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Cluster Composition AY 17-18 [Project Proposal]

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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: Cluster Comp AY 17-18

Project Leadership: (Identify Project Director/Manager or Co-Manager/s) Elliott Gruner

Project Description: This multi-year initiative builds cluster-specific Composition classes across the University. The current proposal involves the second one-year increment of implementation with different work in fall and spring semesters of this academic year. Comp faculty teams design, develop, pilot, and evaluate Comp curricula linked to existing and emerging cluster programs, courses, projects, labs, credit models, themes, topics and activities that provide students with cluster-specific experiences for engaged learning. The goal is to explore opportunities in all seven clusters with cluster guide teams and other partners who are ready, willing and able to accommodate an integrated approach to curricular development. Open educational resources (a part of open lab work for the purposes of this initiative) and portfolios will facilitate this work from concept through implementation. The first year of work has been incredibly successful and is well known across campus.

Project Goals and Outcomes:

1. Project Goals – Briefly identify and describe the objectives of this project

- **Enhance student learning**
- **Introduce more integrated and interdisciplinary experiences**
- **Develop, pilot and assess decisive curricular exploration**
- **Provide strategic opportunities to promote writing in the disciplines and partnerships**
- **Provide an integrated suite of portfolio/story platforms** adapted to travel through Composition and into Gen Ed, clusters and potential capstones to help students connect experiences
- **Explore and apply engaged/open resource tools**

2. Student Learning Outcomes – Outline the expected student learning outcomes

In part, address the following student outcomes:

-Students use strategies--such as interpretation, synthesis, response, critique, and design/redesign--to compose texts that integrate the writer's ideas with those from appropriate sources

- Students gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
 - Students develop a writing project through multiple drafts
 - Students extend and expand the concept and reality of audience
- (Adapted from "WPA Outcomes Statement for First-Year Composition" (v3.0) (adopted 17 July 2014))

Project Synopsis (objectives & outcomes): 30 word maximum; capture the project objectives and most significant outcomes for the project. This synopsis should be written for potential use in our internal communications and external Marketing/PR activities.

Cluster Comp develops, designs, pilots and evaluates integrated Comp curricula that make cluster and discipline specific connections, which engage existing/emerging Cluster-specific programs, courses, projects, labs, organizations, themes, topics, and activities.

Project Synopsis (objectives & outcomes):

- enhance student learning** through the range of literacy skills (thinking, writing, reading, speaking, collaborating) by featuring cluster comp during the first year
- bolster the cluster initiative:** provide an early and significant opportunity for faculty to engage cluster-specific concepts, interdisciplinary colleagues, and project partners in shared curricular work that will reach audiences across campus and beyond, and provide a catalyst for cluster growth
- pilot and assess a decisive curricular change:** bring together Composition, students, faculty, disciplines, clusters, projects and partners in new and significant ways to examine how course convergences, credit structures, program curricula, faculty workload, and Gen Ed (among other things) may evolve to realize the integrated cluster initiative vision
- provide a strategic decision opportunity** for scaling a writing-in-the-disciplines model that integrates the best emerging opportunities within clusters with the traditional rigor of Composition
- provide a finite and integrated suite of portfolio/story platforms** adapted to travel through Composition and into Gen Ed, clusters and potential capstones to connect student experiences
- explore and apply open lab and studeo/open resource tools** to enhance student learning while providing the range and depth of material required by existing and developing curriculum

Project Documents/Pictures/Videos On-line Archive: post the link to on-line project resources captured in this project, especially, pictures, videos, "Quotable Quotes" and other project documents.

Project Documents/Pictures/Videos On-line Archive:

Poster available and online Moodle page for student enrollment (video and documents) developed but not yet posted by the Registrar (so no link yet).

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:

Cluster Comp will help rapidly and rigorously integrate faculty and students into the cluster concept at an early stage in curricula and experience. The connections made through this program will provide a catalyst for other aspects of cluster work such as curriculum change, FYS development, and General Education revision. Composition has long sought great connections across disciplines and curricula at PSU. Nationally, writing in the disciplines remains a high impact curricular practice that distinguishes elite programs. Recent years-long efforts to link Comp with FYS have been successful on a small scale and proven the importance of integrated, interdisciplinary learning to enhance student writing, reading, thinking and research, particularly during the first-year experience.

New Integrated Clusters provide a unique opportunity to extend and explore the benefits of linking Comp to courses, projects, partners, labs and activities within emerging clusters. FYS, as you might imagine, isn't necessarily the only or best fit for the link; therefore, this project will seek to extend previous efforts and invigorate the new cluster environment in order to assess, in part, new links beyond FYS.

The first year of the project has been exceptionally successful with information, briefings, summaries, posters and other information provided to faculty, partners, students, chairs, deans, staff, administration, and the USNH Board of Trustees.

Project Team

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

Position/ Title	Project Role	Discipline/ Specialty
11 Teaching Lecturers	Faculty Fellows	English
5 Graduate Assistants	Teaching Assistants	English
6 Academic Departments/Disciplines	partners	Biology, Math, Business, History, Social Science, Education
Museum of the White Mountains	partner	Graphic narrative
Registrar	partner for building enrollment strategies	Administration

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

Organization	Project Role	Discipline/ Specialty	Email
Knower Academics	partner	Education/business	Jay Knower
Laconia Bike Week	partner	Tourism/business	Jennifer Anderson
White Mountain National Forest	partner	Environment/tourism	William Dauer

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
Predominantly First Year students	Student taking Composition	Undergraduate	All	400-600
Teach Assistants	Instructors	Graduate	All	4 - 8
Student organizations	partner	Predominantly Undergraduate	All	50 to 100

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: Select an Option

IRB Approval Date: [Click here to enter a 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.

Current AY Project Start Date: 8/28/2017

Current AY Project Complete Date: 6/15/2018

Overall Project Milestone	Milestone Description	Target Completion Date
Project development	Project development, training, first round pilot	6/16/2017

Project pilot year	Second round pilot, second cohort development, first round assessment	6/15/2018
Project maturation and integration	Third round pilot, third cohort development, second round assessment, Gen Ed integration	6/14/2019

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: Course development, writing-in-the-disciplines/WAC transition, rhetorical theory, writing in communities, digital classroom applications