Forest to Forest: Bicknell's Thrush Field Trip to Visit Breeding Habitat [Project Proposal]

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Plymouth State University

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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: Forest to Forest: Bicknell’s Thrush Fieldtrip to Visit Breeding Habitat at Cannon Mountain

Project Leadership: (Identify Project Director/Manager or Co-Manager/s Mary Ann McGarry

Project Description: This specific fieldtrip proposal is part of a series of events planned by the Forest to Forest Bicknell’s Thrush project management team that meets monthly. To date, we have been funded for a student assistant, spring ‘17, to help plan and organize this July ‘17 fieldtrip; to be followed by a movie on October ’17 (separate proposal); a conference October ‘17 (separate proposal); an envisioning the exhibit planning session, November ’17; and a culminating exhibit with related workshops in spring 2018 (last two combined as a proposal).

The focus of this fieldtrip proposal is to give three groups an opportunity to visit the breeding habitat of the Bicknell’s Thrush at Cannon Mountain, where the birds are known to breed during the summer months. The three invited groups of participants include: 1) the project management team, (approximately 10); 2) students in a summer graduate course taught by PSU faculty member and project management team member Gerry Buteau in Education (approximately 10), and 3) teachers from the Dominican Republic participating in the New Hampshire National Writing Project Institute led by Meg Peterson, PSU faculty member in English and project management team member (approximately 10). Greg Keeler, (PSU alumnus) Director of Sales and Marketing, of Cannon Mountain will be the groups’ host and guide. NH Audubon has been monitoring the presence of the birds during the breeding season as part of Cannon Mountain’s mitigation plan for expanding operations in their acquisition of Mittersill Mountain in the last couple of years. An earlier project involved creating an educational brochure to inform skiers and tourists who ride the tram in the summer of Cannon’s role in the stewardship of the forest ecosystem that supports this bird species. The International Union for the Conservation of Nature classifies this bird species as vulnerable. The monitoring zone is shown on Cannon Mountain’s map of the mountain and is of terrain 2500 and above where no management activities are to take place.

Project Goals and Outcomes:

1. Project Goals – Briefly identify and describe the objectives of this project
   The main goal of this Forest to Forest project is to raise awareness, partly by developing educational materials for communities at both ends of the bird’s migratory path. This project proposes bringing educators together from two countries to start this process.
• A main objective of the fieldtrip project is to provide participants (groups stated above) with an opportunity to visit and observe firsthand the breeding habitat of the Bicknell’s Thrush- spruce fir forests above 2500 feet.
• A second objective is to connect educators from New Hampshire with educators from the Dominican Republic around an environmental problem that connects the two regions. It is imperative that both groups understand the monitoring process and challenges of conservation of the habitat in both the breeding and winter habitat regions.

2. Student Learning Outcomes – Outline the expected student learning outcomes
The “students” in the project include all the participants-faculty and staff involved in the project, PSU graduate education students enrolled in PSU faculty member Buteau’s class, and teacher/educators participating in the NHNWP Institute, led by PSU faculty member Meg Peterson. The outcomes for all will be the same to be able to:

• Describe the unique ecology of the Bicknell’s Thrush- a bird that has one of the most restricted breeding and wintering ranges of any North American bird;
• Recognize the bird and identify its breeding habitat;
• Explain the threats and measures being taken to conserve this bird’s population and habitat in New Hampshire;
• Appreciate that the Bicknell’s Thrush is an indicator species of biodiversity for two very different regions- New Hampshire’s high peaks and the forests on the island of Hispaniola.

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.

The Forest to Forest Bicknell’s Thrush project aims to promote education and thereby assist with challenging conservation issues of a migratory bird that connects New Hampshire with the Dominican Republic and Haiti on the island of Hispaniola.

Project Synopsis (objectives & outcomes):
This specific, introductory fieldtrip project is focused on bringing together a multicultural group of educators from the two ends of the migratory path of the Bicknell’s Thrush- New Hampshire and the Dominican Republic- to raise awareness about the ecology of the bird. Objectives and outcomes are listed above.
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.

Currently all project management activities are housed on a Moodle site, any interested PSU community members can be added.

Project Documents/Pictures/Videos On-line Archive:

A description of the bird along with photos and calls can be found at: http://www.audubon.org/field-guide/bird/bicknells-thrush.

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:

Addressing the Mission and Vision of PSU:

This specific fieldtrip project will bring together PSU faculty from different disciplines (at a minimum- ESP, English, Art and Education) as well as educators (K-16) from two cultures- New Hampshire and the Dominican Republic. This specific project is capitalizing on the presence of two groups of educators who will be on the PSU campus summer of ‘17; the
migratory bird connects the two cultures. Other external partners interested in the series of project events planned for the next academic year will also be invited to attend the fieldtrip.

Addressing a Relevant Societal Issue:
Conservation of the Bicknell’s Thrush is of high concern. An International Bicknell’s Thrush Conservation Group comprised of a coalition of scientists, natural resource managers and conservation planners, has formed to provide a coordinated effort to study and conserve this songbird that faces threats at every stage of its life. The group has developed an innovative plan of action to keep the bird from becoming endangered. Their website outlines their
comprehensive plan and has links in English, Spanish, and French- http://bicknellsthrush.org/.

Establishing Relationships with Partners:
The project management team has had strong interest and commitment from a host of diverse external partners from: Vermont Center For Ecostudies, United States Forest Service, Cannon Mountain, New Hampshire Audubon, and more. Representatives from these organizations and others have been invited to participate in the series of activities (including a conference and exhibit at the Museum of the White Mountains) planned through Spring ’18.

Making an Impact:
The goal of the project is to foster awareness, outside of conservation circles, of the plight of the bird and help protect the habitat through new educational outreach activities. We are starting by introducing educators to the bird and its habitat so they can develop and implement curricular materials and conservation activities in New Hampshire, and the Dominican Republic.

Integration with PSU courses:
Educators from two existing PSU summer programs are being invited to attend the fieldtrip to Cannon Mountain to learn about the Bicknell’s Thrush and observe its breeding habitat. Additional project activities to be offered in the fall and spring of the ’17 and ’18 academic year will involve additional PSU courses -specifically Conservation (required of several majors) and sections of Issues and Sustainability (meets a self and society general education
requirement and is the first and only one of two required courses for the minor in Sustainability). The public will be invited to the movie, conference, and exhibit.

**High Impact Learning:**

The Forest to Forest Bicknell’s Thrush project management team brought forward a proposal to a subset of the Curriculum Committee to offer an Integrated Cluster Course (ICC) for multiple credits as an incentive to encourage students to participate in multiple phases of the project. At this time in the changing structure of PSU, the recommendation was to submit the proposal as an experimental course. The goal will be to explore questions, issues, and answers for future development of cluster courses. By enrolling in course credit, as part of the assessment, we can ask students to write reflections about how the various project components connect, and how the project relates to their other courses and career goals. By tackling a multicultural, international issue, students will be exposed to how politics, language, culture, economics, and science shape conservation efforts.
# Project Team

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

All project leadership team members are invited to the fieldtrip: Steve Whitman, Sheryl Shirley, Len Reitsma, Cynthia Robinson, Marcia Schmidt Blaine,

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/ Title</th>
<th>Project Role</th>
<th>Discipline/ Specialty</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Ann McGarry</td>
<td>ESP faculty</td>
<td>Project Leader - Will attend Buteau’s graduate eterson’s writing institute to market the fieldtrip</td>
<td>Science communication</td>
<td><a href="mailto:mmcgarry@plymouth.edu">mmcgarry@plymouth.edu</a></td>
</tr>
<tr>
<td>Meg Peterson</td>
<td>English faculty</td>
<td>Director of the National Writing Project - New Hampshire hosting a delegation of educators from the Dominican Republic, will accompany DR participants</td>
<td>Teaching writing</td>
<td><a href="mailto:Megjoanna@gmail.com">Megjoanna@gmail.com</a></td>
</tr>
<tr>
<td>Gerry Buteau</td>
<td>Education faculty</td>
<td>Will accompany students enrolled in the course</td>
<td>Teaching curriculum design</td>
<td><a href="mailto:gbuteau@plymouth.edu">gbuteau@plymouth.edu</a></td>
</tr>
</tbody>
</table>

**Non-PSU Project Participants** *(stakeholders; partners; academic institution; etc.)*
All external project participants are invited to attend the fieldtrip: Leighlan Prout, USFS; Susan Mathison, formerly of the USFS, retired; Pam Hunt, NH Audubon; Kianny Antigua and Keiselim Montas, both Dominican writers, Canon, NH., Cliff Gleason, artist who will participate in exhibit workshop.

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Project Role</th>
<th>Discipline/ Specialty</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Keeler</td>
<td>Cannon Mountain</td>
<td>Fieldtrip leader</td>
<td>Director of Operations</td>
<td><a href="mailto:gregory.keeler@dred.nh.gov">gregory.keeler@dred.nh.gov</a></td>
</tr>
</tbody>
</table>

**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)*

<table>
<thead>
<tr>
<th>Class/ Student Organization/ Individuals</th>
<th>Role in Project</th>
<th>Academic Level (Undergraduate or Graduate)</th>
<th>Academic Discipline</th>
<th>Total Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Education course</td>
<td>New Hampshire K-12 classroom teachers</td>
<td>Graduate students</td>
<td>Education</td>
<td>Approximately 7</td>
</tr>
<tr>
<td>National Writing Project New Hampshire Summer Institute participants</td>
<td>K-16 educators</td>
<td>Graduate students</td>
<td>All disciplines</td>
<td>Approximately 7</td>
</tr>
<tr>
<td>Todd Dickinson</td>
<td>Student worker employed on the project through May ‘17</td>
<td>Undergraduate</td>
<td>ESP major</td>
<td>1</td>
</tr>
<tr>
<td>Dominique Carr</td>
<td>Worked on Cannon Brochure as an Independent Study</td>
<td>Undergraduate student</td>
<td>Environmental Biology major</td>
<td>1</td>
</tr>
</tbody>
</table>
IRB (Institutional Review Board) Compliance

IRB Compliance: [http://www.plymouth.edu/office/institutional-review-board/](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:** 7/1/2017

**Project Complete Date:** 7/31/2017

<table>
<thead>
<tr>
<th>Project Milestone</th>
<th>Milestone Description</th>
<th>Target Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set date of fieldtrip</td>
<td>Agree with Greg Keeler on date for fieldtrip to Cannon Mountain.</td>
<td>5/1/2017</td>
</tr>
<tr>
<td>Invite PSU videographer to attend</td>
<td>Ask videographer to accompany us and take footage for the conference fall ‘17 and exhibit spring ’18 (both separate proposals)</td>
<td>September 1, 2017</td>
</tr>
<tr>
<td>Invite participants</td>
<td>Invite Gerry Buteau’s class and Dominican Republic educators attending the Writing Institute on the PSU campus</td>
<td>7/1/2017</td>
</tr>
<tr>
<td>Run fieldtrip</td>
<td>Drive to Cannon, take the tram, tour the mountain looking for nests and birds.</td>
<td>Date of the fieldtrip</td>
</tr>
<tr>
<td>Ask participants to complete evaluation/survey</td>
<td>Administer end of fieldtrip day</td>
<td>Date of fieldtrip</td>
</tr>
</tbody>
</table>
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: McGarry will give a presentation to both groups of students prior to the fieldtrip to explain the project goals.