Affordable Materials Grants, Round 21:

Transformation Grants

(Spring 2022-Spring 2023)

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, including uploading this document.
* The only way to submit the official proposal is through the Google Form. The link to the online application is on the [Round 21 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r21).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 21 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 25, 2022 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) | Columbus State University |
| Applicant name | Dr. Benjamin Baker |
| Applicant email | [Baker\_benjamin2@columbusstate.edu](mailto:Baker_benjamin2@columbusstate.edu) |
| Applicant position/title | Assistant Professor, Communication Studies |
| Submitter name | Dr. Danna Gibson |
| Submitter email | [Gibson\_danna@columbusstate.edu](mailto:Gibson_danna@columbusstate.edu) |
| Submitter position/title | Professor/Department Chair, Communication Studies |

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 | Benjamin Baker | [Baker\_benjamin2@columbusstate.edu](mailto:Baker_benjamin2@columbusstate.edu) |
| Team member 2 | Danna Gibson | [Gibson\_danna@columbusstate.edu](mailto:Gibson_danna@columbusstate.edu) |
| Team member 3 | Youngrak Park | [Park\_youngrak@columbusstate.edu](mailto:Park_youngrak@columbusstate.edu) |
| Team member 4 | Ramesh Rao | [Rao\_ramesh@columbusstate.edu](mailto:Rao_ramesh@columbusstate.edu) |
| Team member 5 | Tiffany McBride | [Mcbride\_tiffany@columbusstate.edu](mailto:Mcbride_tiffany@columbusstate.edu) |
| Team member 6 | Bruce Getz | [Getz\_bruce1@columbusstate.edu](mailto:Getz_bruce1@columbusstate.edu) |

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

|  |
| --- |
|  |

# 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:*   * *Collaborative Projects with Professional Support* * *Student Participation in Materials Evaluation and/or Development* * *Departmental Scaling Projects* * *Upper-Level Campus Collaborations*   *Otherwise, put “None.”*  *Please note: Departmental Scaling Projects applications require the department to commit to implement the resources for at least the Final Semester of the project.* |
| Requested Total Amount of Funding  *$30,000 maximum total award per grant* | ***$30,000*** |
| Final Semester of Project | *All Transformation Grants for Round 22 end in Spring 2023.* |
| 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

Please fill in the data below with impact data in 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 | Public Speaking COMM 1110 |
| N/A | Course instructors | Benjamin Baker, Danna Gibson, Youngrak Park, Ramesh Rao, Tiffany McBride, Bruce Getz, Sarah Smith-Frigerio, Andrew Donofrio; and additional PT faculty who assist in the 21-22 sections of the basic course delivery |
| 1 | Average number of students enrolled per section | 25 |
| 2 | Average number of affected course sections scheduled in a summer semester | 7 |
| 3 | Average number of affected course sections scheduled in a fall semester | 25 |
| 4 | Average number of affected course sections scheduled in a spring semester | 20 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 52 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 1,300 |
| 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 Communication Age (CSU Custom Edition); Autumn Edwards, Chad Edwards, Shawn T. Wahl, Scott A. Meyers; Price (new): $90.00;  9781544392066  3rd edition |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $90.00 |
| 9 | Average post-project cost per student section enrollment | $0.00 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $90.00 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $117,000.00 |

## Course 2

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number |  |
| N/A | Course instructor |  |
| 1 | Average number of students enrolled per section |  |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 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.* |  |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* |  |
| 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.* |  |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* |  |
| 9 | Average post-project cost per student section enrollment |  |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* |  |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* |  |

## Course 3

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number |  |
| N/A | Course instructor |  |
| 1 | Average number of students enrolled per section |  |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 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.* |  |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* |  |
| 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.* |  |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* |  |
| 9 | Average post-project cost per student section enrollment |  |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* |  |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* |  |

## Course 4

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number |  |
| N/A | Course instructor |  |
| 1 | Average number of students enrolled per section |  |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 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.* |  |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* |  |
| 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.* |  |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* |  |
| 9 | Average post-project cost per student section enrollment |  |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* |  |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* |  |

If you have more courses to add, copy the table as many times as needed to complete all courses on the grant.

# 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.*

**The Department of Communication at Columbus State University (CSU) has a rich history of community engagement and service learning as we are fortunate to house and run the university’s Non-Profit and Civic Engagement (NPACE) Center. The NPACE Center acts as a bridge between communication studies students and a range of non-profits in our community. Not only does this partnership build important and lasting mutually beneficial relationships with civic organizations and their leaders, but it also helps students connect to their courses as they develop a community-focused, advocacy mentality. Our goal is to take this pedagogical philosophy that has proven to be incredibly successful and rewarding for our communication studies students and better implement it into our gen ed public speaking curriculum. When we develop new materials to pair with the existing University System of Georgia textbook, we will do so with an “NPACE” mindset, generating reading resources, teaching aids, and strategic activities designed to get our public speaking students thinking about how what they are learning can extend beyond the classroom as they engage with their own communities each and every day.**

**Additionally, the Communication Department is responsible for instructing over one thousand public speaking students each academic year. Public speaking instruction is vital for the development of college students from across campus as the course often “serves as a foundational class for communication majors as well as a core liberal arts class for others” (Levasseur, Dean, Pfaff, 2004, p. 234). As a department, we take this responsibility very seriously and are committed to creating safe, inclusive, educationally effective, and affordable learning environments—both physical and virtual—for our students.**

**Although we are extremely proud of the existing COMM 1110 public speaking ecosystem we have cultivated, we also know it is vital that we continue to regularly transform our program to better meet the needs of our students; students who can use the knowledge and skills gained in a public speaking class to engage with an increasingly diverse, social justice oriented, environmentally aware, tech-savvy world. An Affordable Learning Grant (ALG) will assist us in meeting a variety of major departmental goals we have for our public speaking curriculum.**

**Our goals for this proposed (ALG) project include:**

* **Adopting an existing free-to-access University System of Georgia textbook (Exploring Public Speaking – 4th Edition) to replace our current required $90.00 custom edition textbook published by SAGE**
* **Monitoring student success (e.g., rates of textbook acquisition, reading assignment completion levels, lesson comprehension and retention, overall satisfaction with associated learning materials) via qualitative and quantitative data collection and analysis**
* **Generating supplemental learning materials (e.g., additional chapters, assignments, speech rubrics, in-class learning activities) tailored to our students that align with our departmental public speaking philosophies of community engagement, activism, and inclusion**
* **Pedagogically, our aim is to design a universal learning experience for all our students, regardless of which section of public speaking in which they are enrolled. As such, we will work with the CSU Libraries team to create a Library Subject Guide for COMM 1110 – an easy to use, free-of-charge database where students/teachers can access the textbook, supplemental materials, and various external links to additional resources; not only will this library guide help existing faculty organize their classes as they prepare for each semester, it will also serve as an effective and efficient on-boarding tool for all new public speaking faculty moving forward**

## 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.*

**To date, the Department of Communication has established a proven track record of student success and empowerment in our public speaking courses, especially when compared to other general education courses across the University. For example,**

**High Enrollment Courses DFWI rates (2019-20)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Sections | Enrollment | Class size (Avg.) | D,F,W,I rates |
| **COM 1110** | **48** | **1082** | **22.5** | **19.3%** |
| ECON 2105 | 18 | 385 | 21.3 | 15.6% |
| MATH 1111 | 43 | 793 | 18.4 | 26.9% |
| ENGL 1101 | 74 | 932 | 12.6 | 21.0% |

**However, despite the program’s accomplishments thus far, our aim is to continue to improve the course in two main categories: affordability and inclusivity.**

**First, in terms of affordability, adopting an existing University System of Georgia textbook will allow our public speaking students to save close to $100 per semester. That level of savings could mean the difference between student success and failure, as students are sometimes forced to skip buying or renting required textbooks because they cannot afford to pay for them (Del Valle, 2019). A free-to-access online textbook would ensure every public speaking student in our program no longer has to worry about strategically setting money aside to keep up with weekly reading assignments. This text, coupled with the supplemental materials discussed previously, means that all our students would have easy access to valuable, tailored public speaking resources without having to break the bank.**

**Second, although as a department we value and strive to create inclusive learning environments, we cannot overlook the fact that classical public speaking pedagogy is rooted in a culturally narrow, westernized approach to instruction (Boromisza-Habashi, Huges, & Malkowski, 2016). Simply put, this outdated view of public speaking pedagogy does not effectively meet the needs of our students. The Columbus State University student body is comprised of a diverse group of learners, including first-generation students, non-traditional students, students who span the socio-economic spectrum, and students with a wide range of racial, ethnic, gender, and sexual identities. In their examination of existing public speaking textbooks, Boromisza-Habashi et al. (2016) contend that contemporary pedagogy should avoid viewing public speaking as a “universal” experience, but instead as a “culturally variable communication practice—a patterned, context-bound, locally meaningful communicative activity” (p. 22).**

**With this outlook guiding our approach, the team for this project is comprised of current public speaking instructors with a variety of backgrounds, interests, and identities, with research/academic foci including but not limited to LGBTQIA+ allyship, intercultural communication, international communication, and empowerment through emerging communication technologies. We believe that with this team in place, the supplemental reading/activity materials we plan to develop will align more closely with a more culturally relevant pedagogical philosophy and resonate with the diverse student population that attend our university.**

# **References**

Boromisza-Habashi, D., Hughes, J., & Malkowski, J. A. (2016). Public speaking as cultural ideal: Internationalizing the public speaking curriculum. *Journal of International and Intercultural Communication, 9*, 20-34. Retrieved from http://dx.doi.org/10.1080/17513057.2016.1120847

Del Valle, G. (2019, March 6). *The high cost of college textbooks, explained*. Retrieved from Vox: https://www.vox.com/the-goods/2019/3/6/18252322/college-textbooks-cost-expensive-pearson-cengage-mcgraw-hill

Levasseur, D. G., Dean, K. W., & Pfaff, J. (2004). Speech pedagogy beyond the basics: A study of instructional methods in the advanced public speaking course. *Communication Education, 53*, 234-252. doi:10.1080/0363452042000265170

McCollough, C.J., & Gibson, D. M. (2021). Non-Profit and Civic Engagement Center (NPACE): Service learning that enhances civic and community health. *Journal of Community Engagement and Higher Education, 10,* 1-15. Retrieved from <https://discovery.indstate.edu/jcehe/index.php/joce/issue/current>

*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).* 
  + Civic Engagement as a pathway to Inclusion and Belong – Helping students identify an organization with which they are connected and applying the basic public speaking principles to provide informed voices to address concerns f basic teaching them Connecting engagement to researching areas
    - Dr. Ben Baker, Dr. Danna Gibson (Conference Presentations and scholarship on the value of incorporating service learning pedagogy to enhance student learning and Civic Engagement)
  + Moving technology from an obstacle into a benefit – Using technology for research and audience engagement- Rethinking technology as an inclusion tool
    - Dr. Youngrak Park (Research interests in Media and Gateways to Completion liaison and Dr. Bruce Getz (Research interests in Best practices in instructional media and Adopting a Media-Rich Pedagogy for Student Engagement)
  + Cultural Diversity, Inclusion, Belonging –
    - Dr. Ramesh Rao (Conference Presentations and scholarship on diversity and Communicating Across Boundaries), Ms. Tiffany McBride (Research interests are exploring the impact of Muted Group Theory on minority representations in higher education)
* *A review of existing open, no-cost, and/or low-cost course materials for the course(s).* 
  + The authors will examine available Public Speaking content from open source options and will incorporate into the new text some of this material that covers foundational concepts agreed-upon across the discipline. While the authors listed above will utilize some of the available open source materials, they will integrate the unique civic engagement, media tools for engagement, and diversity, inclusion and belonging emphases into the final version of the no-cost textbook /resource.
* *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 authors will seek the assistance of university content librarian, Thomas Ganzevoort, to ensure that all materials that are not original to the authors are open-source and that any needed permission to use is secured.
* *The plan for redesigning your course(s), including any instructional design work, curriculum alignment, course accessibility changes, etc.*

If the authors’ project receives ALG grant funding, they will begin writing the chapters that lay the foundation for the core emphasis of DEIB, Civic Engagement, and Technology in this Public Speaking Text. Additionally, the authors will work to include the book’s core emphasis as additional resource supplements for the more traditional textbook chapters utilized from the Open-Source Textbook options. Writing will begin in Summer 2022. The authors will engage with each other in weekly writing-room collaborations. The writing room approach optimizes creativity and uniformity of message which will be vital in introducing the DEIB, Civic Engagement, and Technology stand-alone chapters as well as integrating those concepts as supplemental resources into the more traditional sections utilized from the Open Source Textbook options. The goal is to launch the new COMM 1110 Public Speaking lib-guide – complete with text, resources, and exercises – for use Fall 2022.

* *The plan for providing open access to the new materials. Affordable Learning Georgia will host any newly created materials in our repository; please indicate if you are using other platforms in addition to the repository to host them.*

The authors will use Affordable Learning Georgia to host course materials.

## 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:*

To improve and normalize the students’ experience in the Public Speaking classes, the department has collected quantitative and qualitative data annually. By tailoring the data longitudinally, the committee will measure the impact of the Grant Project on the students’ satisfaction and performance.

* COMM 1110 Assessment (Fall Semester)
  + Random selection of 7 sections of COMM 1110
  + Out of these sections, we draw 10% of overall students enrolled in COMM 1110
  + Speeches are recorded per protocol (Consent Form, Recording schedule)
  + The faculty assessment team will assess student speeches in three areas (Research, Organization, Delivery)
  + Results will be submitted to the Department Chair.
* DFWI rates
  + The department continuously monitors the students’ success rates by collecting DFWI rates each semester.
* Personal Report of Communication Apprehension Survey (PRCA 24)
  + One subsidiary measurement of students’ performance in public speaking is anxiety management. The department collects PRCA 24 data each semester.
* Qualitative Questionnaire
  + Along with PRCA24, the committee will survey students’ feedback qualitatively to measure the effectiveness of the Grant Project

## 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.*

## 6. Budget

We are requesting a $30,000.00 grant to be allocated as follows:

* The $5,000.00 allocation for each of the 6 primary authors will be utilized as follows:
  + 50% goes to each of the primary authors ($15,000.00)
  + 50% goes to PT faculty needed to provide primary author a course load reduction during summer 2022 ($15,000.00)
  + Primary Authors utilize the weekly course load reduction to participate in the weekly creative writing room experience where they will work collaboratively to produce the COMM 1110 Public Speaking Lib-Guide

## 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*

In order to sustain the changes we are aiming to make to our COMM 1110 program with this grant, we plan to implement the following actions moving forward:

* All materials generated through this process will be evaluated on an annual basis by a team of COMM 1110 instructors, including the COMM 1110 Coordinator; materials will be analyzed for accessibility, adoptability, and efficacy through instructor reporting via surveys and qualitative discussions – if a particular resource (textbook additions, learning activities, instructions for course builds) is found to be lacking in any or all of these categories, the team will reformat/update as necessary
* Our department is 100% committed to providing more affordable materials to our COMM 1110 students moving forward – there are no plans to switch back to our existing textbook model in the future
* Since this will be a department-wide initiative from the start, it’s likely that almost every section will be adopting this new approach immediately when work on the project is complete
* Once we have finished creating our COMM 1110 Library Guide Database to house all of our newly adopted/generated materials, we have plans to report on our efforts (and hopeful successes) through conference presentations and pedagogical academic journals

# 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.*

# 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. Pat McHenry, Interim Dean, College of the Arts, Columbus State 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.*

|  |
| --- |
| *Erika Cottingham* |