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) | Georgia Southern University |
| Applicant name | Nalanda Roy |
| Applicant email  | nroy@georgiasouthern.edu |
| Applicant position/title | Associate Professor of Political Science and International Studies; Coordinator: Asian Studies Minor |
| 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 | Nalanda Roy | nroy@georgiasouthern.edu |
| Team member 2 | Vivian Bynoe | vbynoe@georgiasouthern.edu |
| Team member 3 | Deborah Walker | dwalker@georgiasouthern.edu  |
| Team member 4 | Dawn Cannon-Rech | dcannonrech@georgiasouthern.edu |
| Team member 5 |  |  |
| Team member 6 |  |  |

If you have any more team members to add, please enter their names and email addresses in the text box below.

|  |
| --- |
| N/A |

# 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.* | This is a collaborative project with support from the Georgia Southern (GSU) liaison librarian, the OER librarian, and the interim director of our CTE unit. We are also working on an upper-level campus collaboration to embrace GSU’s core values of collaboration, academic excellence, integrity, openness, inclusion, and sustainability.  |
| Requested Total Amount of Funding*$30,000 maximum total award per grant* | *$10,300* |
| Final Semester of Project | *All Transformation Grants for Round 20 end in Fall 2022.*  |
| Using an 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

Please fill in the data below with impact data below with one course (all sections) in each table, and only include courses and instructors that are specifically part of the scope of this grant proposal. Add or remove tables as needed. **Please only put a single averaged or totaled (as appropriate) number in each box. Do not put ranges or mathematical equations in any of these boxes.** If the materials used by different instructors in a course vary drastically, it is possible to enter one course per instructor.

For a multi-course project, if a significant amount of students are assumed to take courses in a sequence and only one textbook is used for these courses, please take this into account in your total *(i.e. only include that book in the first course they would purchase it for OR adjust the number of students affected. Please explain in the notes section if making such adjustments).*

## Course 1

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | Human Rights in Asia; POLS 4031 |
| N/A | Course instructors | Nalanda Roy |
| 1 | Average number of students enrolled per section | 40 |
| 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 | 1 |
| 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.* | 2 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | Maximum 80 |
| 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.* | Routledge handbook of human rights in Asia / edited by Fernand de Varennes and Christie M. Gardiner.<https://www.routledge.com/Routledge-Handbook-of-Human-Rights-in-Asia/Varennes-Gardiner/p/book/9780367659691>$200 |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $200 |
| 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.* | $200 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $16,000 |

# Narrative Section

## 1. Project Goals

*Goals for a Transformation Grant project go beyond just cost savings. Include goals for student savings, student success, materials creation, and pedagogical transformation here.*

Georgia Southern University (GSU) is the fifth-largest university in the University System of Georgia and has been classified as a doctoral and research university by The Carnegie Foundation for the Advancement of Teaching. The University has more than 26,000 students settled in three different campuses- the Statesboro Campus, the Armstrong Campus in Savannah, and the Liberty Campus in Hinesville. Inclusive Excellence is a core value at GSU that focuses on student success. We are applying for the Transformation Grant because the burden course materials can place on students are huge, and this project aims to reduce financial burdens and establish an inclusive opportunity for students following the mission and vision of the University. Utilizing no-cost and open educational resources (OER) allows students to accomplish their goals without facing added financial burden and hardships. This project would provide students enrolled in the course with an opportunity to be successful while eliminating the cost of course materials. With the incorporation of no-cost and OER resources accessible through a Libguide, all students would be granted the opportunity to be adequately prepared at the onset of the semester to successfully complete the course.

**The Transformation Grant project goals are to:**

* Eliminate the financial textbook burden for students and establish an inclusive opportunity for them regardless of their ability to purchase a textbook.
* Develop a Libguide with no-cost and OER course materials that align with the course curriculum to reflect current events in Asian countries, as well as expand the coverage in the course to better reflect the importance of the issue of human rights in Asia, which the current textbook does not do.
* Partner with The Library Liaison for Political Science and International Studies and the OER Librarian to curate the Libguide and locate no-cost and OER resources, as well as Deborah Walker, Interim CTE Director to help ensure appropriate curriculum alignment with student learning objectives in the course.
* Add more multimedia learning materials from the library to the course as students’ feedback indicates they prefer more visual and audio materials.
* Assess the use of no-cost course material to measure its effectiveness for student satisfaction and performance in the course.

## 2. Statement of Transformation

*Transformation Grants are awarded to teams focused on creating impactful changes. This section allows teams to describe why the project should be awarded. Include the following:*

* *A description of the current state of the course, department, and/or institution if relevant.*
* *An overall description of the project and how it will impact the course, department, and institution as described previously. Include references to scholarly literature to support the claims of your impact if possible.*

**POLS- 4031: Human Rights in Asia** course is offered by the Department of Political Science and International Studies in the College of Behavioral and Social Science at Georgia Southern University. This course is also offered as a part of the Asian Studies Minor program at Georgia Southern University. It is an upper-level elective course for students planning to complete a minor in Asian Studies as well as for Political Science majors across three campuses. Each year students graduate with a minor in Asian Studies, and based on the course rotation, this course is offered either in the Fall or in the Spring in all three modalities: face-to-face, hybrid, and 100% online. Since the founding of the Asian Studies minor program, GSU has witnessed an increased demand for the minor and interests to learn more about Asia. Recently, this course has also become a part of the newly developed Global Security Studies concentration program. Over the course of time, the minor has become more interdisciplinary in nature and includes courses offered by other departments like History, Economics, English, Gender and Women's Studies, etc. The course serves a diverse population of students, including first-generation, non-traditional, BIPOC, LGBTQIA, and military students. The number of students taking the course has increased significantly.

The common textbook used for this class is costly for students, and the price places a significant burden on students who are already struggling to pay other college costs. This transformation grant will eliminate this cost for them. Additionally, the current textbook does not adequately cover contemporary as well as wider human rights related issues in South and Southeast Asia. Potential topics to expand coverage for include trafficking in Asian countries, ethnic conflicts and genocide in Myanmar, the issue of organ harvesting, women’s rights in Asia, and many other topics that are becoming significant overtime. The Asian Studies minor program also supports our DEI initiatives by fostering a sense of connectivity and awareness within the campus community. In support of Georgia Southern’s Strategic Plans, the grant shall work to advance an equitable, diverse, and inclusive college community in support of educating our diverse student body for global citizenship. Providing access to no-cost and OER materials will allow us to support these aspects even more and provide materials students can relate to on a much more personal level, etc.

**Student impact**:

The use of no-cost and OER course materials in this course fills an important niche. There is no commercial textbook that adequately covers current and evolving human rights issues in South and Southeast Asia. As soon as textbooks are published, they quickly become outdated. Utilizing the Libguide that contains no-cost and OER resources allows the instructor of the course to curate the materials to align with what is happening in the world. This enables students to learn the most recent information and participate in appropriate research and scholarship in the subject area. Since the course reaches across many disciplines, the impact is greater than just the Asian Studies minors. Additionally, students do not have a financial burden of paying for a high-cost textbook that becomes outdated so quickly.

**Department and College impact**:

We plan to promote the use of no-cost materials in the department as well as other departments that are a part of the Asian Studies Minor program. More broadly, we plan to share our experiences and findings at regional or national conferences and through information sessions with faculty within the department and across campus. Materials developed in this project are publicly accessible on a Libguide for anyone to customize. Our hope is to encourage other faculty members to use any materials from the course to adapt to their own needs and begin using no-cost and/or OER resources for their students.

**University Impact**:

Inclusive and inexpensive access to the course materials for all of the students will increase student success at the university level by helping in retention, progression, and graduation. It will also help faculty focus more on instruction and provide an inclusive teaching and learning environment for students. Furthermore, the creation of the Libguide provides free access to all students. The impact of the project collectively at all levels proves beneficial and promotes diversity, equity, and inclusive excellence, which are strategic pillars and core values at Georgia Southern University.

A recent Inside Higher Ed article states that “Textbook Spending Continues Slow Decline,” (Hazelrigg, 2019). The survey pointed out that the amount students are spending on course materials each year is decreasing. As a result, many, students do not purchase textbooks for their classes. Hence many times, it has an impact on grades and class performance. When the course materials are costly this puts an undue burden on the students who are already struggling with the heavy cost of higher education. Eliminating the cost to the student makes it easier for them to meet the requirements necessary for graduation. Even if students rent books, the cost is significant. If the student is struggling to afford school this puts a further financial burden on them. Other students will either spend time finding a less expensive version or an older version of the book that is missing relevant materials and even lacking in current information. The transformation of this course will allow the creation of timely, interesting, and relevant materials as well as interactive exercises. An important part of the transformation is the development of a process and procedure to ensure that materials are able to be updated each semester.

## Reference:

Nick Hazelrigg. “Textbook Spending Continues Slow Decline,” 2019, Inside Higher ED. https://www.insidehighered.com/news/2019/07/25/spending-and-costs-textbooks-continue-decrease-according-surveys

## 3. Action Plan

*Transformation Grant projects are work-intensive and require project management in order to be successful. This section allows teams to describe how the team will fulfill the goals of the project. This section must include:*

* *The role(s) of each team member in the project with details as to the major tasks team members will complete, with an estimate of how long each task will take (e.g. number of hours).*
* *A review of existing open, no-cost, and/or low-cost course materials for the course(s).*
* *The plan for the selection, adoption, adaptation, and/or creation of new course materials (if applicable). Include plans for open licensing and plans for making your materials accessible.*
* *The plan for redesigning your course(s), including any instructional design work, curriculum alignment, course accessibility changes, etc.*

So far, the Human Rights in Asia course contains eight modules, covering a wide range of topics, including history, ethnic diversity, religions and philosophy, human rights violations, Asian customs, etc. We plan to systematically review each module and update learning materials. We will add more multimedia material (e.g., YouTube videos, Ted talks, documentaries, feature films, etc.), update and expand coverage to keep the currency and width of the material, and revise and re-design module-based activities/assignments. Textbook chapter reading will be replaced with more multimedia learning materials and the instructor will revise and redesign course activities/assignments to better reflect recent developments and expand coverage of learning material.

Dr. Nalanda Roy will be responsible for identifying, aligning, preparing, adapting, and assessing all new course materials for the Human Rights in Asia course. She will be the lead contact for the remaining faculty members in the Department of Political Science and International Studies, the College of Behavioral and Social Sciences library liaison, and the students. She will also align the course learning objectives and develop assessment instruments. All course assignments will be redesigned to ensure they refer to the new resources on the Libguide appropriately. Dr. Roy will work with Debbie Walker, the CTE Interim Director, as necessary to align course assignments with appropriate curriculum strategies.

The CBSS library liaisonVivian Bynoe has agreed to serve as a resource consultant and assist with data collection to help assess the results of implementing no-cost and OER Resources. She will assist in curating materials and will develop and publish the newly created resource material as a Libguides with modules on the GSU library website. She will also provide training for students on how to use the library guide and a workshop for faculty on how to access and use the library guide after the successful implementation in the Human Rights course. The OER librarian, Dawn Cannon-Rech will help with identifying relevant OER resources.

## 4. Quantitative and Qualitative Measures

*All Transformation Grant projects must measure student satisfaction, student performance, and course-level retention (drop/fail/withdraw rates), but teams and institutions will do this in varied ways. Outstanding applications will include measures beyond the minimum to gain meaningful insights into the impact of the project. Include the following:*

**Quantitative Measures**

* Track use of the Libguide through analytics in Springshare.
* Student responses to pre/post-test measuring progress against Learning Outcomes based on responses to an anonymous, ungraded quiz given at the beginning and at the end of the semester.
* Questions included will be tied to learning outcomes and affordable materials used for the class.
* The difference between the two tests will demonstrate an increase in student knowledge based on the use of no-cost and OER materials.
* Student rating of course and access of materials on a 5-point scale at the end of the semester.

**Qualitative Measures**

* Problems reported by students in accessing materials.
* Maintain a problem log to track problems encountered by students in accessing the materials.
* Focus on comments provided in the student’s exit survey, and these comments will be used to determine the student’s assessment of the materials in relation to the course.

**Student satisfaction and performance**

A student satisfaction survey similar to the study using no-cost and open-educational resources will be utilized to assess student perception of the access, quality, and usefulness no-cost and open educational resources. We will collect retention rates, mid-term and final grades to measure student performance. Grades will be compared to previous semesters. The overall student performance will be measured periodically throughout the semesters with assignment grades and the final grades. To measure student willingness to use the textbook and their perceptions of no-cost textbooks, we will ask students:

How satisfied are you with the current textbook?

How frequently do you use the textbook?

Which course material do you prefer: a no-cost Libguide or a traditional textbook?

Do students prefer the free virtual textbook and supplementary materials over a purchased hard copy?

Rate the overall quality of the no-cost materials used in this course.

**Faculty satisfaction**

The level of overall faculty satisfaction will be measured with a survey similar to the student survey. Questions will be prepared and adapted to compare the consistency and relevance of the newly-added material with the previous course materials. I will also invite faculties with similar research background and interests to do a peer-review at least once during the project. This process will help to get some feedback and benefit from external perspectives.

**Course-level retention**

After implementation and assessment of the materials in Summer 2022, necessary changes will be made and adapted in Fall 2022. Proper attention will be given to the above generated qualitative and quantitative assessment tools to check their reliability, incorporation during the semester, and alignment to the material.

## 5. Timeline

*This section allows teams to describe how the project will progress from its inception to the Final Report. Please provide a list of major milestones, events, and deadlines, aligned with your Action Plan and the final semester of your project. Include the submission of your Final Report in this list.*

Timeline:

**Spring 2022: Project Goal**

Complete the Round 20 Kickoff asynchronous training module and the synchronous Kickoff Meeting.

Begin researching no-cost and OER course materials that align with course objectives learning outcomes, and existing assignments for the modules and SLOs.

Organize materials to develop a course outline.

Search and compile materials and design improved activities/assignments for the assigned three modules.

**Summer 2022: Project Goal**

New materials will be reviewed, edited, and simultaneously implemented.

Continue to collect materials and develop a student-led curriculum in the course.

Develop pre-/post-transformation surveys to provide a qualitative measure of student satisfaction with commercial and OER course materials.

Identify and develop tools to monitor student progress.

Create Libguide modules containing the newly developed supplemental materials.

**Fall 2022: Project Goal**

Share and discuss the newly-edited and revised learning materials for the course with CTE, and plan (if) any changes are necessary.

Finalize the course materials and make them available for everyone.

Collect and analyze data from qualitative and quantitative measures to make necessary edits to the developed materials.

The final report will be prepared and shared with the ALG Textbook Transformation Grants committee.

Results will be collected and disseminated at future professional meetings in Behavioral and Social Sciences Learning and Teaching (SoTL) conferences, as well as a regional Asian Studies conference, and The Joint Librarians of Color Conference. The material will be available in Libguide.

## 6. Budget

*Please enter your project’s budget below. Include personnel and projected expenses, keeping in mind that this funds the estimated time in your Action Plan. The maximum amounts for the award are as follows:*

* *$5,000 maximum per team member for salary, course release, travel, etc.*
* *Additional project expenses allowed, but must be adequately justified in this section*
* *$30,000 maximum total award per grant*

*Do not put this budget in the form of a table, as it will not transfer well to Google Forms for the official application—a bullet-point list is acceptable. Please keep all funding guidelines from the corresponding RFP in mind.*

**I am asking for $10,300. The justification is provided below:**

**Personnel Subtotal- $8,000**

**Salary- $5,975**

Nalanda Roy- Faculty (Summer)- $3,088

Vivian Bynoe- Other Professional Staff- $2,887

**Fringe $2,025**

Faculty (Summer)- 29.54% (Nalanda Roy- $912)

Other Professional Staff - 38.54% (Vivian Bynoe- $1,113)

**Non-personnel Subtotal- $2,300**

Domestic Travel- $2,000

Materials and Supplies- $300

**Totals**

Total Direct Cost- $10,300

Total F&A Costs- $0

Totals Subtotal- $10,300

* Faculty (Summer)- Nalanda Roy- $4,000
* Library Faculty- Vivian Bynoe- $4,000
* Domestic Travel- $2,000
* Materials, $300

**Dr. Nalanda Roy, ($4000)**

Dr. Roy (subject matter expert, course designer, and instructor) will need time during the summer to coordinate with team members, develop new materials, align learning objectives, create assessment tools, and disseminate new materials to colleagues. Additionally, she will be involved in providing leadership and assistance to other team members; analyzing data; and ensuring that materials remain updated. $4,000 in compensation is being requested.

# An additional $1,000 in travel funds for Dr. Roy is requested. Funds will be used for travel to attend a USG; Scholarship of Teaching and Learning conference, and the Joint Librarians of Color Conference in October, 2022, St. Pete, Florida or other relevant Asian Studies conferences.

**Vivian Bynoe, ($4000)**

Vivian Bynoe will create and update library guides (Libguides) on the GSU library website. Additionally, she will assist with administering/collecting student feedback on the satisfaction of the OER resources and providing that data to the PI after the end of the semester as well as providing a workshop for faculty in the College of Behavioral and Social Sciences on how to access and use library guides. $4,000 in compensation is being requested.

# An additional $1,000 in travel funds for Vivian Bynoe is requested. Funds will be used for travel to attend a USG; Scholarship of Teaching and Learning conference, and the Joint Librarians of Color Conference in October, 2022, St. Pete, Florida or other relevant library conferences.

# **Materials, ($300)**

# Additional costs will include licensing for software and online tools to aid in the delivery of content. For example, purchase licensing for Camtasia to assist in creating and editing videos ($300 for educator license).

## **7. Sustainability Plan**

*Transformation Grants should have a lasting impact on the course for years to come. In order for this to happen, a Sustainability Plan needs to be in place after the end of the project. Please include here your plans for offering the course in the future, including:*

* *The maintenance and updating of course materials*
* *The commitment of the department(s) or institution(s) to continue the use of affordable materials*
* *Any possible expansion of the project to more course sections in the future*
* *Future plans for sharing this work with others through presentations, articles, or other scholarly activities*

# This material will be available on Libguide for other instructors to adapt as they see fit. Even if the librarian or the current instructor leaves the university, others will have the option to use and adapt the materials. Additionally, the availability of the Libguide will reduce the time spent by other instructors in developing and establishing their course. By involving other team members, learning technology and other guidance will be available to support the efforts of others as they begin using this material. Because the design of the course is based on tying the no-cost and OER materials to the Learning Outcomes, it will provide a clear and documented link and measure for achieving the Learning Outcomes.

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# Course materials can be adapted by anyone throughout the years to come. This will allow the instructors the option to support unique learning needs of their classes and change the materials as current events evolve.

# 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.*

# Yes, I understand these creative commons terms.

# 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.*

*​​*Yes, I understand these accessibility terms.

# 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.*

|  |
| --- |
| Dr. Barry Balleck (Department Chair)Political Science and International StudiesGeorgia Southern University |

# Grants or Business Office Acknowledgment Form

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. All applicants will need to provide a signed Acknowledgement Form, the template for which is linked on the RFP page, 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 form.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide this form.*

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

|  |
| --- |
| Laura Regassa, Associate Provost for Research912-478-8548lregassa@georgiasouthern.eduGeorgia Southern University |