



WILLIAM E. KIRWAN  
CENTER *for* ACADEMIC INNOVATION

# Maryland Open Source Textbook (MOST) Initiative High-impact OER Mini-Grant Program Guide

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## **Maryland Open Source Textbook (MOST) Initiative High-impact OER Mini-Grant Program**

Since Spring 2014, the University System of Maryland's William E. Kirwan Center for Academic Innovation has supported the exploration and adoption of open educational resources (OER) across Maryland public two- and four-year higher education institutions through the Maryland Open Source Textbook (MOST) initiative. The MOST initiative recruited volunteer faculty interested in adopting and piloting OER in their courses, provided a stipend to participating faculty, and through a partnership with Lumen Learning, an OER customization platform, OER curation, training, and technical support were offered for a pilot semester. Survey data on the OER experience was collected from participating faculty and the students in the pilot OER courses, and student data comparing those courses with courses not using OER materials were collected through each institution's institutional research department. Through the MOST program, 66 courses at 14 institutions across Maryland have switched to OER, impacting over 3,800 students and saving them \$141 per course on average, or \$550,000 cumulatively. Assuming those courses have continued to be offered once per year with level enrollments, the MOST initiative estimates a cumulative cost savings to students of approximately \$1,600,000 in 3 short years.

In Spring 2017, the Kirwan Center launched the MOST initiative High-impact OER Mini-Grant Program to target high-enrollment general education courses with existing high-quality OER. Two types of mini-grants were offered: an Adopt/Adapt OER mini-grant to support an OER pilot and a Scaling OER mini-grant to support scaling of OER to at least four sections. A call for proposals was sent out to Maryland public two- and four-year institutions, resulting in 66 applications and 21 awarded mini-grants for Fall 2017 project implementation. By targeting high-impact, high-enrollment projects, the Mini-Grant program has the potential to impact over 8,000 students with over \$1.3 million in textbook savings in Fall 2017.

### **Developing a Mini-Grant Program**

As the Kirwan Center embarked on the creation of a mini-grant program, there were several steps it took to build the program.

#### ***Identify goals***

To build upon the success of the initial MOST initiative, the Kirwan Center developed a mini-grant program with four main goals in mind: 1) increase the number of students reached; 2) increase textbook cost savings at Maryland public higher education institutions; 3) engage faculty committed and ready to adopt, adapt or scale OER; and 4) increase the potential for scaling OER within institutions.

#### ***Create program elements that support attainment of goals***

Identifying the goals for a mini-grant program guided the structure of the program and shaped the grant application.

Program Goal	Program Element
Increase number of students reached	Target high-enrollment courses with existing high-quality OER
Increase textbook cost savings	Target high-enrollment courses; target grant applications with many sections and/or high textbook costs
Attract faculty committed and ready to adopt and scale OER	Request information about OER adoption/scaling plans, knowledge about OER resources, departmental and/or institutional support, and collaboration with other instructors, instructional designers, librarians, and support staff in application; require applicants to sign off on commitment to mini-grant requirements
Support OER adoption and OER scaling projects	Create two categories of mini-grants: Adopt/Adapt Mini-Grants and Scaling Mini-Grants
Increase potential for scaling OER adoption within institutions	Target high-enrollment courses with many sections; provide suggested list of courses with scaling potential; provide training to adjuncts using OER (as needed); require grantees to share outcomes of OER adoption at local or state professional development event
Drive successful implementation of project plans	Require grantee participation in webinar and face-to-face trainings; provide project plan template for grantee completion; provide technical support throughout OER adoption/adaption/scaling development and implementation
Collect data to measure faculty and student experience, cost savings, and student impact	Require faculty to submit final course enrollment and textbook cost savings per student, complete faculty survey, and disseminate student survey; require faculty to assist in collection of de-identified student impact data

***Develop a process to encourage high-quality applications***

To increase the number of high-quality applications, the Kirwan Center created a multi-step process for interested applicants:

- Complete a short Intent to Apply form (contact information and course of interest for OER implementation) (optional).

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- Sign up and attend an informational webinar to learn more about the program, its requirements, and the application process (optional).
- Complete an application form with details about proposed OER project, including course and course teaching experience, plans for adopting/adapting/scaling OER, knowledge of OER materials for course, level of funding needed and plans for using funds, and collaboration with other instructors and staff (required).

### ***Determine the total budget for the program and individual grant amounts***

The High-impact OER Mini-Grant Program offered funding ranges for the Adopt/Adapt (\$500 - \$1,500) and Scaling mini-grants (\$1,500 - \$2,500) and applicants included the requested funding amount in their proposal. By offering a grant range and having faculty determine the amount of funding they needed and how they would use the grant funds, this gave faculty flexibility in how they could support their project financially.

### ***Create a timeline for applicants and institutions***

Providing a timeline gave potential applicants information on the informational webinars, application submission deadline, awardee announcement date, and trainings and supports for grantees.

### ***Develop an application form***

An application form was created to obtain details about the course(s) for OER implementation, plans to adopt/adapt/scale OER, departmental or institutional support, opportunities for collaboration, and funding needs. To keep responses succinct, a word count was placed on each question.

### ***Create a rubric to assess applications***

Two rubrics were developed – one to assess Adopt/Adapt applications and one to assess Scaling applications. Each application question about the OER implementation plan was assessed, and points were awarded to give a value to the quality of the responses. To align with the goals of the mini-grant program, additional weight was given to the strength of the actionable plan, number of students impacted in Fall 2017, and the impact on cost savings for individual students.

### ***Announce mini-grant awardees***

In addition to announcing the mini-grant awardees to individual grantees and their institutions, the University System of Maryland distributed a press release, which was shared with the communications offices of individual institutions.

### ***Provide supports to help grantees develop and implement their projects***

Following the awardee announcement, grantees were offered supports (some required) to help them successfully implement their projects.

- OER curation – Lumen Learning provided each grantee with a curated list of OER content for their course.
- Kickoff webinar – Review of grantee requirements, grantee support services, face-to-face workshop agenda and pre-work, program timeline, and next steps.

- Face-to-face workshop – Led by Lumen Learning, the workshop provided hands-on training on Lumen Learning’s open course tools and LMS integration strategies; project planning breakout sessions with disciplinary peers (which facilitated networking across two- and four-year institutions in the same discipline areas); open lab time to review and build OER course content with one-on-one trainer support; and a networking reception with institutional leaders.
- Project planning template – Developed to help grantees think through the implementation of their project plan, including OER content discovery and deployment; instructor and staff training; and project and outcomes sharing opportunities.

***Collect data on faculty and student experience, cost savings and student outcomes***

To assess the impact of the High-impact OER Mini-Grant Program, faculty will complete a mandatory survey on their OER experience and will disseminate a survey to students to learn more about their OER experience. Grantees will also connect the MOST team with their Institutional Research department so the MOST team can collect student data on sections that participated in MOST and those that did not.

***Faculty reporting***

To further disseminate the work of the Mini-Grant Program, grantees are required to present their OER project and outcomes at a local or state professional development event. By sharing their work, grantees help to engage other higher education faculty, staff and administrations around OER.

**Timeline**

The MOST High-impact OER Mini-Grant Program was launched in February 2017 to support faculty implementing OER projects in Fall 2017.

- **February 9, 2017** - Call for proposals opens
- **February 13 - 22, 2017** - Mini-grant informational webinars held
- **March 13, 2017 (5 PM Eastern Time)** - Deadline for all proposals
- **March 14 – 29, 2017** – Proposals reviewed
- **March 30, 2017** - Grantees notified and press release distributed
- **April - May 2017** - Kickoff webinar for all grantees
- **May 30, 2017** – Workshop for all grantees (required for Adopt/Adapt grantees and optional for Scaling grantees)
- **June 2017** - Scaling webinars for Scaling OER grantees who did not attend the workshop
- **June – August 2017** - Final OER preparation work for faculty
- **Late August 2017** - Online or brief face-to-face training for adjuncts involved in Scaling grants
- **September - December 2017** – OER project plan implementation
- **December 2017** – Administration of faculty and student surveys
- **February 2018** – Collection of IR data
- **Spring 2018** – Grantee presentation of work at local or state professional development event

# Appendix A

## MOST High-impact OER Mini-Grant Program Planning Document for Applicants

### Overview

The Maryland Open Source Textbook (MOST) initiative, led by the University System of Maryland's William E. Kirwan Center for Academic Innovation, is seeking proposals for a new High-Impact OER Mini-Grant program to strategically support Maryland public institutions' efforts to adopt Open Educational Resources (OERs) as a means to greatly reduce textbook costs and address college affordability for students. Building on the prior success of the MOST initiative, this new funding program will target OER adoption in "high impact," high enrollment courses for which high-quality OER already exists. In addition to supporting adoption of OER by individual faculty, the program will also support the scaling of OER adoption within institutions across multiple course sections.

Two types of mini-grants will be awarded: 1) Adopt/Adapt OER (\$500 - \$1,500) and 2) Scaling OER (\$1,500 - \$2,500). Proposals must be received by **Monday, March 13, 2017**. Additional information regarding deadlines and timelines, eligibility criteria, participation requirements, and how to apply for grants in both categories is provided below.

### High-impact OER Mini-Grant Program Timeline

- **February 9, 2017** - Call for proposals opens
- **February 13 - 22, 2017** - Mini-grant informational webinars held<sup>1</sup> (see website for dates and registration information)
- **March 13, 2017 (5 PM Eastern Time)** - Deadline for all proposals
- **March 21, 2017** - Grantees notified
- **April - May 2017** - High-impact OER Adoption workshops for Adopt/Adapt OER grantees<sup>2</sup>
- **April - May 2017** - High-impact Scaling webinars for Scaling OER grantees
- **May - July 2017** - Final OER preparation work
- **August 2017** - Online or brief face-to-face training for adjuncts involved in Scaling grants

### Adopt/Adapt OER Mini-Grants (\$500 - \$1,500)

#### Eligibility Criteria

To be eligible for the Adopt/Adapt OER mini-grant program, proposed projects must:

- Replace traditional textbooks with OER as a means to reduce students' costs and make education more affordable. After the project, total course materials costs cannot exceed \$40, with lower costs preferred.
- Target OER adoption in a high enrollment course for which high-quality OER content already exists and has been developed into comprehensive course materials, including supplemental

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<sup>1</sup> We encourage attending one of these informational sessions before submitting your proposal

<sup>2</sup> Dates and locations for workshops will be selected based on the grantees selected and their availability

materials such as test questions, presentation slides, and handouts. Such courses include but are not limited to<sup>3</sup>:

Freshman Seminar/College Success	Introduction to Psychology
English Composition I and II	Introduction to Sociology
Basic Reading & Writing	College Algebra
Introduction to College Composition	Beginning and Intermediate Algebra
American Literature I and II	Mathematics for Liberal Arts
U.S. History I and II	Introduction to Statistics
Music Appreciation	Biology I and II
Introduction to Business	Chemistry
Macro/Microeconomics	Geology
Principles of Marketing	Public Speaking/Communication

- Faculty applying for the Adopt/Adapt mini-grant must commit to teaching at least one section of the course using OER during the Fall 2017 semester. Adoption in more than one section is encouraged.

In addition, we will be looking for the following in Adopt/Adapt OER mini-grant proposals (preferred but not required):

- The potential to scale use of OER to most or all course sections over time.
- Some prior experience with OER.
- Institutional and/or departmental support to participate.

### **Participation Requirements**

If selected, Adopt/Adapt OER mini-grant awardees will commit to the following:

- Participate in a one-hour pre-workshop webinar on OER Adoption Planning.
- Participate in a one-day face-to-face High-Impact OER Adoption workshop designed to help faculty adopt existing OER and prepare their course for delivery.
- Successfully implement proposed plan and meet student cost saving goals.
- Share outcomes of OER adoption at a local or state professional development event.
- Complete a faculty survey and assist in administering a student survey<sup>4</sup>.
- Complete and submit a W9 and Faculty Agreement form.
- Assist in collection of de-identified student impact data.

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<sup>3</sup> Please email [cai@usmd.edu](mailto:cai@usmd.edu) if you have questions regarding eligibility of specific courses

<sup>4</sup> These surveys have received IRB approval and all technical administration will be handled by Kirwan Center staff



## Scaling OER Adoption Mini-Grants (\$1,500 - \$2,500)

### Eligibility Criteria

To be eligible for the Scaling OER Adoption mini-grant program, proposed projects must:

- Be led by someone with experience teaching with OER.
- Describe projects aimed at scaling the use of OER across multiple sections of a high enrollment course for which high-quality OER content already exists and has been developed into comprehensive course materials, including supplemental materials such as test questions, presentation slides, and handouts. Such courses include but are not limited to<sup>5</sup>:

Freshman Seminar/College Success	Introduction to Psychology
English Composition I and II	Introduction to Sociology
Basic Reading & Writing	College Algebra
Introduction to College Composition	Beginning and Intermediate Algebra
American Literature I and II	Mathematics for Liberal Arts
U.S. History I and II	Introduction to Statistics
Music Appreciation	Biology I and II
Introduction to Business	Chemistry
Macro/Microeconomics	Geology
Principles of Marketing	Public Speaking/Communication

- Commit to scaling the use of OER to at least four sections of a “high impact” course during the Fall 2017 semester.
- Reduce students’ cost of course materials to \$40 or less.

In addition, we will be looking for the following in Scaling OER Adoption mini-grant proposals (preferred but not required):

- Includes institutional and/or departmental support to participate.
- Collaboration that involves multiple instructors, instructional designers, librarians, and support staff.
- A general plan to sustain adoption over time.

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<sup>5</sup> Please email [cai@usmd.edu](mailto:cai@usmd.edu) if you have questions regarding eligibility of specific courses

## **Participation Requirements**

If selected, Scaling OER Adoption mini-grant awardees will need to commit to the following:

- Participate in two 1-hour OER High-impact Scaling webinars designed to help finalize project implementation plans, share best practices and address barriers to success.
- If appropriate, help plan and coordinate faculty training for instructors teaching sections of the OER course. The workshop can be led by experienced OER trainers and will be provided free of cost by the Kirwan Center.
- Successfully implement the proposed OER scaling plan and meet student cost saving goals.
- Share the outcomes of OER adoption and scaling work at a local or state professional development event.
- Ensure all participating instructors complete a faculty survey and administer a student survey<sup>6</sup>.
- Complete and submit a W9 and Faculty Agreement form.
- Assist in collection of de-identified student impact data.

## **Proposal Review and How to Submit (applies to both mini-grant opportunities)**

The following criteria will be used to evaluate and select proposals to receive funding:

- Degree to which proposal meets or exceeds eligibility requirements
- Total student cost savings
- Level of institutional or departmental support
- Feasibility of meeting cost saving goals within time and budget constraints

### **To submit your proposal:**

Using this planning document as a guide, complete the High-impact OER Mini-Grant Program Application and **submit the proposal by 5 PM Eastern Time on Monday, March 13, 2017**. Applicants are encouraged to attend one of the Mini-Grant Informational Webinars prior to submitting a proposal (see the Kirwan Center website for the webinar schedule). Please email completed proposals in MS Word or PDF format to [cai@usmd.edu](mailto:cai@usmd.edu).

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<sup>6</sup> These surveys have received IRB approval and all technical administration will be handled by Kirwan Center staff

## Appendix B

### MOST High-impact OER Mini-Grant Program Application

**INSTRUCTIONS:** Using the attached Mini-Grant Planning Document as a guide, provide answers to the following questions while remaining within the word limit guidelines. We encourage applicants to attend one of the Mini-Grant Informational Webinars prior to submitting a proposal (see the Kirwan Center website for the webinar schedule). **All proposals must be submitted by 5 PM Eastern Time on Monday, March 13, 2017.** Please email completed proposals in MS Word or PDF format to [cai@usmd.edu](mailto:cai@usmd.edu).

#### CONTACT INFORMATION

1. First Name
2. Last Name
3. Title
4. Email Address
5. Institution
6. Department

#### PROJECT DESCRIPTION AND INFORMATION

7. Which type of mini-grant are you applying for?
  1. Adopt/Adapt OER (\$500 - \$1,500)
  2. Scaling OER (\$1,500 - \$2,500)
8. What course(s) will be the focus of your project? Please include the course title, a brief description of the course, estimated student enrollments, and title and cost of the textbook currently used. [150 word limit]
9. Please describe your experience teaching or supporting this course. [150 word limit]
10. Are there existing Open Educational Resources available for this course? Please describe what materials exist and provide a reference URL for them if available (optional for Adopt/Adapt OER proposals; required for Scaling OER proposals). [200 word limit]
11. Describe your plans for adopting/adapting or scaling OER during the Fall 2017 semester. Please be sure to address the Eligibility Criteria noted in the Mini-Grant Planning Document. [500 word limit]
12. Describe any institutional or departmental support for your proposed project (optional). [150 word limit]
13. Describe any collaboration with other instructors, instructional designers, librarians, support staff, etc. that will take place (optional). [150 word limit]

14. What level of funding are you requesting and how will it be used? Please be sure to remain within the range for the type of mini-grant you are applying for and provide a brief budget summary. Funds can be used in a range of ways including faculty stipends, release time, travel, etc. [250 word limit]
15. Have you reviewed the Participation Requirements and are you willing to commit to them? [Yes/No]
16. Please add any additional information you feel is pertinent to your proposal application (optional). [250 word limit]

## Appendix C

### Adopt/Adapt Application Scoring Rubric

	Points Awarded	Notes	<i>Max Points Awarded</i>	<i>Additional Directions</i>
<b>Question 8: Course description</b>				
Clear description of the course			<i>1</i>	<i>1 = yes</i>
Includes course title			<i>n/a</i>	<i>Note in rubric comments if missing</i>
Includes title of textbook			<i>n/a</i>	<i>Note in rubric comments if missing</i>
Includes cost of textbook			<i>n/a</i>	<i>Note textbook cost or if info is missing in rubric comments</i>
Includes estimated student enrollment			<i>n/a</i>	<i>Note # of estimated student enrollment or if info is missing in rubric comments</i>
# of potential students impacted if scaled			<i>n/a</i>	<i>Note potential # of impacted students if scaled in rubric comments</i>
<b>Question 9: Describe experience teaching or supporting the course</b>				
Faculty has had experience teaching/supporting course			<i>1</i>	<i>1 = yes</i>
<b>Question 10: Existing OER (optional)</b>				
OER exists			<i>n/a</i>	<i>Note in rubric comments if reviewer knows of OER content for course</i>
<b>Question 11: Plans to adopt/adapt OER in Fall 2017</b>				
Strong actionable plan			<i>3</i>	<i>1 = poor; 2 = average; 3 = excellent</i>
# of students impacted in Fall 2017			<i>3</i>	<i>1 = low-impact; 2 = moderate-impact; 3 = high-impact</i>
High-impact on cost savings to students			<i>2</i>	<i>1 = low-impact; 2 = high-impact</i>

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Quality OER exists			1	1 = yes
<b>Question 12: Departmental or institutional support (optional)</b>				
Department or institution supports			1	1 = yes
<b>Question 13: Collaboration (optional)</b>				
Collaboration w/ instructors, instructional designers, support staff, etc.			1	1 = yes
<b>Question 14: Level of funding requested</b>				
Level of funding requested within mini-grant category			n/a	<i>Note in rubric comments amount of funding requested</i>
Description for how funds will be used			n/a	<i>Note in rubric comments how funds will be used</i>
<b>Questions 15: Reviewed participation requirements</b>				
Has reviewed and committed to participation requirements			n/a	<i>Note if they have answered "no"</i>
<b>Question 16: Additional information provided (optional)</b>				
Strengthens proposal			1	1 = yes
<b>TOTAL</b>	0			

## Appendix D Scaling Application Scoring Rubric

	Score	Notes	Max Points Awarded	Notes
<b>Question 8: Course description</b>				
Clear description of the course			1	1 = yes
Includes course title			n/a	Note in rubric comments if missing
Includes title of textbook			n/a	Note in rubric comments if missing
Includes cost of textbook			n/a	Note textbook cost or if info is missing in rubric comments
Includes estimated student enrollment			n/a	Note # of estimated student enrollment or if info is missing in rubric comments
# of potential students impacted if scaled			n/a	Note potential # of impacted students if scaled in rubric comments
<b>Question 9: Describe experience teaching or supporting the course</b>				
Faculty has had experience teaching/supporting course			1	1 = yes
<b>Question 10: Existing OER</b>				
OER exists			1	1 = yes
<b>Question 11: Plans to scale OER in Fall 2017</b>				
Scaling in at least 4 sections			n/a	Disqualify for scaling grant if criteria not met and note in rubric comments

Strong actionable plan			3	1 = poor; 2 = average; 3 = excellent
# of students impacted in Fall 2017			3	1 = low-impact; 2 = moderate-impact; 3 = high-impact
High-impact on cost savings to students			2	1 = low-impact; 2 = high-impact
Quality OER exists			1	1 = yes
<b>Question 12: Departmental or institutional support (optional)</b>				
Department or institution supports			1	1 = yes
<b>Question 13: Collaboration (optional)</b>				
Collaboration w/ instructors, instructional designers, support staff, etc.			1	1 = yes
<b>Question 14: Level of funding requested</b>				
Level of funding requested within mini-grant category			n/a	Note in rubric comments amount of funding requested
Description for how funds will be used			n/a	Note in rubric comments how funds will be used
<b>Questions 15: Reviewed participation requirements</b>				
Has reviewed and committed to participation requirements			n/a	Note if they have answered "no"
<b>Question 16: Additional information provided (optional)</b>				
Strengthens proposal			1	1 = yes
<b>TOTAL</b>	0			



## Appendix E

### High-impact OER Mini-Grant Press Release

#### USM Kirwan Center for Academic Innovation Awards Mini-Grants to Increase Use of Open Educational Resources at 12 Maryland Public Higher Education Institutions

*Mini-Grants Offer Potential to Save More Than 8,000 Students \$1.3 Million in Textbook Costs During Fall 2017*

**Adelphi, MD (March 30, 2017)** -- The [University System of Maryland's \(USM\) William E. Kirwan Center for Academic Innovation](#) today announced 21 grantees who will receive support to adopt, adapt and scale the use of open educational resources (OER) through the Maryland Open Source Textbook (MOST) initiative High-impact OER Mini-Grant Program. The grants will be provided to faculty who are adopting, adapting or scaling the use of OER in Fall 2017 through high-enrollment courses where quality OER exists. Grants will be spread across 7 Maryland community colleges and 5 Maryland public four-year institutions, with the potential to save over 8,000 students \$1.3 million in textbook costs over the Fall 2017 semester.

"The replacement of traditional textbooks with OER has the potential to make higher education in the State of Maryland more affordable and accessible for students," said Kirwan Center director MJ Bishop. "Through the High-impact OER Mini-Grant Program, our goal is to strategically scale up effective implementation of OER across the state and significantly increase the number of students who are impacted through textbook cost savings."

In the U.S., the cost of textbooks in higher education has risen exponentially. Since 1978, the cost of textbooks has risen 812%, outpacing even the cost of medical services and new housing. Nationally, students spend an average of \$1,200 a year on textbooks. Within Maryland alone, 2-year and 4-year students spend over \$223 million in textbooks.

The Kirwan Center announced the MOST initiative High-impact OER Mini-Grant Program in February 2017 with a call for proposals across Maryland public higher education institutions. Grantees will receive faculty release time to prepare OER courses, participate in workshops, and collect data. In addition to receiving a mini-grant, the winners will also receive support from [Lumen Learning](#), including training on effective OER design and scaling strategies, personalized support for OER adoption and delivery, access to a collection of curated OER courses, and a platform to build, edit and deliver their course.

"Community college students are among the most vulnerable to the rising costs associated with higher education," said Community College of Baltimore County President Sandra Kurtinitis. "Although our faculty view textbooks as essential, some of our students see them as a luxury they cannot afford. Having access to open educational resources will provide some financial relief for our students as well as contribute to their academic success."

"BCCC is grateful to the USM William E. Kirwan Center for Academic Innovation for the opportunity and support for open educational resources through the High-impact OER Mini-Grant Program," said Gordon F. May, president of Baltimore City Community College (BCCC). "Through this grant, our faculty and staff will engage students in innovative teaching and learning practices to increase access and affordability."

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The MOST initiative began in August 2013 as a collaboration between the USM Student Council and the Kirwan Center to provide a state-wide opportunity for faculty to explore the promise of OERs to reduce students' cost of attendance while maintaining, or perhaps even improving, learning outcomes. Since its beginning just three years ago, the MOST initiative has supported the replacement of traditional textbooks with OER in over 60 different courses at 14 public higher education institutions across the state resulting in over \$1 million in cumulative cost savings for over 3,500 students.

In addition to saving students money, faculty have gained the ability to adapt and customize their instructional materials to ensure they are aligned with their pedagogical methods to best meet their students' needs. In follow up surveys with students participating in the MOST initiative, 93% reported that the OER content they used was the same or better quality than traditional textbooks.

"The stress or unease students feel when they arrive to class, ready to work hard and learn, only to discover the cost of textbooks for a course are beyond their means is a reality for far too many students," said Fasika Delessa, vice president of Academic Affairs at the University of Maryland Student Government Association. "OER provides an affordable alternative that can make all the difference for students overwhelmed by rising costs in all aspects of higher education."

The announcement of the High-impact OER Mini-Grant awardees coincides with Open Education Week 2017, an annual celebration of the global Open Education Movement to raise awareness about the movement and its impact on teaching and learning worldwide. Through targeted and strategic OER implementation, the High-impact OER Mini-Grant program will build on the success of the MOST initiative to develop a robust and sustainable network of people, technology, and processes at Maryland public 2- and 4-year institutions. [See the full list of grantees.](#)

**Contact: Mike Lurie**

**Phone: 301.445.2719**

**Email: [mlurie@usmd.edu](mailto:mlurie@usmd.edu)**

## Appendix F

### Grantees for Fall 2017 Implementation

Institution	Grantee and OER Course Adoption
Anne Arundel Community College	<ul style="list-style-type: none"> <li>• Donald Orso, Professor, PSY 111 Introduction to Psychology</li> <li>• Robyn Toman, Professor, MAT 036 College Algebra Foundations &amp; MAT 037 Introduction to College Algebra</li> </ul>
Baltimore City Community College	<ul style="list-style-type: none"> <li>• Patricia Edwards, Coordinator, Academic Services, PRE-100 Preparation for Academic Achievement</li> <li>• Malathi Radhakrishnan, Associate Professor, BIO 102 Principles of Biology</li> <li>• Karen Shallenberger, Professor, PSY 101 Introductory Psychology</li> </ul>
Bowie State University	<ul style="list-style-type: none"> <li>• Horacio Sierra, Assistant Professor, ENGL 102 Argument and Research</li> </ul>
Cecil College	<ul style="list-style-type: none"> <li>• Rebecca Walker, Director, Academic Program Support, Cecil College, SOC 101 Introduction to Sociology</li> </ul>
Community College of Baltimore County	<ul style="list-style-type: none"> <li>• Donna Mandl, Department Chair, MNGT 140 Business Law</li> <li>• Nelda Nix-McCray, Associate Professor, SOCL 101 Introduction to Sociology</li> <li>• Patricia Rhea, Associate Professor, HLTH 101 Health and Wellness</li> <li>• Jason Spiegelman, Associate Professor; Jennifer Pemberton, Associate Professor; PSYC 101 Introduction to Psychology</li> <li>• Dennis Sullivan, Assistant Professor, MNGT 150 Principles of Marketing</li> </ul>
Chesapeake College	<ul style="list-style-type: none"> <li>• Matthew Hatkoff, Instructor, Biology 101 Fundamentals of Biology</li> </ul>
Coppin State University	<ul style="list-style-type: none"> <li>• Katherine Cameron, Associate Professor, PSYC 201 General Psychology</li> </ul>
Frostburg State University	<ul style="list-style-type: none"> <li>• Deborah Devlin, Lecturer; Nazanin Tootoonchi, Assistant Professor; Sarah Dumnich, Assistant Professor; Justin Dunmyre, Assistant Professor; MATH 116 College Algebra</li> <li>• Justin Dunmyre, Assistant Professor, MATH 236 Calculus I</li> </ul>
Howard Community College	<ul style="list-style-type: none"> <li>• Karen Kyger, Assistant Professor, ENGL-099 Integrated Reading, Writing and Critical Thinking</li> </ul>
Towson University	<ul style="list-style-type: none"> <li>• Jennifer Scott, Associate Professor; Alex Storr, Associate Professor; ASTR 161 General Astronomy</li> </ul>
University of Maryland Eastern Shore	<ul style="list-style-type: none"> <li>• Courtney Harned, Freshman Composition Coordinator, Lecturer, ENGL 101 Freshman Composition</li> <li>• Bonni Miller, Lecturer, ENGL 204 Introduction to Fiction; ENGL 205 Introduction to Drama; ENGL 206 Introduction to Poetry; ENGL 207 Introduction to Creative Writing</li> </ul>
Wor-Wic Community College	<ul style="list-style-type: none"> <li>• Alketa Nina, Associate Professor, MTH 154 College Algebra &amp; Trigonometry</li> </ul>

## **About the University System of Maryland William E. Kirwan Center for Academic Innovation**

The University System of Maryland's (USM) William E. Kirwan Center for Academic Innovation was established in June 2013 to capitalize on recent findings from the learning sciences and the capabilities of emerging technologies to increase access, affordability, and quality of higher education. The Kirwan Center's charge is to identify best practices in academic innovation and facilitate USM's efforts to take them to scale.