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Resilience: An Interdisciplinary Exploration Featuring Jason Mitcham and PSU Students

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PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

☐ **Project Proposal Form – project scope & outcomes** (*included in this document*)

☐ **Project Guidelines Form – reflective document outlining desirable IC project attributes**

☐ **Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

✓ Download the 3 forms to your computer
✓ Complete the forms and save them; including the title of your project in the file name
✓ Forward the 3 files via email to the IC Project Manager, Ross Humer rhumer@plymouth.edu
✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

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PSU Integrated Cluster Project Proposal Form

Title: Resilience: **An Interdisciplinary Exploration Featuring Jason Mitcham and PSU Students**

Project Leadership: (Identify Project Director/Manager or Co-Manager/s Cynthia Robinson

Project Description: This project has already begun in multiple classrooms this September, and will continue and take physical form in the Karl Drerup Art Gallery, where it will be on view until the end of the Fall 2016 semester. Like its community, the project and exhibit will grow and adapt to its surroundings based completely on student, faculty, and Plymouth resident input.

This collaborative project/exhibit will present a network of connectedness centered around the theme of resilience and vulnerabilities. What does it mean for a landscape or person to be resilient? How does the look of resilience change in different places, countries, or people? Where are the vulnerable spaces right here in Plymouth? What is the difference between sustainability and resilience?

The exhibit content will evolve from PSU student work that happens as integrated into existing course work. The partnering faculty members, meeting over the last 6 months, have been evolving units of study that pertain to this concept, and have been connecting to each other, with the intent that the students and their work will overlap, connect, and collaborate to create images, videos, written work, and interactive elements that will be on display. Visiting artist, Jason Mitcham will be collaborating with students and providing central images for the exhibit.

Commented [NS1]: with the intent that the students and their work will overlap, connect, and collaborate to create images, videos, written work, and interactive elements that will be on display.
EXAMPLES?

A special element of this exhibition will be its organic quality; it will change and evolve over the exhibit time period, with work made by PSU students appearing and connecting to build a rich conversation in real time. At last count, 197 PSU students from fine art, graphic design, environmental, philosophy, digital media, general education, and international student groups will be participating.

Commented [NS2]: great impact for students.

External partners?

Project Goals and Outcomes:

1. **Project Goals – Briefly identify and describe the objectives of this project**
    a. **To create an interactive and interdisciplinary visual experience that explores the concept of environmental and societal resilience.**

2. **Student Learning Outcomes – Outline the expected student learning outcomes**
    a. **Students will create projects that have value for their specific course goals and that contribute to an overall and deeper understanding of resilience as a concept by connecting to other disciplines.**

Project Rationale and Impact Statement:

The project builds on the success of the Fall 2015 interdisciplinary exhibit project, *10,000 Steps and Her Long Walk for Water,* includes many of the creative teaching partners from that model, and expands on the process to include deeper connections for students to the content as well as to each other. This year's project is designed to be organic, flexible, and visual, incorporating multiple ways for students to demonstrate and present knowledge in an experiential and interactive exhibit. The participating faculty and staff team have been meeting over the last 6 months, to develop concepts and invent avenues to overlap and connect units of study, imagining the work from the students' perspective to design engaging and meaningful assignments that will be interesting for the wider student body and public to view and to participate in.

Commented [NS3]: love this

The resulting and unfolding exhibit will visually communicate cross disciplinary collaboration as a process, while illustrating "resilience" for a wider public and environmental agenda.

Commented [NS4]: collaboration as a process

This ground breaking exhibit will include: cutting edge artworks from NYC artist, Jason Mitcham, that combines painting with animation; a live internet GIS map of environmentally vulnerable local sites created via public participation; student research and written work exploring the concept of environmental and social resilience combined with graphic design works, paintings, and painted animations; video interviews, and more. All of these will be the products of multiple collaborations between faculty members and students representing areas of study including art, environmental issues and policies, sustainability, digital media, philosophy, and international education.

The beauty of this project is that it will involve students in multiple classrooms, and then it will be a visual and physical presentation of a model cluster project for the wider campus and

community to gain deeper insights into the process of potential. This project will demonstrate multiple ways that faculty and students can work and think across disciplines, through collaborative concept development, co-scheduling of classes, online communication, and a shared outcome goal.

According to the Plymouth State mission, students are encouraged to connect with the community for, among other things, technological advances, and cultural enrichment. This Resilience project provides ample opportunities for students of different disciplines such as Art, Computer Sci., Env. Science, etc. to work together and to learn from each other.

Part of the Arts and Technologies Cluster vision is to tell stories and make things.... Through this project, many stories from different perspectives will be told, with Resilience as the focus. And many concrete things will be made, such as art works, cartoons, videos, and Youtube presentations.

For students, the work will seem relevant and "real". It addresses close-to-home issues that can be seen immediately. The concept of resilience is a critical contemporary issue being explored and discussed on a global scale. Our project takes the concept from very local mapping of vulnerable sites to the wider region and further, to international student experience. Tracking local sites using an exciting cutting edge live web GIS mapping with public participation.

The project's resulting exhibit will be a learning experience available for the entire PSU community to use and experience, and it will also be a resource for the wider regional and statewide community. The exhibit will be advertised and available as a "field trip" destination for area schools, senior citizen groups, community clubs, and other organizations.

There will be ample hands-on learning opportunities with impact and relevant meaning for students, where they will see their work as part of larger, "real life" issues. For example: From the Computer Science perspective, students in the course, CSDI1300 digital media, are trained to manipulate artworks. Through this project, students will have opportunities to see the other side of the coin, i.e., how art works are created in the first place, which definitely supplies real-life experience as well as cross-disciplinary partnership between art creators and manipulators

Commented [NS5]: What is this about? CS trains students to manipulate artworks?

Project Team

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

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Cynthia Robinson	Director, Karl Drerup Art Gallery	Project manager	Arts admin	ccrobinson@plymouth.edu
Brian Eisenhauer	Director of the Office of Environmental Sustainability Professor of Social Science	Collaborating partner, professor for participating student group	sustainability	**beisenhauer@plymouth.edu**
Amy Villamagna	Assistant Professor of Environmental Science & Policy Conservation Ecology Geospatial Analysis	Collaborating partner, professor for participating student group	environmental science and policy	**avillamagna@plymouth.edu**
Kimberly Ritchie	Assistant Professor of Art, Printmaking Coordinator	Collaborating partner, professor for participating student group	art	**Karitchie1@plymouth.edu**
Maria Sanders	Assistant Professor of Philosophy and coordinates	Collaborating partner, professor for participating student group	philosophy	**msanders@plymouth.edu**

		the Philosophy program		
Pamela Anneser	**Assistant Professor of Graphic Design**	Collaborating partner, professor for participating student group; leading student exhibit designers	**art**	ppanneser@plymouth.edu
Susan Schwartz	Teaching Lecturer, Computer Science	Collaborating partner, professor for participating student group	**Computer science**	sschwartz@plymouth.edu
Jane Barry	**International Student Advisor**	Collaborating partner, professor for participating student group	International	Jane.barry@plymouth.edu
Thomas Janis	**International Programming Coordinator**	Collaborating partner, professor for participating student group- global ambassadors/internat ional exchange students	international	tjanis@plymouth.edu
Zhizhang Shen	Professor of Computer Science	Collaborating partner/advisor	Computer science	zshen@plymouth.edu

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

Name	Organization	Project Role	Discipline/ Specialty	Email
Town of Plymouth Community	**multiple**	**Participants, viewers**	**multiple**	

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
Intro to Environmental Science and Policy	research and writing, with video	undergrad	**environment**	62
KDAG student gallery workers	**Exhibit installation**	undergrad	art	**12**
International Students	**Research and video interviewing**	undergrad	international	**6**
Sustainability in Practice	**Research and writing**	undergrad	sustainability	**12**
Student Design Company	project logo and exhibit design	undergrad	Graphic design	**8**
Graphic Design 1	type compostion	undergrad	**art**	20
" Directions" class	research and writing	undergrad	**General education**	30
Art Foundations: 2D (2 sections)	**Creating paintings and animations**	undergrad	art	**40**
Creative Digital Media	**Creating animation**	undergrad	Computer science	**5**

IRB (Institutional Review Board) Compliance

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

☐ This project DOES NOT require IRB compliance

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: 9/6/2016

Project Complete Date: 12/16/2016

Project Milestone	Milestone Description	Target Completion Date
Project outline and partners	**Project partners identified, student engagement outline created, outcome products identified**	**February 2016-September 2016**
Project timeline	**Project timeline for deliverables and class connections to each other identified**	**9/8/2016**
Student classwork	**Working within courses and connecting across disciplines, first round of activities occur**	**10/7/2016**
Exhibit design plan	**Student Design company works with KDAG to create exhibit plan**	**10/7/2016**
Exhibit installation	**Beginning elements and student products are installed in gallery**	**10/11-14/16**
Student classwork	**Working within courses and connecting across disciplines, second round and continuing activities occur and products are added into the exhibit**	**10/17-11/29/16**
Project documentation	**Throughout project, elements are photographed, videotaped, and summarized via written narratives and anecdotes**	**10/1-12/2/16**

Project culmination	**Products are all documented, culminating event, project evaluation**	**11/29-12/16/16**

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: none