

## **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 measurable 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:** Pre-Professional Eating Disorders Education

**Project Submitter:** Mardie Burckes-Miller

**Form Completion Date:** 3/1/2017

**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.

## **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.

## **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.

## **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.

## **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.

**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.

**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.

**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

**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

**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