

## **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: Campus as a Living-Learning Laboratory: Engaging Students to Communicate Sustainability at Merrill Place**

**Project Submitter: Brian Eisenhauer**

**Form Completion Date: 3/7/2017**

**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.

The project goal to engage students in designing outreach and education signage on sustainability features used in Merrill Place is a clear objective with final products that will impact residents and visitors to the building for years to come.

## **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.

The project engages students from *Issues in Sustainability* classes with professional architects, Residence Life staff, faculty from 3 different departments, and sustainability staff. The sustainability students also collaborate with graphic design students and the many partners to produce a final product.

## **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 work brings together the professional team from Perkins and Will and professional staff at PSU with students to produce a “real-world” product from class efforts.

## **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 project uses existing resources and a large capital project on campus to create learning opportunities for students. Doing so can provide a model we can continue to employ on campus to create a “living-learning laboratory” in our community for students to learn about sustainability.

## 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.

To produce the signs students have to research the sustainability features of the building and the issues they address and create messaging about them, which occurs in existing courses in consultation with partners. The graphic design students will work in class to collaborate with PSU and Perkins and Will (Architectural Firm responsible for Merrill Place) staff to produce the final designs in a model of professional work. The outcomes will be used in the new building by PSU and will reach thousands of residents and visitors.

## 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.

The project addresses the important role of sustainability in buildings and demonstrates PSU's commitment to engage our students in producing a more sustainable future.

## 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.

This project provides a model of ways we can use campus as a “living learning laboratory” for experiential and applied learning about sustainability and other issues.

## 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

Future projects can engage more classes and faculty in similar efforts on campus including efficiency upgrades, not just large capital projects.

## 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

We are engaging in capital and efficiency projects continuously as it is both “the right” thing to do and economically sensible, and we can continue to engage students with support for this kind of work that encourages faculty to get engaged.

**10. Supports and Acts upon PSU Vision and Mission and Cluster Mission**

- 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

This project engages both the TESD and the Arts and Technology clusters, and includes faculty and students from programs in both. By the nature of the work and topic it engages partners and students in collaborative interdisciplinary work with “real-world” outcomes, so it is a good example of work in support of the “PSU Vision and Mission and Cluster Mission”.