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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Fourteen (2019-2020)
Category:	University System of Georgia
Award Cycle:	Round 14
Submission Deadline:	04/09/2019 at 11:59 PM

Application Information

Submitted By:	Laura Letbetter
Application ID:	3367
Application Title:	438
Date Submitted:	04/09/2019 at 8:21 AM

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Application Details

Proposal Title

438

Final Semester of Project

Summer 2020

Requested Amount of Funding

30000

Type of Grant

No-or-Low-Cost-to-Students Learning Materials

Course Title(s)

Global Business

Course Number(s)

BUSA4000 and BUSA4001

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Sponsor Name

Todd Maurer

Sponsor Title

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Sponsor Department

Robinson College of Business

Original Required Commercial Materials (title, author, price)

International Business: The New Realities, 4th Edition, by Cavusgil, Knight, Riesenberger. Willamette University. 2017. ISBN-13: 9780134324838

Full price \$266.00; Average \$133.71; Typical blend of formats \$98.86

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

40 in existing course

Average Number of Sections Affected by Project in One Academic Year

34 in existing course

Total Number of Students Affected by Project in One Academic Year

1,463 in existing course

Average Number of Students Affected per Summer Semester

112 in existing course

Average Number of Students Affected per Fall Semester

696 in existing course

Average Number of Students Affected per Spring Semester

655 in existing course

Original Total Cost per Student

Full price \$266.00; Average \$133.71; Typical blend of formats \$98.86

Post-Project Cost per Student

0

Post-Project Savings per Student

Between \$99 and \$266 depending on format

Projected Total Annual Student Savings per Academic Year

Between \$144,837 and \$389,158 depending on format in existing course enrollments. Between \$158,400 and \$425,600 depending on format in expected course enrollments in new offering.

Using OpenStax Textbook?

No

Project Goals

The goal of the **Global Business Textbook Transformation Grant (GBTTG) project** is the adoption, adaptation and creation of Open Educational Resources (OER), the adoption of materials available through GALILEO and USG libraries, and the use of other no-cost and low-cost digital materials as the required learning content in the creation of the Global Business course sequence, replacing an existing high-cost textbook.

The GBTTG project as a new course development, design and execution effort is a component of a much larger enterprise under project Catalyst. Catalyst is the restructuring of the B.B.A. degree offered at Georgia State University (GSU). The GBTTG project is further structured to **provide the resources and time to faculty, librarians, instructional designers**, at the Robinson College of Business (RCB) and GSU to transform and implement the use of Open Educational Resources (OER) in the course.

An important objective of GBTTG project is our interest in lowering the cost of college for a student. **The cost of the full-priced hard cover book price of the text used in the existing course is \$266.00**, the rental cost \$59.99, the e-book cost \$74.99. The average blended cost of students taking advantage of the various options of rent/own is \$98.86 per copy. Instead, we intent to rather provide high quality and contemporary learning content **at no cost to students**. With approximately 6,000 students enrolled in the Robinson College of Business (RCB) B.B.A. program, this means between **1,400 and 1,600 students per year** will cumulatively be **saving as much as \$425,000 per year** at expected enrollment levels.

Based on the important and successful work we have done at Georgia State University (GSU) over the past decade to support student retention, progression, and graduation, we understand that relatively small amounts of money funding books, transportation or other expenses can in any given semester stand between a student and enrolling for a class. Once a student delays taking a course or enrolling the likelihood of retention drops, putting a student at risk of not graduating on time and in some cases never, as life gets in the way. **Reducing the average cost of a required course by approximately \$100** will in some cases support making that difference.

In addition to the student savings and contribution to student success, the GBTTG project is intended to support the **creation of new and adaptation of existing learning materials and pedagogical transformation**.

The **learning materials** will be either created, adopted or adapted from existing OER, adopted from materials available through GALILEO and USG libraries, and/or other no-cost and low-cost digital materials will be used. The transformed material will be in **digital format and used in hybrid course delivery**.

Given the rapidly and ever-changing nature of the subject matter for this Global Business course it is important that content remains timely and relevant and therefore material will be **regularly updated in order to stay current with global business developments**. This anticipates the need for regular updates and maintenance of the transformed OER.

The material created and transformed for the GBTTG project will be developed in close collaboration and in partnership with the Center for Excellence in Teaching and Learning (CETL) at GSU. In order to **ensure a pedagogically sound approach** to the entire course, learning content, assignment and assessment theory and practice, we will work closely with instructional designers who **integrate best practices in blended and online learning**. CETL will coordinate development services between team members and ensure on-time delivery. With an unwavering commitment to embracing diversity and helping all of our students meet with academic and career success, the material and courses will be built to rigorous quality certification standards in place at CETL.

Statement of Transformation

The leadership of the Robinson College of Business (RCB) at Georgia State University (GSU) recently received final approval from the university Senate Committee on Academic Programs to start implementation of "Project Catalyst," a redesigned undergraduate B.B.A. program in the Fall 2019. Project Catalyst aligns strategic goals with the needs of students in the 21st century in general and the resources and characteristics of Georgia State University students in particular. The final recommendations followed after many town hall meetings, workshops and visits to other universities that had effectively implemented curriculum changes in their undergraduate business programs.

Delivery of the proposed curriculum incorporates a range of pedagogical initiatives:

- Hybrid teaching methods will be used in many courses bringing **active and experiential learning** to many more parts of the program, and
- Modulation of global business material will allow the development of a one-hour module that will provide a **global experiential opportunity** to all students' programs of study. This Global Experience **does not require that students participate in an expensive study abroad program** but is intended to **give all students an opportunity to engage in a real-world global business case.**

The subject of this Textbook Transformation Grant project is a new senior year course sequence to **replace the previous junior level BUSA3000 Globalization and International Business Practices course.** Most students will take this sequence, consisting of BUSA4000 Global Business (2-credit hours) and BUSA4001 Global Business Experience (1-credit hour) in the same semester, in their senior year.

BUSA3000 was a required introductory course in International Business (IB), designed during the 1990s and has gone through many revisions. However, the global context of business at the end of the second decade of the 21st century requires a rethinking of how we prepare business students to be successful. Rather than an introduction to IB, the Global Business sequence will allow students close to the end of their B.B.A. to explore business in a global context, drawing on the disciplinary knowledge in their majors. This is the transformational intent driving the reconceptualization of our approach and creation of this course sequence.

The proposed B.B.A. program and A.S. program (offered by Perimeter College, a unit of GSU) envision extensive use of off-campus stakeholders to achieve student success. By increasing student involvement in Atlanta's and Georgia's business, non-profit, and governmental organizations, the curricular and extra-curricular changes emerging from Project Catalyst will develop an increased appreciation of the unique student experiences we can provide. BUSA4001 Global Experience is intended to operationalize this within an academic course context. In many cases the organizations engaged in the Global Experience will have operations in other parts of Georgia.

The proposed course sequence will replace an existing course completely and as such this will **constitute an all-section, college-wide (not just department-wide) transformation.** Over the past 3 years enrollment in BUSA3000 **averaged 1,463 students per year.** Enrollment in the new course sequence is expected to reach 1,600 students per year.

The curriculum portion of this program was approved for inclusion in the Fall 2019 Bachelor-Level and Associate-Level Catalogs. Transfer students will immediately impact all levels of the program. The larger waves of change will roll through the university and colleges through the 2021 academic year. Students admitted under catalogs prior to Fall 2019 are anticipated needing legacy courses through 2024.

Robinson College will start offering a pilot of BUSA4000 Global Business and BUSA4001 Global Business Experience during the Spring 2020 semester. Over the subsequent semesters, enrollment will increase as transfer students reach the senior level and take this required sequence. By Fall 2022 the full cohort of more than 1,600 anticipated students will be enrolled in around 18 sections. This gradually staged transformation will allow for a process of continuous improvement and modifications as the program is rolled out and experience is gained.

The 2-credit BUSA4000 Global Business is being developed for delivery in a blended learning format, as a hybrid course where students will engage in both online course material and face-to-face class sessions. Course sections will have a capacity limit of 60 students each. The 1-credit BUSA4001 course will be an experiential course, have some shared "hybrid" like elements, come in different disciplinary flavors, and have sections of up to 20 students.

The instructional design for the course from identification of existing learning content, creation of new content, selection of appropriate media for delivery, development of activities, through assessment will be guided by an **integrated course design** philosophy inspired by Fink. (Dee Fink. *Creating Significant Learning Experiences.* Jossey-Bass, Orig. Ed., 2003; Updated ed., 2013). The learning goals, feedback and assessment, and teaching/learning activities will be tightly integrated to support and reinforce each other. The resulting OER will include all elements and support both instructors and students in teaching/learning.

We appreciate that creating a blended learning environment for a course with enrollments as high as 1,000 per semester offered in as many as 18 sections is not a simple task. Creating a set of unifying elements is critical in order

to ensure meeting learning objectives across sections, quality, and equitable assessment of learning (i.e. grading). Using the Community of Enquiry framework (Garrison, D. R., T. Anderson, and W. Archer. Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education* 11 (2): 1–14, 2000. Online: <http://communitiesofinquiry.com/documents/CTinTextEnvFinal.pdf>) we will curate carefully selected or created content to support a teaching presence, with structures and processes that encourage the formation of a collaborative environment of learning, applying and exploring. The virtual content (online) will support a teaching presence concentrated on defining and initiating discussion topics while in class activities will include sharing personal meaning and focusing of the discussion. We consider the **appropriate transformation of learning content to support this effort essential**. The resulting OER will not only result in significant savings for students but will further **enable a pedagogical transformation important to succeed in large, multi-section college courses delivered in a blended model**.

As a **senior level course intended to bring together the disciplinary material from various majors** in the B.B.A. program and placing business in a global context, the intent is to encourage and **support higher levels of learning such as applying, analyzing, evaluating and creating**. (Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals*. Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Allyn & Bacon.). **The emphasis will further be on procedural and metacognitive knowledge as students are encouraged to think how processes may change in a global business context, how globalization demands a rethinking of business and business models and also how cross-border and cross-cultural engagement requires rethinking your own role and place in business.**

It is important to note that the **OER material resulting from the GBTTG will be modular in nature, allowing for the use in a various blended delivery models or in traditional face-to-face classes**. We will be using the material in the Global Business sequence delivered in a hybrid model with approximately half the contact hours consisting of virtual content and engagement assignments and the remainder in face-to-face class sessions. However, the OER modules would be **valuable to any instructor teaching a course such as global business, international business, leading a study abroad program, or a senior level disciplinary course with international or global business elements in a business college**. We the intent is indeed to offer relevant, timely and engaging CC-BY content modules authored by faculty with international and global expertise. Any instructor can then use this professionally transformed and curated material in a course to bring contemporary global business context into their classroom. However, **given the nature of the material, faculty teaching in other colleges could also find the material valuable in courses such as economics, global studies, and even cross-cultural studies, political economy and policy studies**.

A group of subject matter experts developed the following set of draft learning goals that, after completion of the Global Business course, students will understand and be able to apply:

- The Economic and Institutional Drivers of Cross Border Business
- Technology as a Cause and Facilitator of Globalization
- Global Business Context and Scope
- Global Trade and Finance Infrastructure
- The Role of the Nation State in Globalization
- Business Systems and Economic Complexity
- The Virtual Collaboration in Global Business

The inventory of specific learning objectives to achieve these goals includes:

LO 1 – The Economic and Institutional Drivers of Cross Border Business

- Assess the relative comparative advantage of a number of countries given a specific opportunity scenario
- Determine the international aggregation, adaptation and arbitrage opportunities for a specific company, given relative comparative advantages of a number of countries, a set of obstacles to trade and current trade between the countries
- Assess the role of trade agreements in describing trade flows in goods, services, financial transactions and intellectual property between defined nations
- Design a general process workflow of the process required to create and ratify new trade agreements between the USA and other foreign jurisdictions

LO 2 – Technology as a Cause and Facilitator of Globalization

- Assess the role of technology in driving global business

- Describe the nature and degree of impact of technology in driving global business

LO 3 – Global Business Context and Scope

- Determine the scope of global banking, capital markets and commodity market flows as a component of the global economy and for major trading blocs
- Quantify the scope and explain the nature of contemporary global supply chains
- Evaluate the role of functional and technical expertise in creating global value chains
- Assess the impact of expected and unpredictable events on global supply chains
- Appraise the impact of the concrete, practical realities of trade relations, dynamics and outcomes

LO 4 – Global Trade and Finance Infrastructure

- Correlate the interaction between the drivers of currency markets, interest rates, inflation and the value of local currency
- Compare the implications of currency devaluation, appreciation and fluctuation on specific business sectors
- Predict the potential dynamics of shifting trade relations on companies, sectors and economies

LO 5 – The Role of the Nation State in Globalization

- Describe the relation and interaction between political and economic systems and cultural values
- Determine the implications of comparative legal systems on business decisions, specifically on property rights and labor rights, as well as investors and management
- Demonstrate the influence of national governments on political risk
- Examine the impact of culture, ideology and philosophy on business opportunities

LO 6 – Business Systems and Economic Complexity

- Compare the differences between business structures in a set of economies
- Evaluate how economic complexity explains the behavior of companies, industries and business sectors

LO 7 – The Virtual reality of Global Business

- Demonstrate the ability to apply technology in a global business context

Teaching and learning content and activities will be developed to support and reinforce these goals including the creation of activities, assignments and structured assessment elements to motivate and engage students. Rather than offer the content in a linear text-based format as is typical for a printed and most online textbooks, much of the content will be packaged as activity-based learning material inspired the TEC-VARIETY ideas of Bonk for motivating and retaining students. (Bonk, C. J., & Khoo, Elaine (2014). Adding Some TEC-VARIETY: 100+ Activities for Motivating and Retaining Learners Online. Amazon CreateSpace.)

Assessment of learning in the context of the course by way of formative and summative feedback (grades) will be an important part of the course design as will assessment of the design and delivery in the context of the overall transformation project.

Assignments, quizzes and tests will de-emphasize factual and theory-based knowledge and instead focus on application, analysis, evaluation and creation. **Student level assessment of learning** will be supported by developing a test bank using scenario based multiple-choice questions to be used in timed test sessions. The intent is to reduce the instances where students can search for answers online or otherwise consult resources because of the **highly contextualized questions demanding application, analysis, evaluation and creation**. In addition, a series of **activities including spreadsheet-based assignments, will be created to assess the procedural knowledge of students**.

Course level assessment of learning will be based on existing assessment as required by AACSB, but also to measure the specific impact of Catalyst, of the course sequence and the material created under the GBTTG project.

Faculty in the Robinson College scholarship of teaching and learning (SOTL) are interested in participating in the assessment of course effectiveness and plans on sharing findings in SOTL scholarly journals.

Transformation Action Plan

We fully appreciate that a Textbook Transformation Grant projects such as the GBTTG will be work-intensive and require capable project management in order to be successful and we have assembled a team to allow us to achieve this.

The subject matter expert pool for this project includes all of the more than 200 faculty members at the Robinson College of Business, accredited by AACSB and one of the ten largest business schools in the country as measured by faculty. Faculty from all disciplines include individuals with a deep understanding of the global business context in which firms operate. The faculty in the Institute of International Business forms the second corps of subject matter experts available in this transformation. Leading this transformation will be **principal investigator (PI) Jacobus Boers**, assistant dean for international engagement and senior lecturer in IB. Boers has a deep understanding of the needs of companies operating across the globe based on a career in the private sector, experience managing a range of international projects for multinational companies and providing management consulting services to multinational and international clients. He also has a keen understanding of the needs of students and pedagogical transformation to be effective in a digital classroom after more than ten years as a faculty member at Robinson. He is a frequent speaker and workshop leader on the effective use of technology in teaching IB.

The subject experts will provide the following specific services in support of the GBTTG:

- Discipline specific expertise on global business impact in subject areas or marketing, accountancy, finance, managerial science, leadership, supply chain management, strategy, hospitality, computer information systems, technology, risk management and insurance, and legal studies
- Interdisciplinary and specialist expertise in areas of international business, entrepreneurship, cross-cultural management and negotiations, political economy, as well as trade and investment

The Georgia State Library will offer support in identifying appropriate existing materials and resources throughout the lifetime of the project. **Daniel Le, the business librarian** will have the primary responsibility of supporting GBTTG. If needed, Denise Dimsdale, the Education Librarian is further available to support the project.

The GSU Library will provide the following specific services in support of the GBTTG:

- Identification of similar existing and teaching materials
- Identification of learning resources such as databases, portals, etc.
- Guidance and support in copyright, fair use, publishing, open access, author rights, and related areas

The blended/hybrid course development will be streamlined through collaborative planning and transparent project-management strategies, supported by the GSU Center for Excellence in Teaching and Learning (CETL). CETL ensures a consistent, high-quality experience for our online and blended learning students through use of a common course environment and a syllabus template. CETL will also be able to assist on matters related to accessibility, copyright, and ownership of digital educational materials.

The online components in this blended course environment, developed in partnership with CETL will meet appropriate quality certification standards. The certification process uses three sets of scoring criteria:

- The Online Learning Consortium's OSCQR Course Design Review and Administration of Online Programs scorecards.
- A Student Diversity Readiness Review that gauges how well courses and programs anticipate and respond to racial, gender, age, and socioeconomic diversity.
- A College to Career Review that emphasizes "real-world" relevance and co-curricular connections.

As with all certified courses and programs, the Global Business course will be developed to earn a digital badge suitable for display on course websites, faculty pages, social media and networking sites, and in iCollege and other course environments.

The Center for Excellence in Teaching and Learning (CETL) will provide the following specific services in support of the GBTTG:

- Project Management - **Tracy Adkins** Determination of tasks, task ownership, resource determination, deadlines, and overall timeline Task assignment and coordination of activities Deadline and task completion tracking, adherence to schedules Ensure that project deliverable is available and all reports and presentations completed
- Graduate Assistant Management - **Valora Richardson** Hire and manage two graduate assistants that will provide subject matter expertise and content and media development assistance Manage all administrative tasks

associated with graduate assistants including tuition waivers and human resource requirements Facilitate license, technology, and resource needs

- Content and Multimedia Production - **Zoe Salloom** Instructional design including assistance with identification of materials that are suitable for adaptation or adoption as well as mapping content, media, and activities with learning outcomes to ensure curricular alignment Provide content and media creation services using CETL developers as additional resources when necessary Ensure content and media produced is accessible Create and manage online environment for hosting and sharing content

- Hosting Services Provide hosting services for the project on an annual basis

The preliminary plan to adopt or adapt existing content or to create new material is shaped by the need to use content in a blended learning model for a course developed using the integrated course design approach of Fink. The learning goals, feedback tools, assessment instruments, and teaching/learning activities need to be integrated to support and reinforce each other. Existing material typically need some or significant adaptation to achieve tight integration. We therefore decided to fully transform material into a content for this course while also generating significant savings for students.

The content development plan consists of **two parallel and iterative tracks**, both under way. The **first track is the development of a preliminary inventory of material needed for the new course sequence**. The subject matter experts propose the following list of learning content and multimedia elements for the proposed course sequence:

- Anticipated impact of technological innovation changing how we live, work, trade and invest. Examples of big data analytics, the internet of Things (IoT), artificial intelligence (AI), robotics, autonomous vehicles, 3D printing, nanotechnology, and biotechnology having profound impacts on production and trade in goods, services, data and intellectual property
- Examples and anticipated impact of trends in global capital flows, fintech, blockchain, and trade in goods, services and IP
- Analysis on the interdependent relationships between labor markets, labor mobility, migration and economic opportunity
- Theory and concepts of global supply and value chains
- Examples and outcomes of disruptions in global supply chains
- Conceptual frameworks on the interrelationship between economic, political, social and cultural systems. Distance and the CAGE framework
- Case studies of political risk caused by national and regional movements
- Cases of firms dealing with legal systems in different national and regional jurisdictions
- Hofstede's dimensions, ET Hall's context of communications
- Trade theories. Types of economic Integration. Process of creation and ratification of trade agreements
- Examples of economic Integration, trade blocks and free trade areas
- Atlas of Economic Complexity - theoretical framework
- Case studies of global supply chains with examples for products, professional services, financial services and intellectual property. Taxonomy of supply chain intermediaries and facilitators
- Overview of the interrelationships between interest rates, inflation, currency reserves, purchasing parity and exchange rates
- Case studies of currency crises, hyperinflation, devaluation and the impact on sectors
- Examples of shifts in trade created by liberalization (China, Asia) and trade tensions and protectionism (recent US trade tensions). Impact of global poverty reduction
- Concrete examples of comparative advantage in business
- Case studies of favorable and unfavorable trade relation dynamics and impact on firms
- Atlas of Economic Complexity - applied
- The AAA (adaptation, aggregation, arbitrage) strategy
- Organizational structure of the global and multinational firm. Country business systems.
- Case studies of opportunities and threats of innovation and entrepreneurship. The innovator's dilemma
- Tapping talent pools in creating value

The second tack is a comprehensive review of existing material to understand the existing landscape, identify material for adoption or adaptation and areas where no material is available and will need to be created. A preliminary evaluation of currently existing OER or no/low-cost materials for adoption or modification is already under way.

The following sources have been reviewed:

- OER general textbooks: <https://research.library.gsu.edu/openeducation> Motohashi K. (2015) Shiseido Marketing in China. In: Global Business Strategy. Springer Texts in Business and Economics. Springer, TokyoSpringer is the publisher. <https://link.springer.com/book/10.1007/978-4-431-55468-4> CC BY-NCInternational Business by Mason Carpenter, University of Wisconsin at Madison <https://open.umn.edu/opentextbooks/textbooks/72> CC BY-NC-SAGood Corporation, Bad Corporation Corporate Social Responsibility in the Global Economy by Guillermo C. Jimenez and Elizabeth Pulos in CC BY NC SA 4.0 <https://open.umn.edu/opentextbooks/textbooks/good-corporation-bad-corporation-corporate-social-responsibility-in-the-global-economy>Fundamentals of Global Strategy by Cornelis de Kluyver, University of Oregon <https://open.umn.edu/opentextbooks/textbooks/fundamentals-of-global-strategy> CC BY-NC-SAInternational Business <https://resources.saylor.org/wwwresources/archived/site/textbooks/International%20Business.pdf> CCBYNC-SA
- Sources on the Web: <http://research.library.gsu.edu/busa3000> United Nations Conference on Trade and Development (UNCTAD)GlobalEDGEExport.govCenter for Cultural LearningGeorgia Department of Economic Development - 4001Data: World Bank, International Monetary Fund, International Labor Organization, UNCSTAD
- Learning Materials available online: Merlot (Multimedia Educational Resource for Learning and Online Teaching) from the California State University system
- GSU Library Resources: <http://research.library.gsu.edu/busa3000> Economist Intelligence Unit Country Commerce/NewsWirePassportlbisworldFactivaBusiness Source Ultimate

The current **assessment after review of this material is that some parts of the available material may be useful, but that substantial adaptation or creation of new materials will be required.**

Once completed, during the early Summer 2019, the findings from these two tracks will be compared and classified into three categories as materials for potential adoption, adaptation or new creation. This process will be **iterative as we proceed through the project considering cost, complexity, resource availability and deadlines.** The BGTTG project schedule will primarily be driven by these considerations and transformation activities planned, scheduled and executed accordingly.

At GSU, this course sequence will be taught in iCollege, giving faculty and students access to our full suite of powerful learning technologies. Adoption at other USG institutions will be facilitated because of the shared Desire2Learn environment as well as hosting of the material in GALILEO Open Learning Materials. CETL is prepared to facilitate conversations related to accreditation and reciprocity, website updates, and other administrative considerations, should that be necessary. We will also remain open to considering other platforms, including the GSU Stacks/Canvas portal as a potential vehicle for offering this course online and open to students from other institutions.

Quantitative & Qualitative Measures

Course level assessment of learning will be based on existing assessment of learning as required by AACSB, but also to measure the specific impact of Catalyst, of the course sequence and the material created under the GBTTG project. Specific measures of success already identified are:

- Student satisfaction will be measured using two instruments **Midpoint Group Instructional Feedback Technique (GIFT)**, a highly effective tool for providing instructors and administrators information from their students about how to improve the quality of a course (e.g., Finelli, Ott, Gottfried, Hershock, Neal, & Kaplan, 2008). A GIFT has the advantage of providing the feedback at mid-semester, as opposed to after the semester, engaging students in a discussion about what contributes to their learning and specific suggestions they have for improving learning and not just what they “liked.” – **qualitative**The GSU end of course **institutional Student Evaluation of Instructor Performance (SEIP)** collects information from students in all courses at the end of the semester, as a prerequisite to viewing their final grades, using a 35-question instrument. Because of IRB rules all students have the option of opting out of participation should a student prefer not to participate. The SEIP also collects qualitative feedback on both the instructor and the course and has been validated multiple times of its decades long use. (Nargundkar S., Shrikhande M. Norming of Student Evaluations of Instruction: Impact of Noninstructional Factors. Decision Sciences Journal of Innovative Education. 2014;12(1):55-72.) – **quantitative and qualitative**
- The work of Croteau compared student performance pre- and post-adoption of OER materials in the same course. (Croteau, E. (2017). “Measures of student success with textbook transformations: The Affordable Learning Georgia Initiative.” Open Praxis, 9(1).) We are similarly interested in examining outcomes at GSU since the Global Business course sequence is part a larger college level transformation. However, the change from a junior level BUSA3000 course to a senior level BUS4000 sequence does not allow for replication of the work of Croteau. We are therefore interested in a study comparing similar courses with and without OER materials. **Student performance will be assessed using Institutional data using GSU iPort data portal**, using the following measures: Student, section and course level final grade analysis – **quantitative**Comparison of final grade performance against current BUSA3000 baseline – **quantitative**Comparison of cumulative student performance on the comprehensive exit examination for B.B.A. students at Robinson College – **quantitative**Comparison of relevant item level results on the comprehensive exit examination for B.B.A. students at Robinson College – **quantitative and qualitative**Course-level **retention (drop/fail/withdraw rates)** – **quantitative**
- **Scholarship of Teaching and Learning (SOTL)** active faculty active, publishing in peer reviewed scholarly SOTL journals from multiple disciplines have started preparing research projects to assess the impact of this BUSA4000 course and the GBTTG project. These colleagues regularly go through IRB approval for SOTL and other academic research and some serve on disciplinary SOTL journal editorial boards.
Engaging SOTL faculty early on in the design of the course and in the conceptualization of the GBTTG project allows for the design of data collection typically only conducted after a course is already offered. However, in the case of the Global Business sequence and the GBTTG we are going one step further and **designing the course with the intent of collecting meaningful data in order to gain understanding about the impact of this course and the use of OER** that will drive the **continuous improvement** of the course and also the **design of future courses** as well as **adoption of OER materials**.
Areas of examination are currently under consideration: **Assessing the impact of no-cost OER course material in a required, large enrollment undergraduate course on student performance and student satisfaction.** It would appear from anecdotal evidence that a significant number of students may opt not to purchase access to textbook material in core and required courses because of financial constraints. Not having access to critical learning material would affect the preparation of a student and may have an impact on both course participation and engagement, as well as performance on assignments, tests and exams. Systematically studying the impact of OER material and comparing results between courses with textbooks and this course using OER would offer fact-based conclusions.
Building on the work of Colvard, Watson, and Park, we are **interested in studying changes in academic**

performance of students enrolled in courses with and without OER adoption rather than pre- and post-adoption in the same course. (Colvard, N., Watson, E., and Park, H. (2018). "The Impact of Open Educational Resources on Various Student Success Metrics." International Journal of Teaching and Learning in Higher Education.). Using disaggregated the data to evaluate differences in academic performance for Pell Grant and for non-Pell grant recipients, student demographics - student ethnic origin, registration status – with respect to OER use in a course would elaborate their **research in the context of a single large business school with enrollment of approximately 6,500 undergraduate students.** It is important to note that GSU has a very large number of Pell Grant recipients and that work done at GSU over the past decade already removes many of the typical reasons these students underperform. **Should research confirm and quantify the impact that adoption of OER has on positive has on GSU student outcomes, this may generate university wide interest by both administrators and faculty for large scale adoption of OER.**

Robinson SOTL scholars are interested in conducting a study of the use of the material transformed under GBTTG in the new course sequence to **determine if adopting OER in all required courses should become a priority for the college.** Such an **initiative would not only have a multiplicative impact of the student cost savings, may have profound impact in student learning and performance.** Specific research questions include understanding the impact of adopting OER material on student satisfaction, engagement and performance as compared to courses using other types of material. The methods used in this research will be rigorous so as to meet the standards demanded for publication in peer-reviewed scholarly journals. Instruments used will include a combination of institutional data, student grade performance, surveys and potentially focus groups. – **quantitative and qualitative, scholarlyComparing the achievement for learning objectives, expected learning outcomes, student satisfaction and performance in the existing BUSA3000 course against the same measures in the new BUSA4000 sequence** is not only of interest to college administration, but also will offer empirical evidence as to the efficacy of the curriculum redesign under Project Catalyst. In order to ensure the rigor needed for publication in peer-reviewed scholarly journals, the comparative research will require development of instruments such as surveys to be used in combination with institutional data, student grade performance, and the comprehensive exit examination for B.B.A. students at Robinson College. – **quantitative and qualitative, scholarlyA comparative study of the effectiveness of different delivery modes such as face-to-face, blended, hybrid, flipped and online used in large enrollment required courses in the same college** at one university would be valuable and the hybrid BUSA4000 sequence using BGTTG material would allow such a study at the Robinson college. **This research could augment work done by the Open Education Group at Brigham Young University on usage or OER, providing empirical evidence about the ways faculty and students use OER and to what extent impacts on learning outcomes covary with these uses.** Existing large enrollment courses with small face-to-face sections, large face-to-face sections, and online already offer interesting comparative research opportunities and adding the hybrid BUSA4000 course has generated interest with Robinson and SOTL faculty at other GSU colleges. Research design for this study is in very early stages. (Fendler RJ, Ruff C, Shrikhande M. Evaluating Characteristics of Top and Bottom Performance: Online versus In-Class. American Journal of Distance Education. 2016;30(2):109-120.)An existing body (Fendler R, Godbey J. Cheaters Should Never Win: Eliminating the Benefits of Cheating. Journal of Academic Ethics. 2016;14(1):71.) of SOTL **research on academic honesty, cheating behavior and the design of spreadsheet assignments, tests and exams** that reduce cheating will be used in the design of tests and exams included in the GBTTG OER material, and the research will be elaborated in the Global Business sequence through the testing of existing methods and application of new test designs and assessments. – **quantitative and qualitative, scholarly**

This SOTL research will result in **significant quantitative and qualitative measures of student performance and impact of the OER material to developed under the GBTTG.**

The team **will need IRB (Institutional Review Board) approval** for this scholarly research. Members of the team, specifically the PI and **SOTL colleagues are familiar and have experience with the GSU IRB process and how**

GSU's IRB evaluates and approves of institutional research. Special care will be taken to **de-identify all individual student data** to ensure student anonymity.

Timeline

Major milestones for the project, aligned with the Transformation Action Plan and ending in Summer 2020 will include:

- Institutional sign-off on Service Level Agreement (SLA) provided by the University System Office, using the project proposal as a statement of work
- May 2019: Institutional invoice to USG along with the signed SLA in order for funds to be disbursed
- May 20, 2019: Attendance by at least two team members at a required kick-off training/implementation meeting at Middle Georgia State University Hatcher Conference Center
- June 2019: Completion of existing content review for adoption or adaptation
- June 2019: Definition/refinement of teaching/learning content and activities as well as feedback and assessment elements to support achievement of learning goals
- June 2019: Definition of research questions, scope and priority SOTL projects for development of IRB applications
- July 2019: Development of new content specifications
- July 2019: Development of project task list
- July 26, 2019: project status review
- August 1, 2019: Summer 2019 project status report
- August 2019: Initial Project task scheduling
- August – December 2019: Pilot course design (experimental)
- September – November 2019: Content creation
- November 2019: Refinement of research questions, scope and priority SOTL projects for IRB applications
- November 29, 2019: project status review
- December 13, 2019: Fall 2019 project status report
- January – April 2020: Content creation
- January – April 2020: Content adaptation
- January – April 2020: Pilot Course offered (experimental)
- January – April 2020: Full course instructional design
- April 2020: Data collection for SOTL projects
- May 1, 2020: project status review
- May 8, 2020: Spring 2020 project status report
- May – August 2020: Summer course offered
- July 2020: Data collection for SOTL projects
- July 24, 2020: project status review
- Make created content available under a Creative Commons Attribution License (CC-BY), and accessible to the public through the GALILEO Open Learning Materials repository
- Summer 2020 Final project report, including provision of data on impact on student success and a course schedule with resource links. Reporting overall changes in Drop/Fail/Withdraw (DFW) rates and student performance
- Participation as needed in ALG-related communications, including post-project surveys.

Budget

Personnel

\$3,758 **Jacobus Boers**, 2.9% FTE. Project director, responsible for overseeing all aspects of the work.

\$1,884 **Daniel Le**, 4.5% FTE. Will review and recommend available library databases and online resources for the courses.

\$764 **Tracy Adkins**, 0.52% FTE. Will coordinate CETL's activities, assign tasks, track completion and schedule adherence, ensure CETL's deliverables are available and reports and presentations are completed.

\$764 **Valora Richardson**, 0.8% FTE. Will manage graduate assistants and all administrative tasks associated with them, including tuition waivers, HR requirements. Will also facilitate license, technology, and resource needs.

\$2,218 **Zoe Salloom**, 2.7% FTE. Instructional design including assistance with identification of suitable materials and ensuring curricular alignment, content and media creation, accessibility, and management of online environment.

\$1,185 **CETL project manager**, 1.2% FTE

\$2,468 **CETL videographer**, 2.5% FTE

\$10,000 **Two GRAs** @ \$5,000 each. GRAs provide subject matter expertise and content and media development assistance.

Fringe

\$4,563 GSU's standard rates: 33% for full time faculty and staff, 2.6% for GRAs.

Materials and Supplies

\$1,596 Software and licenses

Travel

\$800 Required travel to kickoff meeting

Sustainability Plan

The material transformed under the GBTTG will be used in a required course and part of the newly redesigned B.B.A. program at RCB and **therefore the college is committed to sustain the OER materials for use in the course sequence**. As students transition through their B.B.A from first year students to seniors the course will grow in enrollment, reaching full enrollment of approximately 1,600 students in 18 sections by Spring 2022.

As such, **the Global Business sequence is an essential part of the new strategic initiative of the college and therefore will need to be sustained** into the foreseeable future. The **college is thereby committed to sustain the course and the OER materials developed for and used in the course**. The CETL and the RCB technical services teams will support the hosting and maintenance and refresh of materials on an ongoing basis with the **college providing the financial support needed**.

Given the nature of the subject matter and the intent of the course in the degree program, the material will further be renewed and maintained every semester in order to remain relevant.

It is the intent of the project team to share the work as part of a larger effort to communicate the changes to the GSU B.B.A program under Catalyst. A preliminary plan is being developed to promote the curricular and course level innovation represented here in AACSB forums as well as international business conferences. Sharing the GBTTG project will be part of the story.

Faculty in the Robinson College scholarship of teaching and learning (SOTL) group will participate in assessment of course effectiveness and plans on sharing findings in SOTL scholarly journals.

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.

Mailing Address:

P.O. Box 3989
Atlanta, GA 30302-3989

In Person:

35 Broad Street, Suite 700
Atlanta, GA 30303

Phone 404-413-7009

Fax 404-413-7036

Web robinson.gsu.edu



April 3, 2019

Dear Colleagues,

I am writing to express my strongest support for the Global Business Textbook Transformation Grant (GBTTG) project proposed by Jacobus Boers and his team in response to the 2019 Affordable Learning Georgia request for proposals.

Part of my role in the Robinson College is to provide leadership and oversight for sponsored programs carried out by our business faculty. Research administration staff within the Robinson College work in collaboration with GSU's central Office of Sponsored Proposals and Awards to support project directors and to ensure that funds are received, distributed, and expended according to all applicable rules and policies. Therefore, I can assure you that this project will receive proper administrative oversight.

The project director, Jacobus Boers, is our Assistant Dean for International Engagement and a senior lecturer in International Business. His project team includes colleagues from Georgia State's library as well as from our Center for Excellence in Teaching and Learning. Together they will implement the use of digital materials for our Global Business course sequence, BUSA4000 and BUSA4001. We anticipate that materials developed under this project will continue to be supported by CETL and by the Robinson College of Business technical services team, as described in the proposal's Sustainability Plan.

Feel free to contact my office if you have further questions about the Robinson College's commitment to support and sustain the Global Business Textbook Transformation Grant (GBTTG) project.

Sincerely,

A handwritten signature in blue ink, appearing to read "Todd Maurer".

Todd Maurer
Professor & Associate Dean for Research Strategy
J. Mack Robinson College of Business
Georgia State University
35 Broad Street; Atlanta, GA 30303
+1 404-413-7538 | tmaurer@gsu.edu



Textbook Transformation Grants, Round Fourteen (Summer 2019 – Summer 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 is on the [Round 14 RFP Page](#).
- The italic text we provide 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)	Georgia State University
Applicant Name	Jacobus Boers
Applicant Email	jboers@gsu.edu
Applicant Phone #	404-413-7033
Applicant Position/Title	Assistant Dean and Senior Lecturer
Submitter Name	Laura Letbetter
Submitter Email	lletbetter@gsu.edu
Submitter Phone #	404-413-7353
Submitter Position	Associate Director, Sponsored Research Development, J. Mack Robinson College of Business, Georgia State University

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	Jacobus Boers	jboers@gsu.edu
Team Member 2	Daniel Le	dle@gsu.edu
Team Member 3	Tracy Adkins	tadkins5@gsu.edu
Team Member 4	Valora Richardson	vrichardson4@gsu.edu
Team Member 5	Zoe Salloom	zsalloom@gsu.edu
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.

Todd J. Maurer, Associate Dean for Research Strategy, Professor in Managerial Sciences, J. Mack Robinson College of Business, Georgia State University

Project Information and Impact Data

Title of Grant Project	<i>Global Business</i>
Type of Grant	<i>No-or-Low-Cost-to-Students Learning Materials</i>
Requested Amount of Funding	\$30,000
Course Names and Course Numbers	<i>Global Business BUSA4000 and BUSA4001</i>
Final Semester of Project	<i>Summer 2020</i>
Average Number of Students Per Course Section Affected by Project	40 in existing course
Average Number of Sections Affected by Project in One Academic Year	34 in existing course
Total Number of Students Affected by Project in One Academic Year	1,463 in existing course
Average Number of Students Affected per Summer Semester	112 in existing course
Average Number of Students Affected per Fall Semester	696 in existing course
Average Number of Students Affected per Spring Semester	655 in existing course
Title/Author of Original Required Materials	International Business: The New Realities, 4th Edition, by Cavusgil, Knight, Riesenberger. Willamette University. 2017. ISBN-13: 9780134324838
Original Total Cost Per Student	Full price \$266.00 ; Average \$133.71; Typical blend of formats \$98.86
Post-Project Cost Per Student	\$0
Post-Project Savings Per Student	Between \$99 and \$266 depending on format

Projected Total Annual Student Savings Per Academic Year	Between \$144,837 and \$389,158 depending on format in existing course enrollments. Between \$158,400 and \$425,600 depending on format in expected course enrollments in new offering.
Using OpenStax Textbook?	No

Narrative Section

1. Project Goals

The goal of the **Global Business Textbook Transformation Grant (GBTTG) project** is the adoption, adaptation and creation of Open Educational Resources (OER), the adoption of materials available through GALILEO and USG libraries, and the use of other no-cost and low-cost digital materials as the required learning content in the creation of the Global Business course sequence, replacing an existing high-cost textbook.

The GBTTG project as a new course development, design and execution effort is a component of a much larger enterprise under project Catalyst. Catalyst is the restructuring of the B.B.A. degree offered at Georgia State University (GSU). The GBTTG project is further structured to **provide the resources and time to faculty, librarians, instructional designers**, at the Robinson College of Business (RCB) and GSU to transform and implement the use of Open Educational Resources (OER) in the course.

An important objective of GBTTG project is our interest in lowering the cost of college for a student. **The cost of the full-priced hard cover book price of the text used in the existing course is \$266.00**, the rental cost \$59.99, the e-book cost \$74.99. The average blended cost of students taking advantage of the various options of rent/own is \$98.86 per copy. Instead, we intent to rather provide high quality and contemporary learning content **at no cost to students**. With approximately 6,000 students enrolled in the Robinson College of Business (RCB) B.B.A. program, this means between **1,400 and 1,600 students per year** will cumulatively be **saving as much as \$425,000 per year** at expected enrollment levels.

Based on the important and successful work we have done at Georgia State University (GSU) over the past decade to support student retention, progression, and graduation, we understand that relatively small amounts of money funding books, transportation or other expenses can in any given semester stand between a student and enrolling for a class. Once a student delays

taking a course or enrolling the likelihood of retention drops, putting a student at risk of not graduating on time and in some cases never, as life gets in the way. **Reducing the average cost of a required course by approximately \$100** will in some cases support making that difference.

In addition to the student savings and contribution to student success, the GBTTG project is intended to support the **creation of new and adaptation of existing learning materials** and **pedagogical transformation**.

The **learning materials** will be either created, adopted or adapted from existing OER, adopted from materials available through GALILEO and USG libraries, and/or other no-cost and low-cost digital materials will be used. The transformed material will be in **digital format and used in hybrid course delivery**.

Given the rapidly and ever-changing nature of the subject matter for this Global Business course it is important that content remains timely and relevant and therefore material will be **regularly updated in order to stay current with global business developments**. This anticipates the need for regular updates and maintenance of the transformed OER.

The material created and transformed for the GBTTG project will be developed in close collaboration and in partnership with the Center for Excellence in Teaching and Learning (CETL) at GSU. In order to **ensure a pedagogically sound approach** to the entire course, learning content, assignment and assessment theory and practice, we will work closely with instructional designers who **integrate best practices in blended and online learning**. CETL will coordinate development services between team members and ensure on-time delivery. With an unwavering commitment to embracing diversity and helping all of our students meet with academic and career success, the material and courses will be built to rigorous quality certification standards in place at CETL.

2. Statement of Transformation

The leadership of the Robinson College of Business (RCB) at Georgia State University (GSU) recently received final approval from the university Senate Committee on Academic Programs to start implementation of "Project Catalyst," a redesigned undergraduate B.B.A. program in the Fall 2019. Project Catalyst aligns strategic goals with the needs of students in the 21st century in general and the resources and characteristics of Georgia State University students in particular. The final recommendations followed after many town hall meetings, workshops and visits to other universities that had effectively implemented curriculum changes in their undergraduate business programs.

Delivery of the proposed curriculum incorporates a range of pedagogical initiatives:

- Hybrid teaching methods will be used in many courses bringing **active and experiential learning** to many more parts of the program, and
- Modulation of global business material will allow the development of a one-hour module that will provide a **global experiential opportunity** to all students' programs

of study. This Global Experience **does not require that students participate in an expensive study abroad program** but is intended to **give all students an opportunity to engage in a real-world global business case.**

The subject of this Textbook Transformation Grant project is a new senior year course sequence to **replace the previous junior level BUSA3000 Globalization and International Business Practices course.** Most students will take this sequence, consisting of BUSA4000 Global Business (2-credit hours) and BUSA4001 Global Business Experience (1-credit hour) in the same semester, in their senior year.

BUSA3000 was a required introductory course in International Business (IB), designed during the 1990s and has gone through many revisions. However, the global context of business at the end of the second decade of the 21st century requires a rethinking of how we prepare business students to be successful. Rather than an introduction to IB, the Global Business sequence will allow students close to the end of their B.B.A. to explore business in a global context, drawing on the disciplinary knowledge in their majors. This is the transformational intent driving the reconceptualization of our approach and creation of this course sequence.

The proposed B.B.A. program and A.S. program (offered by Perimeter College, a unit of GSU) envision extensive use of off-campus stakeholders to achieve student success. By increasing student involvement in Atlanta's and Georgia's business, non-profit, and governmental organizations, the curricular and extra-curricular changes emerging from Project Catalyst will develop an increased appreciation of the unique student experiences we can provide. BUSA4001 Global Experience is intended to operationalize this within an academic course context. In many cases the organizations engaged in the Global Experience will have operations in other parts of Georgia.

The proposed course sequence will replace an existing course completely and as such this will **constitute an all-section, college-wide (not just department-wide) transformation.** Over the past 3 years enrollment in BUSA3000 **averaged 1,463 students per year.** Enrollment in the new course sequence is expected to reach 1,600 students per year.

The curriculum portion of this program was approved for inclusion in the Fall 2019 Bachelor-Level and Associate-Level Catalogs. Transfer students will immediately impact all levels of the program. The larger waves of change will roll through the university and colleges through the 2021 academic year. Students admitted under catalogs prior to Fall 2019 are anticipated needing legacy courses through 2024.

Robinson College will start offering a pilot of BUSA4000 Global Business and BUSA4001 Global Business Experience during the Spring 2020 semester. Over the subsequent semesters, enrollment will increase as transfer students reach the senior level and take this required sequence. By Fall 2022 the full cohort of more than 1,600 anticipated students will be enrolled in around 18 sections. This gradually staged transformation will allow for a process of continuous improvement and modifications as the program is rolled out and experience is gained.

The 2-credit BUSA4000 Global Business is being developed for delivery in a blended learning format, as a hybrid course where students will engage in both online course material and face-to-face class sessions. Course sections will have a capacity limit of 60 students each. The 1-credit BUSA4001 course will be an experiential course, have some shared “hybrid” like elements, come in different disciplinary flavors, and have sections of up to 20 students.

The instructional design for the course from identification of existing learning content, creation of new content, selection of appropriate media for delivery, development of activities, through assessment will be guided by an **integrated course design** philosophy inspired by Fink. (*Dee Fink. Creating Significant Learning Experiences. Jossey-Bass, Orig. Ed., 2003; Updated ed., 2013*). The learning goals, feedback and assessment, and teaching/learning activities will be tightly integrated to support and reinforce each other. The resulting OER will include all elements and support both instructors and students in teaching/learning.

We appreciate that creating a blended learning environment for a course with enrollments as high as 1,000 per semester offered in as many as 18 sections is not a simple task. Creating a set of unifying elements is critical in order to ensure meeting learning objectives across sections, quality, and equitable assessment of learning (i.e. grading). Using the Community of Enquiry framework (*Garrison, D. R., T. Anderson, and W. Archer. Critical inquiry in a text-based environment: Computer conferencing in higher education. The Internet and Higher Education 11 (2): 1–14, 2000. Online: <http://communitiesofinquiry.com/documents/CTinTextEnvFinal.pdf>*) we will curate carefully selected or created content to support a teaching presence, with structures and processes that encourage the formation of a collaborative environment of learning, applying and exploring. The virtual content (online) will support a teaching presence concentrated on defining and initiating discussion topics while in class activities will include sharing personal meaning and focusing of the discussion. We consider the **appropriate transformation of learning content to support this effort essential**. The resulting OER will not only result in significant savings for students but will further **enable a pedagogical transformation important to succeed in large, multi-section college courses delivered in a blended model**.

As a **senior level course intended to bring together the disciplinary material from various majors** in the B.B.A. program and placing business in a global context, the intent is to encourage and **support higher levels of learning such as applying, analyzing, evaluating and creating**. (*Bloom, B. S. (1956). Taxonomy of educational objectives: The classification of educational goals. Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom’s taxonomy of educational objectives. Allyn & Bacon.*). **The emphasis will further be on procedural and metacognitive knowledge as students are encouraged to think how processes may change in a global business context, how globalization demands a rethinking of business and business models and also how cross-border and cross-cultural engagement requires rethinking your own role and place in business.**

It is important to note that the **OER material resulting from the GBTTG will be modular in nature, allowing for the use in a various blended delivery models or in traditional face-to-face**

classes. We will be using the material in the Global Business sequence delivered in a hybrid model with approximately half the contact hours consisting of virtual content and engagement assignments and the remainder in face-to-face class sessions. However, the OER modules would be **valuable to any instructor teaching a course such as global business, international business, leading a study abroad program, or a senior level disciplinary course with international or global business elements in a business college.** We the intent is indeed to offer relevant, timely and engaging CC-BY content modules authored by faculty with international and global expertise. Any instructor can then use this professionally transformed and curated material in a course to bring contemporary global business context into their classroom. However, **given the nature of the material, faculty teaching in other colleges could also find the material valuable in courses such as economics, global studies, and even cross-cultural studies, political economy and policy studies.**

A group of subject matter experts developed the following set of draft learning goals that, after completion of the Global Business course, students will understand and be able to apply:

- The Economic and Institutional Drivers of Cross Border Business
- Technology as a Cause and Facilitator of Globalization
- Global Business Context and Scope
- Global Trade and Finance Infrastructure
- The Role of the Nation State in Globalization
- Business Systems and Economic Complexity
- The Virtual Collaboration in Global Business

The inventory of specific learning objectives to achieve these goals includes:

LO 1 - The Economic and Institutional Drivers of Cross Border Business

- Assess the relative comparative advantage of a number of countries given a specific opportunity scenario
- Determine the international aggregation, adaptation and arbitrage opportunities for a specific company, given relative comparative advantages of a number of countries, a set of obstacles to trade and current trade between the countries
- Assess the role of trade agreements in describing trade flows in goods, services, financial transactions and intellectual property between defined nations
- Design a general process workflow of the process required to create and ratify new trade agreements between the USA and other foreign jurisdictions

LO 2 - Technology as a Cause and Facilitator of Globalization

- Assess the role of technology in driving global business
- Describe the nature and degree of impact of technology in driving global business

LO 3 - Global Business Context and Scope

- Determine the scope of global banking, capital markets and commodity market flows as a component of the global economy and for major trading blocs
- Quantify the scope and explain the nature of contemporary global supply chains
- Evaluate the role of functional and technical expertise in creating global value chains

- Assess the impact of expected and unpredictable events on global supply chains
- Appraise the impact of the concrete, practical realities of trade relations, dynamics and outcomes

LO 4 - Global Trade and Finance Infrastructure

- Correlate the interaction between the drivers of currency markets, interest rates, inflation and the value of local currency
- Compare the implications of currency devaluation, appreciation and fluctuation on specific business sectors
- Predict the potential dynamics of shifting trade relations on companies, sectors and economies

LO 5 - The Role of the Nation State in Globalization

- Describe the relation and interaction between political and economic systems and cultural values
- Determine the implications of comparative legal systems on business decisions, specifically on property rights and labor rights, as well as investors and management
- Demonstrate the influence of national governments on political risk
- Examine the impact of culture, ideology and philosophy on business opportunities

LO 6 - Business Systems and Economic Complexity

- Compare the differences between business structures in a set of economies
- Evaluate how economic complexity explains the behavior of companies, industries and business sectors

LO 7 - The Virtual reality of Global Business

- Demonstrate the ability to apply technology in a global business context

Teaching and learning content and activities will be developed to support and reinforce these goals including the creation of activities, assignments and structured assessment elements to motivate and engage students. Rather than offer the content in a linear text-based format as is typical for a printed and most online textbooks, much of the content will be packaged as activity-based learning material inspired the TEC-VARIETY ideas of Bonk for motivating and retaining students. (Bonk, C. J., & Khoo, Elaine (2014). *Adding Some TEC-VARIETY: 100+ Activities for Motivating and Retaining Learners Online*. Amazon CreateSpace.)

Assessment of learning in the context of the course by way of formative and summative feedback (grades) will be an important part of the course design as will assessment of the design and delivery in the context of the overall transformation project.

Assignments, quizzes and tests will de-emphasize factual and theory-based knowledge and instead focus on application, analysis, evaluation and creation. **Student level assessment of learning** will be supported by developing a test bank using scenario based multiple-choice questions to be used in timed test sessions. The intent is to reduce the instances where students can search for answers online or otherwise consult resources because of the **highly contextualized questions demanding application, analysis, evaluation and creation**. In

addition, a series of **activities including spreadsheet-based assignments, will be created to assess the procedural knowledge of students.**

Course level assessment of learning will be based on existing assessment as required by AACSB, but also to measure the specific impact of Catalyst, of the course sequence and the material created under the GBTTG project.

Faculty in the Robinson College scholarship of teaching and learning (SOTL) are interested in participating in the assessment of course effectiveness and plans on sharing findings in SOTL scholarly journals.

3. Transformation Action Plan

We fully appreciate that a Textbook Transformation Grant projects such as the GBTTG will be work-intensive and require capable project management in order to be successful and we have assembled a team to allow us to achieve this.

The subject matter expert pool for this project includes all of the more than 200 faculty members at the Robinson College of Business, accredited by AACSB and one of the ten largest business schools in the country as measured by faculty. Faculty from all disciplines include individuals with a deep understanding of the global business context in which firms operate. The faculty in the Institute of International Business forms the second corps of subject matter experts available in this transformation. Leading this transformation will be **principal investigator (PI) Jacobus Boers**, assistant dean for international engagement and senior lecturer in IB. Boers has a deep understanding of the needs of companies operating across the globe based on a career in the private sector, experience managing a range of international projects for multinational companies and providing management consulting services to multinational and international clients. He also has a keen understanding of the needs of students and pedagogical transformation to be effective in a digital classroom after more than ten years as a faculty member at Robinson. He is a frequent speaker and workshop leader on the effective use of technology in teaching IB.

The subject experts will provide the following specific services in support of the GBTTG:

- Discipline specific expertise on global business impact in subject areas or marketing, accountancy, finance, managerial science, leadership, supply chain management, strategy, hospitality, computer information systems, technology, risk management and insurance, and legal studies
- Interdisciplinary and specialist expertise in areas of international business, entrepreneurship, cross-cultural management and negotiations, political economy, as well as trade and investment

The Georgia State Library will offer support in identifying appropriate existing materials and resources throughout the lifetime of the project. **Daniel Le, the business librarian** will have the

primary responsibility of supporting GBTTG. If needed, Denise Dimsdale, the Education Librarian is further available to support the project.

The GSU Library will provide the following specific services in support of the GBTTG:

- Identification of similar existing and teaching materials
- Identification of learning resources such as databases, portals, etc.
- Guidance and support in copyright, fair use, publishing, open access, author rights, and related areas

The blended/hybrid course development will be streamlined through collaborative planning and transparent project-management strategies, supported by the GSU Center for Excellence in Teaching and Learning (CETL). CETL ensures a consistent, high-quality experience for our online and blended learning students through use of a common course environment and a syllabus template. CETL will also be able to assist on matters related to accessibility, copyright, and ownership of digital educational materials.

The online components in this blended course environment, developed in partnership with CETL will meet appropriate quality certification standards. The certification process uses three sets of scoring criteria:

- The Online Learning Consortium's OSCQR Course Design Review and Administration of Online Programs scorecards.
- A Student Diversity Readiness Review that gauges how well courses and programs anticipate and respond to racial, gender, age, and socioeconomic diversity.
- A College to Career Review that emphasizes "real-world" relevance and co-curricular connections.

As with all certified courses and programs, the Global Business course will be developed to earn a digital badge suitable for display on course websites, faculty pages, social media and networking sites, and in iCollege and other course environments.

The Center for Excellence in Teaching and Learning (CETL) will provide the following specific services in support of the GBTTG:

- Project Management - **Tracy Adkins**
 - Determination of tasks, task ownership, resource determination, deadlines, and overall timeline
 - Task assignment and coordination of activities
 - Deadline and task completion tracking, adherence to schedules
 - Ensure that project deliverable is available and all reports and presentations completed
- Graduate Assistant Management - **Valora Richardson**
 - Hire and manage two graduate assistants that will provide subject matter expertise and content and media development assistance

- Manage all administrative tasks associated with graduate assistants including tuition waivers and human resource requirements
 - Facilitate license, technology, and resource needs
- Content and Multimedia Production - **Zoe Salloom**
 - Instructional design including assistance with identification of materials that are suitable for adaptation or adoption as well as mapping content, media, and activities with learning outcomes to ensure curricular alignment
 - Provide content and media creation services using CETL developers as additional resources when necessary
 - Ensure content and media produced is accessible
 - Create and manage online environment for hosting and sharing content
- Hosting Services
 - Provide hosting services for the project on an annual basis

The preliminary plan to adopt or adapt existing content or to create new material is shaped by the need to use content in a blended learning model for a course developed using the integrated course design approach of Fink. The learning goals, feedback tools, assessment instruments, and teaching/learning activities need to be integrated to support and reinforce each other. Existing material typically need some or significant adaption to achieve tight integration. We therefore decided to fully transform material into a content for this course while also generating significant savings for students.

The content development plan consists of **two parallel and iterative tracks**, both under way. The **first track is the development of a preliminary inventory of material needed for the new course sequence**. The subject matter experts propose the following list of learning content and multimedia elements for the proposed course sequence:

- Anticipated impact of technological innovation changing how we live, work, trade and invest. Examples of big data analytics, the internet of Things (IoT), artificial intelligence (AI), robotics, autonomous vehicles, 3D printing, nanotechnology, and biotechnology having profound impacts on production and trade in goods, services, data and intellectual property
- Examples and anticipated impact of trends in global capital flows, fintech, blockchain, and trade in goods, services and IP
- Analysis on the interdependent relationships between labor markets, labor mobility, migration and economic opportunity
- Theory and concepts of global supply and value chains
- Examples and outcomes of disruptions in global supply chains
- Conceptual frameworks on the interrelationship between economic, political, social and cultural systems. Distance and the CAGE framework
- Case studies of political risk caused by national and regional movements
- Cases of firms dealing with legal systems in different national and regional jurisdictions
- Hofstede's dimensions, ET Hall's context of communications

- Trade theories. Types of economic Integration. Process of creation and ratification of trade agreements
- Examples of economic Integration, trade blocks and free trade areas
- Atlas of Economic Complexity - theoretical framework
- Case studies of global supply chains with examples for products, professional services, financial services and intellectual property. Taxonomy of supply chain intermediaries and facilitators
- Overview of the interrelationships between interest rates, inflation, currency reserves, purchasing parity and exchange rates
- Case studies of currency crises, hyperinflation, devaluation and the impact on sectors
- Examples of shifts in trade created by liberalization (China, Asia) and trade tensions and protectionism (recent US trade tensions). Impact of global poverty reduction
- Concrete examples of comparative advantage in business
- Case studies of favorable and unfavorable trade relation dynamics and impact on firms
- Atlas of Economic Complexity - applied
- The AAA (adaptation, aggregation, arbitrage) strategy
- Organizational structure of the global and multinational firm. Country business systems.
- Case studies of opportunities and threats of innovation and entrepreneurship. The innovator's dilemma
- Tapping talent pools in creating value

The second tack is a comprehensive review of existing material to understand the existing landscape, identify material for adoption or adaptation and areas where no material is available and will need to be created. A preliminary evaluation of currently existing OER or no/low-cost materials for adoption or modification is already under way.

The following sources have been reviewed:

- OER general textbooks: <https://research.library.gsu.edu/openeducation>
 - *Motohashi K. (2015) Shiseido Marketing in China. In: Global Business Strategy. Springer Texts in Business and Economics.* Springer, TokyoSpringer is the publisher. <https://link.springer.com/book/10.1007/978-4-431-55468-4> CC BY-NC
 - *International Business by Mason Carpenter, University of Wisconsin at Madison* <https://open.umn.edu/opentextbooks/textbooks/72> CC BY-NC-SA
 - *Good Corporation, Bad Corporation Corporate Social Responsibility in the Global Economy by Guillermo C. Jimenez and Elizabeth Pulos* in CC BY NC SA 4.0 <https://open.umn.edu/opentextbooks/textbooks/good-corporation-bad-corporation-corporate-social-responsibility-in-the-global-economy>
 - *Fundamentals of Global Strategy by Cornelis de Kluyver, University of Oregon* <https://open.umn.edu/opentextbooks/textbooks/fundamentals-of-global-strategy> CC BY-NC-SA

- o *International Business*
<https://resources.saylor.org/wwwresources/archived/site/textbooks/International%20Business.pdf> CCBYNCSA
- Sources on the Web: <http://research.library.gsu.edu/bus3000>
 - o United Nations Conference on Trade and Development (UNCTAD)
 - o GlobalEDGE
 - o Export.gov
 - o Center for Cultural Learning
 - o Georgia Department of Economic Development - 4001
 - o Data: World Bank, International Monetary Fund, International Labor Organization, UNCSTAD
- Learning Materials available online:
 - o Merlot (Multimedia Educational Resource for Learning and Online Teaching) from the California State University system
- GSU Library Resources: <http://research.library.gsu.edu/bus3000>
 - o Economist Intelligence Unit Country Commerce/Newswire
 - o Passport
 - o Ibisworld
 - o Factiva
 - o Business Source Ultimate

The current **assessment after review of this material is that some parts of the available material may be useful, but that substantial adaptation or creation of new materials will be required.**

Once completed, during the early Summer 2019, the findings from these two tracks will be compared and classified into three categories as materials for potential adoption, adaptation or new creation. This process will be **iterative as we proceed through the project considering cost, complexity, resource availability and deadlines.** The BGTG project schedule will primarily be driven by these considerations and transformation activities planned, scheduled and executed accordingly.

At GSU, this course sequence will be taught in iCollege, giving faculty and students access to our full suite of powerful learning technologies. Adoption at other USG institutions will be facilitated because of the shared Desire2Learn environment as well as hosting of the material in GALILEO Open Learning Materials. CETL is prepared to facilitate conversations related to accreditation and reciprocity, website updates, and other administrative considerations, should that be necessary. We will also remain open to considering other platforms, including the GSU Stacks/Canvas portal as a potential vehicle for offering this course online and open to students from other institutions.

4. Quantitative and Qualitative Measures

Course level assessment of learning will be based on existing assessment of learning as required by AACSB, but also to measure the specific impact of Catalyst, of the course sequence and the material created under the GBTTG project. Specific measures of success already identified are:

- Student satisfaction will be measured using two instruments
 - **Midpoint Group Instructional Feedback Technique (GIFT)**, a highly effective tool for providing instructors and administrators information from their students about how to improve the quality of a course (*e.g., Finelli, Ott, Gottfried, Hershock, Neal, & Kaplan, 2008*). A GIFT has the advantage of providing the feedback at mid-semester, as opposed to after the semester, engaging students in a discussion about what contributes to their learning and specific suggestions they have for improving learning and not just what they “liked.” - **qualitative**
 - The GSU end of course **institutional Student Evaluation of Instructor Performance (SEIP)** collects information from students in all courses at the end of the semester, as a prerequisite to viewing their final grades, using a 35-question instrument. Because of IRB rules all students have the option of opting out of participation should a student prefer not to participate. The SEIP also collects qualitative feedback on both the instructor and the course and has been validated multiple times of its decades long use. (*Nargundkar S., Shrikhande M. Norming of Student Evaluations of Instruction: Impact of Noninstructional Factors. Decision Sciences Journal of Innovative Education. 2014;12(1):55-72.*) - **quantitative and qualitative**
- The work of Croteau compared student performance pre- and post-adoption of OER materials in the same course. (*Croteau, E. (2017). “Measures of student success with textbook transformations: The Affordable Learning Georgia Initiative.” Open Praxis, 9(1).*) We are similarly interested in examining outcomes at GSU since the Global Business course sequence is part a larger college level transformation. However, the change from a junior level BUSA3000 course to a senior level BUS4000 sequence does not allow for replication of the work of Croteau. We are therefore interested in a study comparing similar courses with and without OER materials. Student **performance will be assessed using Institutional data using** GSU iPort data portal, using the following measures:
 - Student, section and course level final grade analysis - **quantitative**
 - Comparison of final grade performance against current BUSA3000 baseline - **quantitative**
 - Comparison of cumulative student performance on the comprehensive exit examination for B.B.A. students at Robinson College - **quantitative**
 - Comparison of relevant item level results on the comprehensive exit examination for B.B.A. students at Robinson College - **quantitative and qualitative**
 - Course-level **retention (drop/fail/withdraw rates)** - **quantitative**
- **Scholarship of Teaching and Learning (SOTL)** active faculty active, publishing in peer reviewed scholarly SOTL journals from multiple disciplines have started preparing research projects to assess the impact of this BUSA4000 course and the GBTTG project.

These colleagues regularly go through IRB approval for SOTL and other academic research and some serve on disciplinary SOTL journal editorial boards.

Engaging SOTL faculty early on in the design of the course and in the conceptualization of the GBTTG project allows for the design of data collection typically only conducted after a course is already offered. However, in the case of the Global Business sequence and the GBTTG we are going one step further and **designing the course with the intent of collecting meaningful data in order to gain understanding about the impact of this course and the use of OER** that will drive the **continuous improvement** of the course and also the **design of future courses** as well as **adoption of OER materials**.

Areas of examination are currently under consideration:

- **Assessing the impact of no-cost OER course material in a required, large enrollment undergraduate course on student performance and student satisfaction.** It would appear from anecdotal evidence that a significant number of students may opt not to purchase access to textbook material in core and required courses because of financial constraints. Not having access to critical learning material would affect the preparation of a student and may have an impact on both course participation and engagement, as well as performance on assignments, tests and exams. Systematically studying the impact of OER material and comparing results between courses with textbooks and this course using OER would offer fact-based conclusions.

Building on the work of Colvard, Watson, and Park, we are **interested in studying changes in academic performance of students enrolled in courses with and without OER adoption rather than pre- and post-adoption in the same course.**

(Colvard, N., Watson, E., and Park, H. (2018). "The Impact of Open Educational Resources on Various Student Success Metrics." International Journal of Teaching and Learning in Higher Education.). Using disaggregated the data to evaluate differences in academic performance for Pell Grant and for non-Pell grant recipients, student demographics - student ethnic origin, registration status -

with respect to OER use in a course would elaborate their **research in the context of a single large business school with enrollment of approximately 6,500 undergraduate students.** It is important to note that GSU has a very large number of Pell Grant recipients and that work done at GSU over the past decade already removes many of the typical reasons these students underperform.

Should research confirm and quantify the impact that adoption of OER has on positive has on GSU student outcomes, this may generate university wide interest by both administrators and faculty for large scale adoption of OER.

Robinson SOTL scholars are interested in conducting a study of the use of the material transformed under GBTTG in the new course sequence to **determine if adopting OER in all required courses should become a priority for the college.**

Such an **initiative would not only have a multiplicative impact of the student cost savings, may have profound impact in student learning and performance.**

Specific research questions include understanding the impact of adopting OER material on student satisfaction, engagement and performance as compared to courses using other types of material. The methods used in this research will be

rigorous so as to meet the standards demanded for publication in peer-reviewed scholarly journals. Instruments used will include a combination of institutional data, student grade performance, surveys and potentially focus groups. -

quantitative and qualitative, scholarly

- **Comparing the achievement for learning objectives, expected learning outcomes, student satisfaction and performance in the existing BUSA3000 course against the same measures in the new BUSA4000 sequence** is not only of interest to college administration, but also will offer empirical evidence as to the efficacy of the curriculum redesign under Project Catalyst. In order to ensure the rigor needed for publication in peer-reviewed scholarly journals, the comparative research will require development of instruments such as surveys to be used in combination with institutional data, student grade performance, and the comprehensive exit examination for B.B.A. students at Robinson College. - **quantitative and qualitative, scholarly**
- **A comparative study of the effectiveness of different delivery modes such as face-to-face, blended, hybrid, flipped and online used in large enrollment required courses in the same college** at one university would be valuable and the hybrid BUSA4000 sequence using GBTTG material would allow such a study at the Robinson college. **This research could augment work done by the Open Education Group at Brigham Young University on usage or OER, providing empirical evidence about the ways faculty and students use OER and to what extent impacts on learning outcomes covary with these uses.** Existing large enrollment courses with small face-to-face sections, large face-to-face sections, and online already offer interesting comparative research opportunities and adding the hybrid BUSA4000 course has generated interest with Robinson and SOTL faculty at other GSU colleges. Research design for this study is in very early stages. (Fendler RJ, Ruff C, Shrikhande M. *Evaluating Characteristics of Top and Bottom Performance: Online versus In-Class. American Journal of Distance Education. 2016;30(2):109-120.*)
- An existing body (Fendler R, Godbey J. *Cheaters Should Never Win: Eliminating the Benefits of Cheating. Journal of Academic Ethics. 2016;14(1):71.*) of SOTL **research on academic honesty, cheating behavior and the design of spreadsheet assignments, tests and exams** that reduce cheating will be used in the design of tests and exams included in the GBTTG OER material, and the research will be elaborated in the Global Business sequence through the testing of existing methods and application of new test designs and assessments. - **quantitative and qualitative, scholarly**

This SOTL research will result in **significant quantitative and qualitative measures of student performance and impact of the OER material to developed under the GBTTG.**

The team **will need IRB (Institutional Review Board) approval** for this scholarly research. Members of the team, specifically the PI and **SOTL colleagues are familiar and have experience with the GSU IRB process and how GSU's IRB evaluates and approves of institutional research.**

Special care will be taken to **de-identify all individual student data** to ensure student anonymity.

5. Timeline

Major milestones for the project, aligned with the Transformation Action Plan and ending in Summer 2020 will include:

- Institutional sign-off on Service Level Agreement (SLA) provided by the University System Office, using the project proposal as a statement of work
- May 2019: Institutional invoice to USG along with the signed SLA in order for funds to be disbursed
- May 20, 2019: Attendance by at least two team members at a required kick-off training/implementation meeting at Middle Georgia State University Hatcher Conference Center
- June 2019: Completion of existing content review for adoption or adaptation
- June 2019: Definition/refinement of teaching/learning content and activities as well as feedback and assessment elements to support achievement of learning goals
- June 2019: Definition of research questions, scope and priority SOTL projects for development of IRB applications
- July 2019: Development of new content specifications
- July 2019: Development of project task list
- July 26, 2019: project status review
- August 1, 2019: Summer 2019 project status report
- August 2019: Initial Project task scheduling
- August – December 2019: Pilot course design (experimental)
- September – November 2019: Content creation
- November 2019: Refinement of research questions, scope and priority SOTL projects for IRB applications
- November 29, 2019: project status review
- December 13, 2019: Fall 2019 project status report
- January – April 2020: Content creation
- January – April 2020: Content adaptation
- January – April 2020: Pilot Course offered (experimental)
- January – April 2020: Full course instructional design
- April 2020: Data collection for SOTL projects
- May 1, 2020: project status review
- May 8, 2020: Spring 2020 project status report
- May – August 2020: Summer course offered
- July 2020: Data collection for SOTL projects
- July 24, 2020: project status review
- Make created content available under a Creative Commons Attribution License (CC-BY), and accessible to the public through the GALILEO Open Learning Materials repository

- Summer 2020 Final project report, including provision of data on impact on student success and a course schedule with resource links. Reporting overall changes in Drop/Fail/Withdraw (DFW) rates and student performance
- Participation as needed in ALG-related communications, including post-project surveys.

6. Budget

Personnel

\$3,758	Jacobus Boers , 2.9% FTE. Project director, responsible for overseeing all aspects of the work.
\$1,884	Daniel Le , 4.5% FTE. Will review and recommend available library databases and online resources for the courses.
\$764	Tracy Adkins , 0.52% FTE. Will coordinate CETL's activities, assign tasks, track completion and schedule adherence, ensure CETL's deliverables are available and reports and presentations are completed.
\$764	Valora Richardson , 0.8% FTE. Will manage graduate assistants and all administrative tasks associated with them, including tuition waivers, HR requirements. Will also facilitate license, technology, and resource needs.
\$2,218	Zoe Salloom , 2.7% FTE. Instructional design including assistance with identification of suitable materials and ensuring curricular alignment, content and media creation, accessibility, and management of online environment.
\$1,185	CETL project manager , 1.2% FTE
\$2,468	CETL videographer , 2.5% FTE
\$10,000	Two GRAs @ \$5,000 each . GRAs provide subject matter expertise and content and media development assistance.

Fringe

\$4,563	GSU's standard rates: 33% for full time faculty and staff, 2.6% for GRAs.
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Materials and Supplies

\$1,596	Software and licenses
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Travel

\$800	Required travel to kickoff meeting
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7. Sustainability Plan

The material transformed under the GBTTG will be used in a required course and part of the newly redesigned B.B.A. program at RCB and **therefore the college is committed to sustain the OER materials for use in the course sequence.** As students transition through their B.B.A from first year students to seniors the course will grow in enrollment, reaching full enrollment of approximately 1,600 students in 18 sections by Spring 2022.

As such, **the Global Business sequence is an essential part of the new strategic initiative of the college and therefore will need to be sustained** into the foreseeable future. **The college is thereby committed to sustain the course and the OER materials developed for and used in the course.** The CETL and the RCB technical services teams will support the hosting and maintenance and refresh of materials on an ongoing basis with the **college providing the financial support needed.**

Given the nature of the subject matter and the intent of the course in the degree program, the material will further be renewed and maintained every semester in order to remain relevant.

It is the intent of the project team to share the work as part of a larger effort to communicate the changes to the GSU B.B.A program under Catalyst. A preliminary plan is being developed to promote the curricular and course level innovation represented here in AACSB forums as well as international business conferences. Sharing the GBTTG project will be part of the story.

Faculty in the Robinson College scholarship of teaching and learning (SOTL) group will participate in assessment of course effectiveness and plans on sharing findings in SOTL scholarly journals.

Note: Letter of Support

The Robinson College of Business at Georgia State University is the unit responsible for carrying out the project and expending funds. A letter from Dr. Todd Maurer, Associate Dean for Research Strategy, has been included with the application.