

SIG Final Report Format

Date:

A. Name & Title of Principal Investigators (include Department & College Affiliation)

<u>Name & Title of Principal Investigator(s)</u>	<u>Department & College Affiliation</u>
Linda A. Hightower	SAAD COTA
Dennis Loubiere	Coles College of Business

Hightower-some of the information I put in is repetitive because it fits in multiple places.

B. Project/Program Name:

C. Project ID:

D. Dates Covered by this Report:

4th quarter report

April 22-June 30

E. Type of Grant:

International community Engagement Grant

F. Total Amount of Funding Awarded:

\$20,000.00

G. Total Amount of Funding Covered by this Report:

For Hightower-\$ 8600.00

H. Report Certification:

I confirm that the information contained within this associated report for SIG Initiative funding is accurate and complete to the best of my knowledge. I further confirm my intention to continue implementation of this award according to the policies and procedures of the Board of Regents of the University System of Georgia and Kennesaw State University.

<u>Name & Title of Principal Investigator(s)</u>	<u>Signature of Agreement</u>	<u>Date</u>
Lin A. Hightower	Lin A. Hightower	8-23-15

Dennis Loubiere		

**Final written reports are due by August 15 for all awards*

Narrative:

1. Please describe the activities completed in support of the stated goals and objectives/outcomes for this grant. If your award required quarterly reports, please describe both the activities completed in the past quarter and the overall progress made toward the stated goals and objectives.

Kennesaw State Division of Global Affairs

Hightower portion Fourth quarter report and a Summary of Goal Achievements of Lin Hightower during 2014-2015 SIG Award Period

Hightower 4th quarter-items

1. I have completed my final portion of the Division of Global Affairs' Strategic Initiative Grant by working as an art product designer with artisans' cooperatives in 3 different countries. Responsibility for the business operations in the project funded by the grant were the responsibility of Dennis Loubiere of the Coles College of Business, which was to sell the artisans' products through local K-12 and higher ed. Institutions to raise money for not only the artisans, but also the respective schools selling the artisan's products.

The original funded SIG proposal included my travel to design art products with three different artisan cooperatives in three different countries. The plan had to be changed due to 1) new KSU funding rules requiring that all travel be completed by June 30; and 2) the May 2015 earthquakes in Kathmandu, Nepal. The countries mentioned in the original plan were Nepal, Thailand and Peru. Due to the earthquakes in Nepal, I was diverted to India, where I worked for two weeks, then worked approximately three weeks in Thailand and followed by three weeks in Morocco. Peru could not host me until July, which was the original plan.

- a. In Jaipur, India I worked with the artisan cooperatives of the Indian Institute of Craft and Design (IICD), a four year institute of higher education, where I taught the IICD students weaving software to assist students in their ongoing work with artisans and I juried IICD student work.
- b. What, if anything did you do to design products for sale? The grant was for you to work with artisan groups, design products that would be sold by Dennis' side of the workspace.
- c. In Thailand:
 - 1) I worked with Mahasarakham University's (MSU) groups of weaving and tie-dying artisans and met with university faculty and researchers to plan work with the artisans for the future
 - a) I taught artisans block carving and printing
 - b) I taught new weaving techniques
 - c) these techniques will be used to develop products based on

patterns I designed for purses, I pads, computer bags, children's toys and accessories, etc.

2) I met with faculty members from King Mongkut Institute of Technology Ladkrabang (KMITL) and Kamphaeng Phet Rajabhat University (KPRU) to discuss their offer to become a part of the management team for their joint project to positively develop the UNESCO World Heritage sites of Sukhothai and the associated towns of Kamphaeng Phet, and Si Satchanalai, thus preserving vital Thai cultural heritage buildings and artifacts. These cities were the first centers of organized government and the first capital of Thailand, (originally called Siam).

My project contributions would be:

- a) to teach their university art students how to work with artisans, form cooperatives and the necessary art product design and basic operational skills necessary for sustainable businesses;
- b) design artisan museum and exhibition, sales and demonstration spaces for the World Heritage sites;
- c) personally design art products for the artisans and teach them additional design skills to pair with their indigenous techniques and iconography.
- d) to work with the KMITL and KPRU professors to develop papers for presentations at peer-reviewed international conferences and journals in English. I will be the only native English-speaking member of the team and will organize, proof and be the major author of papers.

During my time with these two higher education institutions I was invited to meet with local government officials, Thai government sponsoring agencies, and lead artisans of the UNESCO World Heritage sites of Sukhothai and Kamphaeng Phet, and Si Satchanalai. I gave them an overview of my work: as a professor with KSU, my work methods with artisans and artisan cooperatives abroad, my teaching methods with university students abroad and shared images of my art product designs with different artisan cooperatives. I accompanied the group of university faculty, government agency personal and artisan leaders on a fact-finding trip to World Heritage sites in Malaysia that have already been developed. A KMITL and KPRU grant paid for my expenses during this time period of my travels.

3) The last leg of the DGA-funded trip was to Morocco where I again worked with Anarouz, a social enterprise that assists and represents artisans. I worked with artisans and designed art products for the cooperatives:

- a) new color combinations for their rug products, small loom models with looms, leather pieces and fiber jewelry
- b) sourced, negotiated fair prices and selected quality equipment for a new studio location for new art mediums
- c) sourced, negotiated fair prices and selected expendable quality materials and supplies for art products
- d) designed new products and improved existing art products
- e) trained leaders on design and color, sourcing, negotiating fair prices, and selecting quality equipment, materials, and supplies
- f) selected resource books for their library
- g) reviewed and designed new logo, labels, and wrote marketing materials for brochures and website

Additional Developments:

A. Nepal: I have stayed in constant touch with Nepal Katmandu University (KU) Center for Art and Design chair Sujan Chitrakar, Association of Craft Producers' director Meera Bhattarai, Fulbright personal business acquaintances and friends since the earthquakes. The situation there is still grave. Meera Bhattarai has advised me that, along with lives and homes lost, 85% of the artisans' equipment was also lost. A bright spot is that Sujan Chitrakar said the courses I taught KU students on art product design and business skills with artisan cooperatives in Fall 2014 were put into immediate use after the earthquakes. As the temporary housing began to be set up KU sent students to the villages where the students designed new art products with the artisans and shared business skills with the artisans about pricing and selling their work.

The KSU School of Art and Design has invited KU Center of Art and Design Director Sujan Chitrakar to visit our SAAD, present lectures on traditional and contemporary Nepalese arts, Nepal's earthquake recovery and the restoration of the World Heritage sites, give a workshop on his mural work, and bring a KU faculty and student exhibition on paper to share with KSU.

The Global Women's Leadership Network, based at the Levey School of Business at Santa Clara University, California is doing an article on Manal Elttair, director of Anarouz, an artisan social enterprise and I describing our work together with Moroccan artisan cooperatives. In all my interviews I give credit to KSU, COTA, SAAD, CETL and DGA. Without this support the work I have done could not have happened.

I am compiling images of the products I designed and Dennis Loubiere and I are planning a meeting for me to give the images to him, discuss quality of art products and prices of the products.

Now that the work described in the Division of Global Affairs' Strategic Initiative Grant for 2014-2015 has been completed, Mr. Loubiere and I will be working separately on our individual projects and goals for working with artisan cooperatives.. I am sure Mr. Loubiere will be sharing his plans with you in his portion of the final report.

I will continue my research, design work and teaching with artisans and university students abroad.

Since the inception of the Zuckerman Museum, 1st phase Clayton Gallery, I have tried to secure a small shop space to sell local and international art of artists and artisans. Based on these ongoing conversations with administration and the acquisition of the Brand's Mart space Dean Poulter and Director Sipp contacted me in July and asked me to plan and help design a sales space for College of the Arts in our new space, plan art display space and to procure and help select artisan products. My guess is there will be a SAAD committee or appointed faculty or staff that will ultimately select artist and artisan artwork. I am not sure of the submission or selection process for artwork or the time line for this project. I will keep Dennis updated about the progress of this project. A SAAD would need cost including shipping and delivery dates for art products before placing an order.

The KSU bookstore has contacted me to follow up on the Turkish scarves and necklaces that I proposed to them. As this is part of Dennis' continuing responsibilities, his decision is that these products would not be ordered as they were too expensive for his Enactus students to sell. I have emailed prices to the bookstore. I do not know when – or if - the bookstore will still be interested in purchasing Turkish merchandise from me.

I propose that DGA think about a small international shop area (could be one glass display class) that Dennis and I could provide products for in the future. It would provide income for DGA and the artisans so I would be delighted to help design it.

I am very grateful for the support of DGA, the my outcomes and feel confident that the money invested in this project will continued to produce results that will enhance the recognition and reputation of DGA, and will benefit students, KSU and state communities and the artisans' abroad.

A summary of the highlights of my completed achievements during 2014-2015 SIG Award Period follow below.

Summary of Goal Achievements of Lin Hightower during 2014-2015 SIG Award Period

Lin Hightower's successful work with low-income Artisan groups in seven countries as a designer of new art products that preserve indigenous arts has given her access to the artisans and their art products.

During her residencies with the artisans, it was readily apparent that the artisans need more markets for their work. **Dennis Loubiere, MBA, the co-PI, (Sam Walton Fellow & Coordinator of the KSU Enactus Team), Cole College of Business, part-time lecturer** proposed a business marketing plan and has worked with the KSU Enactus students, a student group, to implement the model to develop a sustainable business plan to market artisan products that will provide artisans with a fair-living wage and provide income to P-12 and higher education institutions that sell the art products.

Lin Hightower's SIG goals and responsibilities were to:

- A. Design and locate art products that can be used for sales in the K-12 and higher education institutions for Mr. Loubiere and KSU Enactus students to market. Travel to three different countries to design art products. Due to a Fulbright grant four countries were visited, Nepal, India, Thailand and Morocco. Accomplished
- B. Introduce Mr. Loubiere to 1) artisan leaders (2 trips abroad to Thailand and Nepal), 2) mentor him in the challenges artisan and artisan cooperatives face, and 3) methods to work with artisans. Accomplished
- C. To develop lesson plans on four countries, Nepal, Thailand, Turkey and Peru that can be used for educational purposes in the schools and to photograph art products for promotional use and inventory documentation. Accomplished
- D. Work with a KSU graphic design art major to develop brochures, promotional literature and website proposals for Mr. Loubiere's review. Accomplished
- E. To increase the recognition of KSU and DGA through her work abroad. This was accomplished through peer-reviewed presentations, papers and meeting with university and press officials abroad. Accomplished

Goal:

A. Design and locate art products that can be used for sales in the K-12 and higher education institutions for Mr. Loubiere and KSU Enactus students to market. Travel to three different countries to design art products. Due to a Fulbright grant four countries were visited, Nepal, India, Thailand and Morocco. Accomplished

Work with Different Artisan Cooperatives

Nepal

-worked with Association of Craft Producers-designed a range of products, felt flower necklaces, jewelry, hand woven scarves, cell phone cases, felted Christmas ornaments

Turkey

-24 kt gold over brass jewelry, needle lace scarves, necklaces and earrings

India

-new patterns for hand woven scarves and fabrics, which will be implemented in the future with the artisans

Thailand

-sewing patterns for I pads, computer cases, scarves, children's fiber toys, purses

Morocco

-designed miniature looms with miniature hand-woven rugs, fiber jewelry, leather schedule holder and leather notebook with hand woven rug insets, leather change purse and telephone holders, hand-knotted belts, hand woven rug purses

Goal:

B. Introduce Mr. Loubiere to 1) artisan leaders 2) mentor him in the challenges artisan and artisan cooperatives face, and 3) methods to work with artisans. Accomplished

Mr. Loubiere traveled to Thailand and Nepal to meet me while I was working with artisans. I introduced him to artisan group leaders and university officials. Mr. Loubiere was able to observe working artisans preserving their indigenous techniques and iconography in their production of art products, observe their living and working conditions, their needs. Additional information about artisan order-time needed, delivery dates, etc. were shared with Mr. Loubiere.

Goal

C. To develop lesson plans on four countries, Nepal, Thailand, Turkey and Peru that can be used for educational purposes in the schools and to photograph art products for promotional use and inventory documentation. Accomplished

Goal

D. To develop lesson plans on four countries, Nepal, Thailand, Turkey and Peru that can be used for educational purposes in the schools and to photograph art products for promotional use and inventory documentation. Accomplished

Working with Mr. Loubiere's Enactus students the lesson plans were developed with an overview of the country, its arts, artisan information, art achievements in the arts and the present challenges to preserve the indigenous arts were included. An educational power point was developed on Nepal as a template for future educational power points. Photographs of art products were taken to document art products. Recent art products have been photographed and will be turned over to Mr. Loubiere.

Goal

D. Work with a KSU graphic design art major to develop brochures, promotional literature and website proposals for Mr. Loubiere's review. Accomplished

I located and worked with Kody Smith, a KSU art graphic design major, mentored and supervised his work in developing brochures, promotional literature and website proposal. This work was turned over to Mr. Loubiere for his review and changes.

Goal

F. To increase the recognition of KSU and DGA through her work abroad. This was accomplished through peer-reviewed presentations, papers and meeting with university and press officials abroad. Accomplished

Collaborations Set Up

Reach out to NGOs and artisan groups to set up service learning internships or directed studies for credit and a Global Learning Certification, as an alternative to faculty-led Studies Abroad format

Maha Sarakham, Thailand

Theerada Namhai, Director of Baan Thai Association will welcome art student for art product design internships under the direction of Hightower.

Kathmandu Nepal

Association of Craft Producers will welcome art student for art product design internships under the direction of Hightower

Kathmandu University will welcome students for art courses at the Center for Art and Design (Hightower will facilitate)

Marrakesh, Morocco

Anarouz, a social enterprise that works with artisan cooperatives will welcome art student for internships under the direction of Hightower

Istanbul, Turkey

Istanbul Aydın Üniversitesi, who offers many of their classes in English, wishes to collaborate with COTA SAAD in administration and faculty visits, faculty and student exchanges

Presentations and Papers

International Conference of Language, Society and Culture in Asian Contexts, Thailand-presented paper, "The Challenge of Preserving Cultural Heritage", and paper was selected for publication

Premier US Art Conference-First time the conference has ever featured a session on the artist and artisan workshop-College Art Association, Conference, Session Chair, *Creativity and the Contemporary Workshop*, session chair, panel addresses art cooperatives, refereed and accepted panel, national-Presented paper- *21st Century Art Workshops in Developing and Emerging Countries*

Media during 2014-2015 during SIG grant

Dogus University, Istanbul Turkey, Hightower takes art printmaking exhibition to Turkey <http://prizma.dogus.edu.tr/?p=14005>

Kennesaw State University Named Top Producing University Fulbright Scholars
<https://web.kennesaw.edu/news/stories/chronicle-higher-educationnames-kennesaw-state-top-producing-university-fulbright-scholars>

Anarouz, Morocco
http://www.anarouz.org/#!/design/cbxx_

Kathmandu University (KU), Nepal, MOU Signed between KU Art + Design and Association of Craft Producers, <http://kuart.edu.np/mou-signed-between-ku-artdesign-and-acp/>

Division of Global Affairs, Kennesaw State University,
http://dga.kennesaw.edu/content/readmore1/infobox/news/template/default/active_id/32
Kobar Daily News, Kathmandu, Nepal, *CONTEMPORARY ARTS OF NEPAL CAN BE VERY STRONG*, <http://www.karobardaily.com/2015/02/3787/>

Avenues TV, Kathmandu, Nepal , Interview begins 3 minutes into broadcast, <https://www.youtube.com/watch?v=R9ZYqbZkZEO>

Repubica, *In Pursuit of Truth* Newspaper, Kathmandu, Nepal, *Art for Subtenance*, http://theweek.myrepubica.com/details.php?news_id=90079

Other Completed Tasks from original SIG proposal

Working with Enactus students input I developed lesson plans on Nepal, Thailand, Peru and Turkey were developed for Mr. Loubiere, also on the grant, to use for marketing products to the K-12 schools and higher education.

2. What impact did your grant make toward advancing KSU's Strategic Plan for Internationalization? If your award required quarterly reports, please describe both the impact this past quarter as well as the overall impact.

Goal

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Division of Global Affairs, Kennesaw State University,

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Additional Items to promote KSU's International Engagement

. Nepal: I have stayed in constant touch with Nepal Katmandu University (KU) Center for Art and Design chair Sujan Chitrakar, Association of Craft Producers' director Meera Bhattarai, Fulbright personal business acquaintances and friends since the earthquakes. The situation there is still grave. Meera Bhattarai has advised me that, along with lives and homes lost, 85% of the artisans' equipment was also lost. A bright spot is that Sujan Chitrakar said the courses I taught KU students on art product design and business skills with artisan cooperatives in Fall 2014 were put into immediate use after the earthquakes. As the temporary housing began to be set up KU sent students to the villages where the students designed new art products with the artisans and shared business skills with the artisans about pricing and selling their work.

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UNESCO Thailand World Heritage Sites Project

I met with faculty members from King Mongkut Institute of Technology Ladkrabang (KMITL) and Kamphaeng Phet Rajabhat University (KPRU), Thailand to discuss their offer to become a part of the management team for their joint project to positively develop the UNESCO World Heritage sites of Sukhothai and the associated towns of Kamphaeng Phet, and Si Satchanalai, thus preserving vital Thai cultural heritage buildings and artifacts. These cities were the first centers of organized government and the first capital of Thailand, (originally called Siam).

My project contributions would be:

- a) to teach their university art students how to work with artisans, form cooperatives and the necessary art product design and basic operational skills necessary for sustainable businesses;
- b) design artisan museum and exhibition, sales and demonstration spaces for the World Heritage sites;
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- d) to work with the KMITL and KPRU professors to develop papers for presentations at peer-reviewed international conferences and journals in English. I will be the only native English-speaking member of the team and will organize, proof and be the major author of papers.

During my time with these two higher education institutions I was invited to meet with local government officials, Thai government sponsoring agencies, and lead artisans of the UNESCO World Heritage sites of Sukhothai and Kamphaeng Phet, and Si Satchanalai. I gave them an overview of my work: as a professor with KSU, my work methods with artisans and artisan cooperatives abroad, my teaching methods with university students abroad and shared images of my art product designs with different artisan cooperatives. I accompanied the group of university faculty, government agency personal and artisan leaders on a fact-finding trip to World Heritage sites in Malaysia that have already been developed. A KMITL and KPRU grant paid for my expenses during this time period of my travels.

Loubiere Narrative Information

3. Were there any unanticipated results, either positive or negative, that you have not already described above or in previous quarterly reports? If yes, please describe the implications as well as possibilities for follow-on programs/projects.

Hightower
Negative

1. The funding for KSU travel ended June 30 rather than being on a plane for the last leg of approved proposal travel I had to be back in the US on June.30. This caused the cancelation of the trip to Peru due to the artisan group, Center for Traditional Textiles of Cusco because they could only accommodate my visit in July.

Positive

2. Due to the earthquakes in Nepal I had to stay in India for a few weeks, then stay in Thailand longer than planned and next to Morocco. I have worked with all the groups before so they were glad to have me there. A positive outcome was the invitation to meet with faculty members from King Mongkut Institute of Technology Ladkrabang (KMITL) and Kamphaeng Phet Rajabhat University (KPRU) to discuss their offer to become a part of the management team for their joint project to positively develop the UNESCO World Heritage sites of Sukhothai and the associated towns of Kamphaeng Phet, and Si Satchanalai, thus preserving vital Thai cultural heritage buildings and artifacts.

Loubiere

Budget Report

**This is not a request for payment. This report should only reflect costs already submitted for payment through IGI and how the actual cost of items may have differed from the expected costs listed in your proposal.*

<u>Item</u>	<u>Expected Cost</u>	<u>Actual Cost</u>	<u>Funds from Other Sources</u>	<u>Total</u>
Hightower Travel	\$8600.00	\$8600.00	personal funds for other hotel and food	This could come from food on expense report that was not claimed for the duration of my travel. Additional costs were taxis throughout trip.
Graphic Design Worker (Loubiere has final figures)				
Business Student Worker (Loubiere)				
Other of purchases brochures, flyers, banners, etc. (Loubiere)				

Budget Narrative

Use this space to explain clearly your use of funds for the duration of this program/project, as well as how and why your actual use of funds differed from your expected use of funds.

Hightower The \$8600 in travel funds were used as projected for air travel, some hotel and some food. The rest of the expenses were paid by me, which were projected in the grant. The earthquakes in Nepal added less than approximately \$100 due to airplane rebooking.

Assessment

1. Describe progress made toward the Assessment Plan outlined in your proposal. Refer to the specific metrics listed in your proposal as a means to assessing and evaluating project outcomes at the end of the funding period. Explain if and how the results of the project/program differed from your expectations, as well as the implications of these differences.

5. Assessment Plan

a. Specific metrics that will be used to assess progress at quarterly periods

Professor Hightower was in charge of designing and working with artisans, giving work shops to artisans on design, and green practices, supervising KSU art graphic design major for sales brochures, tags, promotional flyers and a website proposal, developing educational lesson plans and a power point that meet the national and state educational standards, taking photographs of art products for promotional materials and for power points.

Mr. Loubiere was in charge of business operations and sales to schools. Mr. Loubiere may have additional comments about his work here.

1. Implementation of Business Concepts
 - a. Inventory Control Systems

Loubiere set up inventory control system of items purchased from Nepal by Hightower.

- b. School Fund Raising Programs

Loubiere

- c. Business Plan (initial)

Hightower and Loubiere Met with Drew Townsmeire of KSU to develop preliminary business plan.

2. Expand to other area schools (**Loubiere**)
 - a. Referrals
 - b. Cobb County Schools
 - c. Hire sales force (complete by 4th quarter)
3. Outputs

- a. Dollars Sold **(Loubiere has final figures)**
- b. Dollars in Local Schools **(Loubiere has final figures)**
- c. Dollars in Global Artisan Communities

Hightower purchased \$1607.80 in inventory from Nepal

Loubiere

- d. Education of local students (count) **(Loubiere)**
- e. Education of parents from students (3/4 # students tell parents at ratio of *1.75 parents to each child) **(Loubiere)**

4. Outcomes

- a. Local Community Improvements (Schools use of funds) **(Loubiere)**
- b. Education of local students (Pre test/Post test of Students)

Hightower test was given to Mr. Loubiere for MCAA school on Nepal, which were only products sold last year.

- c. Global Community Improvements (Measure Each)
 - i. Food/Shelter/Education

Hightower This direct monetary information is not readily available for Food/Shelter/Education. The money that was spent with Association of Craft Producers and other cooperatives was used to meet salaries of the artisans.

However improvements that can be measured are the course that Hightower taught Kathmandu University (KU) students during her Fulbright, art product design and the business structure of fair-trade cooperatives was used by KU and their students after the earthquakes in the villages to design toys and playground equipment for children, art products for the artisans and to teach artisans business structures.

- ii. Creation of new jobs (3rd or 4th Quarter)

Loubiere

b. Specific metric used to provide summative assessment and evaluation of the project outcomes at the end of the funding period

1. Progress of business as a sustainable social enterprise.

- a. Movement to profitability/breakeven **(Loubiere)**
- b. Sustainable business growth **(Loubiere)**
- c. Meeting business objectives and goals **(Loubiere)**
- d. Maintaining the mission and vision of the project. **(Hightower and Loubiere)**

Hightower-my mission of designing for the artisans (Nepal, India, Thailand, Turkey and Morocco low-cost products were met and purchasing art products from Nepal was met by Loubiere and me.

Mr. Loubiere also purchased products from Thailand.

Mr. Loubiere-business vision ?

2. Amount of community engagement created:

- a. Number of local schools involved **Loubiere**
- b. Number of Global communities involved

Hightower

Nepal, India, Thailand and Moroccan artisan cooperatives and communities were impacted by Professor Hightower's design work and training. University communities of Nepal- Katmandu University students took classes with Professor Hightower and Thailand-Mahasarakham, King Mongkut Institute of Technology Ladkrabang (KMITL), Bangkok and Kamphaeng Phet Rajabhat University (KPRU), Kamphaeng Phet university faculty and students and local government officials, Thai government sponsoring agencies, and lead artisans of the UNESCO World Heritage sites of Sukhothai and Kamphaeng Phet, and Si Satchanalai attended lectures about my work with artisans in seven different countries and Kennesaw State University .

- c. Number of Students/Faculty/Staff involved (KSU and other schools)

Professor Hightower met and supervised 1 KSU graphic design student worker

and met with three KSU Enactus students on lesson plans' development.

3. Number of people directly impacted:

- a. Local and KSU students directly educated through program (Loubiere)
- b. Local school and KSU faculty and staff directly working with the program (Loubiere)
- c. Global Artisans and support staff working in artistic communities

Professor Hightower-Association of Craft Producers in Nepal employs 1200 artisans and has about 50 staff members. Thailand-Mahasarakham Research Institute for Northeast of Art and Culture (RINAC) works with about 200 artisans.

- d. Direct Families of Artisans

Hightower info Nepal 1200 artisans x 4 family members equals 4800 hundred people.

Hightower info Thailand 200 artisans x 4 family members equals 800 hundred people.

Hightower info Turkey 50 artisans x 4 family members equals 200 people

Hightower info Morocco 450 artisans x 4 family members equals 1800 people

4. Number of people indirectly impacted:

- a. Other students exposed to but not directly tied to the project (Global)

Hightower and Loubiere presented weaving workshops with RINAC researcher to school age children to share the importance of preserving Thai Cultural Heritage. About 300-400 children.

Local (Loubiere)

- b. Siblings and parents of students working with the project. (Global)

none

Local **(Loubiere)**

- c. Stakeholders (schools/local businesses/ communities) of the artisan partners.

Hightower info

Thailand-Three elementary schools, and Mahasarakham University and Nepal-Kathmandu University

- d. People educated by press and media related to this project

Hightower Media

Media during 2014-2015 during SIG grant

Dogus University, Istanbul Turkey, Hightower takes art printmaking exhibition to Turkey <http://prizma.dogus.edu.tr/?p=14005>

Kennesaw State University Named Top Producing University Fulbright Scholars

<https://web.kennesaw.edu/news/stories/chronicle-higher-educationnames-kennesaw-state-top-producing-university-fulbright-scholars>

Anarouz, Morocco

http://www.anarouz.org/#!/design/cbxx_

Kathmandu University (KU), Nepal, MOU Signed between KU Art + Design and Association of Craft Producers, <http://kuart.edu.np/mou-signed-between-ku-artdesign-and-acp/>

Division of Global Affairs, Kennesaw State University,

http://dga.kennesaw.edu/content/readmore1/infobox/news/template/default/active_id/32

Kobar Daily News, Kathmandu, Nepal, *CONTEMPORARY ARTS OF NEPAL CAN BE VERY STRONG*, <http://www.karobardaily.com/2015/02/3787/>

Avenues TV, Kathmandu, Nepal , Interview begins 3 minutes into broadcast, <https://www.youtube.com/watch?v=R9ZYqbZkZEo>

Repubica, *In Pursuit of Truth* Newspaper, Kathmandu, Nepal, *Art for Subtenance*, http://theweek.myrepublica.com/details.php?news_id=90079

In addition:

The Global Women's Leadership Network, based at the Levey School of Business at Santa Clara University, California is doing an article on Manal Elttair, director of Anarouz, an artisan social enterprise and I describing our work together with Moroccan artisan cooperatives. In all my interviews I give credit to KSU, COTA, SAAD, CETL and DGA. Without this support the work I have done could not have happened.

Loubiere

5. Outputs

- a. Economic cash flows locally and globally.

Hightower-global purchases of \$1607.08

Loubiere-global

Loubiere-local

- b. Education of local students (count) **Loubiere**
- d. Education of parent from students (3/4 # students tell parents at ratio of *1.75 parents to each child) (**Loubiere**)

6. Outcomes

- a. Local Community Improvements (Schools) (**Loubiere**)
- b. Education of local students (Pre test/Post test) (**Loubiere**)
- c. Global education partnerships

Hightower

- i. Current was
1. Katmandu University, Nepal (informal work with Hightower)
 2. Mahasarakham University, Thailand (Fulbright work with Hightower)

New partnership possibilities

Reached out to NGOs and artisan groups to set up service learning internships or directed studies for credit and a Global Learning Certification, as an alternative to faculty-led Studies Abroad format

Maha Sarakham, Thailand

Theerada Namhai, Director of Baan Thai Association will welcome art student for art product design internships under the direction of Hightower.

Thailand 200 artisans x 4 family members equals 800 hundred people.

Kathmandu Nepal

Association of Craft Producers will welcome art student for art product design internships under the direction of Hightower

Kathmandu University will welcome students for art courses at the Center for Art and Design (Hightower will facilitate)

Measurables: 1200 artisans employed with approximately 4 family members equals 4800 people whose life has been impacted for the better.

Marrakesh, Morocco

Anarouz, a social enterprise that works with artisan cooperatives will welcome art student for Internships under the direction of Hightower

Measurables: 450 artisans employed with approximately 4 family members equals 1800 people whose life has been impacted for the better.

Istanbul, Turkey

Istanbul Aydın Üniversitesi, who offers many of their classes in English, wishes to collaborate with COTA SAAD in administration and faculty visits, faculty and student exchanges

Istanbul Oya, a social enterprise,

Measurables: 50 artisans employed with approximately 4 family members equals 200 people whose life has been impacted for the better.

2. If applicable, attach a copy of any assessment tool/instrument used for this project/program.

No Tool

3. If applicable, describe any data results collected and analyzed.

NA

4. Describe the long-term impact of the project/program.

Hightower

A, The products I designed for artisans are not for exclusive use for the SIG project so the products are also being sold by the artisans to local, national and international buyers.

B. The university faculty, researchers in Nepal and Thailand are better prepared to preserve their Cultural Heritage, work with artisan and artisan groups and found new artisan groups.

C. Mr. Loubiere has the contacts to purchase art products and the knowledge of how to work with artisans.

D. Hightower's published research is being regularly accessed on academic.com and interested parties are making contact through email.

E. During the Fulbright orientation with other Fulbright professors and graduate students they began to research KSU and DGA when I talked about our international focus and support for faculty. (The other Fulbrighters were from Harvard, Yale, UC Davis, Cornell, etc.)

Loubiere

Now that the work described in the Division of Global Affairs' Strategic Initiative Grant for 2014-2015 has

been completed, Mr. Loubiere and I will be working separately on our individual projects and goals for working with artisan cooperatives.