



2014  
Department of  
Retailing  
and Tourism  
Management  
Periodic Program Review

Submitted January 2014

# Self Study

**Department of Retailing & Tourism Management  
Program Review 2013**

**Submitted by**

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**Date Submitted:**

**December 6, 2013**

## Retailing and Tourism Management Department Self-Study Report Checklist

<b>Academic Department (Educational) Unit Overview:</b>		<b>Page Number or NA</b>
1	Provide the Department Mission, Vision, and Goals	6, 7
2	Describe centrality to the institution's mission and consistency with state's goals: A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institutions' strategic plan. There should be a clear connection between the program and the institutions, college's and department's missions and the state's goals where applicable.	7
3	Describe any consortial relations: The SACS accreditation process mandates that we "ensure the quality of educational programs/courses offered through consortial relationships or contractual agreements and that the institution evaluates the consortial relationship and/or agreement against the purpose of the institution." List any consortium or contractual relationships your department has with other institutions as well as the mechanism for evaluating the effectiveness of these relationships.	7, 8
4	Articulate primary departmental/unit strategic initiatives for the past three years and the department's progress towards achieving the university and college/school initiatives (be sure to reference <u>Unit Strategic Plan</u> , <u>Annual Progress Report</u> , and most recent <u>Implementation Plan</u> )	8
5	Department or unit benchmarking activities: Summary of benchmarking activities including institutions benchmarked against and comparison results: <ul style="list-style-type: none"> <li>• number of faculty</li> <li>• number of students</li> <li>• etc.</li> </ul>	8
<b>Faculty and Graduate Students:</b>		
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8	Describe primary faculty contribution to teaching and service at the department level that have enhanced college and university strategic initiatives.	14-17
9	Describe attrition (cumulative number not tenured, resigned, retired, or other) of the program faculty over the past three years. Discuss the expected effect on program under review and other issues related to ability to retain qualified faculty during the past three years.	17
10	List current number of unfilled lines and discuss current actions or plans to fill line. Include general description of "start-up" packages.	17
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	<b>Documentation of Implementation of Policies &amp; Procedures:</b> Identify the educational policies and procedures established through faculty governance and responsible parties for implementation. Explain dissemination and transparency.	<b>Page Number or NA</b>
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20	Evidence of consistent review and monitoring of course substitution, course equivalency credits, course substitutions, course transfers toward degree completion, and vetting of exceptions, degree requirements	21
21	Evidence of adherence to unit procedures on faculty personnel actions (e.g., appointment, promotion and tenure) and budget request preparation	21
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		Page Number or NA
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**Department of Retailing & Tourism Management  
Program Review 2013**

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## **Executive Summary**

This self-study was conducted to provide an overview of the present state of the Retailing and Tourism Management department. Areas evaluated include: academic department overview, a description of faculty and students, documentation of implementation of policies and procedures, academic program description, program quality and student success, program resources, input from constituents, operations, and service, extension and non-extension programs.

The Retailing and Tourism Management department has been approved as a department with established vision, mission and goals. The department has developed core courses and has developed four year programs of study. The department has two full professors, five associate professors, two assistant professors, and two lecturers. Each program has evidence of established research, teaching, and outreach. International and domestic study tours are a component of student learning.

Issues of concern by faculty include the need for improvements in the aesthetics of the facilities, lack of availability of funds for faculty travel, and the potential for the loss of classroom availability in the building. The department continues to work together to create a positive learning environment for our students even with the problems we face.

## **Self-Study Process**

The self-study process required a collection of information that helps describe the present state of the Retailing and Tourism Management department. Areas to be discussed in the document include: academic department overview, a description of faculty and students, documentation of implementation of policies and procedures, academic program description, program quality and student success, program resources, input from constituents, operations, and service, extension and non-extension programs. The self-study process occurred as follows:

- 1) Met with members of Dean's office to discuss expected format of report.
- 2) Identified potential members of review team. Turned in names and contact information to Dean's office.
- 3) Met with faculty of RTM to explain the self-study and discussed expected needs from them to complete the report.
- 4) During meeting with RTM faculty, formally requested specific information with due dates of when the information needed to be sent to me.
- 5) Collected data for report. Sections written by faculty were collected and put into final document.
- 6) Wrote report and assigned reviewers to review and make suggestions for improvement to the report.
- 7) Made recommended changes and additions to report.
- 8) Met with members of Dean's office to establish timeline for completion of program review including visits by review team.
- 9) Final draft of report to Dean's office for review. (November 2013)

## **Academic Department (Educational) Unit Overview:**

The Department of Retailing and Tourism Management is committed to excellence in teaching, service and research utilizing innovative interdisciplinary education with a global, product, and consumer focus. As set forth by the mission, vision, and goals of the university, the teaching, research, and service programs support student development and contribute to the economic and social well-being of the Commonwealth, the nation and the world. Students build competencies for outstanding business and customer service in retailing and hospitality management in a global environment. Opportunities are provided for experiential education through industry-related work experiences, internships, study tours, and exchange programs. Graduates are prepared for careers in the merchandising, hospitality and tourism industries in the ever changing business environment. The department offers a Bachelor of Science in Hospitality Management and a Bachelor of Science in Merchandising, Apparel and Textiles. The department also offers a Master of Science in Hospitality Management and a Master of Science in Merchandising, Apparel and Textiles.

The **vision** of the Department of Retailing and Tourism Management is:

To be recognized as a premier resource for innovative interdisciplinary education to produce students who are globally product- and consumer-focused and who have a competitive foundation in a global environment or economy.

To be a source of innovative interdisciplinary programming that partners with industry, consumers, and educators to address the issues related to the consumer experience and business development that are fundamental to the long-term development of the economy.

The **mission** of the new Department of Retailing and Tourism Management is:

To provide degree programs that promote experiential learning through industry- related work experience and internships, study tours, and exchange programs;

To provide an introduction to theories, models, and methods that build competencies in business and customer services in retail and hospitality management in a changing work environment;

To provide excellence in teaching, service and research that results in state, national and global recognition as a leader in preparing professionals for careers in the merchandising, hospitality and tourism industries.

## **The Goals of the Department**

Graduates of a four-year baccalaureate in the Retailing and Tourism Management program should demonstrate abilities in the following areas:

- 1) **INDUSTRY OPERATIONS:** Students will be able to apply their knowledge of management, planning, staffing and control to RTM businesses and organizations that support these businesses.

- 2) **CULTURE AND HUMAN BEHAVIOR:** Students will be able to articulate awareness of cultural elements important to members of another culture in relation to history, values, beliefs, politics, communication, economy and business practices.
- 3) **GLOBALIZATION OF RETAILING and TOURISM MANAGEMENT:** Students will be able to demonstrate an awareness and sensitivity to retail and tourism management practices in an international marketplace.
- 4) **ETHICS, SOCIAL RESPONSIBILITY, AND SUSTAINABILITY:** Students will be able to:
  - a. Evaluate social responsibility, professional behavior, and ethics impact on individual, organizational, and corporate decision making.
  - b. Analyze and evaluate environmental and environmental sustainability's impact on industry activities and processes.
- 5) **CRITICAL THINKING:** Demonstrate the ability to critically evaluate and compare diverse perspectives in the retailing and tourism management industry.
- 6). **CREATIVE THINKING:** Demonstrate the ability to develop solutions to organizational problems that are logical and consistent with the values and mission of the company.
- 7) **PROFESSIONAL DEVELOPMENT:** Students will be able to apply career planning concepts and job search strategies to diverse industry opportunities.

### **Consortium Relationships with Other Institutions**

The Department of Retailing & Tourism has had limited consortium relations with other institutions. During the review period (2005 -2012), we have had students register through the University of Kentucky for MAT 470 (International Retailing) from Michigan State University. This class is an online course that is required by the MAT program. Students from that university have not taken the course in the last four years. The Retailing and Tourism Management program does participate in other consortiums related to research.

MAT is a member of the Southeast Graduate Consortium. Members include University of Kentucky, University of Tennessee, University of Georgia, University of North-Carolina Greensboro, University of South Carolina, Louisiana state University, Florida, and Auburn. The purpose of this consortium is to host an annual meeting where graduate students (Masters and Ph.D.) present their research in progress at a rotating location for discussion. The consortium will be held at the University of Kentucky in April of 2014. Evaluation is done at the student level.

Vanessa Jackson is a member of the Rural Retailing consortium. Members include University of Kentucky, The Ohio State University, Iowa State University, and Western Michigan University. This group submits grants each year to support the need to improve the resiliency of small



businesses in rural communities. The group has also written and published many articles and presented at the American Collegiate Retailing Association, the International Textiles and Apparel Association and many more. The consortium has also developed teaching modules related to research topics that are used by extension agents and other constituents to enhance the proficiency and resiliency of rural retailers.

Dr. Tracy Lu is a member of the tourism and event management consortium. Members include University of Kentucky, Purdue University, and Sichuan University in China. This group submitted a grant to National Natural Science Foundation of China (NSFC) on the topic of “*the Impacts of Heritage Image on Tourist Spatial-temporal Behavior, Synergetic Dynamics and Interactive Evolution Following Emergencies*”. The group has also written and presented an article at the Asia-Pacific Council on Hotel, Restaurant, and Institutional Education conference.

Min-Young Lee collaborates with Eun Young Kim from Chungbuk National University for research. Both researched corporate social responsibility (CSR) during past few years. Together, they published one journal article and several conference proceedings. In addition to CSR, they expanded their research scope to smart virtual store management with QR code.

### **Meeting the University of Kentucky’s Strategic Plan**

The goals RTM links with the University’s goals (cited in the University’s Strategic plan for 2009-2014). Please review appendix A for the department’s strategic plan for 2009-2014.

### **Department Benchmarking Activities**

#### **Benchmark Institutions for MAT**

The Bachelor of Science degree in Merchandising, Apparel, and Textiles is a critical program in the state of Kentucky as it is the only major program of its kind in central and eastern regions of the state. It is accredited through the American Association of Family and Consumer Science. Western Kentucky is the only other regional university with significant number of majors in this area. Eastern KY University has an Apparel Design and Merchandising program with 59 current students. Western KY University has a Textiles and Apparel Merchandising major and minor with 92 students. Neither university offers a graduate program in our field. In the past decade the program area has been eliminated at Morehead State University, Murray State University and Georgetown College. Geographically, the closest program to UK’s is Eastern Kentucky University and that program has seen major decline in student numbers and faculty support.

#### **Benchmark Institutions for HMT**

**The HMT program** maintains close ties with the hospitality industry locally, statewide, and nationally in an effort to establish as many employment opportunities as possible. This expanding service industry encompasses commercial restaurants, hotels, and leisure-time businesses such as clubs and resorts, health care facilities, and educational institutions.

The benchmarking institutions for the HMT program include Iowa State and Colorado State University. The Hospitality Management major at Iowa State is known world-wide for its excellence in research. It was recently ranked 15th among the world's top 100 hospitality and tourism programs, according to the Journal of Hospitality & Tourism Research. The program has an enrollment of 200 students.

The Hospitality Management program at Colorado State University provides students with a background in both food and lodging operations. Course work provides a broad exposure to the liberal arts and sciences as well. Elective credit allows students to tailor their own program of study to their particular interest. The major provides access to a broad array of employment possibilities.

## Faculty and Graduate Students

### Faculty

The composition of current faculty in the two programs is listed in Table 1. The Department of Retailing and Tourism Management has 2 full professors, five associate professors, two assistant professors, and one lecturer. By the time this review is complete, we will have hired a lecturer in the MAT (Merchandising Apparel & Textiles) program. Two associate professors are working toward the rank of full professor. The two assistant professors will go up for tenure review in approximately three years.

**Table 1. Number of Faculty by Rank and Department**

Rank	Merchandising, Apparel & Textiles	Hospitality Management & Tourism	Combined
Full Professor	2	0	2
Associate Professor	4	1	5
Assistant Professor	0	2	2
Lecturer	0	1	1
Total	6	4	10

Table 2 provides a list of the faculty in MAT and HMT. Dean Smith appointed Vanessa Jackson as chair of the department, effective July 1, 2013. The department hired an academic coordinator in the fall of 2013, and one lecturer will be hired for MAT in spring 2014. Table 3 provides the DOE for all faculty during the time period of the merger of the two departments.

### Academic Coordinator

The academic coordinator 1) provides advice to the department chair and Directors of Undergraduate and Graduate Studies in areas of accreditation, program review, and curriculum; 2) has full responsibility for teaching one course per semester at the 100 – 200 level; 3) administers an enrollment management plan, prepares enrollment tracking and status reports; oversees data collection for annual reporting and academic program assessment; 4) advises freshmen and sophomores in HMT and MAT; and 5) develops communications, marketing, and outreach plan for undergraduate and graduate programs by updating advising materials; updates the department's undergraduate web pages; conducts program assessments; conducts in-person, e-mail, and web-based communications with students; and manages student recruitment.

### Staff

The Department is also currently supported by a Staff Associate at level 39. The staff person is responsible for all curriculum issues (class scheduling, curriculum documents, etc.), budget reconciliations, purchasing, front desk operations, and provides staff support to the ten faculty in the department. This has created an overload of responsibilities for the staff position. All curriculum responsibilities will be turned over to the academic coordinator in fall of 2013.

**Table 2. Faculty Profiles**

<b>Vanessa Prier Jackson, Chair</b>	Ph.D. Michigan State University, 1998 Hired @ Assistant Professor – 8/1998 Promoted to Associate Professor – 5/2004 Promoted to Full Professor – 5/2012 Research: Rural Retail Development
<b>Easter, Elizabeth P.</b>	Ph.D. University of Tennessee, 1982 Hired @Assistant Professor – 8/1984 Promoted to Associate Professor – 5/1990 Promoted to Full Professor – 5/1995 Research/Teaching: Textiles Science and Research Methods
<b>Lee, Min-Young</b>	Ph.D. University of Tennessee, Knoxville, 2007 Hired @ Assistant Professor – 8/2007 Promoted to Associate Professor – 7/2013 Research: Socially Responsible Consumption
<b>Michelman, Susan</b>	Ph.D. University of Minnesota, 1992 Hired @ Associate Professor – 8/2002 Research: Social - Psychological Aspects of Dress
<b>Miller-Spillman, Kimberly</b>	Ph.D., University of Wisconsin, 1990 Hired @ Assistant Professor – 8/1990 Promoted to Associate Professor – 5/1997 Research/Teaching: Social psychological and Cultural Aspects of Dress, History of Costumes
<b>Wesley, Scarlett</b>	Ph.D. University of Tennessee, Knoxville, 1996 Hired @ Assistant Professor – 1/2006 Promoted to Associate Professor - January, 2012 Research: Social Responsibility; Local Retailing
<b>Brown, Desmond</b>	Ph.D. Virginia Tech Hired @ Assistant Professor – 1/1995 Promoted to Associate Professor - 7/2000 Research: Tourism in Developing countries
<b>Day, Tricia</b>	Ph.D. North Carolina State University, Raleigh, NC Hired @ Lecturer, 8/2012
<b>Lu, Ying</b>	Ph.D. Purdue University, 2011 Hired @ Assistant Professor – 8/2011 Research: Event Management, Consumer Behavior in Service Settings.
<b>Swanson, Jason</b>	Ph.D. North Carolina State University, 2010 Hired @ Lecturer - 8/2009 Promoted to Assistant Professor - 7/2010 Research: Tourism Policy and Planning

Table 3 provides the distribution of effort of faculty during the first year as a department. Each faculty member is required to distribute their work load between instruction, research, and service. The average percentage of teaching for the faculty is 51.68 of their time. All faculty, except lecturers, teach two classes per semester and are required to conduct research. Two classes per semester are required, however, the efforts for research may vary based on time allotted for grant research and possible service and/or extension work. Lecturers in MAT and HMT are required to teach three classes per semester and sometimes serve as advisor to the student club. None of the faculty has extension assignments; however, time allotted for service may include acting as director of undergraduate and/or graduate studies (15% of time) or serve as advisor to the MAT or HMA club.

**Table 3. Faculty Distribution of Efforts: 2011- 2012**

Name	Instruction	Research	Service/Ext	Administration	Sabbatical	Total
Brown, Desmond	64	21	0	15	0	100
Easter, Elizabeth	33	67	0	0	0	100
Miller- Spillman, Kimberly	31.8	18.2	0	0	50	100
Jackson, Vanessa	56	29	15	0	0	100
Michelman, Susan	65	30	5	0	0	100
Wesley, Scarlett	58	22	5	15	0	100
Lee, Min-Young	60.9	39.1	0	0	0	100
Swanson, Jason	47	53	0	0	0	100
Lu, Ying	54	46	0	0	0	100
Day, Tricia *	95	0	2.5	0	0	100

\*Hired August 2012

### **Faculty Research and Scholarly Accomplishments: Overview of current research program and plans.**

The areas of research in the department include retailing, social psychological and cultural aspects of dress, textile testing, and tourism management.

#### **Research Focus of MAT Faculty**

In the research area of the social psychological and cultural aspects of dress, the faculty member focuses on the expression of the self through dress; in particular the costuming of Civil War re-enactors. The faculty member will contribute a chapter to a tourism book out of Australia titled: "Fashion, Design, and Events" to be published by Rutledge in 2013 as part of the Advances in Events Research series. This book chapter, will cover the female re-enactors' dress and magic moments, which links the researcher's goal of social, psychological aspects of dress and tourism.

Another research area focus is consumer's emotion and experience in the retail environment. The research is divided to two sub areas: (1) consumer emotion and experience in traditional retail

formats compared to new retail formats (e.g., e-commerce, m-commerce, virtual communities, and online auctions); (2) consumer experiences with sustainability in the retail environment.

Emotional value and loyalty of consumers toward retailers are examined in traditional retail formats. The research examined emotional loyalty of consumers toward retailers (Kim & Lee, 2010), the relationship of time pressure and shopping enjoyment (Lee & Wesley, 2009), decision making style of generation Y consumers (Jackson & Lee, 2010), and emotional value of brands in global market (Lee, Knight, Kim, 2008; Lee, Kim, Pelton, Knight, & Forney, 2008). The focus of the researcher on new retail formats has centered on emotional value and consumer experience in new retail formats. For example, the research has examined emotional value (hedonic value) of online auctions (Lee, Kim & Lee, 2013; Lee, Kim, Fairhurst, 2009; Lee, Kim & Kim, 2008), consumer experience in self-service Kiosk (Lee, Fairhurst, & Lee, 2009), and attitudes toward virtual communities (Lee, Atkins, & Kim, 2009). The findings identified strategies for e-tailers utilizing game theory (Lee, 2011). The researcher has expanded the research to include social media (i.e., Facebook and twitter) which provide emotional ties between retailers and consumers.

### **Sustainability and Consumer Experience**

Sustainability and Consumer Experience research is designed to determine how to connect the context of consumer emotion and experiential retailing to rural development. Thus, linking the concept of experience economy to local products and services needed by consumers. The sustainable industry initiatives research efforts seek to identify ways to increase consumer demand for sustainable products as well as how to increase awareness and adoption of general and corporate sustainability practices.

### **Corporate Social Responsibility Research**

Corporate social responsibility (CSR) is becoming a mainstream issue in today's competitive environment because it has strategic importance to many retailers. Recently, consumers want companies to be more socially responsible, and a significant amount of companies have adopted social causes as an effective marketing tool. To encourage these social initiatives, it is necessary to discover that socially responsible behavior can be rewarded financially. The purpose of the project is to identify when and how consumers use corporate socially responsible behavior as a purchasing criteria in two different cultural settings (United States and South Korea). Also, we would like to evoke individual's responsibility as a consumer. The more consumers use CSR as a purchasing criteria, the more retailers contribute to the society and the community.

### **Textile Testing & Clothes Care**

Dr. Easter supervises the Textile Testing Laboratory: utilizing both undergraduate and graduate students as lab technicians or research assistants to conduct basic textile testing for product development and evaluation. Dr. Easter is the project leader for the Clothes Care Research Center™ (CCRC) a cooperative effort among Cotton Incorporated, GE Consumer & Industrial, and Procter & Gamble. The University of Kentucky's Textile Testing Laboratory provides unbiased oversight to design and conduct CCRC's research projects to help consumers save time

and money by identifying the best in-home cleaning and maintenance techniques to extend the life and performance of fabrics.

### **Research Focus of HMT Faculty**

Faculty in the Hospitality Management and Tourism program focuses their research in three major areas: consumer behavior, convention planning and event tourism, and tourism-related public policy.

In the research area of tourism management the focus is on consumer behavior. Contributions to this research focus includes research of online behavior of tourists; (Han & Lu, 2013; Quinteros, Wei, & Lu, 2013); tourists' involvement in travel destinations (Jiang, Wu, & Lu, 2013) and international travel concerns (Lu, Fu & Adler, 2013). These studies provide a better understanding of tourists' interactive experience with technology, local and global communities. Consumer behavior has also been researched within the HMT program related to paddle trail recreation (Kline, Cardenas, Duffy, & Swanson, 2012), travel in the Polar Regions (Swanson & Kline, 2013), and restaurant demand (Swanson & Han, 2013). The results are valuable for the hospitality and tourism industry in product development and marketing.

The second focus of research is convention and event tourism (Lu, Zhou, & Cai, 2011), perception of local residents about the development of the industry (Yoo, Zhou, Lu, & Kim, In press; Zhou, Lu, & Yoo, In press), and interactive experience of attendees with the hosts (Lu, Adler, Cai, & Li, 2013). These studies are beneficial to both event planners in addition to other hospitality sectors, such as hotels and restaurants, in developing programs and services that better facilitate consumers' networking activities at events. Two papers in this area received the Best Paper Award at international conferences in the past two years successively.

Tourism-related public policy is a research area that few scholars in the United States focus on, as much of the research in this area originates in Australia and Canada. Implications of program research in this area are targeted to both a global audience (Edgell & Swanson, 2013) and a national audience (Swanson & Brothers, 2012). Research related to public policy has also been conducted related to issues at the state and local levels in Kentucky (Swanson & Han, 2013). Results from these works help policy makers and tourism professionals understand tourism policy processes and impacts. The understanding can lead to more sustainable tourism development initiatives.

### **Teaching**

The University of Kentucky and the college strive to increase the availability of education to students through alternative methods of delivery. At the University of Kentucky and in the department of Retailing and Tourism Management, the number of online courses continues to increase. During the review period, RTM has increased the number of online courses from one to five, and the department is working to increase that number.

A goal of the University of Kentucky and the college has been to increase the number of students that have study abroad experience. RTM has also worked to support this goal. During the review period, RTM has organized and supervised study tours of students to London, Paris, Italy, Panama, and Scotland. Faculty have also conducted domestic study tours to New York City, Atlanta

Apparel Mart, and Chicago and Atlanta Career Fairs.

RTM enhances student learning through industry and classroom interaction by encouraging students to gain work experience prior to their internship experience. MAT and HMT utilize relationships with small and large businesses to provide hands on learning.

MAT 759 (Rural Retail Development) connected students with small businesses in a rural community to learn what problems the retailers faced, and then provided the businesses with ideas to help them create resiliency and proficiency in their business. The students visited the community, talked the business owners, took pictures of the establishments, researched for information and ideas to improve the business and provided a report of their findings.

#### RTM 499 – Retailing and Tourism Management Internship

In an effort to facilitate a common core between the two programs in the recently merged and renamed department of Retailing and Tourism Management, a common internship course was developed. The revisions adjusted the requirements for the internships for both MAT and HMT and made them equivalent in terms of hours required for the students and the credit hours offered. It also more closely aligns this requirement with the requirements in other College of Agriculture, Food and Environment programs in terms of the credit hours awarded for the contact hour requirement. All students are required to complete an internship. Internships can be international or domestic. The internship is a 320-hour, 8 week learning experience in an approved agency or organization, under the joint supervision of a qualified manager and a university internship supervisor.

The internship in Retail and Tourism Management is a course required of all University of Kentucky undergraduate students in Hospitality Management and Tourism and Merchandising, Apparel and Textiles. The internship is a cooperative agreement between the University and an approved agency whereby an advanced undergraduate student receives professional experience of a practical nature in his/her academic area of interest under the supervision and guidance of a qualified Professional. The Internship is the student's off-campus practicum that will provide him/her with the opportunity to participate in and make application of learned theory to all phases of the agency's operation. For example, most internships should have opportunities for the student to gain experience in several of the following areas: marketing and promotions, customer service management, human resources management, administrative procedures, supervision, leadership, facility operation, event management, public relations, risk management, and maintenance procedures. Internships may take place with a variety of agencies -- public, private, semi-private, and commercial -- where personnel qualified to supervise students are employed and where the program can provide varied and sequential experiences. The internship should simulate as closely as possible the experiences of the working professional and provide the intern with the opportunity to gain an understanding and an appreciation of the role, duties, and responsibilities of a successful professional.



### HMT 330 – Meetings and Convention Management

This course was designed to emphasize the role of Destination Marketing Organizations in the convention and meeting planning industry. Students worked in groups and choose a specific destination to utilize as the setting for their class projects. Students were able to gain access to live STR report data for each destination. STR reports are the industry ‘gold standard’ when it comes to hotel performance within a destination market. It provides a wide variety of information from the number of hotels and available rooms to the average daily revenue and average ancillary spending. Reading and interpreting STR reports is a very useful skill for HMT students to have in the job market. For the class students were challenged with four types of case study scenarios. Each of the four scenarios required students to examine tourism, the destination and the convention market from a variety of perspectives. The four case studies included:

1. Convincing the local government to continue funding tourism development. This project focused on value of the DMO and relative importance of tourism within a destination.
2. Presenting the destination to a group of prospective meeting planners. This project focused on identifying target markets and developing value propositions to meet the needs of those markets.
3. Consideration of the impacts of tourism within a destination, both positive and negative. This project included assessing the socio-cultural, economic and environmental impacts as well as presenting the implications and influences. It included addressing the concerns of residents regarding tourism impacts and creating a convincing argument that the positive impacts outweigh the negative impacts.
4. Responding to a request for proposal (RFP). This project required students to create a proposal to a specific group or meeting that is considering their city as a convention/conference/meeting destination. Students created a specific value proposition and a convincing argument for bringing that meeting to their destination.

### HMT 320 – Hospitality Marketing

This course focuses on services and experience marketing rather than product marketing. Students will have the opportunity to work with a hospital to develop a complaint tracking system, an employee reward and recognition program, and hospitality/customer service training for staff. This experience will allow students to apply service marketing principles to a service industry system and track changes and improvements.

### **Service**

The goal of the University of Kentucky has been to enhance the quality of life for Kentuckians and the world. The RTM department works with extension agents, businesses and the community to accomplish that same goal. Some examples include:

1. Economic Impact Report – 2013 Rolex Kentucky Three-Day Event.  
Calculated the economic impact from tourism for a world-class annual sporting event.
2. Market Positioning Plan – Boyle County Convention and Visitors Bureau;  
Danville, KY

3. HMT 370, (Spring 2013) Spring Fashion Show, Networking Dinner and Various School of HES Meetings – the special event class planned the spring fashion show and networking dinner and also assisted with several School of HES professional meetings and events.
4. HMT 120 (**Fall 2012**), Get Your Feet Wet – Introduction to Hospitality Students were offered an opportunity to gain some experience in the field. Students could choose to participate with Senior Day with Grant County Parks and Recreation, Race for the Cure, KRPS 2012 Conference, and volunteers with a local non-profit event or do a restaurant evaluation.
5. Analysis of Danville, KY liquor tax revenue use – Boyle County Arts Council
6. Kentucky Plaid Project – serving as faculty liaison in the implementation of HES/MAT student project. Faculty coordinator for the involvement of MAT classes for this project,
7. MAT Denim Drive – Co-organized with Elizabeth Easter: Cotton. From Blue to Green in association with Cotton Incorporated,
8. Fabric Design: Playing with Plaid Workshop (2008, June) – Kentucky State 4-H Teen Conference.
9. T-shirt Design Workshop (2006, June) – State 4-H Fashion Revue Education Program.
10. 2008 – Short term Consultant – USAID Technical Assistance to Republic of Georgia – through International Institutes for Research (AIR) in Washington, DC. Project - training programs (Tbilisi and Kobuleti) providing “soft skills” training to 100 students, recent graduates and trainers of two collaborating vocational training centers.
11. 2007- Technical Assistance Project Volunteer – Winrock International/USAID project **for** Southern Sudan’s Economic Enhancement Program, Juba, Sudan. Project – Train small & medium sized hotel & restaurant entrepreneurs in practical and profitable methods of hospitality business operations.
12. Kentucky Make It Yourself with Wool Competition (2006, October) – Served as judge for Kentucky state-wide competition.
13. Business tourism and international project management in Vidzeme University College, Latvia.
14. 2005- **USAID/EEUEM NISCUPP** – Training of educational partners in entrepreneurship development in tourism award to assist Cherkassy Institute of Management (**Ukraine**) in building strong and sound academic program; to improve the competitiveness and efficiency of small and medium-sized tourism-related enterprises.

### **Attrition**

No faculty retired, resigned or was denied tenure in the last three years. Dr. Susan Michelman has applied for retirement and will be taking a leave in the spring of 2014 and will begin her post retirement fall of 2014.

### **Unfilled Lines**

During the time period of review and the merger of the department, we have experienced open lines and the approval of new lines by the Dean of Agriculture. One lecturer position was vacant due to the resignation of the lecturer. During that time the department utilized two part-time instructors to cover courses. A search was conducted to fill lecturer position, one applicant was offered the job, but she turned down the offer. Hence, the position has been open during fall 2013 semester while a second search was conducted. It is anticipated that a lecturer will be hired for the spring of 2014.

### Teaching and Research Assistantships Awarded during Review Period

Teaching and research assistant information was not available during the period of 2005 to 2008. The number of teaching assistants range from 5 to 9 during the 2008 to 2012 review period. The increase was due to the merger of the MAT and HMT programs. Research assistants are based on grant funding and faculty start-up funds.

**Table 4. Teaching and research Assistantships awarded during review Period**

Year	TA's	RA's
2005/2006	N/A	N/A
2006/2007	N/A	N/A
2007/2008	N/A	N/A
2008/2009	6	1
2009/2010	5	1
2010/2011	5	2
2011/2012	8	4
2012/2013	9	2

**No students have rejected any funding during the period of review.**

### Postdocs

The Department of Retailing and Tourism Management does not offer postdoc.

**Grants and Contracts for Review Period (See Appendix C & D for a list of internal and external grants.)**

**Table 5. Grants and Contracts for review Period**

Year	Dollar Amount	Number of Faculty	FTE Research Faculty
2005/2006	35,964	5	0.57
2006/2007	36,051	6	1.26
2007/2008	34,293	7	1.69
2008/2009	74,498	7	2.06
2009/2010	75,265	7	2.52
2010/2011	247,275	7	2.45
2011/2012	93,353	10	2.55

## **Faculty Fellowships**

The Textile Testing Lab has the Lion Apparel Fellowship that provides ½ tuition scholarships to students working on projects related to the Fire Fighting Industry. This semester two students have ½ of their tuition paid by this Fellowship.

## **Faculty Honors and Recognitions**

The short period together, faculty in the department of Retailing and Tourism Management has received several outstanding research awards. Among the awards received were Fulbright Senior Scholar's awards (2), Patricia Brantley Todd Award (2), several best paper awards at prestigious conferences (4), induction into the top 40 travel and tourism professionals award (1) and the Gamma Sigma Delta The Honor Society of Agriculture (1), and appointed as the Editor-in-Chief of the International Journal of Hospitality and Event Management (1).

## **List of Honors and Recognitions during the Review Period**

**Brown, Desmond, 2005-** Fulbright Senior Scholars Award - to conduct a 6 week workshop and teach a graduate course in Business tourism and International project management in Vidzeme University College, Latvia.

**Brown, Desmond, 2009-** Fulbright Senior Scholar Award to conduct a two week workshop, participate in seminars and develop and assess academic curricular for the school of Tourism & Services Jyväskylä University of Applied Sciences, Finland

**Easter, Elizabeth, (1/2010)** Patricia Brantley Todd Awards of Excellence in Human Environmental Sciences – Research.

**Easter, Elizabeth, (3/2009).** Gamma Sigma Delta George Mitchell Award for Outstanding Faculty Service to Graduate Students.

**Lee, Min-Young, (2011).** Patricia Brantley Todd Award of Excellence in Research (\$1,000), University of Kentucky

**Lee, Min-Young, (2010).** Inducted into Gamma Sigma Delta The Honor Society of Agriculture, March 29, 2011.

**Lee, Min-Young, (2009).** **Best Research Paper** from *Korean Society of Clothing and Textiles fall conference*, Seoul, Korea, Oct. 16.

**Lee, Min-Young, (May, 2008).** **Best Retail Research Paper** from *American Collegiate Retailing Association (ACRA)*. "Segmenting online auction consumers."

**Lu, Ying (2012).** **Best Paper Award**, International Convention and Expo Summit 2012, May 22 - 24,

2012, Hong Kong, China.

**Lu, Ying (2012).** Appointed as the **Editor-in-Chief** of International Journal of Hospitality and Event Management (IJHEM) by InderScience Publisher, United Kingdom.

**Swanson, Jason, (2012).** – Forty for the Future: Travel’s Leading Talent. Selected as a member of the inaugural class of the top 40 travel and tourism professionals under the age of 40 in the United States.

**Lu, Ying, (2013). Best Paper Award,** World Convention on Hospitality, Tourism & Events Research (WHTER) & International Convention and Expo Summit (ICES) 2013, May 24 – 28, 2013, Bangkok, Thailand.

### **Publication List for Period of Review (See Appendix E)**

Although the MAT and HMT departments merged together during the last two years of the review period, information related to the HMT number of publications is merged with the previous department and are not available for evaluation. The list of publications does include the HMT publications during the 2011 through 2012 year.

### **Undergraduate Research Activities and Initiatives (if applicable)**

Spring 2012, students in Dr. Jason Swanson’s class, Trends in Hospitality and Tourism course (HMT 480), participated in the Showcase of Undergraduate Scholars at UK. The Showcase was an opportunity for undergraduate students to display their research and creative work in a formal poster presentation. Twenty three students presented posters showcasing their research surveys conducted on consumer and market trends. The research focused on the managers' perspective in various hospitality and tourism industry sectors, such as full-service hotels, restaurants, event planning, tour operators, destination management, and other sectors.

Min-Young Lee:

Sponsored and supported one undergraduate student (Laura Evans) to participate in international retail competition in Toronto Canada (ACRA Charrette) during March 25-29, 2008. She received 2<sup>nd</sup> place in the competition

Ying Lu: Organized 25 students to attend Society of Government Meeting Professional (SGMP) meeting, March 20, 2012, at Marriott Griffin Gate Resort, Lexington, KY.

Scarlett Wesley:

MAT 395 Independent Studies with Undergraduate students:

Cotton from Blue to Green	Fall 2010
Merchandising the UK Plaid	Fall 2010
Professional Extension Experience	Summer 2009
Sustainable Trends in Retailing	Summer 2008

## **Documentation of Implementation of Policies & Procedures**

### **Evidence of adherence to educational policies and procedures established through the faculty governance process, including consistency in applying policies related to grading, probation, admissions, termination.**

The faculty and administrator adhere to the established rules and regulations set forth by the University, the College of Agriculture, Food and Environment, and the School of Human Environmental Sciences.

### **Evidence of consistent review and monitoring of course substitution, course equivalency credits, course substitutions, course transfers toward degree completion, and vetting of exceptions, degree requirements**

Course substitution is reviewed by faculty members when the students submit a request; once approved by faculty members; the director of undergraduate study signs the course substitution form before it is submitted to the academic advising office for the school. Equivalency credit and course transfers are reviewed by the director of undergraduate studies with consultation of faculty when the requests are received from the registrar. The decision is forwarded to the academic advising office and the registrar.

Degree requirements and vetting of exceptions are reviewed by faculty. When the faculty agrees to change course requirements, a program change proposal is submitted to the college undergraduate curriculum committee for review. After this reviewed the proposal is submitted for university approval.

### **Evidence of adherence to unit procedures on faculty personnel actions (e.g., appointment, promotion and tenure) and budget request preparation.**

The faculty and administrator adhere to the established rules and regulations set forth by the University, the College of Agriculture, and the School of Human Environmental Sciences.

### **Evidence of course scheduling and teaching assignment**

The faculty schedule meetings to discuss scheduling and teaching of classes. All courses required for a degree are offered during a scheduled four year plan (See Appendix F).

## Academic (Degree) Program Descriptions

### **MAT Graduate Enrollments and Degrees Awarded**

During the 2005-2012 period, enrollment in the MAT graduate program has fluctuated with a low of 8 in the year 2008-2009 (see Table 6). The highest enrollment was 16 during the year 2007/2008. The number of students has remained between 10 and 11 between 2009 and 2012. The lowest number of degrees awarded was 2 during the year 2005/2006, with the highest of 6 in the 2008/2009 year. However, the department has had 5 degrees awarded during the 2010/2011 and 2011/2012.

**Table 6. MAT Graduate Enrollments and Degrees Awarded**

Year	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Student Enrollment	11	10	16	8	11	11	10
Degrees Awarded	2	3	4	6	3	5	5
Credit Hours	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### **HMT Graduate Enrollments and Degrees Awarded**

The HMT graduate program remains merged with Dietetics and Human Nutrition. Therefore, student enrollment, degrees awarded and other information are not included.

### **Undergraduate Enrollment and Degrees Awarded in Merchandising, Apparel & Textiles**

**Table 7. Undergraduate Enrollment and Degrees Awarded in MAT**

Year	Student Enrollment	BS Degrees Awarded in MAT	Student Credit Hours
2005/2006	236	56	4038
2006/2007	234	67	4086
2007/2008	241	66	4020
2008/2009	220	63	3983
2009/2010	206	62	3791
2010/2011	208	59	3564
2011/2012	175	44	3594

## **Undergraduate Enrollment and Degrees Awarded in Hospitality Management & Tourism (HMT)**

Hospitality Management and Tourism was merged with Merchandising Apparel and Textiles in 2012. The number of degrees was combined with the previous department and therefore is not available for review. The number of students enrolled in the program has fluctuated over the eight year period (See Table 8 below). The inconsistency in the enrollment could be due to the difficulty that potential students had when trying to locate the program as it was embedded in the nutrition department.

**Table 8. Undergraduate Enrollment and Degrees Awarded in HMT**

Year	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Enrollment	154	187	176	144	141	139	117	130
Student Credit Hours	1245	1575	1587	1323	1635	1401	1089	N/A

### **Explanation of how curriculum is different**

The department is unique when compared to other universities because in most cases the two programs are not merged into one department. Most are separate and in some cases in different colleges.

### **Explanation of pursuit of collaborative opportunities with other institutions**

The Department of Retailing & Tourism has had limited consortium relations with other institutions. During the review period, we have had students register through the University of Kentucky for MAT 470 (International Retailing) from Michigan State University. This class is an online course that is required by the MAT program. Students from that university have not taken the course in the last four years. The Retailing and Tourism Management program does participate in other consortiums related to research.

MAT is a member of the Southeast Graduate Consortium. Members include University of Kentucky, University of Tennessee, University of Georgia, University of North-Carolina Greensboro, University of South Carolina, Louisiana state University, Florida?, and Auburn. The purpose of this consortium is to host an annual meeting where graduate students (Masters and Ph.D.) present their research in progress at a rotating location for discussion. The consortium will be held at the University of Kentucky April of 2014. Evaluation is done at the student level.

Vanessa Jackson is a member of the Rural Retailing consortium. Members include University of Kentucky, The Ohio State University, Iowa State University, and Western Michigan University. This group submits grants each year to support the need to improve the resiliency of small



businesses in rural communities. The group has also written and published many articles and presented at the American Collegiate Retailing Association, the International Textiles and Apparel Association and many more. The consortium has also developed teaching modules related to research topics that are used by extension agents and other constituents to enhance the proficiency and resiliency of rural retailers.

Dr. Tracy Lu is a member of the tourism and event management consortium. Members include University of Kentucky, Purdue University, and Sichuan University in China. This group submitted a grant to National Natural Science Foundation of China (NSFC) on the topic of “*the Impacts of Heritage Image on Tourist Spatial-temporal Behavior, Synergetic Dynamics and Interactive Evolution Following Emergencies*”. The group has also written and presented an article at the Asia-Pacific Council on Hotel, Restaurant, and Institutional Education conference.

Min-Young Lee collaborates with Eun Young Kim from Chungbuk National University for research. Both researched corporate social responsibility (CSR) during past few years. Together, they published one journal article and several conference proceedings. In addition to CSR, they expanded their research scope to smart virtual store management with QR code.

### **Program History & Uniqueness**

The Department of Merchandising, Apparel & Textiles merged with the Hospitality Management and Tourism program in 2012. The new department of Retailing and Tourism Management brings together applied social science faculty within the College of Agriculture and provides focus for meeting the needs of an emerging experience economy. The reconfiguration of the existing faculty and staff resources addresses the strategic goals of the School of Human Environmental Sciences, the College of Agriculture, the University of Kentucky, and the Commonwealth more effectively. The newly combined programs allows for collaboration in teaching, research, and service necessary to support the development of competitive students that can contribute to the economic and social well-being of the Commonwealth, the nation and the world. The major benefits of the combined programs include:

- An experiential oriented education which enables students to compete in an ever changing global environment/society.

- Increased exposure of the programs with revised curriculum development and recruitment strategies to support this initiative.

- Increase number of faculty who can teach across disciplines and bring their expertise to the new program. Additionally, one new faculty hire is in progress.

### **Present State of Merger**

The merger of the Hospitality Management & Tourism program and the Department of Merchandising, Apparel & Textiles was approved in three phases.

**Phase 1. A proposal to** establish the Department of Retailing and Tourism Management within the College of Agriculture was approved by faculty in 2011. The University approved the merger of the two departments in 2012. All Hospitality Management & Tourism classes under the

Department of Nutrition and Food Science have been transferred to the program of Hospitality Management & Tourism in the RTM department. Two faculty (Desmond Brown, and Jason Swanson) were transferred to the new department. Tricia Day has been hired in the new lecturer position.

**Phase 2.** The curricula were revised to represent a thoughtful and progressive synthesis of the current curricula across the existing MAT program and the HMT program. The two programs have revised the requirements of the 4 year plan to include core courses that will be taken by both majors. At this time the curriculum changes for the programs are being evaluated by the university curriculum committee and the University senate (See appendix F and G curriculum plans)

**Phase 3.** Develop, approve and implement a new master's program that will combine the curricula of both programs. Both programs have met and approved a combined Master's degree curriculum with core courses to be taken by all students (See appendix G for proposed curriculum for master's degree).

### **Department Organization/Administration**

The chair of the Department of Retailing and Tourism Management is Dr. Vanessa Prier Jackson. The department operates as a "committee of the whole" regarding the undergraduate curriculum. Dr. MinYoung Lee currently serves as Director of Undergraduate Studies for both programs beginning fall 2013. Faculty in each program have evaluated the undergraduate programs and made significant changes which will include a core of courses to be taken by students from both programs. In addition, the faculty agreed to combine the internship programs, and coordination of international and domestic study tours (See undergraduate program curriculums in appendix F).

### **Merchandising, Apparel and Textiles Program**

The Merchandising, Apparel, and Textiles program develops graduates who are consumer and technology focused within the global environment. Students study concepts and develop skills necessary for understanding consumer and market trends, strategies, and industry structures that facilitate the development, sourcing, marketing, and merchandising of consumer goods and services in the domestic and international marketplace. The curriculum challenges students to think creatively, to learn research and problem solving techniques, and to interact in team efforts, while gaining knowledge of the merchandising process. Students gain awareness of the interrelationships of people, technology, and materials in the dynamic social, economic, and global environment of the merchandising, apparel and textile industry. Course work includes a strong business component, interaction with professionals and field experience. Internships are a required component of the program, which can lead to permanent professional placement. Faculty encourages student participation in industry-sponsored projects related to merchandising and product development.

## **Hospitality Management and Tourism program**

The Hospitality Management and Tourism program leads to a B.S. in Hospitality Management. Students in the program acquire knowledge and skills needed for careers in the hospitality and tourism industries. The degree integrates hospitality management strategies, communications, and financial management through a curriculum focused on management of businesses and organizations that provide hospitality services to the public. Such businesses and organizations include hotels, restaurants, event planning firms, and destination management organizations. Also, community-based tourism development issues and challenges are an integral part of the program.

The Bachelor of Science in Hospitality Management develops graduates who are service-oriented and globally prepared. Students develop skills necessary for strategic management, consumer and market trend analysis, customer service management, and tourism destination planning. A required senior internship is a culminating experience applying classroom knowledge to real-world experiences. Opportunities are also available for exchange experiences and international study tours.

## **GRADUATE PROGRAM**

The Director of Graduate Studies (DGS, Scarlett Wesley) oversees the master's program and works with the department chair and graduate faculty in matters dealing with the graduate program. The Director of Graduate Studies is appointed for 3 years on an alternating basis between the two programs. The graduate program is being revised to create a joint master's degree between Hospitality Management and Tourism (HMT) and Merchandising Apparel and Textiles (MAT) (See curriculum proposal in appendix G). Currently, Dr. Scarlett Wesley is coordinating the merger of the two master's programs and is preparing the necessary paperwork to obtain university approval through the proper channels.

The graduate program will offer core courses to be taken by students in both programs. Students can then choose courses from a list of classes approved by both programs to complete their degree in either HMT or MAT. Communication is maintained through regular faculty meetings, telephone, and paper and electronic-mail communications. The proposal to combine the two programs has not been approved; however, it will include core courses that are to be taken by students in both programs. Students will select a track that focuses on MAT or HMT to complete their degree requirements. The new core courses will be taught by faculty in both programs. A rotation of who will teach what course when has been established.

## **Graduate Faculty**

Three HMT and five MAT faculty are graduate faculty. All RTM graduate faculty serve on graduate research committees as support members or as chair of graduate student committees. Full and/or associate graduate faculty teaches 600 and 700 level graduate classes.

## **Recruitment and Program Development for the Program**

The Department of Retailing and Tourism Management includes two undergraduate programs: Merchandising Apparel and Textiles and Hospitality Management and Tourism. HMT has a 2.3 GPA entrance requirement in addition to the 2.0 graduation requirement. Merchandising Apparel and Textiles program require students to maintain a GPA of 2.0 or better and earn a “C” or better in all classes in the major, pre-major requirements and professional support classes. The department academic coordinator will recruit students with these qualities. The academic coordinator works with faculty and the department chair to develop recruiting tools that will stipulate these requirements, such as flyers, brochures and other promotional materials. The recruitment tools also provide information regarding the benefits of choosing one of our majors.

## **Program Delivery**

The RTM program adheres to all University policies and procedures related to the delivery, development, approval and implementation of program changes, new course development and program activities. The department seeks to enhance learning through the use of distance learning. The University of Kentucky strongly supports the development and implementation of online courses. The MAT faculty has developed five online courses during the review period. They include: MAT 247 (Dress and Culture), MAT 470 (International Merchandising), MAT 514 (Entrepreneurial Retailing), MAT 570 (E-Commerce), and MAT 759 (Rural Retail Development). The core course RTM 345 (Service Management) is in the process of being converted to a totally online course.

The department complies with best practices for SACs policies and federal rules, University Senate and college curriculum committees. Classes are offered according to the University of Kentucky specified scheduling of classes. Most classes meet throughout the week using Monday, Wednesday, Friday or Tuesday and Thursday class scheduling. HMT and MAT has several classes that are one day per week.

## **Program Contributions to Undergraduate general education or UK General Education Core**

RTM has no courses included in the “new” UK CORE set of General Education requirements. However, MAT 247 continues to be a choice for continuing students who are completing the “old” University Studies Program (USP) set of UK General Education requirements.

## **Student Clubs**

The MAT program sponsors a Merchandising, Apparel, and Textiles Club that offers opportunities and activities for undergraduates, including field trips, speakers, networking opportunities, and fashion shows. In the past, the club has sponsored trips to the apparel mart in Atlanta, helped plan a fashion show for the business college, and worked with Cotton Inc. to collect denim that is recycled into insulation for homes. The club has conducted a prom dress drive to collect dresses for girls who cannot afford to buy a dress for the prom. Also, the club has been involved with volunteering for local fashion shows and events in Lexington, as well as on the University of Kentucky's campus.

The HMA club is sponsored by the Hospitality Management and Tourism program and provides a vehicle through which students may develop and identify professional hospitality and management oriented businesses. HMA club objective is to become involved in projects that interrelate and interface with industry professionals and organizations. Activities include scheduled meetings; trips to national associations, educational conferences, and shows; professionally planned dinners and revenue raising activities; hotel sales blitzes; and other professional and social activities.

For the past three years, the two clubs have worked together to produce an annual fashion show. Each year, the event draws roughly 120 people to review the latest fashions provided by local clothiers. The HMA members are primarily responsible for event planning functions while the MAT Club members work to produce the fashion show elements. The event is a fundraiser for both student organizations.

## **Program Quality and Student Success:**

### **Student Learning Outcome Assessments** (see Appendix H for reports)

Student learning outcomes were developed for MAT and HMT. The success of accomplishing the learning outcomes was assessed starting in 2009 through spring 2013. Each department provided goals with student learning outcomes to be achieved. Appendix H provides a summary of the learning outcomes and assessments completed during the assessment period for MAT bachelors and Master's degree. Not all of the assessments for HMT were available because the program was attached to the DHN program. HMT assessment information was only available for the review period.

### **Student External awards and recognition**

Students in both programs have received scholarships funded by alumni of the College Agriculture and Food and Environment and the School of Human Environmental Sciences. The number of scholarships awarded to HMT and MAT students during the review period range from 9 to 19. The number of HMT students receiving scholarship awards during the review period was as follows: 2006-11; 2007-13; 2009- 10; 2010 – 12; 2011 – 9; 2012 - 13; and 2013 – 13. The number of MAT students receiving scholarship awards during the review period was as follows: 2006-15; 2007-19; 2009- 19; 2010 – 17; 2011 – 14; 2012 - 11; and 2013 – 13. Information was not available for the 2004, 2005 and 2008 academic years.

Meredith Cinnamon:

Received First Place in the American Association of Textile Colorists and Chemists (AATCC) Student Paper Competition in April of 2013. The conference and competition were held in Greenville, SC. A paper was submitted and a presentation was given for the competition.

### **Six Year Graduation Rate**

The six year graduation rate reported is for MAT only. HMT has been merged with Dietetics and Human Nutrition and therefore, HMT program information is not available. According to the Office of Institutional Research, retention rates were not tracked at the departmental and college level prior to 2005. The most recent six-year graduation rate data from the 2006 cohort show 14.3% of entering MAT freshmen graduated in 2011-2012 (See Appendix I for table reflecting graduation rate). New program requirements of GPA and minimum grade require higher standards from students. With these new requirements, students take longer to graduate because they have had to repeat courses to bring up their GPA. As stated in the University Bulletin, program entrance requirements for MAT program are: The minimum grade-point average for entrance of all students into the Merchandising, Apparel and Textiles program is 2.0. Graduation Requirements MAT majors and transfer students must obtain or have received a C or better in

ALL pre-major, professional support and MAT major required courses. A letter grade of a D will not be accepted in the pre-major, professional support and MAT major required courses.

### **Employer Satisfaction with Graduates**

During the review period, data was not collected related to employer satisfaction with graduates. The new lecturer to be hired in spring of 2014 will work with the academic coordinator to develop a method of collecting information related to employee satisfaction with our graduates.

### **Job Placement for Undergraduate and Graduate Students:**

The Retailing and Tourism Management Program offers students' course work and faculty support to help them find jobs. RTM has a required internship that enables students to participate in hands on work experience in their respective fields. RTM 340 is a pre-internship class that helps students prepare a resume and prepare for job interviews. Also, students have available the Stuckert career counseling service that offers individual appointments, mock interviews, workshops, on campus interviewing, Wildcat CareerLink and the use of the career resource library.

### **Pass rates on Licensure/certification (Not Applicable)**

### **Keeping the Curriculum Current**

Since the merger of the two programs, we have revised the curriculum for both programs to confirm that our students will be competitive in this global marketplace. Students and faculty have been surveyed to determine their perceptions of the strengths and weaknesses of the programs, and determine what would make both programs more competitive and stay current. We are now in the process of developing an advisory board. The following is the purpose of the advisory board (as written in their preliminary document).

“The most important functions of the advisory board should be assessment of program quality and assistance with intern and career placements. Curriculum review and serving as guest lecturers were viewed as less important functions of the advisory board.

The advisory board should not be tasked with establishing curriculum but should provide advice on the type of classes RTM students should take. Faculty should rely on the advisory board to assess whether the courses offered by the department reflect the current needs of industry employers.

In addition to assessing the strengths and weaknesses of program graduates, the advisory board should also be an advocate for the program in the community to help with student recruitment, and intern placement. Advisory board members should also be willing to mentor students concerning their careers. The board should also advise faculty on industry problems that students and faculty could solve through research.”

### **Quality of Student Orientation, Advising, Other Student Services.**

The Retailing and Tourism Management (RTM) department provides student orientation and advising for students that have selected to major in one of the two undergraduate programs. In the student orientation all program information is made readily available for the student via the website and handouts are available in the main office of the department. Each program has handouts that describe the 4 year program of study, course descriptions, pre-requisite requirements and program progression requirements. Initially students are advised by the academic advisors in the student services office in room 112 of Erikson Hall and an academic advisor assist the students as they determine their major or program choice. Students enter the program and are advised by this office but during their first semester in the program they are assigned a departmental faculty as their program advisor. The faculty member is trained in the use of APEX, a program that is accessible to students and faculty that maintains student records of class requirements and grades, and completed classes. Following the first semester of study, all students meet with an advisor once a semester to review and select courses to be taken in the upcoming semester.

### **Instruction: Overview of Current Instructional Programs and Plans**

#### **Measures of teaching effectiveness and efforts to improve teaching quality**

Faculty from the department has received the Human Environmental Science chocolate awards at the beginning of each school year for the highest student evaluations in the School. Jason Swanson, MinYoung Lee, and Scarlett Wesley have been recipients of the chocolate awards.

Faculty teaching effectiveness is assessed through student evaluations and the requirement of student learning objectives and outcomes for each class. Students are administered a questionnaire at the end of each class to evaluate the value of the class and the quality of teaching they received from the instructor. Each faculty member is required to provide the student with a syllabus in the beginning of each semester that follows the specifications set forth by the University. Faculty should establish course objectives within each class that can be measured using student outcomes. Some faculty has had problems establishing measurable objectives with student learning outcomes, and some have received low student evaluations. The RTM department has established a relationship with the CELT Center (center for enhanced learning and teaching). Three faculty have worked with the Center to improve their teaching techniques. The center works with instructors at UK and collaborates with many other academic support units to create engaging, innovative and inclusive learning environments in which diverse students can excel. If faculty receives low student evaluations, they are expected to visit and consult with a representative from the center to have them examine their class instructional tools and activities and offer improvement strategies.

New faculty participates in the new faculty academy sponsored by the CELT center. The New Faculty Teaching Academy is a series of workshops offered for faculty or any instructor new



to the institution to assist them in having a successful start with teaching responsibilities at the University of Kentucky. The workshops are designed to introduce participants to issues such as course design, effective teaching strategies, the characteristics of UK students, and the academic culture of the campus.

### **Examples of efforts to improve teaching effectiveness**

#### **Scarlett Wesley**

Member of the Academy of Teaching and Learning Scholars for the College of Agriculture, 2007-2009.

Summer Institute for Teaching & Learning (2010). University of Kentucky, Lexington, KY.  
College of Agriculture Spring Teaching Workshop – “A Focus on Active Learning” (2010). University of Kentucky, Lexington, KY.

National Retail Federation Conference (2010). New York, NY.

*Solid Foundations, Emerging Knowledge, Shared Futures* (2009). International Society for the Scholarship of Teaching and Learning Annual Conference, Bloomington, IN.

College of Agriculture Fall Teaching Workshop (2009). University of Kentucky, Lexington, KY.

College of Agriculture Spring Teaching Workshop (2009). University of Kentucky, Lexington, KY.

Large Enrollment Classes 2-Day Teaching Workshop (2009). Department of Earth and Environmental Sciences, University of Kentucky, Lexington, KY.

Mind Matters Teaching Luncheon (2009), University of Kentucky, Lexington, KY.

CETL Seminar – *Wikipedia Contributions by Soil Use and Management Students* (2008). University of Kentucky, Lexington, KY.

College of Agriculture Fall Teaching Workshop (2008). University of Kentucky, Lexington, KY.

College of Agriculture Spring Teaching Workshop (2008). University of Kentucky, Lexington, KY.

College of Agriculture Teaching and Advising Workshop (2007). University of Kentucky, Lexington, KY.

National Conference on Changing Higher Education in Agriculture and Related Sciences – *From Dialogue to Action – Reinventing Teaching and Learning: First Steps from the Summit* (2007). College Station, TX.

TASC Teaching Portfolio Workshop (2006). University of Kentucky, Lexington, KY.

College of Agriculture Teaching Workshop (2006). University of Kentucky, Lexington, KY.

#### **Lee, MinYoung**

Podcast and PowerPoint Presentation What you will learn: Ways to use audio enhanced podcasts and video podcasts in teaching and learning, ATG Spring Multimedia Workshop, April 21, 2011.

Scholars for Teaching and Learning Conference (2010). Creativity and the Educated Person: A New Era (Faculty Development), May 26-27, Lexington, KY.

College of Agriculture Teaching Workshop (2010), May 11.  
TASC Mid-Term Evaluation for MAT 425 (March 11, 2010) and MAT 315 (March 4, 2010)  
Peer Evaluation from other department faculty (Dr. Tracy Kitchel) for MAT 559, 2009-2010.  
Sharing Session on Assessment-Brownbag Seminar (2009) Follow-up to Fall Teaching Workshop, October 30.  
International Society for the Scholarship Teaching & Learning Conference (2009), Bloomington, Indiana, October 22-25.  
Meeting and Teaching Next Generation presented by Mark Taylor, Oct 16, 2009.  
College of Agriculture Teaching Workshop (2009), August 18, 2009.  
Member of the Academy of Teaching and Learning Scholars for the College of Agriculture, Spring 2009-2010.  
TASC Mid-Term Evaluation for MAT 425, March 26, 2009.  
TASC Teaching Development Workshop called “Mind Matters”, October 29, 2008.  
Faculty Peer Evaluation (Dr. Michelman, Professor in the Department of Merchandising, Apparel and Textiles) for MAT 350, October 28, 2008.  
Backboard Training Bb101, January, 2008.  
TASC Mid-Term Evaluation for MAT 559, October 16, 2007.  
Faculty Development Workshop, Top 10 Things You Need to Know in the Classroom, September 26, 2007.  
College of Agriculture Teaching Workshop, August 15, 2007.

### **Instructional Equipment**

RTM faculty use classrooms on two floors of Erikson hall; second and third floors. The classrooms are smart classroom equipped with computers and projectors for faculty to show videos, PowerPoints, and other necessary information to students. The classrooms are also internet connected. The classrooms on both floors have problems or issues that may impair faculty teaching effectiveness. The problem with the classrooms has been heating and cooling units that do not function properly. In some classrooms the units are so loud you cannot hear the instructor, therefore you have to turn it off. Once this is done, the students and faculty either are too hot because of no air conditioning or too cold because of no heat. The windows in these classrooms are old and are not equipped with blinds to block out light to enable faculty to effectively show visuals the screen from the projector.

### **Faculty credentials to support core/electives course offerings**

Each faculty has expertise in areas important to the two programs. Please review their CV's included in the appendix A for support documentation of their credentials.

### **MAT: Program Qualifications/Standards for incoming students, program admissions**

As stated in the University Bulletin, program entrance requirements for the MAT are: The minimum grade-point average for entrance of all students into the Merchandising, Apparel and Textiles program is 2.0. Graduation Requirements MAT majors and transfer students must obtain or have received a C or better in ALL pre-major, professional support and MAT major required courses. No letter grade of a “D” would be accepted in the pre-major, professional support and

MAT major required courses.

**HMT: Program Qualifications/Standards for incoming Students, program admissions**

As stated in the University Bulletin, program entrance requirements for the HMT are: Minimum grade point average for entrance of all students into the program is 2.3. Graduation requirements are: Students must fulfill all course prerequisites and achieve a C or better in all pre-major, major core and major selection courses with DHN, MAT and/or RTM prefixes.

**Program Resources**

**Cost and Funding of Department**

The Department is funded through the University of Kentucky, School of Human Environmental Sciences (College of Agriculture) budget funds (summarized in Table 8), external grant funds, and Textile Lab. The total budget allocated to the Department has increased from 2007 to the present date. The significant change in financial allocations occurred in 2012 when MAT merged with HMT.

A small portion of the department budget is the return of salary savings to the department. Salary savings generated by individual faculty are now under the discretion of the department chair and the respective faculty. The department now retains one-half of the salary savings and the researcher utilizes the remaining one half. Dr. Easter has used a portion of her salary savings to fund graduate student travel to professional meetings and to renovate the Textile Labs. The most crucial budget issue is the operational budget, which covers the expenses to maintain a departmental office, provide students and faculty with class support and provide supplies for faculty offices.

**Table 9. Budget Allocations**

Year	State Funds	External Funding	Lab Income
2005	N/A	N/A	N/A
2006	N/A	N/A	N/A
2007	\$548,684.00	\$36,051.00	\$50,000.00
2008	\$588,965.00	\$34,293.00	\$50,000.00
2009	\$686,973.00	\$74,498.00	\$125,000.00
2010	\$680,392.00	\$38,785.00	\$80,000.00
2011	\$699,401.00	\$247,275.00	\$82,000.00
2012	\$1,025,215.00	93,353.00	\$60,000.00

### **Student Credit Hours per Instructional Faculty FTE**

Table 10 reports the Student Credit hours per instructional faculty FTE for MAT only. FTE information for HMT was not available because it was previously combined with Nutrition and Food Science Department.

**Table 10. Student Credit Hours per Instructional Faculty FTE**

<b>Year</b>	<b>Enrollment</b>	<b>Student Credit Hours</b>	<b>FTE</b>
<b>2005-2006</b>	<b>247</b>	<b>4325</b>	<b>17.51</b>
<b>2006-2007</b>	<b>244</b>	<b>4178</b>	<b>17.12</b>
<b>2007-2008</b>	<b>257</b>	<b>4330</b>	<b>16.85</b>
<b>2008- 2009</b>	<b>228</b>	<b>3983</b>	<b>17.47</b>
<b>2009-2010</b>	<b>217</b>	<b>3791</b>	<b>17.47</b>
<b>2010-2011</b>	<b>219</b>	<b>3564</b>	
<b>2011-2012</b>	<b>185</b>	<b>3594</b>	

### **Physical Facilities**

The main office for Retailing and Tourism Management department is located on the 3<sup>rd</sup> floor of Erikson Hall. The facilities on the third floor include six faculty offices, department chair's office and staff supports' office and reception area. MAT will be adding one lecturer in the spring of 2014 and an academic coordinator in the fall of 2013. Because of these additions, we are short one office space for the new lecturer. There are plans for the restructuring of the classrooms on the third floor to accommodate more students and the addition of the new lecturer. HMT faculty are located on the first, second and third floor of Erikson Hall. Their classes are primarily being taught on the second and third floor of Erikson Hall

The Textile Lab is equipped with state-the-art testing [equipment](#) for basic textile testing and laundry fundamentals. The lab serves the industry in Kentucky by providing fee-based product testing for companies such as General Electric Appliances, Lion Apparel, Inc., and the Association of Linen Management. The Textile Lab supports undergraduate and graduate student's research.

The Betty D. Eastin Historic Costume Collection is a teaching, research and service tool for the Department. Items from the collection are used for teaching, graduate student research and faculty research and service. The main issue with the collection is lack of faculty time and money to maintain and promote the collection. Since a collection of textiles is ephemeral, without the attention and maintenance they need, the condition of the items has declined.

## **Challenges with Facilities**

Erikson Hall was constructed in 1939 and to date renovations have been cosmetic in nature. Limited funds have been applied to improving the physical facilities. The heating and cooling units are extremely noisy and have to be turned off so that the students can hear the instructor or even hear each other during classroom discussions. The third floor hallway has the original tile in place except for efforts to patch damaged tiles; as a result the floor has five to six different color tiles throughout the hallway. The appearance of the hallway is depressing and uninviting to students and guests. Finally, the University continues to take control of space on the third floor. During the time frame of this assessment the RTM department lost control of room 307, a computer lab to classroom space, and currently there is a proposal to take the room that housed the historic costume collection and a faculty office to create another university classroom.

## **Personnel Summary and Adequacy**

The RTM Department currently has ten faculty members and two staff members, a new academic coordinator and a staff associate. The staff associate is responsible for all budget reconciliations, purchasing, front desk operations, and providing staff support to the ten faculty in the department. The academic coordinator is responsible for all curriculum issues, as well as advising freshmen and sophomores and administering the departmental enrollment management plan. With the hiring of the academic coordinator, the former overload of responsibilities for the staff associate has diminished.

The ten faculty members also have myriad responsibilities in instruction, advising and mentoring students, and service. With the implementation of an enrollment management policy, the department reduced the student to teaching/advising faculty ratio from 32:1 in 2008-2009 to 23:1 in 2012-2013. This has decreased faculty workloads.

With two African American faculty members and two Asian faculty members, 40% of faculty members in the RTM Department are from underrepresented groups. Males comprise 20% of the faculty with two male faculty members.

## **Support from Other University Units**

The department receives funding from the college through state funding, grants and the textile laboratory. Other support comes from the CELT center, alumni scholarships, and online class development funds. The Center for the Enhancement of Teaching and Learning (CELT) and the college Dean's office have provided faculty with funding to develop online courses for the programs. The MAT faculty has developed five online courses during the review period. They include: MAT 247 (Dress and Culture), MAT 470 (International Merchandising)- \$10,000.00, MAT 514 (Entrepreneurial Retailing)- \$14,000.00, and MAT 759 (Rural Retail Development) - \$14,000.00. MAT 570 (e-commerce) was developed prior to this review period. The core course RTM 345 (Service Management) -\$3,000.00 is in the process of being converted to a totally online course. The CELT center has also provided consultation for course content development and review for these class developments.

Scholarships:

Buster Award – The Buster Award is given to two graduate students each year. This award provides tuition scholarship and a stipend. The students work with a faculty member on a research

project developed by the faculty.

Domestic and International Travel Scholarships – The School of Human Environmental Sciences has limited funds generated from the sale of the plaid products that are used to help students travel to New York or on international study tours. Students must apply for the funds and are not guaranteed they will receive the funds. The amount of the scholarships varies based on fund availability.

Textile Lab – The Lion Apparel Endowment provides tuition scholarships to students working on projects related to the fire-fighting industry. Currently this endowment pays ½ the tuition of two graduate students.

Target Scholarship Award – Target incorporated

In MAT 350 Problem Solving in Merchandising, Apparel and Textiles (MAT) students work in small groups to address real world problems. Target approached the (MAT) program with a "Target Case Study" project; a semester long project that students research then present their findings to Target executives at the end of the semester. The course instructor selects the best group and Target gives each student in the group \$1,000 in scholarship money.

The topic for fall 2013 was "How Does Target Capture and Maintain the Hispanic Market?" The research process was broken down into four parts to help students focus on one part at a time. In part one the students collected two trade journal articles and two academic articles on Hispanic demographics and buying habits. From that information each group created a problem statement, research objectives, and a sample description. Part two included the development of a survey or focus group questions using both quantitative and qualitative methods. In Part 3 students organized their data in table or graph form for easy presentation and understanding. Lastly, in part four students made recommendations based on their findings on how to solve the case study problem.

Target employees come to the classroom twice during the semester to work with students. The first meeting is to set the stage and clarify any questions students have about the project. The midterm meeting is an opportunity for students to ask more in depth questions about their topic given that they have collected data and have done most of their research. One outcome of this meeting during the fall semester was to remind students that Target is looking for solutions. Target wants creative ideas from student's research on how to entice and maintain the Hispanic market.

### **Input from Affected Constituents**

#### **Faculty Evaluation of RTM Program**

An e-mail was sent to all faculty in RTM asking them to indicate what they thought needs to be improved in the department. A summary of their concerns are listed below.

- Finishing what needs to be done related to the merger.

- Review and Revise the Curriculum with advice and input from an Advisory Board.  
Are we meeting the needs of today's job market?
- Enhancing the quality of teaching: The average "overall quality of teaching" score for the College is 3.5. That figure for all MAT classes is right at the average and for HMT it is 2.7.
- Website: The format of the websites of our department and HES look very outdated. Based on my observation, many schools update their website design once every three years and use latest animation and modern format.
- I wish our website could be consistent with UK's, with blue and white as the main background colors. I like the new websites of Ag (<http://www.ca.uky.edu>). It looks modern and shows big pictures in the center of the page. Anyway, I think website is important and could make our department look fresh and attractive.
- Grad student recruitment: I do not have a good idea for it yet. But I believe if we had a larger pool of applicants applying for our grad program, we could improve the quality of our graduate students by only selecting good ones rather than admitting those applicants whose application materials have just met our requirements. I am not sure if this is a problem for retailing major. For HMT graduate program, this is a big problem. I think we are short of applicants. Our department provides TA assistantship opportunities for many Master students. Not many schools in HMT in the U.S. provide this opportunity. I feel this is a good selling point for me to promote our department when I go to conferences and hopefully could attract good students to apply for our program.
- Continue protecting the time of the Assistant Professors.
- Review of faculty salaries
- Physical Space – Most of the space on 3rd floor is embarrassing. The hallway floor looks like a patch and mend floor, we have one display case and the reception office has stacks and piles of stuff behind the seating area, on top of chairs and under desks. Why can we make a better impression on visitors and students?
- Continued effort to coordinate HMT and MAT in both research and teaching.
- Advisory board for combined departments
- Social gatherings of faculty .....just get together at lunch with our own lunches and make it between social and a work topic or even just social. Everybody is busy and on different schedules, but it would be nice to have informal and periodic get-togethers at work over lunch hour. I think that just the act of doing this with no heavy agenda would be very helpful in creating collegiality. The research lunches are very stiff and not always friendly...competitive?

### **Hospitality Management and Tourism Student Survey Results**

A survey developed for the 2004 program evaluation of the Merchandising Apparel and Textiles was revised and used to assess student perception of the HMT program. Qualtrix survey software was used to deliver the questionnaire to all HMT students. The questionnaire was sent to all HMT

student by e-mail (n=130). Students were told that if they completed the questionnaire, their name would be placed in a drawing for a University of Kentucky plaid product. Forty students completed the questionnaire yielding a 30 percent response rate. Atlas-ti data analysis software was used to analyze the qualitative data. The responses were reviewed and coded according to content. Themes were identified for each of the questions.

### **Strengths of the Hospitality Management and Tourism Undergraduate Program**

According to the content analysis, quality of program (15), teaching quality of a specific professor (5), Classes (15), and course content (5) were the strengths of the HMT program (See Table 11). A specific professor was sighted as being engaging and very knowledgeable of the content of the courses he taught. Other students felt the classes and course content were also strengths of the program; indicating they enjoyed the extracurricular requirements, classes being extremely hands on (4), the field trips they took (5), and they enjoyed the group work (5).

**Table 11. Strengths of the Hospitality Management and Tourism Undergraduate Program**

Variable	N
Networking	1
Opportunities	2
Quality of the Program	12
Internships	3
Job Opportunities	2
Field Trips	4
Grades	1
Specific Professor	5
Classes	15
Course Content	5

### **Weaknesses of the Hospitality Management and Tourism Undergraduate Program**

Students indicated three major weaknesses in the HMT program (See Table 12). Classes (15) were a weakness of the program. Some of the comments included: too many required courses, lack of food service courses, and some classes are too difficult. Students also felt course content was a weakness of the program (11). Some comments were: too many group projects and presentations, and the lack of hands on experience projects, and repetitiveness of content.

Teaching quality was considered to be a weakness of the program (14). Student’s felt instructors were not knowledgeable of program requirements to advise students, were not organized when teaching, and lack knowledge of course topics when teaching.



**Table 12. Weaknesses of the Hospitality Management & Tourism Undergraduate Program**

Variable	N
Classes	15
Course content	11
Quality of Teaching	14
Quality of Program	4
Advising	4
International focus	2

**Courses that could enhance the quality HMT undergraduate program**

The examples of courses student’s thought should be added to the program spanned broad areas of suggestions (See Table 13). Some indicated a need for cooking and/or culinary classes (6), while others suggested event planning classes (8). Both of which we have some version already. Others suggested casino management classes (5), while others indicated the program did not need any other courses (5). They were all good (6). Others indicated a need for a business minor as part of the program (5).

**Table 13. Courses, if added, will enhance the quality HMT Undergraduate Program**

Variable	N
Cooking/culinary classes	6
Event planning	8
More specialized course	3
Casino management class	5
Night club & bar management	2
Business minor	5
International hotel	4
Tourism class	3
Basics of hotel operations	3
All good	6
None needed	5

HMT students were asked to indicate what classes were most beneficial to the HMT program (See Table 14). Some indicated that all classes taught by a specific teacher (5), HMT 210 - hotel rooms’ division management (5), and HMT 308- Principles of food and Beverages (8). Some indicated that all their classes were beneficial to the HMT program (4).

**Table 14. Classes that were most beneficial in HMT Undergraduate Program**

Variable	N
All of my classes	4
Classes w/specific instructor	5
Lemon Tree	4
HMT 270	3
HMT 210	5
HMT 308	8
HMT 330	2
HMT 460	2
Classes outside of Major	3

The courses reported as least beneficial to the program included: HMT 210 – Hotel Rooms Division Management (7), HES 100 – Introduction to Professions in HES (5), HMT 120 – Introduction to Hospitality Management and Tourism (4), HMT 270– Principles of Travel and Tourism (3), HMT 330 – Meeting and Convention Management (3), HMT 359 – Special Topics in HMT (3), HMT 320 – Hospitality and Tourism Marketing (2), and HMT 350 – Hospitality Managerial Accounting (2).

### **Results of Student Survey for MAT**

Forty-eight students completed the questionnaire, from a student population of 163, yielding a 29 percent response rate. Atlas-ti data analysis software was used to analyze the qualitative data. The responses were reviewed and coded according to content. Themes were identified for each of the questions.

### **Strengths of the Merchandising Apparel & Textiles Undergraduate Program**

The major strengths of the MAT program as reported by the students included: classes (9), assignments (4), content helpful for Career (4), program (6), teachers (4), and the study Tours (4). Other items were listed but were singular in frequency (See Table 15). Students reported that classes offered a well-rounded approach to the world of fashion, they are well rounded, they are small, informative and interesting, and the content of the courses were helpful for their careers. The assignments are usually well thought out projects, fun projects, add substance to the classes, and they enjoyed the projects presented in class. The content was relevant to the career paths (2), prepared them for careers in retail/buying industry, and prepared students the business side of the retail industry. Some indicated they like the small size of the program (2), the hands on opportunities, the program incorporated business and textiles together, prepared students for the business side of the retail industry, and provided insight into entrepreneurship possibilities. Teachers seem to do a great job teaching the materials, they are helpful, and are very knowledgeable about the field (2). Study also indicated the study tours are strength of the program (4).

**Table 15. Strengths of the Merchandising, Apparel and Textiles Undergraduate Program**

Variable	N
Classes	9
Assignments	5
Content helpful for Career Program	4
Teachers	4
Study Tours	4

**Weaknesses of the Merchandising, Apparel & Textiles Undergraduate Program**

The major weaknesses reported by the students regarding the MAT program included comments about classes (7), program (10), teachers lack of knowledge/motivation (6), and internship (4) (see Table 16).

Weaknesses related to the program included: pre-requisites are extraneous, fails to prepare students for the creative aspects of fashion (2), lack of application of information (quizzes, exams, no activities for application), limited help with job placement, limited career exploration, should be in the business college, should have some aspect of design (3).

Others felt instructors did not present materials in an effective way (1), projects were unrelated to class (2), there is a disconnect between students and professors (1), and some do not know what they are talking about (2). Students felt faculty did not assist in finding internships (2), pre-internship class is weak, and internship program has gone downhill since the instructor left.

**Table 16. Weaknesses of the Merchandising, Apparel and Textiles Undergraduate Program**

Variable	N
Classes	7
Programs	10
Teachers lack Knowledge/Motivation	6
Internship	4

The type of courses reported that would enhance the program included design courses (12), sewing courses (7), and career exploration (4).

The courses that were reported as beneficial to the program included: MAT 114- Introduction to Merchandising (9), MAT 340 – Pre-internship (3), MAT 120 – Textiles for Consumers (15), MAT 237 – Aesthetics Experiences in Retailing (12), MAT 247 – Dress and Culture (4), and MAT 315 – Merchandise Planning and Control (8).

The courses that were reported as least beneficial to the program included: MAT 120 – Textiles for Consumers (3), MAT 247– Dress and Culture (3), MAT 340 – Pre-internship (6), and MAT 350 – Problem Solving in Merchandising (5).

## **Operations**

### **Quality of Faculty and Staff Communications and Interactions**

Faculty and staff communications and interactions include, monthly faculty meetings, attendance at Friday conversations, Friday research meetings, HES retreat, and RTM retreat, and holiday gatherings. Monthly faculty meetings are conducted to discuss old and new business. Business includes communication of information from the Director of the School and the College Dean's office. Other items for discussion include budget issues, curriculum updates and changes, university and HES activities, and departmental issues. Meetings are held at a time convenient to faculty and staff (usually 8:30 on a Wednesday or Friday). Friday conversations are led by the Director of the School and create an environment of engagement between faculty and staff for the purpose of strengthening individual knowledge of activities on and off campus. It also serves as a venue for establishing relationships between departments for research, teaching and outreach endeavors. Friday research meetings serve as a method of allowing faculty to present their research to others and create an environment for sharing knowledge and create the potential for further collaboration among faculty. Faculty and staff attend the HES retreat which provides positive motivational activities to enhance individual productivity and team building relationships within the departments and HES. RTM retreats are designed to enhance the content of the HES retreat and serves as a working and planning activity for the development of a cohesive team of faculty and staff to work toward the success of the department and the students. Holiday gatherings are held near the end of the fall semester. Graduate students, faculty and staff join together in an effort to relax and enjoy each other's company, reflect on the semester, and wish each well during the holiday.

## **COOPERATIVE EXTENSION OUTREACH**

The department of Retailing and Tourism Management does not have an extension appointment; however, faculty has conducted research and outreach activities with extension agents through the state of Kentucky. Evidence of that work includes:

Dr. Vanessa Jackson worked with extension agents in Flemingsburg, Columbia, Carrollton, and Maysville to help small businesses develop resilient businesses that would contribute to the economic development of their community. Data collected from the community constituents provided the foundation for the development of a graduate course. MAT 759 (Rural Retail Development) connected students with small businesses in a rural community to learn what problems the retailers faced, and then provided the businesses with ideas to help them create resiliency and proficiency in their business. The students visited the community, interviewed the business owners, took pictures of the establishments, researched for information and ideas to improve the business and provided a report of their findings.

## **Other Areas**

### **Quality Enhancement Plan (Multimodal Communications Across the Discipline)**

The goal of the University of Kentucky's Quality Enhancement Plan (QEP) is to improve the student learning experience with a focus on developing integrated oral, written, visual, and multimedia communication skills.

In MAT 237 (Aesthetic Experience in Retail), students' research specific market segments and target markets to compile a business plan, explaining how they would brand a store. Within their business plan they also create a logo, floor plan, lighting plan, and store atmosphere that supports their brand identity. Students describe their store elements in a 7-10 minute oral and visual presentation.

In MAT 350 (Problem Solving in Merchandising, Apparel, and Textiles) students learn the steps in the research process; they then prepare a survey and collect data to address a problem in the Merchandising, Apparel, and Textiles industries. Students complete a five page paper explaining their findings and present their research in an oral presentation. This fall, MAT 350 partnered with Target to complete research on how Target can appeal to and gain customers within the Hispanic market.

Another class that contributes to UK's QEP is MAT 547 (Social and Psychological Aspects of Apparel). Throughout the semester students read articles related to consumers' perceptions of clothing meaning or symbolism. Students are required to complete their own research project on comparing variables that transmit meaning from society (e.g. race, gender, age, etc.). They survey 20 people and complete a paper within a research format. An oral presentation is given to explain their results.

In MAT 414 (Merchandising Strategy Analysis) students spend the semester researching product development and merchandise planning in order to understand the consumer who may want to shop for UK Plaid products. Students develop a theme board based on their ideas and research what new products will fit within their existing product line and meet the target market's needs. Students then create and propose six products to fit within two separate product lines. Oral and visual presentations are given to explain their proposal.

In HMT 480 (Trends Analysis for the Hospitality Industry) students are required to research a specific industry sector in Hospitality (e.g. hotels, restaurant, spas, etc.). Within their research they must evaluate how the sector has changed over time, and summarize two scholarly journal articles that support the changes found. Using the Delphi method, students analyze data collected throughout the semester to create a conceptual map of consumer/industry opinions on trends in Hospitality. The maps are presented during the University of Kentucky Undergraduate Showcase.

HMT 360 (Tourism Planning and Development) students are required to create a tourism plan for a Powell County, Kentucky. Students research tourism strategies and develop a situational analysis of internal and external conditions of the tourism destination and will conclude with tactics to attract visitors from the nearby feeder markets (e.g. Lexington and Cincinnati). Their research on pre-existing tourism in Powell County is presented in an oral 15 minute presentation.

### **University Diversity Plan**

The Department contributes to the University's Diversity Plan by steady increases in both the number of faculty from underrepresented groups and the number of enrolled students from underrepresented groups.

With two African American faculty members and two Asian faculty members, 40% of faculty members in the RTM Department are from underrepresented groups. Males comprise 20% of the faculty with two male faculty members. One of the two RTM staff members are of African American ethnicity, while there are currently no male staff members.

In 2007-2008, students from underrepresented groups comprised 8.6% of the total RTM (MAT) student enrollment, with African American students contributing to 4.7% of the student population. By 2012-2013, the number of students from underrepresented groups had climbed to 20.2% of the total student enrollment, while the percentage of African American students within the department had reached 14.4%. This represents an 11.6% increase in the number of enrolled students from underrepresented groups and a 9.7% increase in the number of African American students enrolled within the department between 2007-2008 and 2012-2013.



**APPENDIX A**  
Strategic Plan



# Merchandising, Apparel and Textiles Strategic Plan 2009-2014

## MAT Strategic Plan Implementation Project 2009-2014

### Unit Mission

The Department of Merchandising, Apparel, and Textiles is committed to excellence in merchandising, apparel, and textiles in an increasingly diverse and technological world. Teaching, research, and service programs support student development and contribute to the economic and social well-being of the Commonwealth, the nation, and the world.

<b>Unit Objective</b>	MAT Objective 1 Prepare Students for Leading Roles in an Innovation-Driven Economy and Global Society
<b>Related Goals/Metrics</b>	<p>Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society</p> <p>MAT Goal 1. Prepare students for Leading Roles in an Innovation-Driven Economy and Global Society</p> <p>MAT Metric 1.1 Increase percentage of entering freshmen that graduate within six years of entering the program.</p> <p>MAT Metric 1.2 Graduate 75% of full-time graduate students within two years.</p> <p>MAT Metric 1.3 Reduce the ratio of majors to faculty to less than 30/1.</p> <p>MAT Metric 1.4 Implement learning outcome assessment process.</p> <p>UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.</p>
<b>Related Mission Area</b>	Education

### Strategies (Not Required)

Integrate experiential education into the curriculum by partnering with business and industry professionals.

Promote student participation in personal and professional development opportunities including student research, conference presentations, student and professional organization memberships, and international/domestic travel experiences and internships.

Increase web-enhanced and technology-enriched courses.

Pursue funding from diverse sources for the graduate program.

Implement strategies to enhance timely graduation of students.

Increase faculty recognition for excellence in teaching, research, advising and extracurricular activities.

Seek better classroom facilities and laboratories.

### Assessment Method

1. Six-year freshman graduation rate is measured using IRPE data, departmental records, and the GRADMIT-Applicant Review on the Graduate School Website. 2. Two-year graduation rate for graduate students is measured by the department chair. 3. The ratio of majors to faculty is reported from an annual college report. 4. Reporting on the Student Learning Outcomes project is reported by the director of undergraduate studies.

### Actual Results

### Data Tables

## Descriptive Results

### Year 1

Results (July 1, 2009 – June 30, 2010)

1. The most recent six-year graduation rate data are from the 2003 cohort, with 37.5% of entering freshmen graduating.
2. In Fall 2008, four students were admitted to the MAT graduate program. Three of the students graduated during 2010 (May or August) resulting in a 75% graduation rate in the 2 year period from 2008-2010.
3. The Apparel & Textiles program has a decrease in the student faculty ratio from 32:1 to 29:1.
4. The Student Learning Outcomes initiative is under way.

### Year 2

1. The most recent six-year graduation rate data are from the 2004 cohort, with 54.5% of entering freshmen graduating.
2. Six full-time graduate students were admitted in Fall 2009. Two Master's students graduated in May 2011. (Additionally, two Master's students graduated in August 2011.)
3. 2009-2010 - 29:1, 2010-2011 – 30:1
4. The Student Learning Outcomes initiative remains in place, with both bachelor and master's outcomes complete for 2010-2011.

### Year 3

1. The most recent six-year graduation rate data from the 2005 cohort show 35.0% of entering MAT freshmen graduated in 2010-2011.
2. Six full-time graduate students were admitted to the MAT program in Fall 2010. Two of those students students completed their degrees in 2011-2012.
3. 2010-2011 - 30:1; 2011-2012 - 23:1.
4. Both the bachelor's and master's Student Learning Outcomes were completed in 2010-2011 and Student Learning Outcomes remain in place.

### Year 4

1. The most recent six-year graduation rate data from the 2006 cohort show 14.3% of entering MAT freshmen graduated in 2011-2012. New program requirements of GPA and minimum grade requires higher standards resulting in students to more likely finish.
2. Ten full time graduate students were admitted to the MAT program in Fall 2011. Two of those students completed their degrees in 2013.
3. Ratio of faculty to students were: 2011- 2012 - 43.7; 2012 – 2013 – 40.7.
4. Both the bachelor's and master's Student Learning Outcomes were completed in 2010-2011 and Student Learning Outcomes remain in place.



**Analysis of Results and Reflection****Improvement Actions****Year 1**

1. We will work towards increasing the six-year graduation rate.
2. Graduate students' inability to graduate in a two-year period typically reflects individual situations. Individual situations include financial hardships and the necessity for full-time employment, personal family situations, and career changes. One element that would help would be more faculty time for consultation/advising to assist graduate students who are undergoing a crisis. Given the undergraduate teaching load at four courses per year, it is difficult to devote substantial time to graduate students who are in crisis. Given the merger with HMT and the probable increase to 400 undergraduate students, new faculty hires will be needed for time to devote to graduate students in need.
3. The ratio of students to faculty has fallen some.
4. The Student Learning Outcomes project is moving along well.

**Year 2**

1. This is an increase of 17% over the previous year's data.
2. 66% of the graduate students admitted in fall of 2009 graduated by August 2011.
3. The ratio of students to faculty has risen slightly due to an increase in the number of students enrolled in the program.
4. The Student Learning Outcomes project is well established.

**Year 3**

1. Data for the 2005 cohort shows a 19.5% decline in the six-year graduation rate. The current rate is very similar to the six-year graduation rate for year one of the reporting period, suggesting an anomaly in the year two statistics.

1. The department needs to give attention to the six-year graduation rate.
2. The department will continue to work with graduate students to continue to reach the 75% graduation rate over a two year period. However, new faculty hires are needed to assist graduate students in need.
3. Increasing the number of faculty in the department will help us reach this goal.
4. We will continue to monitor the SLO project.

1. We will continue to strive to increase the six-year graduation rate.
2. The MAT department will continue to mentor, assist, and advise graduate students in order to attain the goal of 75% graduation rate over a two-year period.
3. An increase in the number of faculty members would reduce the majors to faculty ratio and meet the goal.
4. The SLO project will continue to be monitored.

1. The department chair will continue to monitor the six-year graduation rate. The department faculty will devise means to effectively mentor students and increase this figure.

2. 33% of the graduate students admitted to the MAT program in 2010 received Master's degrees in 2011-2012.

3. The ratio of students to faculty fell substantially from 2010-2011 to 2011-2012, decreasing by more than 23%. While the number of faculty remained constant, the number of students enrolled in the program decreased, thus lowering the percentage.

4. The Student Learning Outcomes (SLO) project is firmly established and functioning as intended.

#### Year 4

1. Data for the 2006 cohort shows a 20.7 percent decline in the six-year graduation rate.

2. Ten students were admitted to the graduate program in the fall of 2011. Two students graduated by spring of 2013. Graduate students inability to graduate in two years is due to individual situation. In this case, we have had very few teaching assistantships to offer students, creating a need for them to work full time.

3. Although the enrollment declined, the ratio of students to faculty was higher due to a shortage of one faculty. That position has been approved to be filled.

4. The student learning outcomes project is well established. We have made some adjustments in order to be able to measure the outcomes correctly.

#### Year 5

Sep 3, 2013 12:25 PM

2. The MAT graduate students will continue to be mentored and advised by the department in order to increase the two-year graduation rate and attain the 75% goal.

3. While this goal has been met, the department will continue to explore ways to increase the number of faculty members.

4. The department will continue to promote and monitor the SLO project.

#### Year 4

1. The decline in enrollment may be due to the establishment of requirement of 2.0 GPA and a minimum grade of C in all classes. This sets a higher standard for students. We have worked diligently with students to help them improve their grades. Preliminary data suggest that a greater number of students are being retained, suggesting that students have adjusted to these new standards. We will continue to monitor this situation.

2. The MAT program has recently merged with the HMT program and is in the process of developing a new graduate degree program. This has to be approved and will take time to implement. However, faculty have begun to work together to develop a strategy to help students move through the program in two years.

3. An increase in faculty will be accomplished once the lecturer position is filled. It is hoped that a person will be hired by January of 2014.

4. Student learning outcomes project will continue to be monitored. We expect to hire an academic coordinator to handle the SLO project in November of 2013.

<b>Unit Objective</b>	MAT Objective 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders
<b>Related Goals/Metrics</b>	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>MAT Goal 2. Promote Research and Creative Work to increase the Intellectual Society and Economics Capital of Kentucky and the World Beyond its Borders</p> <p>MAT Metric 2.1 Publication of at least 2 refereed journal articles per research FTE per year</p> <p>MAT Metric 2.2 Increase total amount of external and internal awards</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
<b>Related Mission Area</b>	Research and Creative Work

**Strategies (Not Required)**

Pursue extramural and internal research funding from state and federal sources.  
 Develop inter- and multi-disciplinary research teams within the College and School.

**Assessment Method**

1. Count refereed journal articles in the college annual departmental reports or the Kentucky Agriculture Experiment Station annual reports.
2. Use OSPA data for external award figures and use departmental data for internal award information.

**Actual Results**

**Data Tables**



## Descriptive Results

### Year 1

1. Refereed journal articles per research FTE in FY 2009 totaled slightly less than 3. In FY 2010 the total was 2.38 refereed journal articles per research FTE.
2. External grant dollars totaled \$74,7498 in fiscal year 2009 and \$38,785 in fiscal year 2010. No internal awards were received by the MAT department in FY 2010.

### Year 2

1. The number of refereed journals per research FTE was 2.04 in FY 2011.

#### 2. External awards – FY 2011 – \$247,275

Internal awards – In 2011, Vanessa Jackson was awarded \$14,000 from the Dean's Office of the College of Agriculture for online class development of Rural Retail Development (MAT 759). In 2011, Min-Young Lee was awarded \$11,000 from University of Kentucky Teaching Innovation and Incentive Funds for the online class Developing Retail Entrepreneurship (MAT 559).

### Year 3

1. The number of refereed journal articles per research FTE per year was 3.9 in 2011-2012.

2. External awards: Fiscal Year 2012 - \$93,353. Internal awards: Fiscal Year 2012 - \$14,000. Dr. Vanessa Jackson again received \$14,000 to continue development of the online class MAT 759, Rural Retail Development.

### Year 4

1. The number of refereed journal articles per research FTE was
2. External awards

### Year 5

**Analysis of Results and Reflection****Improvement Actions****Year 1**

We as a faculty body need to continue to work on strategies to increase these two indicators.

**Year 2**

1. The number of refereed journal articles per research FTE remains above 2.0, although it declined slightly from the previous year. A slight decrease in the number of refereed journal publications per research FTE is insignificant due to aberrations within the journal publication cycle.

2. External awards increased by \$208,490 in FY 2011. In FY 2011, internal awards increased by \$25,000. Departmental strategies to increase both internal and external awards have proven successful.

**Year 3**

1. Compared to 2.04 refereed journal articles per research FTE per year in 2010-2011, the number of refereed journal articles per research FTE for the year nearly doubled, publication increasing by 1.88 in 2011-2012. This increase represents the continued emphasis that the department has placed on publications.

2. Analysis of external awards received in FY 2012 shows a decrease of \$153,922. This decrease may be the result of the national trend indicating a decline in the amount of external grants awarded nationally or it may represent an anomaly for the 2012 fiscal year. Internal awards for FY 2012 also decreased by \$11,000. This decrease may be the result of UK's current budgetary crisis or simply a deviation in annual internal awards.

**Year 4****Year 5**

We can work to identify collaborative research teams, identify possible grant sources, and assist junior faculty in publications.

1. As a faculty, we need to continue to work to increase the number of refereed journal articles.

2. As a faculty, we will continue to implement strategies to pursue both external and internal awards.

1. The department will continue to encourage and mentor faculty in the writing and submission of journal articles for

2. The procurement of both external and internal awards remains a priority of the MAT department. The department will stress the importance of both external and internal awards at faculty meetings and during annual faculty performance reviews.

<b>Unit Objective</b>	MAT Objective 3 Develop the Human and Physical Resources of the College to Achieve Top 20 Stature
<b>Related Goals/Metrics</b>	Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature MAT Metric 3.1 Increase faculty from seven (2000) to 14 (2014) MAT Metric 3.2 Receive one local, regional, national, or international faculty honor per two years UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
<b>Related Mission Area</b>	Education

**Strategies (Not Required)**

The department will strive to recruit, develop and retain nationally distinguished faculty and a chair.  
The department will improve recruitment, retention and remuneration of staff.  
The department will continue to review, evaluate, and coach all employees.

**Assessment Method**

1. The department chair will report on progress towards reaching the goal of increasing faculty from 7 in 2000 to 14 in 2014.
2. The department chair will report on local, regional, national and international awards received by faculty, based on a two-year rolling time frame.

**Actual Results**

**Data Tables**

## Descriptive Results

### Year 1

1. Starting in 2010, one faculty hire is in progress. In 2010, two faculty members moved to this department from another department in the school.

2. There are no faculty awards to report at this time.

### Year 2

1. The number of faculty members increased from seven in 2009-2010 to nine in 2010-2011.

2. No MAT faculty members received local, regional, national, or international honors in the last two years

### Year 3

1. The number of faculty members increased from nine in 2010-2011 to ten in 2011-2012.

2. One MAT faculty member received an internal (UK or College of Agriculture) award in 2011-2012: Min-Young Lee received the Patricia Brantley Todd Award of Excellence (Research) from the School of Human Environmental Sciences, November, 2011. One MAT faculty member received an international honor in 2011-2012: Tracy Lu was appointed Editor-in-Chief of the International Journal of Hospitality and Event Management (IJHEM) on March 22, 2012.

### Year 4

1. The number of faculty in 2012-2013 is nine. The department lost one lecturer and is working to fill the position.

2. Faculty awards

### Year 5

**Analysis of Results and Reflection****Improvement Actions****Year 1**

1. Some progress is being made in regards to faculty recruitment.
2. We need to give more attention to the collection of information on honors and awards.

1. With the merger in progress, the Director of the School and the Dean have received approval for the hiring of one new faculty. After the merger, continued assessment of student faculty ratio will be conducted. The relationship between student increases and faculty responsibilities such as advising, graduate responsibilities will also be assessed to determine future request for faculty.

2. The faculty members need to devise a mechanism to annually report honors and awards to the chair.

**Year 2**

1. The increase in two faculty members in 2010-2011 resulted in a 22% increase in faculty.
2. We as a faculty need to be more diligent in applying for and reporting information on local, regional, national, and international honors and awards.

1. The number of faculty members needs to be increased significantly in order to meet the goal of 14 faculty members by 2014.

2. A system to apply for and report honors and awards to the department chair annually needs to be devised by the faculty.

**Year 3**

1. The number of faculty members increased by 11% from 2010-2011 to 2011-2012. While this is significant progress, additional faculty is needed to reduce the student to faculty ratio. However, given the current budgetary climate this is not likely to happen.
2. The MAT department received one local and one international award in 2011-2012 and has achieved this goal. The department continues to work on a system to compile faculty awards and honors.

1. The number of faculty members must be increased by four over the next two years to meet the goal of 14 faculty members by 2012.

2. This goal has been met, but the department will continue to stress the importance of applying for and reporting information on local, regional, national, and international honors and awards and will complete a system to log faculty honors and awards.

**Year 4****Year 4**

1. The number of faculty increased due to the merger with HMT program. We are still short one lecturer and we are working right now to fill the position.
2. The MAT faculty has received one International award. The department will continue to support faculty in their research, publications and presentations.

1. The number of faculty has increased due to the merger with HMT, and we will hiring a lecturer and an academic coordinator.
2. Faculty has increased their attempts to present domestically and internationally. The department will continue to encourage faculty to write grants that will support their work domestic and international conferences.



<b>Unit Objective</b>	MAT Objective 4 Promote Diversity and Inclusion
<b>Related Goals/Metrics</b>	Ag Goal 4 Promote Diversity and Inclusion MAT Goal 4. Promote Diversity and Inclusion MAT Metric 4.1 Increase male enrollment MAT Metric 4.2 Increase African-American undergraduate enrollment at or above 6.6% (state's population) MAT Metric 4.3 Increase the number of male faculty MAT Metric 4.4 Encourage faculty participation in an international experience each year MAT Metric 4.5 Increase number of students participating in an international experience UK Goal 4. Promote Diversity and Inclusion
<b>Related Mission Area</b>	Research and Creative Work

#### Strategies (Not Required)

Actively recruit students from underrepresented groups.  
 Utilize alumni from underrepresented groups to assist in recruitment of students.  
 Actively pursue international graduate students, post docs, and faculty exchange programs.  
 Utilize undergraduate and graduate curriculum to provide students with diversity experiences.

#### Assessment Method

1. Using IRPE data, annually monitor the number of male students. 2. Using IRPE data, annually monitor the number of African-American undergraduate students. 3. Have the chair report annually on the number of male faculty. 4. Have the faculty members report to the chair annually their participation in an international experience. 5. Have the faculty members report to the chair annually the number of students participating in an international experience.

#### Actual Results

#### Data Tables

## Descriptive Results

### Year 1

1. Male enrollment was six percent 2008-2009 and 5.82 percent in 2009-2010.
2. African-American undergraduate enrollment was four percent in 2008-2009 and ten percent in 2009-2010.
3. Male faculty in 2009 totaled 0 and in 2010 totaled 1.
4. One faculty member participated in an international experience in 2009 and one in 2010.
5. The number of students participating in an international experience in 2009 was 0 and in 2010 was 0.

### Year 2

1. Male undergraduate enrollment was 5.82% in 2010 and 6.39% in 2011.
2. African-American undergraduate enrollment was 10% in 2009-2010 and 12% in 2010-2011.
3. Male faculty totaled 1 in 2009-2010 and 2 in 2010-2011.
4. Five faculty members participated in international experiences during the 2010-2011 academic year: Kwaku Addo, Vanessa Jackson, Min-Young Lee, Jason Swanson, Preeti Joshi, and Tracy (Ying) Lu.
5. 29 MAT students (9 HMT and 20 MAT students) participated in international experiences in 2011.

### Year 3

1. Male undergraduate enrollment in the 2011-2012 academic year was 5.71% of the total departmental undergraduate enrollment, compared to 6.39% in 2010-2011.
2. African-American undergraduate enrollment in the 2011-2012 academic year was 11.4% of the total MAT undergraduate enrollment, compared to 12% in 2010-2011.
3. Male faculty totaled two in 2010-2011 and two in 2011-2012.



4. Three faculty members participated in four international experiences during the 2011-2012 academic year: Tracy Lu (two experiences), Jason Swanson, and Scarlett Wesley (one experience each).

5. 15 MAT students participated in international experiences in 2011-2012.

#### Year 4

1. Male undergraduate enrollment in the 2012-2013 academic year was ??% of the total departmental undergraduate enrollment, compared to 5.71% in 2011-2012.

2. African-American undergraduate enrollment in the 2012-2013 academic year was ??% of the total MAT undergraduate enrollment, compared to 11.4% in 2011-2012.

3. Male faculty totaled 2 in 2012-2013.

4. Three faculty members participated in three international experiences during the 2012-2013 academic year.

5. Forty-six MAT and HMT students participated in international experiences in 2012-2013. Students traveled to Florence Italy (Jackson); London England (Wesley), and Swanson (Panama City).

#### Year 5

**Analysis of Results and Reflection****Improvement Actions****Year 1**

1. Male enrollment remains steady at six percent; we need to continue to work on increasing this indicator.
2. African-American undergraduate enrollment increased from the baseline year to year one of reporting.
3. Increasing male faculty remains a priority.
4. Increasing the number of faculty members who participate in an international experience remains a priority.
5. Increasing the number of students who participate in an international experience remains a priority.

**Year 2**

1. The percentage of male enrollment increased by .57% from 2010 to 2011.
2. African-American undergraduate enrollment in 2010-2011 increased 2% from the previous year.
3. 2010-2011 realized a 100% increase in male faculty members.
4. This is a significant increase from one faculty member who participated in an international experience in 2009-2010 to five faculty members in 2010-2011.
5. The increase from zero students who participated in an international experience in 2009-2010 to 29 students in 2010-2011 is a substantial increase.

**Year 3**

1. The percentage of males enrolled as undergraduates in the MAT department decreased by .68% in 2011-2012. Undergraduate male enrollment in the MAT

1. Additional efforts should be made to recruit male undergraduates.
  2. African-American undergraduate enrollment is at a good level.
  3. Seeking male applicants for open faculty positions remains a priority.
  4. Having faculty members participate in international experiences remains a priority and we will seek ways to make this happen.
  5. Having students participate in international experiences remains a priority and we will seek ways to make this happen.
- 
1. We need to continue efforts to recruit male undergraduates.
  2. While this goal has been met, the department will continue to pursue the recruitment of African-American undergraduate students.
  3. A substantial increase in the number of male faculty members has been achieved.
  4. We will continue to encourage faculty members to pursue enriching international experiences.
  5. We will continue to encourage and facilitate student participation in international experiences that expose them to diverse cultures.
- 
1. The department will continue its efforts to recruit male undergraduates and will devise new strategies to attract males to the undergraduate program.

department has hovered around 6% since the beginning of the current strategic planning cycle. Additional measures are needed to entice males into the program.

2. African-American undergraduate enrollment in 2011-2012 decreased by .6%, yet the 11.4% total still remains well above the state's 6.6% African American population.

3. The percentage of male faculty members remained static from 2010-2011 to 2011-2012. Prospects for increasing this percentage remain slight, due to recent budget limitations.

4. The number of faculty who participated in an international experience decreased in 2011-2012 compared to 2010-2011, yet still represented nearly one third of the total faculty. This decrease may be the result of the economic downturn in general, but another year of data is necessary to determine if this is a trend.

5. The number of students who participated in an international experience in 2011-2012 fell to 15 compared to 29 students in 2010-2011. For 2011-2012, 7.2% of the undergraduate population participated in an international experience. The decrease in students who participated in an international experience may also be the result of the depressed economy, forcing students to forego international study opportunities.

Year 4

Year 5

2. This goal was met in 2010-2011. However, the department will remain vigilant in its efforts to recruit African-American undergraduate students.

3. While 20% of the current departmental faculty is male, efforts will continue to recruit additional male faculty members.

4. The department will continue to encourage and support faculty members who pursue international experiences.

5. The MAT department will increase efforts to foster and facilitate student participation in international experiences that expose them to diverse cultures.

<b>Unit Objective</b>	MAT Objective 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service
<b>Related Goals/Metrics</b>	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>MAT Goal 5. Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>MAT Metric 5.1 Hire a full-time extension specialist for MAT by 2014</p> <p>MAT Metric 5.2 Community and Extension-based projects will contribute educative material to the community</p> <p>MAT Metric 5.3 Increase county level programming in MAT</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
<b>Related Mission Area</b>	Service

**Strategies (Not Required)**

Sustain existing and promote new Extension collaborations within and outside UK.  
 Increase collaborations and projects with local community via The Kentucky Plaid Project, experiential learning projects, internships, and other research projects.  
 Educating community on weight issues via "Becoming Body-wise Project."

**Assessment Method**

1. The chair will report on progress towards hiring an extension specialist by 2014.
2. The chair will report on community and extension-based projects that contribute educative material to the community.
3. MAT county-level programming information will be gathered by the chair.

**Actual Results**

**Data Tables**

## Descriptive Results

### Year 1

1. Discussion continues concerning the hiring of an extension specialist by 2014.
2. Dr. Vanessa Jackson taught MAT 759 Rural Retail Management during the 2010 Fall Semester. This course design is based on data collected in Nebraska, Ohio, and Michigan on rural retailing. In the UK class, students worked with small rural businesses in Flemingsburg, KY.
3. In 2010, Dr. Kimberly Miller-Spillman was involved with the Becoming Body Wise program which is part of the Weight the Reality Series.

### Year 2

1. A full-time extension specialist for MAT has not been hired.
2. Jason Swanson completed an Aspiring Innkeeper's Manual for the Kentucky Bed and Breakfast Association. Vanessa Jackson continued work on rural retail development presentations in Paintsville and Pine Mountain. An online class teaching modules on rural retail development (MAT 759 – Rural Retail Development) was created. This class may be taken by Extension agents working towards their master's degree.
3. Dr. Miller-Spillman continues work on the "Becoming Body Wise" program. During 2011, several Extension publications from the program became available to agents. Several "Becoming Body Wise" articles also became available to the public online. Future plans for the program include training via the internet in spring 2012. Approximately 11 Kentucky counties participated in the annual denim drive from September – November 2010 and 11,273 pairs of jeans were collected. The blue jeans were converted into insulation for Habitat for Humanity homes. Enough denim was collected in 2010 to insulate over 22 Habitat for Humanity homes.

### Year 3

1. Due to budget constraints, the MAT department has not yet hired a full-time extension specialist.
2. No new community and extension-based projects were developed by the departmental faculty in 2011-2012.
3. There was no increased county-level programming in 2011-2012.

### Year 4

1. Due to the merger of the MAT program with HMT, a full time extension specialist has not been considered.
2. Number of extension based projects: Dr. Jackson has created a webinar for retailers to enhance their proficiency and resiliency. Dr. Jackson is also working on modules useful to extension agents to instruct small business on issues related to business development. Jason Swanson has six projects related to extension and outreach.
3. County level programming: County level programs and activities continue to increase.

Year 5

**Analysis of Results and Reflection****Improvement Actions****Year 1**

1. A primary goal of the department is to hire an extension specialist in the foreseeable future to collaborate with faculty.
2. Faculty in the department are making good progress in becoming involved in community and extension-based projects that contribute to education in the communities. Future growth and implementation of the rural retail development modules beyond Flemingsburg will require more research to determine if the design can function in all counties.
3. County-level programming has begun. Departmental faculty need motivation and/or incentives to conduct the type of work that can be translated into extension educational materials.

**Year 2**

1. The hiring of an extension specialist remains a priority for the department.
2. Faculty members within the department continue to be involved in and increase community and Extension-based projects that enhance educational opportunities within communities.
3. The department has effectively increased its county-level programming across the state.

**Year 3**

1. After consultation with the Dean of the College of Agriculture, the likelihood of hiring an extension specialist in the current budget climate appears improbable. However, this remains a priority for the MAT department.
2. The on-going efforts of faculty members within the department to increase community and extension-based projects that enhance educational opportunities within communities continue. The rural retail development project continues with MAT 759 Rural Retail Management available as a distance learning course for fall 2012 and accessible by Extension agents working toward a master's degree.

1. Continue to address with college administration the need for an extension specialist.
2. Students in the MAT 759 class developed modules that can be used by extension agents to teach business strategies to rural retailers. The modules are ready for review and then will be distributed to cooperative extension agents. The modules are designed according to extension module development requirements.
3. The Becoming Body Wise program has only been available to cooperative extension agents a short time, so by next year an assessment of the program will be possible.

1. The department chair will continue to work with college administration to address the need for an extension specialist.
2. Faculty members will continue to strive to develop new classes, programs, and materials that contribute to community education.
3. The development of county-level programming by the departmental faculty will continue to be a priority.

1. College administration and the department chair will develop new strategies to facilitate the hiring of a MAT extension specialist.
2. The department will continue to encourage faculty members to develop new materials, programs, and classes that contribute to community education throughout the state.
3. The MAT department remains focused on the development of county-level programming by MAT faculty members. The departmental chair will continue to encourage the creation of county-level programming.

3. Departmental progress in increasing county-level programming across the state remains unfulfilled due to budget constraints. However, the "Becoming Body Wise" series continues to be available through the Extension web site and the MAT department recycled denim drive will continue in fall of 2012.

#### Year 4

1. Based on further budget constraints the likelihood of hiring an extension specialist is improbable
2. The on-going efforts of faculty members within the department to increase community and extension-based projects that enhance educational opportunities within communities continues to increase. Dr. Jackson has created a webinar for retailers to enhance their proficiency and resiliency. Dr. Jackson has is also working on modules useful to extension agents to instruct small business on issues related to business development. Jason Swanson has six projects related related to extension and outreach.
3. County level program activities continue to increase. Faculty are reaching out to extension agents and other community constituents to build relationships in the communities and help with the resiliency and growth of businesses and communities.

#### Year 5

1. The department will not continue to pursue the hiring an Extension specialist.
2. The department will continue to encourage faculty to participate in community and extension-based projects.
  3. The department will continue to encourage faculty to increase their community and extension projects



APPENDIX C  
List of Faculty Publications

## Faculty Publications 2005 - 2013

### 2005

Michelman, S. O. & Miller-Spillman, K. A. (2005). Gender, dress and fashion. In V. Steele (Ed.), *The Encyclopedia of Clothing and Fashion* (vol. 2, pp. 128-134). New York: Charles Scribner's Sons

Easter, E.P. and Ankenman, B.E. (2005). *A Comparison of Soil Repellent vs. Dual Action Fluorocarbon Finishes on Cotton Blends*. *AATCC Review*, 5, (11), 27-31.

Wesley, S. & Bickle, M. C. (2005, December). Examination of a paradigm for preparing undergraduates for a career in the retailing industries: Mentors, curriculum, and an internship. *College Student Journal*, 39(4), 680-691.

### 2006

Easter, E.P. and Ankenman, B.E. (2006). *Evaluation of the Care & Performance of Comfort Stretch Knits Fabrics*. *AATCC Review*, 6, (11), 33-37.

Miller-Spillman, K. A., Jackson, V.P. & Huffman, N. (2006). Cross-cultural learning in a university-wide course. *Journal of Family and Consumer Science*, 98, (3), 62-67.

Fowler, D. C., Wesley, S., & Vazquez, M. E. (2006). How may retailers respond to the Hispanic immigration and ethnicity trends in non-traditional growth areas? *The Journal of Shopping Center Research*, 12(2), 133-152.

Wesley, S., Fowler, D. C., & Vazquez, M. E. (2006). Retail personality and the Hispanic consumer: Attitudes about American retailers. *Managing Service Quality*, 16(2), 167-184.

Wesley, S., LeHew, M. A., & Woodside, A. (2006). Consumer decision-making styles and mall shopping behavior: Building theory using exploratory data analysis and the comparative method. *Journal of Business Research*, 59(5), 535-548.

**Jackson, V.**, Kwon, H. (2006). A Qualitative Assessment of Korean and American Consumer's Decision Making Styles, *International Journal of Human Ecology*, 7(1), 53-65.

**Jackson, V.**, Kwon, H. J. (2006). The Effects of Gender, Product Category and Perceived Importance of Group Identity on Gift Giving, *Journal of Korean Society of Clothing & Textiles*, 30(12), 1759-1767.

Spillman, K., **Jackson, V.** (2006). The Cross-Cultural Project: A Case Study. *Journal of Family and Consumer Sciences*, 98(3), 62-67.

## 2007

Easter, E.P. (2007). Impact of Energy Savings on Clothes Care-the Interaction of New Developments in Appliances, Additives and Textiles. *Journal of Environmental Monitoring & Restoration*, Vol 3. No. 1, 167-175.

Fowler, D. C., Wesley, S., & Vazquez, M. E. (2007). Simpatico in store retailing: How immigrant Hispanic emic interpret U.S store atmospherics and interactions with sales associates. *Journal of Business Research*, 60(1), 50-59.

LeHew, M. A. & Wesley, S. (2007). Tourist shoppers' satisfaction with regional shopping mall experiences. *Journal of Culture, Tourism and Hospitality Research*, 1(1), 82-96.

Joshi, P., Kwon, H. & **Jackson, V.** (2007). The Effects of Consumer Demographics on the Perception of Website Attributes in Korea, *Journal of Fashion Marketing and Management*, 11(4), 1361-2026.

## Peer Reviewed Abstracts & Papers

Kumar, A., Bhardwaj, V., **Lee, Min-Young**, & Kim, Y-K. (2008). Brand Analysis of U.S. and Local Brands in India. *International Textiles and Apparel Association*, Schaumburg, IL, November 4-8, Available online at [www.itaaonline.org](http://www.itaaonline.org)

**Lee, Min-Young** & Kim Y-K. (2007). Bidding as a Shopping Experience: The Impact of Consumer Characteristics on Shopping Values in Online Auction Influencing Consumer Preference and Intentions. *International Textiles and Apparel Association*, Los Angeles, CA, November 7-10 (No. 64), Available online at [www.itaaonline.org](http://www.itaaonline.org)

**Lee, Min-Young** & Kim, Y-K. (2007). A cross-cultural brand analysis: Comparison between global brand and local brand. *Academy of Marketing Science proceedings*, Coral Gables, FL, May 22-25. Vol. XXX. p. 261

**Lee, Min-Young**, Fairhurst, A. & Kim, Y-K. The games e-tailers play: A game theory approach for solving e-tailing problem (2007). *Proceedings of American Collegiate Retailing Association*, New York, NY, January 13-16.

## Other Publications

**Jackson, V.**, Baker, M. (2007). Building a Basic Wardrobe: A Facilitators Guide. Cooperative Extension Services.

**Jackson, V.** (2007). *Instructor's Guide for International Retailing* (2<sup>nd</sup> edition) by Brenda

Sternquist. Fairchild Publications: NY.

## 2008

Jackson, V. P., Miller-Spillman, K. A., and Kwon, H. J. (2008, December). American and Korean consumers' perceived importance of group identity on gift giving. *International Journal of Human Ecology*, 9, (2), 67-75.

Doty, K.C. & Easter, E.P. (2008). An Analysis of the Care & Maintenance of Performance Textiles and Effects of Care on Performance.

Amaquandoh, E and Brown, D. (2008) A Content Analysis of Sentiments and Experiences of Visitors to a Cultural Heritage Site – the Elmina Slave Castle in Ghana. *The Consortium Journal*. Vol.12 No.2.

Lee, Min-Young, Kim, Y-K, & Kim, H-Y. (2008). Segmenting online auction consumers. *Journal of Customer Behavior* 7(2), 135-148.

Lee, Min-Young, Knight, D., & Kim, Y-K. (2008) Brand Analysis of a U.S. Global Brand in Comparison with Local Brands in Mexico, Korea, and Japan. *Journal of Product and Brand Management*, 17(3), 163-174.

Lee, Min-Young, Kim, Y-K., Pelton, L., Knight, D., & Forney, J. (2008). Factors affecting Mexican consumers' purchase intention toward a U.S. apparel brand. *Journal of Fashion Marketing and Management*, 12(3), 294-307

**Jackson, V.**, Spillman, K. (2008). American and Korean Consumers Perceived Importance of Group Identity on Gift Giving. *International Journal of Human Ecology*, 9(2), 67-75.

## Peer Reviewed Abstracts & Papers

**Lee, Min-Young**, Kim, Y-K, & Kim, H-Y. (2008). Segmenting online auction consumers. *Proceedings of American Collegiate Retailing Association*, Durango, CO, May 14-17, 2008. [Received Best Paper]

**Lee, Min-Young**, Fairhurst, A., Wesley, S, & Kessinger, M.\* (2008). Corporate Social Responsibility: A Review of the Top Apparel/Home Furnishing Retailers. *International Textiles and Apparel Association*, Schaumburg, IL, November 4-8, Available online at [www.itaaonline.org](http://www.itaaonline.org)

Kumar, A., Bhardwaj, V., **Lee, Min-Young**, & Kim, Y-K. (2008). Brand Analysis of U.S. and Local Brands in India. *International Textiles and Apparel Association*, Schaumburg, IL, November 4-8, Available online at [www.itaaonline.org](http://www.itaaonline.org)

## **Publications: 2009**

Lee, M. Y. & Wesley, S. (2009). Shopping smart: The moderating influence of time pressure and shopping enjoyment. *Journal of Distribution Research*, 14(4), 49-62.

Lee, M. Y., Fairhurst, A., & Wesley, S. (2009). Corporate social responsibility: A review of the top 100 retailers. *Corporate Reputation Review*, 12(2), 140-158.

Lee, Min-Young & Wesley, S. (2009). Shopping Smart: The moderating influence of time pressure and shopping enjoyment. *Journal of Distribution Research*, 14(4), 49-62.

Lee, H., Fairhurst, A., & Lee, Min-Young (2009) The Importance of self-service kiosks in developing consumers' retail patronage intentions. *Managing Service Quality*, 19(6). 687-701. SSCI.

Lee, Min-Young, Kim, Y-K, & Fairhurst, A. (2009). Shopping values in online auctions: Their antecedents and outcomes. *Journal of Retailing and Consumer Services*, 16(1), 75-82

Lee, Min-Young, Fairhurst, A., & Wesley, S. (2009). Corporate social responsibility: A review of the Top 100 retailers. *Corporate Reputation Review* 12(1), 141-155.

Lee, Min-Young, Atkins, K. & Kim, Y-K. (2009). Virtual communities: Impact of commercial orientation on attitudes toward virtual communities. *International Journal of Electronic Marketing and Retailing* 2(3), 220-238

Kim, E. Y. & Jackson, V. (2009). The Effect of E-SERVQUAL on eLoyalty for Apparel Online Shopping. *Journal of Global Academy of Marketing Science*. 19(4), 57-65.

## **Refereed Published Abstracts & Papers: 2009**

**Lee, Min-Young & Kim, E. (2009). The role of perceived consumer effectiveness and motivational attitude in socially responsible purchase behavior. *Korean Society of Clothing and Textiles*, Seoul, Korea, Oct. 16. p. 169 [Received Best Paper]**

**Lee, Min-Young & Maloney, J.\* & Jackson, V. (2009). College Students' Attitudes and Behavior towards Socially Responsible Retailers, *Retailing 2009: Strategic Challenges and Opportunities in Uncertain Times: Ninth Triennial Academy of Marketing Science/ American Collegiate Retailing Association Retailing Conference*, New Orleans, LA, September 30-October 3.**

**Lee, Min-Young & Wesley, S. (2009). Shopping smart: The moderating influence of time pressure and shopping enjoyment. *Proceedings of American Collegiate Retailing Association*, Las Vegas, NV, May 16-18, p. 100-102.**

**Josh, P. & Lee, Lee, Min-Young, & Gupta, M.\* (2009). The effect of internship location and**

compensation on merchandising intern's performance: An exploratory study. *Proceedings of American Collegiate Retailing Association*, Las Vegas, NV, May 16-18, p. 71-72.

Kim, H-Y & Lee, **Min-Young** (2009) Emotional loyalty and share of wallet: A contingency approach, *Proceedings of American Collegiate Retailing Association*, New York, NY, January 11-14.

**Publications: 2010**

Michelman, S. O. & Miller-Spillman, K. A. (2010). Gender-related aspects of dress. In J. Eicher (Ed.), *Berg Encyclopedia of World Dress and Fashion*, Vol.3, *The United States and Canada*, (pp. 227-232). Oxford: New York: Oxford University Press. 2013 Popular Culture Association/American Culture Association (PCAACA) Electronic Reference Award, March 29, 2013.

Michelman, S. O. & Miller-Spillman, K. A. 'Gender- related aspects of dress.' In *Berg Encyclopedia of World Dress and Fashion: The United States and Canada*. Edited by Joanne B. Eicher. Oxford: New York: Oxford University Press. Part of the Berg Fashion Library (2010). URL: <http://www.bergfashionlibrary.com/page/encyclopedia/-berg-encyclopedia-of-world-dress-and-fashion>.

Dasgupta, S., Wesley, S., & Probst, K. R. (2010). Hispanic consumer perceptions of Kentucky grown pigs. *Journal of the Kentucky Academy of Science*, 70(1-2), 54-58.

Lee, Min-Young & Jackson, V. (2010). Consumer awareness and evaluation of retailers' social responsibility: An exploratory approach into ethical purchase behavior from a U.S. perspective, *Journal of Global Academy of Marketing Science*, 20(1), 48-57.

Kim, H. & Lee, Min-Young (2010). Emotional loyalty and share of wallet: A contingency approach, *Journal of Retailing and Consumer Services*, 17(5), 333-339.

Jackson, V. & Lee, Min-Young (2010). Generation Y in a Global Market: A Comparison of South Korean and American Female Decision Making Styles. *Journal of the Korean Society of Clothing and Textiles*, 34(6), 902-912.

Gupta, M., Brantley, A. & **Jackson, V.** (2010). Product Involvement as a Predictor of Gen Y Consumer Decision Making Styles. *The Business Review*, Cambridge 14(2), 28-33.

**Jackson, V.**, Lee, M. (June 2010). Generation Y in the Global Market: A Comparison of South Korean and American Female Decision Making Styles. *Journal of Korean Society of Clothing & Textiles*, 34(6), 902-912.

Lee, M., **Jackson, V.** (2010). Consumer Awareness and Evaluation of Retailers' Social responsibility: An exploratory Approach into Ethical Purchase Behavior from U.S. Perspective. *Journal of Global Academy of Marketing Science* 20, 48-57.

**Books and Peer-Reviewed Book Chapters**

Wesley, S., Fowler, D. C., & Vazquez, M. E. (2010). Retail personality and the Hispanic consumer: Attitudes about American retailers. In L. Schiffman & L. Kanuk (Authors), *Consumer Behavior* (10<sup>th</sup> ed.). New York, NY: Prentice Hall.

**Refereed Published Abstracts and Papers: 2010**

Josh, P. & Lee, Min-Young (2010). Millennial Students Blog and Learn in retail merchandising course. *Proceedings of American Collegiate Retailing Association*, Orlando, FL, June 22-25. p. 110-125

Kim, Y-H., Lee, Min-Young, & Kim, Y-K (2010). A new shopper typology: Utilitarian and hedonic perspectives. *Proceedings of American Collegiate Retailing Association*, Orlando, FL, June 22-25. p. 180-181.

**Books and Peer-Reviewed Book Chapters: 2010**

Wesley, S., Fowler, D. C., & Vazquez, M. E. (2010). Retail personality and the Hispanic consumer: Attitudes about American retailers. In L. Schiffman & L. Kanuk (Authors), *Consumer Behavior* (10<sup>th</sup> ed.). New York, NY: Prentice Hall.

**Publications: 2011**

**Jackson, V., Stoel, L. (2011)** A Qualitative Examination of Decoupling, Recoupling and Organizational Survival of Rural Retailers, *Qualitative Market Research: An International Journal*, 14(4), 1352-2752.

\*Solka, A., **Jackson, V.**, Lee, M. (2011). The Influence of Gender and Culture on Generation Y Consumer Decision Making Styles, *The International Review of Retail, Distribution and Consumer Research* 21(4), 391-409.

\*Graduate Student

\*Cotterill, D.G., Easter, E.P. & Mullekom, J.V. Firefighter Turnout Gear Durability Study – Evaluation of Visibility Trim. *Journal of Fire Technology*, Article No. s10694-010-0189-2, Springer Vol 47, No \_ 2011

\*Graduate Student

**Jackson, V., Stoel, L. (2011).** At the Mall: Shopping Value by Gender and Generation Cohorts, *Journal of Retailing and Consumer Service* 18(1), 1-9.

LU, Ying (Tracy), & Cai, L. (2011). An analysis of image and loyalty in convention and exhibition tourism in China. *Event Management*, 15(1), 37-48.

LU, Ying (Tracy), & Adler, H. (2011). Perspectives of international undergraduate students in hospitality and tourism programs in the United States: Implications for educators and administrators. *Journal of Hospitality and Tourism Education*, 23(3), 16-25.

Kline, C., Swanson, J.R., & Milburn, L. (2011). Rural tourism and arts entrepreneurship in the North Carolina Appalachian Mountains. *Journal of Tourism Challenges and Trends*, 4(1), 77-102.

Dasgupta, S., Probst, K. R., & Wesley, S. (2011, April). Hispanic consumers' willingness to purchase aquaculture product directly from farmers: Results from a recent survey. *Journal of Extension*, 49(2), Article No. 2RIB4.

Wesley, S., Lee, M. Y., & Kim, E. Y. (2011, Fall). The role of perceived consumer effectiveness and motivational attitude on socially responsible purchasing behavior in South Korea. *Journal of Global Marketing*. (In press).

Dasgupta, S., Probst, K. R., & Wesley, S. (2011, April). Hispanic consumers' willingness to purchase aquaculture product directly from farmers: Results from a recent survey. *Journal of Extension*, 49(2), Article No. 2RIB4.

Lee, Min-Young (2011). "The Games E-tailers Play": A Game Theory approach for solving e-tailing issues. *International Journal of Electronic Marketing and Retailing* 4(10), 49-61.

Ko, E., Lee, M., Lee, Min-Young., Phan, M., Kim, K-H, Hwang, Y. K., Burns, L.D. (2011). Product attributes' effects on perceived value and repurchase intention in Korea, USA, and France, *Journal of Global Scholars of Marketing Science* 21(3), 53-64.

Kim, Y-H., Lee, Min-Young, & Kim, Y-K. (2011). A new shopper typology: utilitarian and hedonic perspectives. *Journal of Global Academy of Marketing Science*, 21(2), 101-112.

**Refereed Published Abstracts and Papers: 2011**

Cai, L., Wei, W., LU, Ying (Tracy), & Day, J. (2011). *A decision-making framework of study abroad programs*. The 9<sup>th</sup> Asia Pacific CHRIE Conference, June 2<sup>nd</sup> – 5<sup>th</sup>, 2011, Hong Kong, China.

Zhou, Y., & LU, Ying (Tracy) (2011). *Local residents' perceptions towards the impacts of gaming industry: An alternative conceptual approach*. The 17<sup>th</sup> Asia Pacific Tourism Association Annual Conference, July 3<sup>rd</sup> – 6<sup>th</sup>, 2011, Seoul, Korea.

Yang, Y., & LU, Ying (Tracy) (2011). *The PDR system for hotel employees in china: a case of Shangri-La hotel in Guangzhou*. The 2011 International Conference on Strategic Management (ICSM), September 24<sup>th</sup> – 26<sup>nd</sup>, 2011, Sichuan, Chengdu, China.

LU, Ying (Tracy), Zhou, Y., & Cai, L. (2011). *Impacts of the gaming industry development in Macau: Perspectives from local residents*. The 7<sup>th</sup> China Tourism Forum, Oct 23<sup>rd</sup> – 25<sup>th</sup>, 2011, Haikou, Hainan, China.

Zhang, L., & LU, Ying (Tracy) (2011). *MICE (Meetings, Incentives, Conventions, and Exhibitions) industry clusters using location quotient estimation: A case of Guangzhou, China*.



The 8th International Conference on Innovation and Management (ICIM), November 30<sup>th</sup> – December 2<sup>nd</sup>, 2011, Kitakyushu, Japan.

**Jackson, V.,** Stoel, L., Niehm, L., Frazier, B. (2011). Effects of Decoupling, Recoupling and Community Norms of Openness on Organizational Legitimacy of Rural Retailers, American Collegiate Retailing Association, Boston, MA.

**Lee, Min-Young,** Wesley, S. & Jackson, V. (2011). The use of consumer characteristics and shopping behavior to identify socially responsible shopper segments. *International Textiles and Apparel Association*, Philadelphia, PA, November 2-6, Available online at [www.itaonline.org](http://www.itaonline.org)

**Lee, Min-Young** (2011). Drivers of Socially Responsible Purchasing Behavior: A Cross-Cultural Investigation. *Next Retailing and Consumer Services Conference organized by European Institute of Retailing and Service Studies (EIRASS)*, San Diego, CA, July 15-18.

Ko, E., Lee, M., **Lee, Min-Young,** Phan, M., Hwang, Y. K., Chae, H. Jang, J (2010). The effect of intrinsic and extrinsic product attributes on perceived value and repurchase intention about jeans brand: Cross cultural comparison among South Korea, United States, and France, 2010 Global Marketing Conference at Tokyo, Japan, Sep. 9-12. p. 768.

**Lee, Min-Young & Kim, E.** (2009). The role of perceived consumer effectiveness and motivational attitude in socially responsible purchase behavior. *Korean Society of Clothing and Textiles*, Seoul, Korea , Oct. 16. p. 169 [**Received Best Paper**]

#### **Other Publications: 2011**

Dasgupta, S., Probst, K. R., & **Wesley, S.** (2011). Direct marketing aquaculture products to Hispanic consumers. *Kentucky Aquatic Farming*, 24(1), 2-4.

#### **Publications: 2012**

\* Brantley, A. Jackson, V. & Lee, Min-Young (2012). A quantitative study of Females: Ethnicity and its influence on body image, thin internalization and social comparison. In Miller-Spillman, K. Reilly, A. & Hunt-Hurst, P. (Eds.), *The Meanings of Dress* (3<sup>rd</sup> ed). New York: Fairchild.

\*Graduate Student

Kim, Y-K. & Lee, Min-Young, & Park, S. (In press) Consumer Shopping Value: A multi-dimensional, gender-neutral measure. Submitted to *Journal of Business Research*, Accepted June 5, 2012, SSCI

Lee, Min-Young, Kim, Y-K & Lee, H. (2012/In press) Emotional shopping of online auction shoppers: The roles of demographic and psychographic characteristics. *European Journal of Marketing*. 47(1). SSCI

Lee, Min-Young, & Wesley, S. (2012). Drivers of socially responsible purchasing behavior: A cross-cultural investigation. *International Journal of Applied Behavioral Economics*, 1(4), 41-52.

Wesley, S., Lee, Min-Young, & Kim, E. (2012). The role of perceived consumer effectiveness and motivational attitude in socially responsible purchasing behavior in South Korea, *Journal of Global Marketing*. 25(1), 29-44.

Swanson, J.R. & Brothers, G.L. (2012). Tourism policy agenda setting, interest groups and legislative capture. *International Journal of Tourism Policy*, 4(3), 206-221.

Kline, C., Cardenas, D., Duffy, L., Swanson, J.R. (2012). Funding sustainable paddle trail development: Paddler perspectives, willingness to pay and management implications. *Journal of Sustainable Tourism*, 20(2), 235-256.

Miller-Spillman, K. A. & Addo, K. (2012, Spring). A Ghanaian Study Tour: Opportunity, Observations, and Implications. *Journal of Family and Consumer Sciences* 104(2), 13-18.

Miller-Spillman, K. A., Reilly, A. & Hunt-Hurst, P. (Eds.). (2012). *The Meanings Of Dress*. (3rd ed.) New York: Fairchild.

Lee, M.Y. & Wesley, S. (2012, October-December). Drivers of socially responsible purchasing behavior: A cross-cultural investigation. *International Journal of Applied Behavioral Economics*, 1(4), 41-52.

Wesley, S., Lee, M. Y., & Kim, E. Y. (2012). The role of perceived consumer effectiveness and motivational attitude on socially responsible purchasing behavior in South Korea. *Journal of Global Marketing*. 25, 29-44.

#### **Books and Peer-Reviewed Book Chapters: 2012**

**Miller-Spillman, K. A., Reilly, A. & Hunt-Hurst, P. (Eds.). (2012). *The Meanings Of Dress*. (3rd ed.) New York: Fairchild.**

#### **Refereed Published Abstracts and Papers: 2012**

Lee, M., **Jackson, V.**, Spillman, K.,\* Ferrell, E. (2012). Intention to be involved in fair-trade product consumption: The role of previous experience, product features, and perceived benefits, 2012 Global Marketing Conference at Seoul Korea. \*Graduate Student

**LU, Ying (Tracy)**, Adler, H., Cai, L., & Day, J.G. (2012). *Motivation of Chinese attendees for convention and exhibition tourism: Interdisciplinary perspectives*. International Convention and Expo Summit 2012, May 22<sup>nd</sup> – 24<sup>th</sup>, 2012, Hong Kong, China.

Maloney, J\*, **Lee, Min-Young**, & Jackson, V. (2012) Consumer willingness to purchase organic products: Application of the Theory of Planned Behavior. *Academy of Marketing Association/*

*American Collegiate Retailing Association Retailing Conference 2012 Triennial Conference* on April 18-21, 2012, Seattle, WA. \*Graduate Student

Jackson, V. & Lee, **Min-Young** (2012). Advertising as a method of communicating social responsibility by large corporations. *24<sup>th</sup> Annual Ethnographic and Qualitative Research Conference (EQRC)* on June 1-2, Cedarville, OH.

Miller, J., Jackson, V., Vaugh, G. (September, 2012). A qualitative analysis of African American women: Contributions to the Human sciences, 97th Annual Conference of the Association for the study of African American Life and History, Pittsburg Pennsylvania.

**Swanson, J.R.** (2012). SAVE Tourism in the Polar Regions: A Research Exploration. 3rd Conference of the International Polar Tourism Research Network (IPTRN) in Nain, Newfoundland, Canada.

### 2013

\*Graham, M., Jackson, V. (Accepted, 2013). The effect of personal scandal on celebrity athletes and shopper's purchase intentions and attitude favorability, *International Journal of retail & Distribution Management*, \*Graduate Student

Jackson, V.P., Wesley, S. (2013). Creating a reciprocal learning environment between rural retailers and graduate students, *Journal of Family and Consumer Sciences*, 105(2), 17-20.

**Lee, Min-Young**, Kim, Y-K & Lee, H. (2013) Emotional shopping of online auction shoppers: The roles of demographic and psychographic characteristics. *European Journal of Marketing*. 47(1), 49-70.

**LU, Ying (Tracy)**, Cai, L., Day, J.G., & Wei, W. (Forthcoming). Decision-making process of U.S. college students for study abroad programs. *Journal of Travel and Tourism Teaching*.

Wei, W.\*, & **LU, Ying (Tracy)**, & Cai, L. (2013). *Conventions going paperless: the power of social media technology – Anecdotes from convention attendees*. Asia-Pacific CHRIE conference 2013, May 21<sup>nd</sup> – 24<sup>th</sup>, 2013, Macao, China. [\*Graduate Student].

### Books and peer-reviewed book chapters 2013

Edgell, D. & **Swanson, J.R.** (2013). *Tourism policy and planning: yesterday, today and tomorrow. Second Edition*. London: Routledge.

**Swanson, J.R.** & Kline, C. (2013). SAVE Tourism in the Polar Regions: A Research Exploration (Chapter 7). In *From Talk to Action: How Tourism is Changing the Polar Regions*. Lemelin, H., Maher, P., & Liggett, D. (eds.). Thunder Bay, Canada: Centre for Northern Studies Press.

**APPENDIX D**  
**List of External Funded Research Grants & Contracts**

## List of External Grants & Contracts

Easter, E., P.I. "NAILM: Quality Control Evaluation." National Association of Institutional Linen Management, 1/05-12/05; \$35,962, 1/06-12/06; 1/07-12/07; \$34,293, 1/08-12/08; \$38,608, 1/09-12/09 and \$38,785, 1/10-12/10; \$36,084, 6/11-12/11 and \$27,779, 1/12-12/12 with a Grand Total of 749,573; 1/88-12/12, (funded).

Easter, E., P.I. *Cotton Incorporated Laundry Study*. Cotton Incorporated, Gary, NC. \$65,574. funded 1/12-12/12.

Easter, E., P.I. *DuPont Company/University of Kentucky Research Study on Evaluating Used Firefighter's Gear to Determine Appropriate Retirement Age*. National Institutes of Standards and Technology (NIST)" account of FY 2010 Commerce, Justice, Science and Related Agencies Appropriations Bill. (submitted 2/2009 for \$1.0 million; \$200,000 funded for FY 2010 with an extension to 10/2011).

Easter, E., P.I. *DuPont Company/University of Kentucky Research Study on Evaluating Used Technical Rescue Gear to Determine Appropriate Retirement Age*. National Institute of Standards and Technology (NIST)" account of FY 2011 Commerce, Justice, Science and Related Agencies Appropriations Bill. (submitted 10/2010 for \$1.0 million.

Easter, E., P.I. (8/2005) *Pre-Screening Evaluations of Rinse Performance of Clothes Washers*, Association of Home Appliance, Washington, DC, \$12,111.26, (funded)

Easter, E.P. P.I. "Lion Apparel, Inc. Fellowship Endowment" to support a Graduate Research Assistantship, \$10,000, 11/00; \$10,000, 11/01; \$10,000, 10/02; and \$10,000, 9/03, 10/04, Total: \$50,000, (funded).

Easter, E.P., P.I. "Lion Apparel, Inc. Fellowship Endowment" matching funds from the Research Challenge Trust Fund, Commonwealth of Kentucky's Research Challenge Trust Fund. \$50,000, 2001, (funded).

**Swanson, J.R.** (PI); Heritage Tourism Plan – Chapter 8 of Abraham Lincoln National Heritage Area (Illinois) Management Plan and Environmental Assessment; 2010-2012; \$11,193; not competitive.

**Swanson, J.R.** (PI); *Aspiring Innkeeper Start-up Guide; Bed & Breakfast Association of Kentucky*; 2011; \$1,000; not competitive.

Dasgupta, S. [PI], **Wesley, S.** [Project Leader], & Caudill, T. [Project Leader] (2009, September). *Marketing potential of fresh food products to Hispanic consumers: Exploring a new market opportunity*. USDA FSMIP (Federal-State Marketing Improvement Program). **\$55,780**.

Fowler, D. C. [Co-PI], **Wesley, S.** [Co-PI], & Vazquez, M. E. (2004). *How may retailers*

*respond to the Hispanic/Latino immigration and ethnicity trends in non-traditional areas?*  
International Council of Shopping Centers Educational Foundation. **\$14,483.**

**Wesley, S. [PI] & LeHew, M. [Co-PI]** (2001). *Tourist-Oriented shopping centers: Investigating customers' evaluation of attribute importance.* International Council of Shopping Centers Educational Foundation. **\$11,429.**

**LU, Ying (Tracy)** (PI) (2013-2015), Purdue University China Center, *The Heartland of the United States as Destinations for the Inbound Market from China*, \$10,000 – funded.

**Han, J.\*, LU, Ying (Tracy)** (Co-PI) (2013), Graduate Student Travel Fund, University of Kentucky, *Cultural Differences in the Use of Online Travel Agents*, \$800 – funded. [\*Graduate Student].

**LU, Ying (Tracy)** (PI) (2013-2014), The Center for the Enhancement of Learning and Teaching (CELT), University of Kentucky, *Innovation and Design (I+D) Lab Project*, \$1,000 – funded.

**LU, Ying (Tracy)** (PI) (2012-2017), U.S. Department of Agriculture (USDA) Hatch Grant, *The Influence of Social Media on Attendee Behavior: The Case of Kentucky Derby*, \$80,000 – funded.

**Stamper, C., Jackson, V.** (co-pi) (November, 2010) (\$36,000.00). *Enhancing the Marketing Skills for Eastern Kentucky Artisans*, Equitable Resources Foundation.

**Stoel, L. Niehm, L. Frazier, B.** *Community Resiliency: Role of the Retail Sector in Easing Sudden and Slow Motion Shocks*, National Research Initiative (NRI, \$500,000. (UK-Sub-contractor \$500.00).

## APPENDIX E

### List of Internal Funded Grants & Contracts

## List of Funded Internal Grants

### 2004

**Spillman, K., Klee, J., & Michelman, S.** (2004). 4-H Venture Grant. \$9,900 (funded).

### 2005

**Brown, D.** Principal Investigator "Kentucky Residents' Perception of Agritourism" (2005). A Statewide Telephone Survey conducted through the University of Kentucky's Survey Research Center. Mini-grant from Dean's Office. \$3,000.00 (funded).

### 2007

**Lee, Min-Young [PI]** (2007). *Impact of consumer characteristics and hedonic shopping motivations on online auctions*. Ida A. Anders Endowment Fund, University of Tennessee, **\$3,460**.

**Wesley, S.** (2007). *Politics of consumption – Identifying and understanding adopters of sustainability practices*. Research Activity Award College of Agriculture, University of Kentucky. **\$3,976**.

### 2008

**Jackson, V.** (2008) Funding for class development through Asian Studies. Cross-listing of E-commerce (MAT 570); Entitled: E-Commerce: An Asian Perspective (Fall, 2009). (Stipend of \$1,500.00; Travel Funds for 2008-2009-\$2,000; Books for Library- Unknown amount).

**Lee, Min-Young [PI]** and Michelman, S. (2008), *Encouraging and supporting undergraduate student to participate in International Business Competition Program*, Barnhart Fund for Excellence, University of Kentucky, **\$1,000**.

**Lee, Min-Young (2008)**, Travel Award from the Research Office to attend the CSREES grants workshop, University of Kentucky, **\$1000**.

**Wesley, S.** (2008). *Chefs and sustainability: An assessment of current practices & motivation of the influential trend setters in the food industry*. Research Activity Award College of Agriculture, University of Kentucky. **\$4,964**.

### 2009

**Lee, Min-Young [PI]** (2009). *Socially Responsible Purchasing and Consumptions*. Research Activity Award, College of Agriculture, University of Kentucky. **\$4,000**.

**Michelman, Susan** (2009). Asia Center Grant. University of Kentucky. \$1500



**Wesley, S.** (2009). *Assessment of Kentuckian's sustainability knowledge: An exploration of current consumption behavior*. Research Activity Award College of Agriculture, University of Kentucky. **\$4,000.**

## 2010

**Brown, D.** Host Population Perceptions of the forthcoming 2010 World Equestrian Olympic Games in Lexington, Kentucky USA. Mini- Grant from the Director's Office - \$6,500 (funded)

**Lee, Min-Young [PI]** (2010). *Assess use of Social Networks as a profit center for rural farmers*. Research Activity Award, College of Agriculture, University of Kentucky. **\$1,200.**

## 2011

**Jackson, V.** (2011) (14,000.00). Teaching Innovation and Incentive Funds, Developing Rural Retail Development Class Online. College of Agriculture, University of Kentucky.

**Lee, Min-Young [PI]** (2011). *Developing Retail Entrepreneurship online class*. Teaching Innovation and Incentive Funds, University of Kentucky, College of Agriculture, University of Kentucky. **\$11,000.**

## 2012

**Jackson, V. (2012). (3,000.00).** RAA Rural Retail development Data Collection. Danville Kentucky.

**Lee, Min-Young [PI]** (2012). *Developing distance learning class*. The distance learning course development fund, Distance Learning Programs, University of Kentucky. **\$1,500**

**LU, Ying (Tracy) (PI), & Lee, M-Y. (Co-PI)** (2012-2013), College of Agriculture, Food & Environment, University of Kentucky, *Developing a Merging Class for MAT and HMT Majors - Service Management*, \$5,850 – funded.

**LU, Ying (Tracy) (PI)** (2012-2017), U.S. Department of Agriculture (USDA) Hatch Grant, *The Influence of Social Media on Attendee Behavior: The Case of Kentucky Derby*, \$80,000 – funded.

## 2013

**Han, J.\*, LU, Ying (Tracy) (Co-PI)** (2013), Graduate Student Travel Fund, University of Kentucky, *Cultural Differences in the Use of Online Travel Agents*, \$800 – funded.

## APPENDIX F

### Undergraduate Curriculum information

## Course Substitutions

### Retailing and Tourism Management

(Effective Spring 2014)

**\*Note:** With the merger of MAT and HMT majors into RTM (Retailing and Tourism Management), some of the classes currently offered are being changed, dropped, or replaced. For the upcoming and future semesters, the classes listed below will no longer be offered. The column on the right tells you what class you can now take in their place. For example if you need to take MAT 350, this is no longer available, so you can take HMT 359 (Service MGT), 300+ level Business or HMT classes. They will replace MAT 350 and you will receive the same credit as if you were taking MAT 350.

Course Dropped	Substitution Courses Available (With Approval from Advisor)
MAT 350- Problem Solving in Merchandising	HMT 359- Special Topics (Service Management)
	300+ Level HMT Courses (*Petition Form)
	300+ Level Business Courses (*Petition Form)
MAT 425- Economics of Merchandise Sourcing	MAT 359- Special Topics in MAT (Human Resource Management)
HES 400**	FAM 352
HMT 345- Information Technology in the Hospitality Industry	HMT 359- Special Topics in HMT (Service Management) MAT 570- Electronic Retailing (*Petition Form)

\*Students would need to fill out a petition form in order to take to course

\*\*Will only be offered in Spring 14' then will probably be dropped. If students decide to take HES 400 they will have to follow old curriculum with HES 100, HES 400, plus one course in the school, different from their major (i.e. for MAT students they could take FAM 350 for course overlap and HMT students could take any 200+ level MAT, DHN, or FAM class)

# Merchandising, Apparel and Textiles

## Course Descriptions

\*For students enrolled Pre-Fall 2014

\*Note: This is not the actual Course Description Form from the Registrar's office, this document shows you only the courses that are currently offered, some courses have been dropped from the curriculum.

**MAT 114 INTRODUCTION TO MERCHANDISING. (3)**  
An introduction to merchandising with emphasis on apparel and textiles. Examination of industry structures which facilitate the development, manufacturing, marketing and merchandising of goods and services in the domestic and international marketplace.

**MAT 120 TEXTILES FOR CONSUMERS. (3)**  
A study of textiles with emphasis on consumer applications. Properties of fibers, yarns, fabric structures, colors, and finishes related to end use. Survey of legislation and of maintenance requirements.

**MAT 237 AESTHETIC EXPERIENCE IN RETAIL. (3)**  
An introduction to design and aesthetic principles as they are applied to promotional procedures of retail and wholesale organizations including methods of visual merchandising, special event promotion and public relations. Prereq: MAT 120 or consent of instructor.

**MAT 247 DRESS AND CULTURE. (3)**  
A study of the social, cultural, physical, and psychological factors which influence apparel and apparel use in contemporary society. Prereq: Three hours in sociology or anthropology, three hours in psychology.

**MAT 315 MERCHANDISE PLANNING AND CONTROL. (3)**  
Study and application of planning and control strategies and processes essential to profitability in merchandising. Analysis of company and industry merchandising and operating results. Prereq: ECO 201, ECO 202.

**MAT 340 PROFESSIONAL SUPPORT. (1)**  
Self-assessment of student's strengths, limitations, and career aspirations. Preparation of reference files, letters, and resumes. Identification of, application to, and acceptance by department-approved agencies for completion of internship experience. Prereq: "C" or above in MAT 114, MAT 120, and MAT 237.

**\*HMT 359 SPECIAL TOPICS IN HMT (SERVICE MANAGEMENT). (3)**  
A survey of the special characteristics, problems, and methods for managing service-oriented organizations. Students will learn principles of service and guest service management in order to see how they can be used in managing any service organization. The course also introduces quantitative techniques associated with managing organizations in the service sector. Upon completion of the course, the students will be able to apply the concepts to their work experiences. Prereq: Consent of instructor.

**\*MAT359 SPECIAL TOPICS IN MAT (HUMAN RESOURCE MANAGEMENT). (3)**  
This course will provide students with a review of essential HR management concepts—including fundamental practices, methods, topics, and relevant legal findings—in a highly readable and accessible format. Prereq: Junior standing or consent of instructor.

**MAT 395 INDEPENDENT STUDY IN MERCHANDISING, APPAREL AND TEXTILES. (1-3)**  
Problems involving independent laboratory, studio, and/or library study conforming to the student's special interest under the direction of an appropriate faculty member having proficiency in the area selected. May be repeated to a maximum of six credits. Prereq: Consent of instructor and contractual agreement.

**MAT 414 MERCHANDISING STRATEGY ANALYSIS. (3)**  
The analysis of environmental, individual, and psychological factors of consumer consumption and their impact on apparel retailer strategic planning. Prereq: MAT 114, ACC 201, MAT 315, and MAT 350

**MAT 470 INTERNATIONAL MERCHANDISING. (3)**  
A study of the internationalization of retail merchandising and factors that influence the process in the global marketplace. Prereq: MAT 315, MAT 350, MKT 320.

**MAT 480 MERCHANDISING, APPAREL AND TEXTILES STUDY TOUR. (1-3)**

A domestic or foreign study tour to include investigation of interests related to merchandising, apparel and textiles. Professional visits are planned according to particular itineraries. Application and payment dates are determined each semester by the instructor. This course may be repeated one time if tour destinations are different. Prereq: Priority is given to majors and upperclassmen. All students are subject to instructor approval.

**MAT 490 INTERNSHIP. (6 or 9)**

Supervised experience with a cooperative retail, design, or industrial establishment. Fall and summer semesters. Applications must be submitted spring semester according to a designated schedule established by the department. Prereq: Junior or senior standing with the completion of MAT 114, MAT 120, MAT 237, MAT 350 and approval of department.

**MAT 510 BRAND MANAGEMENT. (3)**

Examination of the important issues in planning and evaluating brand strategies with special emphasis on exploring why brands are important, what they represent to consumers and what firms should do to manage them properly. Prereq: MAT 114 or consent of instructor.

**MAT 514 RETAIL ENTREPRENEURSHIP. (3)**

Concepts of entrepreneurship within single ownership and other business organizations; development of a business plan; management of a small business; current issues and problems. Prereq: MAT 114 or consent of instructor.

**MAT 515 SPECIFICATION AND EVALUATION OF TEXTILES AND APPAREL. (3)**

The course will focus on product development and quality control in textile products (Apparel and Interiors), by developing specifications and evaluating the quality of a textile product. Prereq: MAT 120, MAT 237.

**MAT 520 TEXTILES FOR INTERIORS. (3)**

Selection, cost, expected performance and care of textiles used in residential and commercial interiors. Prereq: MAT 120.

**MAT 522 HISTORY OF TEXTILES. (3)**

Survey of the development of textiles from ancient to modern times. Emphasis on social, economic, technological and political effects on the evolution of textile fibers, fabric structures, color and design. Field trips. Prereq: MAT 120, MAT 247, open to Seniors and Graduate Students only.

**MAT 533 HISTORY OF COSTUME. (3)**

Development of costume from ancient to modern times with consideration of historic, social, and economic setting. Field trips. Prereq: Open to Seniors and Graduate Students only.

**MAT 547 SOCIAL AND PSYCHOLOGICAL ASPECTS OF APPAREL. (3)**

An advanced study of the social, psychological factors which influence apparel and apparel use with particular emphasis on research. Prereq: Open to Seniors and Graduate Students only.

**MAT 559 SPECIAL TOPIC IN MERCHANDISING, APPAREL AND TEXTILES. (Subtitle required). (1-3)**

Advanced in-depth study of merchandising, apparel and textiles. May be repeated to a maximum of six credits. Prereq: Open to Seniors and Graduate Students only.

**MAT 570 ELECTRONIC RETAILING (E-TAILING). (3)**

An educational foundation in e-tail development as a medium for food, apparel, and textile distribution and sales. Prereq: MAT 114, MAT 120, MAT 237, MAT 247, STA 200, MKT 300

**MAT 595 INDEPENDENT STUDY IN MERCHANDISING, APPAREL AND TEXTILES. (1-3)**

Problems involving independent laboratory, studio, and/or library study conforming to the student's special interest under the direction of an appropriate faculty member having proficiency in the area selected. May be repeated to a maximum of six credits. Prereq: Restricted to Seniors and Graduate Students with contractual agreement.

\*Courses can be used as substitution classes for MAT 350 and MAT 425.

## Merchandising, Apparel and Textiles

### Course Prerequisites

\*For students enrolled Pre-Fall 2014

Course	Course Title	Prerequisite(s)	Credit Hours	Printed in Current Bulletin	Still Offered
<b>MAT 114</b>	Introduction to Merchandising	None	3	Yes	Yes
<b>MAT 120</b>	Textiles for Consumers	None	3	Yes	Yes
<b>MAT 237</b>	Aesthetics in Merchandising	MAT 120 (can be taken concurrently) or consent of instructor	3	Yes	Yes
<b>MAT 247</b>	Dress and Culture	3 hours in sociology or anthropology, 3 hours in psychology	3	Yes	Yes
<b>MAT 315</b>	Merchandise Planning and Control	ECO 201, ECO 202	3	Yes	Yes
<b>MAT 340</b>	Professional Support	"C" or above in MAT 114, MAT 120, MAT 237	1	Yes	Yes
<b>**HMT 359</b>	Special Topics in HMT-Service Management	Consent of instructor	3	Yes	Yes
<b>**MAT 359</b>	Special Topics in MAT-Human Resource Management	Junior standing or consent of instructor	3	Yes	Yes
<b>MAT 359</b>	Special Topic in Merchandising, Apparel & Textiles	Junior standing or consent of Instructor prior to registration	1-3	Yes	Yes
<b>MAT 395</b>	Independent Study in Merchandising, Apparel & Textiles	Consent of instructor and contractual agreement	1-3	Yes	Yes
<b>MAT 414</b>	Merchandising Strategy Analysis	MAT 114, ACC 201, MAT 315, MAT 350	3	Yes	Yes
<b>MAT 470</b>	International Merchandising	MAT 315, MAT 350 , MKT 320	3	Yes	Yes
<b>MAT 480</b>	Merchandising, Apparel and Textiles Study Tour	Priority is given to majors and upperclassmen. All students are subject to instructor approval	1-3	Yes	Yes

Course	Course Title	Prerequisite(s)	Credit Hours	Printed in Current Bulletin	Still Offered
MAT 490	Internship	MAT 114, MAT 120, MAT 237, MAT 350 and approval of department	6 or 9	Yes	Yes
MAT 510	Brand Management	MAT 114 or consent of instructor	3	Yes	Yes
MAT 514	Retail Entrepreneurship	MAT 114 or consent of instructor	3	Yes	Yes
MAT 515	Specification and Evaluation of Textiles and Apparel	MAT 120, MAT 237	3	Yes	Yes
MAT 520	Textiles for Interiors	MAT 120	3	Yes	Yes
MAT 522	History of Textiles	MAT 120, MAT 247, open to Seniors and Graduate Students only	3	Yes	Yes
MAT 533	History of Costume	Open to Seniors and Graduate Students only	3	Yes	Yes
MAT 547	Social and Psychological Aspects of Apparel	Open to Seniors and Graduate Students	3	Yes	Yes
MAT 559	Special Topic in Merchandising, Apparel & Textiles	Open to Seniors and Graduate Students	1-3	Yes	Yes
MAT 570	Electronic Retailing (E-Tailing)	MAT 114, MAT 120, MAT 237, MAT 247, STA 200, MKT 300	3	Yes	Yes
MAT 595	Independent Study in Merchandising, Apparel & Textiles	Restricted to Seniors and Graduate Students with contractual agreement	1-3	Yes	Yes

\*This only includes classes that are currently offered, there are other course listings on the University Course Descriptions Form, but they have been dropped.

\*\*MAT 350 and 425 have been dropped; you can use these courses as substitutions.

## Merchandising, Apparel and Textiles

### Proposed Future Classes

\*For students enrolled Pre-Fall 2014

<b>COURSE</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Summer I – 2014</b>	<b>Summer II – 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>
<b>MAT 114</b>	YES	YES			YES	YES
<b>MAT 120</b>	YES	YES			YES	YES
<b>MAT 237</b>	YES	YES			YES	YES
<b>MAT 247</b>	YES	YES		YES (Distance)	YES	YES
<b>MAT 315</b>	YES	YES			NO	YES
<b>MAT 340</b>	YES	NO			YES	NO
<b>MAT 350</b>	YES***	NO			NO	NO
<b>**HMT 359 (Service MGT)</b>	YES	YES			YES	YES
<b>**MAT 359 (HR MGT)</b>	NO	YES			NO	YES
<b>MAT 359 (Special Topics/Target Project)</b>	NO	NO			YES	NO
<b>MAT 395 (Independent Study)</b>		YES				
<b>MAT 414</b>	NO	YES			NO	YES
<b>MAT 470</b>	YES	NO		YES (Distance)	YES	NO



<b>COURSE</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Summer I – 2014</b>	<b>Summer II – 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>
<b>MAT 480</b>	NO	YES (NY, Paris)	YES (Great Britain)			
<b>MAT 490</b> (Internship)	NO	NO		YES (Internship)	NO	NO
<b>MAT 510</b> Brand Mgt.	NO	NO			YES	NO
<b>MAT 514</b> (Retail Entre.) (Distance)	YES	NO			NO	NO
<b>MAT 515</b>	NO	YES			YES	NO
<b>MAT 520</b>	NO	NO			NO	NO
<b>MAT 522</b>	NO	NO	NO	NO	NO	NO
<b>MAT 533</b>	YES	NO			YES	NO
<b>MAT 547</b>	NO	YES			NO	YES
<b>MAT 559</b> (Special Topics)	YES	NO			YES	NO
<b>MAT 570</b> (Distance)	NO	YES			NO	YES
<b>MAT 595</b> (Independent Study)		YES	YES	YES		

\*These classes are proposed for the upcoming semesters. This listing is subject to change at any time and without prior notice.

\*\*Substitution courses available to replace MAT 350 and MAT 425.

\*\*\*Fall 13' is the last semester this class is taught.

**Merchandising, Apparel and Textiles**  
**School of Human Environmental Sciences, College of Agriculture, University of Kentucky,**  
**318 Erikson Hall, Lexington, KY 40506-0050 (859) 257-2855 or (859) 257-4917**

EFFECTIVE: Fall 2011 \*For students enrolled Pre-Fall 2014

PROGRAM ENTRANCE REQUIREMENT: Minimum grade point average for entrance of all students into the MATX program is 2.00

GRADUATION REQUIREMENT: MAT majors and transfer students must obtain or have received a C or better in ALL premajor, professional support and MAT major required courses. No letter grade of a D would be accepted in the premajor, professional support and MAT major required courses.

**Suggested Four Year Plan**

<u>Dept. #</u>	<u>Semester 1*</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 2*</u>	<u>CR</u>
WRD 110 or CIS 110- Comp &Comm I		3	WRD 111 or CIS 111- Comp &Comm II		3
GE Humanities		3	GE Quant Found (rec. MA 123 or 113)		3 or 4
MA 109 * (if needed)		(3)	GE Natural Science		3
SOC 101 Intro to Sociology		3	PSY 100 Intro to Psychology		4
HES 100 Intro to Professions in HES		1	MAT 120 Textiles for Consumers		<u>3</u>
MAT 114 Intro to Merchandising		<u>3</u>			16
		13-16			

<u>Dept. #</u>	<u>Semester 3</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 4</u>	<u>CR</u>
GE US Citizenship		3	GE Arts & Creat Inq		3
ACC 201 Financial Accounting I		3	ACC 202 Managerial Accounting		3
ECO 201 Principles of Econ. I		3	GE STA 210 for Stat Rsng		3
FAM 350 Consumer Issues		3	ECO 202 Principles of Econ. II		3
MAT 237 Aesthetic Experience in Retail		<u>3</u>	MAT 247 Dress and Culture		<u>3</u>
		15			15

<u>Dept. #</u>	<u>Semester 5</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 6</u>	<u>CR</u>
MKT 300 Marketing Management		3	MAT	<i>See Major Selection List below</i>	3
MAT 340 Professional Practice		1	MAT 414 Merch. Strategy Analysis		3
MAT 315 Merch. Planning & Control		3	MGT 301 Business Management		3
MAT 350 Problem Solving in Merch.		3	MKT 320 Retail & Distribution Mgt.		3
Professional Support** (e.g. STA 291 for BUS minor)		3	Elective	Free Elective*	<u>3</u>
School Req (i.e. FAM 251) (only if taking HES 400)*		<u>3</u>			16*
		13 or 16*			

\*Depends on MA 109 in Sem I

**SUMMER SEMESTER**

MAT 490 Merchandising, Apparel & Textiles Internship 6 or 9

<u>Dept. #</u>	<u>Semester 7</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 8</u>	<u>CR</u>
Professional Support** Choice		3	MAT 425 Economics of Merch. Sourcing		3
MAT 470 International Merchandising		3	MAT	<i>See Major Selection List below</i>	3
WRD 203 Business Writing		3	GE Global Dynamics		3
HES 400*** Concepts in HES (or FAM 352) 2 or 3		2 or 3	Elective	Free Elective	<u>3</u>
Elective	Free Elective	<u>3</u>			12
		14 or 15			

Choose 6 hours of MAT Major selections from: MAT 359, MAT 395, MAT 480, MAT 515, MAT 520, MAT 522, MAT 533, MAT 547, MAT 559, MAT 570, or MAT 595 or MAT 510 (new) or MAT 514 (new). MAT 510 is recommended for all.

\* MA 109 and/or sufficient ACT/SAT or Placement scores are prerequisites for Quantitative Foundations (MA 123).

\*\* Professional Support Selection – 6 hours at the 200 level or above to be chosen from such areas as business, communication, social sciences or additional MAT courses, with prior advisor approval. A list of approved courses is available on the APEX Degree Planner.

\*\*\* Students enrolled before Fall 2012, that is, Summer 2012 or earlier, have the choice of following the OLD curriculum - HES 100, HES 400 + one course in the School (but not a MAT class; i.e. FAM 251). OR the new curriculum - FAM 352. It is likely that HES 400 will be offered for the last time in Spring 2014 – which will then push all people on the OLD School requirement to now take FAM 352 in place of HES 400.

# Department of Retailing and Tourism Management

## Merchandising, Apparel and Textiles

### Student Course Checklist

\*For students enrolled Pre-Fall 2014

This checklist is designed for you to keep and check off classes as you complete them. This list shows all of the classes you will need to take in order to fulfill your degree. Checking the courses off allows you to see exactly how many you have left and which ones you need to take in one document!

**Note:**

1. MA 109 and/or sufficient ACT scores are prerequisite for Quantitative Foundations (MA 123).

Course Needed	Hours	Requirement Type (School, UK Core Premajor, Major, Professional Support, MAT Elective, Elective, etc.)	Completed (Check off when done!)
HES 100	1	School	
**FAM 352 or HES 400	3	School	
**FAM 251 (or another course in HES other than a MAT course)	3	School	
MA 109 (if needed)	3	Prereq for MA 123 or Elective	
*Arts & Creativity	3	UK Core	
*Humanities	3	UK Core	
PSY 100 (Social Sciences)	4	UK Core and Premajor	
*Natural, Physical, Mathematical Science	3	UK Core	
*Composition and Communication I	3	UK Core	
*Composition and Communication II	3	UK Core	
*Quantitative Foundations	4	UK Core	
STA 210 (Statistical Inferential Reasoning)	3	UK Core and Premajor	
*Community, Culture and Citizenship in the USA	3	UK Core	
*Global Dynamics	3	UK Core	
Graduation Writing Requirement	3	School and Premajor	
FAM 350	3	Premajor	
SOC 101	3	Premajor	
ECO 201	3	Premajor	
ECO 202	3	Premajor	
MAT 114	3	Major	
MAT 120	3	Major	
MAT 237	3	Major	

MAT 247	3	Major	
MAT 315	3	Major	
MAT 340	1	Major	
MAT 350***	3	Major	
MAT 414	3	Major	
MAT 425***	3	Major	
MAT 470	3	Major	
MAT 490	6 or 9	Major	
MAT Elective (MAT 359, 395, 480, 510, 514, 515, 520, 522, 533, 547, 559, 570, or 595)	3	MAT Elective	
MAT Elective (MAT 359, 395, 480, 510, 514, 515, 520, 522, 533, 547, 559, 570, or 595)	3	MAT Elective	
ACC 201	3	Professional Support	
ACC 202	3	Professional Support	
MKT 300	3	Professional Support	
MKT 320	3	Professional Support	
MGT 301	3	Professional Support	
Professional Support Elective (six hours at the 200 level or above to be chosen with approval of the academic advisor from such areas as business, communication and social sciences or additional MAT courses.	3	Professional Support	
Professional Support Elective (six hours at the 200 level or above to be chosen with approval of the academic advisor from such areas as business, communication and social sciences or additional MAT courses.)	3	Professional Support	
Free Elective	3	Free Elective	
Free Elective	3	Free Elective	
Free Elective	3	Free Elective	

\*You pick which class you would like to take under the UK Core options

\*\*Students enrolled before Fall 2012, that is, Summer 2012 or earlier, have the choice of following the OLD curriculum - HES 100, HES 400 + one course in the School (but not an MAT class; i.e. FAM 350). OR the new curriculum - FAM 352. It is likely that HES 400 will be offered for the last time in Spring 2014 -- which will then push all people on the OLD School requirement to now take FAM 352 in place of HES 400.

\*\*\*MAT 350 and MAT 425 have been dropped; you can replace them with HMT 359 (Service MGT), MAT 359 (HR MGT), etc.. Check the substitution page for all options available.

# Hospitality Management and Tourism

## Course Descriptions

\*For students who enrolled Pre-Fall 2014

\*Note: This is not the actual Course Description Form from the Registrar Office, this document shows you only the courses that are currently offered, some courses have been dropped from the curriculum.

**HMT 120 INTRODUCTION TO HOSPITALITY MANAGEMENT AND TOURISM. (3)**

A survey of the historical development and management structure of organizations that comprise the hospitality and tourism industry. The course format includes presentation by industry representatives, lectures and student led discussions.

**HMT 210 HOTEL ROOMS DIVISION MANAGEMENT. (3)**

A comprehensive study of the management principles which apply to the rooms division of a hotel property that includes front desk and housekeeping operations, reservations and billing, accounting procedures and public relations. Prereq: HMT 120. For Hospitality Management and Tourism majors only.

**HMT 270 PRINCIPLES OF TRAVEL AND TOURISM. (3)**

An introduction to the structure, operation and characteristics of domestic and international tourism. Topics include transportation modes, destination planning and marketing, wholesale and retail travel agent agreements; geographic, social and cultural aspects of tourism. Prereq: HMT 120. For Hospitality Management and Tourism majors only.

**HMT 308 PRINCIPLES OF FOOD AND BEVERAGE. (3)**

This course provides an overview of the principles of food and beverage concepts, menu development and food service operations in various segments of the hospitality and tourism industries. Food and beverage demonstrations and labs are included. A fee to cover materials and activities may be assessed from students. Lecture, two hours; laboratory, two hours per week. Prereq: HMT 120; NFS 241; Hospitality and Tourism majors only.

**HMT 320 HOSPITALITY AND TOURISM MARKETING. (3)**

This course concentrates on the principles of marketing as they are applied to the hospitality industry. Problems and characteristics specific to the industry will be examined. Additionally this course will be a starting point for the development of a marketing feasibility study and comprehensive plan and strategy for marketing a hospitality operation. Prereq: HMT 120, HMT 210, HMT 270, HMT 308 and MKT 300. For Hospitality Management and Tourism majors only.

**HMT 330 MEETINGS AND CONVENTION MANAGEMENT. (3)**

This course highlights the importance, growth, and economic impacts associated with convention/trade shows to hotels, restaurants, visitors and convention centers, museums, airlines and local governments. Prereq: HMT 120, HMT 210, HMT 270, MKT 300. For Hospitality Management and Tourism majors only.

**HMT 350 HOSPITALITY MANAGERIAL ACCOUNTING. (3)**

Theoretical and practical investigation of the principles and applications of accounting systems and accounting data for hotels, restaurants, and other organizations in the hospitality industry. Prereq: HMT 120, ACC 201. For Hospitality Management and Tourism and Dietetics majors only.

**HMT 359 SPECIAL TOPICS IN HMT (PRE-INTERNSHIP). (1)**

Self-assessment of student's strengths, limitations, and career aspirations. Preparation of reference files, letters, and resumes. Identification of, application to, and acceptance by department-approved agencies for completion of internship experience. Prereq: "C" or above in HMT 120, HMT 210, and HMT 270.

**\*HMT 359 SPECIAL TOPICS IN HMT (SERVICE MANAGEMENT). (3)**

A survey of the special characteristics, problems, and methods for managing service-oriented organizations. Students will learn principles of service and guest service management in order to see how they can be used in managing any service organization. The course also introduces quantitative techniques associated with managing organizations in the service sector. Upon completion of the course, the students will be able to apply the concepts to their work experiences. Prereq: Consent of instructor.

**HMT 360 TOURISM PLANNING AND DEVELOPMENT.****(3)**

This course is designed to provide students with a thorough overview of tourism planning at the local, regional, national and international levels. It provides a variety of practical planning theories, procedures and guidelines to meet the diverse needs of travelers, destination communities, tourism and hospitality organizations, public, non-governmental organizations, and the private sector. The course will concentrate on developing student's competencies in the basic techniques of planning and developing sustainable tourism plans as well as procedures and guidelines to enable students to understand the tourism planning process and general surveys; tourist markets, facilities, services and infrastructure; planning analysis and policy formulation; development of design standards; environmental and socioeconomic considerations in tourism planning and tourism plan implementation. Prereq: HMT 120, HMT 210, HMT 270, MKT 300 and MGT 301 or consent of instructor.

**HMT 370 EVENT PLANNING AND COORDINATION.****(3)**

This course will provide the theoretical and practical foundations for effective twenty-first century event management. Students will learn how to research, design, plan, coordinate, and evaluate professional events. Specifically, this course deals with the horse industry activities in the state of Kentucky. Prereq: HMT 120, HMT 308 and HMT 210 or consent of instructor.

**HMT 395 HOSPITALITY AND TOURISM INDEPENDENT STUDY.****(1-3)**

Independent intensive work on specific topics in hospitality management or tourism. May be repeated to a maximum of six credits. Prereq: Consent of instructor.

**HMT 460 ADVANCED SEMINAR IN LODGING AND TOURISM.****(3)**

This course is a review and application of the principles of hospitality (specifically lodging) and tourism learned in pre-requisite courses. Theory and principles will be applied to decision-making in the hospitality and tourism industry while emphasizing features and characteristics of the industry. Current issues of relevance pertaining to the industry will be discussed to highlight their importance to the industry. Prereq: HMT 120, HMT 210, HMT 270, MKT 300, MGT 301. For Hospitality Management and Tourism majors only.

**HMT 470 HOSPITALITY AND TOURISM LAW AND ETHICS.****(3)**

Students are introduced to the principles of law and their application in the hospitality industry. The focus of the course is on the rights and obligations of hotel, restaurant and travel business managers and professionals in their dealings with customers and other business. Prereq: HMT 120, HMT 210, HMT 270. For Hospitality Management and Tourism majors only.

**HMT 480 TRENDS ANALYSIS FOR THE HOSPITALITY INDUSTRY.****(3)**

The course is designed to acquaint the student with the major trends occurring in the hospitality industry and to develop analytical skills required to interpret them. Throughout the course, the student should be able to identify trends; their timing; the causal effects they have on organizations; the actual probability of their occurrence; and impact they will have on the organization. Prereq: HMT 120, HMT 210, HMT 270, and HMT 308.

**HMT 488 STRATEGIC MANAGEMENT IN THE HOSPITALITY AND FOOD SERVICE INDUSTRY.****(3)**

A course requiring students to use integrative skills to evaluate theories and applications regarding decision making, strategic planning and management concepts specific to hospitality and food service organizations. Prereq: HMT 120, 308, 210, 270, MGT 301, and MKT 300. For Hospitality Management and Tourism majors only.

**HMT 499 HMT INTERNSHIP.****(3)**

This capstone course for HMT majors is a planned work experience focusing on development of defined management skills and problem solving experiences. A minimum of 400 hours must be completed in an approved hospitality or tourism organization. The experience is coordinated by the faculty internship coordinator, the student, and the on-site supervisor. Written progress reports must be submitted by the student and the on-site supervisor. Prereq: 400 hours of verifiable work experience in the hospitality and tourism industry in the last two years, specifying a "period-to-date" accumulations of hours worked, HMT 120, 208 (or NFS 204), 210, 270 with a grade of C or above, at least 60 hours of earned credits and at least 15 hours of major HMT required courses (i.e., NFS 342, HMT 345, HMT 350, FIN 300, MGT 301, MKT 300).

\*Course can be used as a substitution class for HMT 345

## Hospitality Management and Tourism Course Prerequisites

\*For Students Who Enrolled Pre-Fall 2014

Course	Course Title	Prerequisite(s)	Credit Hours	Printed in Current Bulletin	Still Offered
HMT 120	Introduction to Hospitality Management and Tourism	None	3	Yes	Yes
HMT 210	Hotel Rooms Division Management	HMT 120	3	Yes	Yes
HMT 270	Principles of Travel and Tourism	HMT 120	3	Yes	Yes
HMT 308	Principles of Food and Beverage	HMT 120, NFS 241	3	Yes	Yes
HMT 320	Hospitality and Tourism Marketing	HMT 120, HMT 210, HMT 270, HMT 308, MKT 300	3	Yes	Yes
HMT 330	Meeting and Convention Management	HMT 120, HMT 210, HMT 270, MKT 300	3	Yes	Yes
HMT 350	Hospitality Managerial Accounting	HMT 120, ACC 201	3	Yes	Yes
**HMT 359	Special Topics in HMT Service-Management	Consent of instructor	3	Yes	Yes
HMT 359	Special Topics in HMT- Pre-Internship Seminar	Consent of instructor	1	Yes	Yes
HMT 360	Tourism Planning and Development	HMT 120, HMT 210, HMT 270, MKT 300 and MGT 301 or consent of instructor	3	Yes	Yes
HMT 370	Event Planning and Coordination	HMT 120, HMT 270, HMT 308 or consent of instructor	3	Yes	Yes

Course	Course Title	Prerequisite(s)	Credit Hours	Printed in Current Bulletin	Still Offered
<b>HMT 395</b>	Hospitality and Tourism Independent Study	Consent of Instructor	3	Yes	Yes
<b>HMT 460</b>	Advanced Seminar in Lodging and Tourism	HMT 120, HMT 210, HMT 270, MKT 300, MGT 301	3	Yes	Yes
<b>HMT 470</b>	Hospitality and Tourism Law and Ethics	HMT 120, HMT 210, HMT 270	3	Yes	Yes
<b>HMT 480</b>	Trends Analysis for the Hospitality Industry	HMT 120, HMT 210, HMT 270, HMT 308	3	Yes	Yes
<b>HMT 488</b>	Strategic Management in the Hospitality and Food Service Industry	HMT 120, HMT 210, HMT 270, HMT 308, MGT 301, MKT 300	3	Yes	Yes
<b>HMT 499</b>	Hospitality and Tourism Internship/	400 hours of verifiable work experience in the hospitality and tourism industry in the last two years, specifying a "period-to-date" accumulations of hours worked, HMT 120, 208 (or NFS 204), 210, 270 with a grade of C or above, at least 60 hours of earned credits and at least 15 hours of major HMT required courses (i.e., NFS 342, HMT 345, HMT 350, FIN 300, MGT 301, MKT 300).	3	Yes	Yes

\*This only includes classes that are currently offered, there are other course listings on the University Course Descriptions link, but they have been dropped.

\*\*HMT 345 has been dropped; you can substitute this course with HMT 359



## Hospitality Management and Tourism Proposed Future Classes

\*For students who enrolled Pre-Fall 2014

<b>COURSE</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Summer I – 2014</b>	<b>Summer II – 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>
<b>HMT 120</b>	YES	YES			YES	YES
<b>HMT 210</b>	YES	NO			YES	NO
<b>HMT 270</b>	NO	YES			NO	YES
<b>HMT 308</b>	YES	YES			YES	YES
<b>HMT 320</b>	NO	YES			YES	NO
<b>HMT 330</b>	YES	NO			YES	NO
<b>HMT 350</b>	NO	YES			NO	YES
<b>**HMT 359</b> (Special Topics- Service Management)	YES	YES			YES	YES
<b>HMT 359</b> (Special Topics- Pre-Internship)	YES	NO			YES	NO
<b>HMT 360</b>	YES	NO			YES	NO
<b>HMT 370</b>	NO	NO			NO	YES
<b>HMT 395</b> (Independent Study)	YES					
<b>HMT 460</b>	YES	NO			YES	NO
<b>HMT 470</b>						

<b>HMT480</b>	NO	YES			NO	YES
<b>HMT488</b>	NO	YES			NO	YES
<b>HMT 499</b> (Internship)	NO	YES		YES (Internship)		

\*These classes are proposed for the upcoming semesters. This listing is subject to change at any time and without prior notice.

\*\*HMT 345 has been dropped you can substitute this course with HMT 359.

**MAJOR:** Nutrition and Food Science  
**OPTION:** Hospitality Management and Tourism  
**DEGREE:** BS in Hospitality Management

**Effective Fall 2011**  
 10/17/2011 UKCORE

**ENTRANCE REQUIREMENT:** Minimum grade point for entrance of all students into the program is 2.3  
**GRADUATION REQUIREMENT:** Students must fulfill all course prerequisites and achieve a C grade or better in all NFS and HMT courses which are Major Requirements.

**Notes:**

1. MA 109 and/or sufficient ACT scores are prerequisite for Quantitative Foundations (MA 123).
2. Prerequisites must be successfully completed prior to taking the next class. All prerequisites are not listed here.
3. Consult the UK Bulletin for details for all program requirements (USP, College & Major) and course descriptions, including prerequisites.
4. Some courses only offered once a year. Plan subject to change without notice. Check with advisor for updates periodically.

**Suggested 4 Year Plan \*\*For students enrolled Pre-Fall 2014**

**YEAR I**

<u>FALL</u>		<u>SPRING</u>	
WRD 110 or CIS 110	(3)	WRD 111 or CIS 111	(3)
MA 109 (if needed)	(3)	MA 123	(3)
US Citizenship	(3)	CS 101	(3)
HMT 120	(3)	2 <sup>nd</sup> Foreign Language	(4)
1 <sup>st</sup> Foreign Language	(4)	Humanities	(3)
UK 101 opt OR HES 100	(1)	HES 100 if not taken in Fall	(1)
	<u>17</u>		<u>16 - 17</u>

**YEAR II**

<u>FALL</u>		<u>SPRING</u>	
ANT 160	(3)	Global Dynamics*	(3)
ACC 201	(3)	ECO 202	(3)
ECO 201	(3)	ACC 202	(3)
Statistical Rsng STA 210	(3)	HMT 210	(3)
WRD 203	(3)	HMT 270	(3)
DHN 241	(1)	HMT 308** or DHN 302	(3)
	<u>16</u>		<u>18</u>

**Progression Requirement:** Must have completed the following pre-major courses with a grade of C or better in order to progress to courses which are major requirements: CS 101, ACC 201, ACC 202, ECO 201, ECO 202, HMT 120, HMT 210, HMT 270, DHN 241 and HMT 308 or DHN 302

**YEAR III**

<u>FALL</u>		<u>SPRING</u>	
MKT 300	(3)	School Req (i.e FAM 350)*** or Free Elec. (3)	
Arts & Creativity	(3)	HMT 345	(3)
Social Sci.	(3)	HMT 350	(3)
Natural/Physical Sci	(3)	FIN 300 or DHN 342	(3 - 4)
STA 291	(3)	MGT 301	(3)
	<u>15</u>		<u>15-16</u>

**SUMMER BETWEEN JUNIOR AND SENIOR YEAR**

HMT 499 – Senior Field Experience (3)

**YEAR IV**

<u>FALL</u>		<u>SPRING</u>	
HMT Elective	(3)	Diversity for Premajor Requir*	(3)
HMT Elective	(3)	Free Elective	(3)
Free Elective	(3)	HMT Elective	(3)
DHN 342 or FIN 300	(4-3)	HMT Elective	(3)
HES 400 or FAM 352***	(2 or 3)	HMT Elective	(3)
	<u>14-15</u>	Free Elective (if needed)	(3)
			<u>15-18</u>

**Minimum Total Required Credit Hours = 128 Hours of Acceptable Credits**

\*Must take a Global Dynamics course for the GE in addition to ANT 160 & additional Diversity course taken for Premajor Requirement

\*\* HMT 308 is the preferred class for the HMT major.

\*\*\* Students enrolled before Fall 2012, that is, Summer 2012 or earlier, have the choice of following the OLD curriculum - HES 100, HES 400 + one course in the School (but not an HMT class; i.e. School Req (i.e. FAM 350)). OR the new curriculum - FAM 352. It is likely that HES 400 will be offered for the last time in Spring 2014 – which will then push all people on the OLD School requirement to now take FAM 352 in place of HES 400.

# Department of Retailing and Tourism Management Hospitality Management and Tourism

## Student Course Checklist

\*For students who enrolled Pre-Fall 2014

This checklist is designed for you to keep and check off classes as you complete them. This list shows all of the classes you will need to take in order to fulfill your degree. Checking the courses off allows you to see exactly how many classes you have left and which ones you need to take, in one document!

**Note:**

1. MA 109 and/or sufficient ACT scores are prerequisite for Quantitative Foundations (MA 123).

Course Needed	Hours	Requirement Type (School, UK Core, Premajor, Major, Professional Support, Elective, etc.)	Completed (Check off when done!)
HES 100	1	School	
**FAM 352 or HES 400	3	School	
**FAM 251 (or another course in HES other than a HMT course)	3	School	
MA 109 (if needed)	3	Prereq for MA 123 or Elective	
*Arts & Creativity	3	UK Core	
*Humanities	3	UK Core	
*Social Sciences	4	UK Core	
*Natural, Physical, Mathematical Science	3	UK Core	
*Composition and Communication I	3	UK Core	
*Composition and Communication II	3	UK Core	
MA 123 (Quantitative Foundations)	4	UK Core and Premajor	
STA 210 (Statistical Inferential Reasoning)	3	UK Core	
*Community, Culture and Citizenship in the USA	3	UK Core	
*Global Dynamics	3	UK Core	
Graduation Writing Requirement (WRD 203)	3	School and Premajor	
Foreign Language I	3 or 4	Premajor	
Foreign Language II	3 or 4	Premajor	
ANT 160	3	Premajor	
Diversity Requirement	3	Premajor	

(ANT 220, ANT 324, ANT 327, AAS 200, or GWS 200)			
CS 101	3	Premajor	
ACC 201	3	Premajor	
ACC 202	3	Premajor	
ECO 202	3	Premajor	
HMT 120	3	Premajor	
HMT 210	3	Premajor	
HMT 270	3	Premajor	
STA 291	3	Premajor	
DHN 241	1	Premajor	
HMT 308 or DHN 302	3	Major	
HMT 345***	3	Major	
HMT 350	3	Major	
HMT 499	3	Major	
DHN 342	4	Major	
FIN 300	3	Major	
MGT 301	3	Major	
MKT 300	3	Major	
HMT Elective (DHN 340, DHN 346, HMT 320, HMT 330, HMT 360, HMT 460, HMT 470, HMT 480, HMT 488, HMT 588, HMT 359, or HMT 395)	1-3	HMT Elective	
HMT Elective (DHN 340, DHN 346, HMT 320, HMT 330, HMT 360, HMT 460, HMT 470, HMT 480, HMT 488, HMT 588, HMT 359, or HMT 395)	1-3	HMT Elective	
HMT Elective (DHN 340, DHN 346, HMT 320, HMT 330, HMT 360, HMT 460, HMT 470, HMT 480, HMT 488, HMT 588, HMT 359, or HMT 395)	1-3	HMT Elective	
Free Elective	3	Elective	
Free Elective	3	Elective	
Free Elective	3	Elective	
Free Elective	3	Elective	

\*You pick which class you would like to take under the UK Core options.

\*\*Students enrolled before Fall 2012, that is, Summer 2012 or earlier, have the choice of following the OLD curriculum - HES 100, HES 400 + one course in the School (but not an HMT class; i.e. FAM 350). OR the new curriculum - FAM 352. It is likely that HES 400 will be offered for the last time in Spring 2014 – which will then push all people on the OLD School requirement to now take FAM 352 in place of HES 400.

\*\*\*HMT 345 has been dropped; you can replace this course with HMT 359.

# Merchandising, Apparel and Textiles

## Course Descriptions

\*For students who enrolled Fall 2014 and after

\*Note: This is not the actual Course Description Form from the Registrar's office; this just allows you to look at the classes currently offered.

**MAT 114 INTRODUCTION TO MERCHANDISING. (3)**

An introduction to merchandising with emphasis on apparel and textiles. Examination of industry structures which facilitate the development, manufacturing, marketing and merchandising of goods and services in the domestic and international marketplace.

**MAT 120 TEXTILES FOR CONSUMERS. (3)**

A study of textiles with emphasis on consumer applications. Properties of fibers, yarns, fabric structures, colors, and finishes related to end use. Survey of legislation and of maintenance requirements.

**MAT 237 AESTHETIC EXPERIENCE IN RETAIL. (3)**

An introduction to design and aesthetic principles as they are applied to promotional procedures of retail and wholesale organizations including methods of visual merchandising, special event promotion and public relations. Prereq: MAT 120 or consent of instructor.

**MAT 247 DRESS AND CULTURE. (3)**

A study of the social, cultural, physical, and psychological factors which influence apparel and apparel use in contemporary society. Prereq: Three hours in sociology or anthropology, three hours in psychology.

**MAT 315 MERCHANDISE PLANNING AND CONTROL. (3)**

Study and application of planning and control strategies and processes essential to profitability in merchandising. Analysis of company and industry merchandising and operating results. Prereq: ECO 201, ECO 202.

**RTM 340 PRE-INTERNSHIP SEMINAR. (1)**

Self-assessment of student's strengths, limitations, and career aspirations. Preparation of reference files, letters, and resumes. Identification of, application to, and acceptance by department-approved agencies for completion of internship experience. Prereq: "C" or above in HMT 120 or MAT 114, HMT 210 or MAT 120, and HMT 270 or MAT 237.

**RTM 345 SERVICE MANAGEMENT. (3)**

A survey of the special characteristics, problems, and methods for managing service-oriented organizations. Students will learn principles of service and guest service management in order to see how they can be used in managing any service organization. The course also introduces quantitative techniques associated with managing organizations in the service sector. Upon completion of the course, the students will be able to apply the concepts to their work experiences. Prereq: "C" or above in MAT 114, MAT 120, and MAT 237.

**MAT 359 SPECIAL TOPIC IN MERCHANDISING, APPAREL AND TEXTILES (Subtitle required). (1-3)**

Exploration of topics in the field of merchandising, apparel and textiles. May be repeated to a maximum of six credits. Prereq: Junior standing or consent of instructor prior to registration and contractual agreement.

**MAT 395 INDEPENDENT STUDY IN MERCHANDISING, APPAREL AND TEXTILES. (1-3)**

Problems involving independent laboratory, studio, and/or library study conforming to the student's special interest under the direction of an appropriate faculty member having proficiency in the area selected. May be repeated to a maximum of six credits. Prereq: Consent of instructor and contractual agreement.

**MAT 414 MERCHANDISING STRATEGY ANALYSIS. (3)**

The analysis of environmental, individual, and psychological factors of consumer consumption and their impact on apparel retailer strategic planning. Prereq: MAT 114, ACC 201, MAT 315, and MAT 350

**RTM 425 HUMAN RESOURCE MANAGEMENT. (3)**

This course will provide students with a review of essential HR management concepts—including fundamental practices, methods, topics, and relevant legal findings—in a highly readable and accessible format. Prereq: "C" or above in MAT 114, MAT 120, MAT 237, and RTM 345.

**MAT 470 INTERNATIONAL MERCHANDISING. (3)**  
A study of the internationalization of retail merchandising and factors that influence the process in the global marketplace.  
Prereq: MAT 315, MAT 350, MKT 320.

**MAT 480 MERCHANDISING, APPAREL AND TEXTILES STUDY TOUR. (1-3)**  
A domestic or foreign study tour to include investigation of interests related to merchandising, apparel and textiles. Professional visits are planned according to particular itineraries. Application and payment dates are determined each semester by the instructor. This course may be repeated one time if tour destinations are different. Prereq: Priority is given to majors and upperclassmen. All students are subject to instructor approval.

**RTM 499 RETAILING AND TOURISM MANAGEMENT INTERNSHIP. (6)**  
Provides perspective HMT professionals a 320-hours, 8 week learning experience in a selected agency or organization, under joint supervision of a qualified manager and a university internship supervisor. More specific details are available in the RTM Internship Manual. Prereqs: "C" or better in MAT 114, MAT 120, MAT 237, MAT 315, RTM 340, RTM 345, plus 100 approved hours of pre-internship experience.

**MAT 510 BRAND MANAGEMENT. (3)**  
Examination of the important issues in planning and evaluating brand strategies with special emphasis on exploring why brands are important, what they represent to consumers and what firms should do to manage them properly. Prereq: MAT 114 or consent of instructor.

**MAT 514 RETAIL ENTREPRENEURSHIP. (3)**  
Concepts of entrepreneurship within single ownership and other business organizations; development of a business plan; management of a small business; current issues and problems. Prereq: MAT 114 or consent of instructor.

**MAT 515 SPECIFICATION AND EVALUATION OF TEXTILES AND APPAREL. (3)**  
The course will focus on product development and quality control in textile products (Apparel and Interiors), by developing specifications and evaluating the quality of a textile product. Prereq: MAT 120, MAT 237.

**MAT 520 TEXTILES FOR INTERIORS. (3)**  
Selection, cost, expected performance and care of textiles used in residential and commercial interiors. Prereq: MAT 120.

**MAT 522 HISTORY OF TEXTILES. (3)**  
Survey of the development of textiles from ancient to modern times. Emphasis on social, economic, technological and political effects on the evolution of textile fibers, fabric structures, color and design. Field trips. Prereq: MAT 120, MAT 247, open to Seniors and Graduate Students only.

**MAT 533 HISTORY OF COSTUME. (3)**  
Development of costume from ancient to modern times with consideration of historic, social, and economic setting. Field trips. Prereq: Open to Seniors and Graduate Students only.

**MAT 547 SOCIAL AND PSYCHOLOGICAL ASPECTS OF APPAREL. (3)**  
An advanced study of the social, psychological factors which influence apparel and apparel use with particular emphasis on research. Prereq: Open to Seniors and Graduate Students only.

**MAT 559 SPECIAL TOPIC IN MERCHANDISING, APPAREL AND TEXTILES. (Subtitle required). (1-3)**  
Advanced in-depth study of merchandising, apparel and textiles. May be repeated to a maximum of six credits. Prereq: Open to Seniors and Graduate Students only.

**MAT 570 ELECTRONIC RETAILING (E-TAILING). (3)**  
An educational foundation in e-tail development as a medium for food, apparel, and textile distribution and sales. Prereq: MAT 114, MAT 120, MAT 237, MAT 247, STA 200, MKT 300

**MAT 595 INDEPENDENT STUDY IN MERCHANDISING, APPAREL AND TEXTILES. (1-3)**  
Problems involving independent laboratory, studio, and/or library study conforming to the student's special interest under the direction of an appropriate faculty member having proficiency in the area selected. May be repeated to a maximum of six credits. Prereq: Restricted to Seniors and Graduate Students with contractual agreement.

## Merchandising, Apparel and Textiles Course Prerequisites

\*For students who enrolled Fall 2014 and after

Course	Course Title	Prerequisite(s)	Credit Hours	Printed in Current Bulletin	Still Offered
MAT 114	Introduction to Merchandising	None	3	Yes	Yes
MAT 120	Textiles for Consumers	None	3	Yes	Yes
MAT 237	Aesthetics in Merchandising	MAT 120 (can be taken concurrently)	3	Yes	Yes
MAT 247	Dress and Culture	3 hours in sociology or anthropology, 3 hours in psychology	3	Yes	Yes
MAT 315	Merchandise Planning and Control	ECO 201, ECO 202	3	Yes	Yes
RTM 340	Pre-Internship Seminar	"C" or above in MAT 114, MAT 120, MAT 237	1	Yes	Yes
RTM 345	Service Management	"C" or above in MAT 114, MAT 120, MAT 237	3	Yes	Yes
MAT 359	Special Topic in Merchandising, Apparel & Textiles	Junior standing or consent of Instructor prior to registration	1-3	Yes	Yes
MAT 395	Independent Study in Merchandising, Apparel & Textiles	Consent of instructor and contractual agreement	1-3	Yes	Yes
MAT 414	Merchandising Strategy Analysis	ACC 201, MAT 114, MAT 315, MAT 350	3	Yes	Yes
RTM 425	Human Resource Management	"C" or above in HMT 120 or MAT 114, HMT 210 or MAT 120, and HMT 270 or MAT 237, and RTM 345	3	Yes	Yes
MAT 470	International Merchandising	MAT 315, MAT 350, MKT 320	3	Yes	Yes
MAT 480	Merchandising, Apparel and Textiles Study Tour	Priority is given to majors and upperclassmen. All students are subject to instructor approval	1-3	Yes	Yes



Course	Course Title	Prerequisite(s)	Credit Hours	Printed in Current Bulletin	Still Offered
<b>RTM 499</b>	Retailing and Tourism Management Internship	"C" or better in MAT 114, MAT 120, MAT 237, MAT 315, RTM 340, RTM 345, plus 100 approved hours of pre-internship experience	6	Yes	Yes
<b>MAT 510</b>	Brand Management	MAT 114 or consent of instructor	3	Yes	Yes
<b>MAT 514</b>	Retail Entrepreneurship	MAT 114 or consent of instructor	3	Yes	Yes
<b>MAT 515</b>	Specification and Evaluation of Textiles and Apparel	MAT 120, MAT 237	3	Yes	Yes
<b>MAT 520</b>	Textiles for Interiors	MAT 120	3	Yes	Yes
<b>MAT 522</b>	History of Textiles	MAT 120 and MAT 247, open to Seniors and Graduate Students only	3	Yes	Yes
<b>MAT 533</b>	History of Costume	Open to Seniors and Graduate Students only	3	Yes	Yes
<b>MAT 547</b>	Social and Psychological Aspects of Apparel	Open to Seniors and Graduate Students	3	Yes	Yes
<b>MAT 559</b>	Special Topic in Merchandising, Apparel & Textiles	Open to Seniors and Graduate Students	1-3	Yes	Yes
<b>MAT 570</b>	Electronic Retailing (E-Tailing)	MAT 114, MAT 120, MAT 237, MAT 247, STA 200, MKT 300	3	Yes	Yes
<b>MAT 595</b>	Independent Study in Merchandising, Apparel & Textiles	Restricted to Seniors and Graduate Students with contractual agreement	1-3	Yes	Yes

\*This only includes classes that are currently offered, there are other course listings on the University Course Descriptions link, but they have been dropped.

## Merchandising, Apparel and Textiles Proposed Future Classes

<b>COURSE</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Summer I – 2014</b>	<b>Summer II – 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>
<b>MAT 114</b>	YES	YES			YES	YES
<b>MAT 120</b>	YES	YES			YES	YES
<b>MAT 237</b>	YES	YES			YES	YES
<b>MAT 247</b>	YES	YES		YES (Distance)	YES	YES
<b>MAT 315</b>	YES	YES			NO	YES
<b>RTM 340</b>	NO	NO			YES	NO
<b>RTM 345</b>	NO	YES			YES	YES
<b>MAT 359</b> (Special Topics/Target Project)	NO	NO			YES	NO
<b>MAT 395</b> (Independent Study)		YES				
<b>MAT 414</b>	NO	YES			NO	YES
<b>MAT 470</b>	YES	NO		YES (Distance)	YES	NO
<b>RTM 425</b>	NO	YES			NO	YES
<b>MAT 480</b>	NO	YES (NY, Paris)				

<b>COURSE</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Summer I-2014</b>	<b>Summer II - 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>
<b>RTM 499</b>	NO	NO		YES (Internship)	NO	NO
<b>MAT 510 Brand Mgt.</b>	NO	NO			YES	NO
<b>MAT 514 Retail Entre. (Distance)</b>	YES	NO			NO	NO
<b>MAT 515</b>	NO	YES			YES	NO
<b>MAT 520</b>	NO	NO			NO	NO
<b>MAT 522</b>	NO	NO	NO	NO	NO	NO
<b>MAT 533</b>	YES	NO			YES	NO
<b>MAT 547</b>	NO	YES			NO	YES
<b>MAT 559 (Special Topics)</b>	YES	NO			YES	NO
<b>MAT 570 (Distance)</b>	NO	YES			NO	YES
<b>MAT 595 (Independent Study)</b>		YES	YES	YES		

\*These classes are proposed for the upcoming semesters. This listing is subject to change at any time and without prior notice.

School of Human Environmental Sciences, College of Agriculture, University of Kentucky,  
318 Erikson Hall, Lexington, KY 40506-0050 (859) 257-2855 or (859) 257-4917  
Department of Retailing and Tourism Management  
**Merchandising, Apparel and Textiles**

EFFECTIVE: Fall 2014 (UK Core, RTM Curriculum) \*For students enrolled Fall 2014 and after

- > **PROGRAM ENTRANCE REQUIREMENT:** Minimum grade point average for entrance of all students into the MATX program is 2.00
- > **GRADUATION REQUIREMENT:** MAT majors and transfer students must obtain or have received a C or better in ALL premajor, professional support and MAT major required courses. No letter grade of a D would be accepted in the premajor, professional support and MAT major required courses.

### Suggested Four Year Plan

<u>Dept. #</u>	<u>Semester 1*</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 2*</u>	<u>CR</u>
WRD 110 or CIS 110-	Comp & Comm I	3	WRD 111 or CIS 111-	Comp & Comm II	3
GE	Humanities	3	GE	Quant Found (rec. MA 123 or 113)	3 or 4
SOC 101	Intro to Sociology	3	GE	Natural Science	3
HES 100	Intro to Professions in HES	1	PSY 100	Intro to Psychology	4
MAT 114	Intro to Merchandising	3	MAT 120	Textiles for Consumers	<u>3</u>
MA 109 (if Needed)*		<u>3</u>			16 or 17
		13 or 16			
<u>Dept. #</u>	<u>Semester 3</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 4</u>	<u>CR</u>
Professional Support***	(e.g. STA 291 for BUS minor)	3	GE	Arts & Creativity	3
ACC 201	Financial Accounting I	3	ACC 202	Managerial Accounting	3
ECO 201	Principles of Econ I	3	GE	STA 210 for Stat Rsng	3
FAM 350	Consumer Issues	3	ECO 202	Principles of Econ. II	3
MAT 237	Aesthetic Experience in Retail	<u>3</u>	MAT 247	Dress and Culture	<u>3</u>
		15			15
<u>Dept. #</u>	<u>Semester 5</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 6</u>	<u>CR</u>
MKT 300	Marketing Management	3	MAT 510	Brand Management	3
RTM 340	Pre-Internship Seminar	1	MAT 414	Merch. Strategy Analysis	3
MAT 315	Merch. Planning & Control	3	MGT 301	Business Management	3
RTM 345	Service Management	3	MKT 320	Retail & Distribution Mgt.	3
GE	US Citizenship	<u>3</u>	Elective	Free Elective	<u>3</u>
		13			15

### SUMMER SEMESTER

RTM 499      Retailing and Tourism Management Internship      6

<u>Dept. #</u>	<u>Semester 7</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 8</u>	<u>CR</u>
Professional Support***	Free Choice	3	RTM 425	HR Management	3
MAT 470	International Merchandising	3	MAT Selection-	See Major Selection List**	3
WRD 203	Business Writing (Recommended)	3	GE	Global Dynamics	3
FAM 352	Issues in Family Sciences	3	Elective	Free Elective	<u>3</u>
MAT 514	Retail Entrepreneurship	<u>3</u>			12
		15			

At least 45 credit hours at the 300 level or above are required for graduation and may be completed through UK core, professional support or electives

\*MA 109 and/or sufficient ACT scores are prerequisite for Quantitative Foundations (MA 123).

\*\*Choose 3 credits of MAT Major selections from: MAT 359, MAT 395, MAT 480, MAT 515, MAT 520, MAT 522, MAT 533, MAT 547, MAT 559, MAT 570, or MAT 595

\*\*\*Professional Support Selection – 6 hours at the 200 level or above to be chosen from such areas as business, communication, social sciences or additional MAT courses, with prior advisor approval. A list of approved courses is available on the APEX Degree Planner.

**Department of Retailing and Tourism Management**  
**Merchandising, Apparel and Textiles**  
**Student Course Checklist**

\*For students who enrolled Fall 2014 and after

This checklist is designed for you to keep and check off classes as you complete them. This list shows all of the classes you will need to take in order to fulfill your degree. Checking the courses off allows you to see exactly how many you have left and which ones you need to take in one document!

**Note:**

1. MA 109 and/or sufficient ACT scores are prerequisite for Quantitative Foundations (MA 123).

<b>Course Needed</b>	<b>Hours</b>	<b>Requirement Type (School, UK Core Premajor, Major, Professional Support, MAT Elective, Elective)</b>	<b>Completed (Check off when done!)</b>
HES 100	1	School	
FAM 352	3	School	
MA 109 (if needed)	3	Prereq for MA 123 or Elective	MA 109 (if needed)
*Arts & Creativity	3	UK Core	
*Humanities	3	UK Core	
PSY 100 (Social Sciences)	4	UK Core and Premajor	
*Natural, Physical, Mathematical Science	3	UK Core	
*Composition and Communication I	3	UK Core	
*Composition and Communication II	3	UK Core	
*Quantitative Foundations	4	UK Core	
STA 210 (Statistical Inferential Reasoning)	3	UK Core and Premajor	
*Community, Culture and Citizenship in the USA	3	UK Core	
*Global Dynamics	3	UK Core	
Graduation Writing Requirement	3	School and Premajor	
FAM 350	3	Premajor	
SOC 101	3	Premajor	
ECO 201	3	Premajor	
ECO 202	3	Premajor	
MAT 114	3	Major	
MAT 120	3	Major	

MAT 237	3	Major	
MAT 247	3	Major	
MAT 315	3	Major	
RTM 340	1	Major	
MAT 414	3	Major	
RTM 425	3	Major	
MAT 470	3	Major	
RTM 499	6	Major	
MAT 510	3	Major	
MAT 514	3	Major	
MAT Elective (MAT 359, 395, 480, 515, 520, 522, 533, 547, 559, 570, or 595)	3	MAT Elective	
MAT Elective (MAT 359, 395, 480, 515, 520, 522, 533, 547, 559, 570, or 595)	3	MAT Elective	
ACC 201	3	Professional Support	
ACC 202	3	Professional Support	
MKT 300	3	Professional Support	
MKT 320	3	Professional Support	
MGT 301	3	Professional Support	
Professional Support Elective (six hours at the 200 level or above to be chosen with approval of the academic advisor from such areas as business, communication and social sciences or additional MAT courses. 6 hours of	3	Professional Support	
Professional Support Elective (six hours at the 200 level or above to be chosen with approval of the academic advisor from such areas as business, communication and social sciences or additional MAT courses.)	3	Professional Support	
Free Elective	3	Free Elective	
Free Elective	3	Free Elective	

\*You pick which class you would like to take under the UK Core options

# Hospitality Management and Tourism

## Course Descriptions

\*For students who enrolled Fall 2014 and after

\*Note: This is not the actual Course Description Form from the Registrar's office; this just allows you to look at the classes currently offered.

### **HMT 120 INTRODUCTION TO HOSPITALITY MANAGEMENT AND TOURISM. (3)**

A survey of the historical development and management structure of organizations that comprise the hospitality and tourism industry. The course format includes presentation by industry representatives, lectures and student led discussions.

### **HMT 210 HOTEL ROOMS DIVISION MANAGEMENT. (3)**

A comprehensive study of the management principles which apply to the rooms division of a hotel property that includes front desk and housekeeping operations, reservations and billing, accounting procedures and public relations. Prereq: HMT 120. For Hospitality Management and Tourism majors only.

### **HMT 270 PRINCIPLES OF TRAVEL AND TOURISM. (3)**

An introduction to the structure, operation and characteristics of domestic and international tourism. Topics include transportation modes, destination planning and marketing, wholesale and retail travel agent agreements; geographic, social and cultural aspects of tourism. Prereq: HMT 120. For Hospitality Management and Tourism majors only.

### **HMT 308 PRINCIPLES OF FOOD AND BEVERAGE. (3)**

This course provides an overview of the principles of food and beverage concepts, menu development and food service operations in various segments of the hospitality and tourism industries. Food and beverage demonstrations and labs are included. A fee to cover materials and activities may be assessed from students. Lecture, two hours; laboratory, two hours per week. Prereq: HMT 120; NFS 241; Hospitality and Tourism majors only.

### **HMT 320 HOSPITALITY AND TOURISM MARKETING. (3)**

This course concentrates on the principles of marketing as they are applied to the hospitality industry. Problems and characteristics specific to the industry will be examined. Additionally this course will be a starting point for the development of a marketing feasibility study and comprehensive plan and strategy for marketing a hospitality operation. Prereq: HMT 120, HMT 210, HMT 270, HMT 308 and MKT 300. For Hospitality Management and Tourism majors only.

### **HMT 330 MEETINGS AND CONVENTION MANAGEMENT. (3)**

This course highlights the importance, growth, and economic impacts associated with convention/trade shows to hotels, restaurants, visitors and convention centers, museums, airlines and local governments. Prereq: HMT 120, HMT 210, HMT 270, MKT 300. For Hospitality Management and Tourism majors only.

### **HMT 350 REVENUE MANAGEMENT. (3)**

Theoretical and practical investigation of the principles and applications of accounting systems and accounting data for hotels, restaurants, and other organizations in the hospitality industry. Prereq: HMT 120, ACC 201. For Hospitality Management and Tourism and Dietetics majors only.

### **RTM 340 PRE-INTERNSHIP SEMINAR. (1)**

Self-assessment of student's strengths, limitations, and career aspirations. Preparation of reference files, letters, and resumes. Identification of, application to, and acceptance by department-approved agencies for completion of internship experience. Prereq: "C" or above in HMT 120, HMT 210, and HMT 270.

### **RTM 345 SERVICE MANAGEMENT. (3)**

A survey of the special characteristics, problems, and methods for managing service-oriented organizations. Students will learn principles of service and guest service management in order to see how they can be used in managing any service organization. The course also introduces quantitative techniques associated with managing organizations in the service sector. Upon completion of the course, the students will be able to apply the concepts to their work experiences. Prereq: "C" or above in HMT 120, HMT 210, and HMT 270.

**HMT 360 TOURISM PLANNING AND DEVELOPMENT. (3)**

This course is designed to provide students with a thorough overview of tourism planning at the local, regional, national and international levels. It provides a variety of practical planning theories, procedures and guidelines to meet the diverse needs of travelers, destination communities, tourism and hospitality organizations, public, non-governmental organizations, and the private sector. The course will concentrate on developing student's competencies in the basic techniques of planning and developing sustainable tourism plans as well as procedures and guidelines to enable students to understand the tourism planning process and general surveys; tourist markets, facilities, services and infrastructure; planning analysis and policy formulation; development of design standards; environmental and socioeconomic considerations in tourism planning and tourism plan implementation. Prereq: HMT 120, HMT 210, HMT 270, MKT 300 and MGT 301 or consent of instructor.

**HMT 370 EVENT PLANNING AND COORDINATION. (3)**

This course will provide the theoretical and practical foundations for effective twenty-first century event management. Students will learn how to research, design, plan, coordinate, and evaluate professional events. Specifically, this course deals with the horse industry activities in the state of Kentucky. Prereq: HMT 120, HMT 308 and HMT 210 or consent of instructor.

**HMT 395 HOSPITALITY AND TOURISM INDEPENDENT STUDY. (1-3)**

Independent intensive work on specific topics in hospitality management or tourism. May be repeated to a maximum of six credits. Prereq: Consent of instructor.

**RTM 425 HUMAN RESOURCE MANAGEMENT. (3)**

This course will provide students with a review of essential HR management concepts—including fundamental practices, methods, topics, and relevant legal findings—in a highly readable and accessible format. Prereq: "C" or above in HMT 120, HMT 210, HMT 270, and RTM 345.

**HMT 460 ADVANCED SEMINAR IN LODGING AND TOURISM. (3)**

This course is a review and application of the principles of hospitality (specifically lodging) and tourism learned in pre-requisite courses. Theory and principles will be applied to decision-making in the hospitality and tourism industry while emphasizing features and characteristics of the industry. Current issues of relevance pertaining to the industry will be discussed to highlight their importance to the industry. Prereq: HMT 120, HMT 210, HMT 270, MKT 300, MGT 301. For Hospitality Management and Tourism majors only.

**HMT 470 HOSPITALITY AND TOURISM LAW AND ETHICS. (3)**

Students are introduced to the principles of law and their application in the hospitality industry. The focus of the course is on the rights and obligations of hotel, restaurant and travel business managers and professionals in their dealings with customers and other business. Prereq: HMT 120, HMT 210, HMT 270. For Hospitality Management and Tourism majors only.

**RTM 499 RETAILING AND TOURISM INTERNSHIP. (6)**

Provides perspective HMT professionals a 320-hours, 8 week learning experience in a selected agency or organization, under joint supervision of a qualified manger and a university internship supervisor. More specific details are available in the RTM Internship Manual. Prereqs: "C" or better in MAT 114, MAT 120, MAT 237, MAT 315, RTM 340, RTM 345, plus 100 approved hours of pre-internship experience.

**HMT 580 TRENDS ANALYSIS FOR THE HOSPITALITY INDUSTRY. (3)**

The course is designed to acquaint the student with the major trends occurring in the hospitality industry and to develop analytical skills required to interpret them. Throughout the course, the student should be able to identify trends; their timing; the causal effects they have on organizations; the actual probability of their occurrence; and impact they will have on the organization. Prereq: Graduate student status or HMT 120, HMT 210, HMT 270, and HMT 308.

**HMT 588 STRATEGIC MANAGEMENT IN THE HOSPITALITY AND FOOD SERVICE INDUSTRY. (3)**

A course requiring students to use integrative skills to evaluate theories and applications regarding decision making, strategic planning and management concepts specific to hospitality and food service organizations. Prereq: Graduate Student status or HMT 120, HMT 210, HMT 270, HMT 308, MGT 301, and MKT 300. For Hospitality Management and Tourism majors only.



## Hospitality Management and Tourism Course Prerequisites

\*For students who enrolled Fall 2014 and after

Course	Course Title	Prerequisite(s)	Credit Hours	Printed in Current Bulletin	Still Offered
HMT 120	Introduction to Hospitality Management and Tourism	None	3	Yes	Yes
HMT 210	Hotel Rooms Division Management	HMT 120	3	Yes	Yes
HMT 270	Principles of Travel and Tourism	HMT 120	3	Yes	Yes
HMT 308	Principles of Food and Beverage	HMT 120; NFS 241	3	Yes	Yes
HMT 320	Hospitality and Tourism Marketing	HMT 120, HMT 210, HMT 270, HMT 308, MKT 300	3	Yes	Yes
HMT 330	Meeting and Convention Management	HMT 120, HMT 210, HMT 270, MKT 300	3	Yes	Yes
RTM 340	Pre-Internship Seminar	"C" or above in HMT 120, HMT 210, HMT 270	1	Yes	Yes
RTM 345	Service Management	"C" or above in HMT 120, HMT 210, HMT 270	3	Yes	Yes
HMT 350	Revenue Management	HMT 120, ACC 201	3	Yes	Yes
HMT 360	Tourism Planning and Development	HMT 120, HMT 210, HMT 270, MKT 300 and MGT 301 or consent of instructor	3	Yes	Yes
HMT 370	Event Planning and Coordination	HMT 120, HMT 308, HMT 210 or consent of instructor	3	Yes	Yes

Course	Course Title	Prerequisite(s)	Credit Hours	Printed in Current Bulletin	Still Offered
<b>HMT 395</b>	Hospitality and Tourism Independent Study	Consent of Instructor	3	Yes	Yes
<b>RTM 425</b>	Human Resources Management	"C" or above in HMT 120 or MAT 114, HMT 210 or MAT 120, and HMT 270 or MAT 237, and RTM 345	3	Yes	Yes
<b>HMT 460</b>	Advanced Seminar in Lodging and Tourism	HMT 120, HMT 210, HMT 270, MKT 300, MGT 301	3	Yes	Yes
<b>HMT 470</b>	Hospitality and Tourism Law and Ethics	HMT 120, HMT 210, HMT 270, HMT 308	3	Yes	Yes
<b>RTM 499</b>	Retailing and Hospitality Internship	"C" or better in HMT 210, HMT 270, HMT 308, HMT 350, RTM 340, RTM 345, plus 100 approved hours of pre-internship experience	6	Yes	Yes
<b>HMT 580</b>	Trends Analysis for the Hospitality Industry	Graduate Student Status or HMT 120, HMT 210, HMT 270, HMT 308	3	Yes	Yes
<b>HMT 588</b>	Strategic Management in the Hospitality and Food Service Industry	Graduate Student Status or HMT 120, HMT 210, HMT 270, HMT 308	3	Yes	Yes

\*This only includes classes that are currently offered, there are other course listings on the University Course Descriptions link, but they have been dropped.

## Hospitality Management and Tourism Proposed Future Classes

<b>COURSE</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Summer I – 2014</b>	<b>Summer II – 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>
<b>HMT 120</b>	YES	YES			YES	YES
<b>HMT 210</b>	YES	NO			YES	NO
<b>HMT 270</b>	NO	YES			NO	YES
<b>HMT 308</b>	YES	YES			YES	YES
<b>HMT 320</b>	NO	YES			YES	NO
<b>HMT 330</b>	YES	NO			YES	NO
<b>RTM 340</b>	NO	NO			YES	NO
<b>RTM 345</b>	NO	YES			YES	YES
<b>HMT 350</b>	NO	YES			NO	YES
<b>HMT 360</b>	YES	NO			YES	NO
<b>HMT 370</b>	NO	NO			NO	YES
<b>HMT 395</b> (Independent Study)	YES					
<b>RTM 425</b>	NO	YES			NO	YES
<b>HMT 460</b>	YES	NO			YES	NO

<b>COURSE</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Summer I – 2014</b>	<b>Summer II – 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>
<b>HMT 470</b>						
<b>RTM 499</b>	NO	YES		YES (Internship)		
<b>HMT 580</b>	NO	YES			NO	YES
<b>HMT 588</b>	NO	YES			NO	YES

\*These classes are proposed for the upcoming semesters. This listing is subject to change at any time and without prior notice.

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318 Erikson Hall, Lexington, KY 40506-0050 (859) 257-2855 or (859) 257-4917

Department of Retailing and Tourism Management

### Hospitality Management and Tourism

EFFECTIVE: Fall 2014 (UK Core, RTM Curriculum) \*For students enrolled Fall 2014 and after

- **PROGRAM ENTRANCE REQUIREMENT:** Minimum grade point average for entrance of all students into the HMT program is 2.30
- **GRADUATION REQUIREMENT:** Students must fulfill all course prerequisites and achieve a C grade or better in all pre-major, major core and major selection courses with DHN, HMT, MAT and /or RTM prefixes

**Notes:**

1. MA 109 and/or sufficient ACT scores are prerequisite for Quantitative Foundations (MA 123).
2. Prerequisites must be successfully completed prior to taking the next class. All prerequisites are not listed here.
3. Consult the UK Bulletin for details for all program requirements (UK Core, College & Major) and course descriptions, including prerequisites.
4. Some courses only offered once a year. Plan subject to change without notice. Check with advisor for updates periodically.

### Suggested Four Year Plan

<u>Dept. #</u>	<u>Semester 1*</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 2*</u>	<u>CR</u>
WRD 110 or CIS 110-	Comp & Comm I	3	WRD 111 or CIS 111-	Comp & Comm II	3
HMT 120	Intro to HMT	3	GE	Quant Found (rec. MA 123 or 113)	3 or 4
ANT 160	Cultural Div. in Mod. World	3	HMT 210	Hotels Rooms Div. Mgmt.	3
HES 100	Intro to Professions in HES	1	CS 101	Intro to Computing	4
Foreign Language-	Student Choice	4	Foreign Language-	Student Choice	4
Free Elective (OR MA 109)		2 or 3			17 or 18
		16 or 17			

<u>Dept. #</u>	<u>Semester 3</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 4</u>	<u>CR</u>
STA 210	Intro to Statistical Reasoning	3	STA 291	Statistical Methods	3
ACC 201	Financial Accounting I	3	ACC 202	Managerial Accounting	3
ECO 201	Principles of Econ I	3	Diversity Requirement*** (e.g. ANT 220)		3
HMT 270	Prin. of Travel & Tourism	3	ECO 202	Principles of Econ. II	3
DHN 241	Food Service Sanitation	1	HMT 308* or DHN 302 Prin. of F&B		3
		13			15

<u>Dept. #</u>	<u>Semester 5</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 6</u>	<u>CR</u>
GE	Arts & Creativity	3	DHN 342	Quantity Food Production	4
RTM 340	Pre-Internship Seminar	1	HMT 350	Revenue Management	3
WRD 203	Business Writing	3	MGT 301	Business Management	3
RTM 345	Service Management	3	FIN 300	Corporate Finance	3
MKT 300	Marketing Management	3			13
		13			

### SUMMER SEMESTER

RTM 499 Retailing and Tourism Management Internship 6

<u>Dept. #</u>	<u>Semester 7</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 8</u>	<u>CR</u>
GE	Natural/Physical Science	3	GE	Social Sciences	3
GE	Humanities	3	HMT Selection-	See Major Selection List **	3
HMT Selection-	See Major Selection List **	3	GE	US Citizenship	3
FAM 352	Issues in Family Sciences	3	RTM 425	HR Management	3
Elective	Free Elective	3			12
		15			

\*HMT 308 is the preferred class for the HMT major

\*\*Choose 6 hours of HMT Major selections from: DHN 340, HMT 320, HMT 330, HMT 360, HMT 370, HMT 395, HMT 359, HMT 460, HMT 470, HMT 580, HMT 588, or MAT 570

Advising Note: 41 of the 45 hours of 300-400-500 level courses are imbedded into the specific requirements. Students are advised to take the additional four hours of 300-400-500 level courses when they are choosing among the options within the UK Core, Diversity selections, or electives.

# Department of Retailing and Tourism Management

## Hospitality Management and Tourism

### Student Course Checklist

\*For students who enrolled Fall 2014 and after

This checklist is designed for you to keep and check off classes as you complete them. This list shows all of the classes you will need to take in order to fulfill your degree. Checking the courses off allows you to see exactly how many you have left and which ones you need to take in one document!

**Note:**

- I. MA 109 and/or sufficient ACT scores are prerequisite for Quantitative Foundations (MA 123).

Course Needed	Hours	Requirement Type (School, UK Core, Premajor, Major, Professional Support, Elective, etc.)	Completed (Check off when done!)
HES 100	1	School	
FAM 352	3	School	
MA 109 (if needed)	3	Prereq for MA 123 or Elective	MA 109 (if needed)
*Arts & Creativity	3	UK Core	
*Humanities	3	UK Core	
*Social Sciences	4	UK Core	
*Natural, Physical, Mathematical Science	3	UK Core	
*Composition and Communication I	3	UK Core	
*Composition and Communication II	3	UK Core	
MA 123 (Quantitative Foundations)	4	UK Core and Premajor	
STA 210 (Statistical Inferential Reasoning)	3	UK Core	
*Community, Culture and Citizenship in the USA	3	UK Core	
ANT 160 (Global Dynamics)	3	UK Core, Diversity Requirement, and Premajor	
Graduation Writing Requirement (WRD 203)	3	School and Premajor	
Foreign Language I	3 or 4	Premajor	
Foreign Language II	3 or 4	Premajor	
Diversity Requirement (ANT 220, ANT 324, ANT 327, AAS 200, or GWS 200, AAS 235,	3	Diversity Requirement and Premajor	

AAS 261, ANT 225, ANT 340, GEO 160, PS 212, LAS 201, RUS 271, MAT 247, SOC 380, CHI 331)			
CS 101	3	Premajor	
ACC 201	3	Premajor	
ACC 202	3	Premajor	
ECO 202	3	Premajor	
HMT 120	3	Premajor	
STA 291	3	Premajor	
DHN 241	1	Premajor	
HMT 210	3	Major	
HMT 270	3	Major	
HMT 308 or DHN 302	3	Major	
RTM 340	3	Major	
RTM 345	3	Major	
HMT 350	3	Major	
RTM 425	3	Major	
RTM 499	3	Major	
DHN 342	4	Major	
FIN 300	3	Major	
MGT 301	3	Major	
MKT 300	3	Major	
HMT Elective (DHN 340, HMT 320, HMT 330, HMT 360, HMT 460, HMT 470, HMT 580, HMT 588, HMT 359, HMT 370, MAT 570, or HMT 395)	1-3	HMT Elective	
HMT Elective (DHN 340, HMT 320, HMT 330, HMT 360, HMT 460, HMT 470, HMT 580, HMT 588, HMT 359, HMT 370, MAT 570, or HMT 395)	1-3	HMT Elective	
HMT Elective (DHN 340, HMT 320, HMT 330, HMT 360, HMT 460, HMT 470, HMT 580, HMT 588, HMT 359, HMT 370, MAT 570, or HMT 395)	1-3	HMT Elective	
*Free Elective	3	Elective	
Free Elective	3	Elective	

\*If you have to take MA 109, it will count as one of your free elective courses

February, 2013

MEMORANDUM

TO: Undergraduate Council Chair Karen Badger

FROM: Undergraduate Curriculum Committee Chair, COA, Larry Grabau

RE: Change in ownership of HMT-prefixed courses.

The courses in the table below are to be transferred in ownership from the Department of Dietetics and Human Nutrition (DHN) to the Department of Merchandising, Apparel and Textiles (which is in the midst of changing its name to Retailing, Tourism and Management).

<b>Course</b>	<b>Current ownership</b>	<b>New ownership</b>
HMT 120	DHN	MAT/RTM
HMT 210	DHN	MAT/RTM
HMT 270	DHN	MAT/RTM
HMT 308	DHN	MAT/RTM
HMT 320	DHN	MAT/RTM
HMT 330	DHN	MAT/RTM
HMT 345	DHN	MAT/RTM
HMT 350	DHN	MAT/RTM
HMT 359	DHN	MAT/RTM
HMT 360	DHN	MAT/RTM
HMT 370	DHN	MAT/RTM
HMT 395	DHN	MAT/RTM
HMT 460	DHN	MAT/RTM
HMT 470	DHN	MAT/RTM
HMT 480	DHN	MAT/RTM
HMT 488	DHN	MAT/RTM
HMT 490	DHN	MAT/RTM



## APPENDIX G

### Graduate Curriculum information

## **MAT Graduate Course Descriptions 2011-2012**

### **MAT Core Courses**

#### **MAT 600 RESEARCH METHODOLOGY IN MERCHANDISING, APPAREL AND TEXTILES (3) (SAME AS HES 600)**

Students will study scientific techniques and accepted research methodologies in human environmental science research. Emphasis is placed on understanding the research process and developing the skills necessary to evaluate and implement research methods and design procedures. Prereq: Graduate standing. (Same as HES 600.)

#### **MAT 650 SURVEY OF CURRENT THEORIES AND LITERATURE IN MERCHANDISING, APPAREL AND TEXTILES (3)**

An intensive survey of the theoretical and empirical literature related to the area of merchandising, apparel and textiles. Emphasis will be placed on research literature and theory building.

#### **MAT 772 SEMINAR IN MERCHANDISING, APPAREL AND TEXTILES (1-3)**

Current investigation of merchandising and textiles. May be repeated to a maximum of six credits.

#### **STA 570 BASIC STATISTICAL ANALYSIS (4)**

Primarily in biological, behavioral and social sciences. Introduction to methods of analyzing data from experiments and surveys; the role of statistics in research, statistical concepts and models; probability and distribution functions; estimation; hypothesis testing; regression and correlation; analysis of single and multiple classification models; analysis of categorical data. Lecture, three hours; laboratory, two hours. Prereq: MA 109 or equivalent. For graduate students; undergraduates must have consent of instructor.

### **Thesis & Non-Thesis Research Requirements**

#### **MAT 748 MASTER'S THESIS RESEARCH (0)**

Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. Prereq: All course work toward the degree must be completed.

#### **MAT 768 RESIDENCE CREDIT FOR THE MASTER'S DEGREE (1-6)**

May be repeated to a maximum of 12 hours. (Required for Plan A)

**MAT 559 SPECIAL TOPICS IN MERCHANDISING, APPAREL AND TEXTILES (1-3)  
(SUBTITLE REQUIRED)**

Advanced in-depth study of merchandising, apparel and textiles. May be repeated to a maximum of six credits. Prereq: Senior standing or consent of instructor prior to registration.

**MAT 570 ELECTRONIC RETAILING (E-TAILING). (3)**

An educational foundation in e-tail development as a medium for food, apparel, and textile distribution and sales. Prereq: MAT 114, 120, 237, 247, STA 200, MKT 300. Note: Online, Distance Learning Course.

**MAT 595 INDEPENDENT STUDY IN MERCHANDISING, APPAREL AND TEXTILES  
(1-3)**

Problems involving independent laboratory, studio, and/or library study conforming to the student's special interest under the direction of an appropriate faculty member having proficiency in the area selected. May be repeated to a maximum of six credits. Prereq: Senior standing or consent of instructor and contractual agreement.

**MAT 759 SPECIAL TOPICS IN MERCHANDISING, APPAREL AND TEXTILES (3)  
(SUBTITLE REQUIRED)**

Advanced work on a specific topic in merchandising, and textiles. May be repeated to a maximum of twelve credits. Prereq: Graduate standing.

Example of MAT 759 topic: Rural Retail Development (offered Fall 2010)

**MAT 785 INDEPENDENT STUDY IN MERCHANDISING, APPAREL AND TEXTILES  
(1-3)**

Problems involving independent laboratory, studio, and/or library study conforming to the student's special interest under the direction of an appropriate faculty member having proficiency in the area selected. May be repeated to a maximum of six credits. Prereq: Nine credit hours of graduate study, consent of instructor, contractual agreement.

Revised: May 2011 kms

**Retailing and Tourism Management**  
**Merchandising, Apparel and Textiles**  
**Course Prerequisites**  
**Graduate School**

Course	Course Title	Prerequisite(s)	Credit Hours	Printed in Current Bulletin	Still Offered
<b>HES 600</b>	Research Methodology in Human Environmental Sciences	Graduate Standing	3	Yes	Yes
<b>HES 650</b>	Survey of Current Theories and Literature	None	3	Yes	Yes
<b>MAT 700</b>	Research Problems in Interior Design, Merchandising and Textiles	None	3	Yes	No
<b>MAT 748</b>	Master's Thesis Research	Half-time to full-time work on thesis	0	Yes	Yes
<b>MAT 759</b>	Special Topics in MAT	Graduate Standing or consent of instructor	3	Yes	Yes
<b>MAT 768</b>	Residence Credit for the Master's Degree	All coursework toward the degree must be completed	1-6	Yes	Yes
<b>MAT 772</b>	Seminar in Retailing and Tourism Management	None	3	Yes	Yes
<b>MAT 785</b>	Independent Study in HMT	Nine credit hours, Consent of instructor and contractual agreement	1-3	Yes	Yes
<b>MAT 790</b>	Research Problems in Interior Design, Merchandising and Textiles	None	3	Yes	Yes

**Retailing and Tourism Management**  
**Merchandising, Apparel and Textiles**  
**Future Course Listings**  
**Graduate School**

<b>COURSE</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Summer I- 2014</b>	<b>Summer II- 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>
<b>HES 600</b>	YES	NO			YES	NO
<b>HES 650</b>	NO	YES			YES	NO
<b>MAT 700</b>	NO	NO			NO	NO
<b>MAT 748</b>	YES	YES		YES	YES	YES
<b>MAT 759</b>	NO	NO			YES	NO
<b>MAT 768</b>	YES	YES			YES	YES
<b>MAT 772</b>	NO	YES			NO	YES
<b>MAT 785</b>	YES	YES	YES		YES	YES
<b>MAT 790</b>	YES	YES			YES	YES

\*These classes are proposed for the upcoming semesters. This listing is subject to change at any time and without prior notice.

## APPENDIX H

### Student Learning Outcome Assessment

**Student Learning Outcomes Cycle  
 Report**

Merch, Apparel and Textiles  
 Merchandising, Apparel and Textiles - Bachelor

Program Goal	Assessed in
<p>mat.b: Aesthetics AESTHETICS AND THE MERCHANDISING PROCESS, including the ability to:</p> <p>a. Understand how aesthetics and the merchandising process can support quality of life, social responsibility, and sustainability .</p> <p>b. Relate the elements and principles of design to product development and presentation</p> <p>c. Understand the role of historical, socio-cultural, and psychological factors in merchandising.</p>	<p>2010-2011</p>
<p>mat.b: Critical Thinking CRITICAL AND CREATIVE THINKING, including the ability to:</p> <p>a. Demonstrate critical and creative thinking skills, including the ability to critically evaluate and compare diverse perspectives.</p> <p>b. Apply quantitative and qualitative skills to problem solving within the textile and apparel complex.</p> <p>c. Use appropriate technology to facilitate critical, creative, quantitative, and qualitative thinking within the textile and apparel complex.</p>	<p>2011-2012</p>

Program Goal	Assessed in
<p>mat.b: Culture CULTURE AND HUMAN BEHAVIOR, including the ability to:</p> <p>a. Understand and apply knowledge about the role of dress as it reflects and shapes intra- and inter- cultural interactions.</p> <p>b. Understand and apply knowledge about the interrelationships among historic, socio-cultural, and psychological factors of dress and their impact on human behavior, including the effects of life stages, change across time, and culture.</p> <p>c. Apply theories, concepts, and research regarding appearance and human behavior to industry and societal problems.</p>	2010-2011
<p>mat.b: Ethics ETHICS, SOCIAL RESPONSIBILITY, AND SUSTAINABILITY, including the ability to:</p> <p>a. Identify and evaluate issues of social responsibility, professional behavior, and ethics relate to the impact of individual, organizational, and corporate decision making.</p> <p>b. Analyze and evaluate issues related to environmental sustainability and environmental impact as they relate to industry activities and processes.</p>	
<p>mat.b: Global Retailing, including the ability to:</p> <p>a. Understand how dynamic and diverse political, cultural, and economic systems impact industry processes.</p> <p>b. Understand how theoretical perspectives on markets, trade, and economic development can be applied to historical and current data on production, consumption, and disposal of products.</p>	2009-2010



Program Goal	Assessed in
<p>mat.b: Industry Processes <b>INDUSTRY PROCESSES</b>, including the ability to</p> <p>a. Understand and apply knowledge about the roles and functions of MAT related sectors in which products are developed, produced, marketed, sold, and consumed, including production, sourcing, marketing, and merchandising processes.</p> <p>b. Identify and interpret needs and wants of consumers and how industry processes are applied to plan, develop, produce, communicate, and sell profitable product lines.</p> <p>c. Evaluate product, quality, serviceability, and regulatory compliance standards.</p> <p>d. Use industry terminology in appropriate ways.</p>	<p>2011-2012</p> <p>MAT bachelor</p> <p>2012-2013</p>
<p>mat.b: Professional Development <b>PROFESSIONAL DEVELOPMENT</b>, including the ability to:</p> <p>a. Communicate ideas in written, oral, and visual forms using appropriate technology.</p> <p>b. Function as team members and leaders within professional and culturally diverse environments.</p> <p>c. Demonstrate the ability to critique one self</p> <p>d. Apply career planning concepts and job search strategies to the diverse industry opportunities.</p>	

# Student Learning Outcomes Cycle Report

Merch, Apparel and Textiles  
Merchandising, Apparel and Textiles - Bachelor  
2009-2010

## Student Learning Outcome(s) Assessed

mat.b: Global Retailing, including the ability to:

- a. Understand how dynamic and diverse political, cultural, and economic systems impact industry processes.
- b. Understand how theoretical perspectives on markets, trade, and economic development can be applied to historical and current data on production, consumption, and disposal of products.

## Assessment Methods and Tools

This improvement project examines learning outcome 5 that deals with Global Interdependence. The global interdependence goal is designed to enhance student grasp of the internationalization of retailing. The class begins with an overview of the internationalization of retailing through theory development, strategic development, methods of internationalization and retailing in multinational markets (Unit 1 - 5). The second part of the class requires students to apply the theories and other information in unit 1 - 5 in Learning Activities and exams, and discussion boards.

The assessment used were:

- 1) a rubric was developed by the instructor for MAT 470 (International Retailing) to evaluate the performance of the students (N= 40). Data were collected and summarized by the instructor.
- 2)

## Results

Globalization of Retailing describes the similarities and differences in the retail environment as it exist in Europe, Asia, and the United States. MAT 470 is used to fulfill part of the student learning for this outcome. It is used to measure outcome 5.2 under Global Retailing. The measure for this criteria are based on the student's proficiency of the identified course content. The course content is divided into two parts. First part covers the theories and concepts of global interdependence. The second part of the class discusses the retail environment in other countries (European and Asian).

Outcome 5.2 Understand how theoretical perspectives on markets, trade, and economic development can be applied to historical and current data on production, consumption, and disposal of products. This outcome is measured based on level of proficiency of information in chapter 6 through 21 of the book.

MAT 470 (International Retailing). Total points required for the class was 785. The average points obtained by the class was 708. The students average in this class was 90 percent.

Assessment was conducted on student proficiency of information on exams, learning activities, essay questions, and discussion boards for unit 5 through 21. These units include global information related to retailing in multinational countries; retailing in developing countries; licensing, franchising, licensing and strategic alliances, as well chapters specific to retailing in North and South America, Europe and Asian countries.

This table provides a visual of the students (N=41) grasp of specific information related to the markets, trade and economic development in the countries studied. The number represents the average grade of the class in the overall subject matter in the chapters covered related to markets, trade and economic development in the countries in the identified chapters.

Exams and Learning activities were worth 50 points each. A score of 12.5 is ranked as limited proficiency, 25= Some proficiency, 37.5 - 45 as Proficient and 46-50 as proficient. According to the rankings, the class had averages between 43 percent and 44 percent on exams (2-5) that reflected information on some European and Asian countries. However, essay questions reflected a proficiency level of learning. Average percent range of 45 to 50.

Criteria 2. Understand how theoretical perspectives on market, trade, and economic development can be applied to historical and current data on production, consumption, and disposal of products.	Limited Proficiency(1)	Some Proficiency (2)	Proficient (3)	Highly Proficient (4)
Support Information				
Exam 2 (retailing in developing, multinational countries, North & South America				43.86
Exam 3 (chapter 5,6,7,8)				43.97
Exam 4 (chapter 13,14,15,16)				44.55
Exam 5 (Chapter 17,18,19,20,21)				43
Essay Questions 2 (chapter 5,6,7,8)				50
Essay Questions 3 (chapter 9,10,11,12)				49.94
Essay Questions 3 (chapter 13,14,15,16)				50
Essay Questions 4 (17,18,19,20,21)				50
Learning Activity (chapter 5,6,7,8)				48.57
Learning Activity (chapter 9,10,11,12)				47.43
Learning Activity (Chapter 13,14,15,16)				44.84

### Interpretation of Results

This assessment is on MAT 470 entitled, "International Merchandising."

Data was accessed through blackboard grade center established by the instructor. Information was generated using averages for the class obtained for each assignment. The grade scale was then linked to the rubrics to identify level of knowledge obtained by the class related to "Global Interdependence".

MAT 470 (International Retailing). Total points required for the class was 785. The average points obtained by the class was 708 points.

One issue that may influence the accuracy of the assessment is that students are allowed to complete the essay questions in groups and exams are not proctered to reduce the likelihood of cheating. Therefore, these factors may have low reliability in assessing student understanding of the outcome variable Global Interdependence.

Based on the issue of group projects and the lack of exam proctering, other methods of assessment should be devised. More Individual projects should be developed in the place of the exams and the group projects. A work session with the TASC center will be used to implement these changes.

### Improvement Action

One issue that may influence the accuracy of the assessment is that students are allowed to complete the essay questions in groups and exams are not proctered to reduce the likelihood of cheating. Therefore, these factors may have low reliability in assessing student understanding of the outcome variable Global Interdependence.

Based on the issue of group projects and the lack of exam proctering, other methods of assessment should be devised. More Individual projects should be developed in the place of the exams and the group projects. A work session with the TASC center will be used to implement these changes.

Another action plan is to create a more specific rubric and measures for the outcome.

### Reflection

During the 2009-2010 year, the problems identified related to measuring student learning other than exams and quizzes. The reason being exams and quizzes were given online because the classes were totally online. After discussion with faculty, other student learning methods were implemented. Students were given less quizzes and exams and more application assignments. Students were required to read articles and textbook chapters, answer essay questions, and apply the information through learning activities. These activities required the use of all information acquired through the readings and then assess real world situations using what was read to explain how they would solve the problem. The changes added more work for the professor because the learning activities were not like exams and quizzes which are automatically graded through grade book. Moreover, some students did not like the added work, however most did. Student work improved as the semester progressed. They seem to capture more information through the learning activities. However, Harder grading was required at the beginning to make sure they Knew we actually read their work. Their learning activity work progressively better as the semester progressed.

The rubric for assessing student learning needs to have more specific criteria for assessment. The department has been working to revise and/or develop new methods of measuring student grasp of knowledge in the program.

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**Attachments**

Assessment Rubric-MATH1.doc

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# Student Learning Outcomes Cycle Report

Merch, Apparel and Textiles  
Merchandising, Apparel and Textiles - Bachelor  
2010-2011

## Student Learning Outcome(s) Assessed

mat.b: Culture CULTURE AND HUMAN BEHAVIOR, including the ability to:

a. Understand and apply knowledge about the role of dress as it reflects and shapes intra- and inter- cultural interactions.

b. Understand and apply knowledge about the interrelationships among historic, socio-cultural, and psychological factors of dress and their impact on human behavior, including the effects of life stages, change across time, and culture.

c. Apply theories, concepts, and research regarding appearance and human behavior to industry and societal problems.

## Assessment Methods and Tools

The class that is used to provide evidence of completion of this objective by students is MAT 247Aesthetics in Merchandising. Data was collected from blackboard with 26 students participating in the class. Three suboutcomes are listed for this outcome on Culture and Human behavior. The total points for the class is 760. The outcome is measured from Highly proficient (4=A) to Limited proficiency (1=D). The levels of outcome proficiency is matched with grades to equate passing to failure. Total possible points was 420. The class average was 85.14 (average points 293). The class had attained a satisfactory level of knowledge in the class.

Criteria 1 Understand and apply knowledge about the interrelationships among historic, socio-cultural, and psychological factors of dress and their impact on human behavior, including the effects of life stages, change across time, and culture. It was measured using exams and quizzes. Three exams (50 \* 3=150 points). The class had an average of 41.84 on exams, indicating a satisfactory level of understanding related to criteria 1 under Outcome 1.

Criteria 2 Apply theories, concepts, and research regarding appearance and human behavior to industry and societal problems. This criteria was measured using in class quizzes on the class content related to the foundation information of the class related to theories, concepts and research information. Grasp of this information was assessed using quizzes. The outcome is measured from Highly proficient (4=A) to Limited proficiency (1=D). The levels of outcome proficiency is matched with grades to equate passing to failure. Average grade on the ten quizzes was 7.838 indicating limited knowledge and/or ability to complete criteria 2.

Criteria 3. Understand and apply knowledge about the role of dress as it reflects and shapes intra- and inter- cultural interactions. This criteria was measured using culture sharing projects. The outcome is measured from Highly proficient (4=A) to Limited proficiency (1=D). The levels of outcome proficiency is matched with grades to equate passing to failure. Total possible points on the culture sharing projects was 50 points. The project utilized information from the foundation theories, concepts, and research regarding appearance and human behavior to industry and societal problems. Class average for the two culture sharing projects and its summary was 44.57. This indicates that the class was highly knowledgeable of criteria 3. Student completion of a cross cultural project that was designed for students to interact with students from other countries.

## Results



The class that is used to provide evidence of completion of this objective by students is MAT 247Aesthetics in Merchandising. Three suboutcomes are listed for this outcome on Culture and Human behavior. The total points for the class is 760. The outcome is measured from Highly proficient (4=A) to Limited proficiency (1=D). The levels of outcome proficiency is matched with grades to equate passing to failure. Total possible points was 420. The class average was 85.14. The class had attained a proficient level of knowledge in the class.

Criteria 1 Understand and apply knowledge about the interrelationships among historic, socio-cultural, and psychological factors of dress and their impact on human behavior, including the effects of life stages, change across time, and culture. It was measured using exams. Three exams (50 \*3=150 points). The class had an average of 41.84 on exams, indicating a Proficient level of understanding related to criteria 1 under Outcome 1.

Criteria 2 Apply theories, concepts, and research regarding appearance and human behavior to industry and societal problems. This criteria was measured using in class quizzes. The outcome is measured from Highly proficient (4=A) to Limited proficiency (1=D). The level of outcome proficiency is matched with grades to equate passing to failure. Average grade on the ten quizzes was 7.838 indicating some proficiency and/or ability to complete criteria 2.

Criteria 3. Understand and apply knowledge about the role of dress as it reflects and shapes intra- and inter- cultural interactions. This criteria was measured using culture sharing projects. The outcome is measured from Highly proficient (4=A) to Limited proficiency (1=D). The levels of outcome proficiency is matched with grades to equate passing to failure. Total possible points on the culture sharing projects was 150 points. Class average for the two culture sharing projects and its summary was 44.57. This indicates that the class was Highly proficient of criteria 3.

### Interpretation of Results

The total points for the class is 760. The class had attained a satisfactory level of proficiency in the class content. The class had an average of 41.84 on exams, indicating a proficiency level of satisfactory level of understanding related to criteria 1 under Outcome 1. Average grade on the ten quizzes was 7.838 indicating limited knowledge and/or ability to complete criteria 2. The class was highly knowledgeable of criteria 3.

### Improvement Action

Consideration should be given to more individual assignments that are application type. This would create an opportunity for students apply the content of the class.

### Reflection

At the beginning of the semester, after assessing student evaluations and the amount of work required for the students in the previous year, exams were not used at all, only learning activities and essay questions were used. Added was increased discussion boards. This provided more interaction between students. The development of the learning activities really helped increase student critical thinking through the use of examples from outside sources. I feel the increase in learning activities is better than regurgitating of information read. Still, I the grading increased, but their learning increased. All was worthwhile.

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**Attachments**

Assessment Rubric-MAT[1].doc

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### Student Learning Outcome(s) Assessed

mat.b: Aesthetics AESTHETICS AND THE MERCHANDISING PROCESS, including the ability to:

- a. Understand how aesthetics and the merchandising process can support quality of life, social responsibility, and sustainability .
- b. Relate the elements and principles of design to product development and presentation.
- c. Understand the role of historical, socio-cultural, and psychological factors in merchandising.

### Assessment Methods and Tools

Objectives and outcomes of all MAT courses are discussed and approved by department faculty. Faculty have the option to update class content and delivery to make sure the students are competitively knowledgeable with other similar programs.

MAT 237 is used to assess the students understanding of AESTHETICS AND THE MERCHANDISING PROCESS, including the ability to:

- a. Understand how aesthetics and the merchandising process can support quality of life, social responsibility, and sustainability.
- b. Relate the elements and principles of design to product development and presentation. Students were required to complete miniature displays and develop windows at small businesses in the community. Student portfolios were also required and posted on the department websites. This objective was accomplished through readings, videos, and in-class activities. This objective was accomplished through readings, videos, and in-class activities.
- c. Understand the role of historical, socio-cultural, and psychological factors in merchandising. Student projects, exams and discussion board interactions were used to assess their grasp of the information. The data for this assessment was contained in blackboard. The number of students in the class was 25. Class contained a mixture of freshman and sophomores.

### Results

Three criteria are listed as measures of Aesthetics in merchandising.

- a. Understand how aesthetics and the merchandising process can support quality of life, social responsibility, and sustainability.

Information reported does not provide evidence to support the accomplishment of this criteria

- b. Relate the elements and principles of design to product development and presentation.

Information provided heavily supports the students exposure to class to the accomplishment of this criteria. Student learning include magazine assignment, coordinated fashion display, home display, story display project, signage submission, store layout, wall planogram, lighting plan and budget, five quizzes, and a portfolio link submission. The class average in the class was 85.14. This indicates that the students The outcome is measured from proficient in techniques and presentations (4=A) to incapable of product development and presentation (1=D). The levels of outcome proficiency is matched with grades to equate passing to failure. Total possible points was 420. The class average was 85.14. The class had attained an acceptable skills level that needs to be strengthened in the class.

- c. Understand the role of historical, socio-cultural, and psychological factors in merchandising.

Information reported does not provide evidence to support the accomplishment of this criteria

### Interpretation of Results

Data is assessed by the Director of Undergraduate studies. Data is provided by the instructor of the class. Data was stored in blackboard. In class items are assessed to determine if they provide the necessary content to complete the criteria. Three criteria are listed as the required learning outcomes for the students. Only one (#2) seems to be fulfilled by the listed class activities. This criteria entitled, "related the elements and principles of design to product development and presentation", was assessed. The items used to teach the students are scores as A (4=proficient in techniques and presentation) to D (1=incapable of product development and presentation).

This criteria was assessed at a level of 3 which is considered to be "Acceptable skill level that should be strengthened". Proficiency was an average (85.14).

## Improvement Action

The improvement action plan suggested is:

Two course outcomes were not supported in the design of the course. They included: 1) Understand how aesthetics and the merchandising process can support quality of life, social responsibility, and sustainability, and 2) understand the role of historical, socio-cultural, and psychological factors in merchandising. The department is in the process of curriculum development and revision. Once the merger has been approved between MAT and HMT, proposed curriculum changes will be submitted. Evidence suggest that these criteria 1 should be incorporated into the course, however, criteria 2 overlapp in MAT 520, MAT 547.

## Reflection

At the beginning of the semester, after assessing student evaluations and the amount of work required for the students in the previous year, exams were not used at all, only learning activities and essay questions were used. Added was increased discussion boards. This provided more interaction between students. The development of the learning activities really helped increase student critical thinking through the use of examples from outside sources. I feel the increase in learning activities is better than regurgitating of information read. Still, I the grading increased, but their learning increased. All was worthwhile.

## Attachments

[MAT237 ad 247 class averages\(1\).xlsx](#)

[Assessment Rubric-MATH1.doc](#)

# Student Learning Outcomes Cycle Report

Merch, Apparel and Textiles  
Merchandising, Apparel and Textiles - Bachelor  
2012-2013

## Student Learning Outcome(s) Assessed

mat.b: Industry Processes INDUSTRY PROCESSES, including the ability to:

- a. Understand and apply knowledge about the roles and functions of MAT related sectors in which products are developed, produced, marketed, sold, and consumed, including production, sourcing, marketing, and merchandising processes.
- b. Identify and interpret needs and wants of consumers and how industry processes are applied to plan, develop, produce, communicate, and sell profitable product lines.
- c. Evaluate product, quality, serviceability, and regulatory compliance standards.
- d. Use industry terminology in appropriate ways.

## Assessment Methods and Tools

The university of Kentucky has adopted the blue and white plaid designed by MAT students in MAT 350. In the last three years the sales of the plaid has dropped. Students in MAT 350 were asked to assess the consumer product preferences designed using the plaid fabrics. Two consumer groups were assessed; students and alumni. Students assessing the variation in consumer group needs. They first read journal articles related to the consumer groups, participated in discussions related to the consumer groups through blackboard, and also completed learning activities that were designed to allow them to apply knowledge they gained through lectures and reading the articles. The article reviews were designed to allow them to gain understanding of why consumers have variations in product preferences. Students developed a questionnaire based on their gained knowledge, set it up using qualtrix (data analysis package), collected data from the consumer groups, analyzed the data and then wrote a report that discussed what types of products the consumer group would buy, and how to market to these groups to get them to buy the products.

## Results

Students completed 90% of requirements for the assignments. Students did not always follow instructions when completing the data analysis, development of powerpoint and final reports. Usually there was lack of consistency in the writing of the reports and development of the powerpoint presentations. Analysis of data via simple frequency distribution student did not have experience with data analysis, reporting data and writing final reports.

## Interpretation of Results

The university of Kentucky has adopted the blue and white plaid designed by MAT students in MAT 350. In the last three years the sales of the plaid has dropped. Students in MAT 350 were asked to assess the consumer product preferences designed using the plaid fabrics. Two consumer groups were assessed; students and alumni. Students assessing the variation in consumer group needs. Students developed a questionnaire based on their gained knowledge, set it up using qualtrix (data analysis package), collected data from the consumer groups, analyzed the data and then wrote a report that discussed what types of products the consumer group would buy, and how to market to these groups to get them to buy the products. Students collected data using qualtrix and analyzed the data. Students prepared a report and a powerpoint on their findings.

Students completed 90% of requirements for the assignments. Students did not always follow instructions when completing the data analysis, development of powerpoint and final reports. Usually there was lack of consistency in the writing of the reports and development of the powerpoint presentations. Analysis of data was simple frequency distribution student did not have experience with data analysis, reporting data and writing final reports.

### Improvement Action

To help improve student understanding of data analysis for frequency distribution, time will be allotted for lecture, assignments that are application in nature. This would allow students to experience the process of data analysis and reporting before the final report and presentation are to be done. An additional assignment will be added to the course where students will be allowed to turn in a draft of the report and powerpoint before the final assignment is to be done.

### Reflection

### Attachments

No Attachments

# Student Learning Outcomes Cycle Report

Merch, Apparel and Textiles  
Merchandising, Apparel and Textiles - Bachelor  
2011-2012

## Student Learning Outcome(s) Assessed

mat.b: Industry Processes INDUSTRY PROCESSES, including the ability to:

- a. Understand and apply knowledge about the roles and functions of MAT related sectors in which products are developed, produced, marketed, sold, and consumed, including production, sourcing, marketing, and merchandising processes.
- b. Identify and interpret needs and wants of consumers and how industry processes are applied to plan, develop, produce, communicate, and sell profitable product lines.
- c. Evaluate product, quality, serviceability, and regulatory compliance standards.
- d. Use industry terminology in appropriate ways.

## Assessment Methods and Tools



Part of the outcomes to be addressed in MAT 350 was to (b). Identify and interpret needs and wants of consumers and how industry processes are applied to plan, develop, produce, communicate, and sell profitable product lines.

Assignments were developed to help them understand consumer group differences. Assignments included

#### **Article Analysis Sheet (AAS)**

**Individual assignments.** You will complete an Article Analysis Sheet (AAS) from research articles in the clothing and textiles field and from apparel trade journals. You will use the AAS sheets to form your appendix and bibliography.

#### **Discussion Boards**

**Individual assignments.** There are 6 discussion boards to be completed by each student. Each discussion board is to be completed as shown on the Class Schedule (next page). Please read the discussion question in Bb when posted, search the internet or library for support materials and then answer the questions. Each answer should be no less than 200 words and include one reference in APA format.

#### **In-class learning activities**

These activities are **Group assignments** for you to work on in class. I will cover the basics in lecture, you will have time in class to practice and ask questions, on Thursday you will work with your group to complete the assignment which will be due via Blackboard on Friday by noon. A few of these in-class activities will be counted toward bonus points. These will be unannounced and will be selected at the discretion of the instructor.

The university of Kentucky has adopted the blue and white plaid designed by MAT students in MAT 350. In the last three years the sales of the plaid has dropped. Students in MAT 350 were asked to assess the consumer product preferences designed using the plaid fabrics. Two consumer groups were assessed; students and alumni. Students assessing the variation in consumer group needs. They first read journal articles related to the consumer groups, participated in discussions related to the consumer groups through blackboard, and also completed learning activities that were designed to allow them to apply knowledge they gained through lectures and reading the articles. The article reviews were designed to allow them to gain understanding of why consumers have variations in product preferences. Students developed a questionnaire based on their gained knowledge, set it up using Qualtrix (data analysis package), collected data from the consumer groups, analyzed the data and then wrote a report that discussed what types of products the consumer group would buy, and how to market to these groups to get them to buy the products.

### **Results**

#### **Interpretation of Results**

The faculty member that taught the class implied that students were not excited about the research process to attain the necessary information to determine the consumer groups characteristics and the potential products they might buy. Once they started reading the articles and writing article summaries, and developing the questionnaires for the assessments, they became more involved and grades improved on assignments. The task of collecting data created a heightened interest in the project and process of learning about consumer groups and their differences. Once the data was analyzed, the students developed a list of potential products for the consumer groups and designed marketing strategies to promote the products to the consumers. The use of powerpoints to present the findings to the class and constituents related to the production and marketing of the plaid products was high in quality and very professionally done. Findings were recorded and presented to the advisory board for the plaid project.

**Improvement Action**

Students felt the project needed extended amount of time to conduct each phase of the project. It was completed starting at the beginning of the semester and completed by midterm

**Reflection**

**Attachments**

No Attachments

**Student Learning Outcome(s) Assessed**

mat.b: Critical Thinking CRITICAL AND CREATIVE THINKING, including the ability to:

a. Demonstrate critical and creative thinking skills, including the ability to critically evaluate and compare diverse perspectives.

b. Apply quantitative and qualitative skills to problem solving within the textile and apparel complex.

c. Use appropriate technology to facilitate critical, creative, quantitative, and qualitative thinking within the textile and apparel complex.

**Assessment Methods and Tools**

The CRITICAL AND CREATIVE THINKING goal was assessed in the class entitled MAT 350 which goal was to expose students to problems in retailing using the research methods process for decision making. Sixty-three students completed the course. Data was stored in black board. The class required Exams (3 x 100) = 300; Essay Questions (3@50) = 50 ;Group Projects (15 @ 20) = 300; and Discussion Boards (9 @ 10) = 90. Grade distribution was 90-100= 37 students, 80-89 = 22, 70-79= 2, and 60-69 = 2. The class average was 89.97 out of 100.

Assessment of their ability to apply quantitative and qualitative skills to problem solving within the textile and apparel complex was conducted by grading the project assignments. They included research question development, short review of literature on project topic, conducting small focus group discussions with classmates, development of questionnaire, data collection and processing, and reporting of findings with the use of tables and writing. The grade distribution for the research project was 90-100 40 students, 80-89=18 students, 70-79=2, and 60-69 = 3

The third assessment was not completed. Use appropriate technology to facilitate critical, creative, quantitative, and qualitative thinking within the textile and apparel complex. Students did not use any statistical packages because their sample was small. Size of class does not allow for time to teach them statistical packages.

The assessment of student learning was to determine if students could demonstrate critical and creative thinking skills, including the ability to critically evaluate and compare diverse perspectives. First students were the students were exposed to theories and practices related to qualitative and quantitative research methods. Students were given exams to express their grasp of the information. Three exams were given to the students through out the semester. The minimum exam score was 65.73 and maximum of 101.65. The grade of 101.65 was calculated due to extra credit points. Twenty-nine students had a grade average between 90-100, eighteen have a grade average between 80-89, twelve had a grade average between 70 and 79, and three had a grade average 60 to 69.

The second goal of the class was to expose students to qualitative and quantitative research through application assignments of theories and explanations of the various types of qualitative and quantitative research. Each student was assigned to a group and each group had to determine a research question that they would like to attempt to answer. Throughout the class, the students developed each part of their research project using qualitative and quantitative research methods. Most of the project assignments were done in class. Students participated in discussion board assignments to reflect on their experience conducting the research. The average grade on the discussion board was 84.18 out of 100.

## Results

Assessment of their ability to apply quantitative and qualitative skills to problem solving within the textile and apparel complex was conducted by grading the project assignments. They included research question development, short review of literature on project topic, conducting small focus group discussions with classmates, development of questionnaire, data collection and processing, and reporting of findings with the use of tables and writing. The grade distribution for the research project was 90-100 40 students, 80-89=18 students, 70-79=2, and 60-69 = 3

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## Interpretation of Results

Dr. Vanessa P. Jackson, Professor and director of undergraduate studies provides the completion of this assessment. The students completed the course with an overall average grade of 89.9. Size of class was a major problem. Not enough time to spend with each group to discuss projects and the processes. A great deal was done by email to ease issues of how to complete project requirements. The first two outcomes were accomplished, however, students were not exposed to a statistical package. Time and size of class did not allow for this to occur.

### Improvement Action

The students completed the course with an overall average grade of 89.9. Size of class was a major problem. Not enough time to spend with each group to discuss projects and the processes and too much time was spent on how to conduct research as opposed to conducting research that relates to the major and how to interpret the findings. Time and size of class did not allow for this to occur.

To eliminate the above problems, the faculty has discussed dropping this class and adding the research component to other classes. A second solution is to offer the class twice a year and limit the enrollment to 25 or 30 students. This would allow for a smaller number of groups. Since we are in the process of merging with another department, all has been put on hold.

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### Reflection

The students completed the course with an overall average grade of 89.9. Size of class was a major problem. Not enough time to spend with each group to discuss projects and the processes and too much time was spent on how to conduct research as opposed to conducting research that relates to the major and how to interpret the findings. Time and size of class did not allow for this to occur.

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The usefulness of the class has been assessed by the faculty and chair. First, other classes were evaluated to determine if critical thinking skills were being imposed on the students and how they were included in the classes. Then classes were identified that provided critical skills activities useful to students through research. The new classes Brand management and Entrepreneurship provides specific examples related to the major that enhances the students ability to conduct research in their area of study. For example, Brand management requires students to conduct research in a manner in which they would collect data useful in the development of a product. Entrepreneurship provides the students with research activities necessary to establish a business. Both classes provide activities useful in the development of critical thinking skills and not focus on the research process. Therefore, MAT 350 will not be offered again and will be replaced by a core class established between the newly merged programs between Hospitality Management and Merchandising Apparel and Textiles. The core course is called RTM 345 Human Resource Management.

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#### Attachments

MAT350Tables.docx

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## APPENDIX I

### Six Year Graduation Rate



Preliminary Report on Performance of First-Year, Full-Time Students  
Status of Students, Over a 6-Year Reporting Period

Table 1.4.12: College of Agriculture  
Dept. of Merchandising, Apparel & Textile  
as of February 8, 2013

Cohort	First Fall Enrollment N	First Fall to Spring Retention			First Fall to Second Fall Retention			First Fall to Third Fall Retention			First Fall to Fourth Fall Retention			Four Year Degree Completion			Six Year Degree Completion			HS GPA Mean	ACT Comp Mean	First Fall UK GPA Mean	First Year UK GPA Mean
		Dep	Coll	UK	Dep	Coll	UK	Dep	Coll	UK	Dep	Coll	UK	Dep	Coll	UK	Dep	Coll	UK				
2002	18	88.9	94.4	100.0	55.6	61.1	72.2	44.4	50.0	55.6			55.6	33.3	33.3	33.3	44.4	50.0	55.6	3.49	22.35	2.79	2.71
2003	16	81.3	81.3	81.3	68.8	68.8	81.3	50.0	50.0	68.8			62.5	18.8	18.8	18.8	37.5	43.8	56.3	3.59	23.50	3.01	2.88
2004	22	81.8	86.4	86.4	63.6	63.6	77.3	54.5	59.1	68.2			59.1	36.4	40.9	45.5	54.5	59.1	63.6	3.41	22.14	2.46	2.42
2005	20	80.0	80.0	100.0	60.0	60.0	85.0	45.0	45.0	70.0	40.0	45.0	70.0	15.0	15.0	50.0	35.0	40.0	70.0	3.50	23.95	3.05	3.02
2006	21	81.0	81.0	90.5	66.7	76.2	85.7	42.9	52.4	76.2	23.8	33.3	66.7	14.3	19.0	47.6	14.3	19.0	61.9	3.33	21.90	2.85	2.84
2007	27	92.6	92.6	92.6	74.1	74.1	77.8	59.3	59.3	70.4	59.3	63.0	70.4	44.4	44.4	51.9				3.25	21.67	2.44	2.52
2008	25	96.0	96.0	100.0	72.0	72.0	92.0	52.0	52.0	76.0	48.0	48.0	80.0							3.46	23.00	3.10	2.95
2009	27	92.6	92.6	96.3	77.8	77.8	88.9	63.0	63.0	81.5	63.0	66.7	81.5							3.32	22.26	2.83	2.72
2010	27	92.6	92.6	92.6	59.3	63.0	74.1	48.1	51.9	74.1										3.53	22.72	3.10	3.13
2011	12	91.7	91.7	100.0	66.7	66.7	91.7													3.45	24.50	3.23	3.18
2012	15		86.7	93.3																3.58	24.20	2.85	

Notes:

The preliminary rates in this report may vary slightly from other sources.  
Fourth fall retention rates were not tracked at the departmental and college level prior to 2005.  
The graduation rate for the Fall 2006 cohort will be calculated in January 2013.  
Rates, averages, and counts dependent upon Fall 2012 enrollment are preliminary.

seeblue.



Contact Information: Dr. Roger Sugarman, (859) 257-7989

## APPENDIX J

### Questionnaires used for Self Study

## Survey Questions for Students in HMT

Instructions: We are requesting your input in the Hospitality and Tourism Management undergraduate program. Your answer to these questions will contribute to a self study report of the program review in the Department of Retailing and Tourism Management. Please be assured that your response is anonymous.

Please choose one from the following:

Freshman

Sophomore

Junior

Senior

1. What do you feel are the "**strengths**" of the Hospitality and Tourism Management undergraduate program?
2. What do you feel are the "**weaknesses**" of the Hospitality and Tourism Management undergraduate program?
3. What types of courses, if added, do you think will enhance the quality of the undergraduate program?
4. What courses do you think are most beneficial to the program?
5. What courses do you think are Least beneficial to the program?

## Survey Questions for Students in MAT

Instructions: We are requesting your input in the MAT undergraduate program. Your answer to these questions will contribute to a self study report of the program review in the Department of Retailing and Tourism Management. Please be assured that your response is anonymous.

Please choose one from the following:

Freshman

Sophomore

Junior

Senior

1. What do you feel are the "*strengths*" of the MAT undergraduate program?
2. What do you feel are the "*weaknesses*" of the MAT undergraduate program?
3. What types of courses, if added, do you think will enhance the quality of the undergraduate program?
4. What courses do you think are most beneficial to the program?
5. What courses do you think are least beneficial to the program?

## APPENDIX K

### Previous Program Review Report

**2004 Periodic Program Review Department of  
Merchandising, Apparel, & Textiles University of  
Kentucky**

**Self Study Report**

**Compiled by**

**Elizabeth P. Easter Kimberly  
A. Miller-Spillman Kevin  
Horn**

**November 2004**

# Department of Merchandising, Apparel & Textiles 2004 Program Review

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## MERCHANDISING, APPAREL & TEXTILES IN THE STATE OF KENTUCKY

The Department of Merchandising, Apparel, and Textiles is committed to excellence as it prepares students for merchandising, apparel, and textiles positions in an increasingly diverse and technological world. Teaching, research, and service programs support student development and contribute to the economic and social well-being of the Commonwealth, the nation and the world. The department offers the Bachelor of Science in Merchandising, Apparel and Textiles as well as a minor in this area. The graduate program is administered jointly with Interior Design, in the College of Design and offers either a Master of Science or Master of Arts in Interior Design, Merchandising and Textiles.

The Department of Merchandising, Apparel and Textiles prepares students for careers in retailing, merchandising and textiles. 'Retailing' includes all the business activities that are necessary to sell goods and services to the final consumer. 'Merchandising' is the planning and control function involved in the retailer's buying and selling of goods and services (Dunne, P.M. & R.F. Lusch, *Retailing*, South Western Publisher, 2005). The main focus of the Merchandising, Apparel and Textiles program is on softgoods (e.g. apparel and textiles), but students are encouraged to recognize that they are trained to merchandise and retail hard lines as well.

In Kentucky there are 1,794 retail establishments identified as apparel and accessory stores, including 35.8 percent are women's clothing and accessory stores, 8.8 percent men's and boys clothing stores, 17.8 percent family and children's stores and 20.8 percent shoe stores. In addition, there are 1,273 general merchandise retail establishments, which include 27.6 percent department stores. Department stores include multiple locations of the major department store chains such as Lazarus of Federated Department Stores, Inc., Dillard's Inc., Kohl's Corporation and Sears, Roebuck and Co. The stores are located in Kentucky's major cities of Louisville, Lexington, Florence and Bowling Green. Kentucky has one store, Famous Barr, representing The May Department Stores Company. For purposes of national comparison, retailing contributes nearly ten percent of the U.S. gross domestic product, with total sales of \$3.8 trillion in 2003 (National Retail Federation, 2003).

Home furnishing retailing, another softgoods category, is represented in Kentucky's 1,531 establishments which retail furniture, floor coverings, drapery, upholstery and miscellaneous home furnishings stores to consumer. Home furnishings stores include Lazy Boy, Ethan Allen and Norwalk Furniture stores.

Over the past five years service and retail jobs have passed manufacturing as the top employer in Kentucky, corresponding to a national trend. Retail salespersons were the number one occupation in employment of the Kentucky workforce in 2000 and first-line supervisors/managers of retail sales workers was 13<sup>th</sup>. A profile of the jobs in Kentucky shows that in 2002, 1,881,897 Kentuckians were employed and of this number 192,413 or 10.2 percent of the workforce worked in sales and related occupations. The future for sales and related occupations looks bright as by 2012 the number of Kentuckians working in the field is predicted to reach 228,364. Kentucky's economy is expected to average over 76,000 new jobs annually between 2002 and 2012 and nearly a fifth of the new jobs will be in two of the largest

occupational groups - Office and Administrative Support Occupations and Sales and Related Occupations. In 2000, 55,600 were employed as retail salespersons and by 2010 that number is expected to increase to 64,780 or a 17 percent increase. (Bureau of Labor Statistics) Career opportunities included in this growth include management and sales; both are viable choices for students that graduate from the program of Merchandising, Apparel & Textiles program. This corresponds to the overall national trend, with about one in five working Americans (or 23 million) being employed in the retail industry. Retailing is expected to add another three million jobs by 2010, more than any sector except services (NRF, 2003).

Students in the Department of Merchandising, Apparel and Textiles may also pursue a career in 'merchandising' and or 'sourcing' for the industry, specifically the Textiles and/or Apparel industry. In Kentucky, manufacturing jobs account for 11.0 percent of the states workforce but are expected to decline to 9.9 percent by 2012 attributed to the outsourcing of manufacturing jobs to other countries. Textile and apparel manufacturing establishments employ 17,370, but the majority of these jobs is in production and offer limited opportunities in merchandising and/or sourcing functions. Students with an interest in product development and evaluation are given the opportunity to gain work experience in the Textile Testing Lab within the department. Both undergraduate and graduate students gain work experience and are provided the opportunity to work with industry sectors including General Electric, Lion Apparel, Inc., VF Corp and Louisville Bedding.

A profile of manufacturing shows that Kentucky has a stronger apparel manufacturing base than textiles, as illustrated by the fact that of the approximately 321 manufacturing establishments in Kentucky, thirty-seven are textile mill products (SIC 22); 263 are apparel and other textile products (SIC 23) and 21 leather and leather products (SIC 31).

The Kentucky 2004 Directory of Manufacturers identified the largest Kentucky manufacturing company as General Electric Co. with 10,000 employees in the state. In 1995, the second largest manufacturing company was Fruit of the Loom Inc. with 9,570 employees. In 2004, Fruit of the Loom, Inc. was the 25<sup>th</sup> largest manufacturing company but employment has declined to 1,800. In the top 200 reported manufacturers ranked by employment only five other apparel and textile manufacturers were included, Flynn Enterprises with 1,450 employees, Gates Corp with 700 employees, Trim Masters with 450 employees, Louisville Bedding with 400 employees, Galls, Inc. 400 employees and Nationwide Uniform Corp with 370 employees.

The products manufactured in Kentucky range from industrial textiles (e.g., filter cloths, tire cords, glass fibers, tents, and awnings) to apparel (e.g., hosiery, t-shirts, underwear, suits, workwear and jeans). To profile individual companies in Kentucky, one should begin with Fruit of the Loom, the largest underwear manufacturing company in the world and one of the top 3 apparel manufacturing firms in the US in sales. The manufacturing headquarters are located in Bowling Green, KY and all design, research and development is located on this site. Other significant companies in Kentucky include Louisville Bedding Co., with headquarters in Louisville, Ky and Lion Apparel Inc. the nation's leading manufacturer of fire fighter clothing has 4 plants in Kentucky including its distribution center.

Recently, Kentucky has seen a significant increase in the manufacturing of industrial work clothing companies. Significant manufacturing plants in Kentucky include Carhartt, Inc., Cintas Corp, Galls Inc and Topps Safety Apparel Inc., Nationwide Uniform Corp, Tilletts Uniforms Inc. and Red Kap Industries a division of VF Corp. Significant regional manufacturers include Lion Apparel Inc.'s headquarters and research and development, in Dayton, OH but all of their domestic manufacturing is located in 4 plants in Kentucky in addition to their distribution center.

During the past ten years there has been an increase in career opportunities in product development and/or quality control in manufacturing. For example, Cynthia Fanning, a graduate of our masters program is Directory of Marketing for the Clothes Care division of General Electric Appliances. Nikki Rahn is Director of Quality Control for Louisville Bedding and Cassie Kingsland is Director of Marketing & Quality for Pomegranate, Lexington, KY. Graduate students have also been successful in acquiring positions outside of Kentucky, for example, Trica Vogelpohl Hock is Product Research and Development consultant for Fire-Dex®, Inc in Medina, Ohio and Andrea Shaw Boylin is Product Manager for Stationwear at Lion Apparel, Inc., Dayton, Ohio.

## **DEPARTMENT OVERVIEW**

The Department of Merchandising, Apparel and Textiles is one of three academic departments in the School of Human Environmental Sciences in the College of Agriculture. The department is a unique blend of retail merchandising, social science, and textile science. The department conducts research in merchandising, retailing, social-psychological and cultural aspects of dress, textile science, and historic costume.

The Department of Merchandising, Apparel and Textiles was established effective January 2002 when Interior Design separated from the Department of Interior Design, Merchandising and Textiles to join the newly formed College of Design. At that time a department chair position was created and a national search for a chair was conducted. Prior to the creation of a new department both Interior Design and Merchandising, Apparel, and Textiles programs operated their respective undergraduate programs as separate entities but joined together to offer a masters program in Interior Design, Merchandising, and Textiles.

### *Faculty*

There are currently five resident Ph.D. faculty who completed their doctoral programs at four universities across the U.S. (see Table 1). The Distribution of Effort for each of the current faculty is reported in Table 2.

During the period of this program review one faculty (Dr. Jackson) was promoted from Assistant to Associate Professor. Two faculty have taken sabbatical leave. Dr. Miller-Spillman was on leave during FY98-99. During Spring 2000, Dr. Easter was on leave working with industry related research projects and participating in professional development workshops and

seminars. Dr. Michelman joined the faculty as Chair in August 2002. She had previously been an Associate Professor at University of Massachusetts, Amherst.

**Table 1. MAT Faculty Profiles**

<p>Carpenter, Jason. PhD, University of Tennessee, 2003.  Hired @ Assistant Professor – 8/2004  Research/Teaching. Introduction to Merchandising/Retailing, Merchandising Planning &amp; Control, Economics of Merchandise Sourcing, Professional Practice, Internships, Retail Strategy, Retail Brand Management, Consumer Behavior, Research Methods.</p>
<p>Easter, Elizabeth P. PhD., University of Tennessee, 1982.  Hired @ Assistant Professor – 8/1984  Promoted to Associate Professor – 5/1990  Promoted to Full Professor – 5/1995  Research/Teaching. Textile Science and Research Methods</p>
<p>Jackson, V. P. PhD., Michigan State University, 1998.  Hired @ Assistant Professor – 8/1998  Promoted to Associate Professor – 5/2004  Research/Teaching. Cross-cultural Consumer Behavior.</p>
<p>Michelman, Susan. Associate Professor and Chair. PhD, University of Minnesota, 1992.  Hired @ Associate Professor rank – 8/2002  Research/Teaching. Social-psychological and Cultural Aspects of Dress.</p>
<p>Miller-Spillman, Kimberly A. PhD, University of Wisconsin, 1990.  Hired @ Assistant Professor rank – 8/1990  Promoted to Associate Professor – 5/1997  Research/Teaching. Social-psychological and Cultural Aspects of Dress, History of Costume.</p>

Faculty Research and Scholarly Accomplishments: Dr. Easter has achieved national prominence through her research in ‘laundry fundamentals’ for both institutional and consumer industries. This recognition is illustrated by eighteen years of continued funding by the National Association of Institutional Linen Managers (NAILM) to provide a quality monitoring ‘testpiece service’ to this industry. Members of the organization utilize this service in the US and Canada. The quality of the service provided is illustrated by the participation of hospitals such as Walter Reed Army Medical Centers, Veterans Hospital laundries and Service Master, the largest provider of institutional linen care. Significant hospitality users include Trump Towers, Disney World and Disney Land hotels and multiple casino hotels in Las Vegas and Atlantic City. The recognition of prominence in the applied research area of consumer laundry is illustrated by over ten years of consulting with General Electric and the invitation to participate as the only educator in the Home Laundry Working Group of AHAM, the national association for home appliance.

Dr. Michelman and Dr. Miller-Spillman have a forthcoming 2<sup>nd</sup> edition of their co-authored textbook (with Mary Lynn Damhort, Iowa State). This book is used both nationally

and internationally in courses related to dress and culture. Dr. Miller-Spillman and Dr. Michelman (along with Jennifer Klee, Extension) were recently awarded a 4-H Venture grant. In 2000, Dr. Michelman was awarded a Hewlett Foundation Teaching Fellowship. In 2004, the department hosted its first visiting scholar, Dr. Yangjin Kim who is currently working on research and publication with Dr. Michelman and Dr. Miller-Spillman.

In spring 2000, Dr. Jackson received a USDA Challenge Grant grant for \$100,000 entitled, "Global Internet Merchandising of Food and Textile/Apparel Products: Companion Websites for Educating Faculty and Students". The main purpose of the grant was to enhance the educational opportunities of students at smaller and historically black institutions in the area of internet distribution of food, apparel and textiles. Dr. Jackson was the lead researcher at the University of Kentucky and Dr. Leslie Stoel from The Ohio State University was co-PI on this grant. The grant provided support for research assistants throughout the grant period of 2000 through 2003, including the summers. The value of the results of this grant is that the class developed has been taken by students from North Carolina A & T, Ohio State, and Michigan State University.

Dr. Carpenter received a competitive external grant from the International Council of Shopping Centers Educational Foundation in 2004, which was one of 10 proposals to be accepted out of 30 submitted. This grant is highly regarded by retailing academicians and practitioners. Dr. Carpenter is currently submitting manuscripts from the study and presenting at national meetings.

Faculty Distribution of Effort: The distribution of effort (DOE) of faculty in the Department of Merchandising, Apparel, and Textiles shows that all faculty except the department chair are teaching in excess of 60 percent of their time (Table 2). This translates to a 2/2 schedule for most faculty but included five classes per year during the first three years of this review period. In the College of Human Environmental Sciences the percent of effort allocated to teaching a class was 2-5 percent less than in the College of Agriculture. Faculty were expected to teach five classes per year unless they could buy out their teaching time with grant monies. In the past three years the number of classes taught per faculty member has decreased but the number of students in a class has increased (see Appendix J, p139). As the student numbers increase the support for teaching has not increased and faculty have assumed more responsibilities for class preparation. Staff support for class support had decreased due to the additional responsibilities of the staff position. Budget and administrative issues consume a large part of the staff assistants' daily routine and faculty are expected to do more of their own class preparation. For example, photocopying assignments, exams and class handouts are now the responsibility of each faculty. Since class numbers have also increased, teaching assistants are utilized to record grades, take attendance and grade class assignments.

**Table 2. Distribution of Effort for Current Faculty**

DISTRIBUTION OF EFFORT FOR FACULTY								
Name	Category	FY 98/99	FY 99/00	FY 00/01	FY 01/02	FY 02/03	FY 03/04	FY 04/05
S.Michelman	Instruction	n/e	n/e	n/e	n/e	31	26	41
	Research	n/e	n/e	n/e	n/e	20	25	19
	Service	n/e	n/e	n/e	n/e	10	10	10
	Administrative	n/e	n/e	n/e	n/e	39	39	30
	Sabbatical	n/e	n/e	n/e	n/e	0	0	0
	Extension	n/e	n/e	n/e	n/e	0	0	0
E.Easter	Instruction	60	34.5	66.5	68	56	54.5	66
	Research	20	10	20	16.5	20	26.5	34
	Service	18	5.5	13.5	14.5	22	17	0
	Administrative	2	50	0	1	2	2	0
	Sabbatical	0	0	0	0	0	0	0
	Extension	0	0	0	0	0	0	0
K.Miller-Spillman	Instruction	0	70	65	49*	68.5	68.5	64
	Research	0	25	30	24*	27.5	27.5	33
	Service	0	4	4	7*	2	2	2
	Administrative	0	1	1	20*	2	2	1
	Sabbatical	100	0	0	0*	0	0	0
	Extension	0	0	0	0	0	0	0
V.Jackson (Wickliffe)	Instruction	61	62	64	56.5	53	53	70.75
	Research	31	32	30	37.5	43	43	26.25
	Service	6	4	4	4	2	2	2
	Administrative	2	2	2	2	2	2	1
	Sabbatical	0	0	0	0	0	0	0
	Extension	0	0	0	0	0	0	0
J.Carpenter	Instruction	n/e	n/e	n/e	n/e	n/e	n/e	69
	Research	n/e	n/e	n/e	n/e	n/e	n/e	28
	Service	n/e	n/e	n/e	n/e	n/e	n/e	0
	Administrative	n/e	n/e	n/e	n/e	n/e	n/e	3
	Sabbatical	n/e	n/e	n/e	n/e	n/e	n/e	0
	Extension	n/e	n/e	n/e	n/e	n/e	n/e	0

\* = 2 VERSIONS OF DOE'S AVERAGED

n/e = NOT EMPLOYED DURING THAT TIME

Faculty Vacancies: Over the past six years full-time, four tenure track merchandising and/or retailing faculty have been hired but left for various reasons, to assume positions at other universities. Fall of 2003, Lisa Dandeo, Ph.D. took a position at Lynn University in Florida after two years in the department. Laura Jolly, Ph.D., chair of the Department of Interior Design,

Merchandising, & Textile resigned to accept a teaching position at The University of Tennessee in August 2002. Joan Anderson, Ph.D. left in 2001, after one semester in the department, to take a position at Washington State and in 2000, Leslie Stoel, Ph.D. moved to Ohio State after two years in the department. Currently the Department has one under-funded faculty line/vacancy. A position announcement (Appendix G, p 137) for a full-time Lecturer to commence employment, August, 2005, has been developed. The responsibilities include: non-tenure track position with a nine month teaching assignment, Master's degree required Ph.D. preferred areas of teaching: aesthetics and/or promotion in merchandising, and merchandising planning and control, and management of department's on-line course offerings.

Part-time Faculty: In addition to resident PhD faculty, part-time instructors over the past six years have included: Karen Cummins (M.S. UK, 2002) taught MAT 114, 237, 247, Haesun Park (PhD, Ohio State University, 2003) MAT 315 and 425, Yoo-Kyoung Seock (PhD, Virginia Tech, 2003) MAT 237, 312, 425, Clifford Goss (M.S. UK, 1999) MAT 237, Diane Wachs (PhD. Delaware) MAT 532 History of Textiles, Kathy Carter (M.S. UK, 1987) MAT 315, Marjorie Baker (M.S. Kansas State University, 1978) MAT 232 Apparel Construction Studio, Norman Portillo (MBA, University of Wisconsin, 1990) MAT 425.

### *Extension Specialists*

At this time, extension specialists are not housed with the teaching and research faculty in the Department of Merchandising, Apparel and Textiles. During this period the extension specialists that had been housed on the third floor of Erikson Hall elected to move out of the department and into offices in Scovell Hall. One extension specialist with faculty rank at the full professor level, Dr. Linda Heaton, who had responsibilities in the areas of Textiles and Clothing retired as of 5/2004. A second extension specialist, Linda Adler, with responsibilities in the area of Home Furnishing and Interior Design, was moved into Funkhouser when a 7/2003 Memorandum of Agreement was signed with the College of Design and Interior Design. Currently Marjorie Baker is a part-time extension specialist with the Master Clothing Volunteer program.

The relationship with extension specialists is an issue that should be re-evaluated. As the Merchandising, Apparel and Textiles program rejoins the College of Agriculture it is critical that a committee of teaching and research faculty join with the new director of extension to evaluate the opportunity of working with extension. For example, MAT faculty members have research expertise related to electronic retailing and entrepreneurial training opportunities that can be shared with extension. Faculty in the department are willing to provide inservice training on such topics as 'high tech and performance fabrics', rural retailing and economic development.

### *Staff Support*

At the onset of this program review period (1/1999 through 2/2002) the staff support for the faculty in the Merchandising, Apparel and Textiles program consisted of a full-time staff assistant that was shared between the Nutrition and Interior Design, Merchandising, and Textiles departments. This person provided clerical support to 9-10 full time faculty and 5-7 part time

instructors in addition to providing minimal budget support for the Textile Testing Lab account and research grants.

In February 2002, the newly formed Department of Merchandising, Apparel, and Textiles received a full time staff support position. Kevin Horn transferred from a position as the student advisory support staff to become the staff assistant for the Department. In August 2002, a department chair was hired for the Department of Merchandising, Apparel and Textiles. In Fall 2003, the business office of the College of Human Environmental Sciences was eliminated with our shift to the College of Agriculture and all budget responsibilities were moved to individual departments.

There is currently one staff assistant in the Department. The primary duty of this staff assistant is to provide direct support to the chair by performing specified administrative functions set forth by the chair (i.e. departmental budget, daily management of the departmental office, ensuring all UK policies are followed by all personnel within the department, payroll, supervision of student workers/lab techs, etc.). This position is also responsible for providing clerical support to all faculty members (i.e. filing advising records, syllabi, grade changes, textbook orders, office supplies, etc.).

The increased responsibilities of a departmental staff assistant have not kept pace with the level and/or pay. Currently the staff assistant is a level 39, but in the College of Agriculture, all staff with responsibility for budgets are at level 41 or higher. Obviously, the lower level translates into lower pay. Our current staff assistant is paid 18 percent below the midpoint salary of a level 41 salary in the College of Agriculture but is expected to assume the same level of responsibilities. This creates a low morale problem for MAT.

### *Physical Facilities*

The Department of Merchandising, Apparel, and Textiles is located on the 3<sup>rd</sup> floor of Erikson Hall. The facilities include four faculty offices, department chair's office and staff supports' office and reception area. During the period of this review the department reclaimed the office spaces in room 300 of Erikson Hall. This room had been used as office spaces for Linda Adler and others prior to 1999. Linda Adler moved into EH 306, a MAT office space that had been vacated with the resignation of a faculty member.

The Textile Laboratory was moved from room 303 into room 300. At least \$250,000 dollars have been invested in the renovation of the Textile Lab spaces and addition of equipment during the past six years. The majority of these monies were generated by Dr. Easter through contacts with General Electric, Atlas Electric Devices and contract monies generated by the Textile Lab. Dr. Easter assumed a teaching overload in exchange for monies being used to assist in the renovations, allocated all of her salary savings and received internal funding from the College of Agriculture and Research and Graduate Studies support. The renovations included upgrading the plumbing, electrical, replacing the floor tile and adding new modern lab benches and tables. The Textile Lab is now equipped with state-of-the-art testing facilities for basic textile testing and laundry fundamentals. General Electric alone has invested over \$100,000 in upgrading the water, electricity and plumbing to enable the lab to conduct ongoing research in



Laundry Fundamentals. The lab serves the industry in Kentucky by providing fee-based product testing for companies such as Louisville Bedding, Galls Inc., Lion Apparel, Inc., and Cintas.

For the past two years, Dr. Easter's office was in a corner of room 303 as she had to be relocated when Dr. Michelman arrived as chair and assumed the office that Dr. Easter had occupied. In the summer of 2004, Linda Adler moved from Erikson Hall room 306 into an office space in Funkhouser. Dr. Easter moved her office into EH 306 and EH 303 was temporarily converted to graduate student offices. Currently, there are no office spaces available for new merchandising faculty on the third floor of Erikson. Also, the temporary arrangement for graduate TAs cannot be maintained on a permanent basis. Space for faculty and graduate students remains a critical issue.

The Betty D. Eastin Historic Costume Collection is a teaching, research and service tool for the Department. Items from the collection are used for teaching, graduate student research and faculty research and service. The collection poses many issues related to storage, use and display. In the last year, the storage area was evaluated for air quality and infestation issues. Upgrading the air conditioning system and buying air filters and dehumidifiers improved the air quality. Infestation was addressed through cleaning and vacuuming, but not eliminated. Dr. Michelman applied for funds from the Little foundation in 2003 (\$95,000.00) but the request was denied. The main issue with the collection is lack of faculty time and money to maintain and promote the collection. Since a collection of textiles is ephemeral, without the attention and maintenance they need, the condition of the items has declined.

#### *Departmental Organization*

The department is headed by a Chair (Dr. Michelman). The department operates as a "committee of the whole" regarding the undergraduate curriculum. Dr. Jackson serves as Director of Undergraduate Studies beginning Fall 2004. The Director of Graduate Studies (DGS, Allison Carll-White, ID) oversees the master's program and works with the department chair and graduate faculty in matters dealing with the graduate program (in conjunction with the Department of Interior Design, College of Design). Communication is maintained through regular faculty meetings, telephone, paper and electronic-mail communications. Department faculty actively participate in committees within the School of Human Environmental Sciences and the College of Agriculture. As evidenced by the attached vitas MAT faculty have served on the Strategic Planning Committee, Extension Director Search Committee and Area Advisory Committee for Social Sciences.

#### *Department Budget*

The Department is funded through the University of Kentucky, School of Human Environmental Sciences (College of Agriculture) budget funds (summarized in Table 3), external grant funds, monies returned by Distance Learning, Textile Lab and growth monies. The total budget allocated to the Department has decreased from \$831,768.00 (joint program with Interior Design) in FY98-99 to \$498,469.00 (Merchandising, Apparel & Textiles Department) for the current fiscal year. The most significant change occurred in Fall 2001 when Interior Design split

away from the joint program to become part of the College of Design. At that time, the Department went from the \$831,768.00 budget to a \$499,952.00 operating budget.

**Table 3. MAT Department Budgets, 1998-2005**

	Teaching	Research*	Operating Budget	Total Budget	Research Assistants
<b>1998-1999**</b>					
State Funds	566,611.00	25,559.27	265,157.00	831,768.00	13,457.00
External Funding		40,129.00			
Lab Income				10,916.00	
<b>1999-2000**</b>					
State Funds	598,992.00	31,369.97	217,729.00	816,721.00	4,283.21
External Funding		51,971.85			
Lab Income				32,302.00	
<b>2000-2001**</b>					
State Funds	550,007.00	39,764.70	244,544.00	794,551.00	2,321.00
External Funding		139,886.00			
Lab Income				71,046.00	
<b>2001-2002</b>					
State Funds	258,351.00	40,077.88	241,601.00	499,952.00	13,720.00
External Funding		42,988.00			
Lab Income				69,947.00	
<b>2002-2003***</b>					
State Funds	351,314.00	61,706.19	122,940.00	474,254.00	23,381.00
External Funding		43,164.00			
Lab Income				113,743.00	
<b>2003-2004***</b>					
State Funds	362,277.00	72,711.90	181,285.00	543,562.00	7,158.00
External Funding		38,937.00			
Lab Income				109,287.00	
<b>2004-2005</b>					
State Funds	361,220.00	82,713.98	137,249.00	498,469.00	not available
External Funding		59,818.00			
Lab Income				not available	

\* Research dollars were calculated on current full-time faculty only

\*\* Reflects the Departmental budget of both Interior Design and Merchandising

\*\*\* Total budget includes dollars from Distance Learning (02-03 was \$9,600.00 and 03-04 was \$13,000.00) and Growth Monies (03-04 growth dollars was \$22,856.98)

A significant change in the department budget is the return of salary savings to the department. Salary savings generated by individual faculty are now under the discretion of the department chair and the respective faculty. In the two years since the policy has been operationalized the department retained one-third and the researcher controlled the remaining two-thirds. Dr. Easter has used a portion of her salary savings to fund graduate student travel to professional meetings and to renovate the Textile Labs.

The most crucial budget issue is the operational budget, which covers the expenses to maintain a departmental office, provide students and faculty with class support and provide supplies for faculty offices. The operating budget has increased from growth monies and money returned to the department from distance learning but increased enrollment has stressed the already limited budget.

An impact of low operating budgets is the inability to fund faculty travel and professional development. During the six years covered in this review period faculty have received as little as \$200 per year or as much as total funding for one professional meeting. Some faculty have been successful in generating their own travel funds in addition to professional development funds through grants and contracts.

#### *Departmental Issues*

Faculty Achieving 'National Prominence' through research and publication. One concern of MAT faculty members is the achievement of national prominence through research and publication. Although faculty members in the department have reached national prominence in specialized areas in teaching, textbook writing, and service to the textile industry (see page 6), the question then becomes what could faculty achieve in research and publication if they had fewer teaching responsibilities and more support (i.e., teaching assistants and staff support, such as a grant writing specialist)?

Faculty Expertise. Another issue is the composition of MAT faculty expertise compared to the primary interests of MAT students. The small number of faculty in the department means that in addition to teaching in their primary area of expertise, faculty are required to develop secondary areas of expertise. This issue becomes even more relevant when you consider that out of five full-time resident faculty (one being the department chair with a reduced course load) four are "support" faculty to the field of merchandising while only one faculty member is directly in the field of merchandising and retailing. However, all MAT majors are merchandising majors.

Faculty Morale. Morale in the department has been affected by the many changes that have taken place over the past six years. Low to moderate morale would describe faculty during all of the turmoil. For example, when the department was a part of the College of Human Environmental Sciences, we spent an entire year unsure of our destiny followed by a year of transition into the College of Agriculture. Leadership of the School of HES was proposed to be provided by committee but recently an outside search was announced to hire a director for the School. Too many changes and too few resources have adversely affected faculty morale over the review period.

Faculty morale can also be attributed to low salaries of faculty. MAT faculty salaries are 17.4 percent below the average in the university and 11.84 percent below the average in the College of Agriculture (see Table 4). The only full professor in the department has been at that rank since 1995 and has been a productive member of the faculty in both teaching and research but her salary is 28 percent below the university average for full professors and 18.7 percent below the same rank in the College of Agriculture.

**Table 4. MAT Faculty Salaries**

	<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Full Professor</b>	<b>Average Faculty Salaries</b>
<b>2003 - 2004</b>				
University	\$55,891	\$62,343	\$89,150	\$69,911
College of AG	\$51,552	\$56,611	\$78,977	\$65,440
Dept of MAT				\$57,711

One associate professor has been at that rank since 1997 and her annual salary is 25 percent below the university average. Discrepancy in faculty salaries increases with an increase in rank and years of tenure, which we recognize as a common problem in academia. For example, at the Assistant Professor rank the salary is within 10 percent of the university average.

Faculty Workload: The concern here is too few faculty to operate and manage a productive undergraduate program and a struggling graduate program. Only one faculty member is at the full professor rank, three at the associate professor rank, and one at the assistant professor rank. All faculty serve on all department committees, making untenured faculty vulnerable to not achieving tenure. There simply are not enough faculty to handle all of the undergraduate and graduate courses offered by the department, committee assignments, and individual research programs. All faculty have expressed their desire to be associated with a graduate program and therefore continue to struggle to meet the demands of the graduate program in addition to the undergraduate program. Reduction of course requirements and streamlining of the undergraduate program are efforts the faculty are making to increase their available time for research and the graduate program. In order to plan for sabbatical leaves, productive research programs and active grant writing efforts of the faculty, a long-range plan for the Department and its viability (i.e., not merged with other units) must be developed.

Part-time Faculty: Part-time faculty have been hired from outside the university to cover classes and meet the demands of the increasing number of MAT undergraduate students. The use of part-time faculty has created inconsistency in teaching styles and coverage of course content. Some have better skills than others but the inconsistency in the undergraduate curriculum has been a result of the heavy use of part-time faculty.

## GRADUATE PROGRAM

The graduate programs in Interior Design and Merchandising, Apparel, and Textiles were merged in 12/1994 as part of the University's review and planning process. The integrative master's program in Interior Design, Merchandising and Textiles offers a degree program that links the two program areas and is enriched by the interdisciplinary exchange of concepts, processes, ideas and theories in a common core (DMT 600, 650, 772 and 655 or STA 570).

The graduate program is administered jointly with Interior Design, in the College of Design and offers either a Master of Science or Master of Arts in Interior Design, Merchandising and Textiles. The Director of Graduate Studies is appointed for 3 years on an alternating basis between the two programs. In the last six years the graduate program has maintained enrollment but number of graduates have fluctuated (see Table 5). In 1998/99 there were 12 students enrolled in the program and currently there are 13 students enrolled. The degrees awarded are below the unwritten rule of 5 per year for all years except 2002. The lowest number of degrees awarded was in 2000 when only two students graduated from the program.

**Table 5. Graduate Enrollments and Degrees Awarded**

Year	Student	Degrees	Teaching Assistantships		Research Assistantships	
	Enrollment	Awarded	Fall	Spring	Fall	Spring
1998 -1999	12	4	6	6	1	0
1999 - 2000	13	2	8	1	1	1
2000 - 2001	13	3	6	3	1	0
2001 - 2002	11	5	6	6	3	2
2002 - 2003	10	3	5	6	2	2
2003 - 2004	11	2*	3	3	1	2
2004 - 2005	13**		3		2	

\* One in Merchandising and one in Interior Design

\*\*Seven in Merchandising, Apparel & Textiles

In 1999, the Department of Interior Design, Merchandising & Textiles offered five full-time (20-hour) teaching assistantships (TAs) funded by the Graduate School. The number of teaching assistantships decreased in 2002 when Interior Design took 3 of the 5 to the College of Design. In the fall 2004, Dean Smith reallocated teaching assistantships in the School of Human Environmental Sciences and returned ½ TA position to the MAT program.

The graduate program competes with the undergraduate program for faculty time and with the significant increase in undergraduate enrollment numbers the undergraduate program demands higher priority than research and graduate studies. Due to low student enrollment in the

graduate program it is obvious that the department must allocate more time and resources and/or consider the option of redefining the entire program.

The University of Kentucky aspires to be a top twenty university. A graduate program is critical to the Department of Merchandising, Apparel and Textiles to enable faculty to contribute to this goal. The graduate program needs an allocation of resources, including faculty teaching graduate level classes and increased funding for assistantships to enable the program to grow and achieve a higher status.

Major factors that must be taking into consideration are: (1) only one full professor in the department, (2) an undergraduate program with a merchandising and retailing focus but no full professors in this area, (3) an opportunity of developing a Ph.D. option for students, (4) increased research funding which would include funding for research assistants and, (5) increased potential of attracting more extension agents into the graduate program.

#### *Graduate Teaching Faculty*

All five members of the faculty are graduate faculty. Three are full members of the graduate faculty and two are associate members. Two faculty members have an area of concentration in the social-psychological and cultural aspects of textiles and apparel, one faculty member's expertise is in textile science, one in cross cultural consumer behavior and the newest faculty member's area is retailing and merchandising. All faculty participate in graduate research committees as support members. The low number of faculty with an expertise in retailing and merchandising has caused some problems for students with an interest in this area.

#### *External Funding*

Research output in the Department is low. During the period of this evaluation a half-time research assistantship was endowed from Lion Apparel, Inc. and matching funds from the Kentucky's Research Challenge Trust Fund. A second half-time research assistantship from Dr. Jackson's USDA grant provided support for research assistants throughout the grant period of 2000 through 2003, including the summers. Graduate student support was also generated by Dr. Carpenter with funding from his start up funds.

#### *Graduate Student Assessment*

A survey of current and former graduate students was developed. Eighteen students were given a questionnaire (Appendix H). Twelve returned their questionnaires for a response rate of 67 percent. The responses, to the program review questionnaire, by present and former graduate students are summarized below.

According to the majority of responses, smaller classes or smaller program and getting individual attention from the faculty are the greatest, '*strengths*' of the Merchandising, Apparel & Textiles graduate program. Helpful faculty members, strong relationship with advisor, having professors with wide range of expertise within the areas of study are the advantages of the program. Opportunity to travel to trade shows, conferences and the Tri-State Consortium were

also mentioned as assets. Dr. Easter's classes, with one specific reference to DMT 600, are considered helpful.

Lack of variety in courses offered, or certain courses not being offered every semester seems to be the main area of concern. One of the complaints is that students have to take a few classes in interior design, just to meet the curriculum requirement. Also students need more direction from faculty for selecting electives outside the program. Respondents have mentioned that there are too many courses focusing on research. There was a request for more merchandising /design /apparel focused courses. There are no industry contacts nurtured for benefit of graduate students outside the textile portion of the program was also one of the comments. Professors in the program don't get along well is a concern, also there is mention of the need of having more professors. The program needs professors, who have, merchandising, retailing, and textile science background.

The majority of respondents are of the opinion that the two graduate programs (Interior Design and Merchandising, Apparel & Textiles) should not be combined, they are unrelated fields and there is very little crossover. Many have suggested that the MAT program should be affiliated with the business school. While some, respondents feel that MAT and ID is good match. The general opinion about the classes that make up the 'core requirement' is that these classes are helpful in writing thesis. They are appropriate, and give a solid base for research. Research methods and Statistics classes were found useful. DMT 772, seminars do not offer much knowledge. Some feel that independent studies are more useful than core courses, and some would like to see basic classes in marketing and business to be added to the core requirements.

For the availability of courses in the graduate program, many have repeated their concerns about lack of variety, no classes with merchandising focus, have to take independent study due to lack of classes. Also some courses offered once a year is a major concern. A respondent suggests that a poll to be taken each semester to determine students interests and class needs for following semester. Respondent feel that the program should include some basic marketing, business management courses, textile science courses, course on different textile test methods, technical writing course, merchandising /retailing courses and some computer courses. Overall the general opinion is to include courses that would help student get a job in the retail market.

All of the respondents feel that their research experience was good and challenging. They are appreciative of all the help and guidance they received from their major professor and their thesis committee members. They feel that they have adequate resources for research. One respondent mentions facing difficulty in getting responses for a survey, and suggests some help should be provided in that context. The faculty support and guidance in their research was excellent and adequate, is the general response to question about graduate faculty's contribution to research experience. Respondent mentions of Dr. Easter help in getting research funding. One comment is that the program needs faculty with different research interests.

There were suggestion about including more visits to conventions/tradeshows and travel opportunities. The students should be introduced to concepts such as six-sigma, CRM tools, to

prepare them better for workforce and not only the world of academia. Incorporating real business problem/ activity in research would prove helpful. Seminars should have better topics. More teachers are needed to teach subjects other than social psychology. The program should decide its focus and it should either prepare students to enter the retail world or a PhD program with the appropriate skills and knowledge.

## UNDERGRADUATE PROGRAM

The department offers the Bachelor of Science in Merchandising, Apparel, and Textiles and a minor in the same area. The Merchandising, Apparel and Textiles program develops graduates who are consumer and technology focused with a global orientation. Students study concepts and develop skills necessary for understanding consumer and market trends, strategies, and industry structures that facilitate the development, sourcing, marketing, and merchandising of consumer goods and services in the domestic and international marketplace.

The Bachelor of Science degree program in Merchandising, Apparel, and Textiles is a critical program in the state of Kentucky as it is the only major program of its kind in central and eastern regions of the state. Western Kentucky is the only other regional university with significant number of majors in this area. In the past decade the program area has been eliminated at Morehead State University, Murray State University and Georgetown College. Geographically, the closest program to UK's is Eastern Kentucky University and that program has seen major decline in student numbers and faculty support.

In Fall 2001 a major curriculum revision was implemented. The revised curriculum eliminated the option of Apparel and Textiles and created one program, Merchandising, in which all students in the department are now enrolled. The curriculum (Appendix K) strives to challenge students to think creatively, to learn research and problem solving techniques, and to interact in team efforts, while gaining knowledge of the merchandising process. Students gain awareness of the interrelationships of people, technology, and materials in the dynamic social, economic, and global environment of the merchandising, apparel, and textile industry. Course work includes a strong business component, interaction with professionals and field experience. Internships are a required component of the program, which can lead to permanent professional placement. Faculty encourages student participation in industry-sponsored projects related to merchandising and product development.

The faculty support of the undergraduate program includes all five faculty members. Four members of the teaching faculty allocate 75-100 percent of their teaching DOE to teaching at the undergraduate level. Teaching at the undergraduate level is not an option regardless of faculty rank. For example, the only full professor in the department teaches a 100 level class each semester with a class enrollment of 70, or maximum room capacity. Also, the department chair has taught the entry-level class (MAT 114) during the past three years.

Teaching support of the undergraduate program is not an option as enrollment in the undergraduate program has increased from 100 in 1999 to 208 enrolled in the fall semester of 2004, which is a 108 percent increase (Table 6). This increase can be attributed to an increase in



academic standards in the College of Business and Economics as noted by the fact that a large number of students transfer into the major from this college and continue to pursue a minor in Business. Another reason for the increase in enrollment is the service-oriented economy. Retailing and/or merchandising offer students the opportunity to find a job very soon after graduation.

**Table 6. Undergraduate Enrollment and Degrees Awarded**

Year	Student	Bachelor of Science Degrees
	Enrollment	Awarded in Merchandising, Apparel & Textiles
1998 - 1999	100	20
1999 - 2000	105	42
2000 - 2001	123	21
2001 - 2002	168	24
2002 - 2003	176	35
2003 - 2004	178	42
2004 - 2005	208	N/A

Online Courses: Two courses in Merchandising have been developed as totally online courses. A third, an Internet option for MAT 247, a USP cross-cultural class is currently in development. These courses include International Merchandising and E-Tailing. The International Merchandising course provides the students with a foundation in international retailing and factors that influence the process in foreign countries. The E-Tailing course provides the students with information related to the merchandising of food and apparel on the Internet. Both classes are structured such that the lectures are pre-recorded with PowerPoint slides and links to websites for support. The International Merchandising class has been revised and the E-tailing class is being revised to include a higher interaction between the students and the professor. The classes have pre-developed links to teach students how to do library searches for specified topics and students are required to take their exams online.

Student Clubs: The Department sponsors a Merchandising, Apparel, and Textiles Club that offers opportunities and activities for undergraduates, including field trips, seminar speakers and fashion shows. In the period of this review the club has sponsored a New York trip and a seminar called 'MAT DAY' in which industry speakers from major sectors of retailing and apparel manufacturing shared their expertise with students. The club is inactive this semester due to faculty time constraints.

*Issues and Concerns of Undergraduate Program*

Enrollments: The increase in enrollment has been detrimental to the research and graduate program in the department.

Class Size: As enrollments have increased the position of administration has been to increase class size. For example, MAT 315/415, had 29 students in the Spring of 1999 and currently 70 students are enrolled in this class. This class is just one example of the impact of increased enrollments without additional faculty. Increased enrollments add significant grading and clerical work to the faculty, decrease the one-on-one faculty/student interactions and leads to the elimination of some assignments.

Faculty Positions: As student numbers increased faculty numbers have not kept pace with the enrollment. During the beginning of this program review period (1999) there were 12 regular title faculty (6 were MAT) and 0 vacant lines. Over the past six years the number of faculty lines (6) has never been filled due to under funding of faculty lines and/or due to faculty leaving for other positions.

Quality of Students: There are some high caliber students in the Merchandising, Apparel, and Textiles program but there are also some students with very low GPAs. To address this issue, the faculty have proposed course requirements (currently forms are with Dr. Mullin) that require a C in the major courses and pre-major requirements. The faculty have also discussed restricted retention of a 2.5 required GPA in MAT.

During academic advising students are vocal about the fact that they failed to meet the GPA requirements in B&E and are in the MAT major because they can't make it in the Business degree. In some cases students are taking classes in MAT until they raise their GPA and they intend to reapply for Business. This also takes faculty member's time during advising as the averaging advising load is 40. The Chair currently advises 52.

Faculty acknowledge that we do receive some good students transfers from B&E, but it is demoralizing to faculty and students to be a catchall for programs with higher academic achievement. If the MAT program is going to provide an undergraduate program that supports the aspirations of the University's top twenty status we must raise our standards of achievement.

Curriculum: The curriculum is currently undergoing a major revision. In 2003-2004 the existing faculty reviewed the coursework requirements in the curriculum (approved by the faculty and awaiting approval by the UGC for Fall 2004). Decisions were made to eliminate classes that were duplicating and/or similar to classes taught in the College of Business and Economics. MAT 312 was combined with MAT 237, and MAT 420 was combined with MAT 414.

A goal of the university is to lower the number of credit hour requirements in a degree program to 120. In the proposed revision, the university English requirements were lowered from six to four credit hours. With these changes, we were able to lower the total credit hours from 128 to 123 (pending approval).

By combining classes with similar content we have designed a curriculum with fewer classes. However, due to high student numbers and low number of faculty, the sections have increased in size appreciably creating new problems related to large classes.

### *Feedback from Undergraduate Students*

A questionnaire was developed by the undergraduate representative on the program review committee. This questionnaire was given to two large enrollment classes (MAT 114 with 169 students and MAT 315 with 70 students). A total of 74 students provided feedback on the current program.

Overall, the program was found to have significant strengths; however, many concerns were expressed on many of the same subjects. Students have been excited about the latest study tours. They feel that it helps them gain experience and knowledge and enables them to relate what they are learning to the fashion world. They also like the use of blackboard, regarding the aspects of checking grades and class schedule. The department size was a major strength in the opinion of the students as well. Because of this, students felt that they could easily contact professors. In addition, instructors were believed to be very helpful and knowledgeable and curriculum was found to have a strong focus on business.

Even though many of the instructors were thought of in a positive manner, an equal amount of students thought they were a leading area of concern. Instructors have been noted as having strong book knowledge but little or weak field knowledge being the major concern. Students feel that there are not an adequate number of professors in the department. They also feel that the curriculum is weak. Areas of concern for the curriculum are such that it is not challenging, not enough hands-on experience, classes do not go beyond the textbook, too repetitive, and not enough classes offered are just a few. Students feel that the classes are busy work and they are not learning material that can be related to the fashion industry. Four times as many students commented that there was lack of career preparation versus there being career preparation.

The most beneficial class was reported to be 114, with 120, 237, 247, and 315 all receiving the next most votes. The least beneficial classes were said to be 237 and 120. However, most students feel that it is not the subject material that is the problem. They feel that it is either the instructor or the way it was taught. Regarding pre-major requirements, the communication classes seemed to be most beneficial and calculus seemed to be least. For the most part, classes were even across the board.

Regarding class size, students felt that it was fine. The only suggestion was to make classes smaller so students can speak more freely and to possibly have two sections for better flexibility when scheduling. Students did not feel strongly one way or another towards part-time faculty. Many were actually in favor of it because they would have more field knowledge, but were concerned about the difficulty aspect of contacting them. Those against it were only so due to bad past experiences.

Being prepared for a career in the field of Merchandising, Apparel, and textiles seemed to be of concern to students. Responses included a close number on those who thought it prepared them and those who thought it did not. Suggestions covered a broad spectrum of ideas but instructors with more experience and better teaching styles were one leading suggestion.

Students also want more hands on learning and the use of material outside the textbook that relates to the fashion industry.

## **COOPERATIVE EXTENSION OUTREACH**

A Questionnaire was developed by the program review committee to collect data about the Cooperative Extension Services (CES) use of the Merchandise Apparel and Textile Department. The CES Assistant Director for Family and Consumer Sciences (FCS) reviewed the questionnaire. The questionnaire of 5 questions was sent electronically to FCS agents in the 120 Kentucky counties. A total of 19 agents responded to the request.

Positive responses were received from those whom had utilized the expertise of the faculty and/or their research. Overall, there was a lack of communication and understanding reported by the respondents about the Merchandise Apparel and Textile Department as an Extension resource. Most agents relied on the Extension Specialist for their information and questions.

Questionnaire respondents reported information for clientele questions and educational programs was needed on current trends in consumer behavior and research based information on new textiles and related products, properties, care and uses.

Responses to the questionnaire as to agents suggestions on MAT departments contributions to economic development in Kentucky included research and information related to general home based business and marketing, textile and related businesses, e-commerce, historic textile issues (tourism), and consumer behavior.

Responses to the questionnaire as to suggestions for continuing to build the relationship between the MAT program and Extension Outreach included increased awareness, more communications, and working jointly on projects.

# External Review

**Department of Retailing and Tourism Management  
University of Kentucky**

**Program Review  
January 2014**

**Submitted by:  
Dr. Sandra Bastin  
Dr. Jason Swanson  
Dr. Min-Young Lee  
Dr. Cherry Kay Smith  
Tara Hackett  
Dr. Joan Ellis  
Dr. Barbara Frazier  
Mr. Rodney Branum**

### **Committee Program Review Team Members**

The committee team consists of:

Chair - Dr. Sandra Bastin, Department of Dietetics and Human Nutrition, University of Kentucky

Internal - Dr. Jason Swanson, Department of Retailing and Tourism Management, University of Kentucky

Internal - Dr. Min-Young Lee, Department of Retailing and Tourism Management, University of Kentucky

Internal - Dr. Cherry Kay Smith, Cooperative Extension Service, University of Kentucky

Internal - Student Tara Hackett, Merchandising, Apparel and Textiles Graduate Student, University of Kentucky

External - Dr. Joan Ellis, Department of Apparel, Merchandising, Design and Textiles, Washington State University

External - Dr. Barbara Frazier, Department of Textile and Apparel Studies, Western Michigan University

External - Mr. Rodney Branum, Target Store Team Leader, Lexington, Kentucky

### **Committee Program Review Process**

The program review process included:

1. Committee members were invited to provide input as a team for an on-site visit.
2. Via a Web link in an email, committee members reviewed appropriate materials, including the Department of Retailing and Tourism Management Program Review.
3. Committee met with Dean to receive charge concerning responsibilities of review process.
4. Committee met with Department Chair, Director of School of Human Environmental Sciences, Associate Deans of Instruction and Extension, faculty members, student services staff, and graduate students to collect data for committee discussion.
5. Committee discussed information received and during working sessions determined the results of the preliminary review.
6. Committee gave a summary to the Dean concerning important issues affecting the success of RTM and a timeline for complete review was discussed.
7. Final draft of report was sent to Dean for review.

These are challenging times for the RTM chair, faculty, and staff. Flexibility is an important part of a successful change. Although faculty and staff appear ready to embrace the merger, there is a definite "us" and "them" that needs to be addressed for future collegial success. A lack of an external reviewer in the area of HMT highlights the misunderstandings that can occur. Undergraduate students were also absent during this review. Improving communication is important for future success. Suggestions are offered to strengthen and enhance the department, but recommendations are areas that should be addressed and implemented to promote the department and faculty, staff, and students it is representing and supporting.

## **Department Overview**

The Department of Retailing and Tourism Management (RTM) offers interdisciplinary education with a global, product, and consumer focus. Students build outstanding business and customer service competencies in retailing and hospitality through academic coursework, industry related work experiences, internships, study tours, and exchange programs. RTM offers a BS and MS in two majors: Hospitality Management and Tourism (HMT) and Merchandising, Apparel and Textiles (MAT). The BS in MAT is accredited through the American Association of Family and Consumer Sciences. Currently RTM is merging these two majors in a phased fashion. Concepts relating to the “experiential economy” are a common theme that ties the department together.

RTM has two full professors, five associate professors, two assistant professors, two lecturers, an academic coordinator and a staff associate. Two associate professors are working toward the rank of full professor. Undergraduate enrollment has fluctuated for both programs in recent years, but currently MAT has an undergraduate enrollment of 175 and HMT has 130; MAT has a graduate enrollment of 10 and HMT has three. Current research (two) and teaching assistantships (nine) are based on grant funding and faculty startup funds. The textile testing laboratory is supporting two students at half tuition from the Lion Apparel Fellowship which supports projects related to the firefighting industry. The considerable diversity in faculty expertise is leading to opportunities for scholarly collaborations in instruction, research, and outreach. Current Extension and outreach work should be commended. Internationalization of program, both in research and student opportunities, is strong, including international educational tours. A strong foundation with industry such as Target and Cotton Inc. provides a foundation to build upon in enhancing instruction, research, and outreach.

## **Quality Enhancement of Faculty and Staff Development**

The appointment of permanent leadership, including the positions of Chair, Director of Graduate Studies, and Director of Undergraduate Studies, is a positive step towards consistency within the department. The RTM faculty and staff adhere to established rules and regulations set forth by the University, the College of Agriculture, Food and Environment, and the School of Human Environmental Sciences. Their budget appears to be adequate to support faculty and staff professional development needs. Faculty and staff communications and interactions include monthly faculty meetings, attendance at Friday conversations and research meetings, HES retreat, RTM retreat, and holiday gatherings. Faculty and staff are committed to the phased merger of HMT and MAT. Students seem to not be aware of the challenges being faced within the department. During their short time as RTM, five faculty have received several outstanding awards. Among the awards received were Fulbright Senior Scholar’s awards (2), Patricia Brantley Todd Award (2), several best paper awards at prestigious conferences (4), induction into prestigious honors societies (2), and appointed Editor-in-Chief of the International Journal of Hospitality and Event Management (1). Faculty are involved in excellent scholarly activities and are looking for ways to increase their collegiality and grant dollars.



## **Suggestions**

After a discussion with available faculty, the review team offers the following suggestions. These suggestions are intended to strengthen the collegiality of the department and improve communications as the merger continues.

- Create opportunities for team building, trust building, and celebration/recognition of accomplishments, including more opportunities for faculty and staff to interact with department administrator and each other in a non-work environment. Also look for creative ways to enhance communication among faculty and staff.
- Identify the skill set and expertise needed for future faculty hires to enhance undergraduate and graduate curriculum, teaching, and faculty research priorities, ensuring a balanced distribution of effort among current faculty.
- The next strategic plan should be an integrated exercise and working document, in conjunction with the department's goals for excellence in instruction, research, and outreach.

## **Recommendations**

After a discussion with faculty, staff, administration, and graduate students, the review team offers the following recommendations. These recommendations should be addressed to ensure the Department of Retailing and Tourism Management continues their efforts to become a strong and cohesive department.

- College administration should provide the department chair support to enhance her leadership skills, including a formal mentoring program. The department chair is strongly encouraged to arrange her schedule so that she is able to attend upper level administration meetings, such as the Chair Academy, the monthly chair's meeting, and the monthly dean's meetings. The chair should continue to seek assistance from others in like roles.
- The chair should be a strong and vocal advocate for the department, including highlighting accomplishments with recognition at the college level.
- The chair should explore opportunities for a formal faculty mentoring program and provide professional development for staff.

## **Quality and Productivity of Instruction**

The merger has provided an exciting, but extensive opportunity to enhance the current curriculum. RTM goals in this area include providing an introduction to theories, models, and methods that build competencies in business and customer services in retail and hospitality management in a changing work environment; promoting experiential learning through industry-related work experience and internships, study tours, and exchange programs; and providing a platform to be recognized as a premier resource for innovative interdisciplinary education in retailing, merchandising, and tourism. RTM also has several consortium and international university relationships that may provide students and extension agents additional academic support. Currently, course fees and summer school funds generate necessary monies needed to support departmental activities.

The implementation of an enrollment management policy and the addition of an Academic Coordinator and Lecturer has reduced the teaching/advising faculty ratio to 23:1. Diversity is seen in both the faculty and the students. During the review period, RTM increased the number of online courses from one to five and is working towards adding more. Student organizations provide student connections and service oriented projects and fund raising opportunities. The technology is adequate to support faculty and student endeavors.

### **Suggestions**

After a discussion with available faculty, the review team offers the following suggestions. These suggestions are intended to strengthen majors offered by RTM.

- Be proactive in tracking the RTM undergraduate and graduate curriculum proposals; consider appointing an individual(s) to advocate for the proposals and advise the department of the proposals' progress through the university system.
- The graduate curriculum appears to be underdeveloped in course offerings. Explore faculty and program strengths in order to appoint a committee, including faculty from other departments and perhaps the associate dean for instruction, to examine the curriculum and make recommendations.
- Student involvement in Plaid Project is an opportunity for product development and fundraising; great marketing tool.

### **Recommendations**

After a discussion with faculty, staff, support staff, administration, and graduate students (no undergraduate students attended the review), the review team offers the following recommendations. These recommendations should be addressed to ensure the Department of Retailing and Tourism Management continues their efforts in offering quality education to both undergraduate and graduate students.

- Develop a long range plan for achieving excellence in teaching pedagogies. Course teaching evaluations that are below the college average should be addressed in a timely fashion. The implementation of a formal peer review and mentoring program would send a strong statement to faculty and staff involved in teaching that students are a priority in the department. Continue to use the Center for Teaching and Learning.
- Create clearly defined student learning outcomes and curriculum mapping. Develop clearly defined assessment methods for learning outcomes and a process by which assessment results and implications are analyzed regularly by faculty. Explore external partners who can facilitate curriculum development and assessment success.

## **Quality of Recruitment and Retention for Undergraduate and Graduate Students**

Although the department currently invites external industry partners into the classroom, several suggestions revolve around specific teaching topics and strategies. The university Quality Enhancement Plan is incorporated into many courses offered by RTM. There is strong advising with strong synergy and communication between current Academic Coordinator and Advising Resource Center. The Textile laboratory provides up-to-date, cutting edge opportunities for MAT faculty and students, while the Lemon Tree Café provides up-to-date, cutting edge opportunities for HMT students.

### **Suggestions**

These suggestions are intended to strengthen student learning outcomes across the undergraduate curriculum to ensure future student career success.

- Emphasize participation in CAFE student ambassador program.
- Conduct an internal recruiting fair for HMT and MAT undergraduates that highlights graduate school options within the department.
- Conduct an orientation for graduate students to assist in student research and personal career goals.
- Leadership should be incorporated into course curriculum. Demonstrating courage, teamwork, and effective communication while speaking in front of others is a skill set that is often lacking when students enter the work world.
- How to make a good first impression, interviewing techniques, how to answer questions, and how to develop a professional resume are often lacking when students try to enter their career field.
- As the university's new APAT unit matures and develops new ways to provide more timely student data, these capabilities will trickle down to the department level. RTM should be poised to take advantage of these opportunities.

### **Recommendations**

After a discussion with faculty, staff, administration, and graduate students, the review team offers the following recommendations. These recommendations should be addressed to ensure the Department of Retailing and Tourism Management continues to strengthen the department's recruitment and retention of undergraduate and graduate students.

- The Academic Coordinator has numerous responsibilities which, with experience, will improve the undergraduate environment for students and curriculum. Maintaining her focus on student advising and recruitment should be the priority. The staff associate's position responsibilities should be well defined and communicated to prevent an unnecessary shift in responsibilities.
- Develop a recruitment and retention plan that includes a clear brand message that distinguishes RTM in the College. DECA (Distributive Education Clubs of America) and FBLA (Future Business Leader of America) are excellent sources of interested individuals who may not be aware of the opportunities for majors in retailing, hospitality, and tourism.

## **Quality and Productivity of Research**

While a great deal of the RTM Self Study focused on instruction and the merger of the programs, the department does participate in meaningful quality research. The areas of research in the department include retailing, social psychological and cultural aspects of dress, textile testing, and tourism management. Scholarly accomplishments include books, book chapters, and journal articles concerning social media, sustainability, consumer behavior, event management, and tourism-related public policy. Faculty members have national presence in some research areas. Grant funding is adequate for textile testing and related laboratory experiences, but other focus areas have opportunities that have not been fully explored.

### **Suggestions**

After a discussion with available faculty, the review team offers the following suggestions. These suggestions are intended to strengthen the research and grantsmanship of the department.

- Upper administration should continue to support current research and grantsmanship activities in the department.
- RTM should continue to foster international and other external opportunities for research collaborations.
- The department should invite experts from across campus to share institutional resources that support research endeavors for improved knowledge of availability among faculty.

### **Recommendations**

After a discussion with faculty, staff, administration, and graduate students, the review team offers the following recommendations. These recommendations should be addressed to ensure the Department of Retailing and Tourism Management continues their efforts in research and grantsmanship.

- Explore further opportunities for inter-department research collaborations and external networking with an emphasis on multi-institutional and multidisciplinary activities.
- If federal Hatch funds become available, faculty should be poised to submit competitive proposals.

## **Quality and Productivity of Public Service**

Currently, RTM does not have an Extension line, but several faculty have partnered with Kentucky County Extension Agents for the purposes of research and community outreach. The Associate Dean for Extension indicated that justification would be needed to open a discussion about adding a line. Faculty are currently participating in meaningful outreach activities.

## **Suggestions**

The committee offers the following suggestions.

- Explore opportunities to enhance Extension scholarly activities and publications.
- Further explore current and potential public service partners, such as Family and Consumer Sciences Extension, Kentucky Department of Agriculture agri-tourism, CEDIK, and Small Business Development Center.

## **Quality of External Partnerships**

RTM is doing a great job of supporting industry connections in the classroom.

## **Suggestions**

The committee offers the following suggestions.

- Continue the development and fostering of external advisory board.
- Improve industry connections in the classrooms. Communicate plans for industry representatives on campus and coordinate with multiple faculty as feasible in order to expand the student reach. The building of relationships can lead to development.
- Explore industry support for faculty collaborative research.
- Build relationships with alumni.
- Partner with college development officers in development efforts.

## **Quality of Facilities**

Although the review committee realizes that often time facilities are beyond the control of the departments, the climate control (heating and air) of Erikson Hall needs immediate attention. To encourage collegial community engagement, a common area should be found on the third floor. Graduate students also need a private office space with computer access to meet their teaching assistantship responsibilities.



Department of Retailing and Tourism Management  
Program Review January 26-28, 2014

**Sunday, January 26**

Based on flight schedules, airport transportation provided by designated local committee member for Drs. Ellis and Frazier

Flight schedules- Dr. Ellis arrives at Bluegrass Airport at 5:55 p.m. and Dr. Frazier arrives at 11:35 a.m. Dr. Frazier is confirmed to check in early at noon at the Crowne Plaza.

- 6:15 pm                      Designated local committee member transports Drs. Joan Ellis and Barbara Frazier from Crowne Plaza Campbell House to Malone's Restaurant at Palomar, at the corner of Harrodsburg Rd. and Man 'O War Blvd.
- 6:30 pm-8 pm                External Committee has dinner and working session. Group is joined by Department Chair Vanessa Jackson. A local committee member returns Drs. Ellis and Frazier to Crowne Plaza Campbell House.

**Monday, January 27**

- 8:00-8:30                    Breakfast on own (guests dine at Crowne Plaza)
- 8:30-8:45                    Selected local committee member transports external guests to Ag North
- 9:00-10:00                  Meet with College of Agriculture, Food and Environment Dean Cox and Assistant Dean for Academic Administration Lisa Collins, S125B
- 10:00-10:30                 Break and selected local committee member transports external guests to Erikson Hall
- 10:30-11:15                 Meet Dr. Vanessa Jackson, department chair, in 128 Erikson Hall for a departmental facility tour and discussion
- 11:15-12:45                 Working lunch with Dr. Ann Vail, Director School of Human Environmental Sciences in 128 Erikson Hall
- 12:45-1:00                  Break in 128 Erikson Hall
- 1:00-2:00                    Meet with Associate Deans in 128 Erikson Hall  
   Dr. Jimmy Henning, Extension  
   Dr. Larry Grabau, Instruction
- 2:00-3:00                    Meet with departmental faculty members in 128 Erikson Hall
- 3:00-4:00                    Open forum and/or working session in 128 Erikson Hall
- 4:00                            Selected local committee member transports external guests to Crowne Plaza

6:00-7:30 Working dinner at Crowne Plaza for all committee members

## **Tuesday, January 28**

7:30-8:30 Working breakfast with review committee at Crowne Plaza Campbell House.

8:30-8:45 Selected local committee member transports external guests to Erikson Hall

8:45-9:15 Meet with student services staff, Louise Gladstone, Pam McFarland, Helen Johnson, Mary Graham, and Linda Marshall in 128 Erikson Hall  
(Drs. Bastin, Ellis, Frazier and Rodney Branum, Cherry Kay Smith, and Tara Hackett)

9:15-9:45 Meet with 12 invited graduate students in 128 Erikson Hall  
(Drs. Bastin, Ellis, Frazier and Rodney Branum, Cherry Kay Smith and Tara Hackett)

9:45-10:15 Meet with 12 invited undergraduate students in 128 Erikson Hall  
(Drs. Bastin, Ellis, Frazier and Rodney Branum, Cherry Kay Smith, and Tara Hackett)

10:15-10:30 Break

10:30-11:30 Working Session in 128 Erikson Hall

11:30-1:30 Working Lunch in 128 Erikson Hall

1:30-2 Break and drive to AgN

Dr. Ellis needs to be transported to the airport at 2:00 and Dr. Frazier needs to be transported at 3:30.

2:15-3:15 Meet with the Dean of the College of Agriculture, Food and Environment, S-125B AgN to present findings

3:15 Selected local committee member transports external guests to Crowne Plaza Campbell House or Bluegrass Field Airport

### Review Committee

Sandra Bastin	chair	<a href="mailto:Sandra.Bastin@uky.edu">Sandra.Bastin@uky.edu</a>	257-3800	UK Dept of Dietetics and Human Nutrition
Jason Swanson	internal	<a href="mailto:jasonrswanson@uky.edu">jasonrswanson@uky.edu</a>	257-4965	UK Dept. of RTM
Min-Young Lee	internal	<a href="mailto:minyoung.lee@uky.edu">minyoung.lee@uky.edu</a>	257-4917	UK Dept. of RTM
Tara Hackett	student	<a href="mailto:tara.hackett@uky.edu">tara.hackett@uky.edu</a>	257-4917	RTM student
Dr. Joan Ellis	external	<a href="mailto:joana@wsu.edu">joana@wsu.edu</a>	(509) 335-8399	Washington State
Dr. Barbara Frazier	external	<a href="mailto:barbara.frazier@wmich.edu">barbara.frazier@wmich.edu</a>	(269) 387-3719	W. Michigan University
Cherry Kay Smith	internal	<a href="mailto:Cherrykay.smith@uky.edu">Cherrykay.smith@uky.edu</a>	257-3887	Ag Extension Assistant Dir
Rodney Branum	external	<a href="mailto:Rodney.Branum@target.com">Rodney.Branum@target.com</a>	859-263-7448	Target

s/Per Prog Rev/RTM 12202013

# Implementation Plan



# UK Program Review Implementation Plan

Template website:

This **required** form is described as Appendix A in AR II-I.0.6.

**College/Unit:** Retailing and Tourism Management

**Date:**

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources & approximate cost)	Time Line
College administration should provide the department chair support to enhance her leadership skills, including a formal mentoring program.		Accept	The Dean has committed to Chair attending leadership enhancement. The Chair has participated in three major leadership development programs: HERS, Circle of Power, & Phi Omicron Nu	Dean Cox has committed to financial support for the Chair to attend a leadership development program in 2015.	Summer 2015
The department chair is strongly encouraged to arrange her schedule so that she is able to attend upper level administration meetings, such as the Chair Academy, the monthly chair's meeting, and the monthly dean's meetings. The chair should continue to seek assistance from others in like roles.		Reject	The Chair already attends all of the meetings scheduled by the Dean. The Chair already participates in the Chairs Academy and attends all of the Director's meetings. For this purpose, the Chair's schedule does not need to be re-arranged as recommended.	No support needed.	Fall 2014
The chair should be a strong and vocal advocate for the department, including highlighting accomplishments with recognition at the college level.		Accept	The Chair will continue to seek assistance from peers.	No support needed.	Fall 2014
		Accept	The Chair provides the Director with news of accomplishments. The faculty does well with informing Chair of significant accomplishments. More of an effort will be made to promote department accomplishments through AG Comm.	No support needed.	Fall 2014

<p>The chair should explore opportunities for a formal faculty mentoring program and provide professional development for staff.</p>		<p>Accept</p>	<p>For faculty mentoring program, Chair will investigate what is done in other departments on campus and at benchmark institutions.</p> <p>Professional staff will continue to be directed toward professional development opportunities on campus.</p>	<p>No support needed.</p>	<p>Summer 2014</p>
<p>Develop a long range plan for achieving excellence in teaching pedagogies.</p>		<p>Accept</p>	<p>A long-range plan will be developed to improve teaching methods while pursuing the following goals:</p> <ul style="list-style-type: none"> <li>• Improve teaching evaluation scores</li> <li>• Conduct regularly teaching peer reviews</li> <li>• Use of CELT</li> <li>• Map curriculum</li> <li>• Develop clearly defined assessment methods for learning outcomes</li> <li>• Explore external partners to help with curriculum development</li> </ul>	<p>No support needed.</p>	<p>Summer 2014</p>
<p>Course teaching evaluations that are below the college average should be addressed in a timely fashion.</p>		<p>Accept</p>	<p>Faculty with low evaluations will continue to be counseled. Recommendations for improvement include:</p> <ul style="list-style-type: none"> <li>• Consultation with CELT</li> <li>• Review of syllabi to identify areas for improvement</li> <li>• Follow-up to determine what actions were implemented.</li> <li>• Strongly suggesting mid-term evaluations from students to seek intermittent feedback.</li> </ul>	<p>No support needed.</p>	<p>Summer &amp; Fall 2014</p>

<p>The implementation of a formal peer review and mentoring program would send a strong statement to faculty and staff involved in teaching that students are a priority in the department.</p>		<p>Accept</p>	<p>The department will develop and establish guidelines designed to guide instructors toward teaching excellence using resources available through CELT and the CAFE Office of the Associate Dean for Instruction. Faculty who have established a strong teaching record will take the lead in developing this program.</p>	<p>No support needed.</p>	<p>Fall 2014</p>
<p>Continue to use the Center for Teaching and Learning.</p>		<p>Accept</p>	<p>New faculty are currently required to visit and consult with CELT. Going forward, the department will send two faculty members each semester to meet individually with CELT. Those faculty members will be allotted time at faculty meetings during the semester to report back to the group what they learned and offer all faculty new strategies for enhancing teaching effectiveness. This process will be continued until each faculty member has presented at a faculty meeting and then faculty members will continue to cycle through the process. This will not only serve to enhance individual performance, but will also regularly help the teaching of the department as a whole.</p>	<p>No support needed.</p>	<p>Fall 2014</p>

<p>Create clearly defined student learning outcomes and curriculum mapping.</p>		<p>Accept</p>	<p>New department goals have been established. SLO's will be developed summer 2014. The team working on this will prepare a report to be discussed at the fall 2014 department retreat.</p> <p>The Academic Coordinator has already created sheets for MAT and HMT students with course descriptions, major sheets, future course offerings, business minor requirements, job possibilities, prerequisite checklists, and student checklists for them to see all aspects of their specific curriculum. She will adjust all of these documents when RTM is in effect. Copies of all student worksheets are available in the rack in 318 Erikson. This information is also online for all students and faculty to see. Any adjustments to curriculum are made know to faculty before advising so they can relay the messages to their advisees.</p>	<p>No support needed.</p>	<p>Complete fall 2014</p>
<p>Develop clearly defined assessment methods for learning outcomes and a process by which assessment results and implications are analyzed regularly by faculty.</p>		<p>Accept</p>	<p>Assessment methods will be developed summer 2014. The team working on this will prepare a report to be discussed at the fall 2014 department retreat.</p>	<p>No support needed.</p>	<p>Fall 2014</p>

<p>Explore external partners who can facilitate curriculum development and assessment success.</p>		<p>Accept</p>	<p>The department has developed an advisory board and will utilize their industry expertise to facilitate curriculum development and assessment success.</p> <p>Academic partners from benchmark institutions will be identified and asked to review content for both programs.</p>	<p>Honoraria may be required for outside academic reviewers.</p>	<p>Spring 2015</p>
<p>Maintaining the Academic Coordinator's focus on student advising and recruitment should be the priority.</p>		<p>Accept</p>	<p>The Academic Coordinator was hired in fall 2013. Since being hired, she has developed an advising booklet, created checklists for students to follow, worked on curriculum documents for program changes, developed curriculum rotations for both programs, assessed undergraduate curriculum and made recommendations for changes, created a central location for all curriculum information, and created a bulletin board as a resource for curriculum information.</p> <p>Chair regularly checks with Academic Coordinators to make sure she is not overwhelmed with tasks. Now that curriculum proposals are completed and further along in the process, she is able to focus more on advising and recruitment. Her teaching responsibilities may be lowered as new faculty is hired.</p> <p>The Academic Coordinator will be the primary advisor starting fall</p>	<p>New faculty hire will lower the teaching requirement of the Academic Coordinator.</p>	<p>Summer 2014</p>

			2014 for Freshman and Sophomore MAT and HMT students. She will open her advising appointments up earlier than the rest of faculty members in the Fall, and from there on, to make sure she has adequate time to address all student needs and advising issues.		
The staff associate's position responsibilities should be well defined and communicated to prevent an unnecessary shift in responsibilities.		Accept	All curriculum responsibilities have been shifted to newly-hired Academic Coordinator. The focus of this position now center around the budget and front desk issues.	No support needed.	Summer 2014
Develop recruitment and retention plan that includes a clear brand message that distinguishes RTM in the College. DECA (Distributive Education Clubs of America) and FBLA (Future Business Leader of America) are excellent sources of interested individuals who may not be aware of the opportunities for majors in retailing, hospitality, and tourism.		Accept	<p>The Academic Coordinator meets with all prospective students who contact her, faculty members, the visitor center, or Jason Headrick's team for informational sessions and tours. The academic coordinator has researched recruitment strategies and will develop a plan to be discussed at the fall department retreat. Elements of the plan will include capitalizing on:</p> <ul style="list-style-type: none"> <li>• Updated recruiting materials and website.</li> <li>• One HMT student and one MAT student have been selected as Ag Student Ambassadors, which will be an important recruiting tool for the department.</li> <li>• The department arranged a high school group tour this Spring with Johnson County High School students; they</li> </ul>	Funds will be needed to facilitate high school student visits and for the Academic Coordinator to travel for recruitment purposes.	Summer 2014

toured the facility and toured local foodservice businesses. This experience will be repeated in the future.

- Possible recruitment trips to cities where preview nights occur as well as, contacting groups like DECA or extension agencies.
- Working with AG Comm videographers and photographers to make a NY Study Tour Video for the CAFE YouTube page, a video of the Color Me Spring Fashion show, pictures of the Target Marketing class presentations, the textile lab, Lemon Tree, and the Lilly Pulitzer events.
- Writing blog posts for the HES website and CAFE blogsite by Academic Coordinator and students in both majors.
- Developing new relationships with industry to showcase opportunities for students to gain experience and get jobs.
- Establishing a relationship with B&E for recruiting events between when employers come to recruit (that have and HMT/MAT overlap). Our students will be given access to their representatives and recruiting events as well.
- Reaching out to alumni to see where we could have more involvement with our RTM

			graduates and get them involved in recruiting through Alumni Spotlights and internship/job positions.		
Explore further opportunities for inter-department research collaborations and external networking with an emphasis on multi-institutional and multidisciplinary activities.		Accept	Some faculty already have networking projects with other institutions (Lee, Jackson, Swanson, Lu, Wesley). Many also work with other research within the College and University. Chair will work with faculty to further establish inter-department research collaborations.	Funds for travel to conferences and for collaboration will be required.	Began spring 2014
If federal Hatch funds become available, faculty should be poised to submit competitive proposals.		Accept	Chair will research potential fund availability.	No support needed.	Research summer 2014
Climate control (heating and air) of Erikson Hall needs immediate attention.		Reject	College administration is aware of the facility needs in Erikson Hall, which are largely out of the control of the department.		---
To encourage collegial community engagement, a common area should be found on the third floor.		Reject	No space is available for collegial engagement. The University has been planning to take classroom space.		----
Graduate students need private office space with computer access to meet their teaching assistantship responsibilities.		Reject	There is no space available for private office space for graduate students. However, space will be made available in the office area currently under construction for grad students to proctor individual make-up exams.		----

\* Source of Recommendation (I = Internal recommendation; E = External Review Committee recommendation; H = Unit Head recommendation)

\*\* Accept/Reject Recommendation (A=Accept; R=Reject)

Unit Head Signature: \_\_\_\_\_ Unit Chief Administrative Officer (CAO) Signature: \_\_\_\_\_

Date: \_\_\_\_\_