Affordable Materials Grants, Round 18:

Transformation Grants

(Fall 2020 – Fall 2021)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission.
* The only way to submit the official proposal is through the online Google Form. The link to the online application is on the [Round 18 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r18).
* The italic text provided below is meant for clarifications and can be deleted.

# Applicant and Team Information

*The* ***applicant*** *is the proposed Project Lead for the grant project. The* ***submitter*** *is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant—if so, just list leave the submitter blank.*

| Requested information | Answer |
| --- | --- |
| Institution(s) | Georgia State University |
| Applicant name | Brett Matherne |
| Applicant email | [bmatherne@gsu.edu](mailto:bmatherne@gsu.edu) |
| Applicant position/title | Clinical Associate Professor, Department of Management, Robinson College of Business |
| Submitter name | Laura Letbetter |
| Submitter email | [lletbetter@gsu.edu](mailto:lletbetter@gsu.edu) |
| Submitter position/title | Associate Director, Sponsored Research Development, Robinson College of Business |

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

| Team member | Name | Email address |
| --- | --- | --- |
| Team member 1 | Brett Matherne | bmatherne@gsu.edu |
| Team member 2 | Alex Tawse | atawse@gsu.edu |
| Team member 3 | Brian Park | bpark@gsu.edu |
| Team member 4 | Steven Dionne | sdionne@gsu.edu |
| Team member 5 |  |  |
| Team member 6 |  |  |

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

|  |
| --- |
|  |

# Project Information

| Requested information | Answer |
| --- | --- |
| Priority Category / Categories  *Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | *Priority categories:*   * *Departmental Scaling Projects –* This project adheres to this priority category in that this project is intended to be used across all sections of our capstone course for all business majors, BUSA 4980 Strategic Management. * *Upper-Level Campus Collaborations –* This project delivers benefits to students in a senior capstone course with four prerequisite courses. |
| Requested Total Amount of Funding  *$30,000 maximum total award per grant* | *$25,346* |
| Final Semester of Project | *Fall 2021* |
| Using OpenStax Textbook?  *This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | *Yes* |

# Impact Data

Please fill in the data below with impact data in below with *one course taught by one instructor* in each table, and only include courses and instructors that are specifically part of the scope of this grant proposal. Add or remove tables as needed. **Please only put a single averaged or totaled (as appropriate) number in each box. Do not put ranges or mathematical equations in any of these boxes.**

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

## Course 1

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | BUSA 4980 |
| N/A | Course instructor | Brett Matherne |
| 1 | Average number of students enrolled per section | 45 |
| 2 | Average number of affected course sections scheduled in a summer semester | 2 |
| 3 | Average number of affected course sections scheduled in a fall semester | 3 |
| 4 | Average number of affected course sections scheduled in a spring semester | 3 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 8 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 360 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Strategic Management: Competitiveness & Globalization Concepts;  Hitt, M.A., Ireland, R.D., and Hoskisson, R.E.  Price at GSU bookstore $196.75 (New)  <https://www.bkstr.com/georgiastatestore/search/>  [keyword/strategic%2520management%253A%2520concepts](https://www.bkstr.com/georgiastatestore/search/keyword/strategic%2520management%253A%2520concepts)  Business Strategy Game Simulation – [bsg-online.com](http://bsg-online.com) $44.95 |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $241.70 |
| 9 | Average post-project cost per student section enrollment | $94.95 (estimated with potential licensing fees) |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $145.75 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $52, 470 |

## Course 2

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | BUSA 4980 |
| N/A | Course instructor | Alex Tawse |
| 1 | Average number of students enrolled per section | 45 |
| 2 | Average number of course sections scheduled in a summer semester | 0 |
| 3 | Average number of course sections scheduled in a fall semester | 2 |
| 4 | Average number of course sections scheduled in a spring semester | 2 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 4 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 180 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Strategic Management: Competitiveness & Globalization Concepts;  Hitt, M.A., Ireland, R.D., and Hoskisson, R.E.  Price at GSU bookstore $196.75 (New)  <https://www.bkstr.com/georgiastatestore/search/>  [keyword/strategic%2520management%253A%2520concepts](https://www.bkstr.com/georgiastatestore/search/keyword/strategic%2520management%253A%2520concepts)  Business Strategy Game Simulation – [bsg-online.com](http://bsg-online.com) $44.95 |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $241.70 |
| 9 | Average post-project cost per student section enrollment | $94.95 (estimated with potential licensing fees) |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $145.75 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $26,235 |

## Course 3

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | BUSA 4980 |
| N/A | Course instructor | Brian Park |
| 1 | Average number of students enrolled per section | 45 |
| 2 | Average number of course sections scheduled in a summer semester | 0 |
| 3 | Average number of course sections scheduled in a fall semester | 0 |
| 4 | Average number of course sections scheduled in a spring semester | 3 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 3 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 135 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Strategic Management: Competitiveness & Globalization Concepts;  Hitt, M.A., Ireland, R.D., and Hoskisson, R.E.  Price at GSU bookstore $196.75 (New)  <https://www.bkstr.com/georgiastatestore/search/>  [keyword/strategic%2520management%253A%2520concepts](https://www.bkstr.com/georgiastatestore/search/keyword/strategic%2520management%253A%2520concepts)  Business Strategy Game Simulation – [bsg-online.com](http://bsg-online.com) $44.95 |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $241.70 |
| 9 | Average post-project cost per student section enrollment | $94.95 (estimated with potential licensing fees) |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $145.75 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $19,676.25 |

## Course 4

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | BUSA 4980 |
| N/A | Course instructor | Steven Dionne |
| 1 | Average number of students enrolled per section | 45 |
| 2 | Average number of course sections scheduled in a summer semester | 2 |
| 3 | Average number of course sections scheduled in a fall semester | 3 |
| 4 | Average number of course sections scheduled in a spring semester | 3 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 8 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 360 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Strategic Management: Competitiveness & Globalization Concepts;  Hitt, M.A., Ireland, R.D., and Hoskisson, R.E.  Price at GSU bookstore $196.75 (New)  <https://www.bkstr.com/georgiastatestore/search/>  [keyword/strategic%2520management%253A%2520concepts](https://www.bkstr.com/georgiastatestore/search/keyword/strategic%2520management%253A%2520concepts)  Business Strategy Game Simulation – [bsg-online.com](http://bsg-online.com) $44.95 |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $241.70 |
| 9 | Average post-project cost per student section enrollment | $94.95 (estimated with potential licensing fees) |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $145.75 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $52, 470 |

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

# Narrative Section

## 1. Project Goals

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

The goals for this transformation project are multi-faceted. We initially had discussions about textbook adoption for this coordinated course in Spring 2019. At that meeting, many faculty members there were eager to consider alternative resources to replace the current adopted textbook which has a price tag of $196.00. Additionally, faculty members expressed a desire to have more conceptual material about strategy implementation, beyond the current textbook’s coverage. Finally, there was a desire to meet some of the learning objectives of the course better by having a more customized required resources for students.

## 2. Statement of Transformation

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

* *A description of the current state of the course, department, and/or institution if relevant.*

The course of interest for this project is BUSA 4980, Strategic Management, which is a required capstone course for all business majors within the Robinson College of Business. This class has existed as the capstone course for business majors for many decades, although the implementation of the course has changed dramatically through those years. The class is a coordinated class across all faculty members teaching it, to assure that there is a consistent capstone experience for all business majors. In that vein, all faculty meet to decide on a common textbook to adopt for all sections. We also decide whether to incorporate a business simulation and if so, which business simulation. The Department of Management is responsible for the delivery of this class and being a senior capstone course only staffs this course with full-time faculty members.

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

The impact of this project will allow us to provide a more customized approach to teaching Strategic Management and meet the learning objectives we set for in this course. Rather than finding a readily available textbook that is the best fit to satisfy our learning objectives, we will create an open education resource that can change with how learning objectives potentially change and topics of interest change. Also, some of the OER examples in strategic management lend themselves to a more online-friendly approach as well as certification options with embedded assessments of learning. These aspect appeal to us as well since Robinson College of Business is investigating both an online BBA and certification programs. Finally, the cost savings for such a coordinated course cannot be minimized, especially considering the percentage of GSU students that use student loans to fund their education. We are extremely mindful of our student body in making these kinds of decisions. For the department, a common resource that is coordinated by faculty in the department will continue the process of creating a more collegial and collaborative faculty.

## 3. Action Plan

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

* *The role(s) of each team member in the project with details as to the major tasks team members will complete, with an estimate of how long each task will take (e.g. number of hours).*

The role of each team member is as follow:

Dr. Brett Matherne will be the project manager with the following responsibilities:

* Manage project timeline and deliverables from other team members
* Provide the initial review of Open Stax and other OER as potential sources for our OER.
* Coordinate with other faculty members teaching BUSA 4980 to include their insights
* Communicate with Department leadership and grant funder on project progress

Additionally, the following table details team member’s primary responsibility for development of content in the following subject areas and hours devoted to this development:

|  |  |  |
| --- | --- | --- |
| **Subject area** | **Team Member** | **Hours** |
| Theoretical approach to strategic management | Brian Park | 10 |
| External Environmental Analysis | Alex Tawse | 10 |
| Internal Environmental Analysis | Alex Tawse | 10 |
| Business-level strategy | Alex Tawse | 10 |
| Competitive Rivalry and Dynamics | Steven Dionne | 10 |
| Corporate-level Strategy | Alex Tawse | 10 |
| Acquisition strategy | Steven Dionne | 10 |
| International Strategy | Brian Park | 10 |
| Cooperative Strategy | Steven Dionne | 10 |
| Corporate Governance | Brett Matherne | 10 |
| Organizational Structure and Controls | Brian Park | 10 |
| Strategic Leadership | Brett Matherne | 10 |
| Strategic Entrepreneurship | Brett Matherne | 10 |

* *A review of existing open, no-cost, and/or low-cost course materials for the course(s).*

We are excited for the opportunity to leverage other OERs in strategic management: We uncovered the following textbooks listed on oercommons.org:

Strategic Management (2020) by Kennedy Reed for Virginia Tech

Mastering Strategic Management (2011) by Dave Ketchen and Jeremy Short for University of Minnesota

Strategic Management (Business 501) by Saylor Academy

Strategic Management by John Morris for Oregon State university

* *The plan for the selection, adoption, adaptation, and/or creation of new course materials (if applicable). Include plans for open licensing and plans for making your materials accessible.*

Our goal with this project is to create a customizable open educational resource that serves our varied pedagogical needs best. In pursuit of this goal we intend to leverage open resources in OpenStax resources as well as OERs. However, we will need business cases for application of conceptual material and most of these resources are published either in pedagogical journals (i.e. Case Research Journal) or by publishing organizations (i.e. Harvard Business Publishing). We will leverage the ALG office for licensing as well as GSU’s library staff to identify licensing requirements and costs.

* *The plan for redesigning your course(s), including any instructional design work, curriculum alignment, course accessibility changes, etc.*

During this project we anticipate gaining insights about how to redesign the course and improve the delivery of this course through online platforms. However, we do not have a plan for that outcome included in this project since this is a coordinated course across more than just the contributors to this project. Any course redesign would involve all faculty members agreeing upon the anticipated costs and benefits of a course redesign.

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

During our initial research for this project, we found Open Educational Resource Commons to be an extremely helpful site with a repository of examples. We would hope to provide access to this project’s outcome through their platform in addition to Affordable Learning Georgia.

## 4. Quantitative and Qualitative Measures

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

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

We intend to use the COUP Framework developed by the Open Education Group to measure the effectiveness of the OER developed from this project. The COUP Framework represents a framework to assess the impact of OER adoption in terms of Costs, Outcomes, Usage, and Perceptions. Many research studies that test the efficacy of OER developed material leverage this common approach for assessment, allowing for comparability of OER in general. By using these measures, we contribute to this discussion and the body of knowledge for OER. We find the examples of Fialkowski, Calabrewe, Tilinghast, Tichenal, Meinke, Banna & Draper (2020) and Bliss, Robinson, Hilton & Wiley (2013) to be the best fit for our design purposes and will adapt them only to fit our specific population. Here are the variables we intend to collect for this project:

**Items assessed through student records data:**

**Student characteristics (controls):**

Gender (Quantitative)

Race/ethnicity (Quantitative)

Age (Quantitative)

Semester Credit load (Quantitative)

**Outcomes:**

Course performance

Exam Average (Quantitative)

Course Grade (Quantitative)

Drop (Quantitative)

Withdrawal (Quantitative)

**Items assess through surveys:**

**Student characteristics (Following Bliss, Robinson, Hilton & Wiley (2013):**

Cost questions:

Household Income (Quantitative)

Student loan recipient (Quantitative)

Pell Grant recipient (Quantitative)

Cumulative GPA (Quantitative)

Usage Questions:

Textbook purchase history (Quantitative)

Costs of textbooks per semester (Quantitative)

Average course load per semester (Quantitative)

Use of required textbooks (Quantitative)

Purchase of textbooks for this course (Quantitative)

If no, why not (Quantitative)

Amount spent on course textbook (Quantitative)

Print textbook materials (Quantitative)

Amount spent on printing (Quantitative)

Frequency of textbook use (Quantitative)

Perception Questions:

Rate Quality of textbook compared to other courses (Quantitative)

Describe rating (Qualitative)

Textbooks used format (Quantitative)

Perception of online textbook in course (Quantitative)

Future likelihood to enroll in course with online textbook (Quantitative)

Course section preference based on textbooks (Quantitative)

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

This project will require IRB approval, but we have another pedagogical project under IRB review which investigates engagement and team dynamics between traditional (face-to-face) and online delivery modalities in this course. Outcome measures and perceptual measures are part of that study. Therefore, we expect to amend that IRB to include this project.

## 5. Timeline

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

*Do not put this timeline in the form of a table, as it will not transfer well to Google Forms for the official application—a bullet-point list is acceptable.*

The following timeline is tentative:

November – December 2020 Create survey instrument to collect date in Spring 2021 (traditional textbook) and Fall 2021 (OER textbook)

Begin search of open resources for our course outline

January 31, 2021 Finalize Theoretical Approach to Strategic Management

Section

February 28, 2021 Finalize General Environmental Analysis and Competitive

Dynamics Sections

March 31, 2021 Finalize Internal Environmental Analysis and Organizational Structure/Controls Sections

April 30, 2021 Finalize Business Level and Corporate-level Strategy

Sections

May 31, 2021 Finalize Acquisition and Cooperative Strategy Sections

June 30, 2021 Finalize Corporate Governance and Strategic Leadership

Sections

July 31, 2021 Finalize International Strategy and Strategic Entrepreneurship Sections

August 15, 2021 Finalize BUSA 4980 OER

## 6. Budget

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

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

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

Personnel:

* $3,704 (8.07% summer effort) Brett Matherne will manage project timeline and deliverables from other team members, provide the initial review of Open Stax and other OER as potential sources for our OER, coordinate with other faculty members teaching BUSA 4980 to include their insights, communicate with Department leadership and grant funder on project progress and add content in 4 subject areas.
* $3,704 (8.77% summer effort) Alex Tawse add content in 3 subject areas and provide a review/edit of final OER material generated.
* $3,704 (6.65% summer effort) Brian Park will add content in 3 subject areas and provide a review/edit of final OER material generated.
* $3,704 (10.76 % summer effort) Steven Dionne will add content in 3 subject areas and provide a review/edit of final OER material generated.
* $2,222 (2.7% FTE) Instructional designer will assist with converting OER to online course delivery through iCollege platform.
* $2,000 Graduate Research Assistant (GRA). A GRA will perform all research of open educational resources available in strategic management as well as YouTube videos of strategic management material.

Total Personnel = $19,038

Fringe Benefits:

Calculated at GSU’s standard rate is 35% for full time faculty and staff; 2.3% for GRA.

* $1,296 per faculty member x 4 = $5,184.
* $778 Instructional designer
* $46 for GRA

Total fringe = $6,008

Materials and Supplies:

* $75 conference fee x 4 team members = $300

## 7. Sustainability Plan

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

* *The maintenance and updating of course materials*

Our sustainability plan includes the role of a course coordinator already assigned to this course. The course coordinator aligns faculty teaching this course on required components of the course design to maintain consistency. However, as with textbook adoption, maintenance of this OER resides with all faculty in the Department of Management that teach BUSA 4980. The collaborative approach in which we have managed this course for over 20 years will continue and provide a sustainability plan.

* *The commitment of the department(s) or institution(s) to continue the use of affordable materials*

Our Department Chair, Peter Zhang is very excited about this initiative. Another course within the Robinson College of Business has created its own OER but in a smaller scale course (fewer sections of a non-required core course). The success of this project could convince the Department of Management to consider other coordinated courses taught by multiple faculty members to develop a similar OER approach.

* *Any possible expansion of the project to more course sections in the future*

The immediate extension of this project is to the other faculty member teaching BUSA 4980 not included in this project. Adopting a different resource for the course would depend upon the outcomes of this OER project. Since we teach over 27 sections of this course with an average student enrollment of about 45 students in each section, the potential impact of using this OER product could be $176, 175.00 for our students on an annual basis.

* *Future plans for sharing this work with others through presentations, articles, or other scholarly activities*

One of the reasons for adopting the COUP Framework is the comparability with other research projects. Our plans for sharing this research extends to conference presentations and pedagogical journal publications. Also, within the Robinson College of Business and Georgia State University more broadly, this effort can be presented as one approach to impact learning for students while also reducing student costs.

# Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the* [*Request for Proposals*](https://www.affordablelearninggeorgia.org/about/rfp_r18)*.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of the use of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

|  |
| --- |
| Dr. Peter Zhang, Department Chair and Professor, Management |

# Grants or Business Office Letter of Acknowledgment

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. Applicants will need to provide a short Letter of Acknowledgment stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed letter.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of acknowledgment.*

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

|  |
| --- |
| Joseph McLeod, Managing Institutional Officer, Office of Sponsored Proposals and Awards, Georgia State University, jmcleod@gsu.edu, 404-413-3501. |