Project Proposal Planning Guidelines Form

The project proposal planning guidelines form is provided as a reflective document to assist in developing a proposal that leverages PSU’s capabilities and demonstrates its potential impact.

This is NOT a pass/fail rubric! It is expected that few projects will contain all aspects of this high impact attribute profile. The purpose of completing this form is to contemplate how the project can be structured to provide maximum benefits for our students, faculty, staff, and external constituents.

Project Review Criteria

1. High impact outcomes and measureable objectives are defined
2. Cross disciplinary strengths in service, scholarship, and research are leveraged collaboratively
3. The needs of PSU’s external stakeholders and partners are specifically addressed
4. Existing or planned PSU resources (e.g., faculty; staff; facilities; funding) are effectively leveraged
5. Student participation integrates experiential, high impact learning activities
6. Multi-disciplinary teams focus on real world social issues / problem-solving
7. PSU skills, knowledge, and experience create competencies that can be reapplied in future activities
8. Scope enables expansion in growing the quantity of PSU participants and stakeholders/partners/audiences
9. Core concept encourages growth, development, continued enrichment, and investment over time
10. Supports and acts upon PSU and cluster vision and mission
Project Proposal Planning Guideline Form

Project Title: Cultivating Sustainability Leaders

Project Submitter: Mary Ann McGarry and Abby Goode

Form Completion Date: 8/15/2017

Instructions: Please complete the following elements of this form by selecting the most appropriate box for each of the ten (10) attributes.

1. High Impact Outcomes and Objectives – identifying specific measurable results

☐ A. Outcomes and objectives are vague and over-generalized.
☒ B. Outcomes and objectives are clearly defined and demonstrate high impact potential.

20 first year PSU students from different majors enrolled in two courses- English Composition and Issues in Sustainability- will participate in a daylong fieldtrip to Green Mountain College, VT – a leader in sustainability initiatives, for the purposes of learning about feasible projects to implement at PSU. Participants will design, write, and present about proposed projects for PSU from ideas generated from the visit to Green Mountain College.

2. Cross-Disciplinary Faculty/Staff Alignment – leveraging strengths in Service, Scholarship, and/or Research

☐ A. Project is aligned to individual faculty/staff interests.
☒ B. A multi-disciplinary faculty/staff collaborative team has emerged, including project leaders; the project clearly aligns with multi-disciplinary Service, Scholarship, and/or Teaching activities and interests of faculty/staff.

Two faculty members- one from English and one from Environmental Science and Policy- are serving as project leaders and will have opportunities to meet with students during class time after the fieldtrip, proposed for the middle of October, to ensure maximum learning from the fieldtrip to Green Mountain College, VT. PSU faculty and staff will be part of the audience invited to the students’ final presentation on their proposed sustainability initiatives for PSU. This will allow students to receive authentic feedback on their proposed initiatives.

3. Community Partners, Stakeholders, and Team Alignment – building multi-disciplinary teams with external stakeholders/partners

☒ A. Project Scope does not explicitly include the needs of external stakeholders/partners.

☐ B. Project Scope includes and incorporates the stated needs of external stakeholders/community partners.

The Town of Plymouth passed a resolution in spring of 2017 to become an ecologically green community promoting eco-tourism. Student projects developed from this proposal which will most likely focus on the PSU campus will be shared with the external stakeholders/partners supporting the town resolution.
4. Resource Alignment – leveraging existing or planned PSU resources (e.g., faculty; staff; facilities; funding; etc.)

☐ A. Project resources are partially adequate or inadequate to support the project scope and outcomes.
☒ B. Project resources are fully capable of supporting the defined project activities and high value outcomes.

The budget request is for transportation and meals on the day of the fieldtrip to Green Mountain College. However, the high value outcomes will develop after the students return and propose projects for PSU.

5. Student Alignment – engaging students in high impact learning and experiential activities

☐ A. Project scope identifies very limited student engagement/participation in experiential/high impact learning.
☒ B. Project scope provides active and engaging experiential participation through research activities, internships, service opportunities, applied learning, and/or integration with existing courses.

Project activities, beginning with the proposed fieldtrip to Green Mountain College and culminating with developed proposals for the PSU community members and other invited guests, will be active, engaging, and experiential. Students will work in small groups to develop their own original and feasible project for PSU, as part of the assignment for their two courses, inspired by their trip to Green Mountain College. Building in choice for students is often a motivating factor. Also, the opportunity to engage in promoting an applied project as part of their legacy for the campus can be a positive driving force.

6. Project Theme Alignment – defining project outcomes that align with external issues, problems, or needs

☐ A. Project does not incorporate relevant social issues/real world problems on a local, regional, national, or global basis.
☒ B. Project clearly incorporates relevant social issues/real world problems on a local, regional, national, or global basis.

Promoting new, sustainable initiatives at PSU should be good for the environment and the University budget. Meeting these criteria can be part of the rubric for evaluating the projects. Promoting sustainable models and acting locally for their campus and community helps students develop transferable skills to be effective in adopting sustainable project in places where they eventually move and in this way the outcomes are relevant, real world and global.

7. Self-Reinforcing – developing skills, knowledge, and experience to be reapplied in future activities

☐ A. It is unclear how the development of skills, knowledge, and experience can be applied in future activities.
☒ B. The development of skills, knowledge, and experience in this project are essential to successfully pursuing future activities and cluster projects.

As described above, in responding to criteria #6, students will develop skills, knowledge, a mindset and experience in what is involved to successfully implement sustainable projects involving waste, food, water, energy, transportation and an integrated systems approach. The intent is that some of the projects will come to fruition over time. Future classes and student leaders that emerge from the class can continue to work on implementing the recommended projects in future semesters and years.
fact, students from last fall’s sustainability-themed composition voiced excitement about moving forward with their initiative at the end of the class.

8. Project Scalability – expanding the impact of the project by growing the quantity of participants and stakeholders/partners

☐ A. Project has significant limitations in expanding faculty, staff, stakeholders, and/or student participation

☒ B. Project enables scalable and efficient expansion of faculty, staff, stakeholder communities, and student participation; this can relate to the growth and development of the project, related projects and services, and increased community and/or stakeholder participation

Outcomes of the project at the end of the semester and beyond can be shared with others on the PSU Sustainability Minor Council and those in the TESD Cluster as well as those who host our fieldtrip at Green Mountain College. Green Mountain College then can add disseminating their model to PSU as part of their outreach. Moreover, if supported and successful, this linked course experience could develop into an interdisciplinary, first-year residential academic program in future years—one that supports PSU’s vision of integrating academic and student affairs, enriching the first-year experience, and improving retention.

9. Sustainability – enabling the project concept to continuously grow and develop over time

☐ A. Project requires significant internal PSU funding and resources for extended duration

☒ B. Project has high potential to supplement PSU support with external resources and/or defined path to be self-sustaining without significant ongoing PSU funding

Abby Goode required students in her course to propose sustainability initiatives before linking her course with Issues In Sustainability taught by Mary Ann McGarry. This project expands students’ preparation for this required assignment. Student presentations will also help raise awareness amongst others on campus about the viability and benefits of proposed projects. Budget considerations can be built into the presentations. Opportunities for external resources can even be identified.


☐ A. Unclear and over-generalized correlation with PSU Vision and Mission and Cluster Mission

☒ B. Clearly stated connection and support of PSU Vision and Mission and Cluster Mission

The proposed project addresses the PSU Vision and Mission and most definitely the Cluster Mission as one Cluster is focused on Tourism, Environment, Sustainability, and Development.

The following excerpt can be found on the PSU website:

*Plymouth State University’s efforts on sustainability are anchored in a commitment to educate students about a sustainable lifestyle, to study and care for the environment, and to promote sustainability to the campus community and the world beyond. Sustainability efforts are evident throughout campus; in a program that integrates sustainability across the curriculum, in residential life, and in dining services. For over 25 years, Common Ground, a student environmental and social justice organization, has been focusing on environmental issues*
through events and service projects. The University’s commitment to the environment also encompasses new courses and majors aimed at preparing graduates for careers in environmental science, stewardship, and policy; a long-standing campus-wide recycling program; and EcoHouse, a “living-learning laboratory” that shows students how even small-scale environmental design features can have important environmental implications, from https://www.plymouth.edu/sustainability/.