



TEXAS A&M UNIVERSITY

The Bush School
of Government & Public Service

**2021 - 2022 Social Innovation International Leadership Experience
Capstone
Final Report**

**Cat Buechler, Morgan Dodson, Miranda Estrada, Joshua Feldman,
Jaqueline Guerra, Hansol Lee, Yetunde Ogunribido,
Theondre Peoples, Lauren Ramirez, and Tommy Stuart**

Advisor: Dr. William Brown

Acknowledgments

As this team's main mission was to create a pilot program for the International Leadership Experience, we relied heavily on people who knew more about each of the aspects of our programs than us. We would not have experienced nearly as much success without those who guided us through this progress including Dr. William Brown, Dr. Jack Manhire, and Dr. Jeff Snell. Additionally, none of this project could have been accomplished without the Texas A&M University Global Engagement Grant and the team that won the award: Robert Shandley, Professor International Studies, Andy Morriss, Professor, Bush School of Government and Public Service

Additionally, we would like to thank Sandy Peinado of the St. Elize Bazaar for connecting us with Vida Nueva. We express our deepest gratitude to all of the women in the Vida Nueva cooperative for working with us during our pilot program, traveling to Texas A&M, and sharing their culture and mission with us.

We could not have reached as many people as we did without the help of our partners. So, we would like to thank our Texas A&M University partners- Shelley D. Holliday and Susan Sutherland from the College of Architecture, Don Lewis from Mays Business School, and Cory Arcak and Bernard Fatoye from the MSC L.T. Jordan Institute. Within the Bush School of Government and Public Service, we would like to thank Stephanie Bustos for handling all of the travel logistics, Denise Parker for organizing our Bush School event and sifting through our receipts from the week, and Alyssa Duany for taking time to help create marketing materials for a capstone that was not hers. We would also like to express our gratitude for our community partners- Sheree Boegner of the Brazos Valley Arts Council, Alysha Noorani from The Local at Lake Walk, Katelyn Brown and Amanda Driewer from Destination Bryan, and Dary Dega at DeGallery. Last, and certainly not least, we would like to thank Alfredo Saenz and Ruben Mendoza for translating throughout our pilot program.

We would also like to thank the Bush School of Government and Public Service, and the Center for Nonprofits and Philanthropy for hosting this capstone team as we conducted our pilot program and searched for a permanent home.



Dr. William A. Brown
wbrown@tamu.edu
(979) 458-1372

Center for Nonprofits and Philanthropy
bushschool.nonprofitmanagement@tamu.edu
(979) 862-3195



Executive Summary

In 2020, a one-time, non-renewable \$50,000 Texas A&M University Global Engagement Grant was awarded to a team, including Dr. William Brown, to create and stimulate innovative multi-collegiate initiatives which incorporate international experience for students (Office of the Provost, 2021). This grant supported our pilot program of the International Leadership Experience (ILE), which brings international artisans to Bryan/College Station and sends students and faculty to the artisans' home countries to promote social innovation. While there are opportunities for students to participate in international programs during their time at the University, no program brings international artisans to the Bryan/College Station community and then sends Texas A&M University students and faculty to the home community of that same artisan.

The International Leadership Experience (ILE) program started in the 2020-2021 school year, with the first Social Innovation capstone. This team researched the features of an Innovation Leadership Experience, as well as how to implement such a program at Texas A&M University. Specifically, they considered social innovation entrepreneurship programs at universities, and methods to engage with international artisans.

This year's capstone expanded upon the research done by last year's capstone and brought an international artisan to Texas A&M University and Bryan/College Station to create a model of a self-sustaining ILE. We identified three aspects of the program design to focus on this year: partnering with the international artisan and their community, Texas A&M University organizations and departments, and members of the Bryan/College Station community.

Through a pilot program, we determined the feasibility of bringing an international artisan to College Station to interact with Texas A&M University students and faculty and the viability of selling their art in Bryan/College Station. For our pilot program, we partnered with a women's cooperative called Vida Nueva, from Oaxaca, Mexico. The co-founder of the cooperative traveled to Bryan/College Station to participate in this year's market and university aspect of the ILE. While the artisan was in Bryan/College Station, she engaged with community members, faculty, and students to promote social entrepreneurship and cultural education.

The goal of this partnership was to facilitate social innovation through social entrepreneurship in Texas A&M University's population, the greater Bryan/College Station community, and the artisan's community. This capstone also sought to support positive social change while maintaining respect for the dignity of the artisans, their cultures, and their traditions. Although we could not pilot the international immersion experience portion of the program, we created a framework for next year's team to use to measure the feasibility of sending Texas A&M University students and faculty to the artisan's community. Through the pilot program, we measured our success and identified room for improvement and ways the ILE can fund itself once the money from the grant expires.

To tackle each of the three aspects of the International Leadership Experience, the capstone broke up into three pillars, Build, Bring, and Take, each of which specialized in one component. Build sought to create sustainable partnerships between both international artisans and the ILE with Texas A&M University Systems organizations and departments. Bring focused on the marketplace and the interactions between the international artisans and the Bryan College Station (BCS) community. Lastly, Take focused on those relationships created by the Build pillar to take students and faculty abroad to interact with the international artisans in their home community. While the specific goals of each pillar differed based on its focus, all three pillars aimed to create a sustainable and mutually beneficial program to support positive social change.

Literature Review

Our team approached the literature from three perspectives in line with the three pillars: social innovation and entrepreneurship in universities (Build), international immersion experiences and student outcomes (Take), and artisans in the marketplace (Bring).

1. *Social Innovation and Entrepreneurship in Universities*: This section focuses on the types of social innovation and entrepreneurship programs at institutions of higher learning: both domestic and international. We noticed many university programs, on-campus and abroad, include similar features such as service-learning components, real-world and real-time challenges, and an open learning environment. We also recognized requirements for successful programs, such as an international or community component, and potential barriers, such as resource availability, we might encounter in the creation of a TAMU-specific program. We found that the presence of university-level social innovation and entrepreneurship programs positively impacts the university, students, and the communities with which students collaborate.
2. *International Immersion Programs and Student Outcomes*: The Take pillar expanded on the initial findings for socially innovative programs at universities by focusing on the international immersion component. This section consists of the positive impacts international immersion programs have on students, such as increased student outcomes, knowledge gains, and global and civic engagement. Additionally, this section recognizes the increased skills attainment of students post-trip. It also considers methods through which student outcomes can be maximized through preparation, in-country activities, and post-trip assessments.
3. *Artisans in the Marketplace*: In this section of the literature review, the Bring pillar explores the characteristics of the global artisan market and analyzes what makes an artisan effective in that marketplace. We recognized features of effective artisans within the marketplace including that they sell homemade goods, utilize e-commerce and other digital platforms, and can market to consumers. The findings of this section will help the group establish a business model that supports bringing an artisan into the BCS area to sell their products and engage with the BCS community.

Stakeholders

Before conducting research and creating the model for the pilot program, the capstone team identified the stakeholders of each aspect of the International Leadership Experience, which included groups such as Texas A&M University, the Bryan/College Station community, and the community of the international artisan(s). Identifying and considering stakeholders is vital to ensure that the program model for the ILE is beneficial for and respectful of the populations which the program impacts.

Pilot Program Research, Findings, and Recommendations

The rest of the paper details the pillar-specific research processes and pilot program findings. The Build pillar focused on Texas A&M University's role in the ILE, the Bring pillar concentrated on the characteristics of Bryan/College Station as a marketplace, and the Take pillar studied best practices of international immersion programs.

The Build Pillar: Texas A&M University On-Campus Programs

Research Methods, Findings, and Conclusion

This pillar's research consisted of determining a country from which we would find an artisan as well as university partners. This team asked the following questions:

1. What country/region should TAMU partner with to facilitate the most sustainable relationship for both the university and the artisan's community?
2. Which organizations that closely fit the mission of our project exist at TAMU and which are the most suitable to relate to and foster the relationship with artisans?

International Artisan Partnership

For the international artisan partnership, the Build team used publicly available data from Texas A&M University to analyze the demographics of Texas A&M University including but not limited to, race and ethnicity as well as the country of origin. The data showed that a partnership with a country in Latin America would be the most mutually beneficial due to logistical ease and the cultural representation of a large portion of the student body. With a region in mind, the team then analyzed the Texas A&M study abroad programs made available on the Study Abroad website. Based on the Latin American countries where TAMU study abroad trips traveled, this team found that the most potentially beneficial partners in this region were Costa Rica, Mexico, and Peru. Mexico was the primary partner due to the availability of artisans and ease of travel. The research also produced information about potential countries and regions to partner with in the future.

Texas A&M University Partnership(s)

As the International Leadership Experience is in its beginning stages, the need for university partnerships to facilitate engagement and create buy-in was critical. To determine partners who would want to work with the ILE on-campus and abroad, both this year and in the future, this team employed a mixed-methods approach including expert interviews, website analysis, and structured interviews with relevant advisors or department heads of the potential partners. Our expert interviews allowed us to tap into the knowledge of A&M faculty and staff who knew about our mission and had knowledge of where we might find beneficial partnerships on the A&M campus. The website analysis focused on which colleges and departments had values that aligned with ours, such as social innovation, entrepreneurship, and cultural awareness. Most of the organizations did have a level of value alignment so the interview process dove deeper to determine the best potential partnerships. From our interviews, we determined the four most mutually beneficial organizations or departments for us to partner with during our inaugural year- MSC L.T. Jordan Institute, Mays Business School, the College of Architecture, and the Bush School- as well as potential partners for future years, such as the Department of International Studies and the Texas A&M Law School.

Program Features

The Texas A&M University program features consisted of speaking engagements with the Mays Business School, the College of Architecture, and the Bush School of Government and Public Service as well as a gallery event with the MSC L.T. Jordan Institute. The purpose of these events was to create connections with the university and engage both students and faculty so that they are potential participants in future iterations of the program, especially the international immersion experience portion of the program. Additionally, these events functioned as smaller-scale marketplace events to engage the TAMU population in that aspect of the International Leadership Experience. We found that the most effective way to engage students with the ILE and its mission was through class engagements. We also found that the Texas A&M University community functioned as a strong marketplace and should be considered when creating marketplace events in the future.

Program Goals and Outcomes

This pillar wanted to ensure that the International Leadership Experience reached a wide variety of students and faculty at the university because of the diverse thought processes and skills within each college and department. To do that, we measured attendance at each on-campus program, both in general and by university classification. We also wanted to ensure the programs accurately conveyed the mission and values of the ILE. To measure our efficacy in this, we sent out post-event surveys. The specific goals of this pillar were as follows:

1. Have 300 total people attend our four university programs and speaking engagements.
2. Have 25% of our attendees be graduate students.



3. Increase cultural awareness on campus and motivate the sense of social innovation/entrepreneurship of Texas A&M University students, faculty, and staff.

We did not meet our headcount goals as we had 256 people attend our events, 14.1% of whom were graduate students. We found that to increase our number of graduate attendees, we must specifically target graduate students as we did with undergraduate students through our class engagements. We also determined that university scheduling conflicts, such as Ring Day, might have led to our lower than the desired headcount, and the University calendar should be consulted before scheduling programming. We also concluded that increased marketing in the future may lead to higher attendance, and Mays Business School agreed to partner with us in this regard. Our post-event survey showed success in increasing cultural awareness, social innovation, and entrepreneurship among the A&M population as a majority of respondents indicated that they were more culturally aware or knew more about social innovation and social entrepreneurship after our program(s). The on-campus programming for the pilot program was both successful and offered valuable insights into how the ILE can improve in the future.

Recommendations

Based on our success in meeting our goals as well as other areas for improvement recognized during the week of the pilot program, the pillar created recommendations for the consideration of future ILE teams, such as reaching out to partners earlier in the process to see if and how they can help in the time leading up to the week of programming, conducting class engagements in graduate-level classes, and hiring professional translators to mitigate the language barrier. We hope that our research, report on this year's pilot program, and recommendations will facilitate more effective and efficient on-campus programming in the future.

The Bring Pillar: Local Marketplace of Bryan/College Station

Research Methods, Findings, and Conclusions

This pillar's research focused on the marketplace, more specifically which items would be most successful within the Bryan/College Station market as well as identifying best practices to create an artisan market. We used the following research questions to lead our research:

1. What market opportunities will result in selling the most artisan goods in BCS?
2. What business practices should we incorporate to sell international artisan products in the BCS community?
3. Which partnerships will best facilitate these opportunities and practices?

The pillar searched for local art organizations that regularly interact with artisans and artisan markets with which to partner. As a part of this search, we conducted interviews with the City of College Station, the City of Bryan, the Brazos Valley Arts Council, Degart, the Grand Stafford, and Lake Walk. The interviews focused on whether the organization put on artisan events, the

interviewees' idea of effective business models and best practices, as well as characteristics of the local consumer market such as the types and prices of items that are most likely to sell. From the interviews, we found that four organizations regularly put on artisan events and with that information, we decided to partner with the Brazos Valley Arts Council, Degart, Lake Walk, and the City of Bryan for our pilot program. Our research also identified potential local community partners for future years of the program including the Stella Hotel, the Grand Stafford, and Visit College Station.

Program Features

The Bryan/College Station art market program consisted of three marketplace events at Lake Walk, the Brazos Valley Arts Council, and the Downtown Bryan Street and Arts Festival. We also participated in an annual community networking event sponsored by Degallery, a local art gallery in Bryan. The purpose of these events was to sell Vida Nueva's products, while also creating connections within the community for future versions of this program. From these events, we found that events that were tailored specifically to the artisan, such as the Brazos Valley Arts Council, were more successful in terms of attendance and sales than more general events, i.e., Lake Walk and the Downtown Bryan Street and Arts Festival.

Program Goals and Outcomes

As this pillar's focus is the market, we wanted to ensure that we measured how many people attended events, how many products we sold, and which products we sold. These goals reflect how we adapted our pilot program to fit the market in which we sold products. To ensure our understanding of the market was correct and led to a profitable trip for the artisan, we created the following goals:

1. Sell out of the artisan products.
2. Determine the most popular items at each event and find the ideal market quantity and price.
3. Determine which markets had the highest engagement by including a headcount of total individuals who purchased products or engaged with the artisan.

To measure the first two goals, we used *QuickBooks GoPayment* mobile app, where we recorded each of the sales as well as each of the products bought for each sale. Through this practice, we found that we sold around 95% of Vida Nueva's inventory and made \$11,822.43, with just six rugs leftover after the last event. While we were not successful in selling out of Vida Nueva's products during the pilot program, the Brazos Valley Arts Council offered to keep the leftover products and display them until they sell. Because the artisan did not have to take the six rugs back with her and the cooperative will eventually receive the revenue from all 123 products, we consider this goal to be met.

When it comes to the most popular items, Vida Nueva brought a variety of products such as pencil cases, bags, pillowcases, and rugs whose prices ranged from \$25 to \$250. Through *GoPayment*, we found that the most popular items were the smaller items that were under \$100 including pencil cases and bags. Our findings during the pilot program matched what our partners told us during the interview process so we are now confident in our understanding of the market to prepare artisans for the marketplace and what products are most likely to sell before they travel to Texas.

Recommendations

Based on our results from the pilot program and other areas where we saw room for improvement, the pillar created recommendations to increase market revenue for future artisan partners, such as bringing items that match the ideal price point of the market and increasing marketing efforts before and during the week of programming. We hope that our efforts during the International Leadership Experience's pilot year provide substantive context and information for future years of this program.

The Take Pillar: International Immersion Experience

This pillar's research focused on the creation of an international immersion experience where students and faculty from Texas A&M University will travel to the home country of our artisan partners to engage in mutually beneficial cultural exchanges, while also creating solutions for 21st-century problems through socially innovative means. Because the International Leadership Experience wants to create an international immersion program of our own, this pillar looked at current programs at other universities to determine the best program models. The research question that informed the research process was as follows:

1. What international immersion program models are best suited to foster students' abilities to develop critical 21st-century skills?

To determine the program models to include in our immersion program, this pillar employed a mixed-methods approach including website analysis of international immersion programs at other universities and interviews of faculty advisors of the programs. In our website analysis phase, we analyzed forty university programs and determined to move forward with twenty interviews with faculty advisors whose programs focused on making a social impact as well as those that engaged in pre-departure preparation programs and created partnerships with the community of their international destinations. During our analysis, we found that nearly all programs focused on the social impact portion of our criteria but only seven engaged in pre-departure sessions, and twelve were interested in partnerships. These findings indicated a gap in many university programs that the International Leadership Experience can mitigate through its own international immersion experience. Our interviews with the faculty advisors focused on the advisors' view of the most important components of their programs as well as if they saw any gaps in their programs that we could avoid in ours. Through the twenty interviews, we found that

the immersion experience should be split into three components- pre-departure, in-country, and post-trip- and there are best practices for each step which we included in our program design.

Program Features

Based on our research, we created a list of the components for each portion of the international immersion experience to facilitate the development of 21st-century skills which would lead to the positive outcomes pointed out in the literature.

Pre-departure Sessions

The pre-departure portion of the program should include orientations, team-building activities, and alumni events. Orientations build participant confidence and help participants adapt to the goals of the program. Additionally, orientation sessions will serve to inform participants about expectations, learning objectives, and any information required to understand the culture of the country to which they are traveling. Team building is critical because it facilitates problem-solving, personal growth, and productivity, all of which are indicators of success for the program. The ILE team can facilitate teamwork through social activities such as group luncheons or dinners. Lastly, alumni events offer incoming participants knowledge of those who completed the program in the past. Alumni can communicate their experiences as well as recommendations so that current participants are better prepared than prior participants.

In-country Experiences

In-country experiences focus on problem-solving through socially innovative practices and developing students as effective 21st-century leaders. Through our research, we found that the best ways to achieve both goals are through the creation of a research project, daily reflection sessions, local site visits, and community service. The research process overarches throughout the immersion experience and is the main deliverable. With the help of the community, students will identify and posit solutions for a problem plaguing the community. This portion of the program is where social innovation and social entrepreneurship are most likely to be found. Reflection sessions consist of journaling and debriefing sessions to ensure that students have a space to share concerns, ask questions, seek clarification, and process the experience. Site visits are important because students will interact with leaders, staff, and beneficiaries to gain insights into how social problems are addressed in host communities. The solutions listed in the research project are unlikely to be feasible and efficient without collaboration with the community, which is facilitated through these visits. The community service component is not only another place where community collaboration can be found but also to ensure that this program achieves its goal of social impact. This service is a collaboration between the participants and the community to contribute to social good.

Post-trip Engagements

Post-trip engagements are critical to ensure the knowledge and skills gained during the immersion experience last. Our research indicated that the most efficient ways of doing this are through debriefing reports, team presentations and exit surveys. Debriefing reports, like in-country reflection sessions, force participants to contemplate their experience, including what they learned from their time abroad. Team presentations are another way of reflecting on the skills that students learned and the socially innovative practices they used as a means of problem-solving. These two components force students to consider what skills they had before and after the program, which allows them to see their growth as a product of the experience. Lastly, exit surveys are important to the international immersion experience and the ILE because they determine how well the ILE met its goals and shows room for improvement in future years. If the International Leadership Experience expands to multiple countries and regions, the exit survey can serve to determine if issues are present in a region or if they are program-wide.

Recommendations

We list recommendations for the planning and creation of the international immersion experience, such as engaging people on campus who could assist the program, when the international experience should take place, and how to determine the program features with the host community. Our research provides a comprehensive framework for next year's capstone to use and create a successful community-specific international immersion experience for the ILE.

Key Takeaways

After conducting research on the best practices for the International Leadership Experience and conducting the domestic portion of the pilot program, the 2021-2022 capstone team is pleased with our success and how well we were able to meet our goals, but are aware that there is room for improvement. With that, we created a list of key takeaways for future teams to consider so the ILE can engage in mutually beneficial partnerships and promote social innovation through social entrepreneurship. The takeaways are as follows:

- Texas A&M University is a population for both sales and program attendance: our most attended events and our most successful market events were university-focused.
- Bryan/College Station is a viable market utilizing several local partnerships.
- The most successful marketplace events were those that focused specifically on the international artisan.
- Pre-departure events contribute to the overall success of the immersion program.

TABLE OF CONTENTS

Acknowledgments	1
Executive Summary	2
Introduction	13
Literature Review	15
Social Innovation and Entrepreneurship in Universities	15
International Immersion Programs and Student Outcomes	18
Artisans in the Marketplace	21
Stakeholders	26
Build Pillar: Texas A&M University On-Campus Programs	29
Research Methods, Findings, and Conclusions	29
Primary Research Question	29
Secondary Research Question	35
Future Partnerships	41
Application: The First Pilot Program on Campus– Features, Goals and Outcomes	43
Future Sources of Funding	50
Recommendations	52
COVID-19 Vaccine Recommendation	52
Bring Pillar: Local Marketplace of Bryan/College Station	55
Research Methods, Findings, and Conclusions	55
Business Practices	57
Marketing	59
Market Opportunities	60
Market Results	61
Partner Organizations	64
Future Partnerships	66
Future Sources of Funding	67
Key Program Features	67
Recommendations	68
Take Pillar: International Immersion Experience	70
Research Methods, Findings, and Conclusions	70
Partnerships	79
Program Features	80

Future Sources of Funding	85
Conclusion	86
References	88
Appendices	94
Appendix A: TAMU Departmental Websites Analyzed	94
Appendix B: TAMU On-Campus Website Analysis Questions	95
Appendix C: TAMU On-Campus Website Analysis Results	96
Appendix D: TAMU On-Campus Interviewee List	97
Appendix E: TAMU On-Campus Interview Questions	98
Appendix F: BCS Local Art Market Interviewee List	99
Appendix G: BCS Local Art Market Interview Questions	100
Appendix H: University Immersion Experience Websites Analyzed	101
Appendix I: International Immersion Experience Website Analysis Criteria	102
Appendix J: International Immersion Experience Interviewee List	103
Appendix K: International Immersion Experience Interview Questions	104
Appendix L: Detailed Breakdown of Program Budget	105
Contact Information	106
Texas A&M University System (TAMUS) Contacts	106
BCS Local Art Organization Contacts	107
International Immersion Experience Contacts	108
Standard Operating Procedure (SOP)	109
Domestic Programming SOP	109
International Immersion Experience SOP	111
Glossary of Terms	114

Introduction

This project aims to create an International Leadership Experience (ILE), which facilitates the creation of connections between international artisans, Texas A&M University, and the Bryan/College Station community that create value for all stakeholders as well as promote social innovation through social entrepreneurship to solve modern-day problems. The overarching goals for the ILE are as follows:

1. Empower international artisans and local stakeholders to participate in a mutually beneficial, socially innovative endeavor that is self-sustaining and honors the dignity of the artisans.
2. Create self-sustaining, continuous partnerships for cultural exchange as well as social innovation and entrepreneurship engagement for Texas A&M University students, faculty, and international artisans.
3. Plan and facilitate an international artisan market in the Bryan/College Station area that develops social capital.

To do this, we considered three components of the ILE: the international artisan's interactions with the Texas A&M community, the artisan's interactions with the Bryan/College Station community, and the international learning component where members of the TAMU community interact with the artisan's community. The artisan sector is the second largest path out of poverty in the world, behind only agriculture (Raphaele et al., 2020). Combining an artisan market with an international leadership experience at Texas A&M creates an opportunity to break down silos on campus and bring in stakeholders for the greater Bryan/College Station community. At the same time, this program allows students to not just take part in a poverty reduction mission, but to have a value exchange with the artisans through domestic programming and in the artisan's community. Students will have an opportunity to learn from and solve problems with international artisans through social entrepreneurship and social innovation. Due to the complex nature of the ILE, this year's capstone team created three pillars each of which focuses on one major aspect of the project. The three pillars were named "Bring," "Build," and "Take." While the specific goals of each pillar differed based on its focus, all three pillars aimed to create a sustainable and mutually beneficial program to support positive social change.



Build

The Build pillar focused on relationships with organizations and departments at Texas A&M to connect artisans with the campus community. The purpose of the Build pillar is to create and facilitate a sustainable and successful relationship between the international artisan(s) and Texas A&M University. The artisans interacted with the university through class engagements and on-campus programs which secondarily served as additional marketplace events. While there was a financial aspect to this program, the main purpose of this pillar was to engage in on-campus partnerships to foster socially innovative and entrepreneurial ideas through the exchange of culture and knowledge, as well as to create buy-in for other aspects of the program in future years. This pillar also functioned as a bridge to connect the other two pillars and their purposes.

Bring

The mission of the Bring pillar is to create partnerships that create social innovation partnerships between members of the BCS community and international artisans. The Bring Pillar accomplished this mission by developing and creating sustainable local market opportunities where international artisans can sell their goods and develop lasting relationships with local art

organizations and community members. This pillar is important to the capstone project as a whole because it connects artisans, creates market opportunities, identifies stakeholders, develops a business model, and builds sustainable partnerships which the other groups can use directly to accomplish their programming.

Take

The Take pillar sought to gain deeper insights into program models that are best suited for effective student and community development. The purpose of the Take pillar is to create an immersive international experience that allows Texas A&M University students to have an enriching experience in the international artisan's home country. Successful immersion models are composed of three components: preparation, experience, and post-trip engagements. The Take pillar is crucial to the international leadership experience because it emphasizes participant learning by connecting participants to international artisan communities. This connection fosters a relationship that allows for exchange and learning transfers that consequently enhance social innovation and global competence.

Literature Review

Our capstone completed a literature review to inform our research design and provide evidence to support the creation of a new international learning experience program at Texas A&M University. This review focuses on ideas of social innovation and social entrepreneurship and their roles in creating a successful and sustainable international learning experience for A&M students through three components. The first component is a list of program features and benefits of social innovation and entrepreneurship programs already present in universities. Next, is the impact of international learning experiences and how they relate to student outcomes. Finally, we dive into the role and benefit of artisans in the marketplace and how to successfully integrate international artisans into already existing markets.

Social Innovation and Entrepreneurship in Universities

Defining Social Innovation and Entrepreneurship

According to Morris et al. (2021), social innovation and social entrepreneurship are not synonyms. Although used interchangeably the two phrases are not synonymous. Social innovation focuses on presenting solutions to problems while social entrepreneurship focuses on overcoming obstacles and creating organizations or other platforms. The purposes of said organizations are to develop and spread innovation as well as attract and distribute resources—financial and otherwise—needed for the permanent solution of a social problem. In short, entrepreneurship is not limited to ideas that solve problems but encompasses all practical issues—i.e., the process, resources, and methods of implementation. Various efforts for social justice focus on the intention or motivation of innovators or entrepreneurs and creating and maintaining social values is the meaning of social entrepreneurship (Phills et al., 2008). In other

words, social entrepreneurship is not about pursuing profits but pursuing values that help society as a whole and disseminating them within society.

Social Innovation and Entrepreneurship in Universities

As institutions of higher learning carry influence in most professional and postsecondary sectors, their influence can be leveraged to aid both students and their larger communities through social innovation. This is especially true with metropolitan universities, specifically those that are geographically close to areas of need, existing NGOs, and powerful city governments. The proximity to both areas in need as well as resources allows students the opportunity to invest and finance socially innovative solutions due to the growing class of socially conscious investors (Tekula et. al, 2015).

Not only can universities facilitate social entrepreneurship in their communities, but they can also export such practices internationally (Mirvis et. al, 2018). Universities in the global North and South have attempted to do such a thing but have faced roadblocks due to resource imbalances. For example, universities in the global north have more resources and expertise on subjects whereas universities in the south possess more first-hand knowledge of the needs of local organizations (Arocena & Sutz, 2021). Such disparities highlight the need for the exportation of social entrepreneurship to facilitate partnerships between different social innovators. Interactions between social entrepreneurs at universities and other locations—domestic and abroad—allow for problems to be solved more efficiently and effectively which benefits the community in question more than a single entrepreneur could.

Structuring Social Innovation Programs

Research has shown that university-facilitated social innovation projects should occur in an open learning environment with adequate exposure to real-world and real-time challenges (Garcia Gonzalez & Ramirez-Montoya, 2020). Exposure to service-learning opportunities in countries that face challenging societal issues contributes to a productive experience and fosters student development (Garcia Gonzalez & Ramirez-Montoya, 2020; Coombs & Elden, 2004). Furthermore, International Social Enterprise programs that operate internationally tend to work with “Base of the Pyramid” (BOP) communities—the segment of the world population that is ranked the poorest—to address complex operational challenges (Wu & Martin, 2018). Their lack of access to basic products and services coupled with their large populations means that “emerging markets provide tremendous opportunities for designing innovative products and service solutions” (Prahalad, 2009). The BOP segment serves as a fertile ground that fosters creativity and innovation in solving complex issues.

The use of social innovation programs to create socially conscious leaders have been a key component of universities for decades both domestically and abroad. In 1993, Harvard Business School (HBS) implemented a Social Enterprise Initiative to create a programmatic model that utilizes resources in addressing societal issues (Austin & Rangan, 2019). The HBS program

model provides students with multidisciplinary and intercultural skills that promote personal and professional development while solving global problems. Other academic institutions have added an international component to their social innovation programs. These programs seek to utilize business techniques to societal issues faced in other parts of the world. Whether on-campus within the United States or abroad, university students' need for exposure to global perspectives continues to rise.

Globalization on University Campuses through Cultural Organizations

Universities engage in the development of culturally conscious leaders through social innovation and social entrepreneurship both at home and abroad. When advocating for these goals on campus, universities have the flexibility to engage in cultural enrichment through various avenues, one of the most popular being cultural organizations. Cultural organizations on post-secondary campuses have missions that are similar to the mission of this project-benefitting both individuals who come from abroad and those who are domestic and may not have experience with other cultures.

Impact of Cultural Organizations on International Student Populations

The term, “cultural organizations” is quite varied and can include language groups (French-speaking club), groups based on nationality (Pakistani Student Association), or groups based on a shared culture (Hispanic Student Association). Such organizations facilitate the transition from one country to Texas A&M University, for example. They allow students to “find a place where they belong among the multitudes of incoming [students],” which gives international students who engage in such organizations an advantage over those who do not (CampusExplorer, n.d.). These types of organizations aid in mitigating such problems associated with the transition.

Impact of Cultural Organizations on Domestic Populations

The presence of cultural organizations on university campuses is important for all students, not just those who call an international country home. Such organizations function as a source of information for those who are not familiar with the culture but also function as a means through which to create a “sense of unity among people who may not have even known they had so many things in common,” (Nguyen, 2016). Educational institutions with commitments to diversity elevate their current student body by laying the groundwork for students “to be comfortable working and interacting with a variety of individuals of all nationalities,” which is vital for our global society (Moody, 2020).

Increased visibility of minority populations at postsecondary institutions is beneficial for all parties involved-current and future students, faculty, and the admissions department-because of the benefits in outcomes and marketability of the parties.

International Immersion Programs and Student Outcomes

Requirements for a Successful Immersion Program

Student Preparation

Effectively preparing students to go abroad is essential for a successful international experience. Robust international study programs require pre-trip and post-trip activities that ensure adequate student preparation and reflection. Preparation can include but is not limited to learning the language of the location in which the students are traveling, learning customs and traditions, learning how to be sensitive to culture and beliefs, and in our case– becoming knowledgeable about the certain complexities artisans face in their country. Specifically, according to Dunkle (2021), “researching the host country’s customs and culture can help students get to know their new home before arrival and may lessen the culture shock.” Pre-trip activities are vital to creating a successful immersion experience because they provide an opportunity for “instructors to help students to confront their biases and stereotypes and begin the process of examining their world views” (Ference, 2016). Pre-trip engagements-like seminars, workshops, and training are critical to increasing a student’s intercultural awareness and cultural understanding (Ference, 2016). In addition, post-trip activities are essential for supporting students’ transition back into their normal lives and fostering lasting learning outcomes from their experiences, as well as promoting critical thinking and enhancing students' learning experiences (Donnelly-Smith, 2009).

International Partnerships in Immersion Programs

Strong partnerships with host organizations-nonprofits or academic institutions in the international communities that facilitate cross-national operations-are essential to the success of immersion plans. Host institutions play a significant role in influencing students’ experiences because they are the link between students and foreign communities. Research shows the crucial role of service partners in creating an enriching student experience abroad. For example, Le and Raven (2015) emphasize the importance of partnering with international nonprofits that align with the vision and purpose of the program. This strategy ensures a common understanding of program goals across institutions which contributes to effective program implementation. According to Heppner & Wang (2014), host organizations plan various professional, cultural, and social events to foster an engaging immersion experience. In a foreign community, students are highly dependent on host institutions which makes it important that host institutions provide clear guidance and detailed plans on in-country activities throughout the process. Host institutions are also valuable sources of information that enable proper evaluation and modification of international study programs (Bowman et al., 2010). Their engagement with students and collaboration with administrators throughout the experience could inform feedback that contributes to program effectiveness. More importantly, these international partners also play invaluable roles in helping students defeat the ‘we have all the answers’ blindness-relying on one’s values, knowledge, and experiences to make decisions in international contexts-that often

occurs in an international context (Wu & Martin, 2018). While students bring valuable contributions to these communities, they must be guided by host partners to frame problems within the country's context. Such framing brings students closer to the issues and deepens their understanding of contextual factors that must be addressed in seeking innovative solutions. A better understanding of societal contexts enables better decision-making and contributes to successful program implementation in these communities.

International Learning Experiences & Student Outcomes

Study abroad programs have incentivized students to attend certain institutions of higher learning in the United States and travel around the world for almost one hundred years. In 1923, the first study abroad program was launched at the University of Delaware because a professor and World War I veteran-Raymond W. Kirkbride-saw the negative impacts of disagreements between nations firsthand and believed that future disagreements could be prevented through the process of learning about life in another country firsthand (the University of Delaware, n.d.). In 1923, the University of Delaware's study abroad took eight juniors to France: in the 2018-2019 school year, roughly 2% of all U.S. students enrolled in institutions of higher education in the United States-347,099 students participated in at least one study abroad program (the University of Delaware, n.d.; Banks, 2021). Study abroad programs-either internal or external-boast that they employ students with skills that are not likely achieved by those students who solely study domestically. International programs empower students to gain cross-cultural knowledge and tendencies-such as intercultural and language proficiencies-that afford them an advantage in society as globally focused as today's (Bowman, 2019). Students who study abroad are more likely to obtain necessary workforce skills than those students who do not. If the mission of institutions for higher learning is to prepare students for a meaningful career post-graduation, international experiences are a means through which to achieve such a thing.

21st Century Skills

The International Education of Students (2016) agrees that study abroad experiences enhance 21st-century skills and career prospects. International experience programs expose students to social problems that require them to work with coursemates and faculty administrators while partnering with foreign communities to achieve program objectives. Some of these activities include a proper assessment of local needs and resources, balancing social mission and commercial objectives, and collaborations with stakeholders (Simanis & Hart, 2009). These experiences improve their abilities to work with various groups, think critically about complex issues, and create innovative solutions.

Maximized Knowledge Gains

It is widely anticipated in the education sector and workforce-that employers will soon prefer proof of skills over a college degree, in their hiring processes. That means that institutions of higher learning would need to shift their focus towards the facilitation of skill mastery for their

students. Luckily, international partnerships not only aid students academically but also can support the process through which students acquire valuable skills to use once in the workforce full-time. The Partnership for 21st Century Skills, the National Association of Colleges and Employers (NACE), and the American Management Association (AMA) facilitated a study where employers were asked about the skills—both hard and soft—they most wanted prospective employees to have, and then the study looked at whether international learning experiences offered participants opportunities to master the skills. The study found that study abroad programs have an overall positive impact on the development of cognitive, intrapersonal, and interpersonal skills, such as communication, problem-solving, and language to name a few (Farrugia & Sanger, 2017). International learning experiences are also found to expand career possibilities for students and once a career is secured, facilitate upward movement within said career (Farrugia & Sanger, 2017). Today's employers value “soft” skills more than they do technical skills, which can prove problematic for institutions that focus on the “hard” skill aspect of the future careers of students (Alston et al., 2009). However, colleges and universities do not necessarily need to completely overhaul the curriculum of their degree programs to match the demands of the workforce.

Partnerships with international entities that enable students to experience education in an international setting prove to more than fill the need that domestic institutions are failing to fulfill. Students who engage in international learning experiences are more likely to become “self-actualized” and learn more deeply about the issues which they are studying than those who are not afforded the same educational opportunity (Brooks et al., 2019). If a student is self-actualized, then they are more likely to use “soft” skills more regularly and successfully than those students who are not self-actualized (Brooks et al., 2019). To put it plainly, international experiences lead to self-actualization, which leads to the mastery and successful implementation of “soft” skills, which are wanted in the workforce; therefore, international experiences enable students to successfully fulfill the wants and needs of the workforce. Because of that, the importance of international learning experiences for students of all majors who wish to be marketable and competitive when entering the workforce should not only be considered by institutions of higher learning but also should be promoted to and supported by all students.

Global & Civic Engagement

Studies show that short-term study abroad programs develop “participants” pro-environmental attitudes and behaviors, social justice orientation, and global knowledge and awareness (Mason & Their, 2018; Tarrant et al., 2014; Wynveen et al., 2012). While engaging in immersion programs, students are taken outside their comfort zone into a new environment that challenges them culturally, mentally, intellectually, and socially. Data shows that former study abroad participants linked their global engagement in activities such as voting in an election, philanthropic activities, and social entrepreneurship to participate in study abroad programs (Paige et al., 2010). Years after returning from study abroad experiences, studies show that students “continue to learn languages, are keenly aware of other cultures and are more confident and committed to a sensitive global point of view” (Bellamy & Weinberg, 2006). Immersion

programs serve as platforms that promote students' global mindedness by encouraging students to participate in global and civic activities. The main way to increase civic engagement is to educate people about the implications of their actions on society, therefore individuals are stakeholders and have a vested interest.

Leadership Competencies

International study programs equip students with tools that support their abilities to develop leadership competencies. Studies show that effective leadership is characterized by “the motivation to learn, to develop effective relationships, and manage the stress of significant challenges (Black et al., 1999; Mendenhall & Osland, 2002; Rosen et al, 2000). Students’ participation in these international programs improves their understanding of social entrepreneurship which develops their ability to identify opportunities, establish initiatives, and seek solutions to societal problems (Garcia Gonzalez & Ramirez-Montoya, 2020). This program creates service-learning opportunities that enable students to apply entrepreneurship knowledge to social problems. Working in uncertain conditions where issues are complex and difficult encourages students to push beyond their boundaries. The inherently interdisciplinary nature of social issues requires that students work with multiple stakeholders to achieve project objectives. According to Demangeot et al. (2013), “the marketplace is culturally diverse; not only do consumers and merchants often come from diverse cultural backgrounds, but marketplace actors also encounter culturally different market practices and consumer expectations. Engagement with international study programs supports student development through exposure to knowledge resources and experiential learning that develop leadership competencies for today's multicultural marketplace.

Artisans in the Marketplace

Characteristics of the Global Artisan Market

Artisan markets play an important role in the global economy. The artisan sector is the second largest employer in developing states and is said to bring in over \$32 billion in annual revenues (Glenn, 2011; Artisan Alliance, 2017). Art markets provide jobs, increase development, and improve the quality of education for millions living in poorer states (Glenn, 2011).

Across the literature, scholars have consistently identified several distinct characteristics of the global artisan market that cannot be overlooked when trying to determine what constitutes a successful artisan business model:

- Product demand
- Globalization
- A growing market for home goods
- A market that centers on foreign and unique products
- Narrowing distribution channels

First, the artisan market is largely dependent on product demand from wealthy nations. This is because art is unique and has the value of the price of purchase: as well as the cultural significance of the piece. The artisan market is also heavily influenced by globalization, which expands the ability of artisans to sell their goods through easier transportation and marketing. Artisans with connections to markets in the western developed world have a leg up on those who do not (Komarova, 2017).

The global market is also characterized by a growing economy for home goods- products that are handmade and used functionally in consumers' homes (USAID, 2006). Studies show that handmade products have a significantly positive effect on purchase intention, meaning that homemade products are viewed by customers as being highly desirable to purchase (Hsu & Ngoc, 2016). Consumers want homemade goods that they can use as both a status symbol and as a functional item in their homes (Hsu & Ngoc, 2016). Another characteristic of a successful artisan market centers around unique and foreign products. Buyers of home goods are demanding unique products that are made in other countries rather than handicrafts made domestically because international artisans offer unique products that are not necessarily present in the consumer's domestic market (USAID, 2006).

Lastly, the artisan market is experiencing narrower distribution channels because the market is currently dominated by large businesses (USAID, 2006). In a market dominated by fierce competition centered around authentic home crafts, many individual artisans tend to struggle with effectively marketing their goods and developing sustainable businesses that cannot be overtaken by the larger distributors.

Taken as a whole, these market characteristics show that the globalized artisan market is controlled by wealthy customers and large distributors of unique, foreign homemade goods. If artisans are to succeed in this growing market they will need to understand how to produce these goods. To do so, we need to understand how artisans can improve their marketing capabilities.

The Novelty of Artisans as a Solution to Market Failures

There are many reasons why artisans specifically address market failures better than other market actors. First, artisans can offer new values that cannot be provided by uniform industrial products created by the existing mass-production system. Interactions with artisans can also create a starting point for social innovation by broadening the horizon of students' perspectives and thinking.

Second, artisans challenge traditional ways of thinking through the unique and personal story that is attached to each one of their pieces. Thoughts may also be challenged through the sustainable practices employed by artisans in each step of their production (Curtis, 2016). Third, artisans bring novelty-new ideas, or organizational forms, processes, achievements, and outputs to meet unmet social needs and inspire social innovation (Nicholls et al., 2015, p. 2). Social

innovation begins with new perspectives that ultimately employ creative changes to the basic routines, resources, and flows of authority, or beliefs of existing social systems by presenting new alternatives to social problems. The experience students gain through interactions with artisans can allow them to focus on new values that have been alienated by the majority and discover innovative clues to solve social problems. In addition, students may discover potential business opportunities that have been essential to society that have not been adequately provided.

Market Opportunities

Market opportunities define the size of a business and its revenues in the future (Pradhan, 2021). When analyzing market opportunities, it is important to consider both the present opportunities and the future opportunities. Establishing sustainability is key to future opportunities. Market opportunities include analyzing the size of the market, the size of the industry, and what segment of the market the product is targeting (Haden, 2018). The most important concept in market opportunities is forecasting your potential customers. In an area such as Bryan/College Station, the target consumer market will generally be young adults and college students. However, relating to the idea of sustainability and future market opportunities, it is not enough to target current young adults and college students. Rather, it is more beneficial to study market and spending trends among young people. Most college students in the Bryan/College Station area are young adults. Therefore, a sustainable market can be created by knowing what young adults' preferences are, rather than focusing on the current student body. The size of the market and the size of the industry are also incredibly important to consider. If there is evidence that the product is in a dying industry, it might be time to shift the focus somewhere else. Furthermore, if there is evidence that the intended market and target audience is changing: such as the population of Bryan/College Station decreasing over the previous ten years, then the Bryan/College Station area may not be the best opportunity to establish a market.

Marketing Strategies

The literature on homemade artisan products by Khathutshelo, Weston, and Peabody suggests that six commonly employed strategies are proven to help artisans effectively market their homemade products, while simultaneously remaining salient in the larger market (Khathutshelo, 2016; Weston, 2020; Peabody, 2009). These include:

- Pricing goods for the value of the goods rather than the material costs
- Using effective displays to market goods
- Creating customer-friendly spaces that entice the customers to purchase
- Packaging and labeling correctly
- Utilizing e-commerce to diversify revenue streams
- Knowing how large retailers operate

The first marketing strategy that Khathutshelo argues artisans should employ to meet the needs of the global artisan market is pricing for value (Khathutshelo, 2016). Pricing for value determines what the consumer is willing to pay and sets the price equal to that rather than pricing based on material costs (Weston, 2020). When artisans price their goods at value, both in terms of the financial and sentimental value of the goods to the customer, their revenues will increase, and their businesses will grow (Weston, 2020). A second commonly employed strategy for effective marketing of artisan products is using product displays. As they function as the customer's introduction to the artisan, displays can be an effective marketing tool for the artisan to attract consumers to their products. Displays that increase revenue have two main characteristics-they are visually appealing and tell a story (Peabody, 2009).

Another strategy for artisans to improve their marketing abilities to thrive in the global market is to create a customer-friendly space. Spaces that are cluttered, disorganized, not protected from the elements, and hard for consumers to conceptualize will decrease the customer's desire to purchase the artisan's goods (Peabody, 2009). If artisans can focus on creating spaces that are clean, organized, shielded from rain, sun, and snow, and are easy to access, the artisan will have successfully catered to the needs of the customer which leads to increased sales (Peabody, 2009). The fourth strategy for artisans to focus their marketing efforts on is the proper packaging of products. Packaging is a way for the artisan to familiarize the customer with their product, tell them how to use it, and explain why it is of value to that customer (Peabody, 2009).

Artisans can also employ their understanding of how large craft retailers operate to stay relevant in the global artisan market to understand how large craft retailers operate (Khathutshelo, 2015). Many artisans rely on their knowledge of selling their products. Rather than 'figuring it out on their own' artisans can study other businesses to map out how successful art distributors conduct their business. By mapping out the sales stages that large retailers use, artisans can then discover where these actors are making the most profits, and which stages of the supply chain have the most value. Then, artisans can place their goods in these spaces to increase their revenues

The last and potentially most important marketing strategy to increase artisans' revenues is e-commerce. Local artisans have a limited number of potential customers due to the logistical constraints associated with distance (Bell et al., 2015). Sales can only increase when the product reaches more eyes, ears, and hands. To expand this pool exponentially, local artisans must have an online presence where they can share and sell their goods with others. In addition to enabling artisans to reach a greater population, e-commerce provides a way for artisans to directly communicate with consumers, share their ideas with other artisans, diversify distribution channels, and increase revenue dramatically.

Stakeholder Management

The Value of Stakeholders

Stakeholders can be individuals or organizations including but not limited to residents of the festival location, local governments, venue owners, and vendors. There are different levels of stakeholders-primary and secondary within the various organizations (Adongo & Kim, 2018). Primary stakeholders tend to be viewed as more powerful than secondary stakeholders depending on the context. Primary stakeholders are also seen as directly affected while secondary stakeholders are indirectly affected by the actions of festival organizers (Adongo & Kim, 2018). Stakeholders play a vital role in the success of a festival. Organizers rely on stakeholders for resources and support. Therefore, identifying key stakeholders and creating a network of relationships between stakeholders is vital to successful planning because organizers can build lasting connections that increase the sustainability of festivals.

The value of a stakeholder is determined by his power-influence-, the urgency-the speed at which a stakeholder claim is addressed-, and legitimacy-organizational perception based on norms, values, and beliefs (Adongo & Kim, 2018; Andersson & Getz, 2008; Andersson & Getz, 2010). The amount of power, legitimacy, and urgency possessed by each stakeholder is largely due to perception, which highlights the subjectivity of each of the three values. Knowing how stakeholders view one another is important for organizers when making decisions, creating committees, and collaborating. This can help organizers make decisions that help the festival succeed like mitigating conflict.

Stakeholders must cooperate and collaborate with organizers to achieve their goals (Jamal & Getz, 1995; Adongo & Kim, 2018). While they sound similar, cooperation and collaboration are not necessarily synonymous terms. Cooperation requires stakeholders to work together, whereas collaboration is when stakeholders come together to solve a problem (Jamal & Getz, 1995; Adongo & Kim, 2018). If organizers and stakeholders cannot collaborate, then the process of building a viable relationship is impeded. Some ways to collaborate include:

- Partnering with the media to encourage their participation as official sponsors
- Fostering the relationship with a supplier to facilitate sponsorship
- Bringing sponsors together for mutual benefit
- Creating an outreach program to provide community services

Digital Adoption

There are many benefits to digital marketing in the contemporary age. With the onset of COVID-19, individuals' consumption of products moved towards a digital market and away from an in-person consumer environment. COVID-19 has vastly changed the way entrepreneurship has been approached internationally, with many countries in-shoring production of essential goods, and a change in the way customers interact daily, international entrepreneurs have had to

evolve supply chain operations, business models, and increase the use of digital technology to connect with the outside world. In their quantitative study, Petra Jilkova and Petra Kralova found that 43% of respondents were shopping online, which demonstrates the dramatic rise since 12% of respondents made purchases online before the pandemic (Jilkova & Kralova, p. 84, 2021) A digital presence is much more likely to open the business to a much wider consumer base because it allows producers and entrepreneurs to collaborate and create new innovative concepts and reach new markets (Elia et al., 2020).

Digital Artisan Partnerships

Technology enables artisans to achieve successes which can be seen through the partnership between an artisan who specializes in textiles and an animator. The animator wished to capture the true essence of lace in their animation and reached out to a textile designer for a consultation on how the fabric would act and react in certain situations (Heffer, 2021). The visualization department at Texas A&M is one of the premiere animation schools in the world, as evidenced by the animators and artists who go on to work at Pixar and Disney-see Up, Monsters University, The Incredibles, etc. As television and film look to represent more diverse populations and their experiences, a new partnership between animators and artisans can be forged. This is important for our project because it shows another group at Texas A&M University who might be interested and can benefit from a partnership between social entrepreneurship, international experience, and international artisans. This is a very specific and even niche example, but it is vital to point out all the opportunities that are present to create market opportunities of value for multiple populations.

Stakeholders

Throughout each portion of our project there are several major stakeholders. The major stakeholders are the artisans we host in the U.S. and our community partner organizations. Specific stakeholders will vary on a yearly basis due to maintenance of relationships and the timing of partnership opportunities. However, the general stakeholders should remain consistent throughout the program's existence. In the course of conducting this project, building strong relationships with the students and the universities was also of great importance because students per se are the main target of this project, and the universities play the role of the incubator for them. Our capstone project is focused on social innovation and the students' willingness to contribute to a better society. Moreover, taking students abroad internationally was of great importance because a major component of this project is centered around maximizing student learning before, during, and after their international immersion experience by exposing students to international communities. Additionally, we value international communities because they strengthen the international experience by allowing students to connect and learn from those experiences. Therefore, students and international communities are primary stakeholders whose interests and concerns must be taken into account to successfully fulfill the purpose of this pillar.

Texas A&M Students- Domestically

Students are the first and foremost subject of our program because the main goal of this program is to enlighten students to promote their social contribution. That is, the ILE program must exert a strong influence on students by harmonizing with their interests. During the pilot events, it was observed that students aspired to encounter cultures that are different from what they already have experienced. They believed that they could broaden their cognitive boundaries by interacting with other cultures and learning different values outside of their horizon of thinking. Also, students preferred directly diving into the culture through actual participation rather than a spoon-feeding lecture in the classroom, because it allowed them to fully immerse themselves in that culture. It could be connected to the study abroad aspect of our program, which will make students more deeply involved in the artisan culture. Meanwhile, it was pointed out as the potential challenge of our program that there is no effective method to precisely measure the interest of students such as nationality, ethnicity, or region of interest. Therefore, it could be considered to narrow down the target students or develop tools for measuring students' interests for the next year's capstone project. It might allow us to have a tighter relationship with students, and have more impact on them.

Texas A&M University

Texas A&M University is also an important stakeholder in our program. The ultimate mission of the university is to nurture future leaders who can lead society in a better direction. Therefore, its primary interest is in devising ways to educate students more effectively and it is willing to use its resources for them. In this regard, TAMU and its numerous departments have an interest in engaging our program because it provides students with a more complex and immersive learning experience beyond simple lectures. Also, our program can become more powerful when combined with the existing international experience programs and already established expertise related to those programs in the university. In the process of exploring potential partnerships, we found that many departments and organizations at the A&M were deeply interested in our program because they believed that collaboration with us could make another fruitful opportunity for their students. Furthermore, the post-event feedback showed us that our program gave students awareness of cultures and values, as well as insights into social innovation and social entrepreneurship. The relationship with the university will make this program more valuable if the way of collaboration is discussed in advance of the actual event for more effective cooperation.

Immersion Experience Student Participants

Students are one of the primary stakeholders of our program because the main goal of this program is to enhance student development through experiential learning. Our program must provide an opportunity to foster student learning by exposing students to the international communities. The interests of the students who participate in this program are to maximize or develop 21st-century skills that equip them for their future careers and personal success. In particular, students are focused on gaining cultural competency by interacting with natives in



foreign countries. Students are interested in this experience to travel abroad and participate in hands-on activities outside of the classroom while becoming deeply immersed in the culture of the international community. Another component that is of interest to student participants that this program provides is exposing them to societal issues faced by developing countries. Since students in this program attend Texas A&M University, the institution is also within this stakeholder group. The university is interested in having an international immersion experience program because they are invested in enhancing students' learning experience through partnering and connecting with international communities. Two major concerns for students are also their safety while traveling abroad and the cost associated with participating in the program which can potentially deter several students.

International Communities

International communities are also important stakeholders in our program. Although we have not interacted with them for this year's program, we assume that their primary interest is to get to meet and interact with the group of students that travel abroad to "X" country. They might be interested in engaging with the students and sharing their experiences with the group regarding the issues they face in their communities. As the purpose of this program is to encourage social innovation through social entrepreneurship, we can assume that the international communities are interested in addressing community needs, listening to students' insights and innovative ideas, and exposure to potential new business opportunities and strategies. By working with our capstone project, international communities benefit from the income that comes along with tourism and attracting more students to their country. Moreover, our program is strengthened by building stronger relationships with international communities that enhance the legitimacy and sustainability of our program. The relationship with the international communities will make this program more valuable and foster student learning abroad. Furthermore, the biggest concerns of the international communities are students misinterpreting their needs as well as the students' inability to significantly help their community. From their perspective, students might not have the knowledge or expertise to understand the community's issues entirely.

Artisans When They Come to the U.S.

An international artisan, when they arrive in the United States, is generally coming with specific goals in mind: to engage the local community, spread their own heritage and culture, and to sell their products for a profit. Through the direct interaction with the local community, the international artisans are able to interact with and learn from local vendors, artisans, community members, and organizations. This is especially important with the focus of the capstone being aimed at social innovation and cultural exchange. Through this distinct interaction, the international artisans can spread their own heritage and culture to members of the community. This can be achieved through demonstration, discussions, educational events, and selling products.

Community Partner Organizations

There are many art organizations in the Bryan/College Station with which our pillar may interact. The community partner organizations typically engage with artists and art markets with a goal of selling art and making profits. Community partner organizations are also motivated to engage with the capstone, and artists that we will bring, because they are interested in expanding their markets. Community organizations may be concerned with our capstone since it can be seen as competition. Bringing artists in the Bryan/College Station area could be seen by other organizations as taking sales away from the organizations.

Build Pillar: Texas A&M University On-Campus Programs

The Build pillar creates relationships and serves as a connection between Texas A&M University and the other two components of the International Leadership Experience: Bring- the marketplace- and Take- the international immersion experience. This means that this pillar must work with the university and the artisans when in Bryan/College Station and their home countries. To ensure that the pilot program built a solid foundation for future years, we found an artisan from a country that is especially relevant to the university community, university partners to get a foothold into the population of 70,000+ people at Texas A&M University, as well as put on events targeted to the student body, faculty, and staff to facilitate engagement this year and encourage engagement in the future. As the student body of Texas A&M University is around a third of the populations of Bryan and College Station combined, this population is arguably the most important for the International Leadership Experience to effectively engage.

Research Methods, Findings, and Conclusions

As the “Build” pillar focused on the creation of relationships between the University and the artisans and their home community, our research was two-fold. We were tasked with determining both which country from which we should find artisans and take students and faculty abroad as well as determining beneficial on-campus partners for the domestic portion of our program. This research was conducted for both the current makeup of campus and the current goals of our program, so this research may need to be replicated in the future should either the cultural makeup of Texas A&M University or the goals of the program change. If this program is not consistently working alongside partners that fulfill the following research questions, then the program might not be fulfilling its mission to its stakeholders.

Primary Research Question

1. What country/region should TAMU partner with to facilitate the most sustainable relationship for both the university and the artisan’s community?

Scope of Analysis

The scope of this research question was the countries that are home to Texas A&M University students as well as countries that host at least one Texas A&M sponsored international program. This research question expands on the value that international organizations bring to students on campus—international and domestic. We are functioning under the assumption that a connection with their culture is beneficial for both international and domestic students, as well as students unfamiliar with said culture because such organizations increase diversity, equity, and inclusion within universities. To do this, we looked at all countries that are home to at least one international student at Texas A&M and cross-referenced that data with the countries that have the most Texas A&M-sponsored international programs.

Variables and Assumptions

The variables that we considered are the countries that are home to most Texas A&M international students, the countries that host the most Texas A&M sponsored international programs, which region(s) is the most beneficial with which our program can partner, and the demographics of Texas A&M students. The demographics are an important factor because they aid us in determining which group of students makes up the largest audience so that we can facilitate a successful program.

One assumption that we made was that the countries that we deem most favorable to move forward with will be successful throughout the remainder of the project—i.e., that if we pick Costa Rica, we will be able to find an artisan from the country and facilitate an immersion experience to the country. We are also assuming that an artisan from a Latin American country will appeal and represent Hispanic culture sufficiently and appeal to the Hispanic student population at Texas A&M University.

Methodology and Research Design

We cross-referenced the three data sources listed above and found which countries met our criteria of reflecting the cultural makeup of the University as well as the feasibility of international travel. To determine which countries would best reflect the students of Texas A&M University, we looked at the demographics of all students as well as international students. To determine the feasibility of a partnership with a country, we looked at if Texas A&M University sponsored any study abroad programs in the country of interest. We figured that if Texas A&M University already took students and faculty to a certain country, it would be possible for this program to do the same as well as bring artisans to Texas A&M University, from that country.

We used the student demographics data of all TAMUS students provided to us by the Texas A&M Accountability office, the distribution of home countries of international students provided to us by Texas A&M Data and Research Services, and the number of Texas A&M sponsored international student programs made publicly available by the Study Abroad Office.

The first piece of data that we analyzed was the Fall 2020 student demographics made available on the TAMU's Office of Accountability website. The purpose was to locate the racial and ethnic breakdown of the Texas A&M student body to see which groups might be currently underrepresented by campus programs. For this pilot program, we wanted to focus on the largest nonwhite racial-ethnic group to ensure that we were partnering with a community from which Texas A&M students might find value.

Using the information gleaned from the student demographics, we looked at the home countries of international students at Texas A&M University. We already had an idea of the region from which we wanted to find a partner country, but this information helped us determine which country, from the region, we should choose as a partner. The "Student Headcount by Nationality-Fall 2021" shows the number of students from each of the 126 countries from which TAMU international students come. Countries that have fewer than five international students are omitted and shown as "**." We used this data to find which countries were home to the most TAMU international students, but more specifically, which Latin American countries were the home to most TAMU international students.

Lastly, we considered the international immersion program aspect of our program and looked at the number of study abroad programs that went to each of our countries of interest. We wanted to ensure that it would be feasible for our program to bring students from Texas A&M University to the country, otherwise, we would not fulfill our capstone mission. To do this, we looked at the Texas A&M University's Study Abroad Portal to search the number of TAMU-led study abroad programs in each country. We assumed that if Texas A&M already had an established study abroad program in a country then we would be able to create one as well.

Findings

TAMU Student Demographics

First, we looked at the Fall 2020 demographics of TAMU students and found that the ethnicity breakdown of students was as follows: 38,723 white students, 15,990 Hispanic students, 6,257 Asian students, 5,143 International students, 2,374 Black students, 153 Native American students, 42 Native Hawaiian students, and 2,427 unknown or not reported students (For detailed figures, see Table 1 below). With this information, we knew that we wanted to choose a country that would be culturally relevant to the largest number of students, so we chose a Latin American country as Hispanic students make up the largest minority group at Texas A&M University.

Table 1: Fall 2020 TAMU Student Demographics

Ethnicity (Fall 2020)	Number of Students	Percentage of Student Population
Asian	6,257	8.80%
Black	2,374	3.34%
Hispanic	15,990	22.49%
International	5,143	7.23%
Native American	153	0.22%
Native Hawaiian	42	0.06%
White	38,723	54.46%
Unreported	2,427	3.41%

TAMU International Student Demographics

Using the “Student Headcount by Nationality- Fall 2021” data provided by the Texas A&M Data and Research Services, we were able to determine that the top five countries of origin for Texas A&M international students were India (1,434), China (1,130), South Korea (315), Taiwan (146), and Iran (126) (See Table 2). The fact that all five countries are in Asia is worth noting that previous years had Mexico as one of the top five countries from which international students came to Texas A&M. Additionally, it is important to consider that this year’s program is a pilot program during the tail end of the COVID-19 pandemic must be taken into consideration.

The geographic proximity of Latin America, the readily available information on international travel to and from Latin America, as well as a large number of Hispanic students at Texas A&M University, made Latin America the most logical choice for the goals of this year’s program. Our capstone greatly values the number of students whose culture will be reflected by such a program, so the results are still quite reliable if the nature of the relationship is taken into consideration. It is worth mentioning that in the future of this program, the demographics of students—international and domestic—should be reevaluated to ensure the program continues to fulfill its mission statement.

Mexico is the seventh most popular country of origin for international students with eighty-eight students, who call Mexico home, recorded for the Fall 2021 semester. Mexico fits the brief of a Latin American country. The top three Latin American countries in terms of the number of TAMU international students are Mexico (88), Colombia (42), and Venezuela (21) (See Table 2).

Table 2: Home Countries of TAMU International Students

Country of Origin	Number of students	Country of Origin	Number of students
India	1,434	Nigeria	95
China	1,130	Mexico	88
Republic of Korea	315	Saudi Arabia	82
Taiwan	146	Bangladesh	68
Iran	126	Turkey	59

TAMU-led Study Abroad Programs

Then with the help of the Study Abroad Office's data, we determined the number of TAMU-led study abroad programs in Latin American countries and found that the three countries with the most TAMU-sponsored programs are Costa Rica (23), Mexico (11), and Peru (5) (See Table 3). Because of that, we chose to pursue a relationship with any of these three countries, depending on which country our client can find an artisan with whom to partner.

Table 3: Latin American Countries with the Most TAMU-led Study Abroad Programs

Latin American Country	Number of TAMU-led Study Abroad Programs
Costa Rica	23
Mexico	11
Peru	5
Panama	5
Argentina	1

Discussion

Based on the demographics of students, the home country of international students, and the TAMU-led study abroad programs, we concluded that a partnership with a Latin American country would be the most logical partnership for our pilot program. We conjecture that because Hispanic students—both international and domestic—make up such a large portion of Texas

A&M University's student body, there would be a significant portion of the population that would have a culturally vested interest in our program.

When determining which Latin American country to choose as a partner, the demographics of international students and the number of TAMU-led studies abroad programs need to be considered. While Costa Rica is home to more than double the number of programs that Mexico is, the fact that significantly more students come to Texas A&M from Mexico than Costa Rica outweighed the study abroad programs. Had there been no study abroad programs in Mexico, the decision might have been different, but there are still eleven TAMU-led programs that our capstone can partner with for our international immersion program.

Therefore, our group was confident in our decision to move forward with a partnership with Mexican artisans and an international immersion program to Mexico.

In terms of reliability, our results can be easily replicated, as all the data is publicly available. The only potential difference between our findings and another group is whether to proceed with Mexico, a Latin American country, or a country from a different region of the world.

Finally, as we did not collect any of our data and all the information is anonymous and made available to the public by Texas A&M University, we do not have to worry about IRB restrictions on human subject research.

Limitations

Because the data we used is publicly available or has been provided to us by the university, we are confident in its accuracy so, there are very few limitations. However, when it comes to the number of students from each country, FERPA regulations state that groups with fewer than five students are marked by a "*", so we do not have a complete list of students and the countries they are from. While this is a limitation, it does not impact our research as we looked at the countries with the most international students, not the other way around. Since the data is university-provided, we are very confident in the coverage, quality, and validity of our results using such data.

Regarding the validity of this research, there are no concerns externally. We were looking for a country with whom to partner that represents an underrepresented group of students at Texas A&M University, and Mexico does exactly that for Hispanic students. Internal validity concerns might only arise in explaining why Mexico was chosen over other Latin American countries. However, the geographical proximity partnered with the number of Mexican international students at Texas A&M more than accounts for our decision to proceed with artisans from Mexico.

In terms of reliability, our results can be easily replicated, as all the data is publicly available. The only potential difference between our findings and another group is whether to proceed with

Mexico, a Latin American country, or a country from a different region of the world. While Asian countries make up the top five countries TAMU international students call home, the fact that this year's program is a pilot program during the tail end of the COVID-19 pandemic must be taken into consideration. The geographic proximity of Mexico, the readily available information on international travel to and from Mexico, as well as the large number of Hispanic students at Texas A&M University, made Mexico the most logical choice for the goals of this year's program. Our capstone greatly values the number of students whose culture will be reflected by such a program, so the results are still quite reliable if the nature of the relationship is taken into consideration. It is worth mentioning that in the future of this program, the demographics of students—international and domestic—should be reevaluated to ensure the program continues to fulfill its mission statement.

Also, because the country that we partner with will be up to our client's discretion, the results are valid and replicable. The views and connections of our client(s) are vital to our project, to make sure that we are not only completing the task set before us by our client but also ensuring that we are including our client throughout the process to maintain their level of investment in the program.

Conclusion

We decided to move forward to create a partnership with artisans from Mexico for our pilot program due to the geographic convenience, the availability of artisans, and the number of students whose culture was represented by a Hispanic artisan(s). Future years might want to consider Asian countries which make up a large portion of the TAMU international student population. They might want to also consider Costa Rica and Peru which were both countries of interest for our pilot program

Secondary Research Question

1. Which organizations that closely fit the mission of our project exist at TAMU and which are the most suitable to relate to and foster the relationship with artisans?

Scope of Analysis

To answer this research question, we looked at Texas A&M organizations and departments that sponsor international programs in Mexico. The Capstone team conducted expert interviews, website analysis, and one-on-one interviews with promising partners to answer this research question within the scope of Texas A&M University organizations and departments. From the first research question, we concluded that Mexico was the most suitable country for the program's inaugural year. Therefore, the research was aimed at organizations and departments that conduct study abroad or international experiences within the country of interest.

This research question will expand upon the portion of the literature review that highlights the benefits that students receive from cultural organizations on post-secondary campuses, as well as

international learning experiences. To answer this research question, we looked at all Texas A&M organizations and departments that sponsor international programs in Mexico.

Variables and Assumptions

The first variable we assessed is the Texas A&M organizations or departments that conduct study abroad programs in Mexico. We also evaluated the missions, values, and programmatic work of the organizations, as well as their targeted audiences. We looked at these variables to ensure that we are partnering with an organization(s) that fulfills the needs of our project both domestically and abroad. We are functioning under the assumption that all relevant organizations or departments would be made clear through our expert interviews or were listed on the Study Abroad website.

Methodology and Research Design

We obtained information on Texas A&M-led study abroad programs from the TAMU Study Abroad Office. This department collects all the information about the international education programs offered by several TAMU organizations and departments and makes it publicly available. We created a list of international learning programs in Mexico that are led by Texas A&M University organizations and departments, along with the contact information for each of the program leads (See Appendix A).

Before we moved forward with the list provided by the Study Abroad Office, we conducted three expert interviews with Dr. Patricia H. Thornton, Andy Morris, and Kim Fox. These interviews served as a way for us to check our list of potential partners and see if we were missing anyone who might be interested in such a program. Through the interviews, we gained significant insight into how such a program could work at Texas A&M University. The interviews allowed us to gain some perspective from interested and informed parties that we had not previously considered.

Once the exploratory expert interviews were conducted and we were confident that our list of potential partners was both exhaustive and accurate, we proceeded with the website analysis. With this data, we conducted a primary website analysis to determine the missions, values, activities, and goals of the programs (For full criteria see Appendix B). From this analysis, we determined the organizations and departments that most closely fit the mission of our program and who had a willingness to work with other organizations with whom to move forward with the interview process.

After discussing the results from the website analysis, we interviewed eight organizations and departments at Texas A&M University that we felt most closely aligned with the mission of the ILE, showed potential willingness to collaborate, and did not have any clear logistical conflicts with our proposed week for the pilot program (for full criteria see Appendix D). To further confirm that we enter into beneficial partnerships, we interviewed the department head or faculty

advisor of the selected organizations. The interview questions were semi-structured before the interview phase began and consisted of several common questions such as typical program features, goals and values, and financial feasibility (See Appendix E). Our interviews also contained tailor-made questions for each organization based on our primary analysis, i.e., in our interviews with department heads we asked which types of events their students would be interested in, whereas our interview with the University Arts Galleries focused more on location and a display of the products.

Through the website analysis and interview, we acquired a holistic understanding of the organizations. We picked the most appropriate organization(s) that best met our criteria of having established international connections, similar values and goals to our project, the ability to help market the program to the TAMU audience, and the willingness to work with us to achieve such a goal.

Findings

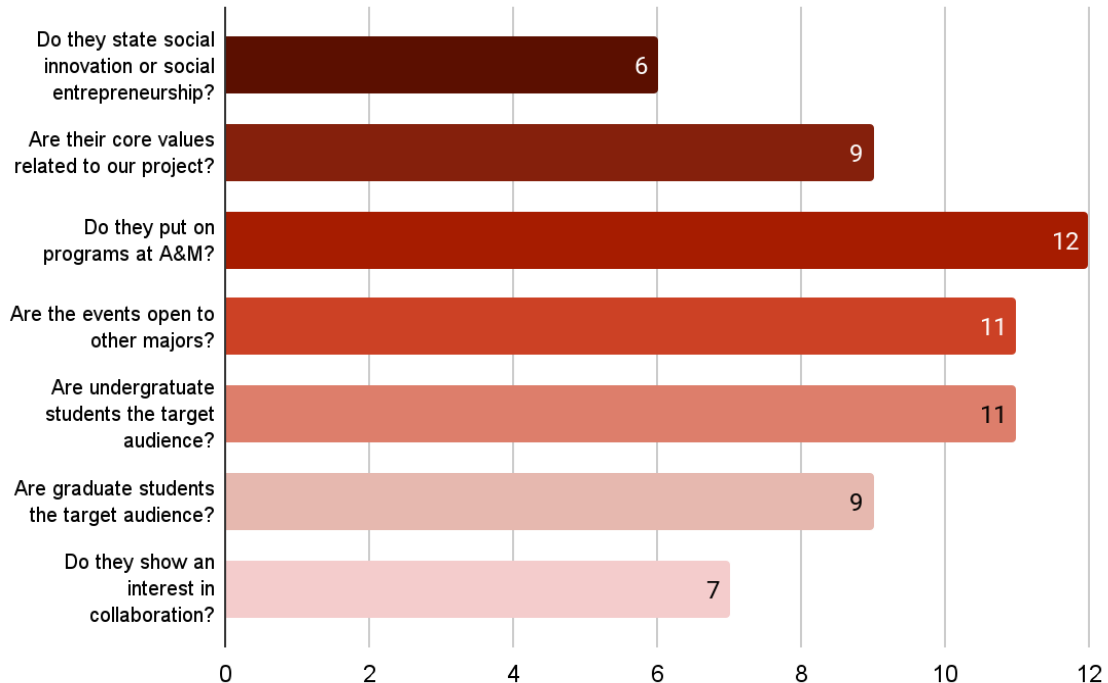
Expert Interviews

Expert interviews and the study abroad office provided us with a list of twelve possible partner organizations. The expert interviews added organizations that did not have a study abroad program in Mexico but did have missions that aligned with our program and could assist us with our goals on campus. For example, the University Art Galleries, the Mexican Student Association, the Department of International Studies, the International Advisory Board, and the A&M Law School were potential partners that we found through our expert interviews, not our consultation with the Study Abroad website.

Website Analysis

We looked at twelve organizations' websites to determine their values, willingness to operate with different university partners, and scheduling conflicts (For full results see Appendix C). Seven organizations mentioned social innovation/social entrepreneurship in their mission statements or on their website (See Figure 1). While nine mentioned other values that were related to our mission such as but not limited to students' cultural competency, global opportunities, and international citizenship. Six websites showed that there was some level of willingness to collaborate with other organizations and only one organization had a large event already scheduled for our late-March, early-April timeframe. With this data, we chose to eliminate some organizations and departments as future partners due to a seeming lack of interest in international programs, a little history of hosting events open to the entire university, and we proceeded to interview department heads and faculty advisors for the Borlaug Institute, the College of Engineering, Mays Business School, the College of Education and Human Development, the College of Architecture, and the MSC L.T. Jordan Institute.

Figure 1: On-campus Organization Website Analysis Results



Organizational Interviews

During our interview process, we reached out to the eleven organizations, four from our expert interviews and seven from our website analysis, whose values most closely aligned with ours, but we never heard back from the College of Engineering, the Mexican Student Association, or the International Advisory Board, so we were only able to conduct eight interviews. During our interview process, the interviewees showed interest in the novelty of our program and its ability to bring different university departments together. Additionally, all eight organizations declared their willingness to be potential partners. Although, different potential partners had varying abilities to assist us in our pilot program due to differences in student volunteer resources and programmatic experience.

Interviewees also provided us with advice for our programming. For instance, they recommended events that offered communication and demonstrations from the artisans. Our program contact had also found that class engagements provided a captive audience, but beyond that, students' perspective could benefit the artisan. Our then future partner LT Jordan specifically recommended an art gallery event focused on the beauty of the crafts and to have a daytime event when traffic at the art galleries was the highest.

Discussion

When determining our partners for the first year of the program, we used our criteria established in the website analysis portion of our research. However, after our interview stage when we discovered that all of the departments and organizations were willing to and interested in working with us, we analyzed what a partnership with each of the entities would look like and how it could grow in the future.

MSC L.T. Jordan Institute

MSC L.T. Jordan Institute is a well-known, respected student and staff-run on-campus organization whose mission is to improve international awareness on the Texas A&M University campus through campus events and international travel opportunities. Their mission statement directly aligns with the project's goals. A partnership with L.T. Jordan could continue to flourish regarding the study abroad portion of our program as they have quite a bit of experience with international immersion experiences. A partnership with L.T. Jordan also made a partnership with the University Art Galleries as L.T. Jordan can rent the galleries for free as they are both parts of the Memorial Student Center. A partnership with the University Art Galleries- J. Wayne Stark and Forsyth Galleries, was desired because the galleries were a natural place to highlight the craftsmanship and artistic beauty of the artisan goods. Due to the expertise in such programs, extensive resources, enthusiasm for the program, and the potential for growth within the partnership in the future, we chose to move forward with the MSC L.T. Jordan Institute.

Mays Business School

The Center for International Business Studies at Mays Business School's mission is to cultivate a global mindset and different ways of thinking through various types of global experiences, which aligns closely with the ILE's mission. They strongly believe that international experiences can motivate students to find novel business opportunities, ways to contribute to society, and means through which to improve society by employing socially innovative tactics. Therefore, collaboration with Mays could derive a magnificent synergy for both parties. Mays collaborates with many other departments and organizations on campus and is open to inviting different disciplines and cultures. Mays also has lots of experience in terms of cooperating with international artisans as well as facilitating field trips abroad, so a partnership would help make our program more effective, and efficient. The business school also plans to build a store called the "Aggie Store" on campus that sells products of international artisans who have unique, special values. The special values could pertain to the artisan environment, gender equity, fair labor, etc. It would also allow our program to have a broader market opportunity for artisans. Mays Business School has a variety of potential opportunities to collaborate, all of which can be further elaborated upon in future partnership discussions. For instance, Mays has a marketing department that can help with the marketing aspects of the ILE in the future.

College of Architecture

For the 2021-2022 school year, the College of Architecture consisted of the Departments of Architecture, Construction Science, Landscaping Architecture and Urban Planning, and Visualization. Each of these departments offered the potential for the mutual benefit of students and artisans through the stateside interactions as well as the study abroad experiences that take place in the artisans' home country. Architecture, urban planning, construction science, etc. are all ways through which social innovation can be achieved, which is at the heart of this program. The College of Architecture has a compulsory study abroad aspect of their degrees. This could make for a natural partnership regarding the study abroad aspect of our program. With that, a partnership with the College of Architecture seems obvious. Something to consider for future years is that starting Fall 2022, President Banks' realignment of departments and colleges will move the Department of Visualization out of the College of Architecture; so, future program leaders may need to re-establish partnerships with this realignment.

The Bush School of Government and Public Service

The Bush School of Government and Public Service is dedicated to educating the next generation of public servants. Multiple parts of the Bush School resonated with different aspects of this project making it an easy partner. Parts of the Masters of Public Service Administration curriculum specifically focus on nonprofit management and international organizations, while parts of the Masters of International Affairs curriculum focus on international development. The Center for Nonprofits and Philanthropy supports nonprofit and philanthropic innovation in Texas and beyond. This coupled with the program currently being housed at the Bush School as a capstone project makes the Bush School a natural partner for the pilot year of this program. As we are actively searching for a Texas A&M department or division under which to house the ILE, a partnership with the Bush School allowed this team to advertise the value of the program to the administration of the Bush School, most specifically the Center for Nonprofits and Philanthropy. In future years, a partnership with the Bush School could consist of the Bush School taking ownership of the ILE or graduate students engaging with the program- specifically MIA students taking part in the international immersion portion of the program during the summer between their first and second year.

Limitations

Although we had an exhaustive list of potential partners, still there was a possibility that we could not find the most adequate partner that met the desire of our project and could run it. In this case, we could consider the second best. Also, we were unable to meet with multiple potential partners. Although these organizations could have been a good fit with our program, their unwillingness to meet with us possibly showed an overall unwillingness to work with us. Even after the success of our first pilot, there is no guarantee that the relationship will last. However, it was vital to collect empirical data about the experiences of all participants of this



pilot project. The trial of this year helped make further opportunities to motivate social values in students by establishing relationships between artisans and appropriate organizations.

Because this research question concerned the goals, values, and qualitative outcomes of TAMU organizations and the programs they run, there were concerns about the matter of internal validity. Therefore, we needed to dispel these concerns by closely linking the results of our literature review with the results of data collection. Regarding reliability, results may change depending on which organizations and programs will be created and operated at the time of the future study. Finally, as this research question concerns organizations and programs, not human things, limitations on research methods by the IRB were not an issue.

Conclusion

Based on our criteria of value alignment, willingness to collaborate, and a lack of logistical issues, we chose to pursue partnerships with Mays Business School, the College of Architecture, Bush School, and L.T. Jordan. Future years might want to consider entering into partnerships with other organizations whose missions align with the artisans for that year. Additionally, there are a few potential partners we found this year but were unable to partner with because of logistical concerns, but should still be of interest to the ILE.

Future Partnerships

Our research showed many potentially fruitful and mutually beneficial partners who we were not able to work with this year based on several factors, mostly logistical. However, the following future partners should be considered for future years of the ILE.

Future partners for the university component of this program include:

- Texas A&M University Law School
- Department of International Studies
- College of Education and Human Development
- Mexican Student Association
- Norman Borlaug Institute for International Agriculture
- International Advisory Board

The Texas A&M University Law School expressed great interest in this program and already has a study abroad program for their students that is similar to ours. Students meet their client, learn about the client's request, study and prepare in Texas, and then go to the client's hometown for two weeks to meet face-to-face and come up with a legal solution to the issue brought to the law students. Beyond that, Intellectual Property (IP) Law, which includes copyrights, trademarks, patents, etc., is a very popular sector of law at the Texas A&M Law School. This is a very promising sign for a fruitful partnership as IP law is something that affects artisans specifically, and is of interest to Texas A&M students. However, the Texas A&M Law School is in Fort



Worth, meaning it would be difficult to bring the artisans to Fort Worth for an event or expect law students to drive to College Station. With more planning in the future and once the program includes all three aspects- marketplace, university, and study abroad- the Texas A&M Law School could be a very beneficial partnership.

The Department of International Studies (INTS) was one of our top priority partners in the analysis stage. INTS has numerous tracks intertwined with specific regions, languages, and fields of interest such as international commerce so that every type of artisan can be the subject of cooperation with INTS. Also, all INTS students have to achieve 6-10 weeks of field trips abroad to gain their degree, which can be another point of future collaboration with our program. Students in INTS take advantage of their opportunity to encounter other cultures that may enhance their cultural awareness and linguistic skills. In the interview stage, INTS expressed a deep interest in collaborating with our programs. They also offered us the opportunity of engaging in a class called “Current Issues in International Studies”, in which our artisans can meet more than 150 INTS students in a single class. However, due to the schedule constraints, we would like to leave it as something to consider for potential collaboration for next year's program. Additionally, there is room for cooperation with faculty in the Department of International Studies, specifically those who teach foreign language classes. This year our capstone struggled with translation and finding professional translators who would not charge rates that were outside of our budget. While INTS faculty members might not be certified translators, they do have skill translating from foreign languages into English, and vice versa, evidenced by their classes and instruction. Our hope is that, potentially, INTS faculty as translators might be the intersection of quality translation and budget-friendly.

The College of Education and Human Development (CEHD) was another department that expressed interest in collaborating with our program. This department is interested in making learning opportunities for its students concerning language acquisition and multiculturalism using various areas such as dance, cooking, athletes, and so on. CEHD also has multiple programs of field trips on those topics so it can be connected with the study abroad aspect of our program. Both we and CEHD agreed that the collaboration with CEHD can meet the needs of both parties if artisans of our program are well aligned with their discipline goals.

CEHD regretted that there was not enough time left until this year's pilot event. All cooperation should be done through each faculty within the department, but there was not enough time to coordinate it. However, CEHD can function as an important partner in our program if we are looking to establish a long-term partnership with sufficient time.

Because the two artisans for this year's program are from Oaxaca, Mexico, the Mexican Student Association (MSA) was considered an important potential partner in our program. As mentioned in our literature review, cultural organizations are critical on post-secondary campuses because they aid international students in successfully transitioning to school, and increase globalized knowledge and cultural awareness for domestic students. For our program, such organizations can aid us by promoting our programs across the campus, participating in various events, and making the interaction between artisans and students smoother. In addition, even after the artisan

leaves the campus, student organizations can maintain the influence of the program on campus with other programs, which leads to more successful study abroad programs in the future. We tried to reach out to MSA but were unable to get in touch with them. Hopefully, in the future, the Mexican Student Association can be contacted earlier, or the program team can go through other avenues to connect with student-led cultural organizations that match the culture of our artisans.

The Borlaug Institute is a university-based organization with a mission to economically aid small-hold farmers around the world through agricultural science. The Borlaug Institute offers connections to multiple departments and experiences sending students overseas. They were enthusiastic about the project and look forward to working with us. Although agriculture and artisanship do not initially seem related, agriculture and artisanship are the two largest forms of self-employment in the developing world. The Institute recognizes this relationship and recently had to shut down a newly-started program in Afghanistan that dealt with the connection between agriculture and artisanship. Despite this, the Borlaug Institute remains interested in working with artisans. They are a future partner because they do not have classes for us to come into or a robust student branch to connect us with students.

The International Advisory Board (IAB) at Texas A&M University is composed of non-student members from varied professional sectors to advance the University in terms of international programs, promoting awareness and issues in hopes of creating solutions. Because the IAB is not associated with any College or Department at Texas A&M University, a partnership with the Board would be one with an advisor or a facilitator. That is to say that the Board could put our program in contact with individuals in the United States and abroad who could either provide guidance for the program or could facilitate new partnerships with artisans and their communities, or other socially innovative or entrepreneurial organizations. The IAB is made up of successful and powerful members and this program fits into its mission statement. A partnership with the IAB is in the best interest of this program, but the specifics of a partnership would need to come from the Board and what they are willing and able to do.

Application: The First Pilot Program on Campus– Features, Goals and Outcomes

All of the preceding research, analysis, and interviews were conducted in preparation for the actual launch of the program in reality. Based on our research and the values of our partners, we found that the missions and interests of the potential partners differed enough that one campus-wide event would not effectively engage all of the students and faculty that we wanted. In the interest of engaging as many of those organizations and departments as possible, as part of the pilot program we put on a total of four events: two speaking engagements, one campus-wide gallery event with L.T. Jordan, and an informal meet the artist event at the Bush School.

Speaking Engagements

The missions and interests of Mays Business School and the College of Architecture were most closely aligned with the goals of this program. Additionally, the two Colleges were the most



enthusiastic about a partnership with the ILE this year and in the future. However, because the interests of our most beneficial partners were more niche, the best way to facilitate and foster those partnerships was to create programs to target those specific interests and goals.

Mays Business School

The artisan spoke in a Retailing Strategy class at Mays Business School. For this audience, the artisans gave their backstory but mainly focused on the marketing aspect of the co-operative such as the marketing, packaging, and branding strategies. This engagement was a good chance for the artisans to explore ways to make their products more attractive to consumers from a consumer-centric perspective and sell more goods to a wider range of consumers. For the students, this engagement was a real-world case study that required the analysis of actual market conditions, and current retailing strategies to make recommendations. This talk was especially important as it fostered some thoughts of social entrepreneurship, through the artisans' experience, and allowed the students to consider novel ideas that can create new market opportunities.

The College of Architecture

For our guest speaking engagement with the College of Architecture, the artisan spoke to an Art History class of 115 students and focused more on the creation of the products and the meaning behind their designs. Students were then able to ask the artisans questions about themselves and Vida Nueva, their creation process, and the meaning behind their artwork. While the art side of the artisans and the cooperative is not the full picture, it was the portion of the artisan experience that was most relevant to this audience. While this talk did not explicitly focus on the social entrepreneurship aspect of our program, our main purpose of encouraging social innovation was highlighted through this interaction. By focusing on the story behind the products and the creation, we create a vested interest in students who might continue to interact and participate with this program in future years. Additionally, the goals of the College of Architecture's study abroad programs pair so well with ours so engaging students with similar values will help successfully facilitate the immersion portion of our program as well. We also hope that this engagement and visibility of the similarity between our program and the College will encourage students to interact with our program throughout their time at Texas A&M University regardless of whether they take part in the immersion program with us or the College of Architecture.

On-campus Gallery Event with MSC L.T. Jordan Institute

Our largest on-campus event that was open to all students, faculty, and staff was the event with L.T. Jordan. It consisted of a gallery and demonstration with some of the artisan products available for purchase. The event took place at the MSC Forsyth Gallery, where some of the artisan products were displayed and the artisans put on a demonstration to show how they dyed the fabric to make their products. The artisan also spoke about their products, the meaning behind and significance of the products, the creation process, as well as the creation and



importance of their co-operative, and how it benefits the artisans and the community. There were also visual aids throughout the gallery to highlight the stories of the artisans and co-operative to ensure that participants who were unable to attend the entirety of the program were still engaged. The purpose of this program was to create connections between and foster future partnerships with Texas A&M University students, faculty, and staff. This program was open to any interested members of the university, not just members whom our research-informed us were most likely to attend. In doing this, we mitigated any gaps in our research to prevent any interested party from being underrepresented with this program.

Bush School “Meet the Artisans” Breakfast

The last on-campus event for the pilot program was an informal breakfast event in the Bush School building’s atrium where the products were on display and available for purchase and the artisan was there to demonstrate a portion of the creation process as well as answer any questions from the attendees. This event was open to all Bush School students but it was especially advertised to the three other consulting capstones who have heard about this project from the very beginning of the school year. The purpose of this program was to engage Bush School students as it was a program put on by Bush School students. Because students at the Bush School are graduate students and have only been at the university for around two years, we did not expect most of these students to engage in the program in future years because the second year consulting capstone teams will have graduated before the second year of this program and first-year students will graduate before the second year of the international immersion portion of the program. However, as this program was still looking for a home in the university, this event served as a way to show the administration of the Bush School the focus of the ILE and potentially create buy-in on an administrative level.

Goals and Outcomes

This pillar wanted to create sustainable relationships between Texas A&M University and Vida Nueva, as well as create buy-in for the program in future years. We hoped that some of the students who interacted with Vida Nueva and the ILE through the speaking engagements and the gallery event might be the students to travel to Oaxaca to engage in the mutually beneficial social innovation activities intrinsic to the international immersion experience portion of the program. Because we have not been able to go to Oaxaca and execute the third portion of the ILE, we are aware that logistics might prevent the students who engaged with the on-campus programming from traveling to Oaxaca before they graduate, but we hope that we created a foundation that can be used as a sort of pipeline in the future. With that, our goals for the on-campus portion of the pilot program were as follows:

1. Have 300 people attend our four university programs and speaking engagements.
2. Have 25% of our attendees be graduate students.
3. Increase cultural awareness on campus, and motivate the sense of social innovation/entrepreneurship of students, faculty, and staff.



We wanted to include a headcount goal to ensure that we were reaching a sizable portion of the population at Texas A&M University. While 300 of 70,000 plus students does not seem like a large percentage of the university, it is important to take into account that this ILE is a part of a Bush School capstone, a school which has around 400 total students, so when the context is considered, our headcount goal is ambitious but attainable. Additionally, as this was the pilot program, we wanted to ensure that our goals were reasonable so our recommendations for next year's capstone team would be relevant. For the class engagements at the Mays Business School and the College of Architecture, we counted the students present and received confirmation from the professors through their attendance. Attendance at the gallery event was measured through TAMU ID "card swipes" and the attendance at the Bush School breakfast was recorded through a post-event survey sent out by Dr. William Brown to the entire Bush School. When determining attendance we did not count the artisan, the translator(s), or ourselves, but we did count professors and staff as well as students for all events. As seen in Table 4, total headcount was 25 attendees for the Mays class engagement, 116 attendees for the College of Architecture class engagement, 69 attendees for the gallery event, and 46 attendees for the Bush School breakfast event for a total headcount of 256 people.

Table 4: Headcounts at each TAMU event

Mays Class Engagement	Architecture Class Engagement	MSC L.T. Jordan Gallery Event	Bush School Breakfast	Total
25	116	69	46	256

Next, we wanted to ensure that our program engaged both graduate and undergraduate students because we want the ILE to be open to students of all classifications, not just graduate or undergraduate students. We only looked at student classification as opposed to college affiliation because we knew the colleges with whom we scheduled class engagements would be significantly higher than those we were unable to partner with. The Mays and Architecture speaking engagements were only open to undergraduate students whereas the Bush School breakfast only had graduate students in attendance. Figure 2 shows the final breakdown of TAMU classification was 196 (76.56%) undergraduate students, 36 (14.06%) graduate students, and 24 (9.38%) professors and staff members and Table 5 shows the breakdown of university classification by event.

Figure 2: Breakdown of event headcount by university classification

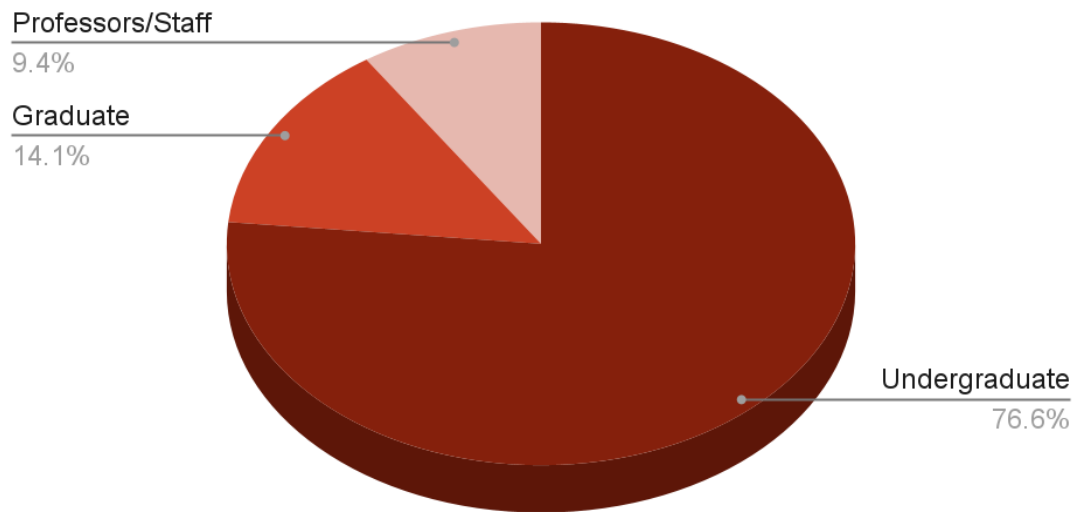


Table 5: Breakdown of headcount by event and university classification

	Undergraduate students	Graduate students	Professors/ Staff	Total
Mays Business School Class Engagement	24	0	1	25
College of Architecture Class Engagement	115	0	1	116
L.T. Jordan Gallery Event	57	10	2	69
Bush School Breakfast	0	26	20	46
Total	196	36	24	256

Our percentage of graduate students did not meet our goal of 25%, which could partly be because our Bush School event was the same day as the Spring 2022 Ring Day, and several capstones canceled class for Ring Day. When we determined the percentage of graduate students, we assumed that the three other consulting capstones would attend but because of class cancellations, only two were in attendance. However, we were pleased to see such a high percentage of professors and staff members in attendance because only two professors were

guaranteed to attend as we came into their classes, the other seventeen professors and staff members went out of their way to engage with our program which shows that there is interest, on the employee level, in this program.

Lastly, as the purpose of this program is to promote social innovation through social entrepreneurship, we wanted to ensure that our on-campus programming hit on the relevant themes of the ILE. We sent out a post-event survey to the Don Lewis, Mays Business School, Susan Sutherland, College of Architecture, and Dr. William Brown, Bush School, to pass on to their students or attendees of the college-specific program. We also sent out the post-event survey to the attendees of the gallery event who consented to share their email addresses with us. In this survey, we asked questions about demographics but highlighted three, yes or no questions to measure the efficacy of our program in educating the TAMU community about social innovation and social entrepreneurship as well as Vida Nueva. The questions are as follows:

1. Do you think you are more culturally aware after this program?
2. Do you think you learned about the artisan's values such as female empowerment, traditional cultural practices, and economic empowerment?
3. Do you think your participation in this event enhanced your sense of social innovation or social entrepreneurship?

Not all of our program attendees filled out the post-event survey but we did receive forty-four responses and of those responses, 40 (90.9%) responded yes to question one (Figure 3), 43 (97.7%) to question two (Figure 4), and 35 (79.5%) to question three (Figure 5).

Figure 3

1. Do you think you are more culturally aware after this program?

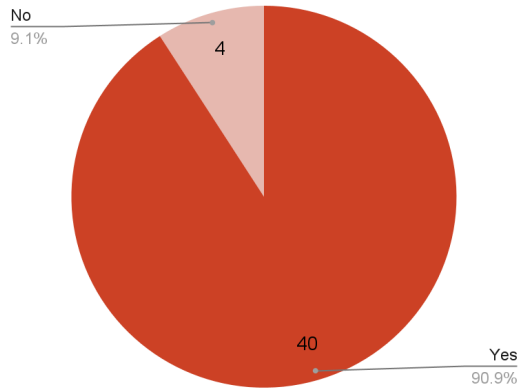


Figure 4

2. Do you think you learned about the artisan's values such as female empowerment, traditional cultural practices, and economic empowerment?

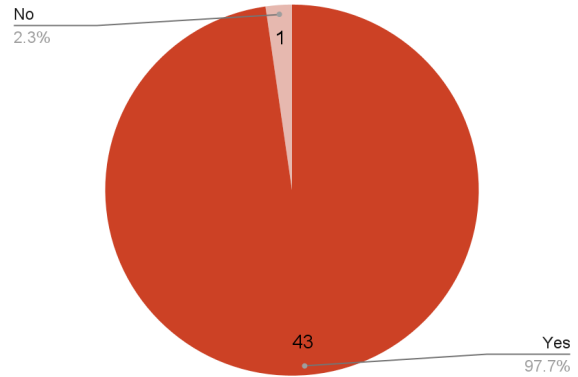
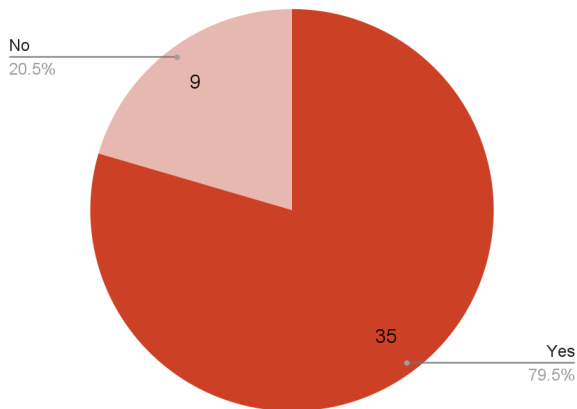


Figure 5

3. Do you think your participation in this event enhanced your sense of social innovation or social entrepreneurship?



The responses to the first two questions are pretty similar, but the third question about social innovation and social entrepreneurship was significantly lower, which required a further look into the results. A majority of our participants attended the College of Architecture Art History class engagement and while we did highlight the mission of Vida Nueva, we focused more on the cultural practices of creation and the meaning behind the designs- there was not as much emphasis on social innovation or entrepreneurship. Additionally, the Bush School Breakfast was a come-and-go event and while there was a demonstration of the process of dyeing the wool, attendees could come to the Allen Building Atrium, grab breakfast, look at the products, and then leave without really engaging. These two factors led to the stark difference in the number of survey respondents who answered “yes” to question three as opposed to questions one and two.

As the purpose of this program is to encourage social innovation through social entrepreneurship, ensuring that every on-campus event adequately hits on those two themes might be something for next year's team to improve upon.

Future Sources of Funding

In 2020, this ILE, spearheaded by Dr. William Brown, received the Global Engagement Grant, a one-time, non-renewable \$50,000 grant that may be spent over three years. The purpose of this grant is to create and stimulate innovative multi-collegiate initiatives which incorporate international experience for students (Office of the Provost, 2021). This grant funded our pilot program but the ILE must consider other sources of funding to sustain the programs after the grant money is exhausted.

Travel, Meals, and Lodging

This year the capstone team paid for all of the expenses that Vida Nueva incurred traveling to and spending a week in College Station for this pilot program. That included a plane ticket to and from Houston, a rental car for seven days, a hotel room for five days, as well as eight meals, which totaled to \$3,456.39 (see Appendix L).

When we consulted with Dr. Jeff Snell regarding the International Folk Art Market in Santa Fe's funding, he said the organization pays for the plane tickets and hotel accommodations for first-time artisans participants, and returning participants must pay for their travel and lodging. The thought process is that the artisans will make enough money during the fair that they can afford to pay for their expenses to return the traveling year. Additionally, Dr. Snell advised us to take a portion, around 25%, of the revenue to pay for those first-time artisan expenses. If we took 25% of \$10,921.00, the total revenue this year after deducting sales tax, we would have \$2,730.25. This hypothetical percentage of the revenue would have covered almost 90% of the travel, lodging, and food expenses for an artisan. We hope that as the ILE grows and we can host more artisans, the revenue will also increase which will facilitate further growth and international artisan participation.

Lastly, according to the Texas A&M University Division of Finance, if certain criteria are met, the university will pay for travel, lodging, and food expenses for guest speakers as well as a certain amount of compensation for the class speaking activity itself (Division of Finance, 2021). As this will depend heavily on the programming features of each iteration of the ILE, this is an option but it might not be the most feasible. Between our portion of the revenue, returning artisans paying for their expenses, and the possibility of a university-funded speaker fee, the ILE should have sufficient funds to pay for such expenses.

Translators

This year, two students at Texas A&M University who tutor other students in Spanish were generous enough to work as our translators for the pilot program. Our expenses for the two



students who were at almost every event totaled to \$504.00 (see Appendix L). During our pilot program, we realized that translating is a skill on top of being fluent in a language. Therefore, we had unrealistic expectations of the two students' abilities by expecting them to do something they were never trained to do. Due to our ignorance, we unknowingly created situations where the translators could not be successful and were overwhelmed to the point that things were lost in translation during our events. Now we know that for future years, professional translators are critical to the success of the event. However, professional translators will be more expensive, so we expect to see the cost for translators to increase in future years. Additionally, if artisans from different countries are included in the program, there might be a need for translators for other languages which would increase the cost as well.

There are a few ways that future ILE teams can pay for professional translators. The first is that the money garnered from the ILE's portion of the profits can be used for translator costs. However, the money we would have gotten had we taken a portion of the profits during our pilot program would not have covered the two students, in addition to the travel expenses of first year artisans. Our hope is that the Global Engagement Grant will cover enough of the program until the ILE is able to have a cut of the profits that can pay for both the travel and lodgings for first year participants and professional translators. To lower the expenses associated with translators, we suggest that the ILE works with the Department of International Studies to find translators, or faculty who can serve as translators. We hope that TAMU-affiliated translators might be willing to help the program for less compensation than a private translator. However, it is worth mentioning that the Department of International Studies only has faculty members that speak Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Russian, and Spanish; so, if an artisan does not speak a language from the aforementioned list, a translator outside of Texas A&M is necessary.

Event Space

This year, because we partnered with other TAMU colleges and organizations, we did not have to pay for any of the spaces used to put on our programs. Our class engagements took place in classrooms in both the College of Architecture and Mays Business School, the Forsyth Gallery was available for free for L.T. Jordan because they are a TAMU student-led organization, as was the Bush School atrium because this is a Bush School capstone team. We suggest that in future years, the ILE continues to partner with on-campus entities to reduce costs in this regard. Should there be costs for event space in the future, the ILE can either ask their partners to bear this burden or some of the revenue from the artisans can be used to rent event space as well. However, it is preferable to pursue partnerships because not only do they lessen financial burdens but they increase engagement across the campus as well.

Recommendations

COVID-19 Vaccine Recommendation

Originally, there were two artisans from Vida Nueva who were meant to travel to Texas to participate in our program. However, on the day of their flight we were made aware that even though the artisans both had two doses of the COVID-19 vaccine, their first dose was not on the list of Center for Disease Control ([CDC](#)) approved vaccines necessary to enter the United States. Luckily, the co-founder of the cooperative did have two doses of approved versions of the vaccine and was able to take a later flight and arrived in Texas around twelve hours later than we anticipated the first two artisans to arrive. For future years, we encourage the ILE team to check specific vaccine requirements both for artisans entering the United States as well as students traveling to other countries to ensure that this same error will not occur. This step should be done around the same time as when the ILE team and the artisans must determine if visas are necessary for travel.

1. **Schedule class engagements for graduate-level classes as well as undergraduate-level classes.**
 - a. There are around ten thousand graduate students at Texas A&M which is significantly less than the undergraduate population but because this ILE wants to include undergraduate and graduate students as well as faculty and staff, graduate students must be specifically targeted through the on-campus programming. This year our in-class events only engaged undergraduate level students and our main on-campus partner, L.T. Jordan, mostly consists of undergraduate students as well. Next year's group should seek to go into graduate-level classes for class engagements to ensure that this population is reached through this program.
2. **Continue relationships with our partners year-round to ensure active engagement through relationship building.**
 - a. Had this year's group engaged in pre-event sessions with our partners, we might have had more people interested in the program before the week of the ILE. For example, if we had gone into one of L.T. Jordan's weekly meetings and talked about Vida Nueva and our program, people would already have some background knowledge about the program and the artisans before attending the event. Additionally, our class engagement with Mays could have been more efficient had the students been aware of what we expected from the engagement before the day of. Lastly, had we put on some type of event at the Bush School before the event, we might have enticed some students to come to our event even if they did not have class during that block of time because the students who attended that event would have been in the building regardless.

3. **Consider TAMU events that might conflict with our program.**
 - a. The pilot program was the same week as Spring 2022's Ring Day, which meant that many students did not attend our programs either because they or their friends were getting a ring, their family was in town because of Ring Day, or because it is difficult to move around in Bryan/College Station due to increased traffic during Ring Weekend. We scheduled our pilot program around community events that we wanted to participate in but we did not consider on-campus events when we chose our date. Additionally, Dr. Brown had an important event in Houston the week of our pilot program so he was unable to attend the L.T. Jordan gallery event. So, the schedules of the community, the university, and the Bush School should all be considered equally when picking a date for the domestic programming.
4. **When you determine your on-campus partners for the year, ask them if and how they can help with the year's program.**
 - a. This year for the on-campus programs, we did not ask our partners for anything other than time and space. This ended up making much more work for us and made it so that we did not do things as well as we could have done. For example, we created all of the marketing materials ourselves and had a difficult time doing it, but the class that we went into at Mays Business School was a marketing class and after our engagement, we were told by Don Lewis that the Marketing department of Mays would love to help our program in the future because of our shared interests and values. Had we asked this question when we first interviewed our potential partners, we would have been able to ensure that tasks were completed by those who were competent in the relevant areas, i.e., having people with marketing experience creating marketing materials.
5. **Increase communication with partners to ensure clear expectations and responsibilities.**
 - a. Another communication issue we faced this year was that many of our team members were unclear on what our partnership events would consist of and what we needed to do for those events. Because of that, we had to scramble during the set-up portion of our events and sometimes were even unable to do everything that our partners wanted from us due to a lack of understanding on our part. A way to avoid this problem is to ensure that expectations and responsibilities with our partners are explicitly clear either through some type of partnership agreement or other written means.
6. **Hire professional translators.**
 - a. Our capstone team tried to save some money on translators and hired students who are fluent in Spanish and tutor other students in Spanish but are not professional translators. While they were able to communicate with the artisan extremely well, our team did not adequately understand the difference between

being fluent in a language and being a trained translator. Therefore, we had issues where things were lost in translation during our events which both took up time and also made our programs look slightly unprofessional. We also had to lean on many of our capstone members who were proficient in Spanish but also are not trained translators and while we were incredibly grateful for those who helped us translate this year, it was a difficult and unreasonable burden for them to carry. Accurate and meaningful communication between the artisans and the community is important enough that the steep price of professional translators is worth it.

7. Ensure the itinerary of the artisan's schedule is translated into the artisan(s) native language.

- a. This year a member of our capstone team who was fluent in Spanish translated the itinerary of the program schedule and events for the artisan to keep with them at all times to avoid timing issues. This itinerary provided the artisan with a schedule of the events taking place throughout the week and whether it was an event they would have the opportunity to sell products. Ensure that a brief description of each event is added to the itinerary to give an artisan an idea of what the event will entail. The names of students and others such as translators or Dr. Brown should be added to the schedule so the artisan is aware of who will be there at a given event. We also suggest including when the artisan will have time to eat breakfast, lunch, and dinner.

8. Make meal plans and restaurant reservations as early as possible for the artisan week of events.

- a. Due to university events this week, we had a difficult time making reservations at restaurants. Additionally, it was difficult for the team to determine places to get food either on the way to an event or after an event while taking the artisan back to the hotel. A majority of the time, the translators did not stay with the team during meals, which added another level of difficulty through the means of a language barrier. So, it would be easier if in future years of the program, a plan for food is made in advance so there are fewer things to worry about during the week of programming itself.

9. Create a detailed binder for capstone group and place in rental vehicle

- a. We suggest assigning a capstone member to make a detailed binder to go in the rental vehicle that outlines the event schedule, group contact information, tax-exempt forms, and any additional paperwork that may be useful to help the week flow smoothly. The binder will help capstone members stay up to date with event schedules and make important information accessible to them at all times. The tax-exempt forms will be used when making purchases or taking the artisan to eat ensuring that taxes are deducted from the total bill

Bring Pillar: Local Marketplace of Bryan/College Station

The Bring pillar's main focus is piloting an international market experience for the Bryan/College Station community. Through our research we focused mainly on market opportunities and best business practices. Our pilot market allowed us to partner with various community organizations and businesses. Overall, we concluded that the Bryan/College station is a viable market and have identified successful partnerships moving forward.

Research Methods, Findings, and Conclusions

The Bring pillar conducted research on the market opportunities and business practices needed to sell international artisan products in the Bryan/College Station area. In order to determine these factors, the capstone searched through published articles, websites, and conducted interviews with existing art organizations in the Bryan/College Station area. This research ultimately resulted in several key partnerships with local art organizations. Through these partnerships the international artisans were able to sell their products and engage in cultural exchange.

Research Questions

1. What market opportunities will result in selling the most artisan goods in BCS?
2. What business practices should we incorporate to sell international artisan products in the BCS community?
3. Which partnerships will best facilitate these opportunities and practices?

Scope of Analysis

The scope of the 'Bring' phase of the project was primarily concerned with analyzing whether the Bryan–College Station area would be suitable to host an internal artist to market and sell their products. This limited our focus to target markets, market opportunities, and business practices that local artisan markets in the BCS area should employ to be successful. We analyzed six artisan organizations that were most relevant to our project. In conducting this analysis, we did not study other regions of Texas or the U.S. as the focus of the capstone's scope was focused on the Brazos Valley and the Bryan/College Station area. Additionally, in our analysis, artisan organizations were prioritized rather than individual artisans because of their greater resource capacity.

Variables and Assumptions

The three concepts we had originally hoped to assess in the Bring phase of the project included market viability, market sustainability, and business models. As the program began to take shape we decided it would be better to focus our research instead on market opportunities and business practices since these variables were more in line with structuring a market opportunity. We researched market opportunities because they portray the viability and sustainability of

producing our own artisan market in the BCS area. We researched business practices because we wanted to determine the best methods to sell products to entice the greatest number of consumers. We researched partnerships to determine who we could host events with. These three concepts are defined as follows:

- Market opportunities are defined as events in which artisan products can be sold to consumers.
- Business practices are defined as the methods by which artisan products are sold at an artisan market.
- Partner organizations are defined as local art organizations with an ability to host artisan events.

In implementing our research design, we operated under several assumptions. First, we assumed there are market opportunities in the area in which artisan products are demanded and sold in large quantities. Second we assumed that art organizations in the BCS area have successful business practices in place that we could utilize in determining our own practices.

Methodology and Research Design

To identify market opportunities and determine best business practices to employ, the Bring Pillar had three research objectives which included: 1) identifying partnerships in BCS, 2) learning what business practices lead to selling the most products, and 3) selecting good market opportunities to pilot.

To obtain information on which market opportunities best fit our program, we first identified organizations in the BCS area that commonly sponsor art events and that were most relevant to the project. This was done by searching the College Station and Bryan city websites, Google Maps, and using previous knowledge about the Arts in Bryan/College Station. As a result, we determined the six local organizations that frequently sponsor art events. These organizations included: the City of College Station, the City of Bryan, the Arts Council, Degallery, the Grand Stafford, and Lake Walk. Upon finding these six organizations, we reached out to employees at each organization to conduct formal interviews. These interviews consisted of written questions where answers were recorded in a written format following responses. These questions can be found in Appendix F. All the interviews occurred in a 1-1 setting generally over Zoom, with capstone members leading the interview. Prior to the interview, the capstone member who was conducting the interview was tasked with researching the organization, understanding its role in the local art community, and how it could be relevant to our capstone program. All interviewees were asked the same questions, with additional questions being asked depending on if the interviewer wanted to follow-up on a certain statement or question. Questions asked were centered around artisan events, business models and best practices, and the characteristics of the local consumer market.

Findings

Business Practices

One of our main goals was to identify the best business practices in the BCS area. The following sections detail the findings for this question:

Our interviews helped us determine effective business practices for the program. In our interviews with Degallery, the Arts Council, and the City of Bryan, we were told that best business practices for artisans should include marketing through various avenues such as social media, news, and radio depending on which target market we were aiming to meet at each event. We were told by the City of Bryan that the artisan products must be priced low in order to be attractive to the large college student population in the area. Lastly, we were advised that timelines and event logistics must be determined months in advance to avoid delays and changes which are inevitable with such artisan events.

Collectively, from our interviews with local organizations that sponsor art events, we learned that four of the six organizations hosted frequent art related events at which our artisans could sell their products this year, given time and logistic constraints. Our interviews with Degallery, Destination Bryan, Lake Walk, and the Arts Council helped us understand that rather than create our own opportunity it would be best to join other market opportunities and share common resources. In addition, we were told by each organization that it is best to participate in multiple events in order to reap the most profits. We were told that traditional hand crafted items would sell well in the area, if priced and marketed according to the aforementioned suggestions and to the correct target markets. Additionally, the presentation of products is important as well. Through our interviews we also identified different organizations and community individuals to build partnerships within the BCS community. Lastly, In our interviews with Degallery and Jose Quintana we learned about other groups engaging international artists in BCS.

The first goal of a complete sale of all products, was the primary quantifiable goal of the pilot program. Through ensuring that all goods were sold, the capstone group would be able to verify that the program would be a success. If there was enough engagement to completely sell out of the inventory presented, there is likely an interest in the Bryan/College Station community in engaging with international artisans in the future. For the goal of complete product sales during the duration of the event we were incredibly successful. The Vida Nueva artisan arrived in College Station with a total of 123 various goods. Through a comprehensive inventory process, the capstone group was able to track the quantities of specific goods and the total inventory remaining. By the end of the final day, the artisan had almost completely sold out of products barring six rugs which were later left at The Arts Council to be sold. In addition, it should be noted that the capstone group chose to raise prices on many of the products with Vida Nueva's approval. We raised the price of the large bags from \$50 to \$75, small rugs from \$120 to \$150, large rugs from \$220 to \$250, and sold the placemats individually. We can conclude that this program goal was mostly met.

The program goal of determining the ideal price point for each market was essential to understanding the landscape of the Bryan/College Station market and community. Utilizing the information we learned, the capstone determined the most successful events and the items that were most successful in each market. The most profitable day was the event at the Bush School. At the Bush School event we sold \$3,442.53 in gross sales through 27 purchases. The least profitable and unsuccessful events, when it came to profits, were the Degart event and the Downtown Street and Arts Festival. However, the Downtown Street and Arts Festival was particularly difficult to gauge as only the few expensive products were leftover for this event. There was much consensus among capstone members and patrons that if the items within the \$25-\$75 range were available they would have sold particularly well. Another outcome observed through this data, was that events designed specifically for the international artisan and marketed as such sold the most products. Both the Bush School event and the Arts Council event were marketed towards the general public as an event featuring Vida Nueva.

Finally, the goal of engagement was to find the events that engaged the artisan the most. Through getting a general headcount of anyone who engaged with the artisan, this allows for the capstone to gauge the success of the events, and to plan future iterations of these events in the recommendations. The focus on engagement within the goals rather than just purely monetary purchases is in line with the program's goal of social innovation and cultural exchange. To track the engagement of certain markets, the capstone intended to take a headcount of each event through photos, purchases, and personal experiences. While this may have not been the most efficient and effective manner of tracking exact engagement, it was the easiest in regards to event management and prioritization of sales but likely leaves room for error. Through utilizing these features, the capstone found that engagement was highest at events specifically designed for international artisans and for Vida Nueva in particular. The events at the Arts Council of the Brazos Valley, the gallery event with L.T. Jordan, and the Bush School event saw the highest levels of attendance by members of the community. Another outcome observed through this data, was that events designed specifically for the international artisan and marketed as such sold the most products. Almost everyone that attended those events either bought a product, listened to an artisan presentation, or interacted with a team member or the artisan directly. This can be further confirmed through team accounts and through photos and videos taken from the events. The Downtown Bryan Street and Arts Festival saw a high level of engagement as well, however, this event had the largest number of attendees out of all markets. Although there was high engagement when compared to other high engagement events, proportionally with other high engagement events, the Arts Festival was relatively lower. In addition, the Arts Festival saw a lower amount of monetary purchases and engagement directly with the artisan. Through measuring engagement in this manner, the capstone can measure cultural exchange and social innovation.

Marketing

During our initial interviews with each of our would be community partners we learned that in order for our events to be well-attended and financially lucrative, they needed to be marketed using multiple avenues. We were specifically told that these avenues included social media, news outlets, newsletters, and physical marketing such as posters.

In accordance with these recommendations, we created a Facebook page called “International Market and Cultural Exchange” where information about Vida Nueva, their products and each of our events was posted. We also utilized local news outlets by doing an interview with KBTX where several group members, including Dr. Brown, were able to explain the purpose of our project and the events planned to the community. Another way in which we used local news was by having an article written up about our project and associated events in Texas A&M’s student newspaper—the Battalion. Additionally, the Insite Brazos Valley, a local media outlet, also wrote a story about Vida Nueva. Our partner L.T. Jordan, featured members of our capstone on their podcast “Many Aggies, One World.” These articles helped students, professors, and the community understand more about our events. In addition to news outlets we also interviewed with KAMU, Brazos County’s primary PBS and NPR station. They were able to film and interview the artisan around BCS at different events. We used digital marketing to create and distribute flyers for our events to the Bush School, our community partners, and interested community members. Both the Bush School, the Arts Council, and Jose Quintana helped send these digital flyers out to the community via emails and newsletters. Our group printed these and posted flyers around campus as well. Last, we made two posters for the event—one detailing the capstone project and one each of the events, and brought them to every event to help inform customers.

Taken as a whole, effective marketing was crucial to the success of the project. By utilizing Facebook, news outlets, newsletters, emails, digital flyers, and posters, members of the community as well as students and faculty at Texas A&M were made aware of our marketplace events and were able to both attend and purchase Vida Nueva’s products.

Best practices for managing media would be to assign one specific person or two people to be the main point of contact for all media outlets. In the future it would be good to have a list of responses prepared for generic questions about the project and events. It is also important to ensure that the main point of contact is consistently following up with the media contacts as the market dates nears. Throughout our pilot event we also learned the importance of using our contacts and partnerships to distribute all digital marketing materials. In the future it would be beneficial to partner with the Mays Business School or graphic design classes to build content for a future artisan visit.

Market Opportunities

One of our main goals was to identify the best marketing opportunities in the BCS area. The following sections detail the findings for this question:

From our interviews we planned four market events that Vida Nueva could sell their products at, in conjunction with the local art organizations we interviewed, including Degart 2022, Shop Local, The City of Bryan Downtown Street and Arts Festival, and an Art Gallery Exhibition at the Arts Council.

The interviews gave the Capstone and Bring group a unique perspective on the market of the Brazos Valley and specific markets within each area. Within these interviews we were able to assess each market for their viability and the most effective means of putting on or participating in an event within that target market.

Destination Bryan gave the capstone the knowledge on ideal price points within the City of Bryan and how to effectively market to members of the city, stressing the importance of established media such as KBTX, KAMU, the Eagle, as well as social media. The knowledge of staying between the \$25-\$75 range for smaller products assisted the capstone when making decisions on stocking events throughout the week as well as deciding product prices. Destination Bryan was also able to discuss the viability of selling at the Downtown Street and Arts Festival and assisted in guiding on marketing and in participating with the event.

The Arts Council assisted the capstone tremendously in logistical knowledge within the interview. Through the interview with the Arts Council, the capstone was able to understand the viability of an Art Market within the Brazos Valley but also at Texas A&M. The Arts Council was able to place the capstone into contact with numerous resources and emphasized the importance of selling to target markets. The Arts Council was also instrumental in the pricing decisions related to products, and was able to help guide the capstone to find ideal prices that work within the Bryan-College Station market. Finally, they were able to assist in setting up an ideal event to attract members and patrons of the Arts Council.

Degart and Lakewalk were able to give the capstone a unique perspective from the artisan experience locally in Bryan and the surrounding area. These interviews reinforced the price recommendations given and gave recommendations for specific artisan events happening the week of the program that could be utilized and participated in.

Market Results

Table 6: Summary of market sales

Items Sold	Price/Unit	Shop Local	Arts Council	Degart 2022	Downtown Street and Art Festival
Large Wool Rug (80x150)	\$250.00	1	3	1	4
Small Wool Rug (60x100)	\$120.00	1	6	0	4
Large Wool Bags	\$75.00	2	2	0	0
Small Crossbody Bags	\$25.00	4	1	0	0
Placemats	\$20.00	4	3	0	1
Pencil case	\$23.00	4	1	0	0
Lumbar Pillow cases	\$75.00	0	0	0	2
Square Pillow cases	\$45.00	0	0	0	4
Runners	\$250.00	0	0	0	0
Leather Bags	\$100.00	0	1	0	0
Laptop Case	\$100.00	0	1	0	0
TOTAL SALES (TAX INCLUDED)		\$830.35	\$2,087.10	\$250.00	\$1,981.01

“The Local” at Lake Walk

The Local is a weekly market held outside of the Stella Hotel. This market features the work of local artisans. The event is sponsored by Lake Walk with the goal of connecting local art vendors with community members in the BCS area.

Several dozen people attended the Local and purchased items from Vida Nueva. Many customers were very interested in several of the lower-priced items including handbags and purses. The items in the \$25-75 price range sold the best at this event. As a result, the event generated over \$830 and ten products were sold. At this total price, it is evident that the items purchased were within the low price range.

Downtown Street and Arts Festival

The main event for the week was the Downtown Bryan Street and Arts Festival. This event is held yearly downtown by Destination Bryan, the local tourist information center employed by the city. Destination Bryan is highly influential in local events that promote the local Bryan community, its entrepreneurs, and its culture. The Downtown Bryan Street and Arts Festival is a yearly event occurring in April that attracts attendees and artisans from across the state of Texas.

Commonly held on Texas A&M's parents' weekend to maximize attendance, the streets of downtown are packed with a variety of artists and attendees. For our artisan visit, this was a perfect opportunity to participate in an event tailored towards the sale of artisan craft goods. Destination Bryan helped promote our events to local constituents and agreed to feature a booth space for the capstone in the Downtown arts festival at no cost. This opportunity fostered a partnership between our capstone and Destination Bryan that is largely reliant on promotion to the local community with the capstone project engaging the Bryan community in return.

The festival was attended by hundreds of community members visiting Vida Nueva's booth. A variety of products were purchased, however large and medium sized rugs sold the best. In total the event garnered 11 sales and over \$1,981 in revenue making it the most financially lucrative event off campus that was attended. Many in attendance mentioned they wished there were smaller and cheaper products. In comparison to the other vendors at the festival, the products available were priced very high. Since the capstone had sold out of the cheaper items earlier in the week, there were lower total sales since remaining items were all higher priced. However, sales of larger items resulted in the total revenue at the event being high. Had the capstone had more purses, hand bags, and small items to sell, there would have likely been a higher volume of sales. In addition, there was less interest in the artisan products overall, as there was not a specific target audience attending the event for international artisan goods. Overall, the event was successful, but could be improved upon further with further emphasis placed on smaller and cheaper products within the \$25-\$75 price range.

Degart 2022

This event was sponsored by Degallery, a local art gallery in Bryan. This gallery holds a yearly international art festival called Degart. At this festival, artists taught master classes and sold their art. We chose this event because it supports a local art organization and involves international artists.

Overall, the gala event at Degart was unsuccessful due to lack of sales and consumers present at the event. During the event only one rug was purchased for \$220, making the event the least profitable of all the events. In addition, only a handful of consumers attended the gala which resulted in marginal interest in Vida Nueva's products. Where the event was successful was that it brought in around ten artists from around the world who were able to network with the capstone group, and very minimally with Vida Nueva.

Brazos Valley Arts Council Gallery Exhibition

The Brazos Valley Arts Council, a non-profit organization that serves as an organizer for the arts in the Brazos Valley community and hosts several events to promote local and visiting artists. The Arts Council is serving as a primary partner on a variety of different aspects of the capstone. The Arts Council agreed to serve as our fiscal agent with the artisans. Due to Texas A&M University restrictions in handling finances and transactions, the Arts Council allowed the



Capstone to utilize their “Quickbooks” account for transactions. In addition, the capstone held an art demonstration of the international artisans and gallery. This event was primarily directed at the local community and local artisans in the Brazos Valley. This engagement allowed the international artisans to interact with and exchange ideas with local artisans while also selling their products. Additionally, the Brazos Valley Arts Council agreed to display products that were not sold by the international artisans past the artisan departure date. This increased the likelihood of achieving the capstone goal- selling the entire product inventory.

In total around 20-30 consumers attended the event. Since the event was marketed by the Arts Council, many of those in attendance are regular buyers of art. As such, despite rather low attendance, the event resulted in 10 sales and \$1,979 in sales. The consumers really appreciated each of the items and bought a mixed variety. Most items purchased were larger, such as rugs. In addition, there was a high level of engagement with the artisans as many who attended the Arts Council event had a deep interest and appreciation for the international artisans and their products. The event was a huge success overall.

When assessing the best market opportunities in future iterations of this program, we must consider the total sales and quantity of sales at each event and potential partner contributions in the future that can further tap into these desirable markets. Overall, a primary observation from total sales are the success of events that emphasize the international artisan and are marketed towards a large target audience that is willing to consume these artisanal products. The two best market opportunities moving forward would be:

- Local Artists - The Brazos Valley Arts Council
- The City of Bryan - Destination Bryan

The Brazos Valley Arts Council was instrumental in the implementation of the program this year. Serving as the fiscal agent for the capstone, providing reliable advice on pricing and marketing, and hosting one of the larger events throughout the week, it is recommended that moving forward, the Brazos Valley Arts Council can help cultivate and develop a long term relationship with the arts community in the Brazos Valley. For Off-Campus events, the Arts Council event sold extremely well totalling as the most profitable. A large majority of the items sold were the larger and more expensive products, signaling a target market that is willing to pay more for these types of products. With further marketing, implementation, and planning the Arts Council and the art community can serve as a reliable market opportunity in the future.

The City of Bryan serves as a massively untapped market. The only event held in Bryan was the Downtown Street and Arts Festival. While this was very successful and stands as the program’s second largest selling event off-campus, it is believed that had the focus been solely on the international artisan rather than the dozens of other artisans who had also participated in the event, it likely would have sold even better. In addition to this, the event only had remaining items from throughout the week, making it difficult to assess how successful the event could have been. Cultivating an event specifically for an international artisan within Bryan has the

potential to be extremely successful from a market standpoint. There is a defined interest from the City of Bryan as well as consumers who interacted with the artisan at the Street and Arts Festival. In future iterations of the program, working with Destination Bryan to market and specifically host an event in Bryan for the program will likely be extremely successful.

Partner Organizations

One of our main goals was to identify and create partnerships with local organizations who host art-related events. The following sections detail our findings to this question as evidenced through interviews and the market itself:

Destination Bryan

From our interview with Destination Bryan we found that the best partners have large community networks, engage with local artists, own large venues, and have an ability to market products to the community. Speaking with Destination Bryan revealed that the organization had each of these aspects already in place for an upcoming event, the Downtown Street and Art Festival. In addition to agreeing that we could participate in this event, Destination Bryan told us that they would give us a space, provide us with free marketing, and help advise us. As such we decided that Destination Bryan would make an excellent partner moving forward. The organization helped us market, gather materials for, and set up at the Downtown Street and Arts Festival. This partnership was highly successful in that we were able to network with many local artists, sell our products, and establish a presence in the BCS community.

Our partnership in the Downtown Street and Art Festival revealed that Destination Bryan would make an amazing partner not only this year, but in the future as well. The organization has access to many major art events held in Bryan. The organization also has the professional expertise and funding to help advise and fund our project moving forward.

The Brazos Valley Arts Council

From our interview with Sheree Boagner at the Brazos Valley Arts Council we learned that poor partners can only access a select few in the community, while the best partners know and have access to everyone in the community. Sheree told us about the large reach that the Arts Council has in the BCS area including its access to local artisans, schools, clubs, and local businesses. In addition, the organization offered to help us market an event held at the Arts Council to the community by hosting and inviting community members in various localities and organizations.

Our capstone group decided to partner with the Arts Council because of their large reach in the community and because most of the other interviewees specifically mentioned that the Arts Council is the most influential art organization in the area. As a result of our partnership, we were able to hold a large event at the Arts Council, which they sponsored. In addition, the Arts Council was able to act as our fiscal agent.

This partnership is incredibly important to the future of this capstone project. Not only could the Brazos Arts Council be a continued supporter and fiscal agent, but they also provide the capstone project with the resources of a respected partner for local artisans dedicated to investing within the arts community. The network that the Arts Council provides with local artisans and the variety of different art styles allows us to work further in the future with the different art communities. This partnership can grow to become an annual event that both parties can work towards improving and marketing in a more well-established manner.

Degallery

From our interview with Dary Dega at Degallery, we learned that good partnerships involve more than just two partners. The more organizations that partner together, the more successful the event will be. During the interview Dary told us that she holds a yearly event called Degart 2022 where she partners with local and international artisans to showcase art, hold demonstrations, and create large artisan networks. She invited us to participate in this event. We agreed to partner with Degallery because we wanted to create as large of a network as possible.

During Degart, our artisan attended a Gala event where she was able to speak with artisans from the local BCS community and from other countries around the world. This partnership could grow by working with Degallery to bring in more artists from other countries.

Lake Walk

From our interview with Kate Chapman at Lake Walk we learned that the best partnerships are able to hold events that are well located. The local is by one of the largest hotels in the area—the Stella and is near the university making it a great potential location to sell to students and their families. Kate offered to allow us to participate in the Local—an event where local artisans sell their crafts at Lake Walk. We agreed to partner because we believed the Local would be one of the better places in the community to access a student market. As a result of partnering, we were in fact able to access the student market and sell most of our lower end items to students.

The partnership can expand in the future by exploring other events and spaces within the Lake Walk area. For example, the Lake Walk area features The Children’s Museum of the Brazos Valley. We did not access the kids market in the BCS area and expanding our partnership with Lake Walk would allow us to break into this larger market in coming years.

Future Partnerships

Future community partners that would benefit our program include:

- The Grand Stafford/Jose Quintana's Art Gallery
- The Stella Hotel
- Visit College Station

Jose Quintana is a local entrepreneur who owns The Grand Stafford in downtown Bryan and his art gallery. While we did interview Jose, we were unable to collaborate with Jose during this pilot program. However, there are several possible avenues in the future if we collaborate with Jose. Our capstone group could utilize either Jose's art gallery or The Grand Stafford to host a future art-related event. The Grand Stafford holds up to 400 people and can include selling art, live music, and food. The cost would be approximately \$900-\$1500 to set up such an event. Included in this cost is access to Jose's newsletter which he sends to over 10,000 subscribers. The Gallery would be another location where we could sell artisan art. Both venues would be conducive to selling high-priced art.

Additionally, we could also incorporate the Stella Hotel. The hotel often showcases art in its lobby, which guests can purchase. Since The Stella is a heavily trafficked four-star hotel in the area, it would be a good place for artisans to showcase their more expensive art and sell it to professionals, Texas A&M Former Students, and others who stay there.

Lastly, we could partner with Visit College Station. This organization is the tourist arm of the city government and possibly will be willing to help financially sponsor events in the future. Due to an inability to make contact with the organization through email, we were not able to partner this year.

Limitations

There were several limitations found during our research, interviews, and events. The first was that we interviewed and planned events with artisan organizations without consulting or involving individual local artisans from the community. This was primarily due to group size and time limitations. The group agreed that prioritizing interviews with potential event partners to foster future event relationships were most important for the pilot program and future event success. Our market potentially missed out on important input from local artisans on additional market opportunities and best business practices.

Additionally, our artisan market involved the organizations and members of the BCS community, but underestimated the influence of TAMU. The most monetarily successful event was held on TAMU campus. As such, the local market events missed an opportunity to incorporate the university and potentially increase revenues.

A final limitation to our artisan market in the BCS community was that it lacked data collection during the actual events. There was an increased emphasis on selling products and the need to count specific customers and individuals who interacted with artisans was sidelined. It was due to the manpower and event limitations that the capstone group was not able to quantify the exact number of interactions that occurred outside of pictures, memory, and sales transaction receipts. Had the capstone group recorded these items, we would be better equipped to understand the overall reception to the artisan experience and what could be improved in subsequent iterations of the program and in future attempts to establish an international artisan market.

Future Sources of Funding

This program will be funded in a variety of manners: initially funding will come from the Bush School and Texas A&M to procure further investments and create a sustainable program through the capstone system. Working with partners is one of the best and most effective ways to mitigate costs and potentially fund future endeavors. Working closely with partners such as the Arts Council who served as a fiscal agent, could serve to further fund the program. In some capacity, the Capstone should be looking for a primary partner organization to assist in funding a large portion of future iterations of the program. A viable partner organization is one who is willing to pledge a set amount of funds each year to serve as the primary partner for the program and has a vested interest in seeing it succeed.

Another source of funding the capstone needs to begin to plan for, are sponsorships from local organizations. Sponsors are unique in the fact that they do not have to be limited to just art-oriented organizations but can be any local organization that is willing to contribute funds to donate to the program. Multi-year sponsorships should be prioritized while local businesses should be contacted on a yearly basis to contribute funds. Some potential organizations to contact regarding sponsoring include: Degallery, the Arts Council, the Chamber of Commerce, etc. These organizations have expressed willingness to sponsor in exchange for publicity and if an event is held at their establishment. In addition, there are local grants provided by the City of Bryan and the Arts Council that were identified in interviews.

Key Program Features

In order to create a successful market experience in the BCS community we found that partnerships are key. The logistics and resources needed to create an event alone would be entirely too difficult to create as a capstone group alone. Piggybacking on the already existing events that other community partners put on allows for a more lucrative and attended event. From our partnerships we found that the best type of partners allow us to utilize their resources such as their marketing capabilities, their facilities, and their equipment.

Another element of a successful market is that the event itself centers around the artisan(s) that our group brings to the BCS area. Events where many other artists were present, diverted attention away from Vida Nueva. However, community events, such as that at the Arts Council,



where our artisans were featured, facilitated more community interaction and a higher volume of sales.

A final key program feature for a successful market in the BCS area is marketing. Each event needs to be marketed to the community through various channels of communication. This includes emails, newsletters, Facebook posts, and news articles. This ensures that the community knows about each event and attends.

Recommendations

- 1. Prioritize marketplace events that keep the international artisan(s) at the focus.**
 - a. The capstone made a distinct observation of the events throughout the program: events that held Vida Nueva and international artisans as its focus, performed drastically better than general art markets. At the general art markets, engagement was lower, purchases were lower, and there was competition for a variety of interests. When facilitating the events that were planned by the capstone for Vida Nueva, there was a certainty that patrons who attended the events were there to engage with the artisans specifically. Another observation was the level of engagement and items purchased increased significantly. At events where international artisans were competing in general domestic art markets against local artisans, output was low. We recommend that larger domestic art markets are avoided and that curated events for the international artisan(s) are prioritized in future iterations.
- 2. Increase the marketing done for the program.**
 - a. This will be a large challenge and an area of increased focus for this program. Next year's capstone will have to coordinate effectively with partners to ensure that all marketing needs are met. While the pilot program did not prioritize marketing, there were aspects that needed to be concentrated on much more effectively. Marketing materials had numerous errors that were inconsistent among times, dates, misspelled important partner names, and were late in relation to the event period. Close coordination with Mays to improve marketing is highly encouraged, especially if they will become a partner in future iterations. However, regardless of their stake in the program, it is recommended to have guidance from professionals within this realm. In addition to this, closely working with partners and engaging in constant communication is essential. The capstone group must engage with parties early in the planning process to ensure that everything for marketing is accounted for and done efficiently and is not rushed. The low turnover rate for marketing materials and lack of communication was partially attributed to the lapse in marketing material consistency, a deeper focus from all capstone members in the marketing process is required to create relevant and accurate materials. While the promotion this year through free media such as KBTX, the Eagle, KAMU, the Battalion, can be seen as successful, more targeted

media and grassroots efforts through social media must be prioritized. In addition, earlier contacting of some of these sources is recommended as some are particularly slow at response rates. All of this should be used next year to engage the TAMU and BCS community in this ILE.

3. Diversify product selections through a strong variety or numerous artisans.

- a. As this was the pilot program, the limitation of budgetary constraints and planning was the capstone's ability to only bring one international artisan (For detailed budget breakdown, see Appendix L). We recommend that in future iterations that a wider diverse array of products is brought to the Bryan/College Station area to ensure that all market interests are hit. We recommend that ideally two artisans from different regions and countries should be brought to bring a wider range of diverse product selections as well as to increase the rate of cultural exchange. If bringing two artisans is not possible in the near future, the capstone group recommends bringing a wider variety of products.

4. Stock event inventory with specific marketplace price ranges in mind.

- a. A primary problem encountered late into the event schedule was the lack of items within the \$25-\$75 range that was found to be ideal for the target markets. Within the first couple of events, there was a large shortage of lower priced items, such as crossbody bags, handbags, and pencil cases. By the Friday and Saturday events at the Bush School and the Downtown Street and Arts Festival there was a lack of the products altogether. In addition, customers and other individuals divulged an interest in cheaper products. We recommend that the capstone puts further emphasis on each market's ideal price range found from partner interviews. In future iterations, the capstone should either have more items priced within the \$25-\$75 range, set aside cheaper items throughout the week, or plan events with price ranges and products specifically in mind.

5. If the dates or times of events change, update the marketing materials immediately and send/post an updated version.

- a. This year we had the times of a few of our events change and while we tried to solve it by manually changing the times on our physical posters, we did not change the digital or online versions of our marketing materials. This led to confusion because community members came to an event when the incorrect marketing materials said it would be but the event had already ended, which meant that we lost attendees and potential sales due to a miscommunication on our part. Additionally, the changes in time made it unclear to our team and partners what the expectations were for set-up, tear-down, etc. So, to mitigate this problem, make sure that you have an editable digital version of the marketing materials, and should something change, update the material, send it out to the partners and post it on social media while also deleting any post with the incorrect information.

Conclusion

Through the research conducted and the facilitation of market events in the Brazos Valley, the Bring group was able to deem the social innovation artisan experience pilot program a success. There is room for improvement within all aspects of the program, and issues this year can be utilized to improve upon future iterations of this capstone and program. Through observations, sales, and interviews, the bring team was able to conclude these key takeaways:

- The Bryan/College Station area is a viable market for an international artisan market.
- Successful community partnerships have been established in the Bryan/College Station area.
- Future program iterations must coordinate marketing efforts with partners and plan marketing efforts far in advance.
- Markets that were specifically focused on the International artisan experience were found to be the most engagement focused and lucrative.
- Ideal price points for each different market sector should be considered in the inventory stocking of each event.

Take Pillar: International Immersion Experience

The Take pillar's main focus is piloting an international immersion experience for the Texas A&M students. Through our research we focused mainly on program features that would create a sustainable immersion program. We find that it would be best to integrate pre-departure sessions, in-country experience and post-trip engagements to design a successful program.

Research Methods, Findings, and Conclusions

The Take pillar is focused on creating an enriching international immersion program that fosters student development of crucial 21st-century skills (i.e. maximized knowledge gains, global and civic engagement, or leadership competencies). International immersion programs are centered around exposing students to experiential learning opportunities outside their home country to improve skills like cross-cultural competency. These programs could be in the form of taking classes, working with locals, or exploring social-cultural issues in a foreign country. To determine a suitable immersion program model, we adopted two research methods: website analysis and interviews.

Research Question

1. What international immersion program models are best suited to foster students' abilities to develop critical 21st-century skills?

Scope of Analysis

The scope of the ‘Take’ project was limited to immersion programs focused on exposing students to social issues faced in developing countries. This research sought programs that exposed students to complex, uncertain environments that encourage cross cultural learning, broader world-views, and creative thinking. We assume that placing students in an unfamiliar environment plagued with critical social issues allows students to gain new perspectives through varied cultural interactions. We hypothesize that these new intercultural experiences and insights better prepare students with relevant 21st century skills such as problem-solving, critical thinking, and intercultural communications skills that are valuable for career success. In selecting the most suitable immersion programs, we engaged in online research on program models that highlights social impact through international immersion experiences.

Variables and Assumptions

The three variables we considered in our website analysis include preparation, in country experience, and post trip engagements (See Appendix H). For this research, as we analyzed preparation, we looked for any processes that prepared students to travel to the artisan country. As we searched for in-country experiences we identified the program activities that ensured students would be best placed to interact with communities as they improved their understanding of social innovation in developing countries. In analyzing websites, we also focused on post-trip engagements centered around student reflections, evaluation surveys, final reports or presentations that allowed students the opportunity to reflect on their experience and share their insights with others.

This research assumes that existing immersion programs provide substantial information that contributes to a better understanding of the processes involved in creating a replicable social innovation program. It also assumes that exposing students to a different cultural and social context would help students develop relevant intercultural skills. Another assumption is that this program would be mutually beneficial to students and their international community.

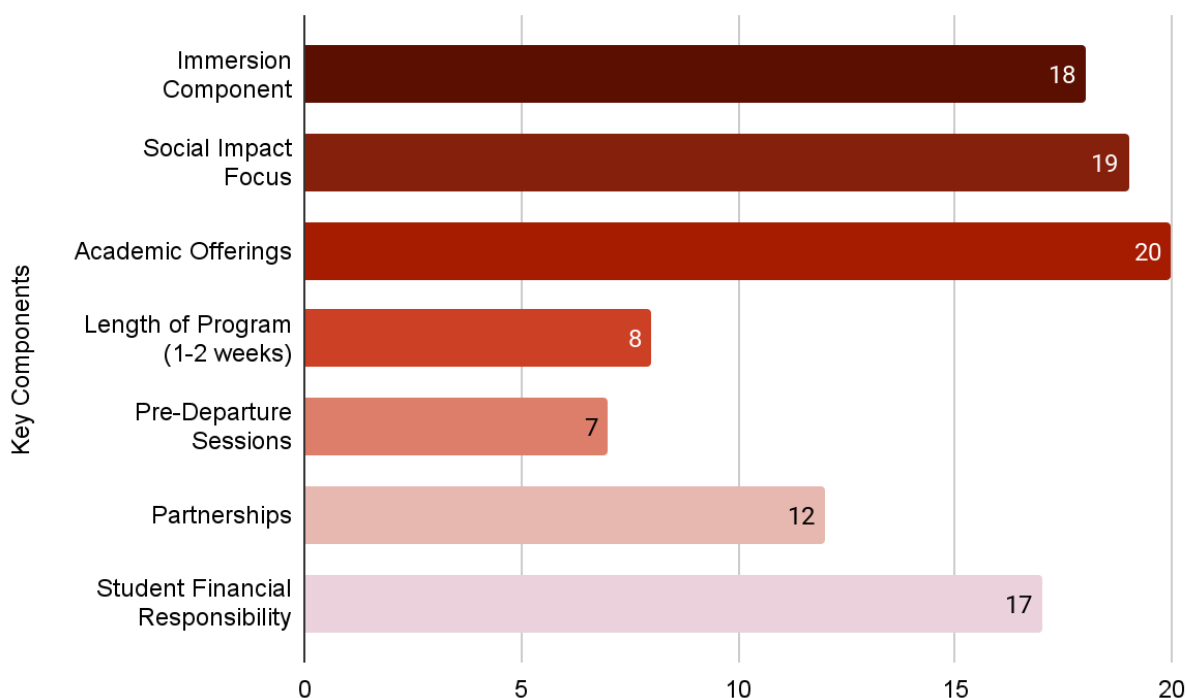
Methodology and Research Design

To determine the best immersion program features we examined existing immersion programs across nearly 40 other universities by conducting website analyses. In conducting the website analyses, we found similarities amongst them that allowed us to determine a set of criteria to narrow down the programs we would research further (See Appendix I). These criteria used consisted of the program having a social impact focus, an international immersion component, pre-departure preparation, partnerships, as well as considering the length of the trip. Our rationale in choosing each of these as our criteria were the following:

Understanding that the focus of our research relied upon social innovation being achieved, social impact was a criterion we based these immersion programs on. Being that we are designing a

study abroad program, international travel was naturally another feature we looked for in other programs. In evaluating these other programs we also looked at pre-departure preparation to determine if program participants were equipped with the tools necessary to form social connections with one another and the communities in which they would travel, but more importantly to garner if participants were being educated and trained to best support the international communities they were immersed in. Knowing it takes time to create social impact and innovation, to gauge the program effectiveness we considered the time that the participants would spend abroad on these trips as well. Based on the literature, we found that partnerships were proven to be indicative of success and legitimacy, therefore it was purposeful that we included partnerships as our final criterion (For results of website analysis, see Figure 6).

Figure 6: Website Analysis Results



From this website analysis, we conclusively gathered that these criteria would be the best features to further explore. Our interviews later reinforced this (See Interviewee list in Appendix J). To limit the programs we would investigate more closely, we developed a ranking scale to objectively evaluate this criterion in 20 programs which we determined to be the most successful and effective. To get more substantive data to back up our analyses and rankings, we facilitated interviews with program coordinators of the top 8 ranked programs. As 4 universities did not respond to our multiple interview requests. Nonetheless, the interviews that we did get served as a way for us to gain clarity on their respective program and also gain insight on developing and piloting an effective immersion program. and see if we were missing anyone who might be interested in such a program. Amongst the many things such as the potential for partnerships,

sustainability, and perceived student benefits that we gathered from the interviews, we highlighted three key concepts. We found that (1) pre-departure preparation, includes training sessions, classes, security training, team-building exercises, or alumni events; (2) In-country activities, specifically service projects targeted at solely addressing the priorities as articulated by the community and supporting them in their current endeavors. (3) Post-trip engagement or deliverables such as reflections, evaluation surveys, or final report. From this, we presume that pre-departure preparation, community-driven in-country activities, and post-trip deliverables would be the best features to thoughtfully integrate into a program design such as ours.

Findings

Preparation

First, we focused on pre-departure sessions and preparation which are essential components to set up students for success before they travel abroad. We found that each program implements different preparation features that they feel are best suited to appropriately educate those participating in their respective program.

Through our interviews, we found that preparation in the programs includes: training sessions/orientations, classes, meals, team-building exercises, or alumni events (See Interviewee Questions in Appendix K). Training sessions/orientations often consist of the program coordinators and other involved faculty/ staff articulating objectives, expectations, and expected learning outcomes of the program. It is in this space where students are given context about the country that they will be traveling to and made aware of the challenges experienced there. Such challenges include poverty and economic market differences that are important to know before engaging with communities. Other programs require students to take courses before participating in the program such as capstone projects and business fundamentals, leadership, management, and impact courses that teach students cultural and critical thinking skills before participating in the program. Next, various program coordinators enjoy hosting meals and team-building activities for the individuals participating in their programs to provide a safe space for individuals to get to know each other and have conversations that will help build trust, comfort, and security once the program commences. This is also essential in instances where participants have to live and/or socially engage with one another beyond the responsibilities of the program. Lastly, we found that alumni events have proven to be successful in the implementation of programs. Alumni events allow participants to hear stories about the program, as well as hear about what previous participants wish they would have done differently to help enhance the experience of current participants. Students are also able to ask questions to alumni that they may not feel comfortable asking program coordinators or faculty/staff. Table 7 summarizes the results above.

Based on the interviews we conducted, the program coordinators emphasized the importance of students working diligently to get to know each other before traveling. We were able to conclude that good teamwork is a major indicator of the success of the international experience. Most

program coordinators also commented that a future goal for their programs would be to meet more frequently and consistently before the implementation of the program because they feel students will feel more comfortable in their competencies and abilities to engage with international cultures. All in all, the better-prepared students are for their travels, the more students can depict and present their efforts in their post-engagement assignments.

Table 7: Pre-Departure Features by Universities Interviewed

Pre-Departure Features	# of Universities that incorporate the feature	University Name(s)
Course	3	Georgia Institute of Technology (GA Tech); Northwestern University, University of Pennsylvania
Group Meal	2	Georgia Institute of Technology (GA Tech); Northwestern University
Team Building Activity	1	Georgia Institute of Technology (GA Tech)
Meeting	3	University of Illinois at Urbana Champaign; Global Brigades; Texas A&M University
Orientation	1	Florida State University
Security Training	1	University of Texas at Austin

In-Country Experience

One of the primary aims of our research was to identify the most significant activities students engaged in when immersed in a new environment. We wanted to know how long students were abroad and the kind of activities they engaged in during their trip.

We found that immersion trips varied across different programs. Out of the twenty programs, eight engaged in immersion trips ranging from five days to two weeks. These were mostly short study-abroad trips that happened over short time cycles like spring break. Seven of these programs had trips that ran between three weeks to three months. They were also more likely to be semester-long or summer trips where students get academic credit for participation.

Two of the programs were structured as internships exposing students to projects addressing varied social challenges in the host country. Internships often occurred in partnership with local nonprofits or government entities in the host country. One of these programs is an environmental quality internship offered to students at the University of Texas at Austin. This program allows interns to work with Mexican agencies on projects that address cross-border challenges and other agency priorities. In seven programs, we found that immersion trips occurred in addition to academic offerings in domestic and international universities. An example is the Kellogg School of Management Exchange program which provides classroom learning followed by an in-country immersive experience. Students were taught about the economic ecosystems, business practices, and market of a particular country before they travel to dig deeper into their selected topics in the host country.

We also found that few programs included site visits as a part of in-country activities. Site visits exposed students to varied social enterprises and leaders championing change in their communities. An example is the social innovation program at Florida State University that consisted of a visit to East Bali Cashews (EBC). EBC is a social enterprise focused on the processing of cashew into granola and other snacks exported to other countries. These visits were primarily excursions to local social enterprises to encourage interaction between students and enterprise leaders in the host country. It also exposed students to the systems and processes local leaders adopt to achieve organizational goals.

Other activities include reflection sessions, consulting services, financial literacy workshops, and case studies. Reflection sessions were also vital to some programs as they found it necessary that students take time to reflect on their daily experiences through journaling. Students were encouraged to participate in individual and group reflection sessions to help them internalize and record their experiences throughout the immersion program. A few organizations prepared students to teach basic marketing and finance skills needed to help artisans, farmers, and local banks improve their businesses. In this scenario, students are paired with clients to assess business needs, identify challenges, and create products that support their business processes. Financial literacy workshops were also offered to teach locals financial basics such as savings, budgeting, and investing practices. Some programs also engaged in practical case studies to expose students to small businesses. The aim was to help students learn and gain a deeper understanding of the locals' work.

Out of the 20 programs analyzed, 13 programs report partnerships with third-parties such as nonprofits, government agencies, and universities in host countries. All interview participants reinforced the crucial role of partnerships in the success of their programs. According to interviewees, programs are only as strong as the partnerships secured for program implementation. Varied programs engaged with communities in a variety of ways. While some seek solutions to pressing issues in host countries, others deliver social value through partnerships with existing nonprofit structures in the community. When students engaged in community work, it included service projects in learning centers, local schools, and rural neighborhoods.

Overall, our findings show that immersion program models are implemented based on the priorities of organizers. While some programs include coursework, others were structured as internships. Time also varied largely from 5 day to 1 year immersion programs abroad. In program design, programs emphasize strong partnerships and enriching learning opportunities that encourage student development and community interactions. This is to ensure that immersion trips are mutually beneficial to students and their host communities. Summarized results of in-country activity features are in Table 8 below.

Table 8: In-Country Activity Features by Universities Interviewed

In-Country Activity Features	# of Universities that incorporate the feature	University Name(s)
Internship format	1	University of Texas at Austin
Site-visits	2	Texas A&M University, Florida State University
Reflection sessions	3	University of Texas at Austin, Northwestern University, Texas A&M University
Research Project	3	Northwestern University, University of Texas at Austin, Texas A&M University
Short immersion trips (2 weeks or less)	3	Global Brigades, Northwestern University, University of Illinois at Urbana Champaign
Non-profit partnerships	4	Business Brigades, University of Texas at Austin, Northwestern University, Texas A&M University.

Post-Trip Engagements

Our final effort was to discover the best way to ensure that there was a comprehensive learning transfer for participants. This is the most integral part of the model because this is the point where participants will apply information, strategies, and skills that they have learned and acquired through preparation or pre-departure activities as well as their experiential experiences abroad to a new context. There is substantial research literature that provides evidence of this importance. The learning transfer is intended to cement the holistic experience from beginning to end through some form of a deliverable.

One program described post-departure engagement as an extensive survey, four programs recount theirs as reflections or evaluations, three do a formal report and/or presentation, while three do nothing at all. Overall, many do a combination of these post-departure engagements. In synthesizing our findings, we noticed that the most frequent approach was the combination of reflection, evaluation, and a conclusive final report. Some worked; others failed. Programs where the student experience was effective, generally, all had a post-departure feature. Those we deemed as failing in terms of effectiveness are programs that did not. Although a limitation of our research was gaining student participant perspectives, bodies of research show that post-departure activities are beneficial to the student participant, the learning transfer, as well as in gauging program effectiveness. For the result of the post-trip engagement, see Table 9.

Based on these findings, what truly distinguished effective programs were those that could clearly define objectives and outcomes. The programs that do well in candidly articulating their expectations upfront, we notice a more constructive experience. For example, the Corps of Cadet Global Leadership Institute at Texas A&M University has six key values that participants focus on— diplomacy, information, military, economics, religion, and culture. In pairs, participants are required to present pre and post-trip executive briefings on their assigned area of study. Pairs essentially become subject experts in their respective area. Before the trip they explain their preliminary research and assumptions about those subject areas as it relates to the country of travel to the coordinators and rest of the group. By the post trip briefings their assumptions have been confirmed or, more than often, have changed after seeing it first-hand and engaging directly in the in-country experiences. This strengthens the participants' knowledge of the subject, reinforces humility/sensibility, and additionally emphasizes partnership. All of which are essential qualities of a social innovator. This suggests that the best way to support the cognitive development of program participants academically, socially, and culturally is to include a component of analytical research. To complement the research, there must be an opportunity for reflection and recompense.

Table 9: Post-Trip Features by Universities Interviewed

Post-Trip Features	# of Universities that incorporate the feature	University Name(s)
Reflection	4	Florida State University; Georgia Institute of Technology (GA Tech); Texas A&M University; University of Texas-Austin;
Report/Presentation	3	University of Texas-Austin; Northwestern University; Texas A&M University
Survey	1	Texas A&M University
Nothing	3	Global Brigades; University of Illinois at Urbana Champaign; University of Pennsylvania

Limitations

A key limitation of this study is the relatively small number of program contacts that were engaged in our research process. We successfully interviewed eight program coordinators who facilitated immersion experiences for students in various countries. The limited source of information restricts our ability to generalize our results. The data captured is insufficient to describe how programs are implemented in one country and how they may be applied in different contexts. To gain a deeper understanding of the standard practice in the field, we would need to include more sample programs focused on specific regions. However, for this study, our research was adequate for creating a baseline program structure, identifying valuable program features, and examining possible program designs.

Another limitation of this study is that program details that were gathered during interviews were based on immersion programs that occurred before the Covid-19 pandemic. This timing raises concern due to the effect of the pandemic on various travel operations. Many interviewees mentioned that there had been no international immersion programs due to strict travel restrictions as a result of the pandemic. While some programs are transitioning into virtual options, they have not been able to capture a replacement for the in-country experiences that are core to immersion programs. With limited information on how immersion programs would be implemented after the pandemic, this research would need to be re-evaluated for future use.

The absence of participant interviews in our research creates one-sided rhetoric primarily from program coordinators. Our research included interviews with eight program coordinators with no input from participants in these immersion programs. This could result in an imbalanced conclusion on the effects of these programs. To mitigate this risk, our secondary research takes into account the impact of immersion programs on students. Research reported on studies that examined the effects of international and experiential study abroad programs on student development. Consequently, this qualitative data helped bridge the information gap that was present in our primary research. Since participant interviews could shed more light on individual experiences, we recommend that this component should be included in future research.

The purpose of our research was to explore various immersion program models, identify common program features, and examine program designs. Although these limitations exist, this research is considered valid, accurate, and reliable in achieving its purpose.

Conclusion

Conclusively, our findings indicate that there are three necessary components to a successful immersion program. Those components involve the preparation of students through a variety of methods— training sessions/orientations, classes, meals, team-building exercises, or alumni events. The development of impactful and effective in-country program activities. As well as, the application of the immersion experiences through a documented project report and presentation. Although limitations to our research exist as it relates to response rate, sample size, Covid-19 implications, and the lack of any participant perspectives, we trust that what we gathered serves our purpose in answering our research question.

Partnerships

This year's pilot program was focused on the domestic parts of the program, i.e., creating University and community marketplace partnerships. As there was no international component of this year's pilot program, our group has no current partnerships. However, we did actively work on the international portion of the program through the creation of a program model that will be used in subsequent years. After analyzing existing immersion programs and identifying successful features of those programs, the next phase would include developing partnerships with various institutions, entities, or programs.

To determine future partnerships for this aspect of the program, we conducted a website analysis and interviews and found that partnerships are essential in developing and sustaining successful immersion programs. The final determinant for which organizations would be the best partners for the international component of this program was the answers gleaned from the interviews. We asked an array of questions aimed at understanding in-country activities, student preparation, partnerships with nonprofits/ universities/ global programs, community engagement, and funding strategies. Based on these concepts, we concluded that it may be advantageous to work with the following programs:



- Texas A&M University Corps of Cadets Global Leadership Institute
- University of Texas, Austin
- Global Brigades, The Panama Business Brigade

The Texas A&M University Corps of Cadets Global Leadership Institute equips and informs leaders of the future. By providing students with high-impact educational immersion experiences and giving students a strong understanding of the key geopolitical, economic, and social forces currently shaping the globe. A partnership with the Texas A&M University Corps of Cadets Global Leadership Institute could be beneficial because they have executed their program for ten years now and have just recently added the social innovation component into their itinerary. Because the program is developed and organized locally, this serves as a major resource and advantage to our future pilot program.

The University of Texas at Austin, Global Career Launch Internship Program sends students to Mexico to collaborate with four Mexican states to protect and enhance the environment in the border area. In the future, a partnership with this program could be beneficial because they have a history of success with their program, which they have been doing for over twenty years. This program has partnered with other universities in the past, having the mutual understanding that students could benefit from such a high-impact experience. This could be beneficial in promoting social innovation and building more collegial relationships with our rival flagship institution. David Eaton, the coordinator of the Global Career Launch Internship Program, has extended the invitation to collaborate if this project is found to be appropriate for our causes.

The Business Brigade Program is an initiative of Global Brigades focused on providing participants with the opportunity to take part in the economic transformation of under-resourced rural communities. The program is geared towards business improvement and financial education projects geared towards improving local economies in developing countries. Global Brigades would be a suitable partner for organizing immersion trips to countries like Panama and Ghana. This is primarily because they have engaged in numerous immersion trips to these countries and are familiar with how to effectively engage in these communities. Global Brigades runs a flexible program that allows university partners to customize program features in a way that reflects unique goals and objectives. They have a student chapter in the Mays Business School at Texas A&M University and are open to the possibility of launching a chapter in the Bush School. This campus presence provides an opportunity for a student-led initiative focused on promoting social innovation programs in the Bush School. A partnership with Global Brigades will allow for program integration that ensures the achievement of program goals and outcomes.

Program Features

Given that we could not travel to the international artisans' country this year, we created a guide that includes recommendations regarding preparation sessions, in-country activities, and post-trip

engagements for the upcoming year. Our website analysis and interviews suggested that a successful international immersion program must include the following components:

Pre-Departure Sessions

Based on the information received during our interviews, it is clear that the organization and implementation of pre-departure gatherings are beneficial to help prepare participants for their international travel. Pre-departure sessions will consist of a series of events including orientations, team-building exercises, and alumni events. These pre-departure sessions will educate participants about the culture of the community in which they are traveling, as well as the specific needs of the community. This will give participants a space to feel comfortable asking questions and engaging in conversations that will allow them to feel confident in their abilities before engaging and interacting with others in-country.

Orientations

First, the results of our interviews featured the importance of organizing orientations as soon as participants of a program are determined. Orientations build participant confidence and help participants adapt faster to the goals of the program. The orientation of this program will serve to inform participants about expectations, learning objectives, and any information required to understand the culture of the country to which they are traveling. The discussion of expectations will include how participants are expected to behave and interact with others, rules/laws that need to be followed, and a list of responsibilities participants are held accountable for. The explanation of learning objectives will provide participants with an idea of what they will be learning and the skills they will be obtaining. Ultimately, orientations will teach participants about particular customs, traditions, and rituals that are imperative for participants to be made aware of. In this discussion, participants will also be given any resources that can help them prepare for travel, such as recommendations on language learning apps.

Team Building

The results of our interviews also highlighted the importance of participants getting to know their group members on a personal level, or beyond just a professional level. Teamwork is a major indicator of the success of a social impact program as depicted through the following benefits: better problem solving, enhanced personal growth, and boosted productivity. So to ensure that level of teamwork is achieved, participants will engage in team-building activities and social interactions to promote bonding amongst participants and professors who will participate in the program. Team building activities for this program will include luncheons/dinners, game nights, and scavenger hunts that will allow participants to get to know each other before working and traveling together.

Alumni Events

Lastly, once the program transitions from a pilot program to a recurring program, we believe participants will benefit from alumni events and engagement. Alumni will be able to communicate their experiences with the participants preparing to travel, as well as share recommendations and share things they wish they did differently. Alumni events will also allow the opportunity to conduct Q&A sessions, in which participants can ask questions they may not feel comfortable asking faculty or program advisors.

Pre-departure sessions are essential components in building the foundation to help send participants abroad. Pre-departure sessions in the ILE program consisting of orientations, team-building activities, and alumni events will educate, prepare, and equip participants with the tools necessary to be successful as they interact with international communities.

In-Country Experiences

Based on research data, we found that in-country experiences play a crucial role in building successful immersion program models. These experiences expose students to varied cultural scenarios, social problems, and local expertise while engaging with host communities. The ILE immersion program is centered around four key in-country activities to promote student learning and community engagement. These activities include a research project, reflection sessions, site visits, and community service.

Research Project

The research project focuses on enabling students to gain deeper insights into critical social issues affecting host countries. Students will be required to select a research topic addressing complex problems in the host country. This research will entail primary and secondary data collection through interviews, surveys, literature reviews, and case studies. During their time in-country, students will interact with academic experts, local citizens, and other necessary stakeholders to inform their final report. This research process exposes students to complex societal problems that sharpen their critical thinking, problem-solving, and cross-cultural communication skills. Developing these skills contributes to students' personal and professional development as they pursue their life goals.

Reflection Sessions

The reflection sessions consist of two parts: journaling and debriefing workshops. Students will journal throughout their experience in the host country to better capture their new experiences. Journaling would occur at least once a day to ensure that students effectively document daily encounters. In addition, facilitators would lead group debriefing sessions to create a space where students share concerns, ask questions, and seek clarifications. These reflection sessions are key to the immersion experience because it helps students reflect on their different encounters and

contemplate their significance. In documenting and sharing their experiences, students can examine their thoughts and feelings, reduce mental stress, and build team camaraderie.

Site Visits

Site visits allow students to visit social enterprises in host countries. Visiting various local enterprises exposes students to working processes and systems targeted at solving societal problems. As students interact with leaders, staff, and beneficiaries, they will gain insights into how social problems are addressed in host communities. These insights will inform strategies that inform their research project while applying to other real-life scenarios. Exposing students to enterprise leaders championing change in their communities creates an avenue for empowering students to become changemakers in their home countries.

Community Service

Community service provides an opportunity for students to engage in service projects within their host country. It is an essential aspect of the immersion program offered in partnership with nonprofits in host countries to deliver social impact projects. Students will volunteer with nonprofits on impact projects such as afterschool programs, consulting services, and literacy workshops for underserved communities. This service project serves to increase student engagement with host communities through collaboration with local NGOs and service delivery to beneficiaries. In addition to increasing exposure to social issues, participation in community service projects allows students to positively contribute to social good in their host country.

Overall, embedding research projects, reflection sessions, site visits, and community service in the in-country experience plan provide a holistic program design that supports program goals. Students will engage in these activities to ensure effective interaction with people, systems, and processes in host countries that expose them to diverse perspectives while fostering experiential learning. As research data shows, these elements are crucial to the effective implementation of immersion experiences. In-country experiences geared towards student development and community engagement create opportunities for improved academic, professional, and social outcomes for stakeholders.

Post-Trip Engagements

To cement the collective immersion experience, it is effective to include post-trip engagement assignments. The post-trip engagement deliverables will consist of team debriefing reports and team presentations, and an exit survey. Integrating these engagements will be pivotal in truly impacting the thoughts, attitudes, and beliefs of the student participants once they return home. Additionally, to measure program effectiveness it would be beneficial to craft this component into the program model.

Debriefing Reports

Debriefing reports are incredibly helpful in unpacking the students' immersion experience upon returning home from their travel. Unpacking their experience is extremely beneficial to a student. In doing this, students can self-reflect on what they witnessed, thoughtfully express what they learned, and in words encapsulate how they felt. In these reports, students recollect their entire experience abroad. The report will primarily include key takeaways, discoveries, knowledge gains, and challenges, and even addresses common misconceptions about the country in which they traveled. This report would be implemented to develop students personally, while also further cultivating the students academically and professionally. Rarely do students take the time to reflect on the experiences they have. This post-trip engagement gives them this opportunity. Moreover, in the academic and professional arenas students often may have to write reflectively. The debriefing report will give students the practice necessary to successfully do so and enhance their overall writing abilities. The report is not intended to be extensive and will be done in teams. Teams will allow students to build upon their relationships, collaborate, and learn how to compound their findings.

Team Presentations

Team presentations are another cognitive development opportunity for students. Unlike in their debriefing reports where students give a more technical and concise synopsis of their time abroad, with the team presentations students can expound on what that experience was like. The team presentations will serve as a means of conveying their experience but will also meaningfully connect that experience to the concept of social innovation. Doing these presentations in teams will be more manageable than doing them individually. The students will present to the immersion program coordinators, the International Leadership Experience capstone, and other respective Bush School invitees. The presentations will expose the students to group work and analysis, in addition to serving as a way in which the students can share their experiences with others. Students sharing their experiences can also be used as a means of sustainability to engage other students, attract investors, and pool more resources.

Exit Survey

The exit survey will be the final post-trip engagement that the participants take to complete the immersion experience. The exit survey is simply a survey that will gather feedback from the participants. Developing the survey questions is beyond the scope of our research but we imagine the survey could consist of questions such as: What was your most memorable experience? What did you learn about yourself? What was challenging? Is there anything that you did not enjoy about the experience? Are there any innovations you foresee based on your new knowledge? Capturing the student participants' perspectives is something we were limited in collecting and we understand that is a significant aspect of sustaining a successful immersion program. We perceive the participant perspective as being important to amass so that their

fulfillment and outcomes are not assumed. This exit survey will aid the program tremendously in gauging program effectiveness and further developing the program given the survey feedback.

Conclusively, all of the assignments serve as a transformative opportunity for thorough reflection and are intended to broaden the participants' expertise, competence, and confidence in the area of social innovation in a comprehensive way, amongst other things. With this, there is the potential to expand the students' capacity to be involved with future capstones working on this project. Furthermore, these post-trip engagements, combined appropriately with the pre-trip activities as well as in-country experiences, will prepare the students, future social innovators, and servant leaders to understand how global context informs relationships or partnerships, affects priorities, and experiences, and can support innovation and community development. Integrating these tasks into the program model would structuralize and legitimize the program. Moreover, these engagements would obligate participants to truly invest in the immersion experience and impart what they have learned in a professional/academic way that assists the scholastic achievement of not just them, but others also. These post-departure deliverables can be used as a resource to inspire the future success and sustainability of this program. Collecting these reports will help qualify the effectiveness of the program and contextualize the anticipated/desirable learning outcomes while again enhancing the skillsets of those involved.

Future Sources of Funding

We secured funding through the Global Engagement grant until Spring 2024. Capstone students will travel abroad in the Fall of 2022 utilizing money from this grant. Once funds from the Global Engagement grant are exhausted, we suggest that students pay to cover their own travel expenses. Texas A&M undergraduate and graduate students can apply for scholarships through the University-Wide Scholarship Application and if selected can receive funding for their travel expenses. To encourage students to participate, the University awards approximately \$1.5 million in study abroad scholarships each academic year. Under the University Wide Application, Education Abroad Scholarship (based on academic & co-curricular achievement) range from \$500 - \$2,000. Additional scholarships offered by individual colleges/departments across campus - amounts vary. Selection is based on student grades, department funding availability, and entrance essays. We are unsure where the money to sustain this program indefinitely will come from at this time, but we recommend applying for additional funding and partnering with other university departments or services that have funding reserved for activities such as this. It would even be interesting to explore the possibility of the Bush School providing stipends or scholarships to supplement costs to students. Also, we suggest the Capstone group communicate with Bush School personnel to coordinate pre-departure events in order to prevent additional costs to the group.

Recommendations

1. Coordinate the education abroad program with Bush School Liaison

- a. Peg Hosea is liaison between the Education Abroad Offices and Bush School of Government and Public Service. This is our point of contact to the Education Abroad Offices on the main campus at Texas A&M University. We suggest meeting with Peg Hosea so she can connect us to the main offices for trip approval and to start the process of adding this trip to the Education Abroad Portal.

2. Communicate with Department support staff to set up pre-departure events.

- a. We suggest meeting with Stephanie Bustos to coordinate pre-departure events for the students traveling to Oaxaca, Mexico. This gives you all the opportunity to reserve a room at the Bush School to have a meeting place for the pre-departure sessions to take place.

3. Tailor the immersion experience to the needs of the host community.

- a. We were able to conclude from our expert interviews that the best way to ensure the immersion program is to be intentional in addressing community needs. In order to pilot a successful immersion program, we find it best to craft in-country activities in ways that benefit or lessen the burden on the host community. This can be accomplished through activities such as community service projects, helping with artisan production activities, or working directly with organizations in the host country.

4. Travel to the artisans' community the semester after the artisan visit

- a. This is because the program would have developed a relationship and rapport with the artisans beforehand. They would have interacted with them through the market already and would be familiar with their artisan's culture and craft, which would help us better engage once in the artisan community.

Conclusion

While there are opportunities for students to participate in international programs during their time at the University, no program brings international artisans to the Bryan/College Station community and then sends Texas A&M University students and faculty to the home community of that same artisan. This year's capstone expanded upon the research done by last year's capstone and brought an international artisan to Texas A&M University and Bryan/College Station to create a model of a self-sustaining ILE. The goal of this partnership was to facilitate social innovation through social entrepreneurship in Texas A&M University's population, the greater Bryan/College Station community, and the artisan's community.

This capstone also sought to support positive social change while maintaining respect for the dignity of the artisans, their cultures, and their traditions. During the on-campus events, we were



able to determine that the best way to engage the Texas A&M University community is through class engagements that focus on the specific interests of the university partner and that the Texas A&M University is a powerful target population for both sales and program attendance: our most attended events and our most successful market events were university-focused. Our off-campus markets proved that Bryan/College Station is a viable market for an international artisan market and that successful community partnerships have been established. Markets at Texas A&M and in the larger Bryan/College Station community showed that the most successful marketplace events were those that focused, specifically on the international artisan and that the ideal price point for each market sector should be considered in the inventory stocking of each event. Although we could not pilot the international immersion experience portion of the program, we created a framework for next year's team to use to measure the feasibility of sending Texas A&M University students and faculty to the artisan's community.

The framework is based on our research that showed that immersion programs are only as strong as the partnerships with key stakeholders in host countries and that pre-departure events contribute to the overall success of the immersion program. After conducting research on the best practices for the International Leadership Experience and conducting the domestic portion of the pilot program, the 2021-2022 capstone team is pleased with our success and how well we were able to meet our goals.

References

- Alston, A.J., Cromartie, D., Wakefield, D., & English, C.W. (2009). The importance of employability skills as perceived by the employers of United States' Land-Grant College and university graduates. *Journal of Southern Agricultural Education Research*, 59, 56-69.
- Andersson, T. D., & Getz, D. (2008). Stakeholder Management Strategies of Festivals, *Journal of Convention & Event Tourism*, 9:3, 199-220, DOI: 10.1080/15470140802323801
- Andersson, T. D., & Getz, D. (2010). Festival stakeholders: Exploring relationships and dependency through a four-country comparison. Retrieved October 10, 2021, from <https://journals.sagepub.com/doi/10.1177/1096348010370862>
- Arocena, R., & Sutz, J. (2021). Universities and social innovation for global sustainable development as seen from the south. *Technological Forecasting and Social Change*, 162, 120399. <https://doi.org/10.1016/j.techfore.2020.120399>
- Artisan Alliance. (2017). 2016 Alliance Impact Report. Aspen Institute.
- Austin, J., & Rangan, V. K. (2019). Reflections on 25 years of Building Social Enterprise Education. *Social Enterprise Journal*, 15(1), 2–21. <https://doi.org/10.1108/sej-09-2018-0057>
- Banks, R. (2021). Trends in U.S. study abroad. NAFSA. Retrieved October 8, 2021, from <https://www.nafsa.org/policy-and-advocacy/policy-resources/trends-us-study-abroad>.
- Bell, I., Anjali Kuchibhatla, A., & Rivera, M. (2015). Creating an efficient marketing plan for aid to ArtisansU. Retrieved from https://web.wpi.edu/Pubs/E-project/Available/E-project-121515-213027/unrestricted/ATA_FINAL_1215.pdf
- Bellamy, C., & Weinberg, A. (2006). Creating global citizens through Study Abroad. *Connection: The Journal of the New England Board of Higher Education*, 21(2), 20–21.
- Black, J. S., Morrison, A., & Gregersen, H. B. (1999). *Global explorers: The next generation of leaders*. New York, NY: Routledge
- Bowman, K. D., Toner, M., & West, C. (2019). Attracting Students with Education Abroad. NAFSA. Retrieved October 8, 2021, from <https://www.nafsa.org/ie-magazine/2019/9/1/attracting-students-education-abroad>.
- Bowman, N.A., et al. (2010). Sustained immersion courses and student orientations to equality, justice, and social responsibility: The role of short-term service-learning. *Michigan Journal of Community Service Learning*, Fall 2010, 20-31

- Brooks, M., Wolfgang, J. D., Smith, S., Gay, Y., & Ward, Y. (2019). The value and impact of brief study abroad experience on historically black college and university (hbcu) counseling students' learning. *International Journal of Social Science Studies*, 7(6), 42-50.
- Campus Cultural Clubs help find a niche. Campus Explorer. (n.d.). Retrieved November 11, 2021, from <https://www.campusexplorer.com/college-advice-tips/3D6DDF0B/Campus-Cultural-Clubs-Help-Find-a-Niche/>.
- College of Architecture Study Abroad*. Texas A&M University College of Architecture. (2021, December 15). Retrieved April 1, 2022, from <https://www.arch.tamu.edu/academics/study-away/study-abroad/>
- Coombs, G., and Elden, M. (2004). Introduction to the special issue: Problem-based learning as social inquiry—PBL and management education. *Journal of Management Education* 28 (5), 523–535.
- Curtis, R. B. (2016). Ethical markets in the artisan economy: Portland DIY. *International Journal of Consumer Studies*. 40(2).
- Defining social innovation*. Stanford Graduate School of Business. (n.d.). Retrieved April 14, 2022, from <https://www.gsb.stanford.edu/experience/about/centers-institutes/csi/defining-social-innovation>
- Demangeot, Catherine, et al. (2013). Toward intercultural competency in multicultural marketplaces. *Journal of Public Policy & Marketing*, 32, 156–164.
- Donnelly-Smith, L. (2009). Global Learning through Short-Term Study Abroad. *Peer Review*, 11(4), 12–15.
- Dunkle, Andrew et al. (2021). “Preparing for Study Abroad: 9 Things You Need to Know.” Go Overseas. <https://www.gooverseas.com/blog/study-abroad-prep-9-things-need-know>
- Elia, G., Margherita, A., & Passiante, G. (2020). Digital entrepreneurship ecosystem: How digital technologies and collective intelligence are reshaping the entrepreneurial process. *Technological Forecasting and Social Change*, 150, 119791.
- Farrugia, C., & Sanger, J. (2017). Gaining an Employment Edge -The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States. The Power of International Education. Retrieved October 11, 2021, from <https://www.iie.org/Research-and-Insights/Publications/Gaining-an-employment-edge---The-Impact-of-Study-Abroad>.

- Ference, R. (2016). Building and sustaining short-term cross-cultural immersion programs in teacher education. *The Journal of the Association Of Independent Liberal Arts Colleges Of Teacher Education*, Volume III Fall 2006
- Ference, R. (2016). Building and sustaining short-term cross-cultural immersion programs in teacher education. *The Journal of the Association Of Independent Liberal Arts Colleges Of Teacher Education*, Volume III Fall 2006.
- García-González, A., & Ramírez-Montoya, M. S. (2020). Social entrepreneurship competency in higher education: An analysis using mixed methods. *Journal of Social Entrepreneurship*, 1–19. <https://doi.org/10.1080/19420676.2020.1823872>
- Glenn, B. (2011). The Impact of Arts Education in the Developing World: A Case Study of a NGO in Kenya.
- Haden, J. (2018). How to write the perfect business plan: a comprehensive guide. Inc.com. <https://www.inc.com/jeff-haden/how-to-write-perfect-business-plan-a-comprehensive-guide.html>.
- Heppner, P. P., & Wang, K. T. (2014). A cross-cultural immersion program. *The Counseling Psychologist*, 42(8), 1159–1187. <https://doi.org/10.1177/0011000014548899>
- Hsu, Yi., Ngoc, A.N. (2016). The Handmade Effect: What is Special about Buying Handmade? *The International Review of Management and Business Research*. Volume 5. Issue 2.
- International Education of Students (IES). (2016). Career outcomes of study abroad students: Survey of IES abroad alumni 2012-2015.
- Jamal, T. B., & Getz, D. (1995). Collaboration theory and community tourism planning. *Annals of tourism research*, 22(1), 186-204.
- Jílková, P., & Králová, P. (2021). Digital Consumer Behaviour and eCommerce Trends during the COVID-19 Crisis. *International Advances in Economic Research*, 27(1), 83-85.
- Khathutshelo, M. (2016). Marketing Strategies Of Small Craft Producers In South Africa: Practices And Challenges. University of South Africa (UNISA), South Africa. *The Journal of Applied Business Research*. Volume 32, Number 3.
- Komarova, N. (2017). Ups and downs of art commerce: narratives of “crisis” in the contemporary art markets of Russia and India. *Theor Soc* 46, 319–352 (2017). <https://doi.org/10.1007/s11186-017-9295-1>

- Le, Quan V., and Peter V. Raven, (2015). "An assessment of experiential learning of global poverty issues through international service projects," *Journal of Teaching in International Business* 26 (2), 136–158.
- Mary, A. L., Luella, F. A., & Pamela, J. B. (1993). What Makes a Craft Souvenir Authentic?. *Annals of Tourism Research*. 20(1). 197-215.
- Mason, D. P., & Their, M. (2018). Study abroad, global citizenship, and the study of nongovernmental organizations. *Voluntas*, 29(2), 404–418.
<https://doi.org/10.1007/s11266-017-9899-0>
- Mendenhall, M., & Osland. J. S. (2002). An overview of the extant global leadership research. Symposium presentation at the Academy of International Business, June, Puerto Rico.
- Mirvis, P., & Googins, B. (2018). Catalyzing social entrepreneurship in Africa: Roles for Western Universities, NGOs and corporations. *Africa Journal of Management*, 4(1), 57–83. <https://doi.org/10.1080/23322373.2018.1428020>
- Moody, J. (2020, March 31). Diversity in college and why it matters | best colleges ... U.S. News & World Report. Retrieved November 11, 2021, from <https://www.usnews.com/education/best-colleges/articles/diversity-in-college-and-why-it-matters>.
- Morris, M. H., Santos, S. C., & Kurato, D. F. (2021). The Great Divides in Social Entrepreneurship and Where They Lead Us. *Small Business Economics*. 57, 1089-1106.
- Nguyen, T.-M. (2016, October 5). Cultural clubs allow students to be represented. THE SEMINOLE NEWSPAPER. Retrieved November 11, 2021, from <https://www.seminolenewspaper.com/cultural-clubs-allow-students-to-be-represented/>.
- Nicholls, A., Simon, J., & Gabriel, M. (2015). *New Frontiers in Social Innovation Research*. London: Palgrave Macmillan UK.
- Office of the Provost. (2021, March 18). *Call for Proposals - 2021 Global Engagement Grants - Office of the Provost*. Retrieved April 22, 2022, from <https://provost.tamu.edu/Menu/News/Call-for-Proposals-2021-Global-Engagement-Grants>
- Our study abroad history: University of Delaware. Our Study Abroad History | University of Delaware. (n.d.). Retrieved October 8, 2021, from <https://www.udel.edu/academics/global/study-abroad/history/>.
- Paige, R. M., Fry, G. W., Stallman, B., Jon, J.-E., & Josić, J. (2010). Beyond immediate impact: Study abroad for global engagement [Report submitted to the Title VI: International Research and Studies Program]. U.S. Department of Education.

- Peabody, M. (2009). The Art & Science of Farmers' Market Display. http://www.uvm.edu/newfarmer/marketing/marketing_resources/FarmersMarketDisplay.pdf
- Phills, J. A, Deiglmeier, K, & Miller, D. T. (2008). Rediscovering Social Innovation. *Stanford Social Innovation Review*, 6(4), 34-43.
- Pradhan, N. (2021). How to assess market opportunities for your business. <https://learn.g2.com/market-opportunity>.
- Prahalad, Coimbatore Krishna (2009), The Fortune at the Bottom of the Pyramid, Revised and Updated 5th Anniversary Edition: Eradicating Poverty through Profits, (FT Press; Upper Saddle River, NJ).
- Raphaele, Chappe & Lawson Jaramillo, Cynthia. (2020). Artisans and Designers: Seeking Fairness within Capitalism and the Gig Economy. *Dearq*. 80-87. 10.18389/dearq26.2020.09.
- Rosen, R., Digh, P., Singer, M., & Philips, C. (2000). Global literacies: Lessons on business leadership and national cultures. New York, NY: Simon and Schuster.
- Simanis, Erik, and Stuart L. Hart, (2009), "Innovation from the inside out," MIT Sloan Management Review 50 (4), 77–86.
- Spiro, J. (2014). Learning interconnectedness: Internationalisation through engagement with one another. *Higher Education Quarterly*, 68(1), 65-84.
- Tarrant, M. A., Rubin, D. L., & Stoner, L. (2014). The added value of study abroad: Fostering a global citizenry. *Journal of Studies in International Education*, 18(2), 141–161. <https://doi.org/10.1177/1028315313497589>
- Tekula, R., Shah, A., & Jhamb, J. (2015). Universities as intermediaries: Impact investing and social entrepreneurship. *Academy of Management Proceedings*, 2015(1), 18886. <https://doi.org/10.5465/ambpp.2015.18886abstract>
- Texas A&M University. (2021). *Purchase guidelines*. Division of Finance. Retrieved April 22, 2022, from <https://disbursement.tamu.edu/purchase/specific-requirements/speakers/>
- USAID. (2006). Global market assessment for handicrafts. PDF Free Download. <https://docplayer.net/19936680-Global-market-assessment-for-handicrafts.html>

- Weston, C. (2020). Marketing tips for artisan products and businesses. Marketing Tips For Artisan Products And Businesses. Retrieved from <https://www.sutherlandweston.com/marketing-tips-for-the-small-artisan-business-owner/>
- Wu, Y., & Martin, J. (2018). Incorporating a short-term study abroad service trip for educating international entrepreneurship in the BOP Market. *Journal of Teaching in International Business*, 29(3), 213–248. <https://doi.org/10.1080/08975930.2018.1486779>
- Wynveen, C. J., Kyle, G. T., & Tarrant, M. A. (2012). Study Abroad experiences and global citizenship: Fostering pro environmental behavior. *Journal of Studies in International Education*, 16(4), 334–352. <https://doi.org/10.1177/102831531142678>
- Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2009). A typology of social entrepreneurs: Motives, search processes and ethical challenges. *Journal of Business Venturing*, 24(5), 519-532.

Appendices

Appendix A: TAMU Departmental Websites Analyzed

Organization/Department	URL
Norman Borlaug Institute for International Agriculture	https://borlaug.tamu.edu/
College of Agriculture and Life Sciences	https://aglifesciences.tamu.edu/undergraduate/ug-international-programs/
College of Engineering	https://engineering.tamu.edu/academics/global/go-abroad.html
College of Geosciences	https://geosciences.tamu.edu/student-resources/high-impact-learning/index.html
Mays Business School Center for International Business Studies	https://mays.tamu.edu/center-for-international-business-studies/
TAMU Vet School- Volunteers Around the World	https://www.vawglobal.org/
College of Education and Human Development	https://education.tamu.edu/global-education/
Biomedical Sciences Program	https://bims.tamu.edu/current/study-abroad/
College of Architecture	https://www.arch.tamu.edu/academics/study-away/study-abroad/
MSC Freshman Leadership International (FLI)	https://fli.tamu.edu/
MSC L.T. Jordan Institute for International Awareness	https://ltjordan.tamu.edu/
Texas A&M University Law School	http://law.tamu.edu/prospective/academics/centers-clinics-programs/global-programs

Appendix B: TAMU On-Campus Website Analysis Questions

1. Organization/Department name
2. Mission Statement
3. Do they mention social innovation, social entrepreneurship, or international interests?
4. Which values other than the aforementioned three are illustrated in the mission?
5. Are their values related to our project?
6. Do they create on-campus programs at Texas A&M?
7. Is there a calendar of events?
8. What types of events does this organization/department usually put on?
9. How often do these events take place?
10. What is the size of this program(s)?
11. Who can attend the organizational/departmental events?
12. Do they have availability to put on a program during our program (late March to early April)?
13. Who is the advisor or department head?
14. Does this organization have a history of collaboration with other organizations?

Appendix C: TAMU On-Campus Website Analysis Results

Department/ Organization	Social Values* on mission	Other values on mission	Relevance with project	Target audience	Interest in collaboration
Borlaug Institute	N	Poverty, hunger reduction	N	Undergrad	N
College of Agriculture	N	enhancing student's cultural competency	Y	Grad and Undergrad	N
College of Engineering	N	Professional skills, global opportunities, diversity	Y	Grad and Undergrad	Y
College of Geosciences	N	N/A	N	Grad and Undergrad	N
Mays Business School	Y	International education, business, culture training Innovative strategies for competing internationally	Y	Grad and Undergrad	Y
Vet School	N	Experience in developing country, understanding of vet field, global view	N	Grad and Undergrad	N
College of Education and Human Development	Y	cultural practices, international experience, globally inclusive society	Y	Grad and Undergrad	N
College of Biomedical Sciences	Y	international educational experience	Y	Undergrad	Y
College of Architecture	Y	Global citizenship, new cultural perspective	Y	Undergrad	Y
MSC FLI	Y	cultural understanding international awareness	Y	Undergrad	Y
L.T. Jordan Institute	Y	international exposure on-campus programming travel abroad	Y	Grad and Undergrad	Y
TAMU Law School	Y	develop skills to advance tomorrow's path-breaking solutions	Y	Graduate	Y

* Social Values refers to social innovation, social entrepreneurship, and international interests.

Appendix D: TAMU On-Campus Interviewee List

Interviewee Name	Organization/Department
Rebecca Skaff	Norman Borlaug Institute for International Agriculture
Don Lewis	Mays Business School
Blair Alexander	College of Education and Human Development
Shelley D. Holliday	College of Architecture
Cory Arcak	MSC L.T. Jordan Institute for International Awareness
Robert B. Ahdieh	Texas A&M Law School
Stefanie Harris	Department of International Studies
Catherine Hastedt	University Art Galleries

Appendix E: TAMU On-Campus Interview Questions

1. Introduce the ILE
2. Do you think this project aligns with your organization's goals, missions, and values?
3. Do you have any interest in collaborating with us?
4. In a partnership, what role do you see your organization playing?
5. Do you think members of your organization would be interested in attending an event like ours?
6. Would you be willing to work with other organizations/departments to put on such a program?
7. What type of event do you think would most engage your audience?
8. Would we be able to put on such a program with our current budget?
9. Does your organization have the bandwidth to assist with a small/medium-sized event in late March or early April?
10. Does your organization have the ability to assist with our international leadership experience, both the on-campus programming and the international immersion program?

Appendix F: BCS Local Art Market Interviewee List

Interviewee Name	Organization/Department
Jose Quintana	Grand Stafford, Adventgx, Mays Business School
Alyson Mullins	Adventgx
Sheree Boegner	The Arts Council of the Brazos Valley
Amanda Driewer	Destination Bryan
Kaetlyn Brown	Destination Bryan
Kate Chapman	Lake Walk
Alysha Noorani	Lake Walk

Appendix G: BCS Local Art Market Interview Questions

1. What are some effective business models for art festivals/markets/shows that you have seen or been directly involved in?
2. Is there a local consumer market for artisan products in the BCS area? If so, what are some of its characteristics?
3. What type of products are found in the BCS to be the most popular/lucrative?
4. What are some strategies you would suggest to plan a successful art related event?
5. How have you engaged with local artisans? What has been most successful in doing so? How have you engaged with international artisans?
6. Which community partners are most influential in the BCS area? Which have you partnered with and why?
7. If you were on our capstone team, how would you go about setting up a market event in the BCS area?
8. Best marketing efforts/platforms you utilize to get the word out on products and events like this.
9. Best Possible locations to hold this event? Venues?
10. Would you like to partner with us in some way? If so how would you envision the partnership?

Appendix H: University Immersion Experience Websites Analyzed

Organization/Department	URL
Northwestern University	Global Initiatives in Management (GIM)
Harvard Kennedy School	Social Innovation Accelerator
Georgia Institute of Technology	Leadership for Social Good Study Abroad Program Georgia Tech
University of Illinois at Urbana Champaign	Home - Study Abroad Gies College of Business
Duke University	Social Impact - Duke
Indiana University	Global Leadership and Innovation Program
Florida State University	https://international.fsu.edu/Program/Indonesia/SocialEntrepreneurship.aspx#Description
University of San Diego	Short-Term Opportunities - International Center - University of San Diego
University of San Francisco	Service Abroad - Immersion Programs
Hong Kong University of Science & Technology (HKUST)	HKUST International Case Competition
Texas A&M University- The Corps Global Leadership Initiatives	Cadets Turning Into World Travelers, Gaining Global Experiences - Texas A&M Today
ProjectX	Social Entrepreneur Corps — Project X
Marquette University	The Beijing Center for Chinese Studies
Dartmouth College	Winterim Trips Students Social Impact
University of Pennsylvania	2014 Global Social Impact House
Tribes for Good	Partner With Us - TribesForGood
Texas A&M University- College of Architecture	Summer Study Abroad in Peru - Texas A&M University College of Architecture
American University	https://www.american.edu/sis/sisabroad/internships/israel.cfm
The University of Texas at Austin	Global Career Launch Student Internships
The University of Utah	Social Entrepreneurship Abroad students travel to Costa Rica

Appendix I: International Immersion Experience Website Analysis Criteria

1. Organization name
2. Immersion Component?
3. Program Type?
4. Program Title?
5. Social Impact Focus?
6. Program Department Type?
7. Program Description?
8. Academic Offerings?
9. Length of Program?
10. What Pre-departure sessions (training, workshops, etc...) are hosted?
11. Do they partner with nonprofits or third-party agencies?
12. What does the financial responsibility of the program fall under?
13. Who is the advisor or department head?
14. Does this organization have a history of collaboration with other organizations?
15. Potential Interview?
16. Contact Information?

Appendix J: International Immersion Experience Interviewee List

Interviewee Name	Organization/Department
Dorottya “Dori” Pap- Assistant Director	Georgia Institute of Technology Institute for Leadership and Social Impact
Juan David Villegas- International Director of Strategic Initiatives	Global Brigades, The Business Brigade Program
Christine Dunn- Assistant Director	Northwestern University Kellogg School of Management Exchange Program
Meredith Simpson- Assistant Commandant	Texas A&M University Corps of Cadets Global Leadership Institute
Anna Dausman- Program Manager	University of Pennsylvania School of Social Policy and Practice Awareness
David Eaton- Professor	University of Texas at Austin Global Career Launch-Mexico Internship Program
Bruce Manciangli- Co-Founder, SIE CoLab	Florida State University International Programs
Carolyn Barringer- Assistant Director	Bali Social Innovation and Entrepreneurship (SEI) Immersion Program
John Clarke- Professor of Practice- Tulane University	University of Illinois Urbana-Champaign (UIUC)

Appendix K: International Immersion Experience Interview Questions

1. How long has this program been running? Is your program a pilot?
2. What activities do they do abroad (in-country)?
3. Most important/most significant activities?
 - a. How is social innovation integrated into the program?
 - b. How do you ensure these programs are successful/effective?
 - c. If any exist, what are the pre-departure activities? What are the post-departure activities?
 - i. Do you all partner with any nonprofit organizations abroad? If so, how are the nonprofits determined/selected?
 - ii. Does it seem to make a difference to work with a partner(s) ? What has been your experience collaborating with others?
 1. If applicable, who are these partners? (Nonprofits, universities, global programs..)
 - iii. Are there any connections to the local community in the country that you travel to? What are they?
4. Can you tell me about the benefits on students and communities these groups visit.
5. How is the program sustained as far as funding?
6. Is there anything that could enhance your program? Given the opportunity, is there anything you would do differently?
7. Do you know of any recent program participants that would be interested in sharing their experiences with us?

Appendix L: Detailed Breakdown of Program Budget

Initial Cost Estimate for Artisan Visit	
Category	Estimated Cost
Artisans' Flight	\$700.00
Artisans' Meals	\$110.00
Artisans' Hotel (5 day 4 night stay at Texas A&M Hotel)	\$800.00
Rental Car plus gas	\$400.00
Translator	\$510.00
Pre-paid Visitor Permit (TAMU)	\$25.00
Event Materials	\$150.00
Total	\$2,695.00

Total Program Cost		
Category	Proposed Budget	Actual Cost
Artisans' Flight	\$1,500.00	\$1,400.00
Artisans' Meals	\$300.00	\$108.83
Travel Costs to Dallas (202.61*3 cars=\$608)	\$608.00	\$0.00
Artisans' Hotel (5 day 4 night stay at Texas A&M Hotel)	\$876.00	\$1,555.68
Jeff Snell's Visit	\$1,500.00	
- Flight		\$358.14
- Hotel		\$1,415.00
Artisans & Event Budget	\$4,000.00	
- Rental Car plus gas		\$391.88
- Translator		\$504.00
- Pre-paid Visitor Permit (TAMU)		\$25.00
- Event Materials		\$146.94
- Gifts for guests		\$188.50
- Dinner		\$423.98
Total Cost	\$8,784.00	\$6,517.95

Contact Information

Texas A&M University System (TAMUS) Contacts

Organization/Department	Main Point of Contact	Contact Information
MSC L.T. Jordan Institute	Cory Arcak- Director	coryarcak@tamu.edu
College of Architecture	Shelley D. Holliday- Associate Dean for Academic Affairs	sholliday@tamu.edu
Mays Business School	Katy Lane- Director of Center for International Business Studies	klane@tamu.edu
	Don Lewis- Executive Professor	dlewis@mays.tamu.edu
University Art Galleries	Catherine Hastedt- Director of the Stark Gallery	chastedt@tamu.edu
	Jennifer Korolenko- Curator of Education and Public Programs, Forsyth Gallery	jkorolenko@uart.tamu.edu
Texas A&M University Law School	Robert B. Ahdieh- Dean	dean@law.tamu.edu
Department of International Studies	Stefanie Harris- Department Head	stefanieharris@tamu.edu
College of Education and Human Development	Blair Alexander- Study Abroad Manager	blairalex@tamu.edu
Mexican Student Association	Student Representative	msaaggie@gmail.com
Norman Borlaug Institute for International Agriculture	Rebecca Skaff- Associate Director	Rebecca.skaff@ag.tamu.edu

BCS Local Art Organization Contacts

Organization/Department	Main Point of Contact	Contact Information
The Grand Stafford/ Art Gallery/ The Mays Business School	Jose Quintana- Owner of Grand Stafford, Mays Professor, Owner of the art gallery, CEO of Adventgx	jose@adventgx.com
The Grand Stafford	Alyson Mullins- Executive Assistant at the Adventgx and the Grand Stafford	alysonagx@gmail.com
Degallery & Degart	Dary Dega- Owner	contact@degallery.us
The Arts Council	Sheree Boegner- Executive Director	sheree@acbv.org
Bryan Downtown Street and Arts Festival	Amanda Driewer- Tourism Event Coordinator	amanda@destinationbryan.com
Destination Bryan	Kaetlyn Brown- Community Engagement Manager	Katelyn@destinationbryan.com
Lake Walk	Kate Chapman- Marketing Director	kchapman@LakeWalktx.com
	Alysha Noorani- Special Event Coordinator	alysha@LakeWalktx.com
William Cole Inc./ The Traditions Club	Spencer Clements- CFO at William Cole, Principal at the Traditions Club	sclements@williamcoleinc.com

International Immersion Experience Contacts

Organization/Department	Main Point of Contact	Contact Information
Georgia Institute of Technology Institute for Leadership and Social Impact	Dorottya “Dori” Pap- Assistant Director	dori.pap@ilsi.gatech.edu
Global Brigades, The Business Brigade Program	Juan David Villegas- International Director of Strategic Initiatives	juan.david@globalbrigades.org
Northwestern University Kellogg School of Management Exchange Program	Christine Dunn- Assistant Director	c-dunn@kellogg.northwestern.edu
Texas A&M University Corps of Cadets Global Leadership Institute	Meredith Simpson- Assistant Commandant	msimpson@corps.tamu.edu
University of Pennsylvania School of Social Policy and Practice	Anna Dausman- Program Manager	anna@socialimpactstrategy.org
University of Texas at Austin Global Career Launch-Mexico Internship Program	David Eaton- Professor	eaton@austin.utexas.edu
Florida State University International Programs	Bruce Manciangli- Co-Founder, SIE CoLab	bruce.siecolab@gmail.com
Bali Social Innovation and Entrepreneurship (SIE) Immersion Program	Carolyn Barringer- Assistant Director	ctbarringer@admin.fsu.edu
University of Illinois Urbana-Champaign (UIUC)	John Clarke- Professor of Practice- Tulane University	jfc@tulane.edu

Standard Operating Procedure (SOP)

It is important to note that the standard operating procedure for the international immersion experience and the domestic programs, community markets and TAMU events, refer to different dates as they happen on two different timelines. The domestic programming SOP refers to the week that the artisans will be in the Bryan/College Station area and will be interacting with the local community. The international immersion experience SOP refers to the time when students and faculty will be abroad in the artisans' communities.

Domestic Programming SOP

Six Months Out

- Pick target dates for domestic events
- Choose country/countries to find the artisan(s)

The process of finding artists takes a while, factors such as language barriers make this even more time consuming. It is best to begin early to determine which artists you think would be a good fit for the program and then reach out to them. Picking target dates gives you and potential partners a timeline to move forward with even if the exact dates end up changing. Narrowing down the geographic area where you are looking for artisans allows you to pick artisans that do not overlap and are of interest to you and possible partners.

Five Months Out

- Choose the artisan(s)
- Begin finding local partnerships
- Plan potential market days

After talking with many artisans, decide on the artisans that you think best align with our program. Tell the artisans the tentative dates that you would plan for them to come and confirm that the artisans are actually able to come. After confirming with the artisan(s), begin to find local partnerships that you think would host this artisan/these artisans best (i.e. if the artists paint, reach out to local galleries). Once you have several identified partner organizations in the area, confirm that they have events during the timeline you plan for the artisans here.

Four Months Out

- Choose partnerships/events/locations to participate in
- Work with artists to plan the events, timeline, itinerary, and other logistics
- Figure out legal restraints (passports, travel restrictions, licenses, etc)
- Book travel and accommodations for the artisan(s)
- Find TAMU partners

Select your partner organizations, the events the artisans will participate in, as well as the venues. This month is important in planning logistics to make sure the events will run smoothly. We

found it is best to get logistics figured out early to avoid confusion. Doing so will allow TAMU partners to have dates and artisan plans close to finalized before collaboration begins.

Another important thing to get done early is to figure out all the legal restraints surrounding the artisans and events. For example, do your artisans have passports or visas? Are there any travel restrictions on the country the artists are from? You will also need to begin figuring out the legal constraints in the BCS area. Figure out what licenses are needed, how to legally process transactions, what the artists can and cannot sell, etc.

Three Months Out

- Marketing (make handouts, flyers, reach out to media, social media)
- Purchase marketing materials
- Plan TAMU events

After figuring out logistics, the next step is to begin marketing. It is best to market using as many avenues available as possible. Reach out to local media outlets, make marketing materials like posters, and use the existing capstone Facebook page, the Bush School communications, and the appropriate contacts within the Center For Nonprofits and Philanthropy.

Different on-campus partners will require different levels of assistance with event planning. Therefore, it is important to start early. Spaces on campus need to be reserved well in advance and class demonstrations need to be arranged at a point in time when syllabi are not set in stone.

Two Months Out

- Ship artisan goods to College Station
- Review all arrangements up until now (all financial info, plans with artists, talk to partners)
- Make a comprehensive backup plan

Our group had the artists ship their goods two weeks before the actual events. We cut it close but got the goods delivered on time. To avoid this, ship the goods earlier and store them in a secure place. Two months out is also a good time to begin reviewing all previous arrangements. Review plans with artists and partners, determine who in the group will attend which days, make sure all materials are inventoried, and ensure the itinerary has not changed. Since plans can change unexpectedly, it is a good idea to have a comprehensive backup plan also.

One Month Out

By one month before the actual event everything should be done. The artisans should be ready to come, all plans should be finalized, all materials purchased, etc. Having everything done by this point will make your event run more smoothly and efficiently.

One Week Out

- Confirm events, responsibilities, and logistics with community and on-campus partners

As the events near, clarify each partner's plans and assist with logistics. Give enough time to avoid any logistical overlaps and rectify any and all problems.

One Week Post Event

- Send out post-event surveys
- Begin putting a plan together for the next year's team
- Follow up with the artisan(s)
- Follow up with partners

Post-event surveys are an effective way to ensure that the program was successful in achieving its goals and promoting its mission. It is also a good way to receive feedback from participants who are engaged in the subject matter of the program. It is important to do this relatively soon after the program so that the event(s) are fresh in the mind of the attendees. Additionally, you should get feedback from the artisans and your partners. This will allow you to evaluate your event. This information will contribute to creating a plan for the next year's team based on what you learned the current year.

After the event it is important to ensure that the artisan(s) make it back home safely, are thanked for their participation, and that all financial transactions are squared away. It is also important to tell each of our partners thank you and to send them a copy of the final report. This will help build, maintain, and strengthen good relationships with these partners in future years.

International Immersion Experience SOP

Six Months Out

- Research and identify in country partnerships.
- Create a budget and review current financial status.
- Solidify dates and timeline based upon the university academic calendar.
- Identify student and faculty selection process.
- Identify pre-departure events that the program wants to facilitate.

The process of finding a country to travel to can be time consuming, due to factors like language barriers, costs, and protocol, so it is important to conduct a thorough investigation about potential countries. Examine the logistics needed to travel with university students to the countries that are being considered. There are also a variety of pre-departure events that can be hosted, so select the ones that will be the most beneficial to the group. Lastly, this is an important time to identify how the student and faculty selection process will look. Send out any information emails or applications in this time frame.

Five Months Out

- Notify students and faculty of travel details/any costs associated.
- Plan pre-departure events.
- Coordinate travel and events with Bush School personnel.

At this time, it is imperative to pick a country to travel to and a specific cooperative or organization to serve. It is important that this is completed early on in the process to allow sufficient time for communication between the organization and students prior to departure. Being five months out, it is essential that students and faculty who have been selected to travel to the designated country are notified that they have been selected. With that being said, it is important to begin planning all the pre-departure events to ensure there is space available for the event and that appropriate notice is given to students, faculty, and alumni.

Four Months Out

- Contact individuals or artisan groups in-country to gain a better understanding of how the Bush School group can serve them and create a tentative agenda.
- Select the travel participants that will travel
- Secure in-country accommodations

By four months before departure, contact the individuals or group in-country to create a plan and an agenda that students and faculty will follow. This will also provide the opportunity to ask any questions or address any concerns. Hopefully, the information received from this conversation will provide direction in making all necessary travel/ transportation accommodations and sleeping and meal arrangements.

Three Months Out

- Host a training session for selected students and faculty.
- Discuss the tentative itinerary and agenda for students and faculty
- Ensure all logistics are taken care of
- Decide on what Post-Trip Engagement Tool will be utilized at the end of the semester and develop a rubric. (i.e. surveys, writing reflections, presentations, etc...)

Begin hosting pre-departure events so students and faculty are aware of expectations and objectives early on in the process. This is also a time where the itinerary and agenda should be created in order to leave time for revisions, if necessary. With the trip approaching soon, it would be reasonable to discuss and figure out what Post-Engagement Tool would be most beneficial to conduct after the in-country experience. Be sure to express to students that the post-engagement deliverable is a requirement that must be completed after the trip.

Two Months Out

- Share refined itinerary with students and faculty
- Host Team- building exercises and activities
- Develop Post-Trip engagement tool

After finalizing the itinerary and agenda, it is important to share that with the faculty and students so they are aware and knowledgeable about their role in the program and their expectations. This is also a great opportunity to host and recommend bonding activities between the students and faculty in order to ensure students and faculty feel comfortable prior to their travels. Lastly, this is a good time to develop the Post-Engagement Tool before trip responsibilities begin to get more hectic.

One Month Out

- Host Alumni event
- Verify that travel plans are in order
- Share pre-trip information

It is recommended to host an alumni event, similar to a networking and question and answer session, a month prior to the trip to create a safe space for students to ask any last- minute questions and hear advice that will hopefully stay with them as they serve the designated country. It would also be beneficial to send out a packing list and tips for travel to students as they prepare to pack and learn about the country.

One Month After

- Conduct Post-Trip Engagements
- Debrief and conduct a SWOT analysis to enhance future experiences
- Put findings and key takeaways in a conclusive trip report.

Depending on what the Post-Trip Engagement is will determine when it should be completed. For example, a questionnaire or survey is recommended to be completed 2-3 days after departure. On the other hand, a presentation is recommended to be conducted 2-3 weeks after departure in order to give time to students to prepare well. Lastly, it is critical that time is set aside to reflect and discuss strengths and weaknesses of the travel to enhance future experiences.

Glossary of Terms

1. **21st Century Skills-** Mastering content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. Core competencies include maximized knowledge gains, culture, civic engagement, and leadership which enable individuals to be more well-rounded people.
2. **Artisan-** A worker in a skilled trade, especially one that involves making things by hand.
3. **Business model-** The methods by which an artisan experience will be developed and implemented.
4. **Business practices-** The methods by which artisan products are sold at an artisan market.
5. **Community development-** A process where community members are supported by others to identify and take collective action on issues that are important to them. Its goal is to empower community members and create stronger and more connected communities.
6. **Community impact-** The desired result of multiple strategically designed funding and intervention efforts to improve a community or society.
7. **Cross-cultural skills-** The ability to understand people or perspectives from a variety of cultures, and the ability to communicate and interact with them effectively.
8. **Experiential learning-** the process of “learning by doing”. By engaging in hands-on experiences and reflection, individuals are better able to connect theories and learned knowledge to real-world situations.
9. **Global North-** Largely viewed as “the west,” or traditionally dominant areas in terms of wealth and technology in the northern hemisphere. I.e., North America and Europe.
10. **Global South-** Spaces with populations who have been negatively impacted by contemporary capitalist globalization. What was commonly known as the “Third World.”
11. **Human capital-** The intangible collective resources possessed by individuals and groups within a given population; the value of a worker's experience and skills.
12. **International Leadership Experience-** A comprehensive program that incorporates student international travel, domestic markets for artisans, and university programming.

13. **International immersion program-** A program designed as an immersive international experience, to expose individuals to the complexities of other countries and cultures.
14. **Market opportunities-** Events in which artisan products can be sold to consumers.
15. **Market sustainability-** How well a market opportunity can be maintained over time.
16. **Market viability-** The potential of developing an artisan market in the BCS area.
17. **Social Entrepreneurship-** “Social entrepreneurship encompasses the activities and processes undertaken to discover, define, and exploit the opportunity to enhance social wealth by creating new ventures or innovatively managing existing organizations” (Zahra et al., 2009).
18. **Social Innovation-** “The process of developing and deploying effective solutions to challenging and often systemic social and environmental issues in support of social progress. Social innovation is not the prerogative or privilege of any organizational form or legal structure. Solutions often require the active collaboration of constituents across government, business, and the nonprofit world,” (Stanford Graduate School of Business, n.d.)
19. **Social impact-** How organizations, businesses, or individuals' actions affect the surrounding community or attempt to address a pressing social issue. It may be the result of an activity, project, program, or policy. This can be a local or global effort to tackle things like climate change, racial inequity, hunger, poverty, homelessness, or any other problem your community is facing.
20. **SWOT Analysis-** A strategic planning technique/tool used to determine organizational strengths, weaknesses, opportunities, and threats in order to devise a successful strategy for the future.