



COLAB COMMUNITY REPORT

2022 Interim Report



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About this Report

While another CoLab report was not originally slated to be released until June of 2023 to coincide with the completion of our June 2021-June 2023 Strategic Plan, we have decided to release this *interim report* to help onboard Plymouth State University’s incoming provost, Dr. Nathaniel Bowditch, and assist him as he gets to know our community.

In this report, readers will find the original narrative, data, and analysis from our AY20/AY21 report, along with the added updates from this past AY22. This year’s updates are included in sections highlighted in light green. In addition, throughout the report we’ve included QR codes for any underlined links.

The next full report will be released in June 2023. It will summarize our progress on our current strategic plan as well as launch our next strategic plan.





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1. About the CoLab

The Open Learning & Teaching Collaborative at Plymouth State University is a dynamic hub for teaching & learning praxis and community-driven academic professional development. We are deeply committed to nurturing learning environments that are responsive to student need, that grow from a thoughtful consideration of both disciplinary context and the future of knowledge, and that amplify the impact of the academy on the public good. The Open CoLab is focused on:

- supporting PSU faculty and staff as they design learner-centered educational environments with special emphasis on Cluster Learning;
- developing practical and creative possibilities for pedagogical innovation within an integrated academic environment;
- and inspiring a national conversation about how to build accessible, collaborative, and sustainable public learning ecosystems for the 21st century.

The Open CoLab enacts its commitment to these engaged pedagogies in its approach to faculty and staff development as well: we actively seek to improve and transform traditional professional development methods and to grow and sustain new initiatives from inside Plymouth State's community of practice.

The CoLab was founded in January of 2019, and our first strategic plan took us from that period through May of 2021 (Appendix A). A second two-year plan launched in June 2021 (Appendix B).

The CoLab houses an Interdisciplinary Studies major (read more below) and that program is directed by a full-time faculty member. The CoLab itself has just two full-time staff, plus a Learning Advisor who splits her time between the CoLab, IDS, and Lamson Library. We are proud that our small team has been able to grow such a dynamic community over this short time.



The CoLab's offerings combine theory and practice in ways that affect teaching and learning at Plymouth State in the moment, in a just-in-time way. I can't imagine where Plymouth State would be today without the guidance, support, and professional development provided by the CoLab to all faculty and staff at the university.

participant in *Ungrading: A Conversation with Author Susan Blum*







2. CoLab During COVID


Beginning in March 2020, the CoLab dramatically altered our operations in order to respond more effectively to the needs of our campus during COVID-19.

Our Response to the Pandemic

- Developed programs and support services (Emergency Remote Pivot Events, Slipper Camp, Jump Start) for faculty who were transitioning to new teaching modalities
- Developed a comprehensive framework ([ACE](#)) for faculty and staff to better serve students during the challenges of the pandemic 
- Transitioned to a fully remote office set-up, with forty hours per week of open drop-in hours for faculty, staff, and students
- Created an online booking system for intensive appointments for student advising and CoLab support for faculty and staff

You can read more about our specific programs and services in sections 4-7.

In addition, at the request of the Office of Academic Affairs, the CoLab developed an [Online Learning Advice](#) resource for students adapting to the demands of online learning. This resource included tips and advice for motivation and engagement, time management, faculty communication, and technology. The website included the ability to create an individualized “online learning plan” by selecting the tips the individual wants to be included in their plan. Faculty could create plans for their classes and advisees or students could create a plan that targeted their difficulties. 

The CoLab also created a [Resource for Students Who Need Help](#) in partnership with one of our CoLab Student Affiliates. This included helpful links for health and personal safety, academics and advising, computers and technology, finances, and basic needs. 

We believe our office set an excellent example for how: services could be maintained during remote operations; technology could be leveraged in creative ways to respond to the material conditions of the pandemic; and how community could be cultivated and learning enhanced during a challenging time for PSU and the world.

Interim Update: CoLab "After" Covid

Soon after our founding in 2019, the CoLab was necessarily refocused around the challenges presented by the Covid-19 pandemic. We are now entering a "post-Covid" era; this is unfortunately not an era when Covid is less present or less difficult, but is instead a time where Covid has become more clearly something that cannot be waited out or simply tolerated. We imagine the post-Covid university not as a university after Covid, but as a university that lives with the after-effects of the initial crisis; the enduring effects of socioeconomic fallout; and continuing transmission, illness, disability, and death.

In AY22, much of our attention was focused on supporting our community as it navigated the realities of this post-Covid environment. In particular, some of the areas of focus for AY22 stem from our desire to equip faculty with the mindsets and skills they need to design learning environments within the context of an ongoing pandemic; our series on trauma-informed teaching, our Design Forward module on Care & Equity, and our continuing efforts to offer pedagogy-driven approaches to online teaching and learning are examples of how Covid continues to shape our work in the CoLab.

“

Recently, I revised my late work policy – I did this in part because of Covid and in part because I liked it better after I worked on it as an activity in last summer’s ACE Framework workshop. My previous policy was rigid and unforgiving and really just impossible to follow. My new policy is flexible and understanding – I originally thought that may lead to inconsistency and (understandably) student complaints, but I have not found that to be the case. An unexpected benefit to the change is that I am not as stressed or upset about late work – the students are given a grace period and invited to talk to me if circumstances are such that they need alternative

participant in *Design Forward: Care & Equity*

”



3. CoLab by the Numbers

Below, we've included data from our first two full years to demonstrate the reach and scope of our efforts.

Participation in Professional Development Events

*Not including repeating events or campus-wide events such as January Jamboree, New Faculty Orientation, or University Days. Because AY2021 events were all remote and attendance was tracked, we are able to report that total attendance for those **49** events was **1,882**.*

AY2020 Professional Development Offerings	46 events
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AY2021 Professional Development Offerings	49 events, 1,882 attendees
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AY2020 University Days Data	23 sessions, 117 attendees
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AY2021 University Days Data	19 sessions, 149 attendees
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AY2020 January Jamboree Data	7 sessions, 93 attendees
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AY2021 January Jamboree Data	37 sessions, 248 attendees
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AY2020 Consultations with Faculty	127 meetings, 72 unique users
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AY2021 Consultations with Faculty	132 sessions, 66 unique users
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Published Resources	111 resources
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All data collected by the CoLab via our Events Archive, Zoom attendance reports, our CoLab tracking webapp, and manual attendance tracking.

University Days and January Jamboree data reflect the number of workshops coordinated by, but not necessarily facilitated by, the CoLab team. Resources can be viewed at <https://colab.plymouthcreate.net/resource/>.

Interim Update: CoLab by The Numbers

The methodology and tools for collecting data about our programming participation and faculty/staff consultations shifted during AY22. Whereas previously we were relying on reports from Zoom to collect data about participation in remote events, this past year we have begun to require (for virtual) and encourage (for hybrid or face-to-face) registration before the event begins. The event participation number below, therefore, reflects *registration*, not necessarily *attendance*. While not all registrations result in attendance, they do signal interest in the topics and programming we are offering.

For the CPLC and Design Forward, instead of including these programs (and their associated events) in our larger registration data, we've separated them out and provided information about number of participants and events/programs. For University Days and January Jamboree we also experienced a shift away from virtual to hybrid/face-to-face participation, rendering Zoom reports useless. This year, for these numbers, we relied on Sched registration data (Sched is the online scheduling system we use for both programs).

For consultations we relied on data from our legacy homegrown app and our appointment scheduling system. During AY23, we will be rolling out a new tool for capturing data about our consultations, and we anticipate that this data accuracy will improve in our next report.

Finally, we also began soliciting feedback on our events and programming during Spring 2022. We've included a summary of that initiative and sample statements in Appendix C.

Registrations for Professional Development Events	34 events, 388 unique registrants, 53 insitutions
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CPLC Season Three	7 events, 60 participants
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Design Forward	3 modules, 25 participants
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University Days	50 sessions, 221 unique registrants
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January Jamboree	35 sessions, 169 unique registrants
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Faculty/Staff Consultations	74 consultations, 45 unique consultees
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4. Selected CoLab List of Events

Meaningful Self-Assessment

As we explore new ways of thinking about grading, many of us are interested in creating opportunities for students to assess themselves and reflect upon their own learning. During this session, we will explore how we can construct meaningful self-assessments, particularly for students (and faculty!) who may have had less than stellar experiences with this work in the past. Come to learn some new techniques and to share your own approaches and/or lessons learned.

Teaching While Disabled

Come hear from a large panel of your PSU colleagues about what it's like to teach when you have a disability. Learn about their challenges and insights, listen to and support them, and ask questions that could help you grow as an ally, colleague, and/or teacher. Open to all current PSU faculty, staff, and students.

Teaching with Equity and Inclusion

How can our course designs and teaching practices evolve to respond proactively and effectively to social demands for equity and inclusion? We'll jump straight into a difficult conversation, but come out with inclusive practices that you can implement regardless of your course and discipline! In this interactive workshop, we will collectively contribute to addressing tough questions and co-creating answers, suggestions, tips, and resources.

Hiflex, Zoom, and Your Sanity: Engaging Your Students in Multiple Modalities

Lots of faculty are trying new things in their teaching as we navigate COVID. From using Zoom more, to teaching online and f2f students simultaneously, to developing ways to connect with asynchronous learners, many of you are feeling overwhelmed and unsure about how it's going. This check-in is designed to give you practical just-in-time techniques you can use to help you engage with your students more fully during this very challenging semester. Attendees should come with one practical tip for engaging students on Zoom, in an online assignment, or in a HyFlex environment.

Slow Interdisciplinarity: A conversation about disciplinarity, collaboration, and the pedagogy of patience

A conversation about disciplinarity, collaboration, and the pedagogy of patience, hosted by Profs. Abby Goode & John Krueckeberg.

Supporting Students with Universal Design for Learning

Join Sue Sabella, Elementary Education, and Hannah Davidson, Campus Accessibility Services, for a discussion on how we can use UDL to make our coursework and classroom environments accessible for all students.

Artful Pedagogy

Wondering how you can incorporate visual design and communication into your courses as a way for your students to explore visual meaning-making or to more effectively communicate your own pedagogical goals? During this workshop, we'll spend time talking about infographic assignments, design projects, visual syllabi, and everything in between. Have a background in design? Great! Come and share some of your expertise. Completely new to this territory? That's okay; in addition to conversation, we'll look at examples and have time to explore some free, easy-to-use tools.

Ungrading Webinar: Pedagogical Possibilities for Going Beyond the Grade

Do you sometimes feel concerned that traditional approaches to grading undermine the pedagogical framework of your course? Are you interested in strategies for assessing student work and course performance that are more aligned with process-oriented, learner-centered, and collaborative ecosystems? In this webinar, faculty from Plymouth State will discuss their questions and experiences with "ungrading" models such as student-created rubrics, peer and self-assessment, and greenlight grading.

On Grief and Loss: Building a Post-Pandemic Future for Higher Ed without Losing Sight of Our Students and Ourselves

As we pass the tragic milestone of a year since the beginning of the COVID-19 pandemic, higher ed is in a collective mourning process that compounds personal loss with grief for the ways we used to teach, to learn together, to see each other in the halls without masks, and to advance our shared educational mission. This talk will be a reflection on coming to terms with this grieving for the higher ed that was, thinking through what we've learned about students and teaching from this experience, and building hope for what the future of higher ed might look like.

More Event Titles

What You Need to Know: Registrar & Financial Aid

CoLab & IDS Open House

Statewide NH Learning Circle Course "Learning to (Re)Use Open Educational Resources."

Discussion: "Student Agency: Do We Really Mean It?"

Drop-in Hours with Campus Accessibility Services

Creating a Dynamic Culture That Supports Every Person at PSU

Capstone Conversation

Ungrading Workshop

Day to Day Democracy: an experiment in student choice

Advising: A Multiperspectival Approach

Grade Speculation Calculator Workshop

Accessible Presentations

Ungrading Artistic Workshop (for PSU Students)
Basic Needs Working Group
Campus Accessibility Services: How can we help?
R Programming Language: Anyone Can Learn!
Get Help As You Shift to Remote Teaching
The PT&E Advisory Group's Boyer Model of Scholarship Workshop
Teacher Education and Remote Learning Session
Mitigating Individual Bias in Higher Education
Your Own Faculty Website: What, How, Why!
Book Discussion: How to be an Antiracist
Article Discussion: Decolonization is Not a Metaphor
Twitter Chat: "We Are Not Okay, and You Shouldn't be Either" by Meg K. Guliford
The Death of Rigor ("Rigor Mortis")
Zoom Breakout Groups: How to Do Them Without Being Boring
Intersectionality Talks: Helen Rottier
The Zoom Black Box Dilemma: How to Make it Less Painful (Without Requiring Video)
Advising Hacks
Intersectionality Talks: Justin Shaw
ACE Open Hours with Robin & Martha
The Power of Place: How Place-Centered Education is the Secret to raising a new Generation of Empowered Students
CoLab Weekly Happy Hour
Staff Learning Community Professional Development Kick-Off
Staff Strengths Showcase
NH Open Ed Consortium Event
Tips and Strategies for How to Get Your Student Loans Forgiven through the Student Loan Forgiveness Programs
Human Resources Presentation: Employee Assistance Program
Own Your Professional Development
[Insert Your Job Here] Is Teaching!
Faculty Talk About Course-Sharing
Lightning Talks
New Possibilities for Advising First-Year Students
Reflecting on the Chauvin Trial
Intersectionality Talks: Kishonna Gray
Article Discussion: "Clinical depression as the sports injury of academia"

Interim Update: Sample Events

In AY22, we revamped and restructured our “CoLab Affiliates” program and invited university partners to offer a program, series of events, or weekly/monthly office hours in the CoLab. Our aim was to foster sustained programs and relationships instead of single events. Many faculty and staff across the institution partnered with us to put together semester and year-long programming that shaped teaching and learning development at PSU. Our AY22 series included:

Career & Curriculum Chat Series with Leslie Blakney

At PSU, we strive to provide an enriching curricular and co-curricular experience for students that is preparing and guiding them for the future. The purpose of this series is to connect with and engage faculty and staff in intentional career-focused discussions and programs to integrate career readiness into the curricular and co-curricular experiences for students; enhance and broaden the mindset of how the curricular and co-curricular experience can guide students in their career decision-making; and celebrate the successes of faculty/staff integrating, leveraging, and prioritizing career readiness in their curricular or co-curricular experiences.

Intersectionality Talks (co-sponsored with PSU English) organized by Nic Helms

Co-sponsored by PSU English and the CoLab, Intersectionality Talks is a digital speaker series at Plymouth State University that features intersectional work on literature and culture. The program seeks to provide an interdisciplinary audience and platform for engaged, public-facing work from early career scholars and an opportunity to foster conversations at PSU about new research on social justice and equity.

Diversity, Equity, & Inclusion Series with Katie Wolsiefer

This 3-part workshop facilitated by Psychology Professor Katie Wolsiefer is designed to broadly examine the ways in which individual level and structural level biases impact the PSU community. The first two workshops will focus on practicing social psychology-based strategies for mitigating one’s own (implicit and explicit) biases. Workshop 3 will take the form of a discussion about the ways in which systems and structures at PSU could be improved to increase equity and inclusion. The goal of this last workshop is to bring members of the campus community together to identify (and begin planning) ways we can make this a more inclusive community.

Trauma-Informed Pedagogy Series with Niki Tulk

Working on the assumption that most, if not all of us, enter the classroom space as carrying this explosive material inside us, we will explore in this workshop: How do we create and facilitate learning spaces where students (and ourselves) can be safe without necessarily comfortable, heard and seen without it being a therapy session (which calls for a different training and skillset beyond what faculty have)? What are the practices, skills, methods, and structures that can serve in this time, where wounds demand a place in our consciousness and teaching, regardless of whether we want them there or not? In this experiential, fun and dialogical series of 3 workshops, we will explore principles and strategies for trauma-informed teaching, curriculum development and delivery, so that students are lifted up and we can teach, as poet/performer Cecilia Vicuña expresses it, with “healing intent.”

“ This event served as a good reminder of how trauma can affect the way we and our students experience our day to day interactions and events...The information about the neuroscience of trauma is SO HELPFUL to hear multiple times

participant in Trauma-Informed Pedagogy

Across the Curriculum Series with Lamson Academic Unit

The “Across the Curriculum” series is inspired by the Integrated Cluster Model. The faculty and staff of the Lamson Academic Unit have collaborated to create this series, which aims to help us integrate curriculum, infuse Cluster Learning throughout our courses, and align our approaches so that students benefit from a cohesive academic experience.

Students Talk With You About Teaching Series

Our series, Students Talk With You About Teaching provides an opportunity for open conversation between students and faculty about pedagogy. CoLab Student Affiliates select the topics they want to talk with you about and plan activities and discussions around their topics.

As in previous years, in AY 21-22 the CoLab offered weekly one-off events to engage faculty, staff, and students in conversations about teaching and learning. Here are a sampling of event titles and their descriptions from this year:

Designing for Self-Care

Join us for a presentation and discussion about what it means to forefront self-care in the design of our courses. How can we build learning and teaching experiences that not only care for our students but also care for ourselves?

Reading About “White Supremacy Culture”

Join CoLab faculty and staff for an informal discussion of the article “White Supremacy Culture” by Teman Okun. A short 7 pages, the article is a list of characteristics of white supremacy culture that show up in our organizations. Give it a read/skim, grab a snack and a drink, and Zoom in to discuss with us.

Ungrading: A Conversation with Author Susan Blum

In this interactive workshop, Susan D Blum introduces some of the principles behind the growing practices united under the umbrella of “ungrading.” She also talks about many practices that she and others use to implement ungrading—leading to greater learning and equity. There will be ample opportunity to think about your own pedagogical questions and to interact with both Susan and your colleagues.

Keynote: Kathleen Fitzpatrick on “Generous Thinking: A Radical Approach to Saving the University”

Higher education occupies a difficult place in twenty-first-century American culture. Universities—the institutions that bear so much responsibility for the future health of our nation—are at odds with the very publics they are intended to serve. It is imperative that we re-center the mission of the university to rebuild that lost trust. Critical thinking—the heart of what academics do—can today often negate, refuse, and reject new ideas. In an age characterized by rampant anti-intellectualism, Generous Thinking charges the academy with thinking constructively rather than competitively, building new ideas rather than tearing old ones down. We need to rethink how we teach the humanities and to refocus our attention on the very human ends—the desire for community and connection—that the humanities can best serve.

A Conversation about Care & Equity in Our Teaching

Do you care about care and equity but struggle to figure out what they should look like in your actual courses? Join the CoLab’s associate director, Martha Burtis, for a conversation with Jesse Stommel, Higher Education Pedagogy Fellow at The Hope Center for College, Community, and Justice, and faculty member in the Writing Program at University of Denver. Jesse and Martha will try to dig more deeply into these concepts tackling questions such as “What do we do when we feel ‘cared-out’? and “How do we build an equitable environment when students’ needs are so diverse?”

Universal Design for Learning: From Access to Equity

On May 16th, we will be offering faculty and staff the opportunity to join us in the CoLab from 9am-3pm to complete a Level 1 Credential in Universal Design for Learning. This mini-course usually has a fee, but we have arranged for our participants to complete the credential for free. The credential takes about 3-4 hours, and the rest of our day will be rounded out with presentations from UDL experts and PSU faculty members Beth Fornauf & Bryan Mascio and activities and antics from the CoLab staff.

More Event Titles

CoLab Virtual Open House to Welcome New Faculty
Virtual Roundtable: NH's "Divisive Concepts Legislation"
Making Courses Look Good: Resources for Canvas Design
Advising Hacks
Black Students Meet-Up
Fall Staff Social Hour: Staff Learning Community
On-Campus Student Employment: An Overview of Handshake and Its Many Benefits
The Labor of Teaching
How to Support Your New Chief Diversity Office (with Dottie Morris)
Exploring Team-Based Learning
Women's Herstory Month Event: The Remedial Herstory Project
Mindful Mondays
Universal Design For Learning Microcredential Opportunity



5. One-on-One Support of Faculty & Staff

Our team provides one-on-one, appointment-based support meetings with faculty and staff from all across the institution. The content of these meetings ranges from collaborating on university initiatives and projects to solving instructional challenges. We have supported faculty and staff from the following programs and offices in one-on-one consultations about teaching and learning:

*Note: Programs in **bold** were new consultations during AY22*

- Admissions
- Anthropology
- Art
- Art History
- Athletic Training
- Biology
- Business
- Career Services
- Campus Accessibility Services
- Chemistry
- Communications and Media Studies
- **Criminal Justice**
- Education
- English
- Enrollment Management
- Environmental Science & Policy
- External Affairs
- French
- **Frost House Student Services**
- Health and Human Performance
- Tackling a Wicked Program
- History
- Human Resources
- Makerspace
- Library
- Math
- Music, Theater, and Dance
- Museum of the White Mountains
- Nursing
- Office of Student Success
- PASS
- **Physical Therapy**
- Public Health
- Political Science
- Psychology
- Residential Life
- **Social Work**



6. About Our Learning Communities

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If I was experiencing a challenge or needed help solving a problem in my classroom—this community is a great resource of knowledgeable people lifting one another up.

PSU Faculty Member

”

The CoLab has also facilitated several large-scale learning communities focused on engaging faculty and staff with institutionally-aligned approaches to teaching and learning. These include:

- **The Cluster Pedagogy Learning Community:** engaging approximately 70 faculty and staff per year, this 12-month cycle focuses on interdisciplinary, project-based, and open approaches to teaching and design, and supports instructors as they engage with our key cluster initiatives on campus.
- **Slipper Camp:** engaging about a hundred faculty and staff members, this 2-day gentle boot camp helped ready faculty for rethinking course design and moving courses into new modalities during COVID.
- **The ACE Framework:** engaging approximately 65 faculty, this four-week workshop supported faculty as they transitioned to remote teaching during COVID-19. Many additional faculty at PSU and beyond used the CoLab-developed framework to support their transition. 
- **Jump Start:** engaging approximately 50 faculty members, this week-long workshop focused on principles of online course design as informed by critical instructional design.
- **The ACE Career Education Workshop:** engaging twelve faculty, this semester-long cycle was a partnership with Career Services to help faculty integrate career readiness approaches into their curriculum.
- **Design Forward:** engaging 13 faculty members, this month-long beta workshop is helping to develop the next generation of instructional design support for faculty.
- **Staff Learning Community:** engaging approximately 50 staff members, this grassroots community meets regularly to identify challenges in university operations and strategize community-based solutions.
- **NH Open Ed Public Consortium:** PSU faculty have engaged in multiple CoLab-supported initiative to save students money on textbooks and develop open pedagogical approaches in their classrooms. Since 2015, PSU faculty have saved students \$1.26 million by transitioning to Open Educational Resources (OER) and low-cost materials, and we help steer this consortium to increase statewide collaboration through our OER Hub and quarterly workshops.
- **Reflective Practice:** these annual small-scale communities meet bi-weekly to talk about teaching and learning challenges; we have options themed around general teaching, “Tackling a Wicked Problem,” and “Race & Racism.”

Interim Update: About our Learning Communities

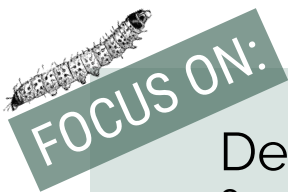
The **Cluster Pedagogy Learning Community** had its final year of grant funding from the Davis Education Fund. You can read more about [Season Three of the CPLC here](#). In addition to supporting faculty as they design and teach TWP and INCAP, the CPLC has been the key group on campus that has developed the institution's core [Cluster Learning](#) approach. In January, all Academic Units and all staff offices on campuses participated in a comprehensive exercise to scale Cluster Learning past the CPLC members so that the campus as a whole would be aligned around our institutional pedagogy. That exercise created the Jan Jam 2022 Community Report (Appendix D) that helped foreground institutional priorities for Cluster Learning, and spur action on Cluster Next Steps.



The ACE Career Education Workshop was the genesis for the Cluster Affiliates series. Not only did we host an Affiliate Series on integrating career with curriculum, but we also created several other series to mine the expertise of our faculty and staff partners.

The Staff Learning Community had a highly successful year, hosting several social events, professional development opportunities, and a reflective practice group; they produced a large-scale staff welfare report that was submitted to the executive board of the Staff Senate, and actively helped to shape University Days and January Jamboree.

The NH Open Ed Public Consortium expanded and became **NH Open**. Under the leadership of the CoLab and partners from across the state, we secured funding for the Department of Education to host our OER Hub and we had several state-wide events for faculty and administrators who want to make college in our state more accessible.



Design Forward

Over the course of the year, we developed Design Forward from an exploratory summer 2021 pilot within the CPLC into a full-fledged new model for faculty development that supports a community-based exploration of the intentional design of teaching and learning. DF incorporates the values and approaches of critical pedagogy, which sees teaching as inherently intertwined with social justice. At its core, Design Forward emphasizes faculty ownership and autonomy to develop flexible and custom learning experiences; meaningful partnership and collaboration with instructional designers and other academic-adjacent staff; and a thoughtful consideration of learning across different modalities, technologies, and institutional structures. And DF is centrally

concerned with the human care of students, faculty, and staff in teaching and learning. The DF program includes eleven modules, organized into three groups: core, standard, and flexible. All participants are required to complete the core Orientation module. The standard modules (Introduction to Pedagogy, Introduction to Critical Instructional Design, Care and Equity, Formats and Modalities, and Technology and Tools) make up the foundation of the DF curriculum, and we plan to offer them on a regular, rotating basis. Flexible modules (Strategic Plan Alignment, Advanced Seminar, Cohorts for Programmatic Design, and Independent Study) will be offered as requested/needed and as time and scheduling permit. Beyond the required Orientation module, participants may move through the program in whatever way makes sense for them. Each module is designed to stand on its own while also living in conversation with other DF programming.

This spring, we offered our first three DF modules: Orientation, Introduction to Pedagogy, and Care and Equity. Participants were solicited from the entire PSU community and were stipended for their participation. In total, twenty-four people participated in DF modules this spring. Our DF programming this year also included the development of [a unique online community](#) environment for the cohorts and a guided workbook of activities and prompts. In Appendix D, we have provided some of the feedback statements we received from spring 2022 DF participants.



At first I wasn't quite sure what I was supposed to get out of the module, but I found myself learning and changing without an announcement of "This is what we are going to learn" or proscribed vision laid out by the instructors. This was the first example of this sort of instruction I had ever participated in, and I now have a much better sense of how it can work and better adapt to the needs and preferences of diverse participants. I particularly appreciated the Daily Dispatch and suggested activities for the day since it helped direct my attention while still granting me choice.

participant in *Design Forward: Care & Equity*





7. Our Student Partners

The CoLab has also involved students in most of our initiatives. Our CoLab Student Affiliates, or CoSA's, are a group of ten paid consultants who partner with us to support faculty and students in improving and developing approaches to teaching and learning. CoSAs participate in learning communities, staff drop-in hours to provide support for online learning, partner with faculty in developing projects and assignments, and mentor students who are creating their own majors at PSU.

In the first iteration of the CoLab Student Affiliate Program, 12 students were onboarded into three cohorts: IDS Peer Mentors, Digital & Open Consultants, and CPLC Participants. Cohort group descriptions:

Interdisciplinary Studies Peer Mentor Cohort

An IDS Peer Mentor supports all IDS students, both current and potential. They are the face of IDS and provide a welcoming presence for students seeking information and support. They provide intake, tech, course, program, and application advising for students. Peer mentors also provide administrative support, especially with IDS application processing and organization.

Digital & Open Learning Consultant Cohort

DOCs provide support for students and courses working with digital tools (Plymouth Create, WordPress, Hypothesis, etc) and open approaches to learning (public sharing of student work, use of open educational resources, etc). Consultants may sit in on meetings with faculty and assist with building online environments for their courses, meet with students one-on-one to support their use of a particular digital tool or environment, or visit a course to provide just-in-time assistance as students get up and running with a digital and/or open approach. Special projects may include gathering digital and open resources for students in one online location; creating an open educational resource for students about digital, connected, and open learning; building custom digital tools to support self-directed learning and sharing of student work.

Cluster Pedagogy Learning Community (CPLC) Participant Cohort

The CPLC, Cluster Pedagogy Learning Community, is a community of 70 faculty and staff who are currently learning about Cluster Learning (interdisciplinarity, project-based learning, open learning) through an emergent course that will last for a year. We will repeat the CPLC with a new group next year. Throughout each year, CPLC CoSAs will join with faculty/staff in this course: attending workshops, doing assignments, and talking together about new ideas in teaching and learning.

Projects, Programming, and Looking Forward to the Next Iteration

Notable projects and programming that the CoSAs have led or contributed to include:

- **Students Talk with You about Teaching:** engaging 20 faculty, this workshop was planned and led by a group of CoSA's planned and led for the CPLC. During the event, faculty were invited to engage with students directly about what they've witnessed and experienced in the classroom during the COVID-19 crisis and what they hope for the future of teaching and learning at PSU.
- **OER Research:** engaging with 7 faculty interested in converting to OER, CoSAs have conducted individualized research projects to find and curate possible resources
- **Interdisciplinary Studies (IDS) Program Coding:** CoSAs have reviewed and coded over 250 sample IDS contracts and published them on the CoLab website, allowing prospective IDS students to examine and build upon individualized major programs that other PSU students have successfully created and completed.
- **Ungrading Chapbook:** Using quotes crowdsourced from academics around the world on Twitter during winter 2020, a CoSA created a short graphic publication to help faculty more deeply understand the impacts of traditional and nontraditional assessment in the classroom.

The CoLab is developing a robust emergent curriculum to help orient students to key pedagogical concepts and to prepare them for roles as student mentors and faculty pedagogy partners; the next cohort of CoSA's will begin working through this curriculum in June 2021.

Interim Update: Our Student Partners

Our cohort groups have been retired and students now work across different areas in the CoLab. Notable projects and programming that the CoSAs have led or contributed to in AY 21-22 include:

- **Students Talk with You about Teaching Series:** students planned and facilitated three workshops: “Students Talk with You About Open Educational Research,” “Students Talk with You About Project-Based Learning,” and “Students Talk with You About Empathetic Teaching.”
- **The Values that Guide Us: Faculty, Staff, & Students Talk About What Drives PSU:** students read through a CPLC activity where participants reflected on their values and students synthesized these into six values that drive the work of PSU.
- **CPLC Pressbook Categorization:** students went through the content of the CPLC Pressbook and organized/ arranged the submissions based on those key values identified previously.
- **Design Forward Participation:** one student fully participated in our first two modules of DF, reading, discussing, making weekly videos, and writing a participant dispatch.
- **Black Student Meet-ups:** as one of our Student Affiliates was also president of the Black Student Union, the CoLab and BSU teamed up to offer this event to bring students of color and allies together to talk about how PSU can better support our Black student population.
- **CoLab Credentialing Tracking:** students tracked participation and spending for our CoLab Credentialing program.
- **CoLab Event Feedback:** students were trained to initiate event feedback at the end of each CoLab event.
- **CPLC Participation:** in the summer of 2021, ten students attended four pedagogy training sessions and came to all summer sessions of the CPLC, sharing their perspectives and facilitating activities.
- **End of the Year Faculty Care Packages:** in December 2021, students put together care packages for faculty and staff who opted in. Students printed and arranged CPLC Zines, made customized CoLab buttons, and helped write thank you notes. The final packages included all our community works and varied CoLab swag.
- **OER Hub Work:** a CoLab Student Affiliate took over data tracking duties for our OER cost savings, inputting faculty enrollment numbers, updating the database, and uploading content to the NH Open OER Hub.
- **IDS Enrollment Materials Design:** our Design Affiliate revamped our promotional materials that we use in our IDS intake meetings and at accepted student/ student open houses.
- **IDS Enrollment Tabling:** our IDS Peer Mentors tabled in the HUB for two days with signs and snacks to talk to interested students about individualized majors.

- **DS Peer Mentors/Mentorship Running Foundations:** our IDS Peer Mentors were fully incorporated into F21 mentor groups for the IDS Foundations class in which they supported students one-on-one as they created their individualized majors. In F21 and S22, IDS Mentors ran a class during IDS Foundations in which they talked about what students needed to know once their programs were accepted.

“

It was great to hear from students and their experiences with open educational resources.

participant in *Students Talk with you About Open Educational Resources*

”



8. Interdisciplinary Studies at the CoLab

Housed within the CoLab is PSU's Interdisciplinary Studies (IDS) program, which allows students to create customized, individualized majors built from courses across the university.

IDS serves as the academic laboratory of the CoLab, where faculty and students can explore the kinds of innovative teaching strategies and academic structures that grow out of CoLab initiatives and programming. IDS is the only major on campus that spans all the disciplines. Our work with our students, and the work that they produce for their majors, allows us a unique view of the campus as a whole – a view that is invaluable to the work of the CoLab.

Our numbers have remained steady in IDS. In May of 2020, we had **101 enrolled majors**, in September of 2020, we had **95 enrolled majors**, and in May of 2021, we had **99 enrolled majors**. During the pandemic, we had excellent success moving IDS students through the curriculum; for example, in Spring 2021, **100% of students** in the Intro course who declared an IDS major had their programs approved by the IDS Council before the conclusion of the course.

Recently, IDS has revamped its curriculum from two required 3-credit courses (6 credits total) to three required courses: two 2-credit/half-term courses and one 4-credit course (8 credits total). These curricular changes will strengthen the IDS program while also better aligning it with the CoLab's work. Starting in Fall 2021, the core IDS courses are:

- **Cluster Learning Springboard (2 cr):** A course open to all PSU students (not just IDS majors) that allows exploration of interdisciplinarity, cluster learning, and open education in a setting that puts students' own knowledge and concerns at the forefront. Individual work allows students to explore and express their own academic interests, while group work unites diverse experiences. Students share work with peers and with the world at large through multimedia projects.
- **Foundations of Interdisciplinary Studies (2 cr):** A course where IDS majors design their individualized programs. It offers a structured opportunity to frame and plan a deliberate and thoughtful program of study, and provides an overview of basic concepts in Interdisciplinary Studies. It is in this course that students work with faculty to create their Interdisciplinary Studies contract.

- **Interdisciplinary Studies Senior Seminar (4 cr):** Allows senior-level Interdisciplinary students to demonstrate and reflect on what they have accomplished through their program of study. As part of this seminar, students undertake a capstone project that brings their education to a culmination. This project may take many forms, as it incorporates the use of internet technology is accompanied by a process paper. (This is both a Technology Connection and a Writing Connection course.)

The new Cluster Learning Springboard course, in particular, allows the CoLab to bring the teaching laboratory of IDS to a wider group of students, engaging them across disciplines in meaningful conversation about how PSU's educational philosophy can support their individual interests and enable their educational goals. With the revised IDS curriculum, we now have a base from which to explore and develop the cluster learning tools of interdisciplinarity, project-based learning, and open education.

Interim Update: IDS at the CoLab

After one year of a new curriculum, we have seen improvements in how students have built their Interdisciplinary Studies programs and in how we are able to bring knowledge of interdisciplinarity and Cluster Learning to the university as a whole. By having the Foundations course focused entirely on IDS application materials, we are able to provide students with the focus that they need to be able to get the work done well and efficiently. Assigning students to mentor groups has been the biggest improvement in getting materials completed thoroughly and within the tight timeframe of the first half of a semester.

Our new Cluster Learning Springboard course has had two successful terms, with the Spring 2022 term being especially effective, as judged by students' engagement in the work and their final group projects. The Spring term had more non-IDS majors than ever before, and those majors integrated well with the IDS majors, allowing productive exchange between various types of students. Course materials are now in strong enough shape that other teachers could be assigned to sections of this course as necessary.

With the recent creation of new Cluster Majors, we expect the number of IDS majors to decline a bit. However, the new Cluster Major initiative is likely to have productive overlaps with the IDS program, and part of that initiative is the requirement to rename the IDS Council as the Cluster Major Council. We are excited to see where the new Cluster Major Coordinator is able to bridge the Cluster vision with IDS. Additionally, we are looking to ways that IDS can serve our new Center for Diversity, Equity, and Social Justice. IDS is perfectly positioned to help students who seek to bring more of a diversity focus to already-existing majors.

We are committed to making sure that majors get credit for teaching our students, and we look forward to working with our new Provost to ensure that programs see IDS as complementary and helpful to their work rather than as a competitor. In recent years, we have been confirmed in our longstanding belief that there is no interdisciplinarity without disciplinarity to build from. IDS is only as strong as the disciplines at PSU, and our mission will always be to support the disciplines in whatever ways we can while also providing students a uniquely flexible and nimble approach to their education.

IDS Student Quotes from AY22 Exit Survey (anonymously submitted)

“ Before I found IDS, I was worried that I was going to have to start my whole college career over because I thought that the courses I had taken could not be used to fulfill any other degree. IDS allowed me to build off of my previous studies and helped me to find the areas of study that I am most passionate about. ”

“ Working with people like Hannah Hounsell, Robin Derosa, Martha Burtus and Matthew Cheney has also helped my development as a professional and academically. They're an amazing team to work with, and easy to gain a lot from. I also became employed at the Colab my sophomore year, and have benefited greatly. ”

“ I found that the typical format for a declared major didn't fit my needs. I was unhappy, and not learning about the topics I was truly passionate about. I needed the option to control my own college experience, and IDS allowed me to do that. ”

“ This program is AMAZING for transfers. It allows for flexibility in actually utilizing past credits from your former school. It also allows you to maintain your major if you, like me, stubbornly refuse to go to a different program. I did not want to lose my International Relations major so I just used IDS to maintain it. If you want to snag transfers from other schools, this program is the thing to support. I would definitely advertise it as the most transfer-friendly program around. ”

“ The IDS is program is the only program on campus that feels truly welcoming. Every member of the staff in IDS actually cares about their students and wants to see them succeed. They are all kind, friendly, and great people. The work is the perfect balance of challenging and interesting. IDS is what kept me in college. ”

“ This program saved me from dropping out. Period. I have experienced many personal issues with the university over the last 4 years, and have not felt cared for by the administration. The staff involved in the IDS program were some of the only people from the university to show that they actually cared about me, a person. Not my money, not my grades, not anything other than my wellbeing. They saved me from dropping out because I had no will to push on at points. ”

“ If it weren't for this program I would not have stayed at PSU. ”



9. Interim Report: Looking Forward

As we enter the summer of 2022, the CoLab is focusing on several concentric spheres of influence. At our heart, we develop relationships with anyone involved in the design of learning environments at PSU, with the goal of offering support, facilitating growth, and expanding frameworks for those who wish to improve their teaching. But we recognize that teaching—and learning!—are not solitary acts done in isolation. For this reason, the CoLab strives to connect with related groups, offices, and personnel at PSU whose work is adjacent to our own. Some examples of how CoLab faculty and staff (shorthand to “CoLab staff” below) are integrating our work with broader university initiatives:

- A CoLab staff member chaired the Advising Task Force, sharing expertise from our IDS advising model and assisting with the development of more team-based approaches to advising at PSU;
- A CoLab staff member acts as AU Leader for the Lamson Academic Unit, and helps position the library and related ET&S service lines at the heart of PSU teaching and learning;
- A CoLab staff member has led the faculty through the adoption of a new proposal for the next steps in the Cluster Model;
- A CoLab staff member was one of the members of the small University Strategic Planning Committee that wrote the new vision and mission for the university, and created the current plan;
- CoLab staff members chair principal policy-making faculty committees related to academics, including Academic Affairs and Academic Technology;
- A CoLab staff member founded and led the Staff Learning Community, the main body that organized staff professional development over the last two years;
- CoLab staff members helped create the proposal for the new Center for Diversity, Equity, and Social Justice, served on the hiring committee for the new CDO, serve on the new Center Advisory Council, and Co-Chaired the President’s Commission on the Status of Women;
- CoLab staff members created Cluster Learning Springboard, a course that helps students understand and better engage with Cluster Learning approaches;
- A CoLab staff member chairs what will become the Customized Cluster Major Council, one of the primary avenues for students to declare a Cluster Major at PSU;
- A CoLab staff member serves on the governance committee of Staff Senate;
- A CoLab staff member was a key designer on the Academic Rebalance curriculum, a targeted retention effort that launched this year.

This selected list shows not only that university service is central to the CoLab staff, but more importantly that we see the work of a teaching & learning center as deeply embedded in the academic operations of the institution. We strive not only to support individual faculty, but also to improve the structures and processes inside of which our teaching is embedded.

In that same regard, we know that PSU itself is embedded in larger contexts: regional, statewide, national, and global. We also work to critique, improve, and reimagine these larger contexts. The entire CoLab staff is actively involved in educational advocacy through participating, organizing, researching, and collaborating in arenas where our perspective could be helpful in driving change. CoLab staff serve as representative observers to the USNH Board of Trustees, belong to New Hampshire cross-sector leadership cohorts, serve on AAUP executive committees, consult for nonprofit EdTech companies and higher education organizations, participate on regional educational boards, and publish and present widely on topics including online learning, public higher education, individualized major programs, open pedagogy, and humane approaches to teaching. We openly license most of what we create, and open our events to as broad and diverse a set of participants as we can. As a result, the Open CoLab has become a widely-respected hub for innovative pedagogy, and our staff is often asked to comment on current educational issues by publications such as *Inside Higher Ed* and *The Chronicle of Higher Education*. Most importantly, educators beyond PSU tell us that we are having an impact on their own professional development:

“

I am a recent graduate from UMass with my M.Ed in Instructional Design. Due to your hard work at PSU and creating open access for me to explore your work, I learned a lot! I learned about the CoLab, about ACE, about Cluster Learning and more... I learned more from your videos and from the resources you posted than anywhere else such as live webinars and recorded webinars from SUNY and other great universities. Your work complimented the research I was doing on best practices including the Quality Matters Rubric, OSCQR, and Inclusive Design. Your team provides an example that I want to follow in terms of creativity, facilitation skills, research and commitment... I wanted to make sure that your entire team knew that your department made a difference for me.

2022 Email to the CoLab

”

This coming year, we aim to continue our work across the concentric circles that contextualize the CoLab. We will serve our colleagues, our institution, our state, and the wider arena of public higher education by staying focused on students: their lives and their learning. We look forward to building a partnership with our new provost this year, and continuing to improve our services and engage our community.



10. Connect with the CoLab

Partnerships with other offices and centers across the institution make our work possible. We are grateful for our partners and affiliates, including the Career Development Office, General Education, Campus Accessibility Services, Office of Community Impact, Academic Technology (now Teaching & Learning Technologies under ET&S), and the Center for Diversity, Equity, and Social Justice. If you are interested in a partnership with the CoLab, please reach out to us at psu-open@plymouth.edu.

To learn more about the
Open Learning & Teaching Collaborative, visit our
website at colab.plymouthcreate.net.
To partner with us, reach out to us at
psu-open@plymouth.edu
to discuss the possibilities.




Appendix A: Colab Strategic Plan 2019-2021

Open Learning & Teaching Collaborative
Plymouth State University
Strategic Plan
 January 2019-June 2021

CoLab Structure			
Teaching & Learning Development TLD	Community Building & Support CBS	Interdisciplinary Learning & Exploration ILE	Open & Public Research and Advocacy ORA

Objective	Strategy	Links	Tasks	Coordinator	Status
Facilitate development and integration of Cluster Learning at PSU	Lead Cluster Pedagogy Learning Community to create faculty/staff coherence around idea of Cluster Learning	TLD CBS	Design and facilitate curriculum Integrate student CoSAs into CPLC	DeRosa	Jan 2020: Curriculum designed, successfully ran first semester. Jan 2021: Curriculum redesigned for Season 2, successfully ran first semester/ May 2021: CPLC challenged a bit by COVID, but we developed ACE and ran that through some of the CPLC architecture. CPLC Season 3 has launched. Jan 2020: Two students participating in FY20, looking to increase for FY21 cohort. Jan 2021: One student

Open CoLab Strategic Plan

					<p>from some of the insights of INCAP planning.</p> <p>May 2021: Administrative elements complete. Course design throughout summer.</p>
<p>Build community of practice at PSU around teaching & learning</p>	<p>Foster increased conversation on campus about T&L</p>	<p> </p>	<p>Coordinate events to bring together faculty, staff, and students to discuss pedagogy</p>	<p>DeRosa</p>	<p>Jan 2020: More than 60 events held through 12/2019.</p> <p>Jan 2021: More than 40 events held from Jan 2020-Jan 2021.</p> <p>May 2021: More than 20 events hosted this Spring.</p>
<p>Onboard to a pedagogy-driven culture for new PSU instructors, those changing modalities; and those with an interest in new pedagogies</p>		<p></p>	<p>Organize CoLab Pedagogy Orientation Program</p>	<p>Burtis DeRosa</p>	<p>Jan 2020: CoPOP rolled out on 1/14/2020 with menu structure.</p> <p>Jan 2021: CoPOP discontinued to make way for ACE Framework given COVID pivot. Now revisiting with exploration of HybridPed collab.</p> <p>May 2021: Design Forward is launching in June.</p>
			<p>Plan a University Days program that grows from current T&L progress</p>	<p>DeRosa</p>	<p>Jan 2020: Tabled until S20.</p> <p>Jan 2021: University Days was successful.</p> <p>May 2021: UDays 2021 is</p>



= Teaching & Learning Development



= Community Building & Support







= Interdisciplinary Learning & Exploration



= Open & Public Research and Advocacy

Open CoLab Strategic Plan

	<p>Integrate student voices into faculty, staff, and admin T&L conversations and designs</p>	<p> </p>			<p>Hounsell Burtis CoSAs</p>	<p>currently being planned. Theme, team, and speaker are set.</p> <p>Jan 2020: Ongoing. All CoSA got same onboarding in Sept. Each cohort met weekly in Fall 2019 for specialized training. Spring 2020 plans for a weekend CoSA conference.</p> <p>Jan 2021: New round of hiring and training planned to prepare for fall 2021.</p> <p>May 2021: CPLC Participants & Pedagogical Partners hired for summer. Training for new cohort will take place during the summer and fall. New site on CoLab page created for training.</p>
<p>Encourage staff participating in T&L work</p>	<p> </p>	<p>Develop Staff LC to encourage staff involvement in T&L conversations and CPLC frameworks</p>		<p>Hounsell</p>	<p>Jan 2020: The SLC launched during January Jamboree. Several projects have been proposed by staff to be completed by May.</p> <p>Jan 2021: SLC had 4 weeks worth of community events during spring 2020. New March 2021 Professional Development Series in the works.</p> <p>May 2021: SLC Leadership</p>	



= Teaching & Learning Development



= Community Building & Support






= Interdisciplinary Learning & Exploration







= Open & Public Research and Advocacy

Open CoLab Strategic Plan

					Team is being stipend by CPLC to develop mission, values, structure, and 2021-22 AY SLC plan.
Encourage p2p models to build larger faculty participation in T&L initiatives	 	Develop CoFA program to develop faculty leadership and p2p model for support around T&L	Burtis	Jan 2020: Consolidated CoFAs into CPLC Season 2 and announced with CPLC S2 applications.	
Share successes and challenges in IDS Cluster Learning-related innovation with campus		Develop and participate in events and outreach focused on ungrading, basic needs, connected learning, learner agency, etc.	Cheney	Jan 2020: Ungrading webinar scheduled for Feb; basic needs resource added to website; event on student agency held. Jan 2021: Numerous events, including January Jamboree, Meaningful Assessment, Necroliberal University, etc. May 2021: In addition to above, we had an advising event through the CoLab. The connection of the CoLab with the Advising Task Force has been productive, since the holistic advising approach the task force is working toward is one that isn't specifically CoLab-based but is congruent with the CoLab mission.	

Open CoLab Strategic Plan

	<p>Develop innovative positions to integrate staff and faculty and student roles around common learning goals</p>		<p>Cultivate Learning & Teaching Developer and Learning Advisor positions, as well as CoSAs and CoFAs, to highlight integrated approaches to instruction, instructional design, advising, tutoring, mentoring, and student support services</p>	<p>DeRosa Burtis Housell</p>	<p>Jan 2020: All CoLab staff trained across all domains. Jan 2021: New advising workflows with EAB rolling out to increase team-based advising; all CoLab staff visiting and working with students enrolled in IDS courses; Learning Advisor and Learning Developer creating textbook content and learning modules; launched peer support appointments for PSU students work one-on-one with CoSAs on IDS and tech support. May 2021: Learning Advisor's grad program work is being integrated into our CoSA training and Intro curriculum. Staff are collaborating on internship plan for IDS students.</p>
<p>Support the development of new architectures for learning at PSU</p>	<p>Cultivate student expertise in Cluster Learning, interdisciplinary learning, and Digital & Open Learning to provide campus support in instructional design</p>	 	<p>Coordinate CoSA projects: IDS Peer Mentors; CPLC Participants; DOCs</p>	<p>Hounsell DeRosa Burtis CoSAs</p>	<p>Jan 2020: Current ongoing projects include: IDS contract database OER Research Ungrading Resource Design Open & Digital Tools Pressbook Zine Week (part of CPLC) Website Alt Tag Review Trees Database Thrive, Don't Dive & Transfer</p>

 = Teaching & Learning Development

 = Community Building & Support

 = Interdisciplinary Learning & Exploration

 = Open & Public Research and Advocacy

Open CoLab Strategic Plan

					<p>May 2021: Database has been updated for consistent entries and cost savings are over \$1.2 million. Still participating with NH Open despite loss of funding for OER initiative.</p>
<p>Develop Follow-up Structures to provide longer-term support post-Davis grant</p>	<p>CBS</p>		<p>Establish CoFA and CoPOP programs to sustain support around instructional design, pedagogical innovation, and institutional alignment</p>	<p>Burtis</p>	<p>Jan 2020: Announced CoFA with CPLC S2. Introduced CoPOP "Menu" at 2020 January Jamboree and collected development plans from ~50 faculty.</p> <p>Jan 2021: Realigned CoFAs to support faculty with emergence of Covid and pivot to online/new modalities. CoFAs provided mentorship for summer ACE participants.</p> <p>May 2021: Preparing to launch Design Forward in June 2021 to reinvigorate conversation about instructional design and teaching across modalities.</p>
<p>Explore possibility for scaling innovative practices and programs without compromising core values</p>	<p>ILE</p>		<p>Retool IDS structures, including in advising and back-end processes, to scale program to accommodate more learners</p>	<p>Cheney Hounsell</p>	<p>Jan 2020: IDS Council approved new process pilot to become official process; IDS Sem is now redesigned to focus on 1 capstone project and turning ePorts into post-graduation portfolios. Both Intro and Sem</p>



TLD = Teaching & Learning Development



CBS = Community Building & Support





ILE = Interdisciplinary Learning & Exploration






ORA = Open & Public Research and Advocacy

Open CoLab Strategic Plan

					<p>now have dedicated space on the CoLab domain to serve as syllabus and repository.</p> <p>Jan 2021: IDS contract being retooled in collaboration with Registrar's Office to make more efficient. Courses now well integrated into CoLab website. Ongoing work with EAB on the Nav app. Curriculum redesigned for 4 credits. ET&S is looking into automation of IDS application processing.</p> <p>May 2021: Contract has been redesigned in collaboration with the Registrar's Office, creating significant new efficiencies. Work with EAB continues.</p>
	<p>Develop retention and enrollment initiatives powered by inventive pedagogy</p>	<p> </p>	<p>Launch "Thrive, Don't Dive" (Retention) & "Transfer & Transform" (Enrollment) initiatives</p>	<p>Hounsell, Cheney, DeRosa, Burtis</p>	<p>Jan 2020: Handouts from Marketing are complete and ready for final proofing. Once the Thrive handouts are ready, Robin & Matt will schedule 5 minutes with Faculty Meeting to increase awareness. Transfer handouts will go to Admissions. Thrive handouts will live on Sharepoint for easy access by campus community.</p>

Open CoLab Strategic Plan

					<p>Jan 2021: Done.</p> <p>Jan 2020: Built new CoLab Web site on Plymouth Create and continue to add new features/content, including IDS sample programs, application forms (for various programs), and IDS course Web sites.</p> <p>Jan 2021: Continued to develop new features and content within the CoLab Web site structure, including Slipper Camp web presence, ACE Framework and workshop curriculum, retention and enrollment “mini site,” archived IDS student projects, CoSA peer training curriculum site.</p> <p>May 2021: Built new component of the web site to provide advice for online learning and creation of individualized online learning plans. Created space on the IDS portion of the site for archiving and sharing IDS senior seminar projects</p>
<p>Articulate and demonstrate (on campus and beyond) the value of PSU’s unique perspective on open and public higher education.</p>	<p>Create an online presence for the CoLab to assure sharing of resources and to model how open sharing can foster community and development.</p>	<p> </p>	<p>Create a domain to allow for interactive use of the web.</p>	<p>Burtis</p>	
	<p>Explore and enable the open sharing of the intellectual activity of PSU.</p>	<p></p>	<p>Help faculty, students, and staff interested in using domains (and other open Web tools) to share their work and engage in larger</p>	<p>Burtis</p>	<p>Jan 2020: Worked with Fall 2019 and Spring 2020 faculty interested in using domains. Trained CoSA (CoLab and Art)</p>



= Teaching & Learning Development



= Community Building & Support




= Interdisciplinary Learning & Exploration



= Open & Public Research and Advocacy


Open CoLab Strategic Plan


			<p>conversations about their disciplines.</p>		<p>to support students working with domains. Began PressBook that includes section to orient students to working with Plymouth Create and WordPress.</p> <p>Jan 2021: Continued work with faculty using domains, Pressbooks, and other open web-based tools. Launched peer support appointments for PSU students seeking assistance with Plymouth Create and Hypothesis,</p>
<p>Create a social media presence for the CoLab to foster campus community and open work to the public.</p>		<p>Use Twitter, Facebook, Yammer, and other tools as appropriate to amplify CoLab work and sustain T&L conversations at PSU and beyond</p>	<p>Staff DeRosa</p>	<p>Jan 2020: All social media accounts in active use. Twitter following growing.</p> <p>Jan 2021: Very active group of followers now participating with us across FB and Twitter.</p> <p>May 2021: Social media influence is growing, evident by the last event we hosted attracting over 800 registrants.</p> <p>Jan 2020: Done.</p>	
<p>Develop a mission statement and set of guiding values</p>		<p>Create mission and values and communicate them to online and campus audience, and create dynamic interactive exhibit about both in CoLab</p>	<p>DeRosa Burtis Cheney Hounsell</p>		

 TLD


 CBS = Teaching & Learning Development

 ORA = Community Building & Support

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 ORA = Open & Public Research and Advocacy

Open CoLab Strategic Plan

	<p>Engage CoLab in conversations about higher education happening on a national and international level</p>		<p>Accept speaking engagements and publish work related to the SOTL, centering the CoLab's mission and values where appropriate</p>	<p>DeRosa Burtis Cheney</p>	<p>Jan 2020: <u>DeRosa</u>: OLC Accelerate 2019 Online International Summit; University System of New Hampshire Race & Equity Summit; Temple University Libraries; OpenCon Philly; New England Board of Higher Education; Distance Teaching & Learning Conference, University of Wisconsin-Madison <u>Cheney</u>: MLA 2020</p> <p>Jan 2021</p> <p><u>DeRosa</u>: University of Northern VT; Faculty of the Future Conference; NEBHE Webinar; Manor College; SIDLIT Keynote; York County CC; WCET Webinar; U Michigan; California Community College System; Franklin Pierce; CUNY; MCLA; UGA; MLA 2021</p> <p><u>Cheney</u>: Publication: "<u>(Against) The Syllabus as Instrument of Abuse</u>", <u>Syllabus</u>, May 2020</p> <p>Program assessor for Salem State College BA in Liberal</p>
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 = Teaching & Learning Development  = Community Building & Support  = Interdisciplinary Learning & Exploration  = Open & Public Research and Advocacy

					<p>Studies, Sept 2020</p> <p>Invitation to present on cruelty-free teaching for Boston Area Rhetoric & Writing Network conference, May 2021</p> <p><u>Burtis</u>: Portland State University, March 2020; <u>Teaching in Higher Ed</u> with Bonni Stachowiak, April 2020; <u>Online Learning in a Hurry</u> with Dave Cormier, April 2020; <u>Gettin' Air with Terry Greene</u>, May 2020; Manor College, July 2020; Clemson University, August 2020; "Pandemic Teaching Stories," CHE, Jan 2021; Muhlenberg College, February 2021</p> <p>May 2021</p> <p><u>DeRosa</u>: two book forwards and one book chapter authored; multiple keynote addresses and several faculty development workshops given.</p> <p><u>Cheney</u>: Boston Rhetoric & Writing Network presentation (June 2021), MLA 2022 panel participant; two book chapters forthcoming summer/fall 2021</p>
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= Teaching & Learning Development



= Community Building & Support





= Interdisciplinary Learning & Exploration



= Open & Public Research and Advocacy

Open CoLab Strategic Plan

	<p>Help develop institutional capacity around open education (including access to knowledge and access to knowledge creation), and share artifacts and best practice outside of PSU</p>		<p>Run the Open Track in the CPLC and connect USNH Open Ed Initiative (Academic Technology Institute) with PSU mission-driven initiatives, openly publishing outcomes and reflections as well as artifacts and OER.</p>	<p>DeRosa</p>	<p>Jan 2020: Open Track working to introduce policies on OER and OA to CPLC. Target by May 2020. OER Hub up and running by May 2020.</p> <p>Jan 2021: 10 projects running in open track; OA and OER resolutions fully drafted and FAQ created, but tabled until post-COVID when we can do f2f advocacy with faculty.</p> <p>May 2021: 10 projects were successful, though COVID did mean faculty spent less time than they expected on their projects.</p>
<p>Generate statewide partnerships focused on access, student agency, and the links between higher education and the public good</p>		<p>Continue to build the New Hampshire Open Education Public Consortium and related spin-off collaborations</p>	<p>DeRosa</p>	<p>Jan 2020: Proposal shopped to ATSC and CCSNH/USNH chancellors and PSU admin.</p> <p>Jan 2021: Funding lost and proposal not approved; OER Hub up and running and meet-up event planned for March 2021.</p> <p>May 2021: March event highly successful, and next one planned for September. Without funding, will be difficult to scale.</p>	



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Appendix B: CoLab Strategic Plan 2021-2023

Open Learning & Teaching Collaborative
Plymouth State University
Strategic Plan
 June 2021 - June 2023

([View our 2019-2021 Strategic Plan Here](#))

CoLab Structure			
Teaching & Learning Development TLD	Community Building & Support CBS	Interdisciplinary Learning & Exploration ILE	Open & Public Research and Advocacy ORA

Objective	Strategy	Links	Tasks	Coordinator	Status
Facilitate development and integration of Cluster Learning at PSU	Transition CPLC into next phase iteration	 	Build CPLC continuity, especially for TWP & INCAP, via LCs and RPs	DeRosa	Jan 22: To be discussed at Feb 22 meeting May 22: Beginning design of DF TWP/INCAP module
			Integrate Cluster Learning curriculum into Design Forward	DeRosa Burtis	Jan 22: Added to multiple modules May 22: Ran two DF modules this spring with integrated CL components
			Continue CPLC Ambassadors outreach initiatives	DeRosa	Jan 22: Wide-scale outreach effort at Jan Jam 22 reached almost all faculty. May 22: Assembling final CPLC book for F22 publication

Open CoLab Strategic Plan

<p>Carry out and further develop new IDS curriculum (beginning AY21/22)</p>	<p>TLD ILE</p>	<p>Integrate Digital Habits of Mind to IDS Senior Seminar</p>	<p>Cheney</p>	<p>Jan '22: This will begin once the Digital Habits of Mind are defined May '22: This will begin once the Digital Habits of Mind are defined</p>
<p>Explore possibilities for asynchronous, fully online Foundations of IDS</p>	<p>Cheney</p>	<p>Develop and test a curriculum for Cluster Learning Springboard that can be implemented by non-IDS faculty if demand grows</p>	<p>Cheney</p>	<p>Jan '22: Progress on this depends a lot on how the new cluster major initiative / cluster council proceeds. Will revisit in summer. May '22: As the cluster major work is delayed, this is delayed.</p>
<p>Continue to develop the IDS textbook to be a tool useful to any course needing material on interdisciplinarity, open education, cluster learning, and the Digital Habits of Mind.</p>	<p>Cheney</p>	<p>Develop and test a curriculum for Cluster Learning Springboard that can be implemented by non-IDS faculty if demand grows</p>	<p>Cheney</p>	<p>Jan '22: This is in progress. May '22: Spring CLS was significantly improved from Fall. The curriculum is almost portable now. The textbook needs more attention; it is the weakest part of the curriculum.</p>
<p>Continue to develop the IDS textbook to be a tool useful to any course needing material on interdisciplinarity, open education, cluster learning, and the Digital Habits of Mind.</p>	<p>Cheney</p>	<p>Continue to develop the IDS textbook to be a tool useful to any course needing material on interdisciplinarity, open education, cluster learning, and the Digital Habits of Mind.</p>	<p>Cheney</p>	<p>Jan '22: In progress. May '22: This work continues, but we have reached the limit of what we can do with openly-available material. Now we will need to write some chapters. Particularly needed:</p>

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Open CoLab Strategic Plan

					<p>introductions to the sections, a revitalization of the “Technology & Society” section, more engaging material on the history and purpose of higher education, more student-focused material on project-based learning.</p>
<p>With IDS Council & Office of Academic Affairs, bring IDS insights and structures to cluster major development</p>	<p>With IDS Council & Office of Academic Affairs, bring IDS insights and structures to cluster major development</p>	<p>ILE TLD</p>	<p>Re-evaluate the IS designation, leadership around IS courses and programs, and accounting processes for IS credits.</p>	<p>Cheney</p>	<p>Jan '22: This is on hold, depending on new cluster major/cluster council initiative</p> <p>May '22: This is on hold, depending on new cluster major/cluster council initiative</p>
<p>Support and develop structurally transformative, institutional collaborations across the</p>	<p>Develop Staff Learning Community to encourage staff involvement in T&L conversations, learning community frameworks, and to</p>	<p>CBS</p>	<p>Explore the possibility of developing cluster majors around the basic requirements of IDS to create major templates, including options for tweaks and changes as approved by IDS Council or IDS Director.</p>	<p>Cheney</p>	<p>Jan '22: This is part of the cluster major/ cluster council proposal that will be introduced to faculty meeting 2/2/22</p> <p>May '22: This is on hold, depending on new cluster major/cluster council initiative</p>
			<p>Develop SLC mission, values, and purpose and design online space for the SLC</p>	<p>Hounsell</p>	<p>Jan 22: Complete.</p>

TLD

= Teaching & Learning Development





CBS = Community Building & Support

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Open CoLab Strategic Plan

<p>institution</p>	<p>empower staff to lead innovations at PSU</p>	   	<p>Design and facilitate programs, events, and SLC initiatives for AY 2021-22 and AY 2022-23</p>	<p>Hounsell</p>	<p>Jan 22: Completed Fall Staff reflective practice, Fall Social, and January Jamboree SLC Staff Summit. Working on Staff May 22: Completed Spring Staff reflective practice, Spring Social.</p>
<p>Encourage student involvement in T&L conversations, grow student-faculty partnerships, provide structure for student-led project design, and develop</p>	<p>Launch "Pedagogical Partners" CPLC track and train students in cluster learning</p>	<p>Hounsell</p>	<p>Strengthen presence of the SLC among important campus constituents: cabinet, HR, staff senate</p>	<p>Hounsell</p>	<p>Jan 22: Completed staff welfare report and suggested strategies for moving forward with staff PD. May 22: Presented Staff Needs Report to Staff Senate; report tabled as per request of Staff Senate Executive Committee. Completed.</p>
<p></p>	<p>Establish location of staff PD at PSU in partnership with new consolidated HR</p>	<p>DeRosa</p>	<p>Establish location of staff PD at PSU in partnership with new consolidated HR</p>	<p>DeRosa</p>	<p>Jan 22: incorporated staff PD into BoT proposal from Pres. Birx May 22: President has proposed Staff PD line in BoT presentation, expected response in June</p>

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<p>Jan 22: Currently planning spring series: Students Talk With You About Teaching.</p> <p>May 22: Completed Students Talk With You About Teaching series. Made plans to offer this series annually. Student Affiliate joined two Spring 22 modules of Design Forward; each module, we will identify students to join DF.</p>	<p>Hounsell</p>	<p>Develop structures for both intensive and ad hoc partnerships between students and faculty</p>	<p>peer support through the CoSA program</p>	
<p>Jan 22: Completed projects include: CoLab Credentialing setup and reporting, the Values that Guide You distillation, fall 21 IDS tabling, two Black Student Meetups, Zine printing.</p> <p>May 22: Completed projects include: Students Talk With You About Teaching series, OER research and OER Hub work, IDS enrollment materials, Transfer Spaghetti Pile, CPLC pressbook categorizing, Spring 22 Design Forward participation.</p>	<p>Hounsell</p>	<p>Manage CoLab student affiliate projects</p>		






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					<p>Jan '22: Completed training for fall 21 cohort.</p> <p>May '22: Working on a Design Forward module for CoSAs.</p>
					<p>Jan '22: In fall 21, IDS Peer Mentors joined mentorship groups and taught their own class in Found.</p> <p>May '22: Due to scheduling conflicts, student workers were unable to be involved in mentor groups.</p>
					<p>Jan '22: This has continued, is somewhat on pause for spring '22 as new first-year advising assignments are rolled out through Academic Units. Anticipate much more in fall '22.</p> <p>May '22: This is continuing, but much depends on workload of Center for Student Success</p>
					<p>Jan '22: Efforts continue</p> <p>May '22: Good progress this year, but this is likely to always be a continuing item.</p>

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Open CoLab Strategic Plan

	<p>Engage in conversations about partnerships across USNH and CCSNH that will improve access and engagement for NH students.</p>	<p> </p>	<p>Work with OAA and other relevant offices as course-sharing and academic consolidation conversations shape new plans.</p>	<p>DeRosa</p>	<p>Jan 22: Proposed LRTP cross-system academic initiative under DF banner. May 22: LRTP proposal denied; no additional course-sharing/academic consolidation info is forthcoming at this time.</p>
<p>Build community of practice at PSU around teaching & learning</p>	<p>Foster increased conversation on campus about T&L</p>	<p> </p>	<p>Coordinate events to bring together faculty, staff, and students to discuss pedagogy</p>	<p>DeRosa</p>	<p>Jan 22: multiple events offered on a monthly basis, including series, open to all employees. May 22: Created series around trauma-informed teaching; bias mitigation; and career integration. Hosted multiple events through spring.</p>
<p>Target orientation programs for faculty entering the college and moving into new endeavors</p>		<p></p>	<p>Build orientation onboard modules for Design Forward</p>	<p>Burtis</p>	<p>Jan 22: Designed & scheduled first orientation module for February May 22: Ran Orientation and two DF modules during spring term.</p>
			<p>Work with OAA to support or coordinate New Faculty Orientation</p>	<p>DeRosa</p>	<p>Jan 22: Not yet done. May 22: OAA will be handling NFO. Proposal to require new faculty to take DF "Intro to Pedagogy" was denied by OAA.</p>







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<p>Encourage p2p models to build larger faculty participation in T&L initiatives</p>	<p>TLD CBS</p>	<p>Redesign CoLab Affiliates program to distribute leadership for T&L across campus</p>	<p>DeRosa</p>	<p>Jan 22: Successful model now hosts multiple affiliates who are actively presenting series or hosting initiatives through the CoLab May 22: highly successful program this spring, with multiple affiliate-hosted series and support services.</p>
<p>Provide instructional design resources, consulting, and support to the PSU community</p>	<p>TLD</p>	<p>Design and deliver CoLab programming to advance conversations about and new practices in instructional design</p>	<p>Burtis</p>	<p>Jan 22: Continued to design and prepare to deliver new instructional design approaches through Design Forward; provided programming focussed on the intersection of care and labor with instructional design May 22: Completed 3 Design Forward modules with focus on new approaches to instructional design</p>
		<p>Support faculty efforts to design or redesign learning experiences and environments.</p>	<p>Burtis</p>	<p>Jan 22: Began project with Frost House staff and various faculty to provide instructional design support for new Rebalance program. Met with faculty looking for instructional design consultation and support. May 22: Completed instructional design support for Rebalance; Met with faculty looking for instructional design consultation and support. Notable Example:</p>

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Open CoLab Strategic Plan

					Semester long project and conversations with E. Johnston on redesigning her TWP.
Articulate and demonstrate (on campus and beyond) the value of PSU's unique perspective on open and public higher education.	Create a sustainable plan for the growth of CoLab Live	 	Convert site to WordPress Multi (or other plan to assure ongoing expansion and sustainability)	Burtis	Jan 22: Completed late summer 2021
Explore and enable the open sharing of the intellectual activity of PSU.		 	Help faculty, students, and staff interested in using domains (and other open Web tools) to share their work and engage in larger conversations about their disciplines.	Burtis	Jan 22: Continue to meet with faculty about the use of domains in courses. May 22: Continued work with faculty & students on using PC and open web tools. Notable example: collaboration between B. Noel and S. Gaulocher for student project about Henrietta Lacks.
Support the development of open policies at PSU			Develop OER and OA resolutions for faculty and launch educational campaign to support their passage	DeRosa	Jan 22: Resolutions developed, but still on hold until COVID stresses on faculty lessen May 22: OAA funding has been secured through library budget and will launch this fall, but policy work still on hold.
Engage CoLab in conversations about higher education happening on a national and			Accept speaking engagements and publish work related to the SOTL, centering the CoLab's mission and values where	DeRosa Burtis Cheney Hounsell	Oct '21: Presented ACE Framework to Middlebury College Digital Learning & Inquiry Program (Hounsell & Cheney)

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	international level		appropriate		<p>Nov '21: DeRosa & Cheney quoted in <i>Chronicle</i> article "The Student-Centered Syllabus"</p> <p>Jan 22: DeRosa consulting on digital learning, open education, and equity for Grinnell College, Chippewa Valley Technical College, Grandview University, U of Washington. Keynote for AAC&U. Webinar for Hypothesis.</p> <p>March 22: Cheney and Hounsell presented session titled "Team-Based Mentorship: Holistic, Open, and Flexible" at the online Individualized Major Program Conference. Student Affiliate Goodell-Spooner participated in a student panel.</p> <p>May 22: Burtis co-editing two volumes for HybridPed on Critical Instructional Design & Designing for Care; participated in panel discussion for U Mich Dearborn on Critical Digital Pedagogy (Nov 21); serving as SME for 2022 EDUCAUSE Student Survey; interviewed for episode of Teacher of the Ear</p>
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	the public good					actively using OER Hub.
	Share student-centered educational materials related to interdisciplinarity and higher education	ILE ORA	Continue to develop the IDS textbook and share it to key open repositories for use by others	Cheney	Jan '22: Textbook continues to develop, including new content from Seminar students from Fall 21. May '22: This continues to be a goal, but will need further attention and time.	
	Share faculty-oriented educational materials related to innovative pedagogy and critical instructional design	ORA TLD	Continue to develop the Design Forward curriculum, partnering with key collaborators to maximize quality and impact of initiative	Burtis DeRosa	Jan 22: Designed and scheduled three modules for Spring 22 (Orientation, Intro to Pedagogy, Care & Equity); initiated collaboration with colleagues in OAS and ET&S; sought system-wide funding for DF during 22-23 academic year, with emphasis on collaboration across campuses and offices May 22: Ran three modules in Spring 22; invited participation from Student Accessibility Services, ET&S, and Office of Diversity, Equity, and Inclusion	
	Focus programs, initiatives, and resources on the	ORA	Create events, offer programming, incorporate key concepts into materials and	DeRosa	Jan 22: Multiple events and series have been offered, including a series on implicit bias	

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	roles of race, power, and social justice in higher education	TLD	artifacts, and support faculty and staff who center social justice and anti-racism in their work at our PWI		and an event on supporting the new PSU CDO May '22: Centrally involved in supporting onboarding of new CDO including hosting faculty listening sessions; multiple events hosted on bias mitigation; central role in BSU programs and Lav Grad.
Support CoLab and PSU academic programs in improving enrollment & persistence numbers	Improve the potential of the Interdisciplinary Studies program's as a tool for persistence and enrollment at PSU	ILE	Develop the next iteration of the IDS persistence and enrollment initiative	Cheney	Jan '22: New banner for Admissions events acquired; informational materials currently being redesigned and updated. This item should be re-evaluated in summer '22, once more is known about cluster initiative. May '22: New materials have been created and ordered. Participation in Accepted Student Days general assembly in the spring has improved the visibility of IDS to incoming students, and summer participation in First-Year Orientation will do the same. New innovations are on hold until cluster initiative is clearer.
		ILE	Conduct exit survey in the the Senior Seminar class and collect data about IDS persistence	Cheney	May '22: Completed

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				<p>Jan '22: Continues to be an aspiration.</p> <p>May '22: Continues to be an aspiration.</p>
			<p>Develop outreach to IDS alumni</p>	Cheney
			<p>Continue to cultivate donors for the IDS scholarship</p>	Cheney
			<p>Identify initiatives and develop support architectures for teaching and learning-related retention efforts and program development.</p>	DeRosa
			<p>Partner with OAA and other areas of the university to support current and new enrollment & persistence initiatives.</p>	

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Appendix C: Event and Programming Feedback

Event Feedback

During the spring of 2022, the CoLab began a pilot to collect feedback on programming and events from participants. After events, all registrants were emailed a feedback form and invited to share their thoughts. (If registrants indicated they had not attended, the form prevented them from completing questions about their impressions of the program). This initial feedback pilot provided some modest and limited data which we are sharing below.

The most powerful data collected through this tool proved to be the individual statements from participants on the importance of certain programs. We've also included a selection of these below, and others are scattered throughout this report.

Going forward, we plan to expand our efforts to solicit this feedback and we hope to have more substantive data to share in our next annual report.

Total feedback responses collected, spring 2022	27
Percentage of respondents indicating program was "Very Helpful" or "Helpful"	96%
Number of events that generated feedback responses	9

Selected Comments from Event Participants

This is such an important topic for students and faculty/staff alike, one that has huge impacts on daily life as we move through the digital world - and non-digital!

participant in *Across the Curriculum Series: Information Literacy*

Thank you so much for the remote format. While I prefer in-person- I couldn't have attended at all if it was in person because of family demands. I was able to pick up the kids while listening.

participant in *Universal Design for Learning: From Access to Equity*

“

I loved the lecture part (learning new things), but the most valuable was walking us through the resources available and what the project is doing with public schools in NH...A tie-in for where these lessons may fit in undergraduate courses would have been helpful.

participant in *The Remedial Herstory Project*

”

“

This was a wonderful workshop! Engendering curiosity and agency are the hallmarks of this approach to teaching and learning...Never in my 16 1/2 years of being a staff person at a university has my practice with students been more validated!

participant in *Universal Design for Learning: From Access to Equity*

”

“

I am not a faculty member, so this didn't necessarily directly impact my professional development. But it is a topic that I find interesting that I just became aware of within the past year.

participant in *Students Talk with you About Open Educational Resources*

”

“

This is a topic I have been working on, but have rarely had colleagues with the same interest - this helped me bring together resources and potential collaborators.

participant in *Ungrading: A Conversation with Author Susan Blum*

”

Design Forward Feedback

In addition to our general event feedback form, we solicited participant feedback for both the Introduction to Pedagogy and Care & Equity modules of Design Forward that ran in spring 2022. The form used to collect these responses focussed on qualitative feedback, and we've included a sampling of the statements from participants below.

“

Other than connecting with colleagues/members of the community, the other strength I perceived was the readings—I am glad to have read them all (all the ones I got to) as I often don't prioritize readings. I think the questions and the conversations they generated were also a strength. And the third thing would be the dispatches as a way to focus/jumping off point for the day. I also really liked the in-person meet up because I am social...

”

“

I would have loved some in-person casual discussion time. I need to discuss and hear from others to help me formulate and clarify my own ideas on big lofty concepts like this.

”

“

I tried to learn as much as I could from other people's posts to reading many articles. I tried to do something every day, read, annotate, etc.

”

“

The one thing that I struggled with was navigating the module. The reason I had a hard time was because of the multiple pathways to get to the locations within the module. I know it is designed like that on purpose, and is how a well designed platform should be designed, but organizationally, I am a very linear thinker. Several times I got headed down a rabbit hole and ended up completing work on different days than intended. For this module, I don't think it was a huge problem, but it was a little confusing for me.

”

“

I think the two week timeframe was okay...but I struggled a bit to get everything done that I wanted to- maybe more time? I am also not sure about how much people may still use/access these materials after the two weeks.

”

“

My biggest take away from the program was the importance of relationship building with our students. The better we know who they are and what their needs are, the better we are able to accommodate them.

”

“

[The key takeaway for me was] the connection between care and equity. I discovered many resources which I plan to keep reading during the summer. I also liked connecting with colleagues with similar interests but different perspectives about caring and equity.

”

Appendix D: 2022 January Jamboree Community Report



Jan Jam 2022

Priorities for PSU Progress

January Jamboree 2022 brought faculty, staff, and administration together to talk about progress and obstacles around key institutional shifts, including the transition to the Integrated Cluster Model and ongoing challenges of becoming a more efficient institution, especially as we keep students and their needs squarely at the center of our work. CoLab staff has consolidated the AU and staff slide decks and the [collaborative Jan Jam session Padlet](#) to create the following very brief report.

We encourage you to review these recommendations, generated by our community, and work with your constituents and teams to help stay focused on these recommendations through the upcoming spring and summer.



Community & Communication: Improve Articulation

We need healthier institutional communications to reflect our successes, align our vision to our work, and support our community during a very difficult time.

- Establish user-friendly **campus communication channels**.
- Establish **consistency in our language** about Cluster Learning across faculty, staff, and students.
- **Increase compassion** in communications to acknowledge the impact of the pandemic, the pressure of this higher education landscape, and the anxiety produced by making significant institutional changes.
- Capitalize on the many Cluster Learning **initiatives and experiences that are already underway** (many long before Cluster Learning was delineated).



Smooth the Path: Structuralize Cluster Work

We have made significant progress on the Integrated Cluster Model, but we need better institutional structures to move us to the next level.

- Establish administratively-supported **policies and systems** for Cluster work.
- Identify and **reduce barriers** to Cluster work.[🔗]
- Increase campus-wide **participation** in Cluster Learning while acknowledging that not all courses will engage in interdisciplinary, project-based, and/or open pedagogies at once.
- Establish **collaboration channels** for faculty and staff.

Avoid Tar Pits: Align Workloads to Goals



Unsustainable workloads drag us under and inhibit progress; if we want to transform, we need to make space for transformative work.

- **Align goals of Cluster Learning with workload**, expectations, resources and other supports.
- **Support staff professional development** as part of workload to drive change.
- Encourage faculty to **eliminate redundant or unnecessary activities** in order to make space for priorities.
- Provide **equal pay for equal work** and acknowledge and ameliorate inequities.
- Provide support for faculty and staff to **defragment workloads** to focus on more sustained projects and transformative goals.



All of us have ideas for how we can move forward.[🔗] If we task our leadership and all faculty and staff with focusing on improving our articulation around key initiatives; creating structures and processes that will help us do the work of Clusters; and aligning faculty and staff workloads to our priorities, we believe we will be in a better position to create a sustainable PSU.

Appendix E: CoLab Staff



Robin DeRosa, Ph.D., Director, Open Learning & Teaching Collaborative: Robin is a national leader in charting innovative futures for higher education. Her expertise is in pedagogies that center access and equity, open and public architectures for learning, and integrating technology with human-centered approaches to education. Robin is a frequent keynote speaker at higher education conferences and has consulted with nearly one-hundred different colleges and universities in North America on open education initiatives, online learning, and interdisciplinary curriculum. A past recipient of the PSU Distinguished Scholarship Award, the PSU Distinguished Advising Award, the Theo Kalikow Award, and the Campus Compact for NH President's Award, Robin has been a professor at Plymouth State for more than two decades. Selected highlights from the last three years:

- Keynote speaker for the Distance Teaching & Learning Conference: *humanizing online education*; the POD Network: *radical futures for teaching & learning*; and the National Association of College & University Business Officers (NACUBO): *operationalizing staff and faculty collaboration*.
- Wrote the forewords for two books: *Hybrid Teaching: Pedagogy, People, Politics*. (Ed. Chris Friend) and *Open Pedagogy: Varied Definitions, Multiple Approaches*. (Ed. Kimberly Hoffman & Alexis Clifton).
- Co-edited a book: *Open at the Margins: Critical Perspectives on Open Education*. (Ed. Bali, Cronin, Czerniewicz, DeRosa, Jhangiani).
- Appointed to the Leadership New Hampshire 2021 Cohort.
- Awarded the New England Higher Education Excellence Award by the New England Board of Higher Education.



Martha Burtis, M.A., Associate Director, Open Learning & Teaching Collaborative: Martha has worked in and around the intersection of higher ed, open pedagogy, and digital technologies for 20+ years and has a national reputation for her work with student-centered pedagogy, innovative online teaching, digital literacy and citizenship, critical digital pedagogy, and critical instructional design. She helped originate Domain of One's Own, a project to provide open Web space to faculty, students, and staff that has been adopted and adapted by universities around the world. Selected highlights from the last three years:

- Co-instructor of "Social Justice and the Curriculum" track at Digital Pedagogy Lab, Summer 2021
- Co-editor of two forthcoming volumes from *Hybrid Pedagogy*: "Critical Instructional Design" and "Designing for Care," Summer 2022
- "Counter-friction to Stop the Machine: The Endgame for Instructional Design", *Hybrid Pedagogy*, April 2021

- Invited Panelist for “Critical Digital Pedagogy: a Panel” at University of Michigan-Dearborn, November 2021
- Subject Matter Expert for development of forthcoming *EDUCAUSE 2022 Study of Undergraduate Students and Information Technology*, summer 2022
- Awarded the Patricia Storer Award, May 2022



Matthew Cheney, Ph.D., Director, Interdisciplinary Studies, Assistant Professor of Interdisciplinary Studies: Matthew is a teacher, researcher, and writer whose work spans creative writing, literary research, cultural studies, and scholarship on teaching and learning. He began teaching during his college years as part of the first AmeriCorps cohort, working part-time for three years at Seward Park High School on Manhattan’s Lower East Side, then worked for a decade as a high school English and theatre teacher before teaching college courses at PSU and UNH, eventually becoming Interim Director of Interdisciplinary Studies in 2018, then Director in 2019. Selected highlights from the last 3 years:

- Book forthcoming in fall 2022 with open access publisher Punctum Books, *About That Life: Barry Lopez and the Art of Community*.
- Book chapter forthcoming in fall 2022: “Activism as Refuge in the Comics of Howard Cruse.” *LGBTQ Comics Reader: Critical Challenges, Future Directions*. Ed. Alison Halsall & Jonathan Warren. University Press of Mississippi.
- Review of *Open Knowledge Institutions: Reinventing Universities* published in *Academe*, Winter 2022 issue.
- *Modernist Crisis and the Pedagogy of Form: Woolf, Delany, and Coetzee at the Limits of Fiction* published by Bloomsbury Academic, January 2020.
- Modern Language Association (MLA) Convention presentations: “Poor Queer Studies for a Society of Outsiders” (2022), “(Against) The Syllabus as Instrument of Abuse” (2020).
- “How to Write and Gertrude Stein and How to Read.” *Teaching Modernist Women’s Writing in English*. Ed. Janine Utell. Modern Language Association, 2021.
- “(Against) The Syllabus as Instrument of Abuse.” *Syllabus*, vol.9 no.1, 2020.
- Program assessor for Salem State University BA in Liberal Studies, 2020
- “Gift Economies in the Gig Economy” presentation, 2019 Northeast Open Educational Resources (OER) Conference, University of Massachusetts, Amherst.



Hannah Hounsell 17’ 22’, MEd., Learning Advisor for the Open Learning & Teaching Collaborative: Hannah has spent five years working professionally in the field of public, higher education. Her work has intersected with many different spheres, including student services, instructional design, faculty/ staff professional development, and administration and operations. Hannah’s teaching work began in the field of secondary education when she was certified to teach English in grades

5-12 and pursued several long-term substitution roles. Her scholarship interests include critical/ traditional instructional design, student-led professional development, and peer-to-peer mentorship. Selected highlights from the last three years:

- Publication: “Militaristic Origins, Power, and Faux-Neutrality: A Graduate Student’s Interrogation of Traditional Instructional Design”, *Toward a Critical Instructional Design*, (Expected August 2022)
- Co-presenter for “Team-Based Mentorship: Holistic, Open, and Flexible” at the Individualized Major Program Conference, March 2022
- Co-presenter for “Unpacking the ACE Framework” as part of Middlebury’s “Teaching Online and Hybrid Conversation” Series, November 2021
- Co-editor of self-published zine, *Victory Gardens*, September 2020
- Awarded the Sarah Jayne Steen Award, August 2020
- Coordinator of annual National Writing Project in New Hampshire’s Young Writers Institute, Summer 2015-2019