**Integrated Cluster Project Completion Report**

**Project Title:** Contemplative Communities

**Project Synopsis (objectives & outcomes 30 words):** Contemplative Communities integrates course work and community engagement, offering students real-world experience applying contemplative approaches to problem-solving. We help students develop and practice a sense of agency, resilience, and curiosity in and beyond the classroom.

**Project Leader/Leaders:** Dr. Karolyn Kinane

**1st Funding Cluster:** Health & Human Enrichment

**2nd Funding Cluster:** Education, Democracy & Social Change

**3rd Funding Cluster:**

**Project Activity Code:**

**Project Duration:** August 31, 2018

**Project Accomplishments Summary Statement: (max 200 words)**

In the past five months, Contemplative Communities has established guidelines for and membership of an Advisory Board, including undergraduate and graduate student representation, as well as faculty, staff, and community members.

Two students, two alums, and one faculty member presented a conference panel at Keene State College entitled “Contemplative Education: Impacts, Outcomes, Transformations.”

The Project Leader participated in the Mind and Life Summer Research Institute.

Our General Education team developed four courses that explicitly engage contemplative approaches to Scientific Inquiry, the Past and Present, Self and Society, and Creative Thought to serve sixty students Spring 2018.

Undergraduate participants have drafted a constitution for a new Student Organization.

We have begun developing an interfaith space for reflection, meditation, and prayer at the former Episcopal Church.

We have hosted a summer community reading group, fostered ties with the Ed.D. program and have begun mentoring four doctoral students on Mindful Leadership and Education projects.

We have formed partnerships with the American Holistic Nurses Association, the State of New Hampshire Home Visiting Program, and Pemi Baker Hospice.

We have filmed a promotional video and submitted copy for web-presence.

Full details available in “July 31 update to Contemplative Communities Cluster Project”

**Future Recommendations/Lessons-learned:** It has been most difficult finding who makes decisions about a variety of issues on campus. For example, A “Closed Labs” proposal emerged from the
March 28, 2017 Contemplative Communities information session. It was submitted to Deans, Cluster Guides, and select Cabinet members in April, with follow-up emails in May and June to see if the proposal had been discussed anywhere with anyone. While various people expressed ideological support for this proposal, it was unclear who could move this proposal forward and to whom it should be sent. The Contemplative Communities Project Manager met with Tracey Claybaugh Monday June 26th 10:30 to discuss this proposal, once the university had begun negotiations to purchase space. It is now unclear who will support renovating, equipping, and maintaining this space.

The second difficulty is website presence. It has been five months and there is no web presence for this project, despite numerous requests and communications from the Project Leader. It is very difficult to draw people to participate in a program that seems to have no support from the university, which webspace indicates.

Project Documents/Pictures/Videos On-line Archive:

2) April 21-22 2017 Contemplative Education: Impacts, Outcomes, Transformations

![Image](https://via.placeholder.com/150)

*John Rodgers, Rachael Ferranti, Karolyn Kinane, Lindsey DeRoche, Jessica Eldridge at the 38th Annual Medieval and Renaissance Forum, Keene, NH*

3) I know you ask for a link, however, no one has posted our information. Therefore, I copy and paste here copy that I have asked to appear on a website:

Quote and photo from Raegan Young, ’18, Environmental Science and Policy: "I hope to help students like me find the same enthusiasm in contemplative learning as I did. Together, we can practice self-awareness and growth, encouraging and enriching each other's discovery!"
Overview:
Contemplative Communities is a group of Plymouth State students, staff, faculty, and community members who are dedicated to purposeful living-- to reducing suffering and increasing joy-- through use of contemplative practices.

We steward courses on contemplative inquiry, create contemplative spaces on campus, advise an emerging student organization, and draw input from our broader communities about how best to serve, responding nimbly to needs as they arise.

We are particularly interested in integrating course work and community engagement, offering students real world experience applying contemplative approaches to problem-solving, and supporting students' residential life so that they may develop and practice a sense of agency, resilience, and curiosity in and beyond the classroom.

We aim to create a climate for contemplation and action, for reflection and service, for mindfulness and agency. To this end, we engage in meditative and contemplative practices as well as discussions about purpose and meaning to more effectively and ethically serve our communities.

To learn more about our student organization, CAPE (Contemplative Action, Purposeful Expression), contact Joe Scala jdscala@plymouth.edu or visit here [website to student organizations.. that will be available in the Fall...]

To learn more about our First Year Student discussions on Living With Purpose, contact Mark Fischler [hotlink address] or Karolyn Kinane [hotlinked address]

To learn more about courses, partnerships, and community events, join our Facebook Group [hotlinked to here: https://www.facebook.com/groups/125348304691642/] and/or contact Dr. Karolyn Kinane [hotlinked to my email address].

Plymouth State students, faculty, and staff can also add themselves to the user-Contemplative Education "Group" in Microsoft Outlook. Community members can request addition by emailing Dr. Karolyn Kinane [again hotlinked to my email address].

Project Completion Report Date: 7/31/2017

☒ I/We, as Project Leader/Leaders, understand that funding is limited to the scope of this project, that all expenses associated with this project have been filed, and that no reimbursements are possible after the Project Completion Report has been submitted.

**Project Assessment Criteria** (both Qualitative and Quantitative responses):

☐ High impact outcomes and measureable objectives that were achieved:

☐ Cross disciplinary strengths in service, scholarship, and research in evidence:
The needs of PSU’s external stakeholders and partners that were satisfied:

Primary PSU resources (e.g., faculty; staff; facilities; funding) that were utilized:

Quantity of Students participating in experiential, high impact learning:

Academic disciplines employed in real world social issues / problem-solving:

PSU skills, knowledge, and experience competencies to be reapplied in the future:

Growth opportunities for future PSU participants and stakeholders/partners:

Potential ideas for growth, development, continued enrichment, & external investments:

Direct linkage evidence to PSU and cluster vision and mission:
Instructions for the Integrated Cluster Project Completion Report

Please follow the following guidelines in completing this form:

Project Title: Enter the Title used in the original Project Proposal Documentation

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.

Project Leader/Leaders: List the name(s) and title(s) of the PSU Project Leader or Leaders

1st Funding Cluster: Select the primary funding IC from the drop-down menu

2nd Funding Cluster: Select the secondary funding IC or “N/A” from the drop-down menu

3rd Funding Cluster: Select the tertiary funding IC or “N/A” from the drop-down menu

Project Activity Code: if funded by Integrated Cluster/Clusters, enter the 6 character financial accounting Activity Code assigned to this project.

Project Duration: Enter the Project duration, including start and completion dates; note if this is a first phase of an ongoing project.

Project Accomplishments Summary Statement: Prepare a brief statement of the accomplishments achieved by this project; limit the length to 200 words maximum. Statement should be easily understood and interpreted by non-experts and be crafted for use across PSU (Staff; Faculty; Students) and with external audiences.

Future Recommendations/ Lessons-learned: Briefly summarize how external partners/constituents and PSU faculty, staff, and students could benefit from specific future improvements in planning, engaging, and executing similar projects.

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 Completion Report Date: Use the drop-down calendar to select the date this report was completed

Check-box: Click on the check-box to confirm the following: I/We, as Project Leader/Leaders, understand that funding is limited to the scope of this project, that all expenses associated with this project have been filed, and that no reimbursements are possible after the Project Completion Report has been submitted.

Project Assessment Criteria (both Qualitative and Quantitative responses): Provide text inputs for each of the ten Project Guideline attributes. It is especially important to include both the qualitative accomplishments and quantitative results achieved in completing this project.

Addenda Section: If required, use an Addenda section to incorporate any additional material deemed important in documenting this project.