. I talked quite a bit about global climate change and how planting trees is an easy way for anyone to get involved in helping the environment. I referenced the work being doing at the University of Florida, the Neutral Gator Project, in which the football team planted trees to have the first carbon neutral football game and football season. There are a small number of other schools around the country that are doing something similar, but no school close to WMU has undertaken this activity.

The budget for this proposal has been very well thought out and the appropriate people on campus have been consulted and are willing to help carry out this project. WMU students will benefit from this project every day they are on campus. These trees will help sequester carbon and provide a beautiful spot to learn and simply be among nature.

I hope that you will consider funding this proposal. Many hundreds of students will benefit from this project over many years to come. If you have any questions about this proposal please contact me at 387-3536 or [lisa.dechano@wmich.edu](mailto:lisa.dechano@wmich.edu).

Sincerely,

Lisa M. DeChano-Cook, Ph.D.  
Associate Professor of Geography



WESTERN  
MICHIGAN  
UNIVERSITY

Department of Biological Sciences, Kalamazoo, Michigan, 49008,  
U.S.A.

(Tel: 269-387-5604; Fax: 269-387-5609; E-mail: [steve.malcolm@wmich.edu](mailto:steve.malcolm@wmich.edu))

(<http://www.wmich.edu/bios/faculty/malcolm.html> and <http://homepages.wmich.edu/~malcolm/>)

**Office for Sustainability,**

Western Michigan University Kalamazoo MI 49008-5286. 3 March 2016

Dear Student Sustainability Grant Review Committee,

I wish to offer my enthusiastic support for the Student Sustainability Grant project "*A Proposal to add More Trees to the Goldsworth Valley Pond Area*" by Morgan Macfarlane and Annalisa Wilder. I agree with their tenet that interpreted plantings of native trees will provide valuable information for WMU students about the ecosystem services provided by native trees for sequestration of anthropogenically generated carbon excesses. These trees will also assist with albedo effects and increased biodiversity from the organisms that associate with native trees.

I met with Morgan today to discuss the project and was impressed with her high level of motivation. I strongly support the award of a grant.

Yours sincerely,

Stephen B. Malcolm, *D. Phil. Professor*

A handwritten signature in blue ink that reads "Stephen B. Malcolm".



To Whom It May Concern:

In my official capacity as the Western Student Association Campus Sustainability Chair, I would like to offer my support on behalf of Annalisa Wilder and Morgan Macfarlane. I support the Student Sustainability Grant application that they have submitted to myself and the grant allocations committee.

Thank you.



Logan Brown  
Western Student Association  
Campus Sustainability Chair

