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Growing NHDNH Phase I: Connecting PSU with Historical Society Stakeholders

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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.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to $1,000 can be approved by the Cluster without additional review
- **Level 2**: Any project with a proposed budget of $1,000 but less than $5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3**: Any project with a proposed budget of $5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

Instructions for the PSU Integrated Cluster Project Proposal Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form

Title: Growing NHDNH Phase I: Connecting PSU with Historical Society Stakeholders

Project Leadership: Identify Project Director/Manager or Co-Manager/s: **John Krueckeberg (PI) and Brandon Haas**

Project Description: To build a strong connection between PSU and the New Hampshire Historical Society, this project creates a relationship between the two entities via an experiential learning project conducted in partnership with the nation's exemplary National History Day (NHD) program run collaboratively by the University of Minnesota and the Minnesota Historical Society, a model public university/state-historical-society enterprise that uses college students in open-lab-like settings to reach over 25,000 secondary students each year.[1] This grant will help the state-wide program sponsored by PSU, National History Day in New Hampshire (NHDNH), grow strategically by funding phase I of an envisioned multi-year growth plan.

This year's project, phase I, will utilize a matching grant from the Minnesota Historical Society so as to integrate four members of three entities. From PSU a history professor from the Exploration & Discovery Cluster will join with a social studies education professor in the Education, Democracy, & Social Change Cluster; they will collaborate with the education outreach director of the New Hampshire Historical Society, and all three will work with the education outreach director of the Minnesota Historical Society who holds a joint appointment as a history professor at the University of Minnesota. In the fall the three NH participants will spend five days/four nights in Minnesota learning how the university and society work together, fulfilling each institution's public mission through a collaborative effort. In addition to tours of facilities and meetings with key stakeholders, the NH participants will participate in statewide programming (in rural and urban settings) so as to witness the ways the Minnesota History Day program integrates college students with historical society resources so as to teach (and hone) career-preparing and college-level skills for secondary students.

In the spring the Minnesota participant will follow-up with several days of on-site visits with the NH Historical Society and PSU participants, providing valuable and professional feedback, follow-up, and his perspectives towards growing PSU's NHD program (NHDNH) in "open lab" ways with a strong PSU-New Hampshire Historical Society partnership. Also the two PSU investigators will travel to the University of Maryland at College Park to visit the national headquarters of the NHD program, attend teacher workshops which they can model in NH, and expose the program at the national level to the PSU coordinator of the Social Studies Education major.

Founded in 1974, NHD is a highly respected non-profit organization with an affiliate in each of the 50 states and US territories.[2] Studies report it promotes: rigorous research, effective argumentation, and creative presentation of student-created histories; achieving remarkably successful results.[3]

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  [1] *Annual Report: Fiscal Year 2015* (St. Paul: Minnesota Historical Society, 2016), 2; also, personal conversations with MN Historical Society staff peg the 2016 figure to be 27,000 students reached.
  [2] NHD won the prestigious National Humanities Medal in 2012 and is endorsed by national organizations including, but not limited to: the National Council for the Social Studies, National Council on Public History, American Association for State and Local History, American Historical Association, Federation of State Humanities Councils, National Association of Secondary School Principals, Society of American Archivists, and the Organization of American Historians. *Taking a Stand in History* (College Park, MD: National History Day, 2016), 2.
  [3] Rockman et al, *National History Day Works: Findings from the National Program Evaluation* (College Park, MD: National History Day, 2011), 1-61.

Project Goals and Outcomes:

1. **Project Goals – Briefly identify and describe the objectives of this project**
   (Note this is only for this year, Phase I)
   - A. To understand thoroughly how NHD in Minnesota works to meet the missions of a public university and a state historical society.
   - B. To learn the practical aspects of welcoming students into: i) University classes as content learners, peer educators, and student mentors visiting secondary schools; and ii) Historical Society functions (creating exhibits, researching in archives, conducting outreach in secondary schools).
   - C. Develop curricular ideas for both University education and Historical Society educational outreach.
   - D. Discern known challenges and strengths between university and historical society partnerships.
   - E. Explore ways the NHDNH program can model the ways NHD-MN reaches donors, ranging from corporate sponsorships, to private foundations and trusts. (NHD-MN has a budget of nearly $1,000,000 and annually reaches over 25,000 secondary students and hundreds of University of Minnesota college students.)[4]
   - F. Develop ideas to scale the size of the Minnesota program to NH particulars (Minnesota has four times the population of NH).
   - G. For the NH investigators to learn what they don't know they don't know about running a larger, more integrated program that utilizes college undergraduates in experiential education that improves (as convincingly argued in data-driven analyses and reports) secondary education across the state in rural and urban settings.
   - H. For the NH investigators to learn best practices for running teacher workshops (in Minnesota and Maryland) and use them as models for delivering workshops in NH.

2. **Student Learning Outcomes – Outline the expected student learning outcomes**
   While this phase focuses on learning about programmatically structuring a dynamic, multi-layered set of open-lab experiences for PSU students, and student learning outcomes will be the center of phase II and III, this initial phase for planning nonetheless expects to create a structure in which student learning outcomes will fall into certain broad categories: skill building (constructing webs, making documentaries, assessing the quality and value of the work of others, researching and writing) and real-world experiences outside the classroom (mentoring secondary students, team-building via peers education, communication in public). A related outcome of these is intended to be increased recruitment and improved retention. Current History and Social Studies Education majors will benefit from the fall visits in the Spring of 2017 as they will be offered chances to judge some school competitions and help run the state competition in April. Dr. Haas also expects to implement newfound knowledge into Spring 2017 SSE courses as to provide a richer experiential learning opportunity for students, involving them further during phase I.

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[4] *Annual Report: Fiscal Year 2015* (St. Paul: Minnesota Historical Society, 2016), 2; Minnesota History Day's most recent budget was $978,500.00, according to Kim Fortney, *Affiliate Status Report Summary: 2015-16 Data and Overall Trends* (presentation at the 2016 Bi-Annual Coordinators Meeting, Beltsville, MD, September 30, 2016).

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:

This project begins with collaboration across the disciplinary boundaries of History (in the Exploration & Discovery cluster) and Social Studies Education (in the Education, Democracy, & Social Change cluster), quickly melds with museum education and preservation studies (which I believe just moved into the Tourism, Environment & Sustainable Development cluster), and prepares for crossing into several humanistic and artistic disciplines (notably those housed in the Arts & Technologies cluster).

Educating successful, interdisciplinary students for the 21st century to graduate with sharp critical thinking skills and practical abilities (conducting research, presenting synthesized conclusions, building websites, producing documentaries, and more) is a real-world problem for both colleges and secondary schools. Making historical societies meaningful for young generations is essential to keeping them open and fulfills the missions of the institutions.

Thus universities, secondary schools, the National History Day organization, and historical societies all have common interests surrounding the future of their institutions being better guaranteed by partnerships with organizations holding similar missions to shape the future.

I believe that the grant's questions 1-4 can be more fully fleshed-out, and those of its second paragraph helpfully contextualized, by laying-out in a brief narrative how the three years will follow this first one, a year emphasizing information-gathering.

AY18 will initiate Phase II as PSU welcomes its first entering First Year clustered students. NHDNH will expand on the partnership built in Phase I. Significant numbers of PSU students as well as secondary students across the state will utilize the resources of the Historical Society and provide mentoring opportunities as open-lab experiences are developed in league with the Society. Although the two clusters housing SSE and History students will benefit as a targeted first-audience in Phase II, all interested parties will be invited and the project should begin to integrate with the Arts and Technologies Cluster for creating laboratory experiences of videography, performance, writing, web design, and museum-like exhibit and poster construction. (I have discussed this phase rough-sketches to several members of the A&T cluster.)

Phase III, if accepted by other clusters, will see the full integration of NHD open labs, as I expect Arts & Technologies students serve as mentors to their peers in the Exploration & Discovery and Education, Democracy, & Social Change clusters. Faculty in the Arts & Technologies may teach the techniques of story-telling while Exploration & Discovery

students and faculty will bring to the mix the interrogation of primary sources (and the significance of locating them within sets of secondary sources); and the Education, Democracy, & Social Change will help moderate the mix by challenging the uses to which knowledge and skills from the clusters are applied to the "real world." As professors in these three clusters teach their students, and their students mentor each other, all will be able to practice experiential learning by going in the field to teach these arts, technologies, and methodologies in classrooms across the state and in league with the NH Historical Society. Eventually graduate programs might be engaged, especially the Historic Preservation degree.

Phase III should lead to a fourth phase in which the program's mechanics have been solidified. It should provide professors with scholarship opportunities concerning assessing the impact of the program (not just NHD but even clusters themselves – at least those that partner with this project). Also it should see the beginning of an increasing trend of secondary students who experienced mentorship by a PSU student choosing to attend PSU. In the University of Minnesota model recruitment is positively affected by their NHD program and importantly students in any major attend the University with the chance to be a First Year ambassador working with the secondary schools and historical societies even if they do not plan to major in social studies education or history. In other words, the University of Minnesota has essentially created an open-lab experience that attracts first-rate students of all disciplinary interests – and this is a model worth studying as Phase I proposes to do.

As to the last paragraph's questions, this project builds in a very big way upon a very small program currently on campus. National History Day in New Hampshire is sponsored by PSU but has operated on a shoe-string budget and a lot of volunteer time. The program is loved dearly by secondary students and their teachers and parents; and it has grown. Having emerged in the top quintile of non-credit-generating programs ranked by the URSA process, its excellence is worth preserving and expanding upon; especially as it appears that soon it may become too big for the structure that has nurtured it. Thus the cluster model with its open-lab and real-world integrative approach that welcomes entrepreneurial collaboration with outside constituents (and possible donors), seems to have come at a perfect time. It can provide a vehicle to embrace across-clusters, many professors and very many students; all of which might combine into an exciting new model of teaching. But that new model, as it might apply to the ways Education, Democracy, & Social Change and Exploration & Discovery could evolve, needs to be built with more than just a vision: it needs the practical understanding of how a premier program already runs; and this proposal will do that in addition to providing valuable insight from an on-site visit in NH by the MN partner in this project.

Project Team

PSU Project Participants (<u>essential core team participants</u> including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
John Krueckeberg	Professor of History	PI	History	jkrueckeberg@plymouth.edu
Brandon Haas	Assistant Professor of Social Studies Education	Investigator	Social Studies Education	bjhaas@plymouth.edu

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

Name	Organization	Project Role	Discipline/ Specialty	Email
Elizabeth Dubrulle	**NH Historical Society** Director of Education and Public Programs	Investigator	Museum Education	EDubrulle@nhhistory.org
Tim Hoogland	**MN Historical Society** Director, Education & Outreach; history professor @ UofMN	Consultant	Museum Education	tim.hoogland@mnhs.org

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
History Majors	Volunteers and interns as Phase I is implemented in Phase II	UG	History	34
SSE Majors	See above.	UG	Social Studies Ed.	48
MTD, Com/MediaStd, art, English, English Ed., Childhood Studies	Peer mentors and mentoring interns in late Phase II and III	UG (maybe GR English; Historic Preservation)	MTD, CMS, Art, English, ECS	100s (estimate)

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: 11/1/2016

Project Complete Date: 6/30/2017

Project Milestone	Milestone Description	Target Completion Date
Fall visit to MN	**Visit of MN Historical Society, UofMN, schools, participate in workshops**	**11/11/2016**
Debriefing of visit	**NHHS and PSU discuss findings from trip**	**2/1/2017**
Early Spring visit to NH	**MNHS director of outreach visits NHHS and PSU**	**4/3/2017**
Late Spring visit to NHD national headquarters	**PSU investigators visit National office of NHD; national programming for teachers**	**6/22/2017**
Debriefing/Postmortem	**NHHS and PSU discuss spring visit; project's end**	**6/30/2017**

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: