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Planning for the Future: How Are Our Communities Addressing Changes in Land Use and the Environment [Project Proposal]

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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: Planning for the Future: How are our communities addressing changes in land use and the environment?

Project Leadership: (Identify Project Director/Manager or Co-Manager/s June Hammond Rowan, Associate Director, Center for the Environment

Project Description:

Throughout the United States, land use and development are shaped by the plans and decisions made at the local level, typically by municipalities and counties. Since the Standard City Planning Enabling Act was passed in 1928, planning commissions and planning boards have been empowered to develop and adopt master plans to guide the physical development of our landscape and public improvements. Today, in New Hampshire, as in most states, one of the primary duties of local the Planning Board is to create and adopt a Master Plan that guides the development and future land use of a municipality (NH RSA 674:2). Master Plans are designed to provide a comprehensive vision and land use goals for a community. They typically include objectives for population, housing, transportation, utilities and public services, community facilities, recreation, natural resource conservation and preservation, and economic development. These plans guide decisions about the future development of our communities and can have profound impacts both regionally and statewide.

Despite being the official source of information about the vision and goals for our communities and land use, little research has been done to analyze the content of these plans in New Hampshire or any region. We lack a comprehensive analysis how New Hampshire communities are addressing environmental issues related to our air, water, forests, and other natural resources and habitats. We do not know if our communities are concerned about climate change and what their plans are for adaptation and mitigation. We do not have a complete understanding of the goals that are in place to help our landscape, communities, and people adapt to the future. This research project will use qualitative research methods to address these gaps.

Data for this study will come from publically available Master Plans from the 232 New Hampshire communities that have Master Plans. All Master Plans in New Hampshire are required to have a vision and land use sections and these components will be analyzed to determine the content, themes, similarities and differences across communities using NVivo qualitative research software. Data will be coded and themes developed to produce the analysis of the Master Plans. Our goal is to sample approximately 25% of these communities distributed across all of the state's nine regional planning commissions.

This project will supplement an award to PI June Hammond Rowan from the 2015 PSU Faculty Research & Scholarship Fund (PSU-FRSF). Integrated Cluster Project Funding (PSU-ICPF) will provide the opportunity to expand the research funded by the PSU-FRSF by providing more in-depth analysis related to how New Hampshire communities are addressing stormwater, a major and growing challenge nationwide causing pollution, flooding and other impacts imposing serious impacts on water quality, public health and local economies (USEPA, 2016). In addition, PI June Hammond Rowan intends to leverage funding by using PSU-FRSF and PSU-ICPF funds as the required match for a proposal (due in late November 2016) to the New Hampshire Water Resource Research Center FY 2017 State Water Resources Research Institute Program grant program through Section 104 of the Water Resources Act in order to further expand the project and assess how stormwater is addressed in land use regulations in the sample communities.

Project Goals and Outcomes:

1. Project Goals – Briefly identify and describe the objectives of this project

- Investigate existing New Hampshire municipal land use plans to identify the environmental issues of concern in these plans;
- Determine similarities and differences between land use plans in the sample communities;
- Find how communities are addressing possible future changes in the natural and built environments and related impacts on the population;
- Inform researchers, state agencies, planners and other interested groups about the findings to help them align future research, applied projects, and training with the land use issues and plans identified by our communities;
- Provide a Plymouth State University student an opportunity to assist with this research and learn about land use planning.
- Expand an existing, funded research project and leverage additional external funding.

2. Student Learning Outcomes – Outline the expected student learning outcomes

Students engaged in this research project will:

1. Develop an understanding of Master Plans and how they form municipal environmental policies;
2. Learn how land use planning is applied in New Hampshire communities;
3. Gain and apply skills in reading, understanding, and analyzing land use plans;
4. Gain research skills through assisting with a research project.

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:

The mission of the Tourism, Environment, and Sustainable Development cluster includes producing innovative plans for ensuring sustainability and resiliency through stewardship and entrepreneurship. To achieve this, it is important to understand the plans our communities have for the future leading to recommendations about the ways Planning Boards and communities might improve their land use plans to support sustainability and resiliency. This project addresses this need and the research will be useful to organizations that conduct training programs for planning boards (such as the NH Office of Energy and Planning (OEP), the Local Government Center (LGC), UNH Cooperative Extension, and the New Hampshire Planners Association) as well as professional planners and students in environmental planning or environmental science and policy. The project will also provide a valuable opportunity for a PSU student to engage in a research project.

As noted above, this project will supplement an award to PI June Hammond Rowan from the 2015 PSU Faculty Research & Scholarship Fund (PSU-FRSF) and leverage funding by providing required match for a proposal (due in late November 2016) to the New Hampshire Water Resource Research Center.

Project Team

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

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
June Hammond Rowan	Associate Director	PI	Environmental Planning	jhammondrowan@plymouth.edu

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Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email

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)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
Environmental Science & Policy Graduate Student (individual to be determined after funding is secured)	Research Assistant	Graduate	Environmental Science & Policy	1

IRB (Institutional Review Board) Compliance

IRB Compliance: <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: [Select an Option](#)

IRB Approval Date: [Click here to enter a 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: 1/2/2017

Project Complete Date: 6/30/2017

(note: PI has 12 month appointment and this timeline is consistent with their work plan.)

Project Milestone	Milestone Description	Target Completion Date
January - February 2017	Hire & train student, data collection	2/28/2017
February – April 2017	Data collection, data analysis	4/30/2017
May-June 2017	Report writing	6/15/2017
		Click here to enter a date.
		Click here to enter a date.

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:

This project will provide a Plymouth State University student the opportunity to learn how land use planning is applied in New Hampshire communities, gain skills in reading, understanding, and analyzing land use plans and regulations, and develop research skills. This project will require the use of NVivo, qualitative data analysis software, and the student selected to assist with this project will be trained in the use of this software by the PI and online resources.