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Museum of the White Mountains (MWM) Murals

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PSU Integrated Cluster Project Proposal Form

Title: MWM Mural project

Project Leadership: (Identify Project Director/Manager or Co-Manager/s Tom Driscoll (Professor of Art), Cynthia Robinson (Associate Director of MWM), and Marcia Schmidt Blaine (Exec Director of MWM) with Physical Plant: Mark Anderson (Manager of Building, Maintenance, and Construction) and Deana Atwood (carpenter).

Project Description: Tom Driscoll's AR4700: Special Topics Public Murals class will work with Physical Plant and the Museum to design and painted eight murals in the window areas of the Museum building.

Project Goals and Outcomes:

1. Project Goals – Briefly identify and describe the objectives of this project 1. To enhance the Museum's presence with the regional community; 2. To highlight student work; 3. To bring together the expertise of the Art Department, Physical Plant, and the Museum of the White Mountains.
2. Student Learning Outcomes – Students will work with the Museum as a client and Physical Plant as a co-contractor to design, paint, and install public murals fitting the needs of their client, the requirements of the climate, and the location of the murals. They will learn design, marketing, project process, and public impact.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement: The MWM Mural project fits our move to clusters. Students will take on a high impact learning project with high stakes. The project will enhance their scholarship in service to the University, and bring together three divisions within the University.

In the design phase, students will address a variety of relevant issues as they work with the Museum staff to develop a theme and style (or themes and styles) for their overall project. The possible themes include environmental changes, public reaction to mountain landscapes, interpretive interactions with nature, and others.

Students will be challenged to refine their academic skills while working collaboratively with students, faculty, and staff. According to NSSE, life-changing high impact practices include considerable time and effort, learning outside the classroom, meaningful interaction with others, and frequent and substantive feedback. This project will include all of those.

The anticipated impacts of this project: 1. Public display of student work; 2. Greater integration of the University's divisions with the cluster initiative; 3. Enhanced community presence for the Museum; 4. Greater student understanding of the necessity of collaboration on public work; and 5.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Tom Driscoll	Professor of Art	Leader	Art	tdriscoll@plymouth.edu
Cynthia Robinson	Director, KDAG Asso. Dir, MWM	Co-leader	Art Education, Museum and Gallery collaboration	ccrobinson@plymouth.edu
Marcia Schmidt Blaine	Exec Dir, MWM	Co-leader	History, Museum management	mblaine@plymouth.edu
Mark Anderson	Manager of Building, Maintenance, and Construction	Consultant	See title	mranderson@plymouth.edu
Deana Atwood	Carpenter	Consultant and installation	Carpentry	datwood@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email

Student Participant Profile (Identify the student population/s to be engaged in the project. Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
AR 4700	Working with Museum as a client: collaborate on theme, collaborate on means, design, paint, and installation	UG	Art	12

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
- This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date:

Project Complete Date:

Project Milestone	Milestone Description	Target Completion Date
Consultation	Meet with potential team members, research means and expense, agreement.	12/16/2016
Theme development	Student team meets with client, develops themes, presents them, and listens and reacts to feedback	2/24/2017
Collaboration on project	Students work closely with professor to understand the purpose of public art, materials involved, and client needs. Class meets with Physical Plant partners to understand the materials, external considerations, PSU specifications, and weather-related considerations involved.	4/28/2017
Painting	Paint murals according to client specifications	5/5/2017
Installation	Continued work with Physical Plant to install the murals	5/12/2017

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: