



COLAB COMMUNITY REPORT

Academic Years 21-22 and 22-23



About this Report

The purpose of this report is to demonstrate the scope of the Open Learning & Teaching Collaborative's work between Fall 2021 and Fall 2023. In this report, we focus on programming and events, services, learning communities, and resources developed by our team to further our mission of nurturing learning environments responsive to student need.





1. About the CoLab and Our Values

The Open Learning & Teaching Collaborative is a mission-driven, team-based organization. At the core of our mission and the heart of our team dynamics is an intentional focus on values. We believe that it is this focus on values that will assure not only that we successfully meet our goals, but that our goals align with our hopes for the future of the CoLab, Plymouth State University, and higher education. Because we see education as a process rather than a product, we understand our values to be constantly evolving, and we aim to create strategies and plans that allow us to pivot when necessary, innovate when inspired, and design around our learning. As we close out our 2021-2023 strategic plan and embark on our 2023-2025 plan, these are the values that are most central to our work:

Equity: we believe that most educational environments emerged from deeply inequitable contexts and that we must actively confront such inequity via our pedagogy and course design;

Solidarity: we believe that no educational environment can flourish until all members of the community are adequately valued for the contributions they make;

Community: we believe that our communities are our sources of strength and that serving communal needs will yield individual, institutional, and public benefits;

Care: we believe that care work should be visible and supported in educational institutions;

Trust: we believe in trusting our students, and in earning the trust of our students, colleagues, and the public in order to facilitate learning;

Empowerment: we believe in intellectual and academic freedom, student agency, and the importance of every voice to the future of the knowledge commons;

Openness: we believe that architectures for learning should promote sharing and collaboration while insisting on a social infrastructure that protects human dignity, privacy, and agency;

Emergence: we believe that learning is a process, and that our values and plans should develop as our contexts shift and we learn together.

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It is so encouraging to hear a vision where everyone is included. The session helped me think through where I can do better and also encouraged me that I am on the right track to creating a course that is open and accessible to all. I want to live in that world!

Participant in *UDL: From Access to Equity*

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2. The Institutional Context: 2021-2023

A community approach to professional development... The staff and faculty of the CoLab continue to operate on the belief that community-oriented learning is the key to professional development. We believe that institutions of higher education should be places not only where knowledge is transmitted and improved, but also where learners are nurtured, appreciated, and trusted to navigate their own learning. At the core of our work in the CoLab is care, trust, and empowerment for faculty, staff, and students.

In AY22 and AY23, we worked on developing strong learning communities that worked across the traditional silos perpetuated by institutions of higher education to explore ways to transform teaching and learning at PSU and make our systems more inclusive and equitable. The Design Forward program has been our largest scale learning community initiative, seeking to bring faculty together to explore topics in teaching and learning (including Introduction to Pedagogy, Care and Equity, Formats and Modalities, Technology and Tools, and Retention and Persistence) through a critical, social justice lens.

The CoLab during and “after” Covid... Soon after our founding in 2019, the CoLab was necessarily refocused around the challenges presented by the Covid-19 pandemic. We have entered a “post-Covid” era; it is not an era when Covid is less present or less difficult but instead a time where Covid has become more clearly something that cannot be waited out or simply tolerated. 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. We are a community navigating the lingering effects of a public health and socioeconomic crisis that will surely endure for years to come.

In AY22 and AY23, 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 in the CoLab have stemmed 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 final season of the Cluster Pedagogy Learning Community, 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.



3. CoLab by the Numbers

Professional Deelopment, University Programming, Faculty Consultations, and Resources	
21/22 Professional Development Offerings	34 Events; 388 Registrants
22/23 Professional Development Offerings	41 Events; 414 Registrants
21/22 University Days Data	70 Sessions; 213 Registrants
22/23 University Days Data	46 Sessions, 170 Registrants
21/22 JanJam Data	35 Sessions; 169 Registrants
21/22 Faculty Consultations	74 Consultations; 45 Unique Consultees
22/23 Faculty Consultations	100 Consultations; 52 Unique Consultees
21/22 Resources	17 Resources Published
22/23 Resources	13 Resources Published

All professional development and faculty consultation data collected via events and registration archive and faculty support tracking form. University Days and January Jamboree data collected via Sched. NOTE: Due to NECHEFest, the CoLab did not coordinate January Jamboree in 22/23.

Resources can be viewed at <https://colab.plymouthcreate.net/resource/>.

Total feedback responses collected, Spring 2022-2023	50
Percentage of respondents indicating program was “Very 96% Helpful” or “Helpful”	94%
Number of events that generated feedback responses	17

OPEN EDUCATIONAL RESOURCES @ Plymouth State University

Open Education focuses around equity and access and one important aspect is a commitment to Open Educational Resources (OER), which are free and openly-available learning materials. In the last seven years, Plymouth State faculty have saved our students more than 1.5 million dollars in textbook costs by shifting to OER, which helps make college more affordable. The CoLab works closely with faculty at PSU to identify and create new OER; every semester, we gather data from across the community about resources that have been adopted and the number of students they have impacted.

PSU Student Savings on Textbook Costs, 2016-2023

\$1,727,415.19

Plymouth State University faculty formally acknowledge the use of open educational resources (OERs) as an innovative, learner-centered solution to the escalating cost of higher education. PSU faculty recognize the well-established correlation between the cost of learning materials and student success, and encourage the use of OERs, thereby affording students reputable and sustainable alternatives, especially to commercial textbooks and access codes. As an integral part of the PSU learning and teaching mission, faculty resolve to identify, develop, adapt, and/or adopt pedagogically-appropriate OERs whenever deemed appropriate by the instructor of record, and focus sustained effort on increasing the accessibility of these materials to all of our community's learners.

PSU's OER Faculty Resolution, sponsored by Lamson Learning Commons; Passed without objection, April 2023



4. Selected Events

Virtual Roundtable

NH's "Divisive Concepts" Legislation: Join experts and academics as they discuss and take questions about New Hampshire's recently passed "divisive concepts" legislation in this virtual roundtable. Our panel includes a former member of the Governor's Advisory Council on Diversity & Inclusion, the Executive Director of the New Hampshire ACLU, the provost at Plymouth State University, the Chief Diversity Officer at UNH, and USNH faculty with expertise in History, Social Studies Education, and Critical Race Theory. This is a can't miss event, open to all faculty and staff in the University of New Hampshire System.

The Labor of Teaching

Join us for a discussion of the labor of teaching: what does the work of teaching look like, how does it reflect our values, and how does our labor translate into successful experiences for students? We're interested in talking through these questions and identifying what we can do when the answers don't necessarily align.

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 virtual event!

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?"

Teaching to Trauma

What is trauma—like, really what is it? How can an accurate understanding of human trauma responses and our genius nervous systems help us take care of ourselves and our students, in practical ways? In other words, what can we do more of so that our learning spaces are sites of care, joy and—yes—even healing? Can education environments do this? YES! Can you do this? YES! This session will cover some helpful basics, then go right into fun, gentle and inclusive stuff to do that works. Let's take some well-



deserved time to get excited about how much you are capable of and how much is possible. Your whole self is welcome at this workshop, and there will be beverages. Facilitated by Professor Niki Tulk.

Trevor Durbin on “Teaching to Cultivate a Better Anthropocene: From Failure to Nurture”

Imagine a thoughtful student. Imagine their distress when confronted with some of our most urgent challenges: climate change, species extinction, plastic pollution, food insecurity, and climate-driven conflict. In short: a bad Anthropocene. They ask: “It’s all so overwhelming, what can I do that will actually make a difference?” How would you answer? Nearly a decade ago, a student asked Trevor Durbin this question, and he was stumped. That profound failure sent him on a quest to help students imagine how they might overcome inaction and do something meaningful in the face of planetary crisis. This talk re-tells some of his pedagogical journey, including its failures and partial successes. He suggests no panacea but offers something rich in potential, an invitation to plant and nurture, with our students, seeds for a better Anthropocene. Following the talk, there will be an opportunity to ask questions and engage in dialogue with Trevor and with each other.

Mastodon Migration Extravaganza

Join the CoLab for a workshop on moving off of commercial social networking platforms (like Twitter) and onto the open-source tool Mastodon – or learn how to just add Mastodon as another communication tool in your kit. We will talk about both the philosophical and technical differences between Mastodon and commercial providers, and participants will have an opportunity to get signed up and get started.

Artificial Intelligence and ChatGPT in the Classroom

What do recent advances in artificial intelligence technologies mean for teachers and students today? Join Jess Flarity (University of New Hampshire) and Cameron Gibson (CUNY Grad Center) to learn about artificial intelligence, ChatGPT, and their implications for learning and teaching from the perspective of two PhD students who are wrestling with these questions in their own classrooms, and who bring unique backgrounds in both the arts and sciences to help us think through the challenges and possibilities together.

Showing Up: Cultivating an Attendance Culture at PSU


Anecdotally, university professors at PSU are reporting that their students are struggling with class attendance. The purpose of this event is to unpack and explore this issue as a community, share possible solutions and techniques with each other, and develop an attendance resource together

HoMEcoming: What is the Habits of Mind Experience?

We are at an exciting moment in our journey with General Education at PSU! We have a new name and for the first time this year we have faculty focusing their teaching, scholarship, and service to supporting the Habits of Mind Experience (HoME). HoME is much bigger than a couple of courses or a small group of faculty, it includes anyone that teaches or supports HoME courses including Connections, Directions, TWP, and INCAP. Come HoME to talk about strengthening and building our community to support students in these various courses. Join the Habits of Mind Experience (HoME) faculty and CoLab staff for this session to learn, connect, and share.

Envisioning the Privacy-Aware Professor

A panel exploring the impacts of edtech on policy and pedagogy: Educational technologies permeate our teaching in many ways these days, whether we teach fully online, fully face-to-face, or somewhere in the vast in-between. However, these also raise security and privacy considerations. This panel discussion brings together faculty members, IT professionals, instructional designers, and experts on privacy for a lively conversation focused on the ethical and classroom management issues that lie underneath the daily decisions that we make (or that are made for us) about which technologies we use and how we use



them. Designed for faculty who wish to learn more about privacy, security, and the ethics of educational technology, this discussion will highlight some key challenges and opportunities, and offer ideas and strategies to help you develop your own ethical framework to guide you in choosing and using technology in your teaching.

Additional Events

- CoLab Virtual Open House to Welcome New Faculty
- Making Courses Look Good: Resources for Canvas Design
- Designing for Self-Care
- Reading About “White Supremacy Culture”
- Advising Hacks
- Black Student Meetup
- On-Campus Student Employment: An Overview of Handshake and Its Many Benefits
- Disability Studies Reading Group
- How to Support Your New Chief Diversity Officer
- NH Open Unconference
- Exploring Team-Based Learning
- Women’s Herstory Month Event: The Remedial Herstory Project
- Universal Design for Learning: From Access to Equity
- Mindful Mondays
- CDO Listening Session with Faculty
- Universal Design for Learning Microcredential Opportunity
- Empathy in TWP
- INCAP: Course Development and Program Revision
- Cultivating Student Motivation in the Classroom
- Ins and Outs of Advising at PSU
- Preparing Sunset Renewals + New Proposals
- Acknowledging the Land
- Technology Jumpstart 2023
- Faculty/ Staff Virtual Happy Hour
- Spirited Conversations: An After-hours Faculty/ Staff Social

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What a joy it was to learn in such a vibrant, kind community. The presentation was wonderful, as were the opportunities for conversation and to learn from one another.

participant in *Teaching to Cultivate a Better Anthropocene*

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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:

Departments Supported through Individual Consultations		
2021-2022	<ul style="list-style-type: none"> • Education • Business • Communications • Career Services • Theater • Admissions • Library • English • Social Work • Frost House Student Services • Sociology • Physical Therapy • Health Education 	<ul style="list-style-type: none"> • Criminal Justice • Spanish • Health and Human Performance • Museum of the White Mountains • Fine Art • Business • Education • Interdisciplinary Studies • Psychology • Athletic Training • History • Environmental Science
2022-2023	<ul style="list-style-type: none"> • Adventure Education • Anthropology • Art History • Biology • Business • Communication • Education • English • ET&S • Geography • Health and Human Performance • History • HoME • IDEA 	<ul style="list-style-type: none"> • Institutional Effectiveness • Lamson Library • Nursing • Philosophy • Physics • Political Science • Registrar's Office • Social Work • Sociology • Student Life • Theatre • TWP • Writing Center



6. About our Learning Communities & Programs

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

15in15: Every weekday of September 2022, Monday through Thursday from noon to 12:15pm, the CoLab hosted fifteen days of short, 15-minute fast blasts on a ton of fun teaching and learning topics. The series included the following topics:

- What is Open Pedagogy?
- Let's Talk About Race
- Using SIFT for teaching News Literacy
- Give Your Course a Visual Facelift
- Without Reservation: Using Library Reserves at PSU
- Making Your Life a Little Easier by Marrying Your Syllabus to OneDrive
- Make Your Home on the Web
- Algorithms in the Classroom
- Digital Storytelling with Wakelet
- Beyond Access: Designing for Inclusion
- Teaching with (Online) Primary Sources
- Energizing the Lecture: 3 ways to Enhance Student Engagement
- Blogging for Fun, Practice, and Scholarship
- Twitter for Academic & Career Impact


Faculty Affiliate Series: 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.

Career and Curriculum Chat: This program focussed on helping faculty identify ways to infuse career readiness into courses and curriculum. The series included the following events:

- Infusing Career Readiness into (co-) Curriculum
- Developing a Career Friendly Syllabus
- Connecting Career Readiness Competencies with the Habits of Mind

Intersectionality Talks: 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 series included the following events:

- Intersectionality Talks: Travis C. Lau
- Intersectionality Talks: Bellee Jones-Pierce
- Intersectionality Talks: Candice D. Roberts
- It's Not Free Speech



Diversity, Equity & Inclusion: This 3-part workshop facilitated by Psychology Professor Katie Wolsiefer was designed to broadly examine the ways in which individual level and structural level biases impact the PSU community. The series included the following events:

- Recognizing Microaggressions
- Bias Reduction Techniques
- Structural Bias at PSU

Trauma-Informed Pedagogy: Led by theatre professor Niki Tulk, this experiential and dialogical series explored principles and strategies for trauma-informed teaching, curriculum development and delivery.

Across the Curriculum: This LAU-led series was inspired by the Integrated Cluster Model and aimed to help us integrate curriculum, infuse Cluster Learning throughout our courses, and align our approaches so that students benefit from a cohesive academic experience. The series included the following events:

- Digital Habits of Mind
- Writing as a Tool for Learning Across Disciplines
- Information Literacy

Students Talk with You About Teaching: CoLab Student Affiliates led this series to provide an opportunity for open conversation between students and faculty about pedagogy. The series included the following events:

- Students Talk with You About Open Educational Resources
- Students Talk With You About Group Work and Project-Based Classes
- Students Talk with About Empathetic Teaching

Cluster Learning Pedagogy Community: In the final year of this three-year, grant-funded program, 60 faculty and staff members participated in one of six cohorts, further investigating the integration of interdisciplinary, project-based, and open approaches in teaching and learning. The six cohorts for Year Three were TWP & INCAP, Cluster Learning Ambassadors, Staff Learning Community Leadership, CPLC Storytellers, Accessibility and Open Advisors, and Design Forward Pilot.

As part of the final year of this community, the CoLab published the book, *Cluster Learning at Plymouth State: A Community-Based Approach to Pedagogy*, a collection of reflections from participants of the CPLC across the span of the initiative.

Staff Learning Community: Engaging approximately 50 staff members, this grassroots community met regularly to identify challenges in university operations and strategize community-based solutions. During AY22, the SLC had a highly successful year, hosting several social events, professional development opportunities, and a reflective practice group; they produced a largescale staff welfare report that was submitted to the executive board of the Staff Senate; and they actively helped to shape University Days and January Jamboree. The SLC is now on hiatus due to staff availability. This program included the following events:

- Fall Staff Social Hour
- Spring Staff Social Hour Potluck
- Staff Reflective Practice



Reflective Practice: These small-scale communities met regularly to talk about specific challenges; in Fall 2021, the CoLab sponsored a reflective practice group for staff focused on the challenges of working at the University.

CoLab Cred: The CoLab Credentialing program sought to recognize the labor that faculty and staff invest in professional development, and make visible the dedication they have to improving their teaching and the Plymouth State University student experience. Given the work required to facilitate CoLab Cred compared to the engagement, this iteration of the program was not continued after AY22. There were four categories of Cred, and they were all open to all PSU employees, regardless of rank or position. 28 faculty participated in CoLab Cred and 9 faculty/staff received awards. The four categories were as follows:

- First-Time Participant (\$25): For any faculty or staff member who had never attended an event with the CoLab before (not including University Days or January Jamboree), this category simply required first-time attendance to any event from the CoLab calendar.
- Community Engager (\$100): Participants were required to attend a minimum of eight events from the annual CoLab calendar.
- Series Participant (Payment for and Certificate of Completion): Participants were required to complete any formal CoLab series offered by our Faculty & Staff Affiliates.
- CoLab Contributor Honoree (\$100): One Community Engager was selected by CoLab Staff & Affiliates to receive the Contributor honor for the year. This person demonstrated a collaborative and collegial approach to learning and professional development, and helped catalyze campus-wide engagement with professional development and community-building. The winner of the CoLab Community Engager award in AY22 was Aimee Pascale.

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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 Series*

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7. Design Forward

With assistance from the CPLC Design Forward Pilot cohort members, in Fall 2021 we developed Design Forward 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. DF is centrally concerned with the human care of students, faculty, and staff in teaching and learning.

Currently, the DF program includes a (required) online Orientation experience, five core modules, and four flexible modules. The core 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 have begun to offer them on a regular, rotating basis. Flexible modules (Strategic Plan Alignment, Advanced Seminar, Cohorts for Programmatic Design, and Independent Study) are offered as requested/needed and as time and scheduling permit. Beyond the required Orientation experience, 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.

DF Module participants are solicited from the entire PSU community and are stipended for their participation. The DF program also includes the development and administration of a unique online community environment for the cohorts and a guided workbook of activities and prompts.

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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.

participant in *Care and Equity* module of *Design Forward*

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Calendar of DF Offerings, Spring 2022-Summer 2023

Spring 2022	Orientation Experience Introduction to Pedagogy Care & Equity	24 participants
Fall 2022	Orientation Experience Introduction to Pedagogy Formats & Modalities	20 participants
Spring 2023	Orientation Experience Technology & Tools	11 participants
Summer 2023	Strategic Plan Alignment: Retention & Persistence Strategic Plan Alignment: TWP Faculty Preparation	2 Academic Units (Nursing & Health and Human Performance) Fall 2023 TWP Faculty

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The readings were amazing and ones I know I will reference time and time again. The activities were also very helpful in helping me explore my use of technology in my teaching - even the ones I did not (yet) complete!

participant in *Technology and Tools* module of *Design Forward*

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8. Our Student Partners

The CoLab Student Affiliates (CoSA) Program empowers students at Plymouth State University to engage in and lead innovations in teaching and learning. Student Affiliates mentor and consult with faculty, staff, and students; develop themselves as peer leaders through practice and conversation; and participate in campus-wide discussions about the challenges of higher education. CoSAs 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.

- **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 reviewed the content of the CPLC Pressbook and organized/ arranged the submissions based on those key values identified previously.
- **Design Forward Participation:** A student participates in our modules of DF most semesters, 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 and 2022, 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:** CoLab Student Affiliates 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.
- **IDS 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, S22, and F22 IDS Mentors ran a class during IDS Foundations in which they talked about what students needed to know once their programs were accepted.



9. Collaboration with Lamson Learning Commons

Over the last two years, the CoLab has invested significant time in building a stronger Learning Commons with our partners in Interdisciplinary Studies, the Writing Center, and the Library. We have developed a range of initiatives and strategies that are directed at serving PSU's four strategic pillars. Here are some examples of how the CoLab has contributed to the reimagining and restrengthening of Lamson Learning Commons:

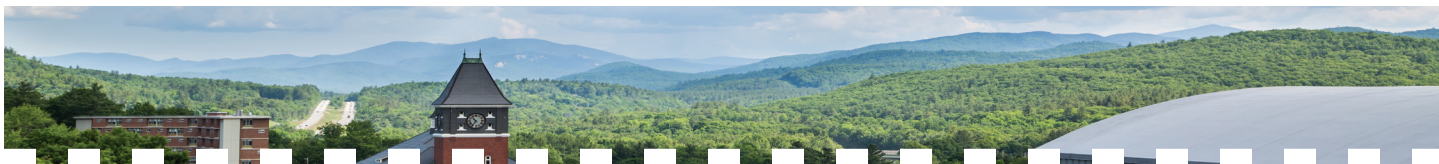
- The CoLab led the WRAAPP initiative (supports in writing, research, accessibility, advising, projects, and professions), creating a new one-stop shop for academic support that runs out of Lamson but is accessible from anywhere via the web. We worked with students in Marketing and Design to then rebrand WRAAPP as "The Plymouth Brain," which will roll out in Fall 2023. This is directly related to helping the LLC improve retention and persistence.
- Members of the CoLab team co-lead the events committee which created the "Night at the Library" event, numerous events in the Commons Café (including the construction of a new stage area), and partner events with Residential Life, Career Services, and other offices. This is directly related to helping the LLC cultivate a sense of belonging in PSU students.
- Members of the CoLab team regularly work with the IDEA Center, serving on the Advisory Council, booking anti-bias workshops for the LAU, participating in Brave Space, and co-designing Brave Space online curriculum. The CoLab has led the LAU in partnering with CDO Alberto Ramos and his team. This is directly related to helping the LLC make PSU a more inclusive place to live and learn.
- The CoLab is actively partnering with the library to develop new information ecosystem materials. Robin DeRosa partnered with Christin Wixson on a new TWP training module about information literacy, and Martha Burtis co-designed a robust new info literacy curriculum for faculty (and by extension, students). This is directly related to helping the Learning Commons find new impactful ways to support the Cluster Learning model.
- Members of the CoLab (DeRosa, Cheney) joined members of the library (Wixson, Jung-Mathews) in collaborating on a keynote about care for the New Hampshire Colleges and Universities library workshop; we are becoming known across the state as an integrated Learning Commons team that is dedicated to the alignment of our library with our teaching and learning center.

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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: Information Literacy*

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10. Interdisciplinary Studies

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, and 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.


In AY22, IDS 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 have strengthened the IDS program while also better aligning it with the CoLab's work. 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.)

After two years 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 Cluster Learning Springboard course has had four 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 2023 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. Additionally, we are looking to ways that IDS can serve PSU's new IDEA Center. 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 the Office of Academic Affairs 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.

What graduating seniors said in our (anonymous) AY21-22 and 22-23 exit survey:

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.”

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

“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.”



“Personally, I probably would not be here with the PSU IDS program. It has given me freedom and the opportunity to be able to study what I wanted. I am very thankful to have gone to a school with a great program!”

“It is flexible, even for teen parents! which is difficult to accommodate for.”

“The team of IDS staff is great! I am most grateful for all the support and encouragement, and I appreciate the elements that required thinking outside the box. As a student, I was impressed with the areas of study my peers were exploring. I love that I could hear their passion and learn of their interests and how they hope to use their education in the future.”

“IDS will prove a win-win for me and PSU. I’m not sure I would have maintained the perseverance to continue classes at PSU and graduate with my undergrad if I had to pursue a full course of classes in a new/certain major. The support of the IDS team was tremendous, and I’m so grateful for each of them. As someone who genuinely enjoys taking classes and learning, I found value in the courses I had taken. I had often found my interests to be eclectic; I now understand that through my courses, I was able to bring a personalized education for a career that is of great interest to me. As a non-traditional student, I was able to make schooling work with IDS. Additionally, I have recently shared with a parent whose graduating senior was considering a major not offered at NH colleges. I was able to share how she could make her degree work at PSU with an IDS degree.”



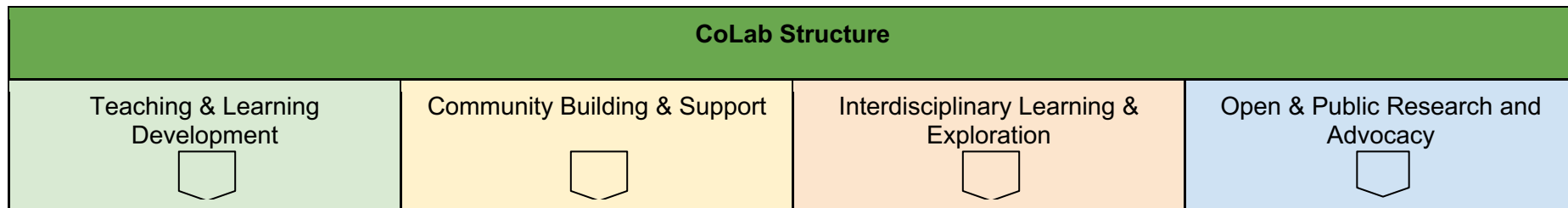
11. Connect with the CoLab



Partnerships with other offices and centers across the institution make our work possible. We are grateful for our partners and affiliates, including the Academic and Career Advising Center, HoME, Campus Accessibility Services, Office of Community Impact, Teaching & Learning Technologies, and the IDEA Center. 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.



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

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



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 Jan 23: DF launched, but TWP planning still on the back burner until Spring 2023. May 23: TWP/INCAP module expected completion July 1, 2023. Multiple Cluster Learning events hosted.
			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 Jan 23: Continued DF modules

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					<p>launching, all with some emphasis on CL</p> <p>May 23: Continued DF modules with attention to CL; working on TWP prof. dev. programming within the DF framework.</p>	
				Continue CPLC Ambassadors outreach initiatives	DeRosa	<p>Jan 22: Wide-scale outreach effort at Jan Jam 22 reached almost all faculty.</p> <p>May 22: Assembling final CPLC book for F22 publication</p> <p>Jan 23: CPLC volume published in December 2022, concluding the program</p> <p>May 2023: Program concluded.</p>
	Carry out and further develop new IDS curriculum (beginning AY21/22)	 		Integrate Digital Habits of Mind to IDS Senior Seminar	Cheney	<p>Jan '22: This will begin once the Digital Habits of Mind are defined</p> <p>May '22: This will begin once the Digital Habits of Mind are defined</p> <p>Jan '23: I think the Digital Habits of Mind have been abandoned. We are actively adding more robust support for the regular Habits of Mind to the course.</p>
				Explore possibilities for asynchronous, fully online Foundations of IDS	Cheney	<p>Jan '22: Progress on this depends a lot on how the new cluster major initiative / cluster council proceeds. Will revisit in summer.</p>

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					<p>May '22: As the cluster major work is delayed, this is delayed.</p> <p>Jan '23: This remains something for a wishlist. At the moment, keeping up with Foundations as it currently stands is what we have staffing and bandwidth for.</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.</p> <p>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>Jan '23: The textbook has been significantly updated; other plans are on hold until more demand occurs.</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.</p> <p>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: introductions to the sections, a revitalization of the "Technology & Society" section, more engaging material on the history</p>





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					<p>and purpose of higher education, more student-focused material on project-based learning.</p> <p>Jan '23: Success! The textbook has been well updated. There is still work to do, but the basic weeding, structural work, and finding materials for some empty sections is done.</p>
	With IDS Council & Office of Academic Affairs, bring IDS insights and structures to cluster major development	 	Re-evaluate the IS designation, leadership around IS courses and programs, and accounting processes for IS credits.	Cheney	<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>Jan '23: I do not see this happening in the near future.</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.	Cheney	<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>Jan '23: I do not see this happening in the near future.</p>

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<p>Support and develop structurally transformative, institutional collaborations across the institution</p>	<p>Develop Staff Learning Community to encourage staff involvement in T&L conversations, learning community frameworks, and to empower staff to lead innovations at PSU</p>			<p>Develop SLC mission, values, and purpose and design online space for the SLC</p>	<p>Hounsell</p>	<p>Jan 22: Complete.</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</p> <p>May 22: Completed Spring Staff reflective practice, Spring Social.</p> <p>Jan 23: Due to budget cuts and staff strains, CoLab no longer pursuing this beyond regular staff involvement in teaching and learning initiatives.</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.</p> <p>May 22: Presented Staff Needs Report to Staff Senate; report tabled as per request of Staff Senate Executive Committee. Completed.</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</p> <p>May 22: President has proposed Staff PD line in BoT presentation, expected response</p>

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					<p>in June</p> <p>Jan 22: Staff PD line seems to have been dropped from funding requests, and moved into HR for responsibility, so CoLab no longer pursuing this beyond regular staff involvement in teaching and learning initiatives</p> <p>May 2023: No longer with CoLab.</p>
	Encourage student involvement in T&L conversations, grow student-faculty partnerships, provide structure for student-led project design, and develop peer support through the CoSA program	   	Launch “Pedagogical Partners” CPLC track and train students in cluster learning	Hounsell	<p>Jan 22: Completed summer student pedagogy training. Group of 10 student workers participated in CPLC.</p> <p>May 22: Working on a student module of Design Forward for new CoSAs.</p> <p>Jan 23: Developed structure for “CoSA Partner Prep”. Continuing to work on content and integrate this with LAU WRAPP Initiative.</p>
			Develop structures for both intensive and ad hoc partnerships between students and faculty	Hounsell	<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</p>

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					<p>DF.</p> <p>Jan 23: Will identify students to join DF.</p>
				<p>Manage CoLab student affiliate projects</p>	<p>Hounsell</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>Jan 23: Tabled "Spring CoSA Takeover" due to training needs for new Library Services Supervisor. Completed projects include: CoLab care packages, CoLab button designs, Zine printing,</p>
				<p>Design and execute comprehensive peer mentorship training</p>	<p>Hounsell</p> <p>Jan 22: Completed training for fall 21 cohort.</p> <p>May 22: Working on a Design Forward module for CoSAs.</p>



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



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				Integrate peer mentors into the Foundations of Interdisciplinary Studies class	Hounsell	<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 23: We have identified one CoSA who will have a mentor group in the spring.</p>
	Model and provide programming around team-based advising	 		Programming in partnership with Center for Student Success and Advising Task Force	Cheney	<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 '23: This continues well. Now that Student Success is the Academic & Career Advising Center, they have more resources to be able to partner on this with us. The Advising Task Force will be winding down soon.</p>



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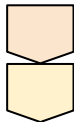
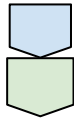



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	Continue to emphasize the mutually-informing relationship between the CoLab and IDS		Continue to integrate CoLab and IDS curricula	Cheney Hounsell	Jan '22: Efforts continue May '22: Good progress this year, but this is likely to always be a continuing item. Jan '23: An eternal, continuing project that is going well.
	Engage in conversations about partnerships across USNH and CCSNH that will improve access and engagement for NH students.		Work with OAA and other relevant offices as course-sharing and academic consolidation conversations shape new plans.	DeRosa	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. Jan 23: No word from OAA on course-sharing initiatives, so no additional actions in this area at this time. May 23: Supported ATC work on USNH-wide modality definitions. No additional course-sharing initiatives out of OAA at this time.
Build community of practice at PSU around teaching & learning	Foster increased conversation on campus about T&L		Coordinate events to bring together faculty, staff, and students to discuss pedagogy	DeRosa	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. Jan 23: Hosted session on the pedagogy of wicked problems




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					(focused on climate studies), and a 15-in-15 series featuring 15 short pedagogy-based presentations in September 2022. May 23: Hosted multiple workshops and events, including on privacy/surveillance, AI, and other current issues.
	Target orientation programs for faculty entering the college and moving into new endeavors		Build orientation onboard modules for Design Forward	Burtis	Jan 22: Designed & scheduled first orientation module for February May 22: Ran Orientation and two DF modules during spring term. Jan 23: Ran Orientation, Formats and Modalities, and Intro to Pedagogy in F22 May 23: Redesigned the Orientation module as a entirely online, asynch "Orientation Experience" for all future DF participants.
			Work with OAA to support or coordinate New Faculty Orientation	DeRosa	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. Jan 23: OAA still handling this, but many new faculty participated in the DF "Intro to Pedagogy" module in Fall 2022.

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
					May 23: Continued to offer “Intro to Pedagogy.”
	Encourage p2p models to build larger faculty participation in T&L initiatives	 	Redesign CoLab Affiliates program to distribute leadership for T&L across campus	DeRosa	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. Jan 22: shifted emphasis to Lamson partners to develop WRAPPT focused on academic support services in Lamson. May 23: Worked with students to iterate WRAAPP into Plymouth Brain, started work on shared syllabus modules for student support, and kicked off affiliations with STEM and HoME faculty.
	Provide instructional design resources, consulting, and support to the PSU community		Design and deliver CoLab programming to advance conversations about and new practices in instructional design	Burtis	Jan 22: Continued to design and prepare to deliver new instructional design approaches through Design Forward; provided programming focused 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 Jan 23: Completed 2 DF





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					<p>modules with focus on new approaches to instructional design</p> <p>May 23: Completed 1 new DF module during spring; offered first Flexible module, Strategic Plan Alignment during early summer 2023</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.</p> <p>May 22: Completed instructional design support for Rebalance; Met with faculty looking for instructional design consultation and support. Notable Example: Semester long project and conversations with E. Johnston on redesigning her TWP.</p> <p>Jan 23: Initiated project with Lamson librarians to revamp library instruction; continued to meet with faculty about course redesigns and pedagogy.</p> <p>May 23: Continued to support Rebalance and extended this to assist with redesigning studnet engagement module for Student Affairs. Designed and implemented WRAAPP project in the LAU to provide academic</p>

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					assistance to students in the building. Continued to collaborate with Lamson Library staff on redesigning library curriculum
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. May 23: Worked with D Santucci in HHP on new PC site for History of Yoga. Consulted with social work faculty on choice of online tools for building community across the SW curriculum. Conducted workshop on the use of alternative micro-blogging platforms.
	Support the development of open policies at PSU			Develop OER and OA resolutions for faculty and launch educational campaign	DeRosa Jan 22: Resolutions developed, but still on hold until COVID stresses on faculty lessen

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			to support their passage		<p>May 22: OAA funding has been secured through library budget and will launch this fall, but policy work still on hold.</p> <p>Jan 23: Committee of faculty and staff assembled to move OER resolution forward. Reached out to staff senate for participation and waiting to hear back.</p> <p>May 23: successfully passed OER Resolution through faculty.</p>
	Engage CoLab in conversations about higher education happening on a national and international level		Accept speaking engagements and publish work related to the SOTL, centering the CoLab's mission and values where appropriate	DeRosa Burtis Cheney Hounsell	<p>Oct '21: Presented ACE Framework to Middlebury College Digital Learning & Inquiry Program (Hounsell & Cheney)</p> <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</p>

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						<p>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 podcast on care and love in teaching (2/22 episode)</p> <p>May 22: DeRosa contributing to book on hopeful futures for higher education and giving multiple high-profile keynote addresses including for the POD Network on the future of faculty development in a precarious era.</p> <p>May '22: Cheney book review in Academe winter 2022 (includes mention of CoLab's 5 values)</p> <p>Oct '22: Cheney presentation at Arizona State University, Fulton Schools of Engineering Learning & Teaching Hub on cruelty-free pedagogy, CoLab values, ACE framework.</p>
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



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					<p>Jan 23: DeRosa consults for AAC&U, speaks at multiple campuses including Fitchburg State and UVA, and has piece (co-written with Burtis) accepted for new volume on EdTech. Burtis has two co-edited volumes on critical instructional design released; article on Domain of One's Own published in edited volume; presented on course modality for large invited webinar; participated in Chronicle of HE forum on student involvement in pedagogy.</p> <p>May 23: DeRosa keynotes event ePortfolio event for AAC&U, speaks at campuses such as USM/UNE and Berea, and publishes the book chapter on hopeful educational futures. DeRosa wins NEBHE award for Excellence in Higher Ed for the state of NH.</p>
	<p>Help develop institutional capacity around open education (including access to knowledge and access to knowledge creation), and share artifacts</p>	 	<p>Continue cost-savings tracking, and develop moderated inreach around Open Education to replace lost system funding for the open initiative</p>	<p>DeRosa</p>	<p>Jan 22: database and tracking going well, and small OER grants being offered out of CoLab budget May 22: hit \$1.5 million in savings on OER, tracking in process, grant program still functional though budget cuts</p>




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	and best practice outside of PSU				have lessened all impacts. Jan 23: No real funding, but savings is just over 1.5.	
	Generate statewide partnerships focused on access, student agency, professional development, and the links between higher education and the public good			Continue to build the New Hampshire Open Education Public Consortium and related spin-off collaborations	DeRosa	Jan 22: NH Open growing, and upload of PSU-used OER to hub has been initiated May 22: NH open expanded to include multiple private NH colleges and universities. PSU actively using OER Hub. Jan 23: Hub continues in operation and Twitter channel launched for NH Open. May 23: Hub continues and funding secured for next year as well.
	Share student-centered educational materials related to interdisciplinarity and higher education	 		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. Jan '23: Not quite ready for sharing, but much closer than it was.
	Share faculty-oriented educational			Continue to develop the Design Forward curriculum,	Burtis DeRosa	Jan 22: Designed and scheduled three modules for Spring 22



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	<p>materials related to innovative pedagogy and critical instructional design</p>		<p>partnering with key collaborators to maximize quality and impact of initiative</p>		<p>(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</p> <p>May 22: Ran three modules in Spring 22; invited participation from Student Accessibility Services, ET&S, and Office of Diversity, Equity, and Inclusion</p> <p>Jan 23: Developed Formats and Modalities module; redesigned Orientation for f2f delivery.</p> <p>May 23: Developed Technology and Tools module as well as version of Statetic Plan Alignment module focused on retention and persistence.</p>
	<p>Focus programs, initiatives, and resources on the roles of race, power, and social justice in higher education</p>	 	<p>Create events, offer programming, incorporate key concepts into materials and artifacts, and support faculty and staff who center social justice and anti-racism in their work at our PWI</p>	<p>DeRosa</p>	<p>Jan 22: Multiple events and series have been offered, including a series on implicit bias and an event on supporting the new PSU CDO</p> <p>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</p>





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					and Lav Grad. Jan 23: Participated in Diversity Council and served on curriculum/pedagogy subcommittee. Hosted Anti-Bias training for LAU. May 23: Created plan with IDEA Center for collaborations around faculty development.
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		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. Jan '23: We can brush up some of our materials, but large-scale changes are on hold.
			Conduct exit survey in the the Senior Seminar class and	Cheney	May '22: Completed

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			collect data about IDS persistence		Jan '23: Updated/completed
		 	Develop outreach to IDS alumni	Cheney	Jan '22: Continues to be an aspiration. May '22: Continues to be an aspiration. Jan '23: Have spoken with Alumni and Development regarding 50th Anniversary. Outreach should build around that.
			Continue to cultivate donors for the IDS scholarship	Cheney	Jan '22: Successful birthday celebration of Robin DeRosa raised a good chunk. Further strategy will need to be developed. May '22: Further strategy should be developed and linked to alumni outreach. Jan '23: Have spoken with Alumni and Development regarding 50th Anniversary. Outreach should build around that.
	Partner with OAA and other areas of the university to support current and		Identify initiatives and develop support architectures for teaching and learning-related retention efforts and	DeRosa	Jan 22: Next Steps for Clusters offers possible pathways for undecided students and a way to realize Cluster Majors on a wider

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	<p>new enrollment & persistence initiatives.</p>		<p>program development.</p>	<p>scale May 22: Next Steps for Cluster passes faculty and steering committee and is sitting in president's office for action; IDS grant opps through CDO office being explored for retention of students of color. Jan 23: Developing Strategic Plan Alignment module for DF focused on retention/persistence, to launch May or September 2023.</p>
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Teaching & Learning Development =



Community Building & Support =



Interdisciplinary Learning & Exploration =



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