Affordable Materials Grants, Round 20:

Transformation Grants

(Fall 2021-Fall 2022)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission.
* The only way to submit the official proposal is through the online Google Form. The link to the online application is on the [Round 20 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r20).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 20 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on December 10, 2021 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team Information

*The* ***applicant*** *is the proposed Project Lead for the grant project. The* ***submitter*** *is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant—if so, just list leave the submitter blank.*

| Requested information | Answer |
| --- | --- |
| Institution(s) | The University of North Georgia |
| Applicant name | Katherine Rose Adams |
| Applicant email  | Katherine.adams@ung.edu |
| Applicant position/title | Assistant Professor/Program Coordinator |
| Submitter name  |  |
| Submitter email  |  |
| Submitter position/title |  |

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

| Team member | Name | Email address |
| --- | --- | --- |
| Team member 1 | Katherine Adams | Katherine.adams@ung.edu |
| Team member 2 | Michael Lanford | michael.lanford@ung.edu |
| Team member 3 | (Graduate Student) |  |

# Project Title

**Transforming the Ed.D. Curriculum in Higher Education through Affordable Learning Materials**

# Project Information

| Requested information | Answer |
| --- | --- |
| Priority Category / Categories*Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | Priority categories: Our project includes the following aspects:* Student Participation in Materials Evaluation and/or Development
* Program Scaling Projects
* Upper-Level Graduate Courses
 |
| Requested Total Amount of Funding*$30,000 maximum total award per grant* | $21,466 |
| Final Semester of Project | *All Transformation Grants for Round 20 end in Fall 2022.* |
| Using OpenStax Textbook?*This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | No |

# Impact Data

## Course 1 (Spring 2022)

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | EDD7105: Ethics and Law in Higher Education |
| N/A | Course instructors | Katherine Adams |
| 1 | Average number of students enrolled per section | 20 |
| 2 | Average number of affected course sections scheduled in a summer semester | 0 |
| 3 | Average number of affected course sections scheduled in a fall semester | 0 |
| 4 | Average number of affected course sections scheduled in a spring semester | 1 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 1 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 20 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | *The Law of Higher Education* (6th ed.), Kaplin & Lee, $99https://www.amazon.com/Law-Higher-Education-Student-Version/dp/1119271916*Being Good; A Short Introduction to Ethics*, Blackburn, $12https://www.amazon.com/Being-Good-Short-Introduction-Ethics/dp/0192853775 |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $111.00 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $111.00 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $2,220.00 |

## Course 2 (Spring 2022)

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | EDD7208: Advanced Qualitative Research Methods |
| N/A | Course instructor | Michael Lanford |
| 1 | Average number of students enrolled per section | 10 |
| 2 | Average number of course sections scheduled in a summer semester | 0 |
| 3 | Average number of course sections scheduled in a fall semester | 0 |
| 4 | Average number of course sections scheduled in a spring semester | 1 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 1 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 10 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, Creswell, $85https://us.sagepub.com/en-us/nam/qualitative-inquiry-and-research-design/book246896*Qualitative Research and Evaluation Methods*, Patton, $125https://us.sagepub.com/en-us/nam/qualitative-research-evaluation-methods/book232962 |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $210.00 |
| 9 | Average post-project cost per student section enrollment | $27.38 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $182.60 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $1826.20 |

## Course 3 (Summer 2022)

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | EDD 7104: Organizational Psychology in Higher Education Administration |
| N/A | Course instructor | Michael Lanford and Katherine Adams |
| 1 | Average number of students enrolled per section | 20 |
| 2 | Average number of course sections scheduled in a summer semester | 1 |
| 3 | Average number of course sections scheduled in a fall semester |  |
| 4 | Average number of course sections scheduled in a spring semester |  |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 1 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 20 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | *Essentials of Organizational Behavior* (14th ed.), Robbins & Judge, $166.65https://www.pearson.com/us/higher-education/product/Robbins-Essentials-of-Organizational-Behavior-14th-Edition/9780134523859.html |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $166.65 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $166.65 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $3,333.00 |

## Course 4 (Fall 2022)

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | EDD 7100: Research Design and Evaluation |
| N/A | Course instructor | Michael Lanford |
| 1 | Average number of students enrolled per section | 20 |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 3 | Average number of course sections scheduled in a fall semester | 1 |
| 4 | Average number of course sections scheduled in a spring semester |  |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 1 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 20 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Introduction to Educational Research, Mertler, $100.00https://us.sagepub.com/en-us/nam/introduction-to-educational-research/book269859 |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $100.00 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $100.00 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $2,000.00 |

## Course 5 (Fall 2022)

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | EDD 7101: Qualitative Research Methods |
| N/A | Course instructor | Katherine Adams |
| 1 | Average number of students enrolled per section | 20 |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 3 | Average number of course sections scheduled in a fall semester | 1 |
| 4 | Average number of course sections scheduled in a spring semester |  |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 1 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 20 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Fundamentals of Qualitative Research: A Practical Guide, Bhattacharya, $49.95https://www.routledge.com/Fundamentals-of-Qualitative-Research-A-Practical-Guide/Bhattacharya/p/book/9781611321333Crafting Qualitative Research: Beyond Postpositivist Traditions (2nd ed.), Prasad, $74.95https://www.routledge.com/Crafting-Qualitative-Research-Beyond-Positivist-Traditions/Prasad/p/book/9780765641595 |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $124.90 |
| 9 | Average post-project cost per student section enrollment | $32.49 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $92.41 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $1,848.20 |

## Course 6 (Fall 2022)

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | EDD 7207: Supporting Non-Traditional and Underrepresented Students in Higher Education |
| N/A | Course instructor | Michael Lanford and Katherine Adams |
| 1 | Average number of students enrolled per section | 20 |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 3 | Average number of course sections scheduled in a fall semester | 1 |
| 4 | Average number of course sections scheduled in a spring semester |  |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 1 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 20 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | *The Adult Learner* (9th ed.), Knowles, Holton, & Swanson, $74.95https://www.routledge.com/The-Adult-Learner-The-Definitive-Classic-in-Adult-Education-and-Human-Resource/Knowles-III-Swanson-Robinson/p/book/9780367417659*Adult Learning: Linking Theory and Practice*, Merriam & Bierema, $50.00https://www.wiley.com/en-us/Adult+Learning%3A+Linking+Theory+and+Practice-p-9781118130575*Learning in Adulthood: A Comprehensive Guide* (4th ed.), Merriam, Caffarella, & Baumgartner, $75.00https://www.wiley.com/en-us/Learning+in+Adulthood%3A+A+Comprehensive+Guide%2C+4th+Edition-p-9781119490487 |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $199.95 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $199.95 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $3,999.00 |

# Narrative Section

## 1. Project Goals

The Higher Education Leadership and Practice (HELP) program is the first dissertation-based doctoral degree (EDD) at the University of North Georgia. Our three-year accelerated online program aligns theoretical coursework with the professional application of higher education practice and research, and it is streamlined for the working adult learner. Our students are all employed full-time in higher education institutions while pursuing their degree, and they are recognized as adult learners in that they have additional responsibilities to balance while being a student. Our students have partners, children, aging parents, as well as active and established home and community expectations, and our program works diligently to recognize the challenges of adult learners while utilizing the multifaceted areas of their lives to help further develop them as higher education leaders.

Our **goals** for the Transformation Grant project are fourfold.

**Goal 1** is our student savings goal. We will create a curriculum of fully no-cost or low-cost courses by the end of fall 2022 through the adoption of materials available in our GALILEO and USG library systems. Goal attainment would provide significant savings to students regarding the purchase of course materials. Since our students are adult learners, they typically have fewer opportunities for financial support, and these savings would be especially helpful.

**Goal 2** is to create new materials and make use of the articles, chapters, and books our faculty and students are publishing to 1) establish an identity for our young program, 2) demonstrate how class writing assignments can lead to public scholarship, and 3) establish feedback loops and networks between current students and newly graduated alumni. We also want to ensure that our pedagogical practices are oriented towards skill development, peer support, and the cultivation of a learning community. This goal oriented towards pedagogical transformation is quite important. We truly want students to view our program as a lifelong resource to which they can contribute their expertise and rely upon for professional networking and lifelong learning.

**Goal 3** is to improve the overall diversity and impact of our program’s course content. Through the use of open-education resources, instructors can utilize a greater diversity of readings, materials from a wider array of applicable fields, and multiple types of content (book chapters, articles, policy briefs, etc.) to more distinctly meet different course and module objectives and outcomes. This is particularly important for a multidisciplinary field like higher education, which draws upon materials from psychology, economics, sociology, anthropology, and other social sciences for a greater understanding of complex policies, institutional dynamics, and research methods.

**Goal 4** is to improve the overall student satisfaction, engagement, and active learning with the new course content and materials. Doctoral coursework should provide students with an opportunity to identify areas of personal interest, engage in original research, and demonstrate mature critical thinking skills on complex topics that rarely have easily identifiable “right” or “wrong” answers. Therefore, we would like our new course materials to move away from a “transmission of knowledge” mindset and embrace greater discussion, inquiry, and creativity by incorporating multiple readings that approach provocative and difficult topics in higher education from a variety of perspectives. We believe these changes will result in greater student satisfaction, engagement, and active learning.

## 2. Statement of Transformation

The HELP program is a 60-hour doctoral degree program which consists of 15 hours of dissertation research and 45 hours of core coursework. Each year, a cohort of 20 students are admitted to the program. All students in the HELP program are non-traditional adult learners. They are all currently employed full-time at an institution of higher education, most within the USG system, and are balancing multiple roles and responsibilities at work and home. The program also has a significant number of first-generation college students who either rely on the University System of Georgia’s (USG) Tuition Assistance Program (TAP) to attend UNG for free - or our relatively low tuition costs at approximately $2,500 per semester for in-state and out-of-state students.

Due to our commitment to providing access to a high-quality, low-cost doctoral education, the HELP program has a couple of no-cost or low-cost courses, largely because graduate dissertation work is often conducted through one-on-one seminars with advisors. However, several of the original syllabi still require materials that cost more than $80 per course. This grant would have tremendous impact, as it would allow the program to transform the course materials for nearly half (six courses) of the entire HELP core curriculum to an affordable learning model.

Much attention is rightfully paid to the financial challenges that undergraduate students face in attaining a college degree, particularly since federal student loan debt has risen from $250 billion to more than $1.5 trillion over the past sixteen years (Looney et al., 2020). However, it is less widely recognized that graduate students are responsible for 40% of all student loans issued every year, even though they constitute only 15% of all students enrolled in higher education (Miller, 2020). Two factors explain why graduate students are responsible for such a disproportionate share of student loan debt: 1) the widespread desire for graduate credentials in a highly-competitive labor market (Cottom, 2017) and 2) the rise of for-profit education to meet demand, particularly from non-traditional students who work full-time jobs and need the flexibility that an online education can provide (Gold, 2019). Consequently, student debt at for-profit institutions has risen precipitously since the 2016-17 academic year, and it has mostly impacted non-traditional learners who are trying to improve their skills and professional career outcomes through graduate credentials (Shireman & Miller, 2020). As stated by Gardner and Holley (2011) in a qualitative study of first-generation students in doctoral programs “[have] faith that the attainment of the doctoral degree would eventually mitigate [their] financial concerns, as they expected their professional careers would bring financial stability to their lives” (p. 87). Unfortunately, what Gardner and Holley found, as well as numerous subsequent researchers (e.g., Belasco, et al., 2014; Doran et al., 2016; Pabian et al., 2018), is that high levels of graduate student borrowing not only often restricts career prospects, but it frequently compels students to leave masters and doctoral programs before they have attained their desired credential.

Our program meets the needs of non-traditional students in that it is fully-online and our tuition expenses are much more affordable than those of private and for-profit institutions. We are also proud that our program can help students, especially from non-traditional backgrounds, transcend social stratification through the attainment of a recognized doctoral degree from an institution that is part of the University System of Georgia. We believe that true change in higher education can only occur when our administrators, professors, and academic staff represent the diversity of our student populations.

Nevertheless, we feel that there is still room for improvement. Our project, facilitated by an Affordable Learning Georgia Transformation grant, would make the course materials for four core classes completely free; the remaining two classes would have an affordable expense below the $40 threshold. All six HELP courses under the transformation grant will adopt open educational resources. Drs. Lanford and Adams are currently the only full-time faculty within the program and are committed to the University System of Georgia’s implementation of low or no-cost materials to further support their students. They have developed all course content and currently teach the majority of the courses.

**References**

Belasco, A. S., Trivette, M. J., & Webber, K. L. (2014). Advanced degrees of debt: Analyzing the patterns and determinants of graduate student borrowing. *Review of Higher Education, 37*(4), 469-497. https://doi.org/ 10.1353/rhe.2014.0030

Cottom, T. M. (2017). *Lower ed: The troubling rise of for-profit colleges in the new economy*. New Press.

Doran, J. M., Kraha, A., Marks, L. R., Ameen, E., & El-Ghoroury, N. H. (2016). Graduate debt in psychology: A quantitative analysis. *Training and Education in Professional Psychology, 10*(1), 3-13. https://doi.org/10.1037/tep000011

Gardner, S. K., & Holley, K. A. (2011). “Those invisible barriers are real”: The progression of first-generation students through doctoral education. *Equity & Excellence in Education, 44*(1), 77-92. https://doi.org/10.1080/10665684.2011.529791

Gold, H. R. (2019). Who’s at fault for student-loan defaults? *Chicago Booth Review*. https://review.chicagobooth.edu/public-policy/2019/article/who-s-fault-student-loan-defaults

Looney, A., Wessel, D., & Yilla, K. (2020). Who owes all that student debt? And who’d benefit if it were forgiven? Brookings Institute. https://www.brookings.edu/policy2020/votervital/who-owes-all-that-student-debt-and-whod-benefit-if-it-were-forgiven/

Pabian, P. S., King, K. P., & Tippett, S. (2018). Student debt in professional doctoral health care disciplines. *Journal of Physical Therapy Education, 32*(2), 159-168. https://doi.org/10.1097/JTE.0000000000000044

Shireman, R., & Miller, K. (2020, May 28). Student debt is surging at for-profit colleges. The Century Foundation. https://tcf.org/content/commentary/student-debt-surging-profit-colleges

## 3. Action Plan

The six courses the proposal is seeking to adopt new course materials currently do not utilize existing no-cost materials. Each course uses at least one commercial textbook.

Each (of the two program) faculty team member will share responsibility for reviewing all course and module-level objectives and collaboratively identifying new content from open educational resources, specifically focusing on materials available through GALILEO and USG libraries. Faculty team members will create assessments to investigate the impacts of the adoption of low-cost or no-cost course materials on students’ course experiences. Students will complete these assessments at the end of the spring 2022, summer 2022, and Fall 2022 semester. The faculty team members will work with the student team member to conduct the assessments, analyze data, and write up and report findings.

As part of a graduate assistantship, the student team member will be responsible for reviewing all courses from the student perspective, validating working links and accessibility, and working with the faculty team members on conducting the student assessment research. The student team member will also be involved in analysis and writing up findings. The student team member will be included in all sustainability efforts, including presentations and any publishable content. This student will be in their final year of the program and have previously experienced 36 hours of core coursework.

During the Spring, Summer, and Fall 2022 semesters (See Timeline), we will select new course materials through a comprehensive assessment of each course’s individual modules. Each of our courses contains either seven biweekly modules or 14-15 weekly modules. For example, EDD 7100: Research Design and Evaluation contains the following 14 modules:

Module 1: Introduction to Research Design

Module 2: Developing Research Questions

Module 3: Starting the Literature Review

Module 4: Epistemological Issues

Module 5: The Problem Statement

Module 6: Understanding Theory

Module 7: Interrogating Theory

Module 8: Grounded Theory

Module 9: The Selection of Theory

Module 10: Selection of Research Design

Module 11: Overview of Quantitative Research Methods

Module 12: Overview of Qualitative Research Methods

Module 13: Overview of Mixed Methods

Module 14: Drafting Chapter 1 of the Dissertation

Currently, this research methods class relies almost entirely on the Mertler textbook listed above. However, we know that numerous journal articles, book chapters, policy documents, and/or audiovisual materials (e.g., podcasts and university lectures) would be more relevant to the changing dynamics of higher education and research, spark discussion among students and the instructor, and better represent the diversity of voices concerning each module’s theme. Those open access materials will replace the previous modules’ reliance on the more expensive textbooks. If selected materials need adaptation for the course, one of the team members will ensure that any copyrights or other legal issues are not transgressed. When appropriate, the instructor will also create new module content, such as background information or discussion questions, to match the new readings and audiovisual materials.

Content courses, such as EDD 7104: Organizational Psychology in Higher Education, will be similarly revised and make use of the current research agendas of the team members. For example, Michael Lanford has published extensively on the topics of organizational culture, institutional mission statements, socialization, diversity, and reform processes. He also has a forthcoming book on organizational creativity and innovation that will be published by SUNY Press in 2022. Therefore, plans are already underway to discard the *Essentials of Organizational Behavior* text by Robbins and Judge and instead leverage Dr. Lanford’s research agenda, knowledge of these content areas, and his own publications to create the following seven-module summer class:

Module 1: Organizational Foundations

Module 2: Organizational Culture

Module 3: Mission and Identity

Module 4: Socialization and Diversity

Module 5: Change and Reform

Module 6: Organizational Creativity

Module 7: Organizational Innovation

Dr. Adams and Dr. Lanford have similarly extensive research agendas and deep knowledge of the scholarly literatures in their respective courses pertaining to law and ethics, qualitative research methods, and supporting non-traditional and underrepresented students.

The HELP program is a fully-online doctoral program hosted on the University of North Georgia’s Desire2Learn learning management system. All course materials and course syllabi will be available through the student’s assigned courses on the D2L learning management system. The instructors will also be happy to make their syllabi available to other interested faculty, students, and staff, especially within the field of higher education. All courses undergo a course design review process (program requires Quality Matters review approval within 12 months) which assesses standards of accessibility and content alignment to course objectives and competencies.

## 4. Quantitative and Qualitative Measures

The following quantitative and qualitative measures have been developed to assess our four goals.

**Goal 1** is to redesign the modules for six courses with newly adopted free/low-cost course materials that significantly reduce student costs.

**Goal 1 Evaluation:** This goal will be evaluated through a statistical assessment of 1) how many modules in each course are revised, 2) how many new course materials are adopted; and 3) a tabulation of the final cost of materials.

**Goal 2** is to make use of articles, book chapters, and works of public scholarship that our faculty and students are publishing to 1) establish an identity for our young program, 2) demonstrate how class writing assignments can lead to public scholarship, and 3) establish feedback loops and networks between current students and newly-graduated alumni. to redesign the modules for six courses, ensuring that module outcomes and objectives are aligned with the new course content and the newly-adopted free/low-cost course materials.

**Goal 2 Evaluation:** This goal will also be evaluated through a statistical assessment of which classes adopt new articles, chapters, and works of public scholarship by faculty and students in the HELP program. We will also tabulate how many of these new materials are utilized.

**Goal 3** is to improve the overall diversity and impact of our program’s course content.

**Goal 3 Evaluation:** This goal will be evaluated by two measures. The first measure will be a statistical comparison of the content for all six courses pre- and post- the grant period. The second measure will involve an independent, double-blind qualitative assessment by the Quality Matters team at the University of North Georgia; their rubric assesses five measures that are directly related to the diversity and impact of instructional materials in a course:

* The instructional materials contribute to the achievement of a course’s stated learning objectives or competencies.
* The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
* The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.
* The instructional materials represent up-to-date theory and practice in the discipline.
* A variety of instructional materials is used in the course.

**Goal 4** is to improve the overall student satisfaction, engagement, and active learning with the new course content and materials.

**Goal 4 Evaluation:** A combination of qualitative and quantitative data will also be gathered to evaluate this objective.

Quantitative data will be derived from an institution-wide Likert-scale survey instrument that is already validated and used by the College of Education at the University of North Georgia each semester. Students who complete each of the revised classes will receive the survey at the end of each semester, and it will assess three key factors: 1) their satisfaction with the overall course content and structure; 2) their level of engagement with the new course materials; and 3) the appropriateness of the new course materials for their professional development.

Qualitative data will be derived from voluntary focus groups with students at the end of each semester. These data will offer greater depth about student experiences with the new course design and materials. To ensure that students feel comfortable in expressing their thoughts and opinions, our graduate assistant (not the faculty members) will conduct the focus groups. The focus group protocol will be semi-structured to encourage dialogue and allow for unexpected insights, rather than compare answers across groups. During our data analysis, we will also triangulate focus group data with data from other measures, such as the institutional survey and the Quality Matters evaluation.

Since each of the HELP students must complete a doctoral dissertation, our program has perhaps more experience with the IRB process than any other program at the University of North Georgia. Several of our students have used quantitative institutional research data as part of their dissertations, and several other students have collected qualitative and quantitative data in their own programs and at other institutions. Drs. Adams and Lanford have also published extensively on higher education, and their research - which focuses on organizational boundary spanning, university-community partnerships, institutional innovation, non-traditional student outcomes, and other topics related to institutional research - has always been approved by the IRB process.

As a result, we have a strong record of thinking carefully about various issues pertaining to ethics, positionality, representation, and confidentiality. Furthermore, one of our team members (Dr. Lanford) serves on UNG’s Institutional Review Board and would be in a unique position to anticipate IRB concerns and address them.

## 5. Timeline

**Prior to Spring 2022**

* Development of new readings and instructional materials for the following courses:
	+ EDD 7105: Ethics and Law in Higher Education
	+ EDD 7208: Advanced Qualitative Methods
* Development of focus group questions for assessment of courses related to **Goal 4**.

**Spring 2022**

* Development of new readings and instructional materials for the following course:
	+ EDD 7104: Organizational Psychology in Higher Education Administration
* Implementation of new readings and instructional materials for the following courses:
	+ EDD 7105: Ethics and Law in Higher Education
	+ EDD 7208: Advanced Qualitative Methods
* Data collection activities:
	+ Collection of statistical data in EDD 7105 and 7208 to assess **Goals 1, 2, and 3.**
	+ Collection of survey data in EDD 7105 and 7208 to assess **Goal 4.**
	+ Collection of focus group data in EDD 7105 and 7208 to assess **Goal 4.**

**Summer 2022**

* Development of new readings and instructional materials for the following courses:
	+ EDD 7100: Research Design and Evaluation
	+ EDD 7101: Qualitative Research Methods
	+ EDD 7207: Supporting Non-Traditional and Underrepresented Students in Higher Education
* Implementation of new readings and instructional materials for the following course:
	+ EDD 7104: Organizational Psychology in Higher Education Administration
* Data collection activities:
	+ Collection of statistical data in EDD 7104 to assess **Goals 1, 2, and 3.**
	+ Collection of survey data in EDD 7104 to assess **Goal 4.**
	+ Collection of focus group data in EDD 7104 to assess **Goal 4.**
* Data analysis (related to **Goals 1-4**) for two spring courses: EDD 7105 and 7208
* Quality Matters independent, double-blind reviews of EDD 7105 and 7208 to assess **Goal 4.**

**Fall 2022**

* Development of new readings and instructional materials for the following courses:
	+ EDD 7105: Ethics and Law in Higher Education
	+ EDD 7208: Advanced Qualitative Methods
* Implementation of new readings and instructional materials for the following courses:
	+ EDD 7100: Research Design and Evaluation
	+ EDD 7101: Qualitative Research Methods
	+ EDD 7207: Supporting Non-Traditional and Underrepresented Students in Higher Education
* Data collection activities:
	+ Collection of statistical data in EDD 7100, 7101, and 7207 to assess **Goals 1, 2, and 3.**
	+ Collection of survey data in EDD 7100, 7101, and 7207 to assess **Goal 4.**
	+ Collection of focus group data in EDD 7100, 7101, and 7207 to assess **Goal 4.**
* Data analysis (related to **Goals 1-4**) for one summer course: EDD 7104
* Quality Matters independent, double-blind review of EDD 7104 to assess **Goal 4.**

**Upon Completion of Grant**

* Data analysis (related to **Goals 1-4**) for three fall courses: EDD 7100, 7101, and 7207
* Quality Matters independent, double-blind reviews of EDD 7100, 7101, and 7207 to assess **Goal 4.**
* Writing and submission of final narrative report, with revised syllabi which link the newly adopted materials to the learning outcomes of the course(s) and student evaluation data.
* Conference presentation at higher education conferences and/or conferences focused on issues related to teaching and learning.
* Publication of journal article and/or book chapter related to the project’s findings.
* Ongoing revision and refinement of course readings and instructional materials as necessary.

## 6. Budget

**A. Individual Awards (Max of $5,000 per person): $22,324**

* **$5,000 stipend for Katherine Adams**

- Prior to the Spring 2022 semester, Katherine Adams will develop new course materials, syllabi, and module content for the following Spring 2022 class:

EDD 7105: Ethics and Law in Higher Education

- During the Spring 2022 semester, Katherine Adams will work with Michael Lanford to develop new course materials, syllabi, and module content for the following Summer 2022 class:

EDD 7104: Organizational Psychology in Higher Education Administration

- During the Summer 2022 semester, Katherine Adams will develop new course materials, syllabi, and module content for the following Fall 2022 classes:

EDD 7101: Qualitative Research Methods

EDD 7207: Supporting Non-Traditional and Underrepresented Students in Higher Education

- During the Summer 2022 semester and after the completion of the grant, Katherine Adams will work with Michael Lanford to analyze the collected data from the six classes and produce the white paper and conference presentation explained below in the sustainability plan.

* **$5,000 stipend for Michael Lanford**

- Prior to the Spring 2022 semester, Michael Lanford will develop new course materials, syllabi, and module content for the following Spring 2022 class:

EDD 7208: Advanced Qualitative Methods

- During the Spring 2022 semester, Michael Lanford will work with Katherine Adams to develop new course materials, syllabi, and module content for the following Summer 2022 class:

EDD 7104: Organizational Psychology in Higher Education Administration

- During the Summer 2022 semester, Michael Lanford will develop new course materials, syllabi, and module content for the following Fall 2022 classes:

EDD 7100: Research Design and Evaluation

EDD 7207: Supporting Non-Traditional and Underrepresented Students in Higher Education

- During the Summer 2022 semester and after the completion of the grant, Michael Lanford will work with Katherine Adams to analyze the collected data from the six classes and produce the white paper and conference presentation explained below in the sustainability plan.

* **$4,851.80 per (one) graduate student team member to support a two semester graduate assistantship (17 weeks). The University of North Georgia will provide a tuition waiver for the GA.**

The Graduate Assistant will help Katherine Adams and Michael Lanford with the following activities during the Spring 2022-Fall 2022 semesters:

- Upload and organize course materials, especially pertaining to the individual modules, for student use in the D2L learning management system.

- Ensure that the University of North Georgia holds copyright privileges and/or rights to fair use in a classroom setting for all newly-adopted materials in each course.

- Provide feedback on all courses from the student perspective, as well as validating working links and accessibility.

- Develop a survey for each of the classes that will assess three key factors: 1) student satisfaction with the overall course content and structure; 2) students’ level of engagement with the new course materials; and 3) the appropriateness of the new course materials for students’ professional development.

- Conduct focus groups with each class on student experiences with the new course design and new course materials.

**B. Other Project Expenses: $6,614**

* **$6,614 stipend travel for conference presentations for three people**
	+ [Registration –](https://www.aera.net/Events-Meetings/2021-Annual-Meeting/2021-Annual-Meeting-Registration/2021-Annual-Meeting-Registration-Information-and-Rates) AERA non-member registration $485-Student registration $170
		- Total: $1,140
	+ Accommodations – Chicago hotel $216 ([GSA, 2021](https://www.gsa.gov/travel/plan-book/per-diem-rates/per-diem-rates-lookup/?action=perdiems_report&state=IL&fiscal_year=2021&zip=&city=Chicago)) per night (X5)-$1,080
		- Total: $3,240
	+ Airfare – Atlanta to Chicago (estimate) $400
		- Total: $1,200
	+ [Meal per diem](https://www.gsa.gov/travel/plan-book/per-diem-rates/per-diem-rates-lookup/?action=perdiems_report&state=IL&fiscal_year=2021&zip=&city=Chicago) – (GSA, 2021) $342 per person (75% first and last days)
		- Total: $1,026

As stated in our sustainability plan, we intend to present our research findings pertaining to survey, assessment, and focus group data at regional and national academic conferences, such as the 2023 American Educational Research Association (proposal submission due summer 2022). This stipend would fund the three team members’ registration, accommodations, and travel to this conference to present their work and receive vital peer feedback before publication.

## 7. Sustainability Plan

Dr. Adams and Dr. Lanford are tenure-track faculty, currently we represent two of only three (the third faculty member was hired in August 2021) faculty within the Higher Education Leadership and Practice program, and have taught each of the six classes included in this grant since they were hired in 2018 and 2019, respectively. They will continue to teach these classes each year; hence, they will not only be able to receive to feedback from students and peers through the surveys, annual course assessments, and focus groups, but they will also be able to make substantive changes and ensure the sustainability of the courses that have been revised.

Moreover, the team members involved in this project have a research agenda that focuses on greater student access and affordability in higher education. Therefore, we would be thrilled to share our experiences and research in at least three ways. First, we will produce a report with revised syllabi which link the newly adopted materials to the learning outcomes of the course(s) and student evaluation data. The report will also reflect on our experiences and offer advice to other faculty interested in embracing open access content in their own graduate programs. Second, we will look for opportunities to present our research findings pertaining to the student assessment and focus group data at regional and national academic conferences, such as the American Educational Research Association, the Association for the Study of Higher Education, or Comparative International Education Society. Third, once we have received peer feedback on our work, we will seek to publish our work either through a journal article or a book chapter.

As well, we will be sharing course materials created as a function of this grant openly, outside of our institutional learning management system, by providing materials directly to USG for hosting and public access through OpenALG.

# Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the* [*Request for Proposals*](https://www.affordablelearninggeorgia.org/about/rfp_r18)*.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of the use of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

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| --- |
| *Kelly McFaden, Department Head, Social Foundations and Leadership Education*  |

# Grants or Business Office Letter of Acknowledgment

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. Applicants will need to provide a short Letter of Acknowledgment stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed letter.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of acknowledgment.*

*Please provide the name and title of the grants or business office representative who provided you with the Letter of Acknowledgment.*

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| --- |
| *Chris Jackson and Kelly Milsap, Grant Specialists, University of North Georgia* |