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:  North Country Community Development Support/Scoping

Project Leadership:  Roy Stever, Eric Spieth, Ben Amsden

Project Description:  Search for projects to apply collaborative, project-based, classroom learning in support of real community development objectives in the North Country of New Hampshire. This initiative is fully described in the application for grant funding of a University Center at Plymouth State University (PSU) through the Economic Development Agency (EDA) of the US Department of Commerce (portions of the application narrative included below in italics). This cluster application is entered either 1) as an unfunded cluster proposal in case PSU does not receive the EDA grant award, or 2) as a funded cluster initiative in case PSU does receive the EDA grant award (expected EDA decision – November 2016).

Project Goals and Outcomes:

1. Project Goals – Briefly identify and describe the objectives of this project:  1) establish communications and relationships with North Country partners in an effort to discover unmet organizational needs, 2) interface with ongoing PSU cluster initiatives to inventory emergent areas of collaborative potential, as potential open-labs with partners identified in #1, 3) develop scope of work and timelines for specific Fall 2017 work initiatives consistent with specific PSU, student and partner outcomes as outlined in the EDA proposal, and 4) develop a set of guidelines/templates for future use in engaging PSU clusters with community partners.

2.  Student Learning Outcomes – Outline the expected student learning outcomes:  While this scoping project is “spade work” for future student engagement, it will respect the need to meet the following student learning outcomes:  1) experience the pressure and expectation of working for an employer, 2) learn and integrate elements of cluster-based objectives in an applied, real-world setting, 3) work collaboratively to establish project goals, timelines and deliverables, 4) work remotely/virtually and in person in front of client, using appropriate communication and technology, 5) create the foundation for ongoing learning support to remote partners through the Enterprise Center at Plymouth, and 6) deliver an early-stage success model for PSU clusters.

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**: (drawn from the EDA proposal)

**Model**

The model for a University Center at PSU will be founded on a direct appeal to emergent entrepreneurs and the many non-profit organizations that have been carrying undue burden in preserving the region’s platform for business growth. These parties typically possess great energy and creative ideas, but are lacking either 1) the complete view of how to bring their ideas to fruition, or 2) the dimensional thinking that allows their ideas to scale upward. In each case, entrepreneurial spirit falls well short of potential, resulting in bankruptcy, or simply in an unfulfilled, yet viable, dream.

PSU’s University Center will take a solutions-based approach to addressing the needs of both profit and non-profit regional business activity. Combining the latest thinking around “innovation” and “entrepreneurialism”, we will deliver customized consulting in varying levels of service to clients, focused on success, rather than within-discipline support or referral.

This model for entrepreneurial success is highly scalable within region, and would present a viable way forward for other areas of the country where small business growth is the single, best prescription for economic stability.

**Governance and Resources**

The UC will be administered in a partnership between PSU’s Center for Business and Community Partnerships (CBCP) and the Enterprise Center at Plymouth (ECP), and the College of Business Administration (COBA).

CBCP has long been active in developing the human potential of New Hampshire’s North Country. CBCP maintains a very healthy relationship with many North Country development organizations (see Attachment 1) and has a long list of ongoing programs in the region (see Attachment 2). CBCP would have primary accountability for marketing the University Center’s service through these affiliated partner organizations to find client businesses and
non-profits.

The Enterprise Center of Plymouth (ECP), a jointly-funded venture of PSU and Grafton County Economic Development Council, is a business incubator actively engaged in raising the level of entrepreneurial success, both by working directly with start-ups and by disseminating knowledge and training to the greater business community. With a physical footprint and through virtual systems, the ECP will provide the interface between the client and PSU’s extensive resources to provide high value solutions.

The College of Business Administration (COBA), working in collaboration with the full teaching and research resources of the university, will ensure that the approach to client support reflects the latest thinking in entrepreneurship and innovation. This third “ingredient” will provide the rigor which sets its consultancy potential apart from traditional services available in the region.

Through the Directors of these three organizations, CBCP, ECP and COBA, the resources of the entire University will be tapped in support of the community of businesses and non-profits. PSU has committed to an academic model structured around seven “clusters” of excellence and competency, which, by design, represent a connection to economic need. Although one of these clusters, Innovation and Entrepreneurship, is already deeply rooted in the objectives of the UC, PSU’s strength would be in calling upon all seven clusters in offering complete solutions – outcomes for economic success.

Internally, both faculty and students are the operative members in delivering support to the community, coming together in “open labs” – part of the student’s credit obligation, the professor’s teaching responsibility—all fully rooted in the work of the clusters.

Tools and Methods

Plymouth State’s UC will draw heavily upon innovative tools and methods to shape the delivery of “outcomes” to clients. While the process will draw, of course, upon the experience and knowledge of faculty and students, it is the methods of inquiry that will distinguish the results as remarkable and sustainable. The approaches listed have typically been used by larger, progressive companies but have been translated by PSU for smaller organizations.

- Creative Ideation Labs
- Effective Listening to Customers, Stakeholders
- Empathy-Based Product and Service Solutions
- Design-Led Thinking
- Disruptive Strategies
- Voice of Customer and Ethnography
- Innovation Tools
- Value Quotient and Differentiation

Each client-based initiative would be addressed within an open-lab environment, under the guidance of a faculty member fully versed in the innovative tools and methods identified above.
Outcomes

The success of each client engagement will be determined by whether an “outcome” has been delivered, not simply “a path forward”. The former is a prescription for the future, while the latter most often constitutes only a next step. The UC will focus on long-term success of the client’s enterprise and the applied learning of the student. Both will potentially create employment and foster economic security.

Examples of outcomes are as follows:
- Farm Vitality
- Integration of Environmental Planning Climate Preparedness
- Tourism Leadership
- Sales Effectiveness
- Customer Centricity
- Brand Clarity
- Designed Product and Service Solutions Entrepreneurial Engagement
- Quebec Cultural Connection
- Social Media Integration
- Sustainability

As content is fashioned for clients, there will be an opportunity to distill and deliver outreach sessions, in-person or online, for larger client groups and the general public. Further, qualified students under the guidance of a faculty member will be available to serve the individual on-site staff needs of an organization, in the spirit of directed, enlightened internship.

Sustaining the Process
In migrating from a regional comprehensive university to an applied center of support for the regional economy, PSU has already made the transition argument for fee-based service. This will be critical in achieving the objective of self-sufficiency by the end of Year 5 as a UC. To support this model, PSU has now paved the way for cluster-based delivery of course work, flush with time for open-lab learning. This academic environment is optimal for the two-way exchange through which students gain applied knowledge and the needs of an entrepreneurial economy are very clearly advanced.

Client organizations may access the PSU UC through a fee-based structure, subsidized by the EDA grant and PSU on a declining basis through year five of the program. In year six and beyond, the program will be self-funding through client fees.
## Project Team

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/ Title</th>
<th>Project Role</th>
<th>Discipline/ Specialty</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roy Stever</td>
<td>Contract Faculty</td>
<td>Co-Leader</td>
<td>COBA: Marketing, Innovation</td>
<td><a href="mailto:rrstever@plymouth.edu">rrstever@plymouth.edu</a></td>
</tr>
<tr>
<td>Ben Amsden</td>
<td>Director of Center for Business and Community Partnerships</td>
<td>Co-Leader</td>
<td>CBCP: Community Development</td>
<td><a href="mailto:blamsden@plymouth.edu">blamsden@plymouth.edu</a></td>
</tr>
<tr>
<td>Eric Spieth</td>
<td>Director of Enterprise Center</td>
<td>Co-Leader</td>
<td>ECP: Incubators, Small Business, Design</td>
<td><a href="mailto:easpeth@plymouth.edu">easpeth@plymouth.edu</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Project Role</th>
<th>Discipline/ Specialty</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Robinson</td>
<td>North Country Council</td>
<td>Collaborator</td>
<td>Community and Regional Planning</td>
<td><a href="mailto:brobinson@nccouncil.org">brobinson@nccouncil.org</a></td>
</tr>
<tr>
<td>Kathy Conway</td>
<td>NCIC</td>
<td>Collaborator</td>
<td>Business Development</td>
<td><a href="mailto:cconway@ncic.org">cconway@ncic.org</a></td>
</tr>
<tr>
<td>Various chambers, non-profits, community organizations,</td>
<td></td>
<td>Collaborators</td>
<td>Business and organizational development</td>
<td></td>
</tr>
</tbody>
</table>
government offices, local officials

**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)

<table>
<thead>
<tr>
<th>Class/ Student Organization/ Individuals</th>
<th>Role in Project</th>
<th>Academic Level (Undergraduate or Graduate)</th>
<th>Academic Discipline</th>
<th>Total Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>None at this point</td>
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**IRB (Institutional Review Board) Compliance**

IRB Compliance: [http://www.plymouth.edu/office/institutional-review-board/](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:** 9/23/2016

**Project Complete Date:** 6/30/2017
<table>
<thead>
<tr>
<th>Project Milestone</th>
<th>Milestone Description</th>
<th>Target Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Initiation</td>
<td>Visits to potential collaborators in North Country to identify community, business development needs</td>
<td>1/31/2017</td>
</tr>
<tr>
<td>Project Scoping</td>
<td>Reciprocal visit to ECP and PSU to continue discussion of projects, tour ECP, and visit Lamson open labs</td>
<td>2/28/2017</td>
</tr>
<tr>
<td>Agreements</td>
<td>Completion of Support Agreements</td>
<td>3/15/2017</td>
</tr>
<tr>
<td>Interim Progress Report</td>
<td>Completion of Specific Project Objectives and Deliverables for all PSU Fall 2017 courses</td>
<td>5/19/2017</td>
</tr>
<tr>
<td>Final Report</td>
<td>Final Reports on Open-Lab Collaboration Process and Templates Due</td>
<td>6/30/2017</td>
</tr>
</tbody>
</table>

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: NA