

Table of Contents

Reardon, Tiffani - #3583 - 486	1
Letter of Support	8
Proposal Narrative	9

Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Fifteen (Fall 2019 - Fall 2020)
Category:	University System of Georgia
Award Cycle:	Round 15
Submission Deadline:	09/16/2019 at 11:59 PM

Application Information

Submitted By:	Tiffani Reardon
Application ID:	3583
Application Title:	486
Date Submitted:	09/17/2019 at 8:31 AM

Personal Details

Institution Name(s):	Kennesaw State University
Applicant First Name:	Tiffani
Applicant Last Name:	Reardon
Applicant Email Address:	treardo2@kennesaw.edu
Applicant Phone Number:	470-578-7923
Primary Appointment Title:	Instructional Designer
Submitter First Name:	Tiffani
Submitter Last Name:	Reardon
Submitter Email Address:	treardo2@kennesaw.edu
Submitter Phone Number:	470-578-7923
Submitter Title:	Instructional Designer

Application Details

Proposal Title

486

Requested Amount of Funding

25,800

Priority Category (if applicable)

Scaling Up OER

Final Semester:

Fall 2020

Course Title(s)

Technical Writing

Course Number(s)

TCOM 2010

Team Member 1 Name

Tiffani Reardon

Team Member 1 Email

treardo2@kennesaw.edu

Team Member 2 Name

Jonathan Arnett

Team Member 2 Email

jarret11@kennesaw.edu

Team Member 3 Name

Team Member 3 Email

Team Member 4 Name

Team Member 4 Email

Additional Team Members (Name and email address for each)

Sponsor Name

Laura Palmer

Sponsor Title

Chair

Sponsor Department

Department of Technical Communication and Interactive Design

Average Number of Students per Course Section Affected by Project in One Academic Year

25

Average Number of Sections Affected by Project in One Academic Year

60

Total Number of Students Affected by Project in One Academic Year

1500

Average Number of Students Affected per Summer Semester

250

Average Number of Students Affected per Fall Semester

625

Average Number of Students Affected per Spring Semester

625

Original Required Commercial Materials (title, author, price, and bookstore or retailer URL showing price)

Technical Communication, Mike Markel, \$131.25, <http://bookstore.kennesaw.edu/CourseMaterials>

Original Total Cost per Student

\$131.25

Post-Project Cost per Student

\$0

Post-Project Savings per Student

\$131.25

Projected Total Annual Student Savings per Academic Year

\$196,875

Using OpenStax Textbook?

No

Project Goals

The proposed project involves scaling up a previous Affordable Learning Georgia Textbook Transformation Grant to the department-wide, all-sections level. To that end, the goals of this project are the following:

- To improve the existing online master course for TCOM 2010 with expertise from faculty throughout the department, and then to implement the master course, using the open textbook, as the required course shell across all online TCOM 2010 sections.
- To develop a model for teaching TCOM 2010 in all three modalities of hybrid courses with the open textbook, using the online master course as a starting point, and then to implement that model as the recommended method of teaching TCOM 2010 in a hybrid format.
- To develop a model for teaching TCOM 2010 in a face-to-face format with the open textbook, using the online master course as a starting point, and then to implement that model as the recommended method of teaching TCOM 2010 in a face-to-face format.
- In all modalities, to make Open Technical Communication the standard textbook for TCOM 2010 courses.
- To therefore save students almost \$200,000 annually, while positively impacting student success in all TCOM 2010 courses.

Statement of Transformation

In 2015, during Round 15 of ALG's Textbook Transformation Grants, a team of five faculty at KSU developed Open Technical Communication (<http://open-tc.com>) to take the place of Markel's Technical Communication (\$131.25) in their technical writing courses. The original impact of the grant was approximately \$55,000 saved among students annually. Since then, the textbook has been revised twice, the team's methods of teaching with the textbook have been improved significantly, and several outside institutions have adopted the textbook.

Because of the success of Open TC in KSU's Technical Communication and Interactive Design department, and with support from the department chair and program coordinator, two members of the team will now be working with the rest of the department to use Open TC in all sections of TCOM 2010 moving forward. With approximately 1,500 students taking TCOM 2010 annually, this project will result in students saving an estimated \$196,875 per year.

Transformation Action Plan

Grant team members:

- Tiffani Reardon – Project Manager, Instructional Designer, Instructor of Record
- Jonathan Arnett – TCOM Program Manager, Instructor of Record

Reardon and Arnett will first work to improve the online master TCOM 2010 course (which uses Open TC) to include more robust course content and activities, and to ensure that all content conforms to the college's course quality standards (including accessibility). An essential part of this portion of the project is that full-time faculty in the department will have the opportunity to contribute to the course by developing and recording series of lecture content in the course modules of their choice—for which we will use the grant to provide compensation in the form of salary or professional development.

Once the online master course is finalized, Reardon and Arnett will use it as a base to develop hybrid and face-to-face models for teaching TCOM 2010 with the open textbook. When all course models are finalized, we will work with all faculty teaching TCOM 2010 to help them implement the course models and textbook in their teaching—for which we will use the grant to provide compensation in the form of salary or professional development.

The Open TC textbook is already openly available online at <http://open-tc.com>. However, as part of this scaling-up project, Reardon will create a mechanism for sharing quiz banks and activities with faculty (in and outside of KSU) who request it. This will most likely occur in the university's OneDrive system with a form on the textbook website for faculty to request the materials.

Before course delivery, Reardon and Arnett will obtain IRB approval for student and faculty surveys to be implemented in the pilot semester. The intent is for all sections to be transformed to use Open TC by the start of Fall 2020 semester.

Quantitative & Qualitative Measures

The grant project will be evaluated using several measures.

- Textbook use rates are currently being tracked in Arnett's sections of TCOM 2010 via Google Analytics; he's had some interesting findings already, and he has presented these findings at international conferences and published them in conference proceedings. On completion of this project, Arnett will compare his previous analytics research with the new analytics after teaching with the new course model.
- The textbook currently used in many TCOM 2010 courses costs \$131.25; we suspect that a significant number of students attempt to get by without purchasing the book. We will survey students to determine how many students made use of the free, online textbook versus how many students would have purchased the traditional textbooks.
- Many faculty teaching TCOM 2010 with the Markel text have been doing so for years—and they have gotten comfortable with it. We will survey the faculty teaching TCOM 2010 in the pilot semester to determine how they feel Open TC compares to Markel in terms of content, quality, and ease of use in the classroom.
- Given the research data that supports the role of OERs improving student retention and success, we suspect that we will see improved retention and student success in the courses using Open TC for the first time in the pilot semester. Reardon and Arnett will gather the average grades and DFW rates in all TCOM 2010 courses pre- and post-implementation for comparison.
- We will survey students regarding elements of student satisfaction with the textbook including ease of use, accessibility, and helpfulness with regard to achieving learning objectives. The survey will also seek qualitative student feedback and suggestions for improvement.

Timeline

October 28, 2019: Attend Kick-Off Meeting

November 2019: Determine modules for which full-time faculty teaching TCOM 2010 will contribute lecture content.

December 2019: Submit semester status report.

January 2020: Determine improvements to be made in TCOM 2010 online master course.

February 2020: Make identified improvements to TCOM 2010 online master course.

March 2020: Develop course model for TCOM 2010 hybrid courses based on online master.

April 2020: Develop course model for TCOM 2010 face-to-face courses based on online master.

April/May 2020: Collaborate with part-time faculty teaching TCOM 2010 to implement the new course models and the textbook in their courses.

May 2020: Submit semester status report.

June 2020: Collaborate with full-time faculty teaching TCOM 2010 to implement the new course models and the textbook in their courses.

July 2020: Develop mechanism for outside faculty requesting quiz banks and activities.

July 2020: Request IRB approval for student and faculty surveys.

August 2020: Submit semester status report.

August 2020: Implement all TCOM 2010 sections with the open textbook.

December 2020: Gather analytics, survey, grade, and DFW data.

December 2020: Complete and submit final report.

Budget

- *\$5,000 – \$500 x 10 for each faculty member (aside from grant organizers) teaching TCOM 2010 for cooperation with the transformation.
- *\$6,000 – \$1,000 x 6 for each full-time faculty member (aside from grant organizers) teaching TCOM 2010 for developing and recording lecture content for a module of their choice to be included in the course.
- **\$5,000 – professional development for Tiffani Reardon.
- ***\$5,000 – summer salary for Jonathan Arnett.
- \$4,000 – fringe costs and miscellaneous materials.
- \$800 – for attendance at Macon kick-off meeting.

Total: \$25,800

*These amounts will be received as summer salary (9-month faculty with room in summer pay cap) or professional development (12-month faculty, 9-month faculty who will hit their summer pay cap, and staff teachers). These designations are to comply with KSU policies on compensation.

**Kennesaw State University does not allow staff members at KSU to earn additional compensation for work on grants anymore. However, as ALG and KSU value the input of an instructional designer and OER expert such as Reardon, instructional designers continue to work on these grants with the promise of professional development. Reardon uses this professional development funding to attend conferences that are either directly related to open pedagogy and open educational resources OR she uses them to attend technology-enhanced learning and discipline-specific conferences to present on the OER initiatives at KSU.

***Kennesaw State University only allows 9-month faculty to complete these projects for either summer salary or professional development. As summer salary is restricted to 33.3% of the instructor's 9-month salary and in the interest of abiding by KSU policy, if necessary, the amount designated for Arnett will be split between summer salary and professional development.

Sustainability Plan

As needed, we will alter and improve the transformed courses and the textbook, and we will continue to do so as long as TCOM 2010 is taught at KSU using the open textbook. We understand that the grant ends in Fall 2020, but it is a part of our discipline as well as our teaching strategy to use an iterative process for evaluating our teaching materials and course designs and to revise them in order to improve student outcomes. For this reason, we will continue to evaluate and improve our teaching materials even after the grant ends.

This grant is proposing to expand the use of Open TC to all sections of TCOM 2010 at KSU; that is as far as expansion for this course at KSU can go. However, there may be opportunities in the future to incorporate the open textbook into other TCOM courses. There have also been several external institutions who have reached out about using the text in their courses; our hope is that by making ancillary materials available to instructors, we can further encourage outside institutions to adopt the open textbook.

Reardon, Arnett, and Tammy Powell (an original grant team member) all regularly attend and present at conferences and other professional development events about the textbook and the OER work we are doing at KSU. Currently, Reardon and Arnett are set to present at Open Ed 2019 on a renewable assignment pilot project that they have been working on in conjunction with the textbook. Reardon is also set to present at Open Ed 2019 on lessons learned from the textbook revision. Reardon and Powell are also planning to submit a proposal to eLmL 2020 on the OER initiatives at KSU. Arnett plans to continue and extend his research project into students' actual use of Open TC and to publish journal articles based on the findings. We expect that our momentum for presenting and spreading the word about the awesome work we are doing at KSU will continue and, in fact, increase.

Acknowledgment

Grant Acceptance

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.



Department of Technical Communication and Interactive Design

Affordable Learning Georgia
Transformation Grant Committee

September 12, 2019

Re: Kennesaw State University—"Scaling Up OER" for Open Technical Communication
Textbook

To Whom It May Concern:

I am writing to provide my support for Ms. Tiffani Reardon and Dr. E. Jonathan Arnett as they apply for grant funding that will permit them to implement the *Open Technical Communication* textbook across all sections of our introductory technical writing class.

The textbook has been incredibly successful here at Kennesaw State University in select sections of our *TCOM 2010: Technical Writing* introductory course. As the demand for TCOM 2010 increases—some 27 sections are required for the spring 2020 semester—Ms. Reardon and Dr. Arnett see this as the time to scale up the textbook for deployment across the entire curriculum. With over 1400 students taking TCOM 2010 each year, the savings achievable are notable with a total of nearly \$200,000.

Their proposed plan, once they obtain a "Scaling Up OER" grant, will include multiple implementations. First, Ms. Reardon and Dr. Arnett will provide small honorariums to faculty to offset changes to assignments, schedules, and more that will arise from transitioning to the open textbook. Next, funding will be allocated to all full-time faculty teaching TCOM 2010 for developing and recording a set of lecture videos for the module of their choice. Finally, Ms. Reardon and Dr. Arnett would receive salary/travel funding to manage the transformation of all sections for use with the open textbook.

I thank you for your consideration. The *Open Technical Communication* textbook continues to make a difference in the lives of students; it is, in my estimation, a project worth funding.

Yours truly,

Dr. Laura A. Palmer
Department Chair and Professor
Department of Technical Communication and Interactive Design (TCID)
Kennesaw State University



Textbook Transformation Grants, Round Fifteen (Fall 2019 – Fall 2020) Proposal Form and Narrative

Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application will be on the [Round 15 RFP Page](#) in July 2019.
- The italic text provided below is meant for clarifications and can be deleted.

Applicant, Team, and Sponsor 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, leave the submitter fields blank.

Institution(s)	Kennesaw State University
Applicant Name	Tiffani Reardon
Applicant Email	treardo2@kennesaw.edu
Applicant Phone #	470-578-7923
Applicant Position/Title	Instructional Designer
Submitter Name	
Submitter Email	
Submitter Phone #	
Submitter Position	

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.

	Name	Email Address
Team Member 1	Jonathan Arnett	jarnet11@kennesaw.edu
Team Member 2		
Team Member 3		
Team Member 4		
Team Member 5		
Team Member 6		
Team Member 7		
Team Member 8		

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

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Laura Palmer, Chair, Department of Technical Communication and Interactive Design,
Kennesaw State University

Project Information and Impact Data

Priority Category / Categories	<p><i>Priority categories: "Specific Core Curriculum Courses," "Scaling Up OER," "Gateways to Completion," and/or "Upper-Level Campus Collaborations." See the RFP document for details. Otherwise, put "None."</i></p> <p>Scaling Up OER</p>
Requested Amount of Funding	\$25,800
Course Names and Course Numbers	TCOM 2010
Final Semester of Project	<p>Summer 2020 or Fall 2020</p> <p>Fall 2020</p>
Average Number of Students Per Course Section Affected by Project	<p><i>All numbers on this page are a total for all courses affected by the project – if you have multiple courses, please provide the appropriate sum total or average in each box instead of a per-course breakdown.</i></p> <p>25</p>
Average Number of Sections Affected by Project in One Academic Year	60
Total Number of Students Affected by Project in One Academic Year	1,500
Average Number of Students Affected per Summer Semester	<p><i>Please put one number for each semester. If there is a range, give an average of that range, and explain the range itself in the narrative section.</i></p> <p>250</p>
Average Number of Students	625

Affected per Fall Semester	
Average Number of Students Affected per Spring Semester	625
Original Required Commercial Materials	<p><i>Include the title, author, price, and a URL showing the price from either the campus bookstore or the publisher. If students do not typically purchase the materials from either the bookstore or directly from the publisher, include a URL for the most common method with a clarification.</i></p> <p>Technical Communication, Mike Markel, \$131.25, http://bookstore.kennesaw.edu/CourseMaterials</p>
Total Price of Original Required Materials Per Student	\$131.25
Post-Project Cost Per Student	<p><i>This is for any post-project materials students will be required to purchase, such as the cost of a low-cost homework platform.</i></p> <p>\$0</p>
Post-Project Savings Per Student	<p><i>This is typically the original cost minus the post-project cost.</i></p> <p>\$131.25</p>
Projected Total Annual Student Savings Per Academic Year	<p><i>This is the total number of students per academic year multiplied by the post-project per student savings estimate.</i></p> <p>\$196,875</p>
Using OpenStax Textbook?	<p><i>Yes/No. This is to indicate to OpenStax that they can provide additional support to your team during the adoption process.</i></p> <p>No</p>

Narrative Section

1. Project Goals

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

The proposed project involves scaling up a previous Affordable Learning Georgia Textbook Transformation Grant to the department-wide, all-sections level. To that end, the goals of this project are the following:

- To improve the existing online master course for TCOM 2010 with expertise from faculty throughout the department, and then to implement the master course, using the open textbook, as the required course shell across all online TCOM 2010 sections.

- To develop a model for teaching TCOM 2010 in all three modalities of hybrid courses with the open textbook, using the online master course as a starting point, and then to implement that model as the recommended method of teaching TCOM 2010 in a hybrid format.
- To develop a model for teaching TCOM 2010 in a face-to-face format with the open textbook, using the online master course as a starting point, and then to implement that model as the recommended method of teaching TCOM 2010 in a face-to-face format.
- In all modalities, to make *Open Technical Communication* the standard textbook for TCOM 2010 courses.
- To therefore save students almost \$200,000 annually, while positively impacting student success in all TCOM 2010 courses.

2. Statement of Transformation

Textbook 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.*

In 2015, during Round 15 of ALG's Textbook Transformation Grants, a team of five faculty at KSU developed *Open Technical Communication* (<http://open-tc.com>) to take the place of Markel's *Technical Communication* (\$131.25) in their technical writing courses. The original impact of the grant was approximately \$55,000 saved among students annually. Since then, the textbook has been revised twice, the team's methods of teaching with the textbook have been improved significantly, and several outside institutions have adopted the textbook.

Because of the success of *Open TC* in KSU's Technical Communication and Interactive Design department, and with support from the department chair and program coordinator, two members of the team will now be working with the rest of the department to use *Open TC* in all sections of TCOM 2010 moving forward. With approximately 1,500 students taking TCOM 2010 annually, this project will result in students saving an estimated \$196,875 per year.

3. Transformation Action Plan

Textbook Transformation Grant projects can be 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. Include the following:

- *The activities expected from each team member and their role(s): subject matter experts, instructional designer, librarian, instructor of record, et al.*
 - o *The identification, review, selection, and adoption/adaptation/creation of the new course materials.*

- o *A fully prepared application should include a preliminary evaluation of currently existing OER or no/low-cost materials for adoption or modification, or a preliminary plan to create new materials.*
- *Any redesign work necessary for the transformation.*
 - o *This includes instructional design, curriculum alignment, accessibility, etc.*
- *The plan for providing open access to the new materials.*
 - o *GALILEO Open Learning Materials will host any newly created materials. Please indicate if you are using other platforms in addition to the repository.*

Grant team members:

- Tiffani Reardon – Project Manager, Instructional Designer, Instructor of Record
- Jonathan Arnett – TCOM Program Manager, Instructor of Record

Reardon and Arnett will first work to improve the online master TCOM 2010 course (which uses *Open TC*) to include more robust course content and activities, and to ensure that all content conforms to the college’s course quality standards (including accessibility). An essential part of this portion of the project is that full-time faculty in the department will have the opportunity to contribute to the course by developing and recording series of lecture content in the course modules of their choice—for which we will use the grant to provide compensation in the form of salary or professional development.

Once the online master course is finalized, Reardon and Arnett will use it as a base to develop hybrid and face-to-face models for teaching TCOM 2010 with the open textbook. When all course models are finalized, we will work with all faculty teaching TCOM 2010 to help them implement the course models and textbook in their teaching—for which we will use the grant to provide compensation in the form of salary or professional development.

The *Open TC* textbook is already openly available online at <http://open-tc.com>. However, as part of this scaling-up project, Reardon will create a mechanism for sharing quiz banks and activities with faculty (in and outside of KSU) who request it. This will most likely occur in the university’s OneDrive system with a form on the textbook website for faculty to request the materials.

Before course delivery, Reardon and Arnett will obtain IRB approval for student and faculty surveys to be implemented in the pilot semester. The intent is for all sections to be transformed to use *Open TC* by the start of Fall 2020 semester.

4. Quantitative and Qualitative Measures

All Textbook 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:

- *Each quantitative or qualitative measure to be used, along with a description of the methods and/or tools used to gather and analyze data.*

- *If the team needs IRB (Institutional Review Board) approval, please indicate this here. Each institution's IRB functions differently and teams will need to know how their institution's IRB evaluates and approves of institutional research.*

The grant project will be evaluated using several measures.

- Textbook use rates are currently being tracked in Arnett's sections of TCOM 2010 via Google Analytics; he's had some interesting findings already, and he has presented these findings at international conferences and published them in conference proceedings. On completion of this project, Arnett will compare his previous analytics research with the new analytics after teaching with the new course model.
- The textbook currently used in many TCOM 2010 courses costs \$131.25; we suspect that a significant number of students attempt to get by without purchasing the book. We will survey students to determine how many students made use of the free, online textbook versus how many students would have purchased the traditional textbooks.
- Many faculty teaching TCOM 2010 with the Markel text have been doing so for years—and they have gotten comfortable with it. We will survey the faculty teaching TCOM 2010 in the pilot semester to determine how they feel *Open TC* compares to Markel in terms of content, quality, and ease of use in the classroom.
- Given the research data that supports the role of OERs improving student retention and success, we suspect that we will see improved retention and student success in the courses using *Open TC* for the first time in the pilot semester. Reardon and Arnett will gather the average grades and DFW rates in all TCOM 2010 courses pre- and post-implementation for comparison.
- We will survey students regarding elements of student satisfaction with the textbook including ease of use, accessibility, and helpfulness with regard to achieving learning objectives. The survey will also seek qualitative student feedback and suggestions for improvement.

5. Timeline

This section allows teams to describe how the project will progress from its inception to the final report (submitted at the end of the final semester of the project). Please provide a list of major milestones for the project here, aligning it with the Transformation Action Plan and your selected Final Semester of the project. Do not put this in the form of a table, as it will create issues within InfoReady Review for the official application – a bullet-point list is acceptable.

October 28, 2019: Attend Kick-Off Meeting

November 2019: Determine modules for which full-time faculty teaching TCOM 2010 will contribute lecture content.

December 2019: Submit semester status report.

January 2020: Determine improvements to be made in TCOM 2010 online master course.

February 2020: Make identified improvements to TCOM 2010 online master course.

March 2020: Develop course model for TCOM 2010 hybrid courses based on online master.

April 2020: Develop course model for TCOM 2010 face-to-face courses based on online master.

April/May 2020: Collaborate with part-time faculty teaching TCOM 2010 to implement the new course models and the textbook in their courses.

May 2020: Submit semester status report.

June 2020: Collaborate with full-time faculty teaching TCOM 2010 to implement the new course models and the textbook in their courses.

July 2020: Develop mechanism for outside faculty requesting quiz banks and activities.

July 2020: Request IRB approval for student and faculty surveys.

August 2020: Submit semester status report.

August 2020: Implement all TCOM 2010 sections with the open textbook.

December 2020: Gather analytics, survey, grade, and DFW data.

December 2020: Complete and submit final report.

6. Budget

Include overall personnel & projected expenses. Be sure to include the \$800 in travel funding, which is required for all Textbook Transformation Grants. Do not put this in the form of a table, as it will create issues within InfoReady Review for the official application – a bullet-point list is acceptable. Please keep all funding guidelines from the corresponding RFP in mind.

- \$5,000 – \$500* x 10 for each faculty member (aside from grant organizers) teaching TCOM 2010 for cooperation with the transformation.
- \$6,000 – \$1,000* x 6 for each full-time faculty member (aside from grant organizers) teaching TCOM 2010 for developing and recording lecture content for a module of their choice to be included in the course.
- \$5,000 – professional development** for Tiffani Reardon.
- \$5,000 – summer salary*** for Jonathan Arnett.
- \$4,000 – fringe costs and miscellaneous materials.
- \$800 – for attendance at Macon kick-off meeting.

Total: \$25,800

*These amounts will be received as summer salary (9-month faculty with room in summer pay cap) or professional development (12-month faculty, 9-month faculty who will hit their summer pay cap, and staff teachers). These designations are to comply with KSU policies on compensation.

**Kennesaw State University does not allow staff members at KSU to earn additional compensation for work on grants anymore. However, as ALG and KSU value the input of an instructional designer and OER expert such as Reardon, instructional designers continue to work on these grants with the promise of professional development. Reardon uses this professional development funding to attend conferences that are either directly related to open pedagogy and open educational resources OR she uses them to attend technology-enhanced learning and discipline-specific conferences to present on the OER initiatives at KSU.

***Kennesaw State University only allows 9-month faculty to complete these projects for either summer salary or professional development. As summer salary is restricted to 33.3% of the instructor's 9-month salary and in the interest of abiding by KSU policy, if necessary, the amount designated for Arnett will be split between summer salary and professional development.

7. Sustainability Plan

Textbook 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*
- *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*

As needed, we will alter and improve the transformed courses and the textbook, and we will continue to do so as long as TCOM 2010 is taught at KSU using the open textbook. We understand that the grant ends in Fall 2020, but it is a part of our discipline as well as our teaching strategy to use an iterative process for evaluating our teaching materials and course designs and to revise them in order to improve student outcomes. For this reason, we will continue to evaluate and improve our teaching materials even after the grant ends.

This grant is proposing to expand the use of *Open TC* to all sections of TCOM 2010 at KSU; that is as far as expansion for this course at KSU can go. However, there may be opportunities in the future to incorporate the open textbook into other TCOM courses. There have also been several external institutions who have reached out about using the text in their courses; our hope is that by making ancillary materials available to instructors, we can further encourage outside institutions to adopt the open textbook.

Reardon, Arnett, and Tammy Powell (an original grant team member) all regularly attend and present at conferences and other professional development events about the textbook and the OER work we are doing at KSU. Currently, Reardon and Arnett are set to present at Open Ed 2019 on a renewable assignment pilot project that they have been working on in conjunction with the textbook. Reardon is also set to present at Open Ed 2019 on lessons learned from the textbook revision. Reardon and Powell are also planning to submit a proposal to eLmL 2020 on the OER initiatives at KSU. Arnett plans to continue and extend his research project into students' actual use of *Open TC* and to publish journal articles based on the findings. We expect

that our momentum for presenting and spreading the word about the awesome work we are doing at KSU will continue and, in fact, increase.

Note: Letter of Support

A letter of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs, etc.) that will be responsible for receipt and distribution of funding. Letters must reference sustainability. In the case of multi-institutional affiliations, all participants' institutions/departments must provide a letter of support.