

Department of Retailing & Tourism Management Program Review Self Study

2013- 2018

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**Department of Retailing & Tourism Management
Program Review 2013 – 2018**

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Executive Summary

Self-Study Committee Member Names and Affiliations

- Vanessa P. Jackson, Professor and Department Chair
- Jason Swanson, Associate Professor
- Elizabeth Easter, Professor
- Amber Gray, RTM Academic Coordinator

Self-Study Process

The self-study process required collection of information that describes the present state of the Retailing and Tourism Management Department (RTM) and the three associated programs of study. The department chair completed the following steps of the self-study process.

1. Met with members of the CAFE Office of the Associate Dean for Faculty Resources, Planning and Assessment to discuss expected format of report and timeline of review process, including the review team visit.
2. Identified potential members of review team. Turned in names and contact information to Associate Dean's office.
3. Met with faculty of RTM to explain the self-study process 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 department chair.
5. Collected data for report. Sections written by faculty were collected and put into final document.
6. Wrote report and assigned reviewers to make suggestions for improvement to the report.
7. Made recommended changes and additions to report.
8. Final draft of report sent to Associate Dean's office for review. (October 2018).

Overview of Progress since Last Program Review

The last Departmental Program Review was in 2013 and it generated 18 recommendations from the periodic review committee. Progress on each of these recommendations is addressed below.

- 1. College administration should provide the department chair support to enhance her leadership skills, including a formal mentoring program.**

The chair has completed the Lead21 leadership training and will complete the Food Systems Leadership Institute Fall of 2018. She meets regularly with her mentors (one in the field of study and one in the college).

- 2. 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 chairs' meeting, and the monthly dean's meetings. The chair should continue to seek assistance from others in like roles.**

Chair participated in monthly chairs' meetings, Dean's meetings, and other university meetings. The chair has gained valuable insight into the leadership qualities of exemplary Deans and chairs. The chair continues to attend all meetings necessary to enhance her job and make sure she obtains and communicates information to her department.

- 3. The chair should be a strong and vocal advocate for the department, including highlighting accomplishments with recognition at the college level.**

The chair provides resources necessary to enhance creative productivity of students and faculty. The department hired a new academic coordinator who has technical skills necessary to update information on our webpage and communicate student and faculty achievements. The website is updated regularly to provide new information related to faculty and student accomplishments. The new academic coordinator also works with the new marketing and communication manager in the college to create materials reflective of department faculty and student success. Bulletin boards, display cases, and large framed pictures on third floor of Erikson Hall are updated with faculty and student work. Reactions from faculty, students, and potential students are very positive. This also helps faculty to think more positively about each other and the department. Third floor of Erikson will continue to be a visual display of positive accomplishments of the department, students and faculty. Also, we will continue to post information on the website for potential students to see. Our academic coordinator will continue to promote and utilize information related to student, faculty, and department accomplishments. The chair will continue to request accomplishments from faculty and the academic coordinator that occur throughout the year. The chair will also continue to provide resources necessary to enhance creative productivity of students and faculty.

- 4. The chair should explore opportunities for a formal faculty mentoring program and provide professional development for staff.**

The Department of Retailing and Tourism Management provides mentoring support for new faculty through personal and professional development as they transition into their new roles, seek to progress through promotion and tenure, and reach their full potential in teaching, research and outreach. Mentoring begins with a meeting with

the chair to make sure new faculty set clear goals and a framework of expectations. Periodic meetings outside of performance reviews are held with the chair to discuss issues or potential problems new faculty may be facing. The new faculty member is also unofficially linked to a faculty member that has successfully progressed to associate professor. Faculty are also protected from over extending themselves on committees and other department activities that could take away from their productivity as a researcher (no more than two committees per year). During a faculty member's fourth year of service, their teaching load is decreased by one class to enhance their research productivity. New faculty are also given priority to travel funds to attend conferences and other professional development opportunities.

5. 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 department has utilized evaluation of teaching scores, used of the UK Center for the Enhancement of Learning and Teaching (CELT), and mapped curricula to make sure student learning outcomes are achieved and teaching pedagogy are improved. The chair continues to review the teaching scores of all faculty. The new department academic coordinator met with faculty and re-mapped courses to remove overlapping of course content. The chair will review teaching evaluation scores every semester for necessary improvements and offer recommended professional development. The revision of the course mapping is ongoing. See Appendix A for course mapping.

6. 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.

The department has developed and implemented an advisory board consisting of industry leaders, faculty and students. This board serves as peer reviewers of course content and advising on course activities for experiential learning. The group of industry leaders, faculty and students have provided great insight into internship ideas, course content and experiential learning activities for our students. The department will continue to draw upon the advisory board for insight and mentoring and identify other industry leaders to help mentor faculty and students.

7. Continue to use the Center for the Enhancement of Learning and Teaching (CELT).

The RTM Department fully engages with the CELT for teaching and course development needs. The department has built an ongoing relationship with CELT that has allowed faculty to draw on their expertise in pedagogy and technology for course and teaching improvements.

Presently, all faculty have visited with CELT and gained insight on course development and technology usage in the classroom. We are especially proud of our new online master's degree that was built using the expertise and guidance of CELT. Each faculty member continues to participate in professional development through CELT and other sources such as conferences and workshops.

8. Create clearly defined assessment methods for learning outcomes and curriculum mapping.

The academic coordinator revised the assessment tools for the measurement of learning outcomes and these tools have been approved by faculty. The new process uses canvas as a delivery system to collect data and the report on student learning outcomes for May 2018 is based on the new assessment tools. The academic coordinator will continue to advance the use of technology for data collection and data analysis, and suggest improvements needed with regard to some of our goals. The department will continue to use data from the reports to enhance student learning in the programs.

9. Develop clearly defined assessment methods for learning outcomes and a process by which assessment results and implications are analyzed regularly by faculty.

Pre- and post-test analyses are conducted to determine what students already know and what knowledge they have gained from the course. The academic coordinator notifies the faculty if the results indicate a low learning curve. The data are shared with faculty to make sure changes are made in the specific courses to meet the expectations of each learning outcome. Faculty are required to assess teaching strategies to improve student learning.

10. Explore external partners to help with curriculum development

The department continues to use the established advisory board that consists of many industry leaders as well as student and faculty representatives. The advisory

board is involved in the networking dinner, was utilized in the development of videos that expose our students to the importance of soft skill development, and participated in a fund raising activity. The Board also provides contacts for internships. The department will continue to utilize the advisory board in curriculum development and student professional development.

11. Maintaining the Academic Coordinator's focus on student advising and recruitment should be the priority.

Since the position was approved for our department, we have had four academic coordinators. Each left to pursue career aspirations and/or for other personal reasons. The new academic coordinator started August 1, 2018. She has not been here long enough to assess her performance. The previous academic coordinator is pursuing her PhD; her performance was exceptional. Evidence of fulfilling her job requirements include: Revision of all documents related to advising and curriculum; updating the mapping of courses for extended years; helping develop goals and student learning outcomes for the programs; and developing communications and marketing materials. She has also updated all advising materials, the department's undergraduate web pages; and student recruitment materials. To make sure the new academic coordinator understands what is required, a transition period was allowed between the one leaving and the new academic coordinator starting in the position.

12. The staff associate's position responsibilities should be well defined and communicated to prevent an unnecessary shift in responsibilities.

The staff associate is responsible only for fiscal affairs and the front desk. She continues to participate in professional development and continues to take courses in the UK Business Procedures Certification series. The staff associate continues to be productive and her skills continue to improve. The chair continues to monitor progress and provide the staff associate with the resources and time to enhance her skills.

13. 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.

RTM currently works with CAFE recruitment efforts. The Academic Coordinator meets for 30 – 60 minutes with each prospective student and their parents about the program's curriculum, extra-curricular opportunities, education abroad and access to

resources like tutoring and scholarships. The Academic Coordinator visits local high school Fashion Marketing Classes to talk about the HMT and MAT programs. The RTM Department is also using printed and web media to provide potential students with information that will help them see opportunities we offer, including attractive information on trips, fashion shows and education abroad. The department has developed materials reflective of our department for recruitment purposes. We have also been very active participants with the CAFE Student Success program. Our academic coordinator will continue to make sure RTM takes advantage of CAFE Student Success program.

14. Explore further opportunities for inter-department research collaborations and external networking with an emphasis on multi-institutional and multidisciplinary activities.

Faculty have submitted and presented more collaborative domestic and international presentations with graduate students and colleagues, along with an increase in the number of publications in collaboration with faculty within the department and from other institutions. Some international research collaborations also continue to occur.

15. If federal Hatch funds become available, faculty should be poised to submit competitive proposals.

During the review period, one proposal has been vetted and is in the process of submitting a budget set at \$10,000. A summary from the proposal follows: The enthusiasm for local foods of consumer, producer, and policymaker appears to be growing. Accordingly, the importance of understanding and developing a local and regional food system (i.e. farm-to-table system) which creates value for all stakeholders is among one of the top sustainable development priorities. The current study attempts to explore the nature of the interplays between different stakeholders in a sustainable farm-to-table system by incorporating theories of value co-creation. The objectives of the project are 1) To explore the various value co-creation activities among hospitality businesses, local networks and farmers in sustainable farm-to-table system; 2) To investigate facilitators and disruptors of value co-creation among hospitality businesses, local networks, and farmers in sustainable farm-to-table system; 3) To identify common values co-created by the three stakeholder groups in sustainable farm-to-table system; 4) To examine the underlying relationships between facilitators and disruptors, the degree of value co-creation, and the co-created values across the three stakeholder groups; and 5) To compare and investigate the differences of the underlying mechanisms across the three stakeholder groups.

This is a two-year study and is anticipated to begin in about two months.

16. Climate control (heating and air) of Erikson Hall needs immediate attention.

Renovations have been completed on the third floor of Erikson Hall. Rooms with heating and cooling problems have been fixed. New blinds in the classrooms were installed on October 3, 2015 and heating and cooling units have been replaced in the renovated classrooms. Issues with noise from the units is still a problem. Some attempts have been made to correct this problem, but current construction of the new College of Law does cause some noise disruptions.

17. To encourage collegial community engagement, a common area should be found on the third floor.

Creation of a common area on the third floor of Erikson Hall was established during the large renovation. Scheduled faculty meetings and other activities are sometimes held in this room.

18. Graduate students need private office space with computer access to meet their teaching assistantship responsibilities.

Graduate students have a large room that is designated for their use. The space has computers and table space for them to work. It is not as private because faculty offices are in the same space, but it does provide them with the necessary space to complete their work. The department has added more computers and a printer to the space.

Recommendations and Strengths

Based on the above recommendations, the following have been achieved and are seen as strengths

- Department chair has completed Lead21 and Food Systems Leadership Institute.
- Clearly defined assessment methods for learning outcomes and curriculum mapping
- Continued to use the Center for the Enhancement of Learning and Teaching (CELT).
- The development and use of an Advisory Board for continual curriculum updates and experiential learning for students.
- Completed renovation of classroom, office space for faculty, and a small conference room.
- Enhanced marketing of the department through the newly developed marketing and promotion department in the college.

- Increase in financial assistance for domestic and international education to meet the needs of our students' global education through increased scholarships.
- Expansion of graduate program to reach non-traditional students through our online master's degree.
- Broad collaborations between faculty and other departments in research.

The following areas for continued enhancement and future directions have been identified by the chair, faculty, and staff. Items listed below are based on the work life report recommendations for improvements.

- Working relationships among faculty
- Career development
- Stress, Balance, and workload

Department Overview

Goal

The **goal** of the Department of Retailing and Tourism Management is to provide excellence in teaching, service and research that prepares professionals for careers in the merchandising, hospitality and tourism industries through excellence in research, education, and outreach.

Mission

The **mission** of the Department of Retailing and Tourism Management is to provide degree programs that promote experiential learning through a foundation of knowledge, industry-related work experience and internships, and study tours.

Vision

The **vision** of the Department of Retailing and Tourism Management is to be a source of innovative interdisciplinary programming that partners with industry, consumers, and educators to address the issues related to healthy balance between fundamental redefinition of the consumer experience and continuous incremental improvements in business development.

Our activities in fulfilling this mission contribute directly to the university's strategic plan areas: Undergraduate Student Success, Graduate Education, Diversity and Inclusivity, Research and Scholarship, and Community Engagement. We support the goals enumerated in the College of Agriculture, Food and Environment strategic plan: Prepare highly motivated and culturally adaptive graduates; Build and nurture relationships with the people of the Commonwealth and across the world; Recruit, develop, and retain exceptional faculty and staff; Show CAFE commitment to diversity and inclusion;

Produce innovative solutions through multidisciplinary collaborations; and Build state-of-the-art facilities equipped with cutting edge technology.

Historical Overview of the Department

The Department of Merchandising, Apparel & Textiles merged with the Hospitality Management and Tourism program in 2012. The new department of Retailing and Tourism Management 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 college, the university, and the Commonwealth more effectively. The newly-combined programs allow 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.

Academic Department Overview

The Department of Retailing and Tourism Management (RTM) is committed to excellence in teaching, service and research resulting in an 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. RTM is committed to excellence in preparing students for various managerial positions in the diverse and growing market segments of retail, merchandising, apparel, textiles, tourism, and hospitality. Students build competencies for outstanding business and customer service in retail and hospitality organizations in a changing society. Opportunities are provided for experiential education through industry-related work experiences, internships, study tours, and exchange programs.

The Bachelor of Science in Merchandising, Apparel, and Textiles (MAT) incorporates research and problem solving techniques, business strategies, and consumer trends into a curriculum focused on a variety of merchandising, apparel, and textiles fields such as, sourcing, product development, marketing, visual merchandising, buying and planning, and retail management. Graduates of the program are equipped for careers in an international or domestic market ranging from buying to retail entrepreneurship.

The Bachelor of Science in Hospitality Management and Tourism (HMT) integrates service management principles, marketing techniques, and sound financial management into a curriculum focused on managing facilities and operations in a variety of hospitality and tourism settings such as, food & beverage, lodging, attractions, convention and

meeting planning, non-profit management, and special event coordinating. The hospitality and tourism industries are rapidly growing; as the United States' second largest employer, a degree in Hospitality Management and Tourism provides many career opportunities for graduates.

Graduate Program

The department also offers the Master of Science in Retailing and Tourism Management with two specialty options, Hospitality Management and Merchandising, Apparel and Textiles. Graduates are prepared for careers in the retailing, tourism and hospitality industries in the developing experience economy. Master's students can now choose to complete their program through three different pathways: thesis, non-thesis, or an internship project. The internship project allows students to get real hands-on experience in the retailing/merchandising industry. The graduate program internship holds students to more rigorous standards than an undergraduate internship, as students are expected to work at a managerial or corporate level to conduct their studies. The semester long internship culminates with the students presenting their findings and suggestions for the business in their internship defense. This pathway provides a unique and beneficial way for students to tailor their Master's degree to match future career goals.

Online Master's Degree

The dynamic curriculum that comprises the UK Retailing and Tourism Management Master's degree is also available completely online. The online master's degree provides added access to educational enhancement for traditional and non-traditional students and extension agents seeking to improve their competitiveness in an ever-changing global economy. The RTM online program allows out-of-state students to pay in-state tuition while completing a Master of Science program remotely. Classes are taught by the same expert faculty whose teaching has led RTM graduates to success in a variety of fields. The online version of the degree program concurrently operates with the established on-campus program, and did not require the development of new courses, but utilizes established courses.

University Scholars Program

Students currently enrolled at the University of Kentucky pursuing a Bachelor of Science in Merchandising, Apparel, and Textiles have the option to begin their graduate school education while still an undergraduate student. The University Scholars Program provides motivated students an opportunity to acquire a Master's degree on a fast track. Students in the program begin taking graduate level courses their senior year. Up

to 12 credit hours can be shared between undergraduate and graduate curriculum, allowing the student to complete their Master's degree in three semesters.

Undergraduate Certificate Programs

RTM participates in two certificate programs. The certificate programs are in the College of Communications and Information and the College of Agriculture Food and Environment.

- The College of Communications and Information offers an Undergraduate Certificate in Innovation and Entrepreneurial Thinking. Students may enroll in the advising office in their home college and must complete four 3-hour courses: two required and two elective courses. RTM courses offered as part of this program include: HMT 414 (Entrepreneurship in the Hospitality Industry) and MAT 514 (Retail Entrepreneurship).
- The College of Agriculture Food and Environment, Department of Horticulture houses the Distillation, Wine and Brewing studies certificate program. This programs' focus is on quality. Their goal is to continue to develop the infrastructure to advance technical training in the broad field of fermentable substrates, their resulting products and the business, marketing, bottling and distribution thereof. RTM has created and implemented a course entitled, "Beer, Wine, Spirits, Tourism Principles & Practice" and is listed as a course that can be used as part of the certificate.

Accreditation

The department is currently accredited through the American Association of Family and Consumer Sciences. RTM will not seek renewal of this accreditation program because some courses required by the accrediting body did not enhance students competitiveness for entry level jobs in RTM.

MAT accreditations

The Materials and Textiles program faculty are currently investigating accrediting program options.

Certification in Hotel Industry Analytics

The Hospitality and Tourism Management program provides students the opportunity to become certified by *Certification in Hotel Industry Analytics*. Certification in Hotel Industry Analytics (CHIA) is accredited by the American Hotel & Lodging Educational Institute (AHLEI) and Smith Travel Research (STR). The CHIA designation may be used on letterhead, business cards, etc.

The certification is based upon four core content areas: 1) hotel industry analytical foundations; hotel math fundamentals – the metrics used by the hotel industry; property level benchmarking with star reports; and hotel industry performance reports (trends, Profit & Loss, pipeline and destination reports). All of these core components and more are taught in HMT 350 (Revenue Management). This course explores the skills and role of revenue managers in hospitality management and discusses the benefits of revenue management practices and systems. Once HMT 350 is completed, the students take an exam developed by *Certification in Hotel Industry Analytics*. CHIA requires correct answers to 35/50 questions or 70% required to pass. If a student does not pass the first time, they can retake the exam once. The cost of this certification is covered by the Department of Retailing and Tourism Management.

In Fall 2017, 27 of 27 students completed and passed the HMT 350 exam (Revenue Management CHIA Exam). The department (RTM) covered the cost of the exam for all of the students at a total cost of \$2,025.

Fourteen students have taken the exam this fall. At the time of this report, the results have not been received. The cost is \$75 per student. The AHLEI allows HMT to offer “hardship scholarship” for students taking the exam. This semester, HMT received 2 scholarships. RTM paid for 12 students x \$75.00=\$900. This test for hospitality professionals (non-students) and association members is \$250.

CVENT Supplier Network Certification

CVENT University is a free certification program on the *CVENT Supplier Network* available to Hospitality and Tourism Management programs across the country. Students enrolled can participate and come away with marketable skills they can feature on their resumes. Students must receive a score of 65% or higher to pass the certification exam. If a student does not pass the first time, they can retake the exam. During fall 2018 51 students took the exam and 50 passed. During the fall and spring 2018 105/105 students passed the CVENT (FA2017=56/56 & SP18=49/49). There is no cost to UK for this exam.

Students enrolled in HMT 120 are able to become certified by CVENT Supplier Network Certification. HMT 120 (Introduction to Hospitality Management and Tourism) is a survey of the historical development and management structure of organizations that comprise the hospitality and tourism industry. The course format includes presentations by industry representatives, lectures and student led discussions.

Department Organization & Administration

The Department of Retailing and Tourism Management operates under the umbrella of the College of Agriculture, Food and Environment (CAFE). The chair of the Department of Retailing and Tourism Management is Dr. Vanessa Prier Jackson who reports to Dean Nancy Cox. Under the Dean's leadership, CAFE provides substantial support in terms of procedural guidance, business management, student services, legal guidance, pre-award grant proposal assistance, and overall leadership. Other service units in the university, particularly Human Resources, Office of Sponsored Projects Administration, and Accounts Payable, focus more on procedural compliance than assistance.

The Department of Retailing and Tourism Management provides focus for meeting the needs of an emerging experience economy. The configuration of the existing faculty and staff resources together address the strategic goals of the college, the university, and the Commonwealth of Kentucky more effectively. The department has one staff support associate (Linda Marshall), and an academic coordinator (Amber Gray). Dr. Jason Swanson serves as Director of Undergraduate Studies (DUS) for both undergraduate programs. Dr. Scarlet Wesley serves as the Director of Graduate Studies (DGS). The DGS, DUS, academic coordinator, and department chair serve as the curriculum committee. The committee meets periodically to discuss the curriculum for both the undergraduate and graduate programs. Recommendations are made to the faculty for discussion and voting during faculty meetings. When possible, this committee may ask the advisory board for recommendations. For example, research conducted by Vanessa Jackson and Scarlett Wesley suggested our students, faculty and industry leaders did not agree on the specific soft skills needed for our students to be successful as entry level employees. The Advisory Board suggested course content for RTM 340 and participated in the development of videos that supported the course content. The board works more with the identification of internships, fundraising, and external activities such as company tours, class lectures and contacts in the industry. See program curriculums in appendix B.

Faculty personnel actions such as appointments, performance evaluations, and promotions are regulated by university procedures, with multiple checkpoints to ensure adherence to policies. Guidelines for all procedural aspects of departmental administration are available on the CAFE website, ranging from the University's administrative and governing regulations, to college-level instructions, to the department's Rules of Procedure (Appendix C), and Statement on Evidences of Activity in Instruction, Research and Extension (Appendix D). The Department of Retailing & Tourism Management Rules of Procedure was revised and approved by the College of Agriculture, Food and Environment on January 26, 2018. The relevant rule may be

found at the following link:

<https://www.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/Rules/2017-18/AG/Retailing%20and%20Tourism%20Management%20RoP%202018.pdf>

Department Uniqueness

Building on the strategic plan of the university and the college, our mission and vision has accomplished the following:

- Providing individuals with a complete postsecondary degree that provides students with the skills and abilities to be competitive in a global work world.
- Promoting academic excellence through the continued enhancement of faculty professional development as instructors.
- Providing an alternative delivery system for the graduate degree through the availability of a completely online version of the RTM master's degree.
- Producing innovative solutions through multidisciplinary collaborations.
Participation in two certificate programs.
 - The College of Communications and Information offers an Undergraduate Certificate in Innovation and Entrepreneurial Thinking.
 - The College of Agriculture Food and Environment, Department of Horticulture houses the Distillation, Wine and Brewing studies certificate program.

Departmental Strategic Initiatives

One of the primary departmental and program strategic initiatives was to develop an online Master's degree that mirrored the face-to-face programs in HMT and MAT. The program successfully began fall of 2017 and now has approximately eight full-time students enrolled.

A second initiative has been to increase the number of student scholarships for domestic and international travel. In the last two years, the department has increased internal scholarships from approximately \$10,000 to \$15,000 per academic year. Funds generated from the online master's degree program and summer school tuition has supported this effort.

Other Funds Generated

Annually, the department of Retailing and Tourism Management develops and implements an annual fashion show that raises approximately \$5,000 to \$6,000. These

funds are used to pay for certifications, and to offset the cost of the Atlanta trip, which is a non-credit study tour.

Department Contributions to Statewide Postsecondary Strategic Agenda

The department contributes directly to achieving the goals of the statewide postsecondary education strategic agenda, specifically:

- Kentucky will be stronger by ensuring that many more individuals complete a postsecondary degree or credential, and that they graduate with the skills and abilities to be productive, engaged citizens.
 - RTM utilizes online delivery of courses to improve the availability of education for students.
 - RTM enhanced the availability of graduate degrees through the implementation of an online master's degree
- Promote academic excellence through improvements in teaching and learning.
 - RTM provides funded opportunities for faculty to attend conferences and trainings to improve teaching and learning.

MAT Programs in Kentucky

The Bachelor of Science degree in Merchandising, Apparel, and Textiles is a critical program in the state of Kentucky as it is the largest program of its kind in the state with 214 students currently enrolled. The program graduated 51 students during the 2017-2018 academic year. There are two other universities in the State of Kentucky offering a similar program. Western Kentucky University, a state-supported regional university serving the western part of the state, has 178 majors in the Fashion Merchandising program and graduated 42 during the 2017-2018 academic year. Eastern Kentucky University, also a regional state-supported university, has an Apparel Design and Merchandising program with 59 current students and graduated 13 during the 2017-2018 academic year. Neither university offers a graduate program in this field but they do hire our graduates. For example, the program coordinator of both programs are graduates of our Master of Science in Retailing and Tourism Management with a specialization in Merchandising, Apparel and Textiles. During the past decade the program area has been eliminated at Morehead State University (state-supported), Murray State University (state-supported), and Georgetown College (private). Geographically, the closest program to UK is Eastern Kentucky University and that program has seen major decline in student numbers and faculty support. It is accredited through the American Association of Family and Consumer Science.

HMT Programs in Kentucky

There are five institutions in Kentucky that offer a baccalaureate degree in Hospitality. They include three private institutions—Berea College (Hospitality Administration/Management), Midway University (Bachelor of Science in Tourism and Event Management), Sullivan University, for-profit (Hospitality Management)—and one state-supported institution, Western Kentucky University (Hotel, Restaurant and Tourism Management Program- Bachelor of Science (B.S.) Degree). There is also an online Hospitality Management program at Indiana Wesleyan University (private).

The Western Kentucky University (WKU) program is similar to our program in Hospitality Tourism Management. The program provides opportunities for careers in the Bourbon industry and event planning. The programs at both institutions are designed to prepare students for leadership positions in hotels, resorts, clubs, restaurants, airline food service, hospitals, business and industry food service, convention centers, sports facilities, retirement facilities, arenas, vacation ownership, cruise lines, theme parks as well as meeting, convention, exposition, event, and wedding planning. For the Bachelor of Science degree in Hotel, Restaurant and Tourism Management, WKU students must complete a minimum of 120 semester hours which includes 68 hours in the HRTM major, 45 hours of general education (liberal arts) courses, and the balance in unrestricted electives. The 68 hours in the major includes 6 semester hours of structured work experience in the form of practicums and internships. The university also requires that all students attain a minimum of a 2.0 GPA, both in the major and overall and a grade of "C" or better in all courses in the major, in order to graduate.

Midway University offers an MBA with a concentration in Tourism and Event Management. The program requires a total of 33 credit hours. Course overlaps are related to event planning and the Bourbon industry. No data is available regarding enrollment and graduation rates.

Compared to Midway, RTM offers a 30 credit hour master's degree that is completely online and or can be taken face to face. An individual can specialize their degree in MAT or HMT. Master's students can three different pathways: thesis, non-thesis, or an internship project. The internship holds students to more rigorous standards than an undergraduate internship, as students are expected to work at a managerial or corporate level to conduct their studies. The semester long internship culminates with the students presenting their findings and suggestions for the business in their internship defense. This pathway provides a unique and beneficial way for students to tailor their Master's degree to match future career goals.

Costs and Resources

Costs and Funding Sources

The department is funded through CAFE budget funds summarized in Table 1. The department has successfully generated funds from the new online Master's degree, summer internship tuition, scholarship funding from alumni, and internal fundraising. The recurring budget has fluctuated from \$1.1M to \$1.5M. The non-recurring budget has fluctuated from \$168,000 to \$330,678. This amount includes carry over from the previous year, funds generated from the online master's degree program, and the programs' income account whereby funds are collected from students for education abroad payments and other trips for student learning.

Over the five-year period the average amount on non-recurring funds is ~\$180,000. FY18 was more significant because of additional Dean's commitments for the LEAD21 program and the new fund source of the online master's program. Summer School tuition-sharing is probably the biggest contributor to our non-recurring funds. Since not all of the revenue is spent, the fund balances continue to grow. Summer School income is generally around \$120,000+ per summer.

Fiscal Year	Recurring Budget	Non-Recurring Budget	Total
2013	\$1,161,783.92	\$ 222,638.49	\$ 1,384,422.41
2014	\$ 1,349,987.04	\$ 197,612.42	\$ 1,547,599.46
2015	\$ 1,346,753.92	\$ 199,551.91	\$ 1,546,305.83
2016	\$ 1,382,986.71	\$ 168,755.42	\$ 1,551,742.13
2017	\$ 1,488,937.10	\$ 194,196.92	\$ 1,683,134.02
2018	\$ 1,533,907.93	\$ 330,678.42	\$ 1,864,586.35

Physical Capital Resources

Both the undergraduate and graduate programs are sustained in Erikson Hall. During this review period, the third floor of Erikson was remodeled to create a new office suite to accommodate three faculty and a small conference room for meetings. The costume collection has a new space with regulated temperature. New desks for students and the rewiring of the classrooms for technology use was also done. All but two faculty for RTM

are located on the third floor of Erikson. Rarely are classes for the department taught outside of Erikson Hall. Faculty have state of the art equipment in the classrooms.

Although the physical condition of the third floor has been remodeled, there are still problems with the air conditioning units in the classrooms that create noise such that the instructor and students have a hard time hearing each other. Several attempts have been made to correct this problem. The women's restroom on the third floor is in disrepair and has needed new blinds for over a year. Attempts have been made to upgrade where possible, to no avail.

Equipment

Information Technology needs are supported by Human Environmental Sciences technicians and sometimes the college IT support when necessary. RTM has been fortunate to be able to provide faculty with adequate up-to-date computing equipment including desktops, individual laptops, and iPads.

Human Capital Resources

The University of Kentucky College of Agriculture, Food and Environment, Department of Retailing and Tourism Management is committed to a diverse and inclusive population of students and staff such that all members feel valued through our programs, policies, and services.

Presently, there are no positions open. However, the department follows the University of Kentucky procedures of hiring and recruiting diverse faculty and employees.

Faculty

Tables 2, 3, 4 and 5 provide information regarding the faculty. The department consists of nine full time faculty, two lecturers and two part time instructors. Eight of the full-time faculty and one lecturer are women. The demographic make-up of the faculty includes three Asian, one African American, and nine Caucasian faculty. All of the faculty and staff are located in Erikson Hall on the first and third floor. Faculty Curricula Vitae are found in Appendix E.

Table 2. Faculty by Title Series	
Title Series	Faculty
Regular	9
Part-time	2
Lecturers	2
Total	13

Table 3. Full-time Faculty by Rank	
Rank	Faculty
Professor	2
Associate	4
Assistant	3
Lecturer	2
Total	11

Table 4. Faculty Rank and Specialty		
Name	Rank	Specialty
Vanessa Prier Jackson, Chair	Professor –	Soft skills development & women in leadership in academia
Brown, Desmond	Retired	
Cavender, RayeCarol	Assistant Professor	Luxury Brand Management; Slow Fashion
Easter, Elizabeth P.	Professor	Textiles Science and Research Methods
Lee, MinYoung	Associate Professor	Socially Responsible & Consumption
Lu, Ying	Assistant Professor	Event Management, Consumer Behavior in Service Settings
Maame, Adu	Part-time Instructor	
Miller-Spillman, Kimberly	Associate Professor	Social Psychological and Cultural Aspects of Dress, History of Costumes
Meuret, Scott	Lecturer	
Michelman, Susan	Retired	
Pryor, Mika	Lecturer	
Wesley, Scarlett	Associate Professor	Social Responsibility; Local Retailing
Swanson, Jason	Associate	Research: Tourism Policy and Planning

Ward, George	Part-time Instructor	
Zhang, Pei	Assistant Professor	Value Co-creation in Tourism & Hospitality, Tourist Behavior

Table 5. Faculty Distribution of Effort 2017-2018					
	Instruction	Research	Service/Extension	Administration	Total
Vanessa Prier Jackson, Chair	12%	10%	10%	67.50%	100%
Brown, Desmond	retired				
Cavender, RayeCarol	64.50%	30.50%	5.00%		100%
Easter, Elizabeth P.	55.50%	39.50%	5.00%		100%
Lee, Min-Young	58.40%	31.60%	10.00%		100%
Lu, Ying	61.40%	23.60%	15.00%		100%
Miller-Spillman, Kimberly	59.80%	30.20%	10.00%		100%
Meuret, Scott	94.50%		5.50%		100%
Michelman, Susan	retired				
Pryor, Mika	91.50%			8.50%	100%
Wesley, Scarlett	62.50%	17.50%		20.00%	100%
Swanson, Jason	80.00%			20.00%	100%
Zhang, Pei	42.50%	51.50%	6.00%		100%
Total FTE	6.83	2.34	0.67	1.16	

Attrition – During this review period two faculty retired and one faculty’s contract was not renewed.

Unfilled lines - During the time period of review the department has had to fill a tenured faculty position in the Hospitality Management and Tourism program. One lecture position was vacant due to the resignation of a lecturer. During that time the department had to utilize one part-time instructor to handle course requirements. We currently have no unfilled lines.

Academic Coordinator

The academic coordinator provides 1) advice to the department chair and Directors of Undergraduate and Graduate Studies in areas of accreditation, program review, and curriculum; 2) administers an enrollment management plan, prepares enrollment tracking and status reports; oversees data collection for annual reporting and academic program assessment; 3) advises freshmen and sophomores in HMT and MAT; and 4) develops communications, marketing, and outreach plan for undergraduate and graduate programs by updating advising materials; updating 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 currently supported by a Staff Associate. The staff person is responsible for budget reconciliations, purchasing, front desk operations, and provides staff support to the faculty in the department.

Honors and Recognition of Students

Fellowships

The John I. and Patricia J. Buster Fellowship is awarded to graduate students who are enrolled in the School of Human Environmental Sciences. During the review period, the department received funding for one full-time research assistant per year through the Buster Award.

The Alice Pile Killpatrick Fellowship endowment was created through a gift from the estate of Mrs. Killpatrick to fund fellowship awards for full-time graduate students who excel academically, display strong potential for professional excellence, possess citizenship and leadership qualities, and participate in community activities. During this review period, RTM has had four graduate students receive this award.

The Textile Testing Lab has the Lion Apparel Fellowship that provides half-tuition scholarships to a graduate student working on projects in the textile lab.

Postdoctoral Fellows/Scholars and Graduate Assistants

We do not have a PhD program. Table 6 below reports the number of research assistants (RA's) and teaching assistants (TA's) for the review period. During the review period we have had to split the TA positions because of the number of graduate students enrolled, which allowed us to offer part-time assistance to all students enrolled. This year, however, we have low enrollment and have been able to award full TA positions to students. We have had approximately four students per year turn down graduate assistantships because they decided to attend another university.

The salary for a full-time teaching/research assistant per semester (20 hours per week) is \$4,802.94 with full tuition paid, and a half-time RA/TA assistantship is \$2,401.47 with half-tuition paid. Table 6 reports the number of actual TA positions RTM has budgeted from CAFE and not the number of actual graduate students enrolled in the program. Starting during the 2019-2020 year, RTM will receive five TA positions instead of four. This will allow RTM to provide faculty with more teaching assistant allocations.

Table 6. Teaching and Research Assistantships Allotted RTM Per Academic Year					
	2013-2014	2014-2015	2015 - 2016	2016-2017	2017-18
Number of TAs	4	4	4	4	3.5
Number of RAs	1	1	1	1	1

Quality of Collegial Environment

Diversity Plan

The University of Kentucky is committed to diversity as a vital characteristic of an optimal education and workplace. The university maintains a firm conviction that it must strengthen the diversity of its communities, support free expression, reasoned discourse and diversity of ideas; and take into account a wide range of considerations, including but not limited to, ethnicity, race, disability, and sex, when making personnel and policy decisions. The Department of Retailing and Tourism Management recognizes, and is committed to, the importance of diversity in its personnel and student population.

In addition, the College of Agriculture, Food, and Environment prioritizes the implementation of best practices for developing a diverse faculty, staff, and student body through the college strategic plan, and with leadership from of the CAFE Office of Diversity <http://diversity.ca.uky.edu/>. The college conducts unconscious bias training workshops to ensure equality in the faculty search process. UK human resources policy and procedure 2.0, <https://www.uky.edu/hr/policies/equal-opportunity-discrimination-and-harassment>, states that equal opportunities shall be provided for all persons throughout the University in recruitment, appointment, promotion, payment, training, and other employment practices. Currently, there are eight female full-time faculty and one female lecturer. There are three Asian, one African American, and nine Caucasian faculty.

Table 7. Student Demographics by RTM program Fall 2017			
	MAT	HMT	Master's
Caucasian	74.1%	77.6%	63.3%
African American	11.4%	5.6%	18.2%
Two or more races	5.4%	4.0%	-
Hispanic or Latino	4.9%	3.2%	-
Asian	1.6%	1.6%	-
American Indian/Alaskan Native	0.5%	0.8%	-
Race and Ethnicity unknown	1.6%	3.2%	-
Nonresident Alien	0.5%	4.0%	18.2%
First-generation college student	16.8%	20.8%	9.1%
Male	9.7%	20.8%	18.2%
Female	90.3%	79.2%	81.8%

Information Capital Resources

When necessary, faculty, staff, students and industry leaders are surveyed to determine what improvements are necessary to enhance student success and engagement. Based on results from the UK@Work survey, the department focused improvements for the Strategic Plan: Goal 3B, which states that full-time faculty and staff will attend at least one professional development, continuing education, or business-procedure training on an annual basis.

All faculty and staff participated in at least one type of professional development activity each year. Funds were identified and made available for faculty and staff to attend conferences and workshops. Other continuing professional development activities include Faculty fellowships for Presentation U, and workshops through CELT related to course development, digital pedagogy, and teaching across degrees of course preparation. See Appendix E for listings of professional development in faculty CVs.

The current University Work Life report (2017) suggests a need to 1) improve faculty/staff understanding of their possible career paths; 2) ensure the physical working conditions are satisfactory (ventilation, temperature, space to work, etc.); and encourage faculty/staff to help each other achieve goals, especially during peak workload times. The department is awaiting further instructions as to when RTM is to work on these issues and what reporting system will be used.

Collaboration Resources

Soft Skills Development

RTM faculty (Dr. Vanessa Jackson and Dr. Scarlett Wesley) along with faculty at University of Maryland Eastern Shore and Morgan State University have been working to write a grant on soft skills development for students interested in starting their own business. The grant is due in February 2019.

Wildland Fire Fighter Project

Dr. Elizabeth Easter is working to join a Hatch Multi-state Development Committee on the "Wildland Fire Fighter Project." Dr. Easter will be working with faculty at North Carolina State and Florida State University on the following objectives: 1) to understand and evaluate material/tech performance for use (wear life) and 2) to understand and evaluate 'care (wash life)' of wildland firefighter turnout gear. Other faculty from Louisiana State University and Idaho State will work on the design of the gear.

NIOSH's Turnout Gear Lifecycle Partnership

Dr. Elizabeth Easter was invited to become a member of Nation Institute for Occupational Safety and Health (NIOSH) Turnout Gear Lifecycle Partnership. Dr. Easter will be working with NIOSH's National Personal Protective Technology Laboratory (NPPTL). NPPTL recently received funding to test and evaluate turnout gear (jackets and pants) that are obtained from fire departments. The project is titled: Evidence to Inform Standards that Ensure Turnout Gear Remains Protective throughout Its Lifecycle. The objective of the project is to improve confidence that turnout gear will remain protective throughout its lifecycle by providing evidence-based recommendations to support improvements to existing performance, care, and maintenance standards language. The project is modeled after the thesis research projects conducted at UK by previous graduates Deena Cotterell, Stacy Trendkamp and Meredith McQuerry.

Instruction

Teaching Effectiveness

The faculty and staff in RTM provide the primary instruction to students in HMT and MAT undergraduate programs. The department chair works closely with faculty members to ensure that instructors of record are fully qualified to teach the courses to which they are assigned. Newer faculty are required to build a relationship with CELT so that they can take advantage of teaching and technology support that can enhance student engagement in the classroom. Funds are made available for professional development

to create academic success that includes transformational learning. Faculty quality of teaching is assessed through student course evaluations.

Quality of Teaching and Quality of Courses

Tables 8-13 report the student's assessments of quality of teaching and quality of courses. Only two years of evaluations are reported because the scale was changed starting in 2016-2017 to a five-point scale for all courses, which does not allow for comparison with the previous years. The scores listed are an average score for classes at each level and each program. Most of the aggregates for 300- and 400-level courses are groups of a very low (sometimes one) number of courses and interpretation of scores should take this into consideration.

Additionally, faculty have received awards and recognition for their dedication to excellence in teaching, as well as participation in teaching improvement programs.

Table 8. Hospitality and Tourism Management Course Quality		
Course Level	2016-2017	2017-2018
100-level	4.74	4.93
200-level	3.87	4.78
300-level	4.28	4.04
400-level	4.84	5.00
500-level	3.87	4.70

Table 9. Hospitality and Tourism Management Teaching Quality		
Course Level	2016-2017	2017-2018
100-level	4.81	4.93
200-level	3.80	4.83
300-level	4.24	3.97
400-level	4.84	5.0
500-level	4.15	4.7

Table 10. Merchandising Apparel & Textiles Course Quality		
Course Level	2016-2017	2017-2018
100-level	4.74	4.85
200-level	4.50	4.16
300-level	4.35	4.24
400-level	4.66	
500-level		

Table 11. Merchandising Apparel & Textiles Teaching Quality		
Course Level	2016-2017	2017-2018
100-level	4.80	4.86
200-level	4.50	4.16
300-level	4.35	4.24
400-level	4.66	
500-level		

RTM Core Course Evaluations

Table 12. Retailing & Tourism Management Course Quality		
Course Level	2016-2017	2017-2018
300-level	4.37	4.00
400-level	4.59	4.66

Table 13. Retailing & Tourism Management Teaching Quality		
Course Level	2016-2017	2017-2018
300-level	4.41	4.15
400-level	4.88	4.81

Teaching Awards

Wesley, Scarlett	2017 Teachers Who Make a Difference Award, 19 th Annual Program, College of Education
Lee, Min-Young	2014 School of HES Award for Teaching
Meuret, Scott	2018 School of HES Award for Teaching
Pryor, Mika	2013- 2018 School of HES Awards for Teaching

Credentialing

In terms of faculty credentialing to support core/elective course offerings, the department chair works closely with faculty members to ensure that instructors of record are fully qualified to teach the courses to which they are assigned. At the college level, the assistant director of faculty resources enters all faculty credentials, including terminal degree transcript information, into the university's Faculty Database credentialing module. This module matches the faculty member's terminal degree Classification of Instructional Programs (CIP) code with the CIP identified with the academic program. Each course also has one or more CIPs associated with it. If the CIPs do not match, the assistant director enters what the university calls a "justification." This justification is based on prior academic experience, additional academic degrees, post-doctoral scholar

appointments, and other scholarly records that support the faculty member’s credentials for teaching a particular course. An example might be a tenured faculty member whose doctoral degree is in plant physiology, but who teaches a course in the Natural Resources and Environmental Sciences program. The degree CIP might not “match” the program and course CIPs, but the faculty member clearly has the knowledge and experience to teach the course. In keeping with the SACSC accreditation standards, the credentials are reviewed by the provost and the Board of Trustees, and the original documents are retained in the faculty member’s standard personnel file at the Office of Faculty Resources, Planning and Assessment. The assistant director checks all courses each term to ensure the faculty members are qualified to teach the courses to which they are assigned.

Program Admission, Enrollment, Credit Hours, and Student Progression

The minimum grade-point average for entrance of all students into the Hospitality Management and Tourism program is 2.30. The Merchandising Apparel and Textiles program will be changing its minimum grade-point average for entrance from 2.0 to 2.3 to match that of HMT. Students in both programs are required to meet the university requirements of C or better in order to graduate. Students need a total of 120 credit hours to graduate from both programs, with 46 and 47 credit hours of the total credit hours in MAT and HMT major courses respectively.

As reported in Table 14, the enrollment in RTM has fluctuated between 286 (2014-2015) to 323 (2017-2018). Table 14 reports an increase in degrees awarded from a low of 69 to a high of 97 in the year 2017-2018. Table 15 summarizes the attempted student credit hours for the review period and capacity to support the courses as FTE/student credit hour. For the purposes of this analysis, FTE is given as a value of one for each full-time faculty member, and therefore is equivalent to full-time faculty headcount. See Table 21 for a listing of the number of courses taught by each faculty member and appendix F for a sample schedule of classes with faculty responsibility.

Table 14. Total RTM Enrollment 2013-2018					
	2013-2014	2014-2015	2015-2016	2016-2017	2017- 2018
MAT	160	149	185	192	185
HMT	134	130	151	131	125
Master’s	8	7	10	14	11
Enrollment	302	286	346	337	321

Table 15. Degrees Awarded: 2013-2018					
	2013-2014	2014-2015	2015-2016	2016-2017	2017- 2018
MAT BS	43	33	41	49	51
HMT BS	32	30	39	35	41
RTM Master's Degree	2	6	5	6	6
Degrees Awarded	77	69	85	90	97

Table 16. Attempted Student Credit Hours			
Academic Year	Attempted Departmental Credits Hours	FT Faculty Headcount	FTE/SCH
2018	4472	11	407
2017	5061	10	506
2016	4694	9	522
2015	4203	9	467
2014	2671	10	267

Table 17 and 18 average time and credit to degree completion for undergraduate students. Prior to the 120 credit hour requirement for graduation, the old program had a requirement of 130 or more credit hour requirements. The high number of credit hours may be due to students still graduating on the old program. As for transfer students, students may have credit hours that are not accepted toward the degree program but are accepted as completed.

Table 17. Time and Credits to Undergraduate Degree (Hospitality Management & Tourism Program)					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average actual time to degree – native students	4.1 (n=15)	4.6 (n=14)	4.3 (n=23)	4.4 (n=23)	3.9 (n=33)
Average actual credit to degree – native students	137.1	144.3	139.7	140.9	138.7
Average actual time to degree – transfer students	3.6 (n=5)	3.4 (n=7)	3.1 (n=12)	3.5 (n=10)	2.8 (n=6)
Average actual credit to degree – transfer students	148.6	143.4	149.2	145.7	137.5

Table 18. Time and Credits to Undergraduate Degree (Merchandising Apparel & Textiles)					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average actual time to degree – native students	3.8yrs (n=34)	3.9 (n=27)	4.0 (n=32)	3.9 (n=37)	4.0 (n=39)
Average actual credit to degree – native students	129.4	126.6	134.6	132.6	135.8
Average actual time to degree – transfer students	2.9 (n=5)	3.4 (n=6)	2.8 (n=5)	2.9 (n=9)	2.8 (n=10)
Average actual credit to degree – transfer students	140.4	143.7	137.0	143.6	134.2

Time and Credits to Graduate Degree

Table 18 reports the average amount of time and credits to degree completion for graduate students. The time to completion of degree has lowered for graduate students because students now have the option to choose a thesis, project or an internship. During the years 2013 to 2018, more graduate students chose to complete an internship and therefore, less hours are needed to complete the degree. Students who choose a thesis are planning to continue on to acquire a PHD, while others who choose a project or an internship are better prepared for industry jobs. Moreover, some non-traditional students utilize the project and/or internship option to enhance their skills where they presently work.

Table 19. Time and Credits to Graduate Degree					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average actual time to degree	2.3	2.5	1.9	1.5	1.8
Average actual credit to degree	31.5	40.6	34.1	31.4	31.4

Program Delivery and Administration

Student Orientations

All incoming undergraduate transfer and new students to the university and department are required to attend a one- or two-day "see blue. U Orientation," in which students meet with other students, hear from campus offices and organizations, take math placement exams, meet with academic advisors to discuss specific programs, plan, and

register for classes (RTM faculty and Amber Gray, RTM academic coordinator). Students' parents are also included in the orientation process. More information about student orientation activities may be found at <https://www.uky.edu/seeblueU/content/information> .

The department also participates in "Merit Weekend" orientation, which is a "see blue. U Orientation" held in March (before summer registration) for students with exemplary GPA and ACT/SAT scores.

Incoming graduate students attend an orientation program immediately before classes start in the fall semester. International graduate students attend a mandatory orientation session the week before in conjunction with activities at the International Center. All graduate students who will be serving as TAs attend mandatory TA training and language testing prior to fall and spring terms. In addition, the college has its own TA orientation each term.

Advising

New student advising begins with the CAFE Center for Student Success. Members of that unit work to orient new CAFE students to the college and their chosen major, provide major/career exploration services, and discuss procedures and tools for registration and graduation. Advising in the undergraduate program is coordinated by the designated Director of Undergraduate Studies (Jason Swanson) and Academic Coordinator (Amber Gray), who routinely participate in semi-annual advising workshops in preparation for orientation periods. Once the general information is provided during SeeBlueU Orientation, the students meet with faculty/academic coordinator to discuss their course selections and to help them register for classes. Advising in the students' freshman and sophomore year is coordinated by RTM academic coordinator (Amber Gray).

The department participates in the University of Kentucky Student Alert System (http://www.uky.edu/studentacademicsupport/sites/www.uky.edu.UGE/files/Types_of_Alerts.pdf), which requests course instructors to notify "The Student Alert Team" about students that are habitually late/absent, perform poorly on assignments, display disruptive behavior, etc. The student, course instructor and the student's advisor are notified, and the student should then meet with the advisor and instructor to discuss/resolve the problem. <http://www.uky.edu/studentacademicsupport/faculty-resources-0>.

Quality of Advising and Student Satisfaction

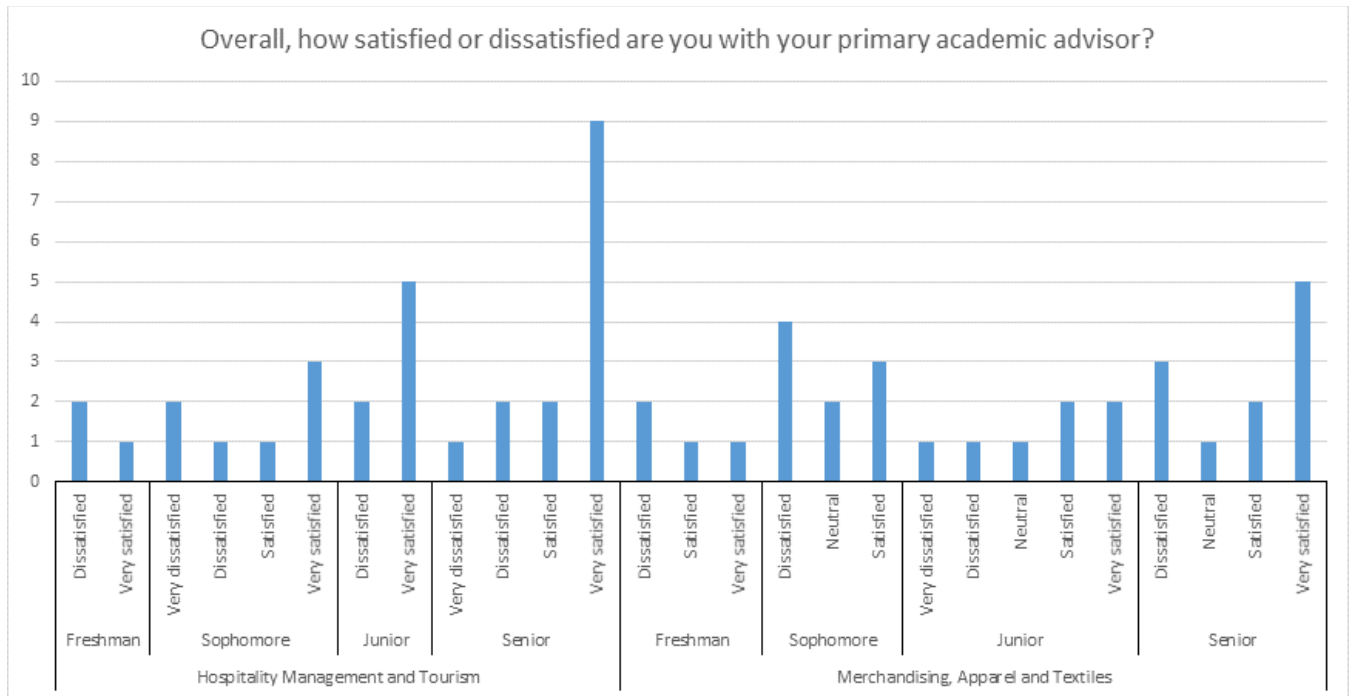
The College of Agriculture, Food and Environment 2015-2020 Strategic Plan Goal 1B is to track the perceptions and assessments of college graduates' preparation to be competitive in a global economy. The college has begun conducting an annual graduating undergraduate student exit survey. Of 15 students who graduated in academic year 2017 and responded to the survey, 13 ranked their satisfaction with the advising experience as excellent or good, and 8 ranked their satisfaction with the quality of teaching as extremely or very effective. These survey results are limited by a low response rate, but the results are used to inform our faculty discussions concerning student satisfaction. Additionally, the college is working with university administration to develop additional tools that will collect student satisfaction data and employment data going forward.

During the spring of 2018, the college's Undergraduate Student Success Team conducted a survey to specifically measure the quality of advising in the college. There is not an identifiable difference in the reported satisfaction with advisors between the MAT and HMT programs for Freshman and Sophomore students. Among Junior and Senior students however, those in HMT appear to be more satisfied than those in MAT with 76% and 61% of respondents indicating satisfaction with advising respectively. These results are visualized in figure 1 below. As for MAT, a total of 31 students completed the survey and indicated concerns regarding: 1) faculty knowing degree program and requirements; 2) lack of understanding students' career and academic interests; 3) lack of suggestions for experiential learning; 4) lack of referral to campus support; and 5) lack of discussion about post-graduation plans.

Student perceptions of satisfaction with advising appear to differ between the results of these two surveys. It is important to note that the surveys were of two different populations of students (the exit survey is provided to program graduates only and the advising survey is provided to all currently enrolled students) and the results presented are from two different years with varying response rates.

Graduate students are primarily advised by the research mentor during their first term. Thereafter they are encouraged to form a 3-member MS committee as soon as possible for the purposes of coursework and research advising.

Figure 1



Other Student Services/Programs

The department has an email listserv of students and maintains an up-to-date webpage <http://rtm-hes.ca.uky.edu/> to notify undergraduate and graduate students about programs, scholarships, internships, and job opportunities and highlights student accomplishments. The department also has a Facebook page that serves as an informational site for our students and faculty.

The RTM Association (Faculty mentors: Scott Meuret and Mika Pryor) provides students the opportunity to meet with industry leaders, and conduct community service activities.

The department also pays the yearly membership fee for the National Retail Federation (NRF) so that students can have access to industry information, participate in the yearly conference, and apply to receive scholarships. Students have been picked as ambassadors and also received scholarships to attend the NRF conference.

Program Delivery Flexibility

The RTM faculty has developed an online masters' degree and other online courses during the review period that can serve non-traditional students and provide another delivery option for traditional students. The program began with three students in fall

2017. The number of students at the beginning of fall 2018 was 10. Based on the increase in the number of inquiries related to the program, we expect the program to continue to grow at a rate of five or more students per year. RTM utilizes CELT services to ensure the courses are in compliance with best practices, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policies and federal rules, university senate and college curriculum committees. The CELT staff consults with teachers on whatever instructional issues they would like to discuss, including but not limited to course design, classroom management, student engagement, curriculum development, innovative pedagogies, and inclusive teaching and learning. Faculty working to develop an online class, must work closely with CELT and attend their workshops before beginning the development of an online course. Faculty also work with CELT staff throughout the development of a course. The chair, Director of Undergraduate Studies and the Director of Graduate Studies work with faculty to make sure the courses remain in compliance with all necessary rules and regulations. Some of the online courses include: MAT 247 (Dress and Culture), MAT 547(Social and Psychological Aspects of Apparel), MAT 572 (International Merchandising), MAT 514 (Entrepreneurial Retailing), and MAT 570 (E-Commerce. A core course (RTM 345-Service Management), and RTM 340 (Pre-Internship Seminar) has been establish as an online course. HMT also offers HMT 560 (Advance Seminar in Lodging and Tourism), HMT 570 (Event Planning and Coordination), HMT 580 (Trend Analysis for Hospitality Industry), and HMT 588 (Strategic Management in the Hospitality and Food Service Industry).

Internships

All undergraduate Retailing and Tourism Management students are required to complete a 6-credit hour summer course taken at the end of their junior or senior year. The course requires each student to complete an 8-week supervised internship at an instructor-approved location. Interns are placed at sites both nationally and internationally. The internship is focused on the student’s career interest which may include, but is not limited to, retail management, product development, marketing, buying and sourcing, customer relations, event planning, fashion journalism, lodging, food and beverage establishments, theme parks, and hotel management. The internship is the final step in providing our students with real-world experience. Table 20 reports the number of internships completed per academic year.

Table 20. Internships completed					
	2014	2015	2016	2017	2018
HMT	N/A	43	26	40	34
MAT	43	45	65	48	54

RTM has not kept data on trends of where students have completed internships and where they became employed after graduation. However, data from the 2018 summer internship programs provides some insight into internship positions, paid or unpaid internships and employment placement. In the years to come, RTM will begin to keep data to track the success of our students.

MAT had 54 students complete an internship during the summer of 2018, with 37 of the positions being paid. Students held positions in Lexington, New York, Florida, Illinois, Iowa, Texas, and Ohio. Students worked in small boutique (Posh Boutique, Bella Rose, Bella Bleu Bridal) type stores to large department stores (Dillard's, Nordstrom, Kleinfeld Bridal, JC Penney's).

HMT had 34 students complete an internship during the summer of 2018. Students held positions in Lexington, Chicago, IL; Myrtle Beach, SC; Cooperstown, NY; Washington D. C.; Nashville, TN; and Paris, France. Students worked in hotels (Marriot Griffin Gate, Hilton, Wyndham), cruise lines (Entertainment & Vagabond Cruises), event venues (Riverbend Music Center, Kentucky Castle, Creation Gardens), and special event facilities (Baseball Hall of Fame, Whitaker Ballpark, Rochester Red Wings Minor League Baseball, Chicago Special Events and the Breeders Cup).

Education Abroad

Each academic year RTM faculty travel abroad to enhance student exposure to culturally different people and businesses. During the review period, faculty accompanied on average 20 students to one of the following countries: France, England, Italy, and Greece. These educational travel studies are offered and structured as a class. Students are required to attend sessions and complete assignments prior to departure on the trips.

One example is an education abroad opportunity that is a partnership with UK Education Abroad and the London Centre for Arcadia University. It is a full-semester education abroad program, during which students will earn 15 credit hours. Students take two classes offered by Dr. Jason Swanson through the University of Kentucky, and two classes offered by Arcadia University. Arcadia classes include students from universities throughout the United States, while Dr. Swanson's courses include UK students only.

Student Learning Outcomes (SLO)

Undergraduate SLOs

1. *Industry Operations*

Students apply their knowledge of management, planning, staffing and controlling to organizations and business activities.

2. *Communication Skills*

Students demonstrate effective communication by becoming proficient in analyzing and synthesizing oral and written communication as professionals in their industry.

3. *Globalization of Retailing and Tourism Management*

Students demonstrate an understanding of diverse industry operations and a cultural sensitivity to communities in an international marketplace.

4. *Ethics and Sustainability*

Students practice social responsibility in the form of ethical leadership and professional practices, while being sensitive to environmental impacts and the global effects of individual, organizational, and corporate decision making.

5. *Critical Thinking*

Students critically evaluate and compare diverse resources to develop strategies and tools to make decisions and solve real-world problems.

6. *Creative Thinking*

Students explore divergent solutions to problems and generate ideas leading to innovations.

Graduate SLO's

Critical Thinking

Students critically evaluate and compare diverse resources to develop strategies and tools to make decisions and solve real-world problems.

Creative Thinking

Students explore divergent solutions to problems and generate ideas leading to innovations.

Undergraduate Student Learning Outcomes Assessment Plan

The student learning outcomes (SLO's) for the undergraduate program were designed to make sure our students are provided with a foundation of knowledge and experiential learning focused on global and multicultural content. Both MAT and HMT have a separate set of questions used to assess student learning in each program related to the same SLO's. Each faculty member was asked to match the classes they teach to the SLO's. Once this was done, each faculty member developed review questions and/or an assignment that could be used to assess student learning for the assigned SLO. The undergraduate assessment process provides a formative evaluation prior to instruction and a summative evaluation after instruction. While the posttest assesses learning, the pretest assessment can help identify areas that do not need to be taught if students already have knowledge of the content. The Pre/Post Test also provides a concise and direct way to definitively assess all SLOs at once with a measurable result. This pre-test/ post-test is given each year so each SLO can be tested at the department level annually.

Data is collected through a multiple choice exam. Each question assesses one or more of the seven RTM department student learning outcomes. See Appendix G for sample results.

Graduate Student Learning Outcomes Assessment Plan

Graduate students are assessed on two learning outcomes (critical and creative thinking) at the end of their completion of RTM 772. The tool used to show RTM students' critical thinking is a research paper used in RTM 772. Specifically, students' ability to present concise and appropriate ideas from in-depth research reflects their ability to think critically to address and speak about organizational type problems within a context appropriate for a given problem, firm, or area of the industry. Further, their ability to conceptualize and articulate a design for their original research also shows that they can explore extensive options to such an extent that they find the solution that is most appropriate for their context. The RTM Graduate program relies on this type of assessment to ensure that students are successfully learning skills useful to critically analyze the retail and tourism industries.

Example of Annual Assessment reporting (MAT: 2014-2015)

Data were collected in fall 2014 and spring 2015 by Academic Coordinator Mary Graham, HMT course instructor Dr. Kimberly Spillman, and Academic Coordinator Avery Malone. Data were gathered from a pre-test / post-test assessment. This assessment

consists of multiple choice questions created by the RTM department faculty based on what is taught in their courses, driven by the department SLOs. If an answer was left blank, it was considered incorrect. The pre-test assessment was administered in MAT114. A total of 35 tests were collected for analysis. The majority of students in MAT 114 are freshmen or sophomores who are just entering the major. Assessments from non-MAT majors in MAT 114 were not analyzed. The post-test was administered in MAT 533, where 13 tests were collected for analysis. Students taking MAT 533 must have reached senior status to enroll, so students in this course are exiting the major (graduating) shortly. Thus, they have been exposed to all MAT required courses, are taking the remaining ones concurrently, or will likely finish within the next semester. Data collected from the pre-test and post-test were analyzed by Ms. Malone and Dr. Vanessa Jackson, RTM department chair. Though the pre-test / post-test method we use is not longitudinal since it does not compare pre-test and post-test results for the same students over time, we expect to see significant improvement on the post-test exam as students learn content in their MAT courses. Overall, MAT student performance is not meeting benchmark goals. Only 46.15% of MAT students scored 70% or better on the post-test. When looking at performance on each SLO, only SLO 1, "Industry Operations" and SLO 7 "Professional Development", met the benchmark goal. SLOs two through six were all below the benchmark standard by 12.48% - 23.58%. This suggests that students are not adequately learning information from each of these SLOs. Last year, only SLO three, "Globalization of Retailing and Tourism Management" was assessed. When comparing post-test results, students improved from 2014 to 2015. Last year's post-test results show that 50% of students scored 70% or better on the post-test, while 63.64% of students scored 70% or better on this year's (2015) post-test. So, though we did not reach our benchmark goal on SLO three, results show improvement. There were no results for SLOs 1, 2,4,5,6 from 2013 – 2014 as only SLO 3 was being assessed. Therefore, we are unable to adequately show improvement or regression for those SLOs.

New Implemented Strategies since this report:

- Revision of course mapping to remove overlapping of information taught in classes.
- Established relations with faculty and new academic coordinator.
- Revision of SLO's to align with curriculum.
- Revision of exam questions to make sure they align with SLO's.
- Implemented the use of Canvas for data collection instead of paper exams.
- Increased use of CELT for course structure and teaching strategies.

Adherence to educational policies and procedures

The College of Agriculture, Food and Environment, including the Department of Retailing and Tourism Management, adheres to all University Senate rules. The relevant rules, Section IV: Rules Relating to Admission to the University and [Section V: Rules Relating to Attending the University](#), may be found at the following link: http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm

Course Substitutions

Course substitutions requested by students are reviewed by faculty members. Once approved by a faculty member, the department chair or director of undergraduate study signs the course substitution form before it is submitted to the associate dean for instruction, where the request is further vetted. 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 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 review and approval by the associate dean for academic administration, the proposal is submitted for university approval.

Evidence of Course Scheduling and Teaching Assignment

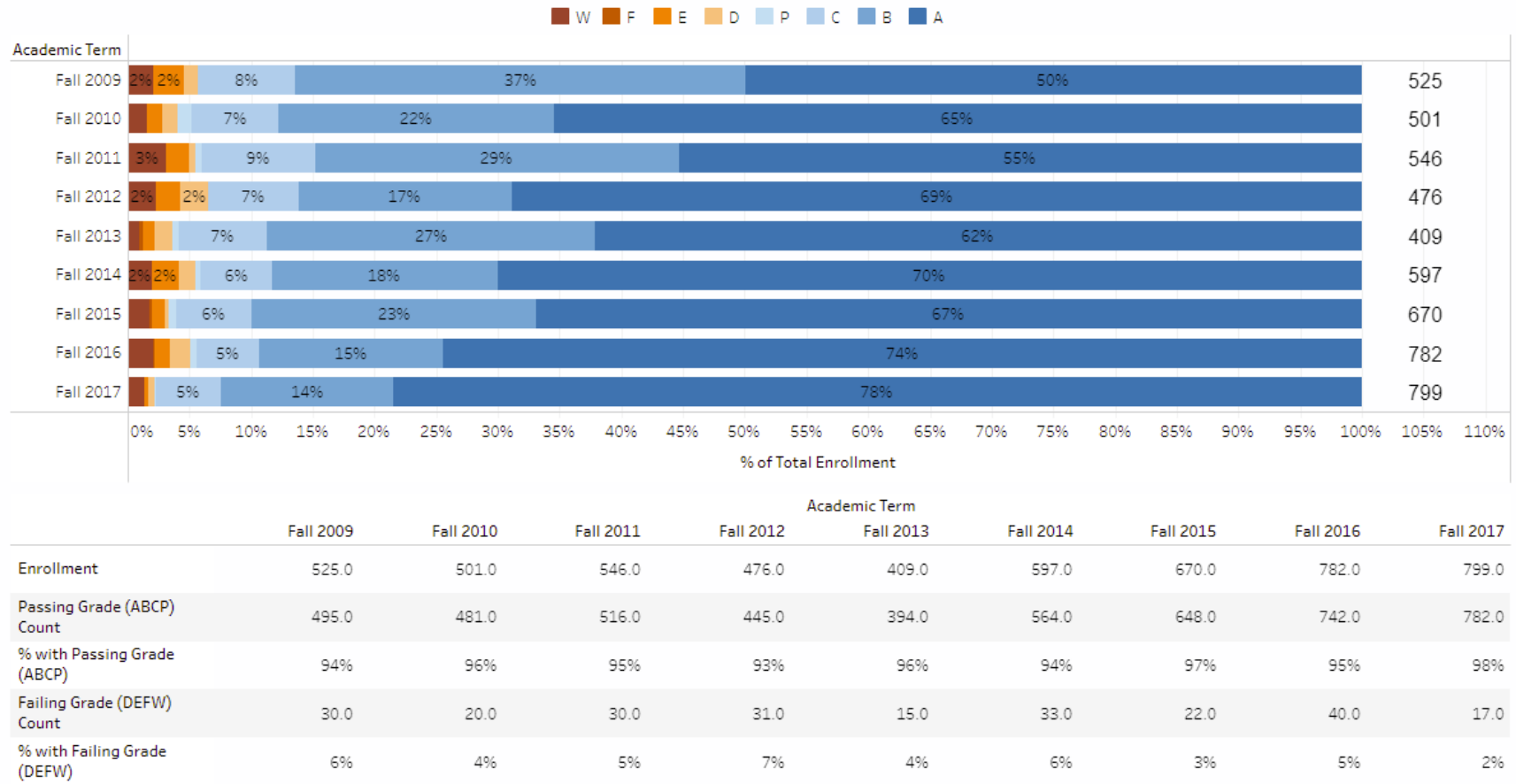
The curriculum committee meets to discuss course scheduling prior to each semester. Usually fall classes are discussed in the previous fall, and the spring courses are discussed and scheduled in the previous spring. The schedule is sent to all faculty for confirmation. All courses required for a degree are offered during a scheduled four-year plan. Table 21 provides an overview of faculty teaching load per semester. See Appendix F for a sample schedule of classes with faculty responsibility.

Table 21. Faculty Teaching Load per Semester		
Faculty Name	# Fall courses	# Spring courses
Cavender	2	2
Easter	2	2
Jackson	1	1
Lee	2	2
Lu	2	2
Meuret	4	3
Pryor	3	3
Spillman	2	2
Swanson	2	2
Wesley	2	2
Zhang	2	2

Course Grade Distribution and Strategies to Monitor Grade Deflation/Inflation

Table 22 provides an aggregate overview of grades obtained by students during the review period. For each year, the percent of students with a passing grade (ABCP) range between 94% and 98% of total enrollment. The percent of students with a failing grade (DEFW) range between 2% and 6% of total enrollment.

Table 22. Grade Distribution Data in RTM



Policy Dissemination and Transparency

Dissemination and transparency of the aforementioned policies are ensured by posting the policies and evidences on our University Senate and college websites. They may be accessed at the following links:

Governing Regulations: <https://www.uky.edu/regs/governing-regulations-gr>

Administrative Regulations: <http://www.uky.edu/regs/ar.htm>

College and Unit Rules and Statement of Evidence:

<https://www.uky.edu/universitysenate/college-and-unit-rules-and-statements-evidence>

CAFE Rules of Procedure <http://administration.ca.uky.edu/faculty-administration>

Program Impact and Employer Satisfaction

The Department of Retailing and Tourism Management ensures the curriculum offered meets current demands of the field and the job market of our graduates through consistent interaction between our faculty, alumni, and industry stakeholders. These interactions occur around the processes undertaken for research collaboration, curriculum development, program review, and strategic planning. Through engagement with our advisory board, we can interact with a broad array of colleagues across disciplines and industry stakeholders, as well as with colleagues at other institutions, and government agencies. This interaction allows us to remain consistently knowledgeable of current demands and trends among the multiple disciplines in which our students may engage.

RTM has had an Advisory Board of industry leaders, faculty and students. The Advisory Board continually provides suggestions on curriculum, experiential learning and professional development for our students. Per a discussion with the Advisory Board, industry leaders indicated our students were not prepared for entry level positions in the field. To determine what our students needed, research was conducted by Vanessa Jackson and Scarlett Wesley on soft skills development. The findings provided evidence of a lack of consistency between students, faculty and industry leaders as to the specific soft skills our students need to compete for entry level jobs in RTM. Due to the findings, the researchers contributed to the revision of the course (RTM 340) and added curriculum to enhance student's preparation for entry level positions. Plans are to add content to RTM 499 (Internships in RTM) as well.

Going forward, The College of Agriculture Food and Environment will measure employer satisfaction through a questionnaire survey designed in Qualtrics that will allow them to comment and provide discipline specific feedback for our graduates. We will conduct this survey in October and solicit feedback from those employers who hired our graduates

during the associated review period. The employers we contact will be identified by students who provide their employment status and employer information in the annual student exit survey.

Student Recruitment Activities

RTM currently works with CAFE recruitment efforts. The Academic Coordinator meets for 30 – 60 minutes with each prospective student and their parent about the program’s curriculum, extracurricular opportunities, education abroad and access to resources such as tutoring and scholarships. The Academic Coordinator also visits local high school fashion marketing classes to talk about the HMT and MAT programs. The RTM Department is also using printed and web media to provide potential students with information that will help them identify opportunities we offer, including attractive information on trips, fashion shows and education abroad. The department has developed materials reflective of our programs for recruitment

Program Contributions to Undergraduate UK Core

RTM contributes one course to the UK core curriculum. MAT 247 (Dress and Culture) meets the Global Dynamics requirement. This course attracts diverse majors and has enrollments as high as 60 students. Below is the course description.

A study of the social, cultural, physical, and psychological factors which influence apparel and apparel use in contemporary society.

Quality Enhancement Plan

The University of Kentucky’s Quality Enhancement Plan (QEP) has a primary emphasis on improving student communication skills (e.g., writing, public speaking, etc.). To accomplish this major goal, the university has implemented a new Graduation Composition and Communication Requirement (GCCR), which replaces the former Graduation Writing Requirement (GWR). In addition to attaining proficiency in written communication (i.e., the old GWR), students will also be required to show competence in oral communication and information literacy in their discipline. The Department of Retailing & Tourism Management uses (RTM 425-Human Resource Management) to accomplish the GCCR requirements. Below is the course description:

Demonstrate knowledge of human resource management and its role in retail business including: employment, training, performance management, compensation, and providing a safe, ethical and fair environment. This course is a Graduation Composition and

Communication Requirement (GCCR) course in certain programs, and hence is not likely to be eligible for automatic transfer credit to UK.

Students Seeking Employment Data (Data were only available for period ending 2016-2017 for employment outcomes)

KYSTAT is the Kentucky state database of labor statistics. It does not provide numbers disaggregated by cohort but has identified 156 graduates, under CIP code 19.0901 (Apparel and Textiles, General), who were employed in Kentucky three years after graduation and had a median salary of \$31,389, while 115 graduates under CIP code 52.0901 (Hospitality Administration/Management, General) were employed in Kentucky 3 years after graduation and had a median salary of \$33,484. The number of students deciding to attend graduate school after graduation ranged from zero to five during the review period.

Table 23. Attending Graduate School After Graduation					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
MAT	0	1	3	1	2
HMT	0	2	2	1	3
Total	0	3	5	2	5

Research

Over the past five years, RTM has generated between \$25,108 and \$98,711 per year in grant funds. The availability of funding has become challenging for the field of RTM. Faculty continue to seek funds from foundations and industry. Industry grants have become more available to RTM than government grants. Faculty continue to seek collaborations outside the field to increase research opportunities.

Table 24. Primary Grant Dollars/Faculty Ratio					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Full Time Faculty	10	9	9	10	11
Research FTE Faculty	3.25	2.17	2.50	2.55	2.34
Total Primary Grant Dollars	\$98,711	\$69,218	\$69,141	\$25,108	\$28,848

Major Research Strengths (Projects)

Dr. Jason Swanson is leading a project called “Transformative Travels: Exploring Kentucky,” in which ten students from the University of Kentucky explored communities

in western Kentucky. With the support of underwriters, the travel experience is being produced as a six-episode series for Kentucky Educational Television (KET), Kentucky's PBS affiliate. They will learn about how travel affects communities and how travel affects the travelers themselves.

Drs. Scarlett Wesley and Vanessa Jackson are leading a major research project on soft skills development. Soft skills are a combination of personal qualities and interpersonal skills that help an employee perform their job, an increasingly important concern to businesses and academia. The retail and tourism management industry is a service oriented industry that requires technical and operational skills that are considered to be hard skills. However, today the consumer experience is the foundation of success in this industry. Whether it is in a retail store, restaurant or hotel, this industry requires the development of soft skills that directly influence the consumer experience.

Research conducted by Drs. Scarlett Wesley and Vanessa Jackson, along with industry leaders, developed soft skills curriculum to enhance course content for RTM 340 and RTM 499.

Drs. Pei Zhang, Jason Swanson and Vanessa Jackson are beginning a new research area on value co-creation in tourism and hospitality, with a particular focus on tourist/guest co-creation experience. The current study attempts to explore the nature of the interplays between different stakeholders in a sustainable farm-to-table system by incorporating theories of value co-creation.

Other Research Strengths

MinYoung Lee:	2015-2018: Associate Editor, Journal of Global Fashion Marketing
	2015: Guest Editor, Special Issue of Journal of Global Fashion Marketing
Ying (Tracy) Lu	2012 - Current Editor-in-Chief, International Journal of Hospitality and Event Management
	2012 - Current Editorial Board Member, International Journal of Tourism Anthropology
	2013 - Current Editorial Board Member, International Journal of Qualitative Research in Services
Vanessa P. Jackson	2011-2014: Editor International Textiles and Apparel Association Newsletter

- Miller-Spillman, Kimberly Berg Fashion Library, Winner of the 2011 Dartmouth Medal, 2011 Frankfurt Book Fair Digital Award, 2011 Bookseller Future Book Award for Best Website. S. Michelman and K. Miller-Spillman published "Gender, dress and fashion" in *The Encyclopedia of Clothing and Fashion* (vol. 2, pp. 128-134). New York: Charles Scribner's Sons.
- 2016: *CTRJ* Outstanding Review Award for *Clothing and Textiles Research Journal*, International Textiles and Apparel Association
- 2014-2015: Vice-President, Costume Society CSA Southeastern Region
- 2015-Present: President, Costume Society CSA Southeastern Region
- Scarlett Wesley: 2016-present: Member Editorial Board, *Journal of Global Fashion Marketing*,
- 2005-2017: Editor of Book Essays, *Journal of Business Research*.
- Jason Swanson 2012: Named to the inaugural class of *Forty for the Future*, a national program recognizing tourism's leading talent under the age of 40.
- 2014: Early Career Outstanding Teacher Award from the College of Agriculture, Food and Environment Student Council

Faculty Research with Visiting Scholars

Li, J., & Lu, Y. (2017). A review on international publications on Chinese culture and Chinese tourist behavior. *Tourism Tribune*, 32(9), 70-79.

Li, J., & Lu, Y. (2016). Chinese culture in tourist research: A review and comparison of Chinese and English studies in 1993-2012. *Tourism Review*, 71(2), 118-134.

Overview of Faculty Research Expertise

Cavender, R. The marketing of sustainability and CSR initiatives by luxury brands: Cultural Indicators, call to action, and framework.

Cavender, R. The brand management of luxury fashion goods; sustainable development in the luxury goods sector, the role of interactive technology as a pedagogical support in large lecture courses.

Easter, E. The Clothes Care Research Consortium™ (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.

Jackson, V. soft skills development between Retailing and Tourism Management students, Faculty and Businesses; Women of Colour in Leadership.

Lee, MinYoung. Consumer emotion, experience in retail environment and social responsibility issues.

Lu, Tracy. Service management and consumer behaviors in service settings, particularly on the topics of customer engagement, loyalty, and interactive experiences in local communities and travel destinations.

Spillman, K. Expression of the self through dress, Public, Private and Secret Self (PPSS Model), and developing ways to assist women in Ghana

Swanson, J. Investigating challenges involving public policy related to tourism, motivations associated with education abroad travel, and transformational travel - investigating how travelers may change their psychological understanding of themselves based on their travel experiences.

Wesley, S. Local retail development, tourist retailing and shopping, and soft skills development.

Zhang, P. Value co-creation in tourism and hospitality, with a particular focus on tourist/guest co-creation experience; Food tourism and destination marketing; Tourism shopping from both perspectives of consumer and supplier.

Faculty Research Honors and Awards

Jason Swanson (2017). Patricia Brantley Todd Award of Excellence in Research, University of Kentucky School of Human Environmental Sciences.

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

Lu, Ying (Tracy). Media Recognition in *Boilerplate*, School of Hospitality and Tourism Management, Purdue University, IN, USA, Spring Issue, 2013.

Doug High, Miller-Spillman, K. (2018). Emmy Award (August, 2018). Historic Costume Consultant for *Belle Brezina & The Gilded Age of the Bluegrass*, Documentary – Historical category at the 54th Ohio Valley Emmy Awards. (Kentucky, Ohio, Indiana, West Virginia). Produced and Directed by Doug High.

Publications with Graduate Students Over the Last five years

Graduate students are active in our research programs. Publications with a graduate student are listed below. Student publications have increased noticeably during this review period.

Behnoosh Ghaani Farashahi, **Easter, E.**, and Annett-Hitchcock, K. (2018). Price and perceived product quality: a comparison of denim jeans in three price categories, *Journal of Fashion Marketing and Management: An International Journal*. 22(3): 369-386, <https://doi.org/10.1108/JFMM-10-2017-0104>.

LU, Y., Chen, Z.*, & Law, R. (2018) Mapping the progress of social media research in hospitality and tourism management from 2004 to 2014. *Journal of Travel and Tourism Marketing*, 35(2), 102-118.

Wei, W.*, **LU, Y.**, Miao, L, Cai, L., & Wang, C-Y. (2017). Customer-Customer interactions (CCIs) at conferences: An identity approach. *Tourism Management*, 59(20), 154-170. [*Graduate Student at Purdue University]

Easter, E., Lander, D., Houston, T. (2016) Risk Assessment of Soils Identified on Firefighter Gear. *Journal of Occupational and Environment Hygiene*, Article DOI: 10.1080/15459624.2016.1165823, Taylor & Francis, (2016).

Graham, M.*, Jackson, V. & **Lee, Min-Young** (2014). The effect of personal scandal on celebrity athletes and shopper's purchase intentions and attitude favorability. *Journal of Customer Behavior*, 13(4), 271-290.

Maloney, J.*, **Lee, Min-Young**, Jackson, V., & Spillman, K. (2014). Consumer willingness to purchase organic products: Application of the Theory of Planned Behavior. *Journal of Global Fashion Marketing*. 5(4), 308-321. DOI: 10.1080/20932685.2014.925327

Lee, M-Y, Jackson, V. Miller-Spillman, K. A. & Ferrell, E. (2015) Female consumers' intention to be involved in Fair-Trade product consumption in the U.S.: The role of previous experience, product features and perceived benefits. *Journal of Retailing and Consumer Services* 23: 91-98.

Internal and External Grant Awards

Table 25 provides grant funding amounts for the period of the review. A specific list of internal and external grants can be found in individual faculty CVs.

Table 25. Internal and External Grant Awards						
Department		Year: 2014	Year: 2015	Year: 2016	Year: 2017	Year: 2018
	Direct Awards	\$98,771	\$69,218	\$69,141	\$25,108	\$28,848
	Federal Competitive	0	0	0	0	0
	% Federal Competitive	0	0	0	0	0
	Collaborative	\$98,771	\$69,218	\$69,141	0	0

Faculty Research Publications

Table 26 provides a list of publications in aggregate format by year for this review period. A list of publications can be found in Appendix H.

Table 26. Publications					
	2014	2015	2016	2017	2018
Books & chapters	2	1	1	0	2
Refereed Journal Articles	2	15	9	5	5
non-refereed articles	1	0	3	0	0
Patents	0	0	0	0	0

Total	5	16	13	5	7
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Service/Extension

RTM does not have faculty appointments with extension. However, during this review period, faculty have worked with Kentucky Cooperative Extension Service agents on various projects. Some examples of projects conducted by faculty in the community follow.

Dr. Jason Swanson: Created for the Bed & Breakfast Association of Kentucky, the Aspiring Innkeeper’s Guide is a manual used to educate those interested in starting a lodging business in their home or developing small hotels in Kentucky.

Jackson, V.; Miller-Spillman, K.; Lee, M; Pryor participated in the 4-H Teen conference held at UK. During the 2018 conference high school students from around the state participated in a two-day, two hour per day camp. Faculty worked with the students on fashion design elements and historic costume activities. Students were also provided a tour of Kroger field as part of their HMT experience of the program.

Dr. Jason Swanson produced separate economic impact studies for the Bluegrass State Games and the Rolex Kentucky Three-Day Event. Both sporting events are important tourism demand generators for the Bluegrass Region. The work included online surveys of participants to determine spending patterns and learn about travel behavior of those visiting the area to attend or participate in the events.

Department Service

All faculty members serve on one or more departmental committees (See Appendix E for faculty CVs.

APPENDIX A
CURRICULUM MAPPING

I = Introduced, R = Reinforced, and M = Mastered

RTM Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
RTM 340 (MAT Pre-Internship)		R		I	R	R
RTM 345 Service Management	R	M	R	I	R	R
RTM 425 Human Resource Mgmt	R	R	M	R	M	M
RTM 499 Internship	M	M		M	M	M
RTM 600 Research Methodology in HES	R	M	R	R	M	M
RTM 650 Theories in RTM	R	M	R	R	M	M
RTM 772 Seminar in RTM	R	M	R	R	M	M
MAT Courses						
MAT 114 Introduction to Merchandising	I	I		I		I
MAT 120 Textiles for Consumers	I			I		
MAT 237 Aesthetic Experience in Retail		R			I	R
MAT 247 Dress and Culture		R	I		I	I
MAT 315 Merchandising Planning and Control	I	R			R	R
MAT 414 Merchandising Strategy Analysis						
MAT 480 Study Tour	I	R				
MAT 510 Brand Management						
MAT 514 Retail Entrepreneurship	R	M		R	M	M
MAT 515 Specification & Evaluation of Textiles & Apparel	R	M	R	R	M	M
MAT 533 History of Costume			R		M	M
MAT 547 Social and Psychological Aspects of Apparel		M			M	M
MAT 570 Electronic Retailing (E-Tailing)	R	M		R	M	M
MAT 572 International Merchandising	R	R	M	M	R	R
MAT 759 Rural Retailing						
HMT Courses						
HMT 120 Introduction to Hospitality Management & Tourism	I	I	I	I	R	R
HMT 210 Hotel Rooms Division Management	I	M	I	I	R	R
HMT 270 Principles of Travel and Tourism		R	R		R	
HMT 308 Principles of Food and Beverage	I	R	R	R	M	M
HMT 320 Hospitality and Tourism Marketing						
HMT 330 Meetings and Convention Management *						
HMT 350 Hospitality Revenue Management	R	R	R	R	M	M
HMT 360 Tourism Planning and Development						
HMT 414 Entrepreneurship in Hospitality Ind.						
HMT 420 Wine, Beer and Spirits and Tourism	R	R	R		R	R
HMT 470 Hospitality and Tourism Law and Ethics						
HMT 486 HMT Study Tour	R	M	M	R	M	M
HMT 560 Advanced Seminar in Lodging and Tourism		M	R	R	M	M
HMT 562 Tourism Planning and Development						
HMT 570 Event Planning and Coordination	R	M		I	R	R
HMT 580 Trends Analysis for the Hospitality Industry						
HMT 588 Strategic Management in the Hosp & Food Serv. Ind.	R	M	I	I	M	

Appendix A - Curriculum Map for HMT

RTM Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
RTM 340/MAT 340 (MAT Pre-Internship)							R & E
RTM 345 Service Management	E	R	R	I	E	R & E	I
RTM 425/MAT 359 Special Topics (HR Mgt)	E			I		I	
RTM 499/MAT 490 (Internship)	E	E		E	E	E	E
RTM 600 Research Methodology in HES				I, R, & E	I, R, & E	I, R, & E	I, R, & E
RTM 650 Theories in RTM					R & E	R & E	R & E
RTM 772 Seminar in RTM				I, R, & E	I, R, & E	I, R, & E	
HMT Courses							
HMT 120 Introduction to Hospitality Management & Tourism	I	I	I	I	R	R	I
HMT 210 Hotel Rooms Division Management	I	I	E	R	R	R	I
HMT 270 Principles of Travel and Tourism	I	I	I	E	R	R	I
HMT 308 Principles of Food and Beverage	I			I & R	R & E	R & E	
HMT 350 Hospitality Revenue Management	R						
HMT 359 Special Topics (Hospitality Entrepreneurship) *							
HMT 359 Special Topics (Bourbon) *	R & E						
HMT 470 Hospitality and Tourism Law and Ethics *				R		R	
HMT 486 HMT Domestic Study Tour *	R	R			R		
HMT 486 HMT International Study Tour *		I & E	I & E	R	E	E	
HMT 520 Hospitality and Tourism Marketing *	R & E	R			R	R	
HMT 530 Meetings and Convention Management *	R & E				R		
HMT 560 Advanced Seminar in Lodging and Tourism *	E	E	E	R	R	R	R
HMT 562 Tourism Planning and Development *	R	E	I & E	R	R		
HMT 570 Event Planning and Coordination *	R & E						
HMT 580 Trends Analysis for the Hospitality Industry *	E	E	E	E	E	R & E	R
HMT 588 Strategic Management in the Hosp & Food Serv. Ind. *	I	I	I	E	E	R	R

Appendix A - Curriculum Map for Merchandising, Apparel & Textiles

RTM Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
RTM 340/MAT 340 (MAT Pre-Internship)							R & E
RTM 345 Service Management	E	R	R	I	E	R & E	I
RTM 425/MAT 359 Special Topics (HR Mgt)	E			I		I	
RTM 499/MAT 490 (Internship)	E	E		E	E	E	E
MAT Courses							
MAT 114 Introduction to Merchandising	I		I				
MAT 120 Textiles for Consumers	I				I		
MAT 237 Aesthetic Experience in Retail					I	E & R	
MAT 247 Dress and Culture		I	I	I			
MAT 315 Merchandising Planning and Control	R & E						
MAT 359 Special Topics (Target project) *	R	R			R		
MAT 414 Merchandising Strategy Analysis	R & E	R	R & E	R	R & E	R & E	E
MAT 470 International Merchandising	R & E		R & E				
MAT 480 International Study Tour *	I & R	I, R, & E	R & E	R	E	E	E
MAT 480 Domestic Study Tour --New York *	R & E						
MAT 510 Brand Management	R & E	R	R & E	R	R & E	R & E	E
MAT 514 Retail Entrepreneurship	R & E						
MAT 515 Specification & Evaluation of Textiles & Apparel *	R & E		R		R		
MAT 533 History of Costume *	R	R	R	I			
MAT 547 Social and Psychological Aspects of Apparel *		R & E	R & E	R & E			
MAT 559 Special Topics * (Color Theory)	I, R & E		R & E	R	R & E	R & E	I
MAT 570 Electronic Retailing (E-Tailing)	R & E		R & E				

APPENDIX B
RTM CURRICULUM

Merchandising, Apparel, and Textiles

College of Agriculture, Food and Environment

The Merchandising, Apparel, and Textiles program blends creativity with business components to develop graduates who are consumer and technology focused. Students study concepts and develop skills necessary for understanding market trends, retail 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 exercise resourceful thinking in business operations, merchandising strategies, and the interrelationships of people, technology, and materials. Course work is designed to match industry expectations and intended to provide students with the knowledge and experience they will need to understand trends and applications in the merchandising, apparel, and textiles industries.

Internships are a required component of the program, which can lead to permanent professional placement. The internship provides students with first-hand experience in merchandising, apparel, and textiles related fields, allowing them to exercise classroom knowledge in a real-world setting. Visit us at: <http://rtm-hes.ca.uky.edu/content/bachelor-science-merchandising-apparel-and-textiles>

Each student must complete the following:

1. Complete UK Core requirements.
2. Complete 120 credit hours with a minimum grade-point average of 2.0.
3. Complete the required curriculum in the major program.

UK Core Requirements

See the UK Core section of the 2017-2018 Undergraduate Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology 4

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Recommended:

MA 123 Elementary Calculus and its Applications

or

MA 113 Calculus I 4

VIII. Statistical Inferential Reasoning

Choose one:

STA 210 Making Sense of Uncertainty:

An Introduction to Statistical Reasoning

or

STA 296 Statistical Methods and Motivations 3

IX. Community, Culture and Citizenship in the USA

Recommended:

GEN 100 Issues in Agriculture, Food and Environment 3

X. Global Dynamics

Recommended:

MAT 247 Dress and Culture 3

UK Core hours 32

Graduation Composition and Communication Requirement (GCCR)

RTM 425 Human Resource Management 3

Graduation Composition and Communication

Requirement hours (GCCR) 3

Program Entrance Requirements

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 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.

Premajor Requirements	Hours
PSY 100 Introduction to Psychology	4
SOC 101 Introduction to Sociology	3
ECO 201 Principles of Economics I	3
ECO 202 Principles of Economics II	3
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning	
or	
STA 296 Statistical Methods and Motivations	3
Subtotal: Premajor hours	16

Major Requirements	Hours
MAT 114 Introduction to Merchandising	3
MAT 120 Textiles for Consumers	3
MAT 237 Aesthetic Experience in Retail	3
MAT 247 Dress and Culture	3
MAT 315 Merchandise Planning and Control	3
MAT 414 Merchandising Strategy Analysis	3
MAT 510 Brand Management	3
MAT 514 Retail Entrepreneurship	3
MAT 572 International Merchandising	3
RTM 340 Professional Practice	1
RTM 345 Service Management	3
RTM 499 Retailing and Tourism Management Internship	6

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Merchandising, Apparel, and Textiles ° 2

Choose 9 credits from:

HMT 570 Event Planning and Coordination	3
MAT 359 Special Topic in Merchandising, Apparel and Textiles (Subtitle required)	3
MAT 395 Independent Study in Merchandising, Apparel and Textiles	3
MAT 480 Merchandising, Apparel and Textiles Study Tour	3
MAT 515 Specification and Evaluation of Textiles and Apparel	3
MAT 520 Textiles for Interiors	3
MAT 522 History of Textiles	3
MAT 533 History of Costume	3
MAT 547 Social and Psychological Aspects of Apparel	3
MAT 559 Special Topic in Merchandising, Apparel and Textiles (Subtitle required)	3
MAT 570 Electronic Retailing (E-Tailing).....	3
MAT 595 Independent Study in Merchandising, Apparel and Textiles	3
Subtotal: Major hours	46

Professional Support (27 hours)

ACC 201 Financial Accounting I	3
ACC 202 Managerial Uses of Accounting Information	3
MKT 300 Marketing Management	3
MKT 320 Retail and Distribution Management	3
MGT 301 Business Management	3
plus 6 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.	
plus 6 hours at the 300 level or above	6
Subtotal: Professional Support	27

Electives

Electives should be selected to complete the minimum total of 120 hours required for graduation.

Subtotal: Minimum Elective hours	6
TOTAL HOURS	120

College of Agriculture, Food and Environment

MAT Merchandising, Apparel and Textiles

- 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.
- 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 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.
- 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.
- MAT 425 ECONOMICS OF MERCHANDISE SOURCING.** (3)
Examination of global sourcing strategies in retail merchandising. Includes assessment of political, social, economic and cultural influences critical to the sourcing process. Prereq: MAT 114, MAT 350, ECO 201, ECO 202, MKT 300, MAT 315.
- 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 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: Junior Standing, Senior Standing, or Graduate Student and MAT 114.
- *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: Junior Standing, Senior Standing, or Graduate Student and MAT 114.
- 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.

College of Agriculture, Food and Environment

MAT Merchandising, Apparel and Textiles

- 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, 120, 237, 247, MKT 300, STA 210 or STA 296.
- *MAT 572 INTERNATIONAL MERCHANDISING.** (3)
A study of the internationalization of retailing and factors that influence the process in foreign countries such as countries' level of development and how countries' governments are supporting the growth of their retail industries. Social, economic, and environmental perspectives will also be considered as they relate to countries' retail markets and retail trade at the global level. In-depth exploration of key international retailing concepts provides students with the theoretical foundation to explore the international retail landscape in more detail through the study of retail industries in four world regions. Prereq: MAT 315, MKT 320.
- 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.
- MAT 650 SURVEY OF CURRENT THEORIES AND LITERATURE.** (3)
An intensive survey of the theoretical and empirical literature related to areas of merchandising, apparel, and textiles and to hospitality management and tourism. Emphasis will be placed on research literature and theory building. Prereq: Graduate standing.
- MAT 700 RESEARCH PROBLEMS IN INTERIOR DESIGN, MERCHANDISING AND TEXTILES.** (3)
Independent research for the exploration of a specific problem in interior design, merchandising and textiles. May be repeated to a maximum of six credits.
- MAT 720 RURAL RETAIL DEVELOPMENT.** (3)
Characteristics of rural retail development; analysis of economic and related problems and potential for development. Prereq: Graduate student standing.
- MAT 759 SPECIAL TOPICS IN MERCHANDISING, APPAREL AND TEXTILES (Subtitle required).** (3)
Advanced work on a specific topic in merchandising, apparel, and textiles. May be repeated under different topics to a maximum of 12 credits. Prereq: Graduate Standing or consent of instructor.

MAT

Merchandising, Apparel and Textiles

MAT 785 INDEPENDENT STUDY IN MERCHANDISING, APPAREL AND TEXTILES. (1-3)
Problems involving independent laboratory, studio and/or library student 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, and contractual agreement.

MAT 790 RESEARCH PROBLEMS IN INTERIOR DESIGN, MERCHANDISING, AND TEXTILES. (3)
Independent research for the exploration of a specific problem in interior design, merchandising, and textiles. May be repeated to a maximum of six credits.



Hospitality Management and Tourism

College of Agriculture, Food and Environment

The Hospitality Management and Tourism program focuses on the specialized knowledge needed for careers in the hospitality industry. The degree develops graduates who are consumer and technology focused within the service industry. Course work integrates hospitality marketing strategies, communications and financial management through a curriculum focused on management of facilities and operations that provide hospitality services to the public.

The curriculum challenges students to exercise an integration of creativity and business components for various tourism services such as, Food & Beverage, Lodging, Attractions, Convention and Meeting Planning, Non-Profit Management, and Special Event Coordinating. The hospitality and tourism industries are rapidly growing; as the United States' second largest employer, a degree in Hospitality Management and Tourism provides many career opportunities for graduates.

Internships are a required component of the program, which can lead to permanent professional placement. The internship provides students with first-hand experience in hospitality and tourism related fields, allowing them to exercise classroom knowledge in a real-world setting. Visit us at:

<http://rtm-hes.ca.uky.edu/content/bachelor-science-hospitality-management-and-tourism>

Entrance Requirement

The minimum grade-point average for entrance of all students into the Hospitality Management and Tourism program is 2.30.

Progression Requirement

In addition, students must have completed the following premajor courses with a grade of C or better in order to progress to courses which are major requirements: CS 101, ACC201, ACC202, ECO201, ECO202, HMT 120, HMT210, DHN241, and HMT 270.

Graduation Requirement

Students must fulfill all prerequisites and achieve a grade of C or better in all DHN and HMT courses which are major requirements.

Each student must complete the following:

1. Complete UK Core requirements.
2. Complete 120 credit hours with a minimum grade-point average of 2.0.
3. Complete the required curriculum in the major program.

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity	
Choose one course from approved list.....	3
II. Intellectual Inquiry in the Humanities	
Choose one course from approved list.....	3
III. Intellectual Inquiry in the Social Sciences	
Choose one course from approved list.....	3
IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences	
Choose one course from approved list.....	3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I	3
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VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II	3
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VII. Quantitative Foundations

MA 123 Elementary Calculus and Its Applications	4
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VIII. Statistical Inferential Reasoning

STA 296 Statistical Methods and Motivations	3
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IX. Community, Culture and Citizenship in the USA

Recommended:	
GEN 100 Issues in Agriculture, Food and Environment	3

X. Global Dynamics

ANT 160 Cultural Diversity in the Modern World	3
UK Core hours	31

Graduation Composition and Communication Requirement (GCCR)

RTM 425 Human Resource Management.....	3
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Graduation Composition and Communication

Requirement hours (GCCR)	3
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Premajor Requirements

	Hours
Two semesters of a single foreign language chosen from: Arabic; Chinese; English as a Second Language; French; German; Italian; Japanese; Russian; Spanish; and Sign Language (exclude: Latin, Hebrew, Greek)	8

Diversity Requirements

ANT 160 Cultural Diversity in the Modern World.....	3
plus one of the following courses:	
AAS 200 Introduction to African-American Studies	3
AAS 235 Inequalities in Society	3
AAS 261 African American History 1865-Present	3
ANT 220 Introduction to Cultural Anthropology	3
ANT 225 Culture, Environment and Global Issues	3
ANT 324 Contemporary Latin American Cultures	3
ANT 327 Culture and Societies of India and South Asia	3
ANT 340 Development and Change in the Third World	3
CHI 331 Introduction to Chinese Culture, 1840 to Present	3
GEO 160 Lands and Peoples of the Non-Western World	3
GWS 200 Sex and Power	3
LAS 201 Introduction to Latin America	3
MAT 247 Dress and Culture	3
RUS 372 Experiments in Life and Art: Russian Culture 1900-Present	3
SOC 380 Globalization: A Cross-Cultural Perspective	3
Subtotal: Diversity Requirement hours	6

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Hospitality Management and Tourism • 2

CS 101 Introduction to Computing I	3
ACC 201 Financial Accounting I	3
ACC 202 Managerial Uses of Accounting Information	3
ECO 201 Principles of Economics I	3
ECO 202 Principles of Economics II	3
HMT 120 Introduction to Hospitality Management and Tourism	3
MA 123 Elementary Calculus and Its Applications	4
STA 296 Statistical Methods and Motivations	3
DHN 241 Food Service Sanitation	1
Subtotal: Premajor hours	40

Major Requirements

Hours

Required:

HMT 210 Hotel Rooms Division Management	3
HMT 270 Principles of Travel and Tourism	3
HMT 308 Principles of Food and Beverage	3
HMT 350 Revenue Management	3
RTM 340 Professional Practice	1
RTM 345 Service Management	3
RTM 425 Human Resource Management	3
RTM 499 Retailing and Tourism Management Internship	6
DHN 342 Quantity Food Production	4
FIN 300 Corporation Finance	3
MGT 301 Business Management	3
MKT 300 Marketing Management	3
Subtotal: Major Core hours	38

Plus 15 hours from HMT major selections:

HMT 320 Hospitality and Tourism Marketing	3
HMT 330 Meetings and Convention Management	3
HMT 359 Hospitality and Tourism Special Topics (Subtitle required)	1-3
HMT 360 Tourism Planning and Development	3
HMT 395 Hospitality and Tourism Independent Study	1-3
HMT 414 Entrepreneurship in the Hospitality Industry	3
HMT 420 Kentucky Bourbon Hospitality and Tourism	3
HMT 470 Hospitality and Tourism Law and Ethics	3
HMT 486 HMT Study Tour	3
HMT 560 Advanced Seminar in Lodging and Tourism	3
HMT 570 Event Planning and Coordination	3
HMT 580 Trends Analysis for the Hospitality Industry	3
HMT 588 Strategic Management in the	3
Hospitality and Food Service Industry	3
PLS 389 Wine Appreciation	3

Subtotal: Major Selection 15

Plus additional upper-level credits to complete 45 hours of 300-400-500 level classes.

Subtotal: Major Requirements 47

Electives

Electives should be selected by the student to lead to the minimum total of 120 hours required for graduation.

Subtotal: Minimum Elective hours 6

TOTAL HOURS: 120

HMT

Hospitality Management

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 housekeeper 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; DHN 241; Hospitality Management 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 345 INFORMATION TECHNOLOGY IN THE HOSPITALITY INDUSTRY. (3)
This course discusses the strategic impact of information technology on the hospitality industry, describes basic functions found in IT applications in the hospitality industry, and devotes time to learning industry-specific applications as well as the Internet. Prereq: CS 101, HMT 120. For Hospitality Management and Tourism majors only.

HMT 350 REVENUE MANAGEMENT. (3)
This course explores the skills and role of revenue managers in hospitality management as well as discussing the benefits of revenue management practices and systems. Consideration is given to concepts such as pricing, value, forecasting, inventory, distribution and evaluation as it relates to maximizing revenue in hospitality. Prereq: HMT 120 and ACC 201. For Hospitality Management and Tourism Majors only.

HMT 359 HOSPITALITY AND TOURISM SPECIAL TOPICS (Subtitle Required) (1-3)
New issues or the in-depth study of issues relevant to hospitality and/or tourism will be offered through this course. Credit hours will vary. May be repeated to a maximum of six credit hours under different subtitles. Prereq: Consent of instructor.

HMT

Hospitality Management

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 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 414 ENTREPRENEURSHIP IN THE HOSPITALITY INDUSTRY. (3)

This course examines the steps required to create a new company and implement a new business initiative utilizing customer development models, product development models, and the business model canvas. With a focus on hospitality businesses, students will be taught how to think like entrepreneurs and develop their soft skills to prepare for successful careers. Prereq: HMT 120 and MGT 301, or consent of instructor.

HMT 420 KENTUCKY BOURBON HOSPITALITY AND TOURISM. (3)

Bourbon is big business in the Bluegrass State and is a distinctive spirit product of the United States. This class will introduce students to the basic manufacturing process while promoting an understanding and awareness of the bourbon industry to focus on the history, culture, heritage and value of bourbon in the state of Kentucky. The course will include guest speakers, field trips and a class project with the Kentucky Bourbon Trail. Some class meeting times will need to be extended to accommodate field trips. Prereq: 21 years old and permission of the instructor.

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 486 HMT STUDY TOUR. (3)

A domestic or foreign study tour to include investigation of interests related to hospitality management and tourism. 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 four destinations are different. Prereq: Priority is given to majors and upperclassmen. All students are subject to instructor approval.

HMT 560 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. Restricted to upper-division HMT undergraduates, RTM graduate students or consent of instructor.

***HMT 570 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 308 or MAT 237.

HMT

Hospitality Management

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.

HMT 646 ADVANCED INFORMATION TECHNOLOGY IN THE HOSPITALITY INDUSTRY. (3)

This course will engage students in the latest technology used by the hospitality industry for advancement of human, material and financial resources. Strategies and applications using technology to gain competitive advantage will be investigated. Students should be able to examine the problems of technology in the hospitality and tourism industries and to provide solutions. Prereq: Admission to the graduate program.

HMT 694 STRATEGIC PLANNING IN HOSPITALITY, LODGING AND TOURISM. (3)

This course is designed to shape students' understanding of strategic planning as it relates to hospitality, lodging, and tourism. The concepts utilized to accomplish this objective represent several discipline areas such as: organizational theory, strategic management, and the function of management. Prereq: Admission to graduate program.

HMT 759 SPECIAL TOPICS IN HOSPITALITY MANAGEMENT AND TOURISM. (3)

Advanced work on a specific topic in hospitality management and tourism. May be repeated for a maximum of twelve credits under different subtitles. Prereq: Graduate standing.

HMT 781 ADVANCED TRENDS ANALYSIS IN HOSPITALITY AND TOURISM. (3)

The student will investigate the major trends occurring in the hospitality, lodging, and tourism industry and 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: Admission to graduate program.

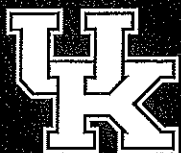
HMT 785 INDEPENDENT STUDY IN HOSPITALITY MANAGEMENT AND TOURISM. (1-6)

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

RTM

Retailing and Tourism Management

- *RTM 340 PROFESSIONAL PRACTICE.** (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 270 or MAT 237 and Sophomore standing or higher.
- *RTM 345 SERVICE MANAGEMENT.** (3)
A survey of the special characteristics, problems, and methods for managing service-oriented organizations. Students will learn principles of services and guest services 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 308 or MAT 237.
- *RTM 425 HUMAN RESOURCE MANAGEMENT.** (3)
Demonstrate knowledge of human resource management and its role in retail business including: employment, training, performance management, compensation, and providing a safe, ethical and fair environment. This course is a Graduation Composition and Communication Requirement (GCCR) course in certain programs, and hence is not likely to be eligible for automatic transfer credit to UK. Prereq: Completion of UK Core Comp and Comm requirement, junior standing or higher. Limited to HMT and MAT majors.
- RTM 499 RETAILING AND TOURISM MANAGEMENT INTERNSHIP.** (6)
Provides prospective HMT and MAT professionals a 320-hour, 8 week learning experience in a selected agency or organization, under the joint supervision of a qualified manager and a university internship supervisor. More specific details are available in the RTM Internship Manual. Prereq: "C" or better in HMT 120 or MAT 114, HMT 210 or MAT 120, HMT 270 or MAT 237, HMT 350 or MAT 315, RTM 340 and RTM 345 plus 100 approved hours of pre-internship experience.
- RTM 600 RESEARCH METHODOLOGY IN HUMAN ENVIRONMENTAL SCIENCES.** (3)
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 HBS 600.)
- RTM 650 SURVEY OF CURRENT THEORIES AND LITERATURE.** (3)
An intensive survey of the theoretical and empirical literature related to areas of merchandising, apparel, and textiles and to hospitality management and tourism. Emphasis will be placed on research literature and theory building. Prereq: Graduate standing.
- RTM 690 INDUSTRY EXPERIENCE IN RETAILING AND TOURISM MANAGEMENT.** (6)
Supervised industry experience with a cooperative establishment in the student's formal option of study. Students will complete a 400-hour, 10 week learning experience under the joint supervision of a faculty member supervisor and a qualified industry professional. Prereq: Graduate student standing. Approval of department and student's plan of work committee.
- RTM 748 MASTER'S THESIS RESEARCH.** (0)
Half-time to full-time work on thesis. May be repeated to a maximum of six semesters.
- RTM 768 RESIDENCE CREDIT FOR THE MASTER'S DEGREE.** (1-6)
May be repeated to a maximum of 12 credit hours. Prereq: All course work must be completed before registration for the course.
- RTM 772 SEMINAR IN RETAILING AND TOURISM MANAGEMENT.** (3)
Current investigation of topics relevant to both retailing and tourism management. May be repeated to a maximum of six credit hours.



introducing our

ONLINE MASTER *of* SCIENCE DEGREE

The University of Kentucky's new online Retailing and Tourism Management (RTM) Master of Science program allows you to advance your career from the comfort of your own home. Learn from the same expert group of faculty whose teaching has led graduates to success in a variety of career fields.

PROGRAM HIGHLIGHTS:

- Online programs allows out-of-state students to pay in-state rate of tuition
- Choose from two concentrations: Hospitality Management and Tourism or Merchandising, Apparel and Textiles
- Required six-credit internship
- Twelve hours of elective coursework within curriculum allows you to align the degree with your unique career goals
- Thesis and non-thesis option

"This program has enriched my career by providing me with the fundamental knowledge of the retail industry through detailed projects, presentations and solid research. The faculty challenged me to go the extra mile and think outside the box. Their investment in providing a solid and rewarding education has given me the foundation for a long and lucrative career."

- Tara, Quality Assurance Analyst at Carter's OshKosh B'gosh



Retailing and Tourism Management

DEADLINES:

For domestic students, the deadline is one month prior to the start of the term. For international students, the deadline is March 15 for Fall admission and August 22 for Spring admission.

WHAT YOU NEED TO APPLY:

Official Transcripts: Overall 2.75 GPA in all undergraduate work, 3.0 GPA in any graduate work
Test Scores: Competitive GRE or GMAT scores
TOEFL Score: Minimum 79 (for non-native English speakers)
Three Letters of Recommendation

LEARN MORE:

Visit www.uky.edu/RTM to read more program details including course descriptions, funding opportunities, alumni profiles and more.

QUESTIONS CAN BE DIRECTED TO:

Dr. Scarlett Wesley, Director of Graduate Studies
email: scwesl2@uky.edu
phone: 859-257-7778

Degree Requirements

REQUIRED FOR ALL GRADUATE STUDENTS:

- RTM 600: Research Methodology in Retailing and Tourism Management (3)
- RTM 650: Survey of Current Theories and Literature (3)
- RTM 772: Seminar in Retailing and Tourism Management (3)
- RTM 690: Industry Experience in Retailing and Tourism Management (6)
- + Basic Statistical Analysis Course (3)

ADDITIONAL HOSPITALITY MANAGEMENT AND TOURISM COURSES INCLUDE:

- HMT 560: Advanced Seminar in Lodging and Tourism (3)
- HMT 570: Event Planning and Coordination (3)
- HMT 580: Trend Analysis for Hospitality Industry (3)
- HMT 588: Strategic Management in the Hospitality and Food Service Industry (3)

ADDITIONAL MERCHANDISING, APPAREL AND TEXTILES COURSES INCLUDE:

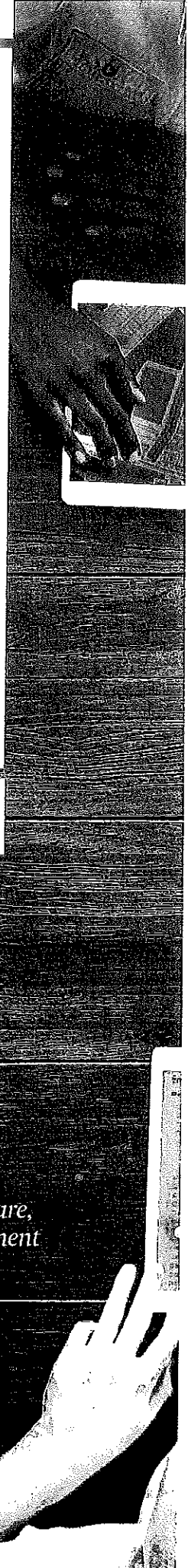
- MAT 514: Retail Entrepreneurship (3)
- MAT 547: Social and Psychological Aspects of Apparel (3)
- MAT 570: Electronic Retailing (3)
- MAT 572: International Merchandising

A minimum of 30 total hours is required for degree completion

Visit www.uky.edu/RTM to see course descriptions and more elective options.



*College of Agriculture,
Food and Environment*



APPENDIX C
RULES OF PROCEDURES



RULES OF PROCEDURE OF THE FACULTY
Department of Retailing & Tourism Management
COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENT
UNIVERSITY OF KENTUCKY

These rules have been created and approved by the faculty of the Department of Retailing & Tourism Management (RTM) in the College of Agriculture, Food and Environment, pursuant to the authority granted by the Administrative and Governing Regulations of the University of Kentucky. These rules are not effective until and unless approved by the Chair and Dean as indicated by their signatures below. Modifications to these rules must also be approved by the Chair and Dean before the modifications take effect. A current copy of the approved rules for the Department of Retailing & Tourism Management is available in the Office of the Chair of the Department, the Office of the Dean of the College of Agriculture, Food and Environment, and is posted on the University Senate website.

1-24-18
Date approved by the departmental faculty

Vanessa Jackson
Vanessa Jackson, Chair
Department of Retailing & Tourism Management

1-25-18
Date

Nancy M. Cox
Dean Nancy M. Cox,
College of Agriculture, Food and Environment

1-26-18
Date

All department policies and procedures are subordinate to those set forth in the Governing Regulations (GRs), the Administrative Regulations (ARs) and the University Senate Rules (USRs), including those enacted after the approval of these rules.

Preface

These Rules of Procedure are intended to be consistent with the Rules of Procedure of the College of Agriculture, Food and Environment, the Governing and Administrative Regulations of the University of Kentucky, the laws of the Commonwealth of Kentucky, and the laws of the United States of America. In the event that these rules of procedure are inconsistent with or contrary to the above-mentioned regulations and laws, then those regulations and laws control.

I. Functions

The functions of the Department of Retailing & Tourism Management are teaching, research, and service—in keeping with our mission as a unit within a land-grant university. Active integration of discovery, learning, and engagement activities is highly valued by the department and often include experiential and service learning opportunities.

II. Faculty

- A. The faculty in the Department of Retailing & Tourism Management is composed of, or may be composed of, faculty with the following appointments: regular title, special title, research title, extension title, and lecturer title.
- B. Only faculty members holding regular appointments in RTM are voting members of the RTM faculty. Regular appointments are defined as full-time faculty (including phased retirement) in regular, research, lecturer, extension, or special title series.
- C. The maximum number of lecturers shall be no more than 30 percent of the FT tenured/nontenured faculty total in the department.

III. Departmental Faculty Meetings

- A. **Scheduled Meetings:** Regular meetings of the faculty shall be held during the academic year. The first regular meeting will be scheduled for the week faculty return for the nine-month assignment period in August. Subsequent meetings, to be held approximately monthly, will be scheduled at that time for the remainder of the academic year. The chair of the department shall schedule and chair the meetings or appoint a designee.
- B. **Special Meetings:** Special meetings of the faculty shall be called by the chair. Special meetings may also be called by petition of a majority of the regular departmental faculty.
- C. **Agenda:** An agenda for each faculty meeting (both regularly-scheduled and special) shall be prepared and distributed by the chair to the faculty via email 24 hours before the meeting. This agenda will also be available electronically from the department office 24 hours in advance of the meeting. Items may be placed on the agenda for a faculty

meeting by members of the faculty. Written agenda items should be submitted to the chair at least four days before the meeting. The agenda, accompanying email message, or reference documents should sufficiently inform faculty of the items for discussion and voting.

- D. Quorum: The quorum required to conduct business shall be a majority of the voting faculty of the department. Voting faculty shall include all regular full-time (including phased retirement) faculty in the department. Faculty who cannot attend may not submit a proxy vote to the department chair prior to the meeting.
- E. Parliamentary Procedure: Parliamentary procedure shall be in accordance with generally accepted procedures. Points of difference shall be decided in accordance with Robert's Rules of Order.
- F. Minutes: One of the faculty or department staff will record minutes of the faculty meetings. Minutes shall be typed by one of the departmental staff support associates or a faculty member and distributed to the faculty via email by the office of the chair within 14 days after the meeting. After minutes are approved by the faculty, they will be kept in the department office and made available to all departmental faculty members.
- G. The following open meetings guidelines are to be followed for departmental as well as committee meetings:
 - a. Each department, committee, or subcommittee shall schedule regular meetings.
 - b. Put in writing to all departmental faculty all notices and agendas for special or called departmental meetings. The electronic notice via email must be given at least 24 hours prior to the meeting time.
 - c. For special meetings, discussions and action at the meeting shall be limited to items listed on the agenda.
 - d. The agenda will be available electronically from the department chair's office.

IV. Departmental Committees

Appointments to all committees will be made as needed by the department chair.

- A. Standing Committees
 - a. The department chair serves as an *ex officio* member on all department committees. Tenured faculty serve as the Graduate Admissions Committee.
 - b. Standing committees are:
 - i. Curriculum Committee (HMT and MAT)
 - ii. Chair's Advisory Committee on Promotion and Tenure, which consists of all regular, tenured departmental faculty.
- B. *Ad hoc* committees shall be appointed by the chair as needed.

V. Faculty Search Process

A search committee shall be appointed by the department chair, when a position becomes available and permission to fill the position has been received from the Dean.

VI. Promotion and Tenure Process

The promotion and tenure process shall be in accordance with the Governing Regulations of the University and Administrative Regulations of the University of Kentucky.

- A. The chair must confer with non-tenured faculty annually regarding performance, via the college's faculty annual review process. All tenured faculty participate in the reviews.
- B. All tenured faculty will review tenure-track faculty progress towards tenure at years two and four.
- C. All tenured faculty shall examine promotion dossiers and advise the chair in writing of their recommendation for promotion, both to associate and full professor.

VII. Advisory Boards

Advisory groups shall be appointed by the chair. At least two-thirds of advisory board members shall be from outside of the department of Retailing & Tourism Management.

VIII. Policies for Graduate Faculty

- A. The graduate faculty consists of full and associate graduate faculty appointed by the Dean of the Graduate School.
- B. The Director of Graduate Studies (DGS) reports on graduate program issues and changes at the faculty meetings.
- C. Policies for Admitting and Advising Graduate Students
 - a. To be admitted to the departmental M.S. program, a student must 1) be admitted to the Graduate School of the University of Kentucky; and 2) be admitted by the department.
 - b. MAT/HMT graduate students are advised by a graduate faculty member and conduct the major portion of their M.S. thesis, non-thesis, and/or project work under the direction of that faculty member. Upon entering the program, MAT/HMT graduate students may be uncommitted to an advisor; the DGS will initially advise all incoming graduate students. During the first semester, all graduate faculty will be invited to meet with students to discuss research opportunities. In consultation with the DGS, students will select a major advisor during their second semester. Faculty and students are responsible for following guidelines outlined in the MAT/HMT Graduate Student Handbook.

IX. Responsibilities and Authority of Departmental Administrators

- A. Department Chair
The department chair's responsibilities include:

- a. *Academic* – implementation of short- and long-term goals developed by departmental faculty, initiation of committees, conducting departmental meetings, encouragement of faculty involvement in academic affairs, promotion of faculty advancement, and creation of a scholarly environment
- b. *Business* – administration of the budget, supervision of staff, engagement in institutional reporting, and management of space utilization
- c. *Communication* – representation of faculty/departmental needs to college administration, representation of administration goals/requirements to faculty, and coordination of departmental activities with other academic units, and cultivation/maintenance of relationships with both internal and external organizations
- d. *Faculty* - recruitment of faculty members; oversight of faculty evaluation; assignment of faculty teaching and university service responsibilities (committees, etc.); allocation of departmental resources for research projects; coordination of development plans for each faculty member; encouragement/allowance of faculty to be productive in terms of research, scholarly publication, grantsmanship, travel, and membership in professional organizations.
- e. *Instruction* – oversight of curriculum development and assessment according to student learning outcomes.

B. Director of Graduate Studies (DGS)

The DGS oversees recruitment, admission, advising, and examining of students in their program. This includes:

- a. Maintenance of records, administration of graduate program funds, admission of graduate students, the University Scholars Program, fellowships, program requirement changes and new programs, advising and registration, appointment of advisory/examination committees and other degree requirements related to the graduate program
- b. Dissemination of information from the Graduate School
- c. Service as program adviser to each new graduate student until the student has a committee chair
- d. Service on campus-wide committees that require input from DGS

C. Director of Undergraduate Studies

- a. Processing of program and curriculum changes, and service as the contact person for the department with regard to these changes
- b. Assessment of class substitutions and approval for degree completion
- c. Service on campus-wide committees that require input from DUSs

X. Departmental Distribution of Effort (DOE) Guidelines

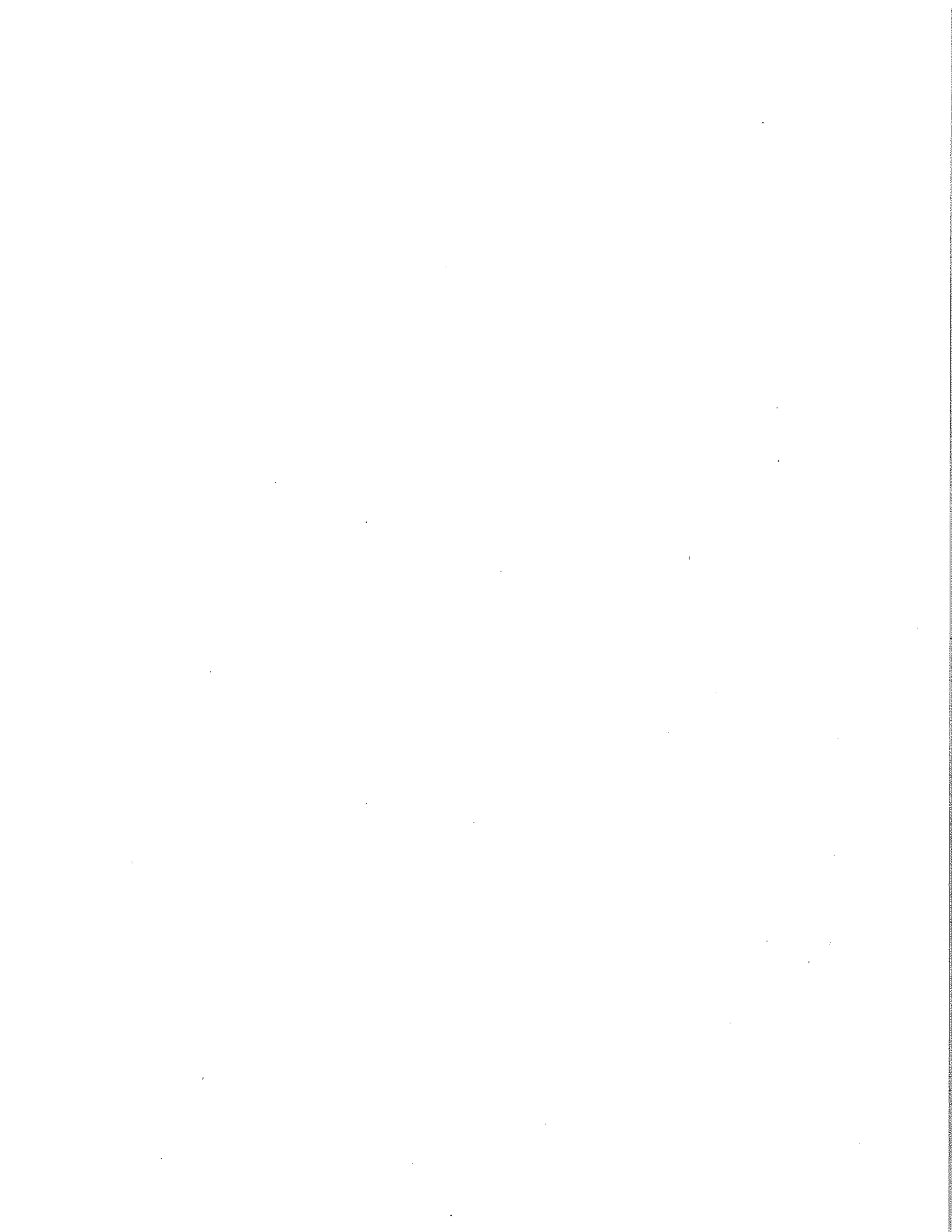
Departmental guidelines will follow college and university guidelines.

XI. Amendments

These rules of procedure may be changed, amended, and/or modified by a majority vote of the faculty at any regularly scheduled meeting of the faculty.

XII. Statements on Evidences of Activity

The Department of Retailing and Tourism Management has two statements on evidences of activity, one for lecturers and one for all other regular faculty. These statements are posted on the college's website. The lecturer statement includes the maximum number of lecturers that may be given appointments in the department.



APPENDIX D
STATEMENT OF EVIDENCES OF ACTIVITY IN INSTRUCTION,
RESEARCH, AND EXTENSION

**Evidences of Scholarly Activity as Applicable to Faculty Promotion and Tenure
Department of Retailing and Tourism Management in the
College of Agriculture, Food and Environment
Approved by the Faculty 11/10/2009**

This document outlines the application of UK Administrative Regulations (AR 2) to evaluation of scholarly activities specific to the Department of Retailing and Tourism Management. Scholarship and innovative practice are expected of faculty in all mission areas of the department, including teaching, research, extension and service.

Teaching

The individual must demonstrate an overall understanding of the field with a more highly developed interest and expertise in one or more of the specialties within the field. There must also be adequate evidence of the capacity to relate these specialties to other disciplines and create a stimulating learning environment for graduate and undergraduate students.

Evidence for evaluation shall include, but not be limited to, the following:

1. Coursework to be considered primary duties
 - Student teaching evaluations
 - Involvement in research, consulting, or public service activities that leads to a greater level of professional expertise as related to teaching
 - Involvement in teaching improvement activities
 - Revision of course syllabi and project assignments to keep courses on "cutting edge"
 - Development of new courses to introduce new concepts and/or methodologies to the curriculum
 - Organization of or participation in domestic and/or international study tours
 - Recognition through awards for teaching
 - Authoring articles, books, including textbooks and other published materials related to instruction, pedagogy or curriculum development

2. Noncurricular Activities
 - Advising student organizations
 - Speaking to student organizations or similar activities
 - Organizing or participating in field trips
 - Organizing student enrichment activities

3. Student Advising
 - Directing and serving on graduate student committees
 - Formal curricular advising
 - Meet with prospective students and other recruiting activities
 - Supervising independent study projects
 - Mentoring students through research or public service work

Research

Evidence of creativity and productivity must be demonstrated through scholarship. Assessment of creative work will be through examination of such activity, which may include published and or exhibited work. The quality of the work will be evaluated by peers for originality, significance, and its intellectual contribution to the field.

Evidence of such activities may include, but not be limited to, the following:

1. Refereed publications:

- Journal articles
- Books, and book chapters
- Proceedings
- Published abstracts

Non-refereed publications

- Trade publications
- Non-refereed articles
- Invited guest editorship

2. Presentations

- Invited or refereed, national or international
- Seminars
- Trade or community groups
- Poster

3. Grants

- Competitive extramural contracts or grants
- Intramural grants
- Involvement as P.I. or Co-P.I.

4. Innovative or exemplary practice

- National/regional rewards or honors given to work
- Exhibition of work

Service

Professional service to the department, College and University or national profession is an expectation for all faculty. Evidence may include:

- Committee service, particularly as chair
- Leadership roles in faculty governance
- Support, mentoring, collaboration with other faculty and staff

- Leadership positions in scientific or professional organizations

Public service as related to professional assignments and scholarly activity is also recognized as evidence of faculty achievement. This may be demonstrated as:

- A formal cooperative extension assignment, or
- Integration of outreach, engagement, or public service into research or teaching programs

In public and professional service evidence of scholarship is also expected. This may be documented through innovative program development, high community or individual impact, or any of the analogous evidences for research and teaching, e.g. authorship of articles or creative works.

APPENDIX E
FACULTY CURRICULUM VITAE

RayeCarol Cavender, Ph.D.

CV for Activities Completed between Aug. 15, 2015 (joined faculty)-June 30, 2018

Assistant Professor
Dept. Retailing & Tourism Management
School of Human Environmental Sciences
College of Agriculture Food & Environment
University of Kentucky

318 Erikson Hall
Lexington, KY 40506
859-257-6025
rayecarol.cavender@uky.edu

EDUCATION

Doctor of Philosophy: Apparel Business--June 2012
Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA
Dissertation: *The Evolution of Luxury: Brand Management of Luxury Apparel Brands, Old & New*

Master of Science in Consumer Affairs: Apparel and Textiles-- December 2007
Minor: International Studies
Auburn University, Auburn, AL
Thesis: *Effects of Physical and Social Capital on Employee Satisfaction at a Beach Resort in the Southeastern United States*

Bachelor of Science: Merchandising Management (*Summa Cum Laude*) -- May 2005
Minor: Spanish
Virginia Polytechnic Institute and State University, Blacksburg, VA

PROFESSIONAL EXPERIENCE

Fall 2015- Present Assistant Professor, Tenure-Track, Retailing and Tourism Management, University of Kentucky, Lexington, KY

GRADUATE TEACHING

Graduate Courses Taught

Sp. '16, '17, '18 Surveys of Current Theories and Literature in Retailing and Tourism Management (University of Kentucky)
Spring 2018 Surveys of Current Theories and Literature in Retailing and Tourism Management (Online; University of Kentucky)

Graduate Independent Studies

Spring 2017 Human Resource Management in Retailing and Tourism Management, Brodie Clark
Fall 2016 Sustainable Development in Luxury, Tangmay Roberts

Graduate Committees

Fall 2018- Present Member, Coursework Committee, Virginia Groppo, University of Kentucky
Member, Thesis Committee, Virginia Groppo, University of Kentucky

- Spring 2016-
Summer 2017 Member, Coursework Committee, Xavia Gantz, University of Kentucky
Member, Thesis Committee, Xavia Gantz, University of Kentucky
Thesis: Building an Inclusive Community by Empowering Youth through Sustainable Agricultural Education and Community Exploration
- Spring 2016-
Spring 2017 Member, Coursework Committee, Brodie Clark, University of Kentucky
Member, Thesis Committee, Brodie Clark, University of Kentucky
Thesis: Consumer Response to Table Spacing in a Fast Casual Restaurant
- Spring 2016-
Spring 2017 Member, Coursework Committee, Katie Hahnel, University of Kentucky
Member, Thesis Committee, Katie Hahnel, University of Kentucky
Thesis: An Analysis of Performance Claims in Athleisure
- Fall 2015-
Summer 2017 Member, Coursework Committee, Jeanne Badgett, University of Kentucky
Member, Thesis Committee, Jeanne Badgett, University of Kentucky
Thesis: An Evaluation of the Quality of Men's 100% Cotton Jersey Knit Shirts Representing Three Retail Categories
- Fall 2016-
Spring 2017 Member, Coursework Committee, Min Morris, University of Kentucky
Member, Internship Committee, Min Morris, University of Kentucky
- Fall 2015-
Fall 2016 Member, Coursework Committee, Tangmay Roberts, University of Kentucky
Chair, Internship Committee, Tangmay Roberts, University of Kentucky
- Fall 2015-
Summer 2016 Member, Thesis Committee, Behnoosh Farashahi, University of Kentucky
Thesis: Quality Evaluation of Jeans at Three Price Categories
- Fall 2014-
Fall 2015 Member, Thesis Committee, Kaleb Hoffer, Ohio University
Thesis: An Ethnographic Exploration of Chinese Males' Identity through Dress

UNDERGRADUATE TEACHING

Undergraduate Courses Taught

- Fall '15, '16, International Merchandising (University of Kentucky; Online)
'17, '18
- Fall 2015-Pres. Human Resource Management (University of Kentucky)
Sp. '16, Fall '16 Dress, Diversity, and the American Media (University of Kentucky)

TEACHING- OTHER

Internal Teaching Grants

Cavender, R. (July 2016). Revision Proposal for Distance Learning Course (MAT 572) submitted to the University of Kentucky Center for the Enhancement of Learning and Teaching. **Amount Funded: \$1,500.00.**

Cavender, R. (July 2016). Revision Proposal for Distance Learning Course (RTM 650) submitted to the University of Kentucky Center for the Enhancement of Learning and Teaching. **Amount Funded: \$1,500.00.**

Cavender, R. (April 2016). Proposal submitted to the University of Kentucky Libraries Alternative Textbook Grant Program. Amount Requested: \$1,500.00. Not funded but the Review Committee suggested resubmission in next cycle.

Cavender, R. (Spring 2016, Fall 2016). Part-of-Term Course Proposal (*Dress, Diversity, and the American Media*) submitted to the University of Kentucky College of Agriculture Food and Environment (CAFÉ) Student Success Team. Taught course in spring 2016 and due to positive student/advisor feedback and impact on CAFÉ retention, was asked and agreed to teach course again in fall 2016. **Amount Funded: \$5000 in spring 2016. \$2,666 in fall 2016.**

Other Credit and Non-Credit Instructional Activities

- | | |
|-----------------------------|--|
| Summer 2018,
Fall 2016 | Collaborated with Academic Coordinator on Assessment Plan Development for UK-required writing course in the Retailing and Tourism Management Department, University of Kentucky. |
| Summer 2016-
Spring 2017 | Curriculum Development for Department of Retailing and Tourism Online Master's Program. Adapted two courses, <i>International Merchandising</i> and <i>Survey of Current Theories and Literature</i> for online graduate course instruction, built courses into template format used for all RTM online master's courses, University of Kentucky. |
| Summer 2017 | Course Developer and Instructor, Kentucky Institute of International Studies (KIIS). Proposed two courses, <i>Visual Merchandising</i> and <i>Fashion Design Market Trends</i> . Selected to teach both courses as part of KIIS Italy Summer 2017 Study Abroad, May 28-June 25, 2017. Provided support to all 37 students over course of program and taught my two classes with 13 and 17 students respectively. |
| Summer 2017 | Co-Instructor, Transformative Travels: Exploring Greece, Department of Retailing and Tourism Management Study Abroad Program, 18 students, May 8-19, 2017, University of Kentucky. |

Special Recognition

- | | |
|-------------|---|
| Fall 2017 | "Teaching Top 25" Recognition. Acknowledged for RTM 425 being one of the Top 25 classes taught in the School of Human Environmental Sciences, based on Teacher Course Evaluation scores (University of Kentucky). |
| Fall 2017 | Guest Panelist, Presentation UI Faculty Fellows Cohort #8 Kickoff Luncheon- One of five faculty members identified from seven cohorts as "stellar Faculty Fellows." Invited to attend Cohort #8 Kickoff Luncheon to share Faculty Fellows program experiences (University of Kentucky). |
| Spring 2017 | Guest Speaker, Phi Upsilon Omicron Induction Ceremony, Honor Society for the Family and Consumer Sciences (University of Kentucky) |

Teaching Honors and Awards

- | | |
|-------------|--|
| Spring 2017 | Nominee, Ken Freedman Outstanding Advisor Award (University of Kentucky) |
|-------------|--|

RESEARCH AND CREATIVE ACTIVITIES

Refereed Journal Articles

- Cavender, R.** & Gannon, T. (Forthcoming- Feb. 2019). Engagement in cross-cultural large lecture classrooms: Using Top Hat technology to include students in the discussion. *Journal of Human Sciences and Extension*.
- Swanson, J. & **Cavender, R.** (In Press- June. 2018). Generational perceptions of prosperity on the niche tourism island destination of Ikaria, Greece. *International Journal of Tourism Anthropology* [Special issue on: Niche Tourism and Residents' Well-Being in Island Destinations].
- Cavender, R.** & Lee, M.Y. (Under Review). Exploring the influence of sustainability knowledge and orientation to slow consumption on fashion leaders' drivers of fast fashion avoidance. *Journal of Fashion Marketing and Management*.
- Cavender, R.** & Lee, M.Y. (Under Review). Identifying apparel consumer typologies with the potential for slow fashion. *Journal of Global Fashion Marketing*.
- Cavender, R.** & Kincade, D. H. (2015). A luxury brand management framework built from historical review and case study analysis. *International Journal of Retail and Distribution Management: Special Issue on Luxury in the Supply Chain*, 43(10/11), pp. 29-31.
- Downloaded 446 times from Oct.-Dec.2015 (average download for issue was 272).

Peer Reviewed Book Chapters

- Cavender, R.** (2018). The marketing of sustainability and CSR initiatives by luxury brands: Cultural Indicators, call to action, and framework. In C. K. Y. Lo & J. H. Brookshire (Eds.), *Sustainability in luxury fashion business* (pp. 29-49). Singapore: Springer.

Refereed Presentations

- Cavender, R.** & Lee, M.Y. (November 2018). Identifying apparel consumer typologies with the potential for slow fashion. *International Textiles and Apparel Association 2018 Annual Conference*, Cleveland, OH, United States.
- Cavender, R.** & Lee, M.Y., & Gannon, T. (November 2017). Exploring the effect of the sustainability factor on fashion leaders' fast fashion avoidance. *International Textiles and Apparel Association 2017 Annual Conference*, St. Petersburg, FL, United States.
- Cavender, R.** & Gannon, T. (November 2016). Engagement in cross-cultural large lecture classrooms: Using Top Hat technology to include students in the discussion. *International Textiles and Apparel Association 2016 Annual Conference*, Vancouver BC.

Conference Presentations

- Cavender, R.**, (2017, November 17). Facilitator for "Special Session on the Future of Luxury," Proposal with peer review accepted, *International Textile and Apparel Association 2017 Annual Conference*, St. Petersburg, FL.

Cavender, R. (October 7, 2016). Engagement in cross-cultural large lecture classrooms: Using Top Hat technology to include students in the discussion. *School of Human Environmental Sciences Research Seminar, University of Kentucky, Lexington, KY.*

Research Grant Proposals

External Grants

Jones, K. B. (2018). Sustainability initiatives and opportunities at American SME and microenterprises on the periphery of the fashion locus. USDA/HATCH project. Submitted through West Virginia University.

- **Cavender, R.** asked in Aug. 2018 to join as a Co-PI for the above project. Duration of project is five years. Details are forthcoming from the project's PI. Collaborative effort with colleague from West Virginia University to explore sustainable SME in the Appalachian regions of Kentucky and West Virginia.

Wesley, S. C., **Cavender, R.**, Jackson, V. P., Lee, M.-Y., Turner-Pryor, M. L. (2017). "Focus on Soft Skills: Investing in the Preparedness of Diverse Undergraduate and Graduate Student Populations through Concentrated Curriculum Opportunities in Agriculture and Human Sciences," Sponsored by National Institute of Food And Agriculture, \$149,724.00 requested, \$0.00 granted.

Research- Other

Interviewed and included in article on luxury brand management for *The New Time Magazine* (Kiev, Ukraine), Dec. 2015.

SERVICE AND OUTREACH

Professional Service

Spring 2013- Present	Member, American Collegiate Retailing Association
Spring 2013- Present	Member, International Textile and Apparel Association (ITAA) Chair , Popular Culture Track, ITAA Annual Conference ('16, '17, '18) Presider, Pedagogy Research Track (2016 Annual Conference) Abstract and Paper Review Committee ('16, '17, '18) Membership Committee (Sp. '15-Present; Chair Elect- '17, Chair- '18) Public Relations Committee (Fall 2013) Student Fellowship & Awards Committee (Sp. '13-Present)

University Service

Spring 2017- Present	Faculty Advisor, University of Kentucky Chapter (LoveLex146) of International Human Rights Organization (Love146) Working to End Child Trafficking and Exploitation through Survivor Care and Prevention, University of Kentucky
Fall 2017	Reviewer, UK Education Abroad New Horizons Scholarship, University of Kentucky

College/School Service

Fall 2017- Present	School of Human and Environmental Sciences Travel Support Committee, University of Kentucky
Fall 2016	First Year Faculty Panel Participant, College of Agriculture, Food and Environment New Faculty Workshop; University of Kentucky
Spring 2016- Fall 2016	Member, Human Environmental Sciences Communications Committee, University of Kentucky

Department Service

Summer 2018	Member, Search Committee for Academic Coordinator, Department of Retailing and Tourism Management, University of Kentucky
Fall 2016- Spring 2017	Member, Search Committee for Assistant Professor of Hospitality Management and Tourism, tenure-track position, Department of Retailing and Tourism Management, University of Kentucky
Fall 2015- Present	Co-Adviser, National Retail Federation Student Association, University of Kentucky Chapter, University of Kentucky <ul style="list-style-type: none"> ▪ Coordinated and attended trip to NRF Student Program in NYC (10 students in Jan. 2017; 7 in Jan. 2018). ▪ Supported two students in development of NRF Student Challenge Competition submission (Summer-Fall 2018)

Journal Reviews

Apr. 2018	Peer Reviewer, <i>Journal of Fashion Marketing and Management</i>
Mar., Jul. '17	Peer Reviewer, <i>International Journal of Retail and Distribution Management</i>
Oct. 2016	Peer Reviewer, <i>Journal of Fashion Marketing and Management</i>

Book Reviews

Spring 2017	Manuscript Review, <i>International Retailing 3rd Ed.</i> , Bloomsbury Publishing
Fall 2015	Book Review, <i>International Retailing 2nd Ed.</i> , Bloomsbury Publishing

Professional Affiliations

- American Collegiate Retailing Association (ACRA)
- International Textile and Apparel Association (ITAA)
- National Retail Federation (NRF)

PROFESSIONAL DEVELOPMENT

Teaching Related

- Lunch and Learn: Community of Concern Office, University of Kentucky, Sept. 10, 2018.
- Liberating Structures Immersion Workshop, Presented by Michelle Jones, Senior Training Specialist, Human Resources, University of Kentucky, Aug. 15, 2018.
- Campus Security Authority 2017 Training. Education Abroad, University of Kentucky, Mar. 28, 2017.
- Education Abroad Health and Safety Orientation. Education Abroad, University of Kentucky, Mar. 28, 2017.
- Lunch and Learn: Student Financial Literacy, University of Kentucky, Feb. 7, 2017.
- Unconscious Bias Training, University of Kentucky, August 18-19, 2016.
- How to Facilitate Difficult Dialogues in the Classroom, Presented by Kathy Obear, President of the Alliance for Change Consulting and Co-Founder of The Social Justice Training Institute, University of Kentucky, Sept. 27, 2016.
- New Degree Planning and Course Registration Training, University of Kentucky, Sept. 8, 2016.
- Peer Mentor, Presentation UI Faculty Fellows Peer Mentoring Program, University of Kentucky, Fall 2016.
- Designing Learning Activities for Distance Learning, Training Session with RTM Faculty to prepare for RTM Online Masters, University of Kentucky, June 13, 2016.
- Canvas Learning Management System and Zoom Video Conferencing Training Session, University of Kentucky, June 8, 2016.
- Participant, Presentation UI Classroom Teaching Observation. University of Kentucky, Mar. 30, 2016.
- Creating a Culturally Competent Organizational Culture- Diversity: Achievement, & Culture-Building in Higher Education, Presented by Dr. Roger Cleveland, Feb. 17, 2016.
- Blackboard to Canvas Migration Training Sessions. Information Technology Services, University of Kentucky, spring 2016.
- Member, Presentation UI Faculty Fellows Cohort #4. Three semester long pedagogical program, University of Kentucky, Fall 2015- Spring 2016.

Research Related

- Friday Research Seminar, School of Human and Environmental Sciences, University of Kentucky, Sept. 2, 2016; Mar. 3, 2017; Feb. 2, Dec. 1, 2018.

- Participant, Peer Review Workshop Presented by Dr. Sharron J. Lennon, Former Editor of Clothing and Textiles Research Journal (2007-2012), Ohio University, March 27, 2015.
- Participant, "Write Winning NSF Grant Proposals" Workshop Presented by Grant Writers' Seminars and Workshops, Ohio University, February 2, 2015.

VITAE
ELIZABETH PRATT EASTER, Ph.D.

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University of Kentucky
Lexington, KY 40506
859/257-7777

Home: 298 Kennedy Lane
Richmond, KY 40475
859/582-5855

EDUCATION

- Ph.D. 1982 University of Tennessee, Knoxville, TN; College of Home Economics
Major: Textile Science; Minors: Chemistry and Consumer Studies
- M.S. 1973 University of Tennessee, Knoxville, TN; College of Home Economics
Major: Textiles and Clothing
- B.S. 1971 Morehead State University, Morehead, KY; Department of Home
Economics: Major: Vocational Home Economics Education

PROFESSIONAL EXPERIENCE

- 5/95 - Present Professor: University of Kentucky, Lexington, KY, Retailing & Tourism
Management Department.
- 8/93-5/95 Acting Department Chair: University of Kentucky, Lexington, KY,
Interior Design, Merchandising, and Textiles Department.
- 6/89-5/95 Associate Professor: University of Kentucky, Lexington, KY, Interior
Design, Merchandising, and Textiles Department.
- 93-00 (summers) Professor in Industry: *Laundry Fundamental Research*. General
Electric Appliance Park, Laundry Division, Louisville, KY.
- 87-90 (summers) Research Scientist for the EPA Project: University of Tennessee,
Knoxville, TN, Textiles, Merchandising, and Design Department.
- 8/84-6/89 Assistant Professor: University of Kentucky, Lexington, KY, Human
Environment: Design and Textiles Department.
- 8/82 - 5/83 Assistant Professor: Berea College, Berea, KY, Home Economics
Department.
- 1/77 - 9/78 County Agent for Home Economics: Kentucky State University,
Frankfort, KY, Cooperative Extension Service.
- 9/73 - 1/77 County Agent for Home Economics: University of Kentucky, Lexington,
Kentucky Cooperative Extension Service.
- 1/71 - 7/72 Teacher of Vocational Home Economics: Hazard High School, Hazard,
KY.

RESEARCH ACTIVITY**RESEARCH GRANTS: External**

Easter, E., P.I. *Firefighter Cleaning Research: Evaluating Used Firefighter's Gear to determine the level and hazards of soils and develop cleaning procedures to effectively remove these soils*. U.S. Department of Homeland Security – Fire Prevention and Safety Grant (FP&S) Program Category #2. Fire Safety Research and Development Grant Proposal,

3/16, \$1.5 million (was not approved by UK's internal review for submission to the Department of Homeland Security).

Easter, E., P.I. "Evaluating Used Firefighter's Turnout Gear to determine the level and hazards of soils and/or contaminants." NFPA Research Foundation, Phase 1, 2015, \$80,000,

Easter, E., P.I. "Firefighter Cleaning Research: Evaluating Used Firefighter's Gear to determine the level and hazards of soils and develop cleaning procedures to effectively remove these soils." U.S. Department of Homeland Security – Fire Prevention and Safety Grant (FP&S) Program Category #2. Fire Safety Research and Development Grant Proposal. 2015, \$1.46 million.

Easter, E., P.I. "ALM (NAILM): Quality Control Evaluation." Association for Linen Management. \$907,228.00, 1/88-12/18 (funded).

Easter, E., P.I. *Cotton Incorporated Laundry Study*. Cotton Incorporated, Gary, NC. \$65,574, 1/12-12/12; \$30,000, 1/13-12/13; \$60,000, 1/14-12/14 and \$50,000, 1/15-12/15 with a Grand Total of \$229,574, 1/12-12/16, (funded).

Easter, E., P.I. "Evaluating Used Firefighter's Turnout Gear to determine the level and hazards of soils and/or contaminants." NFPA Research Foundation, Phase 1, 2015, \$80,000, (unfunded).

Easter, E., P.I. "Firefighter Cleaning Research: Evaluating Used Firefighter's Gear to determine the level and hazards of soils and develop cleaning procedures to effectively remove these soils." U.S. Department of Homeland Security – Fire Prevention and Safety Grant (FP&S) Program Category #2. Fire Safety Research and Development Grant Proposal. 2015, \$1.46 million, (unfunded)

Easter, E., P.I. "Firefighter Cleaning Research: Evaluating Used Firefighter's Gear to determine the level and hazards of soils and develop cleaning procedures to effectively remove these soils." U.S. Department of Homeland Security – Fire Prevention and Safety Grant (FP&S) Program Category #2. Fire Safety Research and Development Grant Proposal. 2014, \$993,703, (unfunded)

Other Research Activity:

Director, (1/88-present). *ALM: Quality Control Laboratory*, Provides a testpiece service for the Association for Linen Management.

Project Leader, (2000-present). The Clothes Care Research Consortium™ (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.

Supervised, 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 for the industry, including the following:

GE Appliance,, Louisville, KY, 1993-on going
 Lion Apparel, Inc. Dayton, OH, 1996-on going
 ALM, Richmond, KY, 1988-on going
 Denline Uniforms, Quincy, IL, 2003-on going
 Calderon Textiles, Indianapolis, IN, 2007-on going
 Galls, KY, 2004-ongoing
 Standard Textiles, Cincinnati, OH, 1995-on going
 Medco Technology, Columbia, SC, 2016-on going
 Tietex International, Ltd., Spartanburg, SC, 2015-on going
 Vestagen Technical Textiles, Inc., Chesnee, SC, 2015-on going
 SDL Atlas, Rock Hill, SC, 2015-on going
 A-1 Textiles, Chatsworth, CA, 2006-on going
 Arcwear, Louisville, KY, 2016
 Procter & Gamble, Cincinnati, OH, 2014

Director, (1/88-present). *ALM: Quality Control Laboratory*, Provide a testpiece service for the Association of Linen Management.

Graduate Faculty Activities:

Master's Degree Thesis Directed (Major Professor):

Jeanne Badgett. (7/17) *An Evaluation of the Quality of Men's 100% Cotton Jersey Knit T-shirts*
 Hahnel, Katherine. (5/17) *An Analysis of Performance Claims in Athleisure Apparel*
 Farashahi, Behnoosh. (7/16) *Quality Evaluation of Denim Jeans at Three Price Points*
 Hackett, Tara. (7/15) *A Comparative Life Cycle Assessments of Denim Jeans and Cotton T- Shirt: the Production of Fast Fashion Essential Items from Cradle to Gate*
 Houston, Tabitha. (12/14) *Identification of Soils on Firefighter Turnout Gear from the Philadelphia Fire Department*

Graduate Student Advisor and/or Course Work Committee: 1990-18, 1-3 students.

SCHOLARLY ACTIVITY

Courses Taught:

RTM 600: Research Methodology in Retailing & Tourism Management: Students will study scientific techniques and accepted 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.

RMT 772: *Seminar in Retailing & Tourism Management*: Current investigation of research in Retailing and Tourism Management. Emphasis will be placed on research application and presentation.

MAT 515: *Specification and Evaluation of Textiles and Apparel*: The quality control evaluation of textile products, both apparel and interiors. The development of specifications and evaluation of a product.

MAT 120: *Textiles for Consumers*: A study of textiles with emphasis on consumer applications. Properties of fibers, yarns, fabric structures, colors, and finishes as related to end use. Survey of legislation and of maintenance requirements.

Courses Developed:

MAT 515: *Specification and Evaluation of Textiles and Apparel*

Courses Revised:

RTM 600: Research Methodology in Human Environmental Sciences

RTM 772: *Seminar in Interior Design, Merchandising & Textiles*

MAT 120: *Textiles for Consumers*

Undergraduate Activities:

Undergraduate Advisor: 25 + students per year

Supervised Independent Problem Courses: 2-3 Students per year

Continuing Education Instructor:

American Laundry and Linen College, Basics of Linens, Association for Linen Management, Eastern Kentucky University, Richmond, KY: 4 hour class per year, 30-32 students per session, 1986-18.

Mercantile Continuing Education Program, *New Directions in Textiles*, Seminar

Other Scholarly Activities:

Reviewed Promotion materials of Dr. Hye-Shin Kim, University of Delaware for promotion to the rank of Professor, 8/2014.

Reviewed Promotion materials of Dr. Suraj Sharma, University of Georgia for tenure and promotion to the rank of Associate Professor, 4/2014.

PUBLICATIONS:

Refereed Journal Articles:

Behnoosh Ghaani Farashahi, Elizabeth Easter, Kate Annett-Hitchcock, (2018) "Price and perceived product quality: a comparison of denim jeans in three price categories", *Journal of Fashion Marketing and Management: An International Journal*, Vol. 22 Issue: 3, pp.369-386, <https://doi.org/10.1108/JFMM-10-2017-0104>.

Easter, E., Lander, D., Houston, T. (2016) Risk Assessment of Soils Identified on Firefighter Gear. *Journal of Occupational and Environment Hygiene*, Article DOI: 10.1080/15459624.2016.1165823, Taylor & Francis.3/3016.

McQuerry, M., Klausning, S., Cotterill, D., Easter, E. (2015) Post-use analysis of firefighter turnout gear: phases I, II, & III. *ASTM Journal of Testing and Evaluation*.

McQuerry, M., Klausning, S., Cotterill, D., Easter, E. (2014) A post-use evaluation of turnout gear using NFPA 1971 standard on protective ensembles for structural firefighting and NFPA 1851 on selection, care and maintenance. *Journal of Fire Technology*, Article DOI: 10.1007/s10694-014-0446-x, Springer.11/25/14.

Refereed Papers Published in Proceedings and Symposium Publications:

Easter, E., Hackett, Tara & Behnoosh, F. (2016) Assessing the Impact of Reduced Water Levels, Detergent Type and Laundering Platform on Basic Clothing Attributes. AATCC 2016 International Conference, Williamsburg, VA, 380-397.

McQuerry, M. (2015). *Post-Use Analysis of Firefighter Turnout Gear: Phases I, II, & III*. ASTM F23.80 Subcommittee on Flame and Thermal Hazards. (Directed by **Easter, E.**)

McQuerry, M., Klausning, S., Cotterill, D., **Easter, E.** (2014) A post-use evaluation of turnout gear using NFPA 1971 standard on protective ensembles for structural firefighting and NFPA 1851 on selection, care and maintenance. *Journal of Fire Technology*, Article DOI: 10.1007/s10694-014-0446-x, Springer.11/25/14. (Published after the 2014 APR submission)

Published Abstracts:

Easter, E., Lander, D., Houston, T. (2016) Risk Assessment of Soils Identified on Firefighter Gear. *10th Symposium on Performance of Protective Clothing and Equipment: Risk Reduction through Research and Testing*.

SCHOLARLY PRESENTATIONS:

Invited Presentations:

- Easter, E.P. (2016, October) *Laundry Fundamental*, GE Engineering Week, Louisville, KY.
- Easter, E.P. (2016, February) *Laundry Fundamental*, GE Engineering Week, Louisville, KY.
- Easter, E.P. (2016, January) *Research in Protective Clothing*, Cornell Faculty & Graduate Student Seminar, Department of Fiber Science & Apparel Design, Ithaca, NY.
- Easter, E.P. (2015, February). *Laundry Fundamental*, GE Engineering Week, Louisville, KY.
- Easter, E.P. (2015, February). *Laundry Fundamental*, GE Engineering Week, Louisville, KY.
- Easter, E.P. (2014, August). *Basics of Textiles*, VF Imagewear, Nashville, TN.

Referee and Editorial Service:

Review manuscripts for the following:

AATCC Review Journal

Textile Research Journal

Reviews of Environmental Contamination and Toxicology Journal

Industrial & Engineering Chemistry Research Journal

Archives of Environmental Contamination and Toxicology Journal

Clothing and Textiles Research Journal

SERVICE ACTIVITY:**ACADEMIC SERVICE****Department:**

RTM Advisory Board, 2014-present

College:

Screening Committee for HES Director/FCS Assistant Director, Sp 2005

Strategic Planning Committee, 2003-04

Committee for Promotion and Tenure, 1995, 1997-2003,

Strategic Planning Committee, 2003-04

Committee for Promotion and Tenure, 1995, 1997-2003

Distribution of Effort, Ad Hoc Committee, 1997-98

Annual Performance Review, Ad Hoc Committee, 1996-97

College Review Committee for the College of Home Economics Review, 1989-90

Program Development Committee, 1989-96 & 2000 - 2002

New Building Committee, 1989-90

Recruitment Committee, 1991-93

Strategic Planning Committee, 1989-92

CSRS Review Committee, 1990

University:

Chair, Humanities and Arts Area Committee, 2015

Fine Arts Advisory Committee, 2013-2015

PUBLIC SERVICE**Consulting Activities:**

Sheraton Downtown Denver, 2018

Arcwear, Louisville, KY 2016

Levi Strauss & Co, Chicago Store Fire, 2016

General Electric Appliance Park, Louisville KY: Laundry Fundamentals, 1993-present

International Association of Institutional Linen Managers, Richmond, KY, 1987-present

PROFESSIONAL ACTIVITIES

Professional Organizations:

American Society for Testing and Materials
Member, D 13: Textiles Committee 95-present
Member, F 23: Protective Clothing Committee 86-present
American Association of Textile Chemists and Colorists
Publications Committee 2010-2014.
Harold C. Chapin Award Committee, 01/03 - 2007
American Home Appliance Manufacturers Association
Member, Home Laundry Task Force for International Standards, 2002 – present
American Society of Quality Control
Member, 1995 - 2017

Professional Development:

Industry Tours:

Fashion Institute of Technology, New York, NY, 2014.
Cotton Inc. Research Center, 2015
Standard Textiles, Cincinnati, O, 2016
Galls Inc., Lexington, KY, 2016

Educational Seminars, Conferences & Courses:

Functional Finishes Tutorial, Pre-Conference Seminar, (2016) AATCC International Conference, Williamsburg, VA.
Sustainable Textiles, Fashion Institute of Technology, New York 6/2014.

Vanessa P. Jackson, Chair & Professor

Department of Retailing & Tourism Management

College of Agriculture Food & Environment

University of Kentucky

315C Erikson Hall • Lexington, KY 40506-0050

Phone: 859-257-7633 • Fax: 859-257-1275

E-mail: vanessa.jackson@uky.edu

Education:

Ph.D., Human Environment and Design Management, Michigan State University, August, 1998.

Master of Science in Human Environment and Design, Michigan State University, East Lansing, MI, August, 1993.

Bachelor of Science in Clothing and Textiles, Southern University, Baton Rouge, Louisiana, August, 1977.

Professional Experience:

July 2013 Chair: Department of Retailing & Tourism Management, College of Agriculture: School of Human Environmental Sciences

May 2012 Full Professor: College of Agriculture: School of Human Environmental Sciences: Department of Merchandising, Apparel and Textiles, University of Kentucky, Lexington, Kentucky.

May 2004- **Associate Professor:** College of Agriculture: School of Human Environmental Sciences: Department of Merchandising, Apparel and Textiles, University of Kentucky, Lexington, Kentucky.

1998 – 2004 **Assistant Professor:** College of Agriculture: School of Human Environmental Sciences: Department of Merchandising, Apparel and Textiles, University of Kentucky, Lexington, Kentucky.

RESEARCH

Grant Projects:

Internal

Jackson, V. & Wesley, S. (2017). Exposing Underrepresented Populations in Retailing and Tourism Management to International Cultures and Business Environments. University of Kentucky Women & Philanthropy Network Grant, \$21,282.00 unfunded

Jackson, V., Wesley, S., Swanson, J., Spillman, K., Easter, E., Pryor, M. (2014). Online Master's Degree. eLearning Grant, University of Kentucky. \$133,000.00 (unfunded).

Jackson, V.; Wesley, S.; Lee, M (2014). Creating a reciprocal relationship between rural/urban businesses, educators, and students utilizing soft skills and experiential learning environments. HES Extension Activity Awards, University of Kentucky. \$4,854.97

External

Wesley, S., Lee, M., Cavender, R., Jackson, V. (2017). Focus on Soft Skills: Investing in the preparedness of diverse undergraduate and graduate student populations through concentrated curriculum opportunities in agriculture and human sciences. National Institute of Food and Agriculture. \$150,000. (unfunded).

Wesley, S., Lee, M., Swanson, J.R., Lu, Y., Jackson, V. (2014). Developing student soft skills through experiential learning environments created with Rural /Urban Businesses and Educators. National Institute of Food and Agriculture. \$300,000. (Not funded).

Stoel, L., Neihm, L. Frazier, B., Jackson, V. (2013). Sense of Community, Shared Vision and Resilience Capacity: Links to Small Business Attraction and Retention and Regional Cooperation, NFRI Grant, \$500,000.00. Not funded.

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

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

PUBLICATIONS

Refereed Journal Articles:

Jackson, V., Caihong, L. and Feist-Price, S. (2018, in press). African American Women Facing Barriers as Leaders in Academia: The Relationship between Mentoring, Leadership Self Efficacy and Resiliency. *Educational Management Administration & Leadership*.

Jackson, V. and Miller, J. R. (2018, in press). African-American Women Pathway to Leadership Success: Resilience to challenges built on Mentoring and Spirituality in The Human Sciences Kaleidoscope: Past, Present and Future. Omicron Nu Honor Society, East Lansing, MI.

Jackson, V. Wesley, S. (2017). Closing the Gap between faculty and industry professional's importance of student soft skill proficiency. *The Journal of American Academy of Business*, Cambridge, 23(1), 54-60.

Wesley, S, Jackson, V. & Lee, M. (2017). The perceived importance of core soft skills between retailing and tourism management students, faculty and businesses. *Employee Relations*, 39 (1), 79 – 99.

Lee, M-Y, Jackson, V. Miller-Spillman, K. A. & Ferrell, E. (2015). Female consumers' intention to be involved in Fair-Trade product consumption in the U.S.: The role of previous experience, product features and perceived benefits. *Journal of Retailing and Consumer Services*. 23, 91-98

Jackson, V and Johnson, W (2017). Race and Racism: The Black Male Experience in Sports in Critical Race Theory: Black Athletic Sporting Experiences in the United States. Billy J. Hawkins, Akilah R. Carter-Francique, Joseph N. Cooper . Palgrave Macmillan: NY, NY. Pp. 153-170.

Jackson, V., Miller, J. (2014) Getting and staying in the mainstream: African American Women's contributions To the Human Sciences, *Family & Consumer Sciences Research Journal*, 43(1), 78-91. *Best Paper Award (Family and Consumer Science Research Journal)

Maloney, J., Lee, M., Jackson, V., Spillman, K. (2014). Consumer Willingness to purchase organic Products: Application of the Theory of Planned Behavior. *Journal of Global Fashion Marketing*, published online June 18, 2014.

Graham, M., Jackson, V., Lee, M. (2014). The effect of personal scandal on celebrity athletes and shopper's purchase intentions and attitude favorability, *International Journal of Customer Behavior*, 13(4), 27- 290.

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), 1720.

Other Publications:

Book:

Jackson, V., Holland, Jacqueline and Miller, J. R. (2018, in press). *The Human Sciences Kaleidoscope: Past, Present and Future*. Omicron Nu Honor Society, East Lansing, MI.

Other Publications:

Jackson, V. & Fiest-Price, S. (2016). Mentoring Frameworks and Best Practices Faculty Mentoring.

Jackson, V. & Fiest-Price, S. (2016). Diversity Recruitment Resource Guide for Faculty Positions

Refereed Published Abstracts & Presentations

Lee, M-Y & Jackson, V. P. (2017). Organization-Centered Vs. Customer-Centered: The Effectiveness of Organizations' Orientations and Message Framing on Donation Intention to Nonprofit Organizations. Recent Advances in Retailing and Consumer Science Conference, The European Institute of Retailing and Services Studies (EIRASS), Vancouver, Canada, July 26-29.

Jackson, V., Wesley, S. & Lee, M. (2016). The perceived importance of core soft skills between Retailing and Tourism Management Students, Faculty and Businesses, American Association of Family & Consumer Sciences Conference, Seattle Washington

Saunders, N.*, Jackson, V., Lee, M. Y., & Spillman, K. (2015). A qualitative analysis of consumers' perceptions of retail shopping needs in a rural community. Recent Advances in Retailing and Consumer Services Science by European Institute of Retailing and Service Studies (EIRASS). Montreal, Canada. July 27-30, 2015.

Jackson, V. P., Miller-Spillman, K. A. & Miller, J. R. (2014, July). African American Women in the Human Sciences: A Review of Research and Leadership Contributions to the Well Being of African American Individuals, Families and Communities. Paper presented at the International Federation for Home Economics Pre-Council Symposium, London, Ontario.

Ferrell, E., Lee, M., Spillman, K., Jackson, V. & Kimbrel, C. (2014). Consumer's motivation for purchasing Fairtrade clothing, International Textiles & Apparel Association Conference, Charlotte, NC.

Jackson, V. P., Miller, J., Vaugh, G. (June, 2013) Fifty Years of African American women's Contributions to the Human Sciences: Getting and Staying the Main Stream. 98th Annual Conference of the Association for the study of African American Life and History, Jacksonville, Florida.

TEACHING AND ADVISING

Doctoral Advisory Committee:

EDE: EPE: **McCrary, Lauren**; Beardmore, Kevin; Boone, Robert
PHD: Hargrove, Lauren: What do teachers think about educational psychology?
Developing and validating the educational psychology practitioner scale. (Fall 2018)

Online Course Development:

RTM 772 Seminar in RTM (Summer 2016) (Consumer Behavior)
RTM 600 Research Methodology in RTM/HES (Fall 2016)

Courses Taught:

Co-Taught HMT 560 (fall 2016) & RTM 345
RTM 600 Research Methodology in RTM (fall 2017)
RTM 772 Seminar in RTM (Consumer behavior) spring 2018

Activities with Undergraduate Students outside the Classroom:

- Atlanta Student Tour (2017)
- Domestic Study Tour: New York: (22 students) Spring, 2011,2014, 2015
- Study Abroad Program: Italy (March 8 – March 17) 2013
- Club Advisor:
 - MAT Club (Fall 2013)
 - HMA club (fall 2013 & Spring/Fall 2014)

SERVICE AND RECOGNITION

Administrative Assignments:

Chair: Retailing & Tourism Management (July, 2013)
Director of Undergraduate Studies: Department of Merchandising, Apparel & Textiles
(2009- 2013)

Editorships

Editor: International Textiles and Apparel Association Newsletter (January 2011-2016)
Editorial Board: Clothing and Textile Research Journal

Reviewer service:

Journal of Retailing and Consumer Services
Sage Books
Journal of Global Fashion Marketing
Journal of Fashion Management and Marketing
African Journal of Marketing Management

Clothing and Textile Research Journal
Journal of Fashion, Style and Popular Culture

Invited Lectures & Speeches:

Jackson, V. (2018). African American Entrepreneurs from Lexington and Around the World. Dunbar High School. Black History Month.

Jackson, V. (2017). Guest Speaker. Ubuntu Weekend, The Graduate School Office of Diversity and Inclusion.

Jackson, V. (2017). Graduate Students of Color Professional Development Colloquium Panel Discussion, University of Kentucky, Lexington Kentucky.

Jackson, V. (2016). Nurturing our Future through collaborations. Family & Consumer Sciences Day, Tennessee State University, Nashville, Tennessee.

Jackson, V. (March 17, 2015). What motivates a customer to buy your product or service? What motivates a client to do business with you instead of a competitor? National Association of Women Business Owners, Lexington, KY

Jackson, V. (Spring 2015). Networking in a social setting with a focus on attire and etiquette, National Society of Black Engineers, Lexington, Kentucky.

Jackson, V. (fall, 2014). Dress for Success. Health Science Students, Public Health Building, University of Kentucky.

Jackson, V., Austin, M. (2014). Tenure & Promotion: A Journey worth taking. Kentucky Association of Blacks in Higher Education, DoubleTree, Lexington, KY.

Jackson, V. (2013) Where am I wearing. Phi U Monthly Meeting, Lexington, KY.

Committees, Elected Positions, Offices Held:

College of Agriculture Food and Environment

- COA Distribution of Effort Ad Hoc Committee (2015-)
- College of Agriculture Curriculum Committee (Fall 2010 - 2013)
- Co-Chair HMT/MAT Merger Committee (Fall 2010-2012)
- Chair, HES (HMT/MAT) Information Merger Committee (Fall 2010)
- College of Agriculture Faculty Council (2010-2011)

University:

Sexual Misconduct Panel 2017-2018

Inclusive Excellence Grants proposal Reviewer. Office of Diversity and Inclusion 2016-present

Co-Chair the African American Faculty Advisory Committee-(2016)

Member of Honors Transition Committee (2016-2017)

Member of University Strategic Plan Implementation Team (2016-2017)

UK Honors Program Faculty of Record Committee (Spring 2012 – 2018)

Professional Development:

Food Systems Leadership Institute. 2017-2019.

Lead21 Leadership development program (2015-2016).

MIN-YOUNG LEE, PH.D.

Curriculum Vitae

College of Agriculture, Food & Environment
Department of Retailing and Tourism Management
University of Kentucky
303B Erikson Hall, Lexington, KY 40506
Phone: 859-257-7191 Fax: 859-257-1275
E-mail: mlee6@uky.edu

EDUCATION

- 2007 Ph.D. University of Tennessee, Retail and Consumer Sciences, Knoxville, TN, USA
2003 M.S. University of Tennessee, Management Science, Knoxville, TN, USA
2001 M.S. University of Tennessee, Communications, Knoxville, TN, USA
1996 B.A. Yonsei University, Mass Communication, Seoul, South Korea

PROFESSIONAL EXPERIENCE

ACADEMIC:

- 2013- present **Associate Professor & Graduate Faculty**, Retailing and Tourism Management, School of Human Environmental Sciences, College of Agriculture, Food & Environment, University of Kentucky Lexington, KY
- 2013- 2015 **Director of Undergraduate Studies**, Retailing and Tourism Management, School of Human Environmental Sciences, College of Agriculture, Food & Environment, University of Kentucky Lexington, KY.
- 2007 – 2013 **Assistant Professor & Graduate Faculty**, Department Merchandising, Apparel, and Textiles, School of Human Environmental Sciences, College of Agriculture, Food & Environment, University of Kentucky, Lexington, KY.
- 2006 – 2007 **Instructor & Graduate Teaching Assistant**, Department of Retail, Hospitality and Tourism Management, College of Education, Health, and Human Sciences, University of Tennessee, Knoxville, TN.
- 2001 – 2003 **Graduate Teaching Assistant**, Department of Management Science, College of Business, University of Tennessee, Knoxville, TN.
- 2000-2001 **Graduate Teaching Assistant**, Department of Information Science. College of Communications, University of Tennessee, Knoxville, TN

INDUSTRY:

- 2003 – 2005 **Sales and Marketing Specialist**, FORENTA L.P. Department of Sales and Marketing, Morristown, TN.
- 1995 – 1996 Copywriter, MAPS Advertising Agency, Esquire Company, Seoul, South Korea

RESEARCH

RESEARCH INTERESTS

- Corporate Social Responsibility (CSR) and socially responsible consumption
- Consumer Emotion and Experience
- Marketing for Non-profit Organization

SUMMARY OF SCHOLARLY METRICS (Google Scholar as of 7/10/18)

- H-index: 13
- i10-index: 17
- Total citation 699 (552 Since 2013)
- Peer reviewed journal articles: 31
- Peer reviewed journal articles after promoted to Associate professor: 13

Impact factor of published journals	5-year impact factor
• Journal of Business Research	3.689
• Managing Service Quality	3.466
• Journal of Retailing and Consumer Services	2.919
• Journal of Product and Brand Management	2.757
• Journal of Hospitality Marketing and Management	2.683
• European Journal of Marketing	2.545
• Employee Relations	1.606

10 most cited articles (as of 7/10/18)	# of Citations
J of Fashion Marketing and Management 12(3), 294-307, 2008	99
J of Retailing and Consumer Services 16(1), 75-82, 2009	89
Corporate Reputation Review 12(2), 140-158, 2009	82
J of Product and Brand Management 17(3), 163-174, 2008	54
J of Global Marketing 25(1), 29-44, 2012	48
J of Business Research 67(1), 2884-2890, 2014	45
Managing Service Quality 19(6), 687-701, 2009	41
European Journal of Marketing 47(1/2), 49-70, 2013	38
J of Retailing and Consumer Services 17(5), 333-339, 2010	31
J of Global Scholars of Marketing Science 21(3), 155-166, 2011	30

GRANTS:

Funded External Grants (Total: \$10,000)

Pei Zhang [PI] & Min-Young Lee [co-PI] (2018). The Downturn of Chinese tourism Shopping in Japan: Impeding Factors and Coping Strategies. Fiscal 2018 Grant for Japan-Related Research Projects, The Sumitomo Foundation, \$10,000.

Funded Internal Grants (Total: \$73,265.97)

I. Research Grants:

Lee, Min-Young [PI] (2017). Organization-centered vs. customer-centered: The effectiveness of organizations' orientations and message framing on donation intention to nonprofit organizations. Research Activity Awards, College of Agriculture, Food, & Environment, University of Kentucky, \$1,500. (Research presented at 24th Recent Advances in Retailing & Service Science conference held by *European Institute of Retailing and Service Studies*, 2017)

Jackson, V., Wesley, S. & Lee, Min-Young [co-PI] (2014). Creating a reciprocal relationship between rural/urban businesses, educators and students utilizing Soft Skills and experiential learning environments. HES Extension Activity Awards, University of Kentucky, \$4,854.97. (Publications: *Employee Relations*, 2017)

Miller-Spillman, K. [PI] and Min-Young Lee [co-PI] (2013). *Development of the Ghana Business Plan (part of Ghana Fabric Study)*. Buster Award, University of Kentucky, School of Human Environmental Science, \$2,401. (Publications: *J of Global Fashion Marketing*, 2016)

Lee, Min-Young [PI] (2010). *Assess the use of Social Networks as a profit center for rural farmers*. Research Activity Award, College of Agriculture, Food, & Environment, University of Kentucky, \$1,200. (Research presented at American Collegiate Retailing Association Conference, 2016).

Lee, Min-Young [PI] (2009). *Socially Responsible Purchasing and Consumptions*. Research Activity Award, College of Agriculture, Food, & Environment, University of Kentucky, \$4,000. (Publications: *Journal of Retailing and Consumer Services*, 2015, *Int'l J of Applied Behavioral Economics*, 2012)

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

Lee, Min-Young (2007). New Faculty Research Support Grant (Seed Money), Provost Office, University of Kentucky, \$30,000. (Publications: *Journal of Business Research*, 2014, *Journal of Global Academy of Marketing Science*, 2010, *Journal of Global Marketing*, 2012)

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. (Publications: *European J of Marketing*, 2013, *J of Retailing and Consumer Services*, 2009, *J of Distribution Research*, 2009, *J of Customer Behavior*, 2008)

II. Teaching Grants:

Lee, Min-Young [PI] (2018). *Revising distance learning class (MAT 570)*. The distance learning course development fund, Distance Learning Programs, University of Kentucky, \$1,500.

Lee, Min-Young [PI] (2016). *Revising distance learning class (MAT 570)*. The distance learning course development fund, Distance Learning Programs, University of Kentucky, \$1,500.

Lee, Min-Young (2013). *Designing a course with a technology-enhanced student project*. CELT Innovation and Design Lab training fund, University of Kentucky, \$1,000

Lee, Min-Young [PI] (2012). *Developing distance learning class*. The distance learning course development fund, Distance Learning Programs, University of Kentucky, \$3,000

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

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

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

Unfunded External Grants

Lu, Ying (Tracy) (PI) & **Lee, Min-Young** (co-PI) (2017). Professional Convention and Meeting Association (PCMA) Education Foundation, *Developing Meeting/Travel ROI for Retaining and Acquiring Attendees*, **\$17,680** – Advanced to the 2nd round of consideration.

Wesley, S., **Lee, Min-Young** [co-PI], Swanson, J. Lu, Tracy, & Jackson, V. (2014). Developing student soft skills through experiential learning environments created with rural/urban business and educators. USDA/NEFA Higher Education Challenge Grant, **\$300,000**.

Unfunded Internal Grants

Jackson, V., Wesley, S., **Lee, Min-Young** [co-PI], Swanson, J., Spillman, K., Lu, T., Pryor, M., & Easter, E. (2014). Department of Retailing & Tourism Management online Master's degree proposal. E-Learning Innovation Initiative (ELII) Online Degree Program Proposal. University of Kentucky, **\$133,100**.

Miller-Spillman, K. **Lee, Min-Young** [co-PI], & Jackson V. (2014). Global sourcing of apparel products in Ghana: Connecting UK Students to women entrepreneurs. University of Kentucky Women & Philanthropy Network Funding, **\$40,600**.

PUBLICATIONS:

Refereed Journal Articles

***indicates graduate students. If I am not the first author, role explained in parenthesis.**

Wei, Z¹, **Lee, Min-Young**, Shen, H. (2018). What Drives consumer in China to buy clothing online? Application of the technology acceptance model. *Journal of Textiles and Fibrous Materials*, 1, 1-10. <https://doi.org/10.1177/2515221118756791>, **¹ Visiting Scholar (2015-2016) (I developed the research framework and helped analyze data and helped write the paper)**

Spillman, K., **Lee, Min-Young**, Huffman, N. Yoo, J. & Kim, Y.J. (2017). Dress and the Public, Private and Secret Self Model during emerging adulthood. *Fashion, Style & Popular Culture*, 4(3), 383-401. **(I analyzed the data and wrote the methods and results section)**

Park, H., **Lee, Min-Young**, & Koo, W. (2017). The four faces of apparel consumers: Identifying sustainable consumers for apparel. *Journal of Global Fashion Marketing*, 8(4), 298-312. **(I developed original research idea and research framework. I wrote, introduction, results and discussion parts)**

Wesley, S., Jackson, V & **Lee, Min-Young** (2017). The Perceived Importance of Core Soft Skills Between Retailing and Tourism Management Students, Faculty and Businesses. *Employee Relations*, 39(1), 79-99. SSCI. **(I developed the research questionnaire, collected data, analyzed the data, wrote methodology and results section, was co-PI on the grant).**

Lee, Min-Young, & Kang, J. (2016). Sustainability and management in fashion, design, and culture. *Journal of Global Fashion Marketing*, 7(2), 73-75.

- Miller-Spillman, K. A., **Lee, Min-Young**, Graham, M*. & Cho, B*. (2016). Consumer groups for Ghanaian fabric products based on aesthetics and socially responsible shopping behavior. *Journal of Global Fashion Marketing*, 7(2), 120-131. **(I developed the research framework, helped design the research, and wrote methodology and results sections, was co-PI on the grant)**
- Lee, Min-Young**, Jackson, V. Miller-Spillman, K. A. & Ferrell, E*. (2015). Female consumers' intention to be involved in Fair-Trade product consumption in the U.S.: The role of previous experience, product features and perceived benefits. *Journal of Retailing and Consumer Services*. 23, 91-98. Social Science Citation Index (SSCI). **(PI on the grant)**
- Wesley, S., **Lee, Min-Young**, Farashahi, B.*, Parks, L*. (2015). Exploring perceived product knowledge, credibility, and attractiveness of celebrity endorsers on influencing teen purchase intentions. *Journal of American Academy of Business*. 21(1), 200-207. **(I helped to design the research, analyzed data, helped to write the paper and served on student's MS thesis committee).**
- Graham, M.*, Jackson, V. & **Lee, Min-Young** (2014). The effect of personal scandal on celebrity athletes and shopper's purchase intentions and attitude favorability. *Journal of Customer Behavior*, 13(4), 271-290. **(I helped to design the research, analyzed data, and helped to write the paper, and served as a co-chair of MS student thesis).**
- Kim, Y-K. & **Lee, Min-Young**, & Park, S. (2014) Consumer Shopping Value: A multi-dimensional, gender-neutral measure. *Journal of Business Research*, 67, 2884-2890, Social Science Citation Index (SSCI). **(I designed the research, collected data, ran the analysis, wrote the results and discussion section, and was PI on the grant)**
- Maloney, J.*, **Lee, Min-Young**, Jackson, V., & Spillman., K. (2014). Consumer willingness to purchase organic products: Application of the Theory of Planned Behavior. *Journal of Global Fashion Marketing*. 5(4), 308-321. DOI: 10.1080/20932685.2014.925327. **(I helped to design the research, analyzed data, and helped to write the paper, and served as a chair of MS student thesis).**
- Brown, D. Spillman, K., **Lee, Min-Young**, & Lu, T. (2014). Factors influencing small tourism business performance: The case of Central Kentucky, United States. *Journal of Hospitality Marketing & Management*, 23(7), 768-789. Social Science Citation Index (SSCI). **(I designed the research, collected data, ran the analysis, and wrote the results and discussion section).**
- 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. SSCI **(PI on the grant).**

Peer Reviewed Book Chapters

- Spillman, K. & **Lee, Min-Young** (2014). Female Civil War reenactors' dress and magic moments. In Williams, K.M., Laing, J. & Frost, W. (Eds.), *Fashion, Design and Events*. (Routledge Advances in Events Research Book Series) (pp. 69-83). London: Routledge.

CONFERENCE PROCEEDINGS/PRESENTATIONS:

***denotes student, underline indicates a presenter of the research at the conference**

International/National

- Cavender, R. **Lee, Min-Young**, & Gannon, Trina (2017). Exploring the effect of the "Sustainability Factor" on fashion leaders fast-fashion avoidance. *International Textiles and Apparel Association*, St. Petersburg, FL. November 12-16, Available online at www.itaaonline.org
- Lee, Min-Young**, & Jackson, V. (2017). Organization-Centered vs. Customer-Centered: The effectiveness of Organization's Orientations and Message Framing on Donation Intention to Nonprofit Organizations. 24th Recent Advances in Retailing & Service Science. *European*

Institute of Retailing and Service Studies (EIRASS), Vancouver Canada, June 26-29. P46.

Jung, Y. & Lee, Min-Young. (October 2017). Re-envisioning fundraising practice and teaching in the context of higher arts administration education. International Conference on Social Theory, Politics and the Arts, Minneapolis, MN.

Tran T* & Lee, Min-Young. (2016). Food Tourism Destinations and Its Relationships with Information Sources, Destinations' Food Image, and Local Restaurant Entrepreneurs. *Proceedings of American Collegiate Retailing Association*. ACRA 2016 Conference, New York, NY, April 13-16, 2016.

Jackson, V., Lee, Min-Young, & Wesley, S. (2016) Examining the Perceived Importance of Soft Skills for Curriculum Development in Retailing & Tourism Management American Association of Family & Consumer Sciences (AAFCS) Conference, Bellevue, WA, June 22-24, 2016

Lee, Min-Young & Park, H. (2015). Understanding socially conscious apparel shoppers. 2015 Global Fashion Management Conference (GFMC). Florence, Italy, June 25th-28.

Sengupta, A.* & Lee, Min-Young (2015). Brand analyses of global brands versus local brand in Indian apparel consumer market. 22nd Recent Advances in Retailing & Service Science. *European Institute of Retailing and Service Studies (EIRASS)*, Montreal Canada, July 27-30. p. 86.

Saunders, N.* , Jackson, V. Lee, Min-Young, & Spillman, K. (2015). Qualitative analysis of consumers' perceptions of retail shopping needs in a rural community. 22nd Recent Advances in Retailing & Service Science. *European Institute of Retailing and Service Studies (EIRASS)*, Montreal Canada, July 27-30. p83.

Spillman, K., Lee, Min-Young, Graham, M* . & Cho, B* . (2014). Made in Ghana: Strategic marketing of ethnic items. *International Textiles and Apparel Association*, Charlotte, NC, November 12-16, Available online at www.itaaonline.org

Sengupta, A* . Lee, Min-Young, Spillman, K. & Jackson, V. (2014). Usage of clothing care-labels among college youth: Analysis of length of information, awareness, risk perception and confidence. *International Textiles and Apparel Association*, Charlotte, NC, November 12-16, Available online at www.itaaonline.org

Ferrell, E.* , Lee, Min-Young, Spillman, K. Jackson, V. & Kimbrel, C* . (2014). Consumers' motivation for purchasing fair-trade clothing. *International Textiles and Apparel Association*, Charlotte, NC, November 12-16, Available online at www.itaaonline.org

INVITED SPEAKER:

2017 **Lee, Min-Young**, Cultural differences in Retailing and Tourism Management, Shanghai Normal University, Shanghai, China, June 1, 2017.

2013 **Lee, Min-Young**. Consumer Experience & Socially Responsible Consumption. International Public Policy and Management Institute, Martin School of Public Policy and Administration. University of Kentucky, April 16, 2013.

TEACHING

SUMMARY OF STUDENT EVALUATION AND COURSE ENROLLMENT OF RECENT 6 YRS

Course	Semester Taught	Enrollment	Quality of Teaching	College Mean
MAT 315 Merchandising Planning and Control	Spring 2018	31	4.7	4.4
MAT 570 Electronic Retailing	Spring 2018	38	4.3	4.4
MAT 315 Merchandising Planning and Control	Fall 2017	33	4.3	4.3
MAT 514 Retail Entrepreneurship	Fall 2017	37	4.5	4.3
MAT 315 Merchandising Planning and Control	Spring 2017	29	4.55	4.41
MAT 570 Electronic Retailing	Spring 2017	38	4.82	4.41
MAT 315 Merchandising Planning and Control	Fall 2016	31	4.12	4.34
MAT 514 Retail Entrepreneurship	Fall 2016	35	4.78	4.34
MAT 470 International Merchandising	Summer 2016	12	N/A	N/A
MAT 315 Merchandising Planning and Control	Spring 2016	22	3.81	3.48
MAT 570 Electronic Retailing	Spring 2016	32	3.71	3.48
MAT 315 Merchandising Planning and Control	Fall 2015	40	3.21	3.40
MAT 514 Retail Entrepreneurship	Fall 2015	17	3.78	3.40
MAT 470 International Merchandising	Summer 2015	12	3.5	3.29
MAT 315 Merchandising Planning and Control	Spring 2015	40	2.33	3.45
MAT 514 Retail Entrepreneurship	Spring 2015	41	2.63	3.45
Sabbatical Leave	Fall 2014			
MAT 315 Merchandising Planning and Control	Spring 2014	27	3.29	3.31
MAT 570 Electronic Retailing	Spring 2014	33	3.2	3.31
MAT 315 Merchandising Planning and Control	Fall 2013	18	3.9	3.5
MAT 514 Retail Entrepreneurship	Fall 2013	25	3.5	3.5
MAT 315 Merchandising Planning and Control	Spring 2013	26	3.3	3.5
MAT 650 Current Theories and Literature	Spring 2013	3	N/A	3.5

Note. Course evaluations based on a 4-point scale: 4= excellence, 3= good, 2= fair, and 1= poor From Fall 2016, course evaluation based on a 5-point scale: 5 = Strongly agree, 1= Strongly disagree.

University Courses Taught Internationally (China Faculty Exchange Program)

2017 Invited to teach the courses at Shanghai Normal University located at Shanghai, China as a visiting professor. Taught 5 different classes about retailing and tourism management for 3 weeks May 20, 2017- June 7, 2017

Course developing

RTM Study Tour Class (Offer Fall 2019): Offering the course for both programs; MAT and HMT Study tour is Caribbean Cruise, we will visit 6 different countries including Puerto Rico and the Virgin Islands.

Possible objectives

1. Gain experience in apparel stores and production (MAT 572) in the Caribbean area
2. Understand local business operations and practices (MAT 514) in the Caribbean area

3. Related to Service management perspective (RTM 345) on board and offshore
4. Understand culture and norms (MAT 247)
5. Behind the scenes in Cruise operation- service management, retail shop operation, marketing strategy, pricing strategies (mark up, mark down). Inventory management (MAT 315)

Courses Developed

MAT 514 – Retail Entrepreneurship (3 credits)

MAT 570 – Electronic Retailing: Completely revised on Spring 2016 (3 credits)

Activities with Students outside the Classroom

- | | |
|------|---|
| 2018 | Organizing Committee for RTM Senior Day, April 2, 2018 |
| 2015 | Accompanied MAT New York Study Tour as a supporting faculty during February 2015 |
| 2014 | Accompanied MAT graduate students to International Textile & Apparel Association conference in Charlotte, NC during November 2014 |

Independent Studies Conducted

- Spring 2017
MAT 795 – Mindy Morris, Collect and analyze data and develop a research paper about sustainability and style consumption in the Fashion industry
- Fall 2016
MAT 595—Mindy Morris, Developing a research project about sustainability and style consumption in the Fashion industry

ADVISING AND GRADUATE COMMITTEE SERVICE

Graduate Faculty Work:

Master's Thesis Advisor/Co Advisor (Major Professor):

- **Co-Advisor:** Mallory Douglass, defended Spring 2015 – Hired by Dillard's Management position and working at the company headquarters
- **Advisor:** Aniket Sengupta defended August 2014 - Published two research articles in conference proceedings. Received graduate student research award (Alice P. Killpatrick Fellowships).

Master's Thesis Committee:

- Katelyn Eubank, will defend fall 2018
- Tangmay Roberts, defended Spring 2017
- Mindy Morris, defended Spring 2017
- Catherine Kimbrel, defended Summer 2015
- Cheng-Hsuan Cho, defended December 2014 – Presented a research article in conference
- Tabitha Huston, defending Fall 2014
- Meredith Cinnamon, defended Fall 2013
- Junghee Han (Michelle), defended Summer 2013
- Merna Brown, defended Spring 2013
- Susannah Treese, defended Spring 2013
- Amanda Caldwell, defending Spring 2013
- Farah Delshad, defended Spring 2013

Ph D. Committee:

- Songhwa Chae, defended Spring 2018, Music Department (DMA), College of Fine Arts.

- Sanghee Kim, in progress, Music Department (DMA), College of Fine Arts.

Ph D. Degree Outside Examiner:

- Tejas Channagiri Ajit. In Management, Gatton College of Business and Economics, defended Summer 2018, Chair, Walter Ferrier.
- Jae-Young Oh, Ph D. in Business Administration, Gatton College of Business and Economics, defended Spring 2016, Chair, Scott Ellis.

Graduate student research support (not advisor or committee): Directed research and develop conference article. The student presented at the conference.

- Tran T. & Lee, M-Y. (2016). Food Tourism Destinations and Its Relationships with Information Sources, Destinations' Food Image, and Local Restaurant Entrepreneurs. ACRA 2016 Conference New York, April 13-16, 2016.

Visiting scholars:

Wei, ZhenQian (2015-2016) from Nantong Textile Vocational Technical College, Nantong, China

Kim, Soon-Hong (2015-2016) from Incheon National University, Incheon, South Korea.

Number of Undergraduate Advisees:

2018	Spring – 21
2017	Fall – 23; Spring – 22
2016	Fall – 22; Spring – 26
2015	Fall – 30; Spring – 29
2014	Fall –Sabbatical; Spring – 36
2013	Fall – 36; Spring - 27

AWARDS AND HONORS

2015	Faculty Fellow Cohort 2, Presentation U, University of Kentucky (\$3,000)
2014	School of HES Awards for Teaching: One of my classes were ranked by students in the top 25 of all classes in the School

SERVICE AND OUTREACH

Outreach:

2015/2017	Developed RTM online master degree program.
2016	George Mitchell Award Selection Committee, Gamma Sigma Delta, UK Chapter

Editorships, review panels, reviewer service:

Associate Editor:

2015-2018 Associate Editor of Journal of Global Fashion Marketing

Guest Editor:

2015 Special issue of Journal of Global Fashion Marketing

Journal Reviews (served as an Ad-hoc reviewer):

2018 - 2009	<i>Clothing and Textiles Research Journal</i>
2018 - 2010	<i>Journal of Business Research.</i>
2018 - 2011	<i>Journal of Advertising.</i>
2018 - 2010	<i>Journal of Global Fashion Marketing</i>
2017-2009	<i>European Journal of Marketing</i>
2015/16	<i>Family & Consumer Science Research Journal</i>

Textbook Reviews:

2016 Fashion Entrepreneurship, Fairchild Books

Committees, elected positions, office held:

National Level

2016-Current Associate Editor, *Journal of Global Fashion Marketing*. (indexed in Emerging Source Citation Index). <https://www.tandfonline.com/toc/rgfm20/current>

2018 Track Chair, 2018 American Marketing Association and American Collegiate Retailing Association Joint Conference.

2013-2017 Management Track Chair for International Textiles and Apparel Association (ITAA) Annual conferences

2016 Track Chair: Consumer and Shopper; Satisfaction, Loyalty, and Patronage Behavior Track for 2017 American Collegiate Retailing Association (ACRA) conference

2015 Guest Editor, Special issue of *Journal of Global Fashion Marketing*

2014 Editorial Review Board for *Journal of Global Fashion Marketing*.

2013 Corporate Social Responsibility Track Chair for the 2013 ACRA conference

University Level

2017 UK Community Hearing Board Member

2015-2017 UK Education Abroad Scholarship Committee

College Level

2018 HES Hall of Fame Committee

2017 College Tenure & Promotion Committee, College of Agriculture, Food & Environment.

2016 Gamma Sigma Delta, The Honor Society of Agriculture, Distinguished Researcher Award Committee

2013-2015 Undergraduate Curriculum Committee for College of Agriculture, Food & Environment, University of Kentucky

2013-2015 HES Student Awards Committee

2013 HES Hall of Fame Committee

Department Level

2018 RTM Academic Coordinator Search Committee

2013-2015 Director of Undergraduate Studies

2015 RTM Curriculum Committee

2015 RTM Assistant Professor Search Committee

2013 RTM Academic Coordinator Search Committee

2013 RTM Lecturer Search Committee

2013-2015 HES Student Excellence Award Committee

2013/2014 Undergraduate Curriculum Committee for College

2013 RTM Academic Coordinator Search Committee

Conference Paper Reviews:

2009-2013 International Apparel and Textile Association (ITAA), from 2009 to 2012 annual conference papers review

National and Regional Service

- American Collegiate Retailing Association (ACRA)
 - Track Chair of Corporate Social Responsibility and Sustainability 2013 and 2017 ACRA Spring Conference.

- **International Textiles and Apparel Association (ITAA)**
 - Research Conference Service
 - Track Chair, 2013- 2017

PROFESSIONAL ORGANIZATIONS:

- American Collegiate Retailing Association (ACRA), 2006-present
- Gamma Sigma Delta, UK Chapter, 2011-present
- International Textiles and Apparel Association (ITAA), 2006-present
- Academy of Marketing Science (AMS), 2007-2014
- Korean Academy of Marketing Science (KAMS), 2012-present

PROFESSIONAL DEVELOPMENT:

Professional Meeting Attended:

- Global Fashion and Marketing Conference, GAMMA, Florence Italy, June 23- 29, 2015
- HES 5th All School Conference, December 1, 2015
- 22nd Recent Advances in Retailing and Services Science Conference, Montreal, Canada. EIRASS, July 27-30, 2015.
- American Collegiate Retailing Association Annual Conference, Nashville, TN, March 20-23, 2013.
- International Textiles and Apparel Association Annual Meeting, Charlotte, NC, November 12-16, 2014.

Teaching and Learning related:

- Digital Pedagogy workshop by Center for the Enhancement of Learning and Teaching. 3:00-4:30, Niles Gallery, Lucille Little Find Art Library, September 6, 2016.
- Teaching Portfolio Workshop sponsored by the CAFÉ Faculty Council at Ag Information Center. April 15, 2015.
- Accommodating Accommodations: How to Work with Students with Disabilities or Emotional Concerns at Funkhouser Room 207. DRC/ Counseling Center Session sponsored by CAFÉ student success team, April 5, 2015.
- Faculty Fellows Workshop “Teaching Public Speaking” Oct. 16, 2014. University of Kentucky.
- Lesson Plan observation Mary Nestmann from Faculty Fellows Training Group. January 27, 2015. University of Kentucky.
- Faculty Fellows Workshop “Teaching Group Work” Sep. 225, 2014. University of Kentucky.
- Grant writing workshop: Grant writing from an idea to Funding, Sep 24, 2014, University of Kentucky.
- Faculty Fellows Workshop on “Planning Lessons to Engage 21st Century Learners”, Sep. 4, 2014. University of Kentucky.
- Innovation and Design Lab Workshop, Center for the Enhancement of Learning and Teaching (CELT), University of Kentucky, Aug 15- 18, 2013.

In-Service Training:

- February 2, 2017. UK Community Hearing Board Training. Stuckert Career Center 101
- January 6, 2017. Teamwork: CSI-Small Town Kentucky, HR training by Marietta Watts.
- February 17, 2016. Diversity Training and Workshop, hosted by the College of the Social Work at Singletary Center for the Arts.
Presenter: Dr. Roger Cleveland
- September 30, 2016. Tips and Tools for a Successful Advising Appointment with myuk GPS.
10:30-12:00, 246 Barnhart Building.

- April 15, 2015. Teaching Portfolio Workshop sponsored by the CAFÉ Faculty Council at Ag Information Center.
- April 5, 2015. Accommodating Accommodations: How to Work with Students with Disabilities or Emotional Concerns at Funkhouser Room 207. DRC/ Counseling Center Session sponsored by CAFÉ student success team
Title: Diversity, Achievement, & Culture-Building in Higher Education
- February 26, 2015. Promotion and Tenure Workshop, sponsored by the CAFÉ Faculty Council, Cameron Williams Lecture Hall/Plant Science Building
- January 20, 2015. Faculty Fellows Kickoff Meeting, University of Kentucky.

YING (TRACY) LU, Ph.D.
Curriculum Vitae

Assistant Professor (August, 2011)
Department of Retailing and Tourism Management (RTM)
School of Human Environmental Sciences
College of Agriculture, Food and Environment
University of Kentucky (UK)
112 Erikson Hall • Lexington, KY 40506
Phone: 859-257-4332 • Fax: 859-257-1275
E-mail: tracy.lu@uky.edu

DISTRIBUTION OF EFFORT (DOE)

	Instruction	Research	Service
2017	55	30	15
2016	63	27	10
2015	29	56	15
2014	58	42	0
2013	54	46	0
2012	65	35	0
Average	54	39.33	6.67

EDUCATION

- 2007 – 2011 Doctor of Philosophy
Purdue University, West Lafayette, IN, USA
Dissertation Title: “An Attendee Behavioral Model of Convention and Exhibition Tourism”
- 2003 – 2004 Master of Science
Hong Kong Polytechnic University, Hong Kong, China
Major: Hospitality and Tourism Management
- 1999 – 2003 Bachelor of Science
Beijing International Studies University, Beijing, China
Major: Tourism Marketing

ACADEMIC EXPERIENCE

- 2011
–current Assistant Professor
Department of Retailing and Tourism Management
College of Agriculture, Food & Environment
University of Kentucky, Lexington, KY.

2008 – 2011 Graduate Instructor
School of Hospitality and Tourism Management
College of Health & Human Sciences
Purdue University, West Lafayette, IN.

2004 – 2007 Associate Lecturer
School of Hospitality and Tourism Management
South China University of Technology
Guangzhou, Guangdong Province, China.

GRANTS
Since UK Appointment

EXTERNAL GRANTS:

Funded (Total: \$12,000):

2017 **LU, Y. (PI)**. Kentucky Campus Compact, “*What’s next, Kentucky?*” conversation events planned by students in HMT570 - Event Planning and Coordination 2017, \$2,000 – funded.

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

Unfunded:

2017 **LU, Y. (PI)**, Lee, Min-young (co-PI). Professional Convention and Meeting Association (PCMA) Education Foundation, *Developing Meeting/Travel ROI for Retaining and Acquiring Attendees*, \$17,440

2017 **LU, Y. (PI)**, Lee, Min-young (co-PI). Professional Convention and Meeting Association (PCMA) Education Foundation, *Developing Meeting/Travel ROI for Retaining and Acquiring Attendees*, \$17,680 – Advanced to the second round of consideration.

2016 **LU, Y. (PI)**. Professional Convention and Meeting Association (PCMA) Education Foundation, *Developing Meeting/Travel ROI for Retaining and Acquiring Attendees*, \$19,920 – unfunded.

2015 Zhang, R., **LU, Y.** (investigator). The Government of Macau, *Blueprint of Meeting, Incentives, Convention and Exhibition (MICE) Industry in Macau, China*, MOP998,500 (USD\$125,085) – unfunded.

2015 Zhang, R., **LU, Y.** (investigator). The Government of Macau, *Strategic Tourism Planning of Macau, China*, MOP18, 580,800 (USD\$2,327,677) – unfunded.

- 2014 Wesley, S., Lee, M., Swanson, J., **LU, Y.** (investigator), Jackson, V. National Institute of Food and Agriculture, *Creating a Reciprocal Relationship between Rural/Urban Businesses and Educators*, \$300,000 – unfunded.
- 2013 Cheng, L., Li, M., Cai, L. & **LU, Y.** (investigator). Hong Kong Polytechnic University, *The Impacts of Destination Reconstructed Image on Tourist Spatial-temporal Behavior, Synergetic Dynamics and Interactive Evolution Following Emergencies: Empirical Study on the Disaster Areas of Wenchuan and Lushan*, \$50,000 – unfunded.
- 2013 Brown, D. & **LU, Y. (Co-PI)**. Ambassador's Fund Annual Program, U.S. Department of State (DoS), *Iraq University Linkages Program (ULP) - University Partnership in Hospitality and Tourism Linkages Program (HTLP)*, \$375,283 – unfunded.
- 2013 Cheng, L., Day, J.G., Cai, L., & **LU, Y.** (investigator). National Natural Science Foundation of China (NSFC), *The Impacts of Heritage Image on Tourist Spatial-temporal Behavior, Synergetic Dynamics and Interactive Evolution Following Emergencies*, \$113,410 – unfunded.

INTERNAL GRANTS:

Funded (Total: \$21,550):

- 2018 **LU, Y. (PI)**. Barnhart Fund for Excellence, \$900 – funded.
- 2016 **LU, Y. (PI)**. Research Activity Award, School of Human Environmental Sciences, University of Kentucky, *The Role of Meeting Size on Attendees' Psychological and Consequence Behavior: A Social Anxiety Approach*, \$2,100 – funded.
- 2016 **LU, Y. (PI)**. UK Analytics & Technology, *Distance Learning Course Grant*, \$6,000 – funded.
- 2015 **LU, Y. (PI)**. UK Analytics & Technology, *Distance Learning Course Grant*, \$3,000 – funded.
- 2013 Chen, Z.*, **LU, Y.** Graduate Student Travel Fund, University of Kentucky, *Social Media Research in Hospitality and Tourism Management: A Review and Research Agenda*, \$400 – funded. [*Graduate Student].
- 2013 **LU, Y. (PI)**. Education Abroad UK Sponsored Program Development Grant, *A Sponsored Internship and Study Abroad Program in China*, \$1,500 – funded.
- 2013 **LU, Y. (PI)**. The Center for the Enhancement of Learning and Teaching (CELT), University of Kentucky, *Innovation and Design (I+D) Lab Project*, \$1,000 –

funded.

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

Other Funded Projects:

- LU, Y. (PI), Hatch Project: KY010012 “*The Influence of Social Media on Attendee Behavior: The Case of Kentucky Derby*”, 10/1/2012-09/30/2017

Unfunded:

- 2014 Jackson, V. (PI), LU, Y. (Co-PI), Wesley, S., Lee, M., Swanson, J., & Spillman, K. The eLearning Innovation Initiative (eLII), University of Kentucky, *eLII Online Degree Program in Retailing and Tourism Management*, \$133,188 – unfunded.

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES:

Since UK appointment

LU, Y., Chen, Z. *, & Law, R. (2018). Mapping the progress of social media research in hospitality and tourism management from 2004 to 2014. *Journal of Travel and Tourism Marketing*, 35(2), 102-118 [*Graduate Student].

Li, J., & LU, Y. (2017). A review on international publications on Chinese culture and Chinese tourist behavior. *Tourism Tribune*, 32(9), 70-79.

LU, Y. (2017). A model of expectancy motivation for business event tourism: Evidence from China. *Event Management*, 21(4), 48-486.

Wei, W. *, LU, Y., & Hua, Nan (2017, July 11). Attendees’ user experience of social media technology during multiphase participation in conventions: A consumption values approach. *Event Management*, 21(3), 347-364. [*Graduate Student at Purdue University]

LU, Y. (2017). The concept of loyalty in hospitality and tourism: Theoretical development, practice and future research directions. *International Journal of Qualitative Research in Service*, 2(4), 308-324.

Wei, W. *, LU, Y., Miao, L, Cai, L., & Wang, C-Y. (2017). Customer-Customer interactions (CCIs) at conferences: An identity approach. *Tourism Management*, 59(20), 154-170. [*Graduate Student at Purdue University]

Li, J., & LU, Y. (2016). Chinese culture in tourist research: A review and comparison of Chinese and English studies in 1993-2012. *Tourism Review*, 71(2), 118-134.

Li, M., & LU, Y. (2016). Greenway as a project for happiness: Evidence from China. *Journal of Tourism Management and Hospitality*. 5(1), 1-5.

Choi, S-H., LU, Y., & Cai, L. (2015). Determination as a dimension of conative loyalty. *Annals of Tourism Research*, 51(3), 51-53.

Cai, L., Wei, W. *, LU, Y., & Day, J.G. (2015). College students' decision-making for study abroad – Anecdotes from a U.S. hospitality and tourism internship program in China. *Journal of Travel and Tourism Teaching*, 15(1), 1-26. [*Graduate Student at Purdue University] [It was noted in the publication that the four authors contributed equally to the paper.]

Brown, D., Spillman, K., Lee, M-Y., & LU, Y. *(Corresponding Author) (2014). Factors influencing small tourism business performance: The case of central Kentucky, United States. *Journal of Hospitality Marketing and Management*, 23(7), 768-89.

Zhou, Y., LU, Y. *(Corresponding Author), & Yoo, J. (2014). Residents' perceived impacts of gaming development in Macau: Social representation perspectives. *Asia Pacific Journal of Travel Research*, 19(5), 579-599.

LU, Y., Fu, X, & Adler, H. (2014). Travel safety concerns: Feedback from international students in the USA. *International Journal of Tourism Anthropology*, 3(3), 211-226.

Yoo, J., Zhou, Y., LU, Y., & Kim, T. (2014). The moderating effects of resident characteristics on perceived gaming impacts and gaming industry support: The case of Macao. *Journal of Travel and Tourism Marketing*, 31(2), 229-250.

Jiang, J., Wu, X., & LU, Y. *(Corresponding Author) (2014). Towards a better understanding of the relationships between tourism involvement and place attachment: Evidence from rural tourism destinations in China. *International Journal of Tourism Anthropology*, 3(3), 245-260.

BOOK REVIEW

LU, Y. (2015). A Landscape of Travel: The Work of Tourism in Rural Ethnic China, by J. Chio. Washington, DC: University of Washington Press, 2014, ISBN 978-0295993669. *The Australian Journal of Anthropology*, 26(3), 472-473.

PUBLICATIONS UNDER REVIEW

LU, Y., Wei, W., Wu, L., Swanson, J., & Getz, D. The impact of meeting size on attendees' psychological response and consequence behavior. *International Journal of Hospitality Management*

Chen, M., Petrick, J.F., Groote, J., LU, Y., & Nijkamp, P. Travelers' marginal willingness to pay for ridesharing: A modeling study of China. *Tourism Management*.

Meng, Z., Cai, L., Day, J., Tang, C.H., Lu, Y., & Zhang, H. Effects of nostalgia on subjective well-being – Evidence from rural China. *Journal of Heritage Tourism*

PEER-REVIEWED RESEARCH CONFERENCE PAPERS

Since UK appointment

International Conferences:

Shi, J.*, & LU, Y., & Cai, L. (2018). *Revitalizing China's Countryside through Shared Rural Tourism*. Asia-Pacific CHRIE conference 2018, May 31st – June 2nd, 2018, Guangzhou, China. [*Graduate Student at Purdue University].

Wei, W.*, LU, Y., Li, M., Cai, L., & Wang, C-Y. (2016). *The Impacts of Attendee Interactions at Conferences: An Identity Approach*. The 2nd Global Tourism & Hospitality Conference, May 15th – 17th, 2016, Hong Kong, China. [*Graduate Student at Purdue University]

Choi, S-H., LU, Y., & Cai, L. (2015). *Relationships among tourist loyalty dimensions: The effect of tourism experience*. The European Council on Hotel, Restaurant & Institutional Education (EuroCHRIE), October 15th – 17th, 2015, Manchester, United Kingdom.

LU, Y. & Chen, Z.* (2015). *Customer loyalty in hospitality and tourism research: Theory, practice, and future directions*. EIRASS 2015: European Institute of Retailing and Services Studies 22nd International Conference, July 27th – 30th, 2015, Montreal, Canada. [*Graduate Student].

Han, J.*, & LU, Y. (2013). *Cultural differences in the use of online travel agents*. The China Tourism & China Hotel-Branding Forum 2013, May 16nd – 18th, 2013, Hong Kong, China. [*Graduate Student].

LU, Y., Adler, H., Cai, L., & Li, M. (2013). *Attendee behavior in business event tourism: A holistic approach*. World Convention on Hospitality, Tourism & Events Research (WHTER) & International Convention and Expo Summit (ICES) 2013, May 24nd – 28th, 2013, Bangkok, Thailand. [Best Paper Award].

Wei, W.*, & LU, Y., & Cai, L. (2013). *Conventions going paperless: the power of social media technology – Anecdotes from convention attendees*. Asia-Pacific CHRIE conference 2013, May 21nd – 24th, 2013, Macao, China. [*Graduate Student at Purdue University].

National Conferences:

LU, X., & LU, Y. (2018). *A Review of Host-Guest Research in Peer-to-Peer (P2P) Accommodation*. The 37th Annual Conference of ISTTE, October 17th – 19th, Niagara Falls, NY. – Submitted.

Meng, Z., Cai, L., & LU, Y. (2018). *“Reincarnation” and “Fortress Besieged”: Impacts of Traditional Chinese Philosophical Values on Modern Chinese Rural-urban Migrants at Rural Destinations*. The 37th Annual Conference of ISTTE, October 17th – 19th, Niagara Falls, NY. – Submitted.

Adu, A.* & LU, Y. (2017). *A Further Investigation on the Important Attributes for Hosting a Successful Event: Combined Perspectives of Venue Managers and Event Planners*. The 23rd Annual Graduate Education and Graduate Student Research Conference in Hospitality & Tourism, January 3rd – 5th, 2018, Fort Worth, TX. [Poster] [*Graduate Student].

LU, Y., Wei, W., Wu, L., Swanson, J., & Getz, D. (2017). *Is Higher Attendance, the Better?— Examining the Impacts of Conference Size on Attendees’ Psychological Responses and Consequence Behavior*. The 4th International Conference on Events (ICE), December 12th –14th, 2017, Orlando, FL.

Meng, Z.*, Cai, L., & LU, Y. (2017). *Nostalgia and authenticity — Subjective well-being of Chinese rural-urban migrants*. The 36rd Annual Conference of ISTTE, October 13th – 15th, Charleston, SC. [*Graduate Student at Purdue University]

Clark, H.* & LU, Y. (2016). *Effects of Table Spacing on Consumers’ Dining Experience in a Fast-Casual Restaurant*. The 22nd Annual Graduate Education and Graduate Student Research Conference in Hospitality & Tourism, January 5th – 7th, 2017, Houston, TX. [Poster] [*Graduate Student].

Choi, S-H., LU, Y., & Cai, L. (2015). *Tourist loyalty: A reexamination of scope and dimensions*. The 2015 ICHRIE Annual Conference, July 24th – July 26th, 2015, Orlando, Florida, U.S.A

Choi, S-H., LU, Y., & Cai, L. (2015). *A Closer look at conative tourist loyalty: An exploratory examination of contextual variation*. Tourism Travel and Research Association (TTRA) Conference, June 15th –17th, 2015, Portland, Oregon, U.S.A. [Poster].

Choi, S-H., LU, Y., & Cai, L. (2015). *Dynamism of attitudinal and behavioral outcomes by variety-seeking traits: A case of chinese tourists*. The 3rd World Research Summit for Tourism and Hospitality and 1st USA-China Tourism Research Summit, December 15th – 19th, 2015, Orlando, Florida, U.S.A.

Chen, Z.* & LU, Y. (2015). *Influence of online reviews on different UGC platforms on customer perceived value and loyalty*. The 20th Annual Graduate Education and Graduate

Student Research Conference in Hospitality & Tourism, January 8th – 10th, 2015, Tampa, FL.
[Poster] [*Graduate Student].

Wei, W.*, LU, Y., Swanson, J., & Getz, D. (2014). *Attendee behavioral differences and perceived ROI at small-scale versus large-scale meetings: A comparison and implications for the hospitality industry*, The 19th Annual Graduate Education and Graduate Student Research Conference in Hospitality & Tourism, January 3rd – 5th, 2014, Houston, TX.
[*Graduate Student at Purdue University].

Chen, Z.* & LU, Y. (2014). *Social media research in hospitality and tourism management: A review and research agenda*. The 19th Annual Graduate Education and Graduate Student Research Conference in Hospitality & Tourism, January 3rd – 5th, 2014, Houston, TX.
[*Graduate Student].

Li, J.*, & LU, Y. (2013). *Chinese culture in tourist research: A review, critique, and future research directions*. The 2013 Annual Conference of International Society of Travel and Tourism Educators (ISTTE), Detroit, Michigan, U.S.A. [*Visiting Scholar].

Quinteros, D.*, Wei, W*, & LU, Y. (2013). *Loyalty towards online travel agents: Antecedents of e-loyalty*. The 2013 ICHRIE Annual Conference, July 24th – July 26th, 2013, St. Louis, Missouri U.S.A. [Poster] [*Graduate Student].

TEACHING AND ADVISING

Since UK Appointment

COURSES TAUGHT:

HMT 120: Introduction to Hospitality Management and Tourism
HMT 395: Independent Study
HMT 359: Service Management (in-classroom)
RTM 345: Service Management (online)
HMT 460: Advanced Seminar in Hospitality Management and Tourism
HMT 570: Event Planning and Coordination
RTM 499: RTM Internship International - China Internship

GRADUATE COURSES TAUGHT:

HMT 560: Advanced Seminar of Lodging Industry and Tourism (online)
DHN 646: Advanced Information Technology in the Hospital Industry
RTM 690: Industry Experience in Retailing and Tourism Management

COURSE DEVELOPED:

RTM 345: Service Management (online)
HMT 560: Advanced Seminar of Lodging Industry and Tourism (online)

HMT 570: Event Planning and Coordination (online)
RTM 499: RTM Internship International - China Internship

UNDERGRADUATE STUDENTS ADVISED:

- Spr. 2017 Number of Advisees: 30
- Spr. 2016 Number of Advisees: 32
- Fall 2015 Number of Advisees: 32
- Spr. 2015 Number of Advisees: 36
- Fall 2014 Number of Advisees: 20
- Spr. 2014 Number of Advisees: 28
- Fall 2013 Number of Advisees: 28
- Spr. 2013 Number of Advisees: 29
- Fall 2012 Number of Advisees: 36
- Spr. 2012 Number of Advisees: 43
- Fall 2011 Number of Advisees: 28

ACTIVITIES WITH STUDENTS OUTSIDE THE CLASSROOM:

- 2017 Planned the first series of “What’s next Kentucky” conversation events, a civic engagement project, with the class of Event Planning & Coordination 2017.
- We designed the logo, flyer and social media websites for the project.
 - We planned and organized three events focusing on the topics of education, economy and health.
 - The events were reported by local newspaper and radio.
- 2016 Planned the fund raising event - *Color Me Fashion Show 2016* for the department.
- 2016 - Current Developing “2+2 program” between the Department of RTM and South China Normal University and Sichuan Agricultural University, China.
- 2013 Developed the “*Study Abroad and Internship Program in China*” for RTM and non-RTM students at the University of Kentucky. The program is financially sponsored by Shangri-la Hotel Group. It started in Summer 2016 and plans to continue each year.

GRADUATE STUDENT ADVISING:

Doctoral Committee Member (Purdue University)

Meng, Z. “*Effects of nostalgia on subjective well-being – Evidences from rural China*”.
May, 2017

Wei, W. “*Impacts of Attendee Engagement in Customer-Customer Interactions (CCIs) on Transcendent Conference Experiences: An Identity Approach*”. May, 2015.

Master’s Committee Chair or Co-Chair

Adu, A.O. Thesis: *"A Further Investigation on the Important Attributes for Hosting a Successful Event: Combined Perspectives of Venue Managers and Event Planners"*, May, 2018.

Clark, H. Thesis: *"The Influence of Space on Customer Dining Experience: The Case of Fast-food Restaurants"*, May, 2017. [Co-chair]

Master's Committee Chair

Chen, Z. Project: *"UGC Patterns in Tourism Planning"*, May, 2015.
Awarded Outstanding Graduate Student, School of Human Environmental Sciences, University of Kentucky

Master's Committee Member

Tran, T. Hospitality and Tourism Management. May, 2016.
Sanbe, W. Hospitality and Tourism Management. May, 2016.
Quinteros, D.A. Hospitality and Tourism Management. May, 2015.
Burrows, E. Hospitality and Tourism Management, May, 2014.
Han, J. Hospitality and Tourism Management, August, 2013.

VISITING SCHOLARS ADVISED:

- 2014-2015 Xiaoyun (Ethel) Li, "Exploring the Wedding Market in China".
- 2013-2014 Junju (Judy) Li, "Chinese Culture in Tourist Research".

TEACHING ACTIVITIES

Prior to UK Appointment

- 2008 – 2011 Purdue University, West Lafayette, IN.
- HTM 173 – Introduction to Tourism Management
- 2004 – 2007 South China University of Technology
- Hotel Management
 - Human Resource Management in the Hospitality and Tourism Industry

SERVICE AND RECOGNITION

AWARDS AND HONORS:

Since UK appointment

International Recognition:

- 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.
- 2013 Guest Editor, Special Issue on: “*Tourist Behavior: Current Trends and Issues*” International Journal of Tourism Anthropology
- 2012 Best Paper Award, International Convention and Expo Summit 2012, May 22 - 24, 2012, Hong Kong, China.
- 2011 Media Recognition in *Horizon*, School of Hospitality and Tourism Management, the Hong Kong Polytechnic University, Hong Kong, China, Fall Issue, 2011.

National Recognition:

- 2016 Nominated by RTM Department for *Confucius Institute Outstanding Faculty Award*, Confucius Institute, University of Kentucky, November, 2016.
- 2013 Media Recognition in *Boilerplate*, School of Hospitality and Tourism Management, Purdue University, IN, USA, Spring Issue, 2013.

AWARDS AND HONORS:

Prior to UK appointment

- 2010 Norma H. Compton Outstanding Doctoral Student Award Nomination, School of Consumer Sciences, Purdue University.
- 2010 Outstanding Graduate Teaching Award, School of Hospitality and Tourism Management, Purdue University

DEPARTMENT SERVICE:

- 2017 Initiated and Developed “RTM Faculty Exchange Program with Shanghai Normal University, China”
- 2016 Developed “Sponsored Study Abroad and Hotel Internship Program” with Shangri-la Hotel Group in China
- 2016 - 2017 Contributed to RTM Online Master’s Degree by developing three online classes
- 2015 Organized and coordinated the *Color Me Fashion Show 2016* for RTM
- 2015 Faculty Search Committee, Department of Retailing and Tourism Management, College of Agriculture, Food & Environment, University of Kentucky
- Lecturer in HMT

- 2015 Faculty Search Committee, Department of Retailing and Tourism Management, College of Agriculture, Food & Environment, University of Kentucky
- Academic Coordinator in RTM
- 2013 Faculty Search Committee, Department of Retailing and Tourism Management, College of Agriculture, Food & Environment, University of Kentucky
- Lecturer in Retailing Management
- 2012 Faculty Search Committee, Department of Retailing and Tourism Management, College of Agriculture, Food & Environment, University of Kentucky
- Lecturer in HMT

COLLEGE SERVICE:

2016 - current Developing “2+2” program with Chinese universities

UNIVERSITY SERVICE:

- 2016 Education Abroad Scholarship Selection Committee, University of Kentucky
- 2015 Education Abroad Scholarship Selection Committee, University of Kentucky
- 2015 Boren Interview Committee, Chellgren Center for Undergraduate Excellence, University of Kentucky
- 2015 Nominated for University Senate, University of Kentucky
- 2013 Member of Office of International Affairs (OIA) Regional Strategic Planning Committee, University of Kentucky
- 2012 – 2014 Member of Asia Center, University of Kentucky

PUBLIC SERVICE:

Professional Membership:

2011 – Current Professional Convention Management Association (PCMA)

Others:

2014 Invited as a tourism expert to publish opinions on Report on Summer Road Trips in the magazine of WalletHub.com

Editorships:

2012 – Current Editor-in-Chief, *International Journal of Hospitality and Event Management*

2012 – Current Editorial Board Member, International Journal of Tourism Anthropology

2013 – Current Editorial Board Member, International Journal of Qualitative Research in Services

Ad Hoc Reviewer (Journals):

- Tourism Management
- International Journal of Contemporary Hospitality and Tourism Management
- Journal of Travel & Tourism Marketing
- Asia Pacific Journal of Tourism Research
- International Journal of Tourism Anthropology
- International Journal of Tourism Sciences
- Journal of Hospitality Marketing & Management

Ad Hoc Reviewer (Conferences):

International Conferences:

- 2017 Travel and Tourism Research Association (TTRA) conference, Quebec City, Quebec, Canada, June 20-22, 2017.
- 2015 Asia Pacific Tourism Association (APTA) conference, Kuala Lumpur, Malaysia, May 14- 17, 2015.
- 2013 The 2013 Tourism Sciences Society of Korea (TOSOK) International Tourism Conference, Pyeongchang County, Korea, July 3-5, 2013.
- 2013 World Convention on Hospitality, Tourism & Events Research (WHTER) & International Convention and Expo Summit (ICES) 2013, Bangkok, Thailand, May 24-28, 2013.
- 2012 The 2012 Tourism Sciences Society of Korea (TOSOK) International Tourism Conference, Ulsan, Korea, July 4-6, 2012.
- 2012 International Convention & Expo Summit (ICES) 2012, Hong Kong, China, May 22-24, 2012.

National Conferences:

- 2014 - 2017 The Annual Graduate Education and Graduate Student Research Conference in Hospitality & Tourism.
- 2014 - 2015 The International Council on Hotel, Restaurant, and Institutional Education (ICHRIE) conference.

Conference Moderator:

International Conferences:

- 2013 The 2013 International Conference on Strategic Management (ICSM), Chengdu, Sichuan Province, China, December 15-16, 2013.
- 2013 The China Tourism & China Hotel-Branding Forum 2013, May 16-18, 2013, Hong Kong, China.

National Conferences:

- 2015 The 20th Annual Graduate Education and Graduate Student Research Conference in Hospitality & Tourism, Tampa, FL, January 8-10, 2015.
- 2014 The 19th Annual Graduate Education and Graduate Student Research Conference in Hospitality & Tourism, Houston, TX, January 3-5, 2014.

Invited Presentations:

International Presentations:

- Oct. 2015 LU, Y., *Social Media Tourists*, The 9th United Nation's World Tourism Organization (UNWTO) Forum on Tourism Trends and Outlook, Oct 19-21, 2015, Guilin, China.

National Presentations:

- Apr. 2013 LU, Y., *Residents' Perceived Impacts of Gaming Tourism: Evidence from Macao, China*, Phi U Iota Chapter, University of Kentucky, April 15, 2013.
- Feb. 2013 LU, Y., *Local Residents' Perceptions towards the Impacts of the Gaming Industry Development in Macau*, Asia Center, University of Kentucky, February 27, 2013.
- Feb. 2013 Zhang, C., & LU, Y., *Innovative Research in Tourism and Event Management – A Transpacific Agenda*, Purdue University, February 1, 2013.

PROFESSIONAL DEVELOPMENT:

- 2017 2017 UKAg Promotion and Tenure Workshop; CAFE Faculty Council
- 2016 "Race and Cultural Competencies: A Student Perspective", CELT, University of Kentucky
- 2016 "Rethinking Presentation Slides Using Assertion-Evidence Structure", CELT, University of Kentucky
- 2016 "Mind the Gap: Teaching Across Degrees of Student Preparation", CELT, University of Kentucky
- 2016 "Digital Pedagogy: What, Why, How", CELT, University of Kentucky
- 2016 "RTM Online Program Faculty Workshop", University of Kentucky Analytics & Technologies
- 2016 "Stories From the Classroom: Tales of Successful Collaborations Between Instructors and Librarians", University of Kentucky
- 2016 Peer evaluation conducted by CELT for RTM345 and HMT570
- 2015 Peer evaluation conducted by CELT for HMT120
- 2015 Peer evaluation conducted by CELT for HMT120
- 2014 Peer evaluation conducted by CELT for HMT120 and HMT359
- 2014 Teacher Course Evaluation Forum, organized by the Office of Faculty Advancement & Institutional Effectiveness, University of Kentucky
- 2013 Peer evaluation conducted by CELT for HMT120 and HMT359
- 2013 Innovation and Design (I+D) Lab Project, CELT, University of Kentucky
- 2013 Peer evaluation conducted by CELT for HMT120
- 2012 Service-Learning Workshops, University of Kentucky
- 2012 Social Media and Student Reflection, University of Kentucky
- 2012 Who Are Our Students, University of Kentucky

R. Scott Meuret
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Lecturer
College of Agriculture
School of Human Environmental Sciences
University of Kentucky
304-A Erikson Hall • Lexington, KY 40506-0050
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Date appointed: January 1, 2016
Current Date: September 15, 2018

ADMINISTRATIVE AND PROFESSIONAL DEVELOPMENT

Professional Meetings Attended

Hosp. Financial & Technology Professionals	Spring 2018
Kentucky Association of Career and Technical Education Conference	Summer 2017

- FCS Classroom Management: Staying On-Course!
- Excel Quick Tips for Classroom Efficiency
- Culinary Arts Instruction
- Tips for Teaching Culinary Math
- Hospitality Career Pathway for Family & Consumer Sciences, Business, and Marketing Teachers
- Building Programs by Building Pathways

Professional Development Workshops

-Unconscious Bias	May 2018
Hotel X Conference	November 2017
-ICHRIE Conference	July 2017
-STR Conference Training/Houston, TX	January 2017
-MyUK GPS Training	September 2016
-APEX Degree Planning	September 2016
-New Faculty Workshop	August 2016
-Procurement Card Training	July 2016
-Canvas Training	May 2016
-Blackboard to Canvas Transition	May 2016
-New Employee Orientation	January 2016

Service

Hiring Committee Amber Gray	Spring 2018
Hiring Committee Pei Zhang	Spring 2017
Hiring Committee Nicole Kowalski	Spring 2017

University of Kentucky College of Agriculture, Food and Environment

Networking Dinner Planning Committee	Fall 2018
Networking Dinner Planning Committee	Fall 2017
Networking Dinner Planning Committee	Fall 2016

Department of Retailing and Tourism Management

- RTM 4-H Teen Camp @ UK Summer 2018
- HMT 486 Las Vegas Study Tour-Lead Fall 2018
- RTM Club Advisor Fall 2018
- RTM Club Advisor Fall 2017
- HMT 486 New York City Study Tour-Lead Fall 2017
- HMT 486, New York City Study Tour-Second Lead Fall 2016
- RTM Club Advisor: 2016- 2018
 - Club advisor for 70 members and 4 officers
- China Shangri-La Hotel Intern Advisor Summer 2016
RTM 499 Study Abroad- Marina Alexander
Traveled to China with student to Shangri-La Hotel in Chengdu.
Met with S-L management team to support exchange program
- RTM Department Blood Drive Coordinator Spring 2016
Assisted in the spring 2016 Blood Drive for the Retailing and Tourism Management department.

Kentucky Community

Louisville Convention and Visitors Bureau Workforce Development Panelist	Spring 2018
Kentucky Commissioner of Education H.S. Graduation Profile Committee	Spring 2018
Kentucky Dept. of Edu. Worked with the KDE Division of College and Career Readiness to articulate courses to UK from state high schools	Summer/Fall 2016

PUBLICATIONS

Online Publications

Meuret, Robert S. "2016's Best & Worst Cities for Staycations." N.p., Web.

Presentations

R. Scott Meuret

Title: *Millennials and Workforce Development in Kentucky* 2018

Louisville Convention and Visitors Bureau Workforce Development Conference

Presentation

CONTINUING EDUCATION

University of Kentucky College of Education Superintendent Certification

Summer 2017 Educational Leadership 676-The School Superintendency

Summer 2017 Educational Leadership 677- School System Administration

Fall 2017 Educational Leadership 678- Strategic Management in Education

Spring 2018 Educational Leadership 682- Leading District Change and Innovation

*Superintendent Certification completed spring 2018

OUT OF CLASS ACTIVITIES

Student Related Activities

In the spring of 2018 the HMT 120 students visited two sites to enhance their learning. First stop was the Campbell House Lexington to learn about Sales, marketing and room's management. Barbara Jean Beighle, the Director of Sales talked to the students about techniques for selling rooms and the varied career paths available to them.

The HMT 120 students also visited Whitaker Ballpark, home of the Lexington Legends. Mr. Danny Franklin, Director of Food and Beverage showed the students how the concessions and retail industries contribute to sports arenas and stadiums revenue. Students were offered free tickets to attend a Lexington Legends game.

The HMT 308 Principles of Food and Beverage students participated in several out of class activities. The HMT 308 students visited the Boone Center to learn about food cost and food plating techniques. The Chef shared with the students the cost of every item on their plate. After making calculations about food cost percentages and price mark-up, the students ate their lunch.

The HMT 308 students were also treated to a behind the scenes tour of Kroger Field this week. The tour included private suites, press box, event space and of course the field. Students learned about the event spaces at Kroger Field including size, cost and set-up styles that are available.

The HMT 350 Revenue Management class also participated in out of class activities. First, students heard from Kyle Stith Revenue Manager at the Campbell House. Kyle came to campus to speak to the students about “forecasting rooms and revenue management” at the the Campbell House in Lexington. He also shared career and internship advice for students. Even sharing his contacts to help students get the inside track on internships.

The HMT 350 class also visited the Home2Suites in Lexington. The students completed a mock revenue management exercise with the hotel’s management team. Winners of the exercise were given prizes, and then a tour of the property for the class.

Lastly, the 350 students visited the new 21C Hotel. The students toured the hotel/museum and heard from the Area Revenue Manager Brittany Ansel on careers, supply and demand, and making money in the hotel industry. Students really loved the hotel’s museum concept, and the blue penguins.

TEACHING

HMT 120 Introduction to Hospitality Management and Tourism CVENT Certification

The HMT 120 students also completed the CVENT certification to learn about obtaining bids and processing RFP’s (Request for Proposals) during the fall and spring semesters.

By becoming certified on the *CVENT Supplier Network* students will gain a better understanding of technology used in the hospitality industry, supplying them with useful real-world knowledge as well as discussion points to use with prospective employers.

For a student interviewing with a hotel chain, having a practical knowledge of electronic RFPs will provide a leg up compared to other candidates for that position. A student beginning a career in event planning will be able to impress event planners with knowledge of a sourcing tool that makes the event planning process more efficient and effective.

After passing the certification exam, students can add another skill set to their resume as they enter the competitive job market. *Ninety-nine* University of Kentucky HMT students have completed the certification during the 2017-2018 school year. Fifty-one more students will take the exam in the fall of 2018.

HMT 350 Revenue Management Certification in Hotel Industry Analytics (CHIA)

During the fall of 2018 I will once again integrate the Certification in Hotel Industry Analytics (CHIA) into the Revenue Management class. Students learn about the analytics used in the hotel

and restaurant industry and then take an nationally recognized industry exam created by the American Hotel & Lodging Education Institute and Smith Travel Research (AH&LEI and STR Global) to obtain certification. Upon passing the exam the students become certified in hotel analytics and may use the CHIA designation after their name.

All twenty-seven University of Kentucky HMT students who sat for the exam in the fall of 2017 passed

The certification is based upon four core content areas:

- Hotel Industry Analytical Foundations
- Hotel Math Fundamentals - the metrics used by the hotel industry
- Property Level Benchmarking (STAR Reports)
- Hotel Industry Performance Reports (Trends, P&L, Pipeline and Destination Reports)

The CHIA - Academic certification program provides hospitality and tourism graduate and undergraduate students with training and recognition in hotel industry analytics.

ADVISING

Academic Advising

This semester I advise 24 HMT students as advisees.

Traditionally, I have used advising appointments as a time to get to know the student. Finding out more about their interests, hobbies, goals and fears allows me to gain more insight into their academic needs.

I use academic advising as an opportunity to enhance retention. This time with a student allows me to:

- Collaborate with students in selection of courses prior to registration
- Student will gain an understanding of:
 - Course selection and requirements
 - Development of a degree program
 - Career options available
 - Discuss and establish a path toward the student’s academic goals, based on the career interests and academic strength of each student
 - Establish a relationship where the student feels comfortable approaching me for academic advice.

Undergraduate Advisees				
Year	Summer	Fall	Spring	Total
2018	41	34	24	99
2017	40	39	34	73
2016	40	15	0	15

*Alissa Ramburger, Interior Design Thesis Review Committee 2016

KIMBERLY A. MILLER-SPILLMAN, PhD

Miller (maiden name)

Associate Professor (July 1997)

College of Agriculture, Food and Environment

School of Human Environmental Sciences

Merchandising, Apparel and Textiles

University of Kentucky

303C Erikson Hall • Lexington, KY 40506-0050

Phone: 859-257-7779 • Fax: 859-257-1275

Email: kspill@uky.edu

Five Year CV – 2013-2018

EDUCATION

Degree	Year	University	Major/Minor
Ph.D.	1990	University of Wisconsin Madison, WI	Textiles and Design
M.S.	1985	Louisiana State University Baton Rouge, LA	Clothing and Textiles/ Extension Education
B.S.	1980	Northeast Louisiana University Monroe, LA	Fashion Merchandising

PROFESSIONAL EXPERIENCE

Year	Position	Location
7/97 - present	Associate Professor	Department of Retailing and Tourism Management, University of Kentucky
8/01 – 6/02	Interim Department Chair	Department of Merchandising, Apparel, and Textiles, University of Kentucky
8/90 - 6/97	Assistant Professor	Department of Merchandising, Apparel, and Textiles, University of Kentucky
1/90 - 7/90	Lecturer	School of Family Resources and Consumer Sciences, University of Wisconsin
1/88 - 1/90	Lecturer	Department of Home Economics, State University of New York at Oneonta
2/81 - 5/83	Assistant Home Economist	Louisiana State University Cooperative Extension Service, Jefferson Davis Parish, Jennings, LA

ACADEMIC APPOINTMENT: 1990-PRESENT

External Funded Grants

- 2016 **Miller-Spillman, K. A.** & Vazsonyi, A. (2016). How Girls Define Provocative Dress: Focus Groups with college women. College of Agriculture, Food and Environment, Research Activity Award, \$1,010.00.
- 2015 **Miller-Spillman, K. A.** (February 18-26, 2015). Faculty Travel Grant for site visits at London South Bank University, London; American Business School, Paris, France; and *Istituto Europeo di Design* (IED), Milan, Italy. Knowledge Exchange Institute (KEI) Study & Intern Abroad Steering Committee for Fashion Design and Merchandising. Award, \$1,250.00.
- 2014 Jackson., V., Wesley, S., Lee, Min-Young [co-PI], Swanson, J., **Miller-Spillman, K.**, Lu, T., Pryor, M., & Easter, E. (2014). Department of Retailing & Tourism Management Online Master's degree proposal. ELII Online Degree Program Proposal. University of Kentucky. \$133,100.00
- 2014 **Miller-Spillman, K. A.** (2014). Target Case Study Project in MAT 359: Surfing the Digital Wave. Target Stores in Lexington, KY. Student Scholarship to winning groups, \$4,000.00.
- 2013 **Miller-Spillman, K. A.** (2013-2014). Target Case Study Project in MAT 350 & 547: Attracting & Maintaining Hispanic Consumers to Target. Target Stores in Lexington, KY. Student Scholarship to winning groups, \$8,000.00.
- 2013 **Miller-Spillman, K. A.** (May 16-20, 2013). Faculty Travel Grant for site visit to Heriot Watt University, Galashiels, Scotland. Knowledge Exchange Institute Study & Intern Abroad Steering Committee for Fashion Design and Merchandising. Award, \$500.00.
- 2013 **Miller-Spillman, K. A.** (January 12-16, 2013). Faculty Travel Grant for site visit to *Istituto Europeo di Design* (IED), Milan, Italy. Knowledge Exchange Institute Study & Intern Abroad Steering Committee for Fashion Design and Merchandising. Award, \$2,250.00.

Internal Funded Grants

- 2016 **Miller-Spillman, K. A.** & Research Activity Award, How Girls Define Sexy Dress, College of Agriculture, Food & Environment Award, \$1,010.00.
- 2014 **Miller-Spillman, K.A.** Lee, M.Y. and Jackson, V. (2014). Global Sourcing of Apparel Products in Ghana: Connecting UK Students to Women Entrepreneurs, University of Kentucky Women & Philanthropy Network Funding, \$40,600.00.

- 2013 **Miller-Spillman, K.A.** and Lee, M.Y. (2013). Formulating a Business Plan for Ghana Women in Two Villages, funded ½-time RA, Buster Award, \$2,401.47.
- 2013 **Miller-Spillman, K.A.** “Fashion and Culture in Barcelona.” Education Abroad UK Sponsored Program Development Grant, \$2,000.00, September 1, 2013.

SCHOLARLY ACTIVITY

Refereed Journal Articles

- 2017 **Miller-Spillman, K. A.**, Yoo, J.-J., Lee, M.-Y., Kim, Y. J. and Huffman, N. (2017), ‘Dress and the Public, Private and Secret Self Model during Emerging Adulthood’, *Fashion, Style & Popular Culture*, 4:3, pp. 383–401, doi: 10.1386/fspc.4.3.383_1.
- 2016 Reilly, A. and **Miller-Spillman, K. A.** (2016), ‘Linking Dress and the Public, Private and Secret Self model to coming out’, *Critical Studies in Men’s Fashion*, 3(1), 7–15. DOI: 10.1386/csmf.3.1.7_1.
- 2016 **Miller-Spillman, K. A.**, Lee, M.-Y., Graham, M., & Cho, B. (2016). Consumer Groups for Ghanaian Fabric Products Based on Aesthetics and Socially Responsible Shopping Behavior. *Journal of Global Fashion Marketing*, 7(2), 120-131. DOI:10.1080/20932685.2015.1131436.
- 2015 **Miller-Spillman, K. A.** (2015). American Civil War re-enactors’ dress as a symbol of political beliefs. *Critical Studies in Men’s Fashion*, 2(2-3), 163–182. doi: 10.1386/csmf.2.2-3.163_1.
- 2015 Lee, M. Y., Jackson, V., **Miller-Spillman, K. A.**, Ferrell, E.* (2015). Female consumers' intention to be involved in fair-trade product consumption in the U.S.: The role of previous experience, product features, and perceived benefits. *Journal of Retailing and Consumer Services*, 23, 91–98.
- 2014 Brown, D. O., **Spillman, K. A.**, Lee, M. Y., & Lu, Tracy. (2014). Factors Influencing Small Tourism Business Performance: The Case of Central Kentucky, United States. *Journal of Hospitality Marketing & Management*, 23(7), 768-789.
- 2014 Maloney, J.*, Lee, M. Y., Jackson, V. & **Miller-Spillman, K. A.** (2014). Consumer Willingness to Purchase Organic Products: Application of the Theory of Planned Behavior. *Journal of Global Fashion Marketing* [On-line], DOI: 10.1080/20932685.2014.925327.
- 2014 Mullins, J. T., Sigler, P., & **Miller-Spillman, K. A.** (2014). Weight ~ The Reality Series: An Extension Weight Management Program for Adults. *Journal of Extension* [On-line] <http://www.joe.org/joe/2014february/tt6.php>.

Books

- 2019 **Miller-Spillman, K. A., & Reilly, A.** (Eds.). (January 2019). *The Meanings of Dress*. (4th ed.) New York: Fairchild.

Publications in a Book

- 2014 **Miller-Spillman, K. A. & Lee, M.Y.** (2014). Female Civil War Reenactors' Dress and Magic Moments. In K. Williams, J. Laing, & W. Frost (Eds.), *Fashion, Design and Events* (Routledge Advances in Events Research Book Series) (pp. 69-83). London: Routledge.

Refereed Abstracts Published in Conference Proceedings

International

- 2015 Lee, M., Carswell, C. M., **Miller-Spillman, K.**, & Sublette, M. (2015). Clothing & HF/E: A Hedonomic and Eudaimonic Look at the Original Wearables. *Proceedings of the 2015 International Annual Meeting of the Human Factors and Ergonomics Society*, Los Angeles, CA
- 2015 Saunders, N.*, Jackson, V., Lee, M. Y., & **Miller-Spillman, K.** (2015). Qualitative analysis of consumers' perceptions of retail shopping needs in a rural community. In S. Rasouli & H. Timmermans (Eds.) *22nd Recent Advances in Retailing and Consumer Services Science Conference by European Institute of Retailing and Services Studies (EIRASS)*. Montreal, Canada. July 27-30, 2015, pg 83.

National

- 2014 **Miller-Spillman, K. A., Lee, M-Y., Graham, M.*, & Cho, B.*** (2014). Made in Ghana: Strategic Marketing of Ethnic Items, *ITAA Proceedings*, Proceedings of the International Textile and Apparel Association, Charlotte, NC, November 13-15, 2014.
- 2014 Reilly, A. & **Miller-Spillman, K. A.** (2014). Linking the Public, Private & Secret Self Model to Coming Out, *ITAA Proceedings*, Proceedings of the International Textile and Apparel Association, Charlotte, NC, November 13-15, 2014.
- 2014 Sengupta, A.*, Lee, M-Y., & **Miller-Spillman, K. A.** (2014). Usage of clothing care-labels among college youth: Analysis of length of information, awareness, risk perception, and confidence, *ITAA Proceedings*, Proceedings of the International Textile and Apparel Association, Charlotte, NC, November 13-15, 2014.

- 2014 Ferrell, E.*, Lee, M-Y., **Miller-Spillman, K. A.**, Jackson, V., & Kimbrel, C.* (2014). Consumers' motivation for purchasing fair trade clothing, *ITAA Proceedings*, Proceedings of the International Textile and Apparel Association, Charlotte, NC, November 13-15, 2014.
- 2013 **Miller-Spillman, K. A.** & Addo, K. (2013). Organizing Clothing and Textiles Outreach to Ghanaian Women and Girls, *ITAA Proceedings*, Proceedings of the International Textile and Apparel Association, New Orleans, LA, October 16, 2013.

*Graduate Student Work

Presentations at Professional Meetings

International

- 2014 Jackson, V. P., **Miller-Spillman, K. A.** & Miller, J. R. (2014, July). *African American Women in the Human Sciences: A Review of Research and Leadership Contributions to the Well-Being of African American Individuals, Families and Communities*. Paper presented at the International Federation for Home Economics Pre-Council Symposium, London, Ontario.

National

- 2014 **Miller-Spillman, K. A.** (2014, October). *Civil War Reenactors: Political Beliefs Expressed Through Dress*. Paper presented at the Popular Culture Association in the South & American Culture Association in the South (PCAS/ACAS) Conference in New Orleans, LA.
- 2014 **Miller-Spillman, K. A.** & Lee, Min-Young. (2008, May). *Female Civil War Reenactors' Dress and Magic Moments*. Paper presented at the Costume Society of America National Symposium, New Orleans, LA.

Regional

- 2016 **Miller-Spillman, K. A.** (2016). How Girls Define Sexy Dress: A Literature Review. Costume Society of America Southeast Region, September 29-October 1, 2016.
- 2015 Lee, M.*, Carswell, C. M., **Miller-Spillman, K.**, & Sublette, M. (2015). Clothing & HF/E: A Hedonomic and Eudaimonic Look at the Original Wearables. *Proceedings of the 2015 International Annual Meeting of the Human Factors and Ergonomics Society*, Los Angeles, CA (Poster presentation)

- 2015 Saunders, N.*, Jackson, V., Lee, M. Y., & **Miller-Spillman, K.** (2015). Qualitative analysis of consumers' perceptions of retail shopping needs in a rural community. In S. Rasouli & H. Timmermans (Eds.) *22nd Recent Advances in Retailing and Consumer Services Science Conference by European Institute of Retailing and Services Studies (EIRASS)*. Montreal, Canada. July 27-30, 2015, p. 83.

Invited Speaker

- 2014 **Miller-Spillman, K. A.** "Male Civil War Reenactors: Political Issues Expressed Through Dress". Owensboro Civil War Remembrance, Brescia University, February 6, 2014.

TEACHING AND ADVISING

Graduate Faculty Work

Name: Michael Lee
Degree: PhD, Psychology Department
Year completed: April, 2018
Position: Committee member
Dissertation title: Exploring Illusions of Height in Suit Design

Name: Amy Birk
Degree: PhD, English Department
Year completed: December, 2017
Position: Outside Reviewer
Dissertation title: Moving Experiences: Women and Mobility in Late Nineteenth and Early Twentieth-Century American Literature

Name: Matthew Wild
Degree: PhD, Spanish Department
Year completed: August, 2015
Position: Committee member
Dissertation title: Cooking and Eating the National Cuisine: The Evolution of Twentieth-Century Spanish Gastronomic Discourse

Undergraduate Faculty Activities

Undergraduate Advisees

Approximately 20 advisees per semester

Advising Award

Nominated for the 2014-15 Ken Freedman Outstanding Faculty Advisor Award

Committees, Elected Positions, Offices Held:

International

Committee Member, Oversight Curricular Committee for Fashion Design and Merchandising Program, IED (*Instituto Europeo di Design*) in Milan, Italy. Coordinated through Knowledge Exchange Institute Study & Intern Abroad Programs, 2012-2013 to present.

University

University Senator, 2017-2019

Nonmedical IRB Alternate Member, Sept 2011 to August 2014 and 2015 to 2018

Department

Co-Chair of RTM Advisory Board, 2016-2018

Curator, Betty D. Eastin Historic Costume Collection, 2017-present

Awards

Emmy Award (August, 2018). Historic Costume Consultant for *Bell Brezing & The Gilded Age of the Bluegrass*, Documentary – Historical category at the 54th Ohio Valley Emmy Awards. (Kentucky, Ohio, Indiana, West Virginia). Produced and Directed by Doug High.

2016 Recipient, 2016 *CTRJ* Outstanding Review Award for *Clothing and Textiles Research Journal*, International Textiles and Apparel Association

Professional Memberships

International Textile and Apparel Association

Costume Society of America

American Association of Family and Consumer Sciences

Regional Committee Service

Costume Society of America

President, Costume Society of America, Southeast Region, 2016-2018 and 2018-2020

Vice President, Costume Society of America, Southeast Region, 2014-2016

PROFESSIONAL DEVELOPMENT

2016 Move Beyond Civility: How to Facilitate Difficult Dialogues in the Classroom Webinar, September 27, 2016

2016 SOLHOT = Saving Our Lives, Hear Our Truth is a program aimed at female African Americans. Worked with UK Professor, Dr. Chamara Kwakye, and her graduate students. We met with girls 9-12 years old at William Wells Brown

Elementary for 5 weeks from April 6-May 4, 2016 on Wednesday evenings from
6:00-7:30

Jason R. Swanson, Ph.D.

Associate Professor

Department of Retailing and Tourism Management (RTM)

College of Agriculture, Food and Environment (CAFE)

University of Kentucky

jasonrswanson@uky.edu | 404-822-9358 (cell)

DISTRIBUTION OF EFFORT

Year	Instruction	Research	Administration	Total
2017-18	80.0%	0.0%	20.0%	100%
2016-17	55.0%	42.0%	3.0%	100%
2015-16	57.5%	27.5%	15.0%	100%
2014-15	50.5%	34.5%	15.0%	100%
2013-14	49.5%	45.5%	5.0%	100%
Average	58.5%	29.9%	11.6%	100%

ACADEMIC PREPARATION

- 2010 **North Carolina State University**; Raleigh, NC
Doctor of Philosophy
Major: Parks, Recreation and Tourism Management
Dissertation: The Tourism Policy Puzzle: Pieces and Precepts Discovered Through Qualitative Investigation of Federal Public Policy Preferences and Advocacy Activities of Tourism Associations in the United States
- 2003 **Cornell University**; Ithaca, NY
Master of Management in Hospitality
Major: Hotel Administration
Monograph: Does Policy Matter? The Connection Between Tourism Policy and Economic Input
- 1997 **George Mason University**; Fairfax, VA
Bachelor of Science
Major: Finance

PROFESSIONAL ACADEMIC EXPERIENCE

- 2010 – pres. **Associate Professor and Graduate Faculty** (2017-pres.)
Director of Undergraduate Studies (2015-pres.)
Assistant Professor (2010-2017)
University of Kentucky; Lexington, KY
Hospitality Management and Tourism program
Department of Retailing and Tourism Management
College of Agriculture, Food and Environment

- 2009 – 2010 **Lecturer**
 University of Kentucky; Lexington, KY
 Hospitality Management and Tourism program
 Department of Nutrition and Food Science
 College of Agriculture
- 2005 – 2009 **Instructor and Research Assistant**
 North Carolina State University; Raleigh, NC
 Department of Parks, Recreation and Tourism Management
 College of Natural Resources
- 2004 **Instructor of Hospitality and Tourism**
 Carteret Community College; Morehead City, NC
 Division of Business & Service Technologies
- 2001 – 2003 **Graduate Teaching Assistant**
 Cornell University; Ithaca, NY
 School of Hotel Administration

FUNDED EXTERNAL GRANTS AND CONTRACTS/CONSULTING ENGAGEMENTS

Submitted and Pending Internal Grants and Contracts

- 2018 \$15,049 Zhang, P., Swanson, J.R., & Jackson, V. *Value co-creation through sustainable farm-to-table food system: Perspectives from stakeholders.* (Zhang, P., Swanson, J.R., & Jackson, V.). Submitted to the Kentucky Agriculture Experimental Station Hatch Project.

Funded Internal Grants and Contracts

- 2018 \$5,000 *Transformative Travels: Exploring Kentucky* (television production for KET). UK FCS Mini-grant.
- 2018 \$10,000 *Transformative Travels: Exploring Kentucky* (television production for KET). College of Agriculture, Food and Environment.
- 2018 \$3,700 *Transformative Travels: Exploring Kentucky* (television production for KET). UK Family and Consumer Science Extension Program.
- 2014 \$950 *HMT Building Bridges Statewide* (with Johnson County FCS Agent Brenda Cockerham). Charles E. Barnhart Fund for Excellence.
- 2014 \$1,000 *Sponsored Program Development Grant – HMT/FAM to Greece* (with Dr. Amy Hosier). UK Education Abroad. \$1,000.

External Contracts and Grants while at the University of Kentucky

2018	\$4,500	<i>Transformative Travels: Exploring Kentucky</i> (television production for KET). Kentucky Department of Agriculture.
2018	\$5,000	<i>Transformative Travels: Exploring Kentucky</i> (television production for KET). Kentucky State Parks – in-kind donation.
2018	\$1,300	<i>Transformative Travels: Exploring Kentucky</i> (television production for KET). Bowling Green Area Convention and Visitors Bureau.
2018	\$1,300	<i>Transformative Travels: Exploring Kentucky</i> (television production for KET). Paducah Convention and Visitors Bureau.
2018	\$10,000	<i>Operational Analysis of the Lake Cumberland 4-H Educational Center's Kentucky Leadership Center</i> . University of Kentucky 4h Extension.
2018	\$20,000	<i>Tourism Research Consulting Services</i> . VisitLEX.
2017	\$24,000	<i>Tourism Research Consulting Services</i> . VisitLEX.
2017	\$1,250	<i>Economic impact of 2017 NTA Travel Exchange in St. Louis, MO</i> . National Tour Association.
2016	\$1,000	<i>Economic impact of 2016 Horsey Hundred Cycling Event in Georgetown, KY</i> . Georgetown/Scott County Tourism Commission.
2016	\$1,100	<i>Economic impact of 2016 NTA Travel Exchange in Atlanta, GA</i> . National Tour Association.
2015	\$24,500	<i>2015/2016 Quarterly Trends and Annual Research Project</i> . VisitLEX.
2015	\$1,060	<i>Economic impact of 2015 NTA Travel Exchange in New Orleans, LA</i> . National Tour Association.
2015	\$91,595	Tourism expert for BP (oil company) to provide report and testimony in <i>State of Alabama v. Anadarko, BP, Halliburton, MOEX, and Transocean</i> regarding Oil Spill by the Oil Rig “Deepwater Horizon” in the Gulf of Mexico, on April 20, 2010. Case was part of \$18.7 billion settlement.
2014	\$600	<i>Economic impact of 2014 NTA Travel Exchange in Los Angeles, CA</i> . National Tour Association.
2014	\$10,000	<i>Financial feasibility of an educational and event facility in Beaufort, NC – Phase 1</i> . Friends of the North Carolina Maritime Museum.

Unfunded External Grants and Contracts

- Swanson, J.R.** (2016). *Economic Impact Study of the 2016 Rolex Kentucky Three Day Event*. Equestrian Events, Inc. \$3,500.
- Jackson, V.P., Wesley, S., & **Swanson, J.R.** (2016). *Building Bridges with HBCU's to Enhance Recruitment and Retention*. Charles E. Barnhart Fund for Excellence. \$913.
- Jackson, V.P., Wesley, S., Lee, M.Y., **Swanson, J.R.**, Spillman, K., Lu, T., Pryor, M., & Easter, E. (2014). *Online Master's Degree for Department of Retailing and Tourism Management*. ELearning online master's degree program. \$131,188.
- Wesley, S., Lee, M., **Swanson, J.R.**, Lu, Y., Jackson, V. (2014). *Developing student soft skills through experiential learning environments created with Rural /Urban Businesses and Educators*. National Institute of Food and Agriculture. \$300,000.
- Swanson, J.R.**, Kline, C.K., Naar, A. (2014). *Financial feasibility of an educational and event facility in Beaufort, NC – Phase 2*. Friends of the North Carolina Maritime Museum. \$10,000 (\$6,000 to UK).
- Swanson, J.R.** (2014). *Economic impact of 2014 festival in Danville, KY*. Great American Brass Band Festival. \$1,200.
- Swanson, J.R.** (2013). *Economic Development Strategic Plan for Tourism*. Clarksville-Montgomery County, TN Economic Development Council in collaboration with Silverlode Consulting Corp. \$6,000.
- Swanson, J.R.** (2013). *Economic Impact Study of the 2013 Rolex Kentucky Three Day Event*. Equestrian Events, Inc. \$8,500.

TELEVISION PRODUCTION EXPERIENCE

- 2018 Creator, Co-Executive Producer, and Host. *Transformative Travels: Exploring Kentucky*. A six-episode television series produced for KET/PBS.
- 2017 Executive Producer and Host. *Exploring One Kentucky Town*. Informational interstitials produced for KET/PBS.

PUBLICATIONS

Peer-Reviewed Journal Articles In-Press or Published

- Swanson, J.** & Cavender, R. (In Press- June 2018). Generational perceptions of prosperity on the niche tourism island destination of Ikaria, Greece. *International Journal of Tourism Anthropology* [Special issue on: Niche Tourism and Residents' Well-Being in Island Destinations].
- Duffy, L., Kline, C., **Swanson, J.R.**, Best, M., & McKinnon, H. (2017). Community development through agroecotourism in Cuba: An application of the community capitals framework. *Journal of Ecotourism*, 16(3), 203-221.
- Owusu-Amankwah, G. *, **Swanson, J.R.**, Allen, J., Han, J. **, & Davis, A. (2016). Restaurant tax feasibility: Determinants of restaurant threshold price. *International Journal of Hospitality and Event Management*, 1(4), 333-354.
- Swanson, J.R.**, Liggett, D., & Roldan, G. (2015). Conceptualizing and enhancing the argument for port state control in the Antarctic gateway states. *Polar Journal*, 5(2), 361-385.
- Kline, C., Cardenas, D., Schneider, P., & **Swanson, J.R.** (2015). Using a community tourism development model to explore equestrian trail tourism potential in Virginia. *Journal of Destination Marketing & Management*, 4(2), 79-87.
- Brown, D. & **Swanson, J.R.** (2014). Agritourism activity participation in Kentucky. *International Journal of Hospitality and Event Management*, 1(2), 135-146.
- Swanson, J.R.** & Hosier, A. (2014). Tourism sages prognosticate: The next 40 years of the tourism industry. *Tourism Recreation Research*, 39(3), 361-378.
- Kline, C., Greenwood, J., **Swanson, J.R.**, & Cardenas, D., (2014). Paddler market segments: Expanding experience use history segmentation. *Journal of Destination Marketing and Management*, 2(4), 228-240.

Peer-Reviewed Book Chapters

- Swanson, J.R.**, Kline, C., & Slocum, S.L. (2015). Exploring the Decision-making of the University SAVE Market. In S.L. Slocum, C. Kline, & A. Holden (Eds.), *Scientific tourism: Researchers as travelers* (66-79). London: Routledge.

* Doctoral student in Agricultural Economics at the University of Kentucky.

** Graduate of Hospitality Management and Tourism Master's Program at the University of Kentucky.

Swanson, J.R. & Kline, C. (2013). SAVE Tourism in the Polar Regions: A Research Exploration. In H. Lemelin, P. Maher, & D. Liggett (Eds.), *From talk to action: How tourism is changing the Polar Regions* (162-180). Thunder Bay, Canada: Centre for Northern Studies Press.

Books

Edgell, D. & **Swanson, J.R.** (2018). *Tourism policy and planning: yesterday, today and tomorrow. Third Edition.* London: Routledge.

Edgell, D. & **Swanson, J.R.** (2017). *Tourism policy and planning: yesterday, today and tomorrow. Second Edition.* Chinese Language Edition. Beijing: Routledge.

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

Other Peer-Reviewed Publications

Swanson, J.R. (2015). Future, tourism. In J. Jafari & H. Xiao (eds.), *Encyclopedia of Tourism*, Springer, DOI 10.1007/978-3-319-01669-6_365-1.

Peer-Reviewed Journal Manuscripts in Progress

Wright, K., **Swanson, J.R.**, Cavender, R. (in progress). Education Abroad as a Transformative Learning Experience. To be submitted to *Journal of Travel Research*, or similar journal.

Zhang, P., Lee, H. **, **Swanson, J.R.**, & Lu, Y. (in progress). Examining tourist non-purchase intention of peer-to-peer accommodation: Impeding factors and perceived risks. Manuscript prepared for *International Journal of Culture, Tourism and Hospitality Research*.

Pansukkom, S. * & **Swanson, J.R.** (in progress). Youth Tourists' Perception towards Domestic Cultural Heritage Tourism: A Study of Thai Youths Travelling within Thailand. *To be submitted to Tourism Management, Journal of Travel Research*.

PRESENTATIONS

Peer-Reviewed Conference Papers and Presentations

Lee, H. Y. **, Zhang, P., **Swanson, J.R.**, & Lu, Y. (2017). *Examining tourist non-purchase intention of peer-to-peer accommodation: Impeding factors and perceived risks*. Poster Presentation at the HES 2017 All-School Conference, Lexington, KY.

- Lu, Y., Wei, W., Wu, L., **Swanson, J.R.**, & Getz, D. (2017). *Is Higher Attendance, the Better?— Examining the Impacts of Conference Size on Attendees' Psychological Responses and Consequence Behavior*. The 4th International Conference on Events (ICE), December 12th–14th, 2017, Orlando, FL.
- Pansukkum, S.* & **Swanson, J.R.** (2016). *Youth Tourists' Perspectives with Cultural Heritage Attractions in Thailand*. 4th Annual International Conference on Tourism and Hospitality Research; Bangkok, Thailand.
- Kline, C., **Swanson, J.R.**, & Yankholmes, A. (2015). *Exploring the University SAVE Market*. 24th Nordic Symposium on Tourism and Hospitality Research; Reykjavík, Iceland.
- Swanson, J.R.** & Burrows, E.V.** (2015). *Board Governance of Annual Sport Events: Skills, Relationships, and Structure* (poster presentation). Travel and Tourism Research Association Annual Conference; Portland, Oregon.
- Pansukkum, S.* & **Swanson, J.R.** (2014). *Evaluating cultural heritage attractions in the southeastern United States through the lens of youth travel* (poster presentation). Southeast Travel and Tourism Research Association Annual Conference; Lexington, Kentucky.
- Wei, W., Lu, Y., **Swanson, J.R.**, & Getz, D. (2014). *Attendee behavioral differences and perceived ROI at small-scale versus large-scale meetings: A comparison and implications for the hospitality industry*. The 19th Annual Graduate Education and Graduate Student Research Conference in Hospitality & Tourism; Houston, Texas.
- Swanson, J.R.**, Liggett, D., & Roldan, G. (2014). *Antarctic Tourism Policy of the Gateway States: Current Comparisons and Future Opportunities*. 3rd Conference of the International Polar Tourism Research Network (IPTRN); Christchurch, New Zealand.
- Kline, C.; **Swanson, J.R.**, & Slocum, S. (2013). *Exploring the Decision-making of the University SAVE Tourism Market*. Rural Tourism – Challenges in Changing Times: Community, Experience, Economy and Environment; Hólar, Iceland.
- Swanson, J.R.** & Han, J*. (2013). *Impacts of Increased Restaurant Taxes on Restaurant Demand: Implications for Managers, Policy Makers, and Lobbyists*. Southeast Travel and Tourism Research Association Annual Conference; Atlanta, Georgia.

* Doctoral student at Assumption University in Bangkok, Thailand.

** Graduate of Hospitality Management and Tourism Master's Program at University of Kentucky.

Invited Presentations

- 2016 National Tour Association Convention; Atlanta, GA
Seminar Leader
High Impact Survey Practices and Transformational Travel Truths
- Kentucky Association of Convention and Visitors Bureaus; Danville, KY
Keynote Speaker
Cost-Benefit Analysis for Community Events
- 2014 Bath County Wildcat Leadership Shark Tank; Owingsville, KY
Guest Expert (CEDIK)
Tourism in Your County and in Kentucky
- LA 975 – Advanced Landscape Architecture Studio; University of Kentucky
Guest Lecturer
Trail Development and Tourism Opportunities in the Cumberland Gap Area
- 2013 East Carolina University; Havana, Cuba
Visiting Lecturer and Tourism Policy Specialist
Tourism Policy in Cuba
- CEDIK – University of Kentucky Extension Agents; Frankfort, KY
Extension Agent Core Training Speaker
Introduction to Tourism
- CEDIK – University of Kentucky Extension Agents; Paducah, KY
Extension Agent In-service Presentation Speaker
Direct Marketing Strategies for Agri-tourism Sites

TEACHING AND ADVISING

Courses Taught at University of Kentucky

- GEN 300 – Transformative Travels: Exploring Kentucky
- HES 300 – Education Abroad: Lifestyle and Tourism in Ikaria, Greece
- HMT 270 – Principles of Travel and Tourism
- HMT 308 – Principles of Food and Beverage
- HMT 360 – Tourism Planning and Development
- HMT 420 – Beer, Wine, and Spirits Tourism Principles and Practices
- HMT 486 – Transformative Travels: Exploring Ikaria
- HMT 486 – Transformative Travels: Exploring London
- HMT 580 (HMT 480) – Trends Analysis for the Hospitality Industry
- RTM 690 – Industry Experience in Retailing and Tourism Management

University Courses Taught Internationally

- 2016 Assumption University; Bangkok, Thailand
International Instructor – TR 6901-Advanced Strategic Tourism Planning
- 2015 Assumption University; Bangkok, Thailand
International Instructor – TR 6901-Advanced Strategic Tourism Planning
- 2013 Assumption University; Bangkok, Thailand
International Instructor – TR 6901-Advanced Strategic Tourism Planning

Summary of Student Course Evaluations and Course Enrollment at Univ. of Kentucky

Term	Course	Enrollment	Value of Course	College Mean – Value	Quality of Teaching	College Mean – Quality
Fall 18	HMT 270	32	N/A	N/A	N/A	N/A
	HMT 420	31	N/A	N/A	N/A	N/A
Spring 18	GEN 300	10	N/A	4.2	N/A	4.4
	HMT 420	35	4.7	4.2	4.7	4.4
Fall 17	HMT 270	19	4.8	4.2	4.8	4.3
	HMT 580	26	4.8	4.2	4.8	4.3
Spring 17	HMT 270	24	4.7	4.3	4.7	4.4
	HMT 486	17	4.7	4.3	4.7	4.4
Fall 16	HMT 270	31	3.9	3.4	3.9	3.5
	HMT 580	22	N/A	3.4	N/A	3.5
Spring 16	HMT 270	9	3.88	3.35	3.88	3.48
	RTM 690	2	N/A	N/A	N/A	N/A
Fall 15	HMT 360	23	3.61	3.29	3.78	3.40
	HMT 580	31	3.88	3.29	3.88	3.40
Spring 15	HES 300	12	4.00	3.36	3.91	3.45
Fall 14	HMT 308	15	3.87	3.37	3.93	3.42
	HMT 360	29	3.68	3.37	3.75	3.42
Spring 14	HMT 308	21	3.95	3.31	3.95	3.39
Fall 13	HMT 308	22	3.90	3.50	3.90	3.50
	HMT 360	30	4.00	3.50	4.00	3.50

Note. Course evaluations through Fall 2016 based on a 4-point scale; based on 5-point scale thereafter.

Courses Developed

- GEN 300 – Transformative Travels: Exploring Kentucky
HES 300 – Education Abroad: Lifestyle and Tourism in Ikaria, Greece (3 credits)
HMT 308 – Principles of Food and Beverage Management (3 credits)
HMT 420 – Beer, Wine, and Spirits Tourism Principles and Practices
HMT 486 – Transformative Travels: Exploring Ikaria
TR 6901 – Advanced Strategic Tourism Planning (Assumption University)

Extracurricular Student Engagement

- 2018 Domestic Education Abroad – Kentucky (10 students)
- 2017 Education Abroad – Greece (21 students)
- 2016 Hosted Ph.D. student from Thailand as a visiting scholar
Faculty Advisor; University of Kentucky Pistol and 3-Gun Team
Senior Thesis Committee Member; UK Interior Design program
- 2015 Service Learning Project with HMT 360 and UK Office of Sustainability
Education Abroad – Greece (21 students)
- 2014 Hosted Ph.D. student from Thailand as a visiting scholar
Service Learning Project with HMT 308 and St. Agnes House
Service Learning Project with HMT 360 and Keep Lexington Beautiful
Service Learning Project with HMT 308 and Hope Center Lexington
- 2013 Service Learning Project with HMT 308 and Hope Center Lexington
Education Abroad – Panama (16 students)
Service Learning Project with HMT 360 and Keep Lexington Beautiful

Independent Studies Supervised

- 2018 HMT 395 – HMT Independent Study. Shae O'Connor-TV Production
- 2016 EXP 397 – Experiential Fieldwork. Alison Salazar-Disney World
- 2015 EXP 397 – Experiential Fieldwork. Whitney Patrick-Disney World
HMT 395 – HMT Internship. Lindsay Vance-VisitLEX
- 2014 EXP 396 – Experiential Education. Ashley Boser-UK Career Center

Graduate Student Advising

Doctoral Committee Chair (Assumption University – Bangkok, Thailand
Siwasek Pansukkum; Hospitality and Tourism Management. Fall 2018 (exp.)

Master's Thesis Advisor

Xavia Gantz; Hospitality Management and Tourism. Spring 2017 (exp.)
Brodie Clark; Hospitality Management and Tourism. Spring 2017 (exp.) [co-advisor]
Elvis Burrows; Hospitality Management and Tourism. Spring 2014

Master's Internship Advisor

Olawale Sanbe; Hospitality Management and Tourism. Spring 2016
Thu Tran; Hospitality Management and Tourism. Spring 2016

Master's Thesis Committee Member

Maame Afua Adu; Retailing and Tourism Management. Spring 2018
Ho-You Lee; Retailing and Tourism Management. Spring 2018
Jamie Yunker; Community and Leadership Development. Spring 2016
Aniket Sengupta; Merchandise, Apparel, and Textiles. Fall 2014
Georgette Owusu-Amankwah; Agricultural Economics. Fall 2014
Kayleigh Cunningham; Dietetics & Human Nutrition. Summer 2014

Undergraduate Advisees

<u>Term</u>	<u>Number of Advisees</u>
Fall 18	19
Spring 18	28
Fall 17	32
Spring 17	32
Fall 16	45
Spring 16	50
Fall 15	61
Spring 15	44
Fall 14	25
Spring 14	42
Fall 13	32

HONORS AND AWARDS

- 2017/18 Patricia Brantley Todd Award of Excellence in HES
Faculty Research Award
Nominated for Ken Freedman Outstanding Advisor Award
University award for undergraduate advising
- 2016/17 Nominated for Ken Freedman Outstanding Advisor Award
University award for undergraduate advising
- 2015/16 Nominated for Ken Freedman Outstanding Advisor Award
University award for undergraduate advising
Two School of HES Awards for Teaching
Two classes were ranked by students in the top 25 of all classes in the School
- 2014/15 Two School of HES Awards for Teaching
Two classes were ranked by students in the top 25 of all classes in the School
Nominated for Ken Freedman Outstanding Advisor Award
University award for undergraduate advising
Gamma Sigma Delta
The Honor Society of Agriculture – Univ. of KY Chapter
- 2013/14 Early Career Outstanding Teacher Award
Presented by the CAFE Student Council
Three School of HES Awards for Teaching
Three classes were ranked by students in the top 25 of all classes in the School
Gamma Sigma Delta
The Honor Society of Agriculture – Univ. of KY Chapter

SERVICE AND OTHER ACTIVITIES

Media Interviews

- 2018 Interviewed live in ABC 36-WTVQ studio for segment on unique lodging opportunities in Kentucky
- 2016 Interviewed live in CBS WKYT studio for a segment on spring weekend getaways
- 2015 Interviewed on the radio for WUKY program Dr. Greg Davis on Medicine for a segment on the health benefits of travel
- Interviewed live in CBS WKYT studio for a segment on holiday travel
- Interviewed three times live in ABC 36-WTVQ studio for segments on 1) staycations, 2) camping, and 3) holiday travel
- Interviewed by Associated Press regarding effects of sinkhole at National Corvette Museum one year after event
- 2014 Interviewed separately by Lexington Herald-Leader and Associated Press regarding potential effect of sinkhole at National Corvette Museum

Other University Involvement

- 2012-2016 Core Faculty, CEDIK – Community & Economic Development Initiative of KY

Faculty Marshall at Commencement

- 2018 Undergraduate Spring Ceremony
- 2017 Undergraduate Fall Ceremony
- Undergraduate Spring Ceremony
- 2016 Undergraduate Spring Ceremony
- 2015 Undergraduate Fall Ceremony
- Undergraduate Spring Ceremony
- 2014 Graduate Spring Ceremony
- Undergraduate Spring Ceremony

- 2013-2016 Campus Security Authority, designated by the University of Kentucky
Emergency Management Office

Committees

- 2018 Chair, RTM Student Professional Development Committee
- Member, School of HES Operational Review Committee
- Member, RTM Program Review Committee
- Member, CAFE Undergraduate Curriculum Committee
- Member, CAFE Education Abroad Committee
- Member, CAFE International Committee

- 2017 Chair, RTM Student Professional Development Committee
 Member, CAFE Undergraduate Curriculum Committee
 Member, CAFE International Committee
- 2016 Chair, RTM Student Professional Development Committee
 Member, CAFE Undergraduate Curriculum Committee
 Member, CAFE International Committee
 Member, CAFE Barnhart Committee
 Member, CAFE Student Success Team
 Member, CAFE Extension Public Value Document Review Committee
 Member, CAFE Student Services Associate Search Committee
 Member, HES International Committee
 Member, RTM Undergraduate Curriculum Committee
 Member, Boyle County Extension Council
- 2015 Chair, Search Committee for HMT Lecturer
 Member, UK/Aramark Manager Training Recruitment Working Group
 Member, UK Education Abroad Scholarship Committee
 Member, Search Committee for CAFE Director of Student Relations
 Member, CAFE Food Connection Committee
 Member, CAFE International Committee
 Member, CAFE Barnhart Committee
 Member, HES International Committee
 Member, HES Hall of Fame Committee
 Member, RTM Undergraduate Curriculum Committee
 Member, Boyle County Extension Council
- 2014 Faculty co-chair for RTM Advisory Board development initiative
 Member, UK/Aramark Manager Training Recruitment Working Group
 Member, UK Education Abroad Scholarship Committee
 Member, CAFE Department Review Committee for RTM
 Member, HES International Committee
 Member, HES Hall of Fame Committee
 Member, RTM Undergraduate Curriculum Committee
 Member, Boyle County Extension Council
- 2013 Chair, Search Committee for RTM Academic Coordinator
 Faculty co-chair for RTM Advisory Board development initiative
 Member, UK Education Abroad Scholarship Committee
 Member, HES International Committee

Manuscript Reviewer

Journal of Hospitality Marketing & Management

Journal of Appalachian Studies

Craft Beverages and Tourism

International Travel and Tourism Research Association Annual Conference

Outreach Projects not Mentioned Elsewhere

2015/16 *Tour Guide Tips* – Horse Country, Inc.; Lexington, KY

2013/14 Hospitality and Tourism Class Presentation – Boyle County High School (Danville, KY); “HMT at UK”

Building bridges with Johnson County High School students – Johnson County Cooperative Extension; Lexington, KY

Economic Impact Study of the 2013 Rolex Kentucky Three Day Event – Equestrian Events, Inc.; Lexington, KY

SCARLETT WESLEY, Ph.D.
Curriculum Vitae

College of Agriculture
School of Human Environmental Sciences
Department of Retailing and Tourism Management
University of Kentucky
315 Erikson Hall • Lexington, KY 40506
Phone: 859-257-7778 • Fax: 859-257-1275
E-mail: scarlett.wesley@uky.edu

EDUCATION

- Ph.D.** **University of Tennessee**, December 1996
Major: Retailing and Consumer Sciences
Dissertation Title: "Retail Service Quality: A Measurement Assessment
and Exploration of Customer and Sales Personnel Perceptions"
- M.S.** **University of Tennessee**, May 1994
Major: Retail and Consumer Sciences
Thesis Title: "Importance Retailers Ascribe to the Child Market Segment"
- B.S.** **Tennessee Technological University**, December 1991
Major: Marketing
Minor: Fashion Merchandising

PROFESSIONAL EXPERIENCE

- 2012 - present **Associate Professor & Graduate Faculty**
Director of Graduate Studies
Department of Retailing and Tourism Management
School of Human Environmental Sciences
College of Agriculture
University of Kentucky (UK), Lexington, Kentucky
- 2006 - 2012 **Assistant Professor & Graduate Faculty**
Department of Merchandising, Apparel, and Textiles
School of Human Environmental Sciences
College of Agriculture
University of Kentucky (UK), Lexington, Kentucky
- 2000 - 2005 **Assistant Professor & Graduate Faculty**
Department of Retailing
College of Hospitality, Retailing, and Sport Management
University of South Carolina (USC), Columbia, South Carolina

1992 - 1996 **Graduate Teaching Assistant**
Department of Retailing and Consumer Science
College of Human Ecology
University of Tennessee (UT), Knoxville, Tennessee

INDUSTRY EXPERIENCE

1998 - 2000 **Sales and Trend Analyst**
LEGO Systems, Inc.
Sales and Information Analysis – North American Corporate Headquarters
Enfield, Connecticut

1997 - 1998 **Allocation and Planning Analyst**
Ames Discount Stores Corporate Headquarters - Toy Department
Rocky Hill, Connecticut

1989 - 1992 **Sales Associate**
JC Penney - Fine Jewelry and Intimate Apparel Departments
Cookeville, Tennessee

RESEARCH

GRANTS

Funded Internal Grants

Bastin, S., Page, M., & Wesley, S. with student Moore, C. (2015). *Logo and Package Design for DHN Food Products by the School*. The Food Connection at UK Student Opportunity Grant. \$2000

Bastin, S., Williams, M., & Wesley, S. with students Bastin, V. & Schaeffer, D. (2015). *Student Crafted Herbal Teas for Sale through University of Kentucky Dining Services*. The Food Connection at UK Student Opportunity Grant. \$7,520

Unfunded External Grants

Wesley, S. [Project Director], Jackson, V. [Co-PI], Lee, M.Y. [Co-PI], Cavender, R. [Co-PI], & Pryor, M. [Co-PI] (2017). *Focus on Soft Skills: Investing in the Preparedness of Diverse Undergraduate and Graduate Student Populations through Concentrated Curriculum Opportunities in Agriculture and Human Sciences*. National Institute of Food and Agriculture (NIFA), United States Department of Agriculture (USDA), Higher Education Challenge (HEC) Grants Program. **\$149,728**.

Wesley, S. [Project Director], Lee, M.Y. [Co-PI], Swanson, J. [Co-PI], Lu, Y. [Co-PI], & Jackson, V. [Co-PI] (2014). *Developing Soft Skills through an Experiential Learning Environment created with Rural/Urban Businesses and Educators*. National Institute of

Food and Agriculture (NIFA), United States Department of Agriculture (USDA, Higher Education Challenge (HEC) Grants Program. **\$300,000.**

Miller, N. [Co-PI], Engel-Enright, C. [Co-PI], Hawley, J. (Committee Chair Keynote Speakers), & **Wesley, S.** (Committee Chair for Research) (2014). *Entrepreneurship, Technology, and Innovation Conference: Enhancing Opportunities for Bringing Textiles and Apparel Manufacturing to Rural America*. Agriculture and Food Research Initiative (AFRI) Agricultural Economics and Rural Communities Program Area 4, United States Department of Agriculture (USDA), National Institute of Food and Agriculture (NIFA). **\$50, 000.**

Unfunded Internal Grants

Jackson, V. P., **Wesley, S.**, Lee, M. Y., Swanson, J., Spillman, K., Lu, T., Pryor, M., & Easter, E. (2014). *Department of Retailing and Tourism Management Online Master's Degree Proposal*. eLearning Innovation Initiative (eLII), University of Kentucky, Office of the Provost, Analytics and Technologies (AT), & Center for the Enhancement of Learning and Teaching (CELT). **\$131,188.**

PUBLICATIONS

Peer-Reviewed Journal Articles Accepted, In Press or Published

Jackson, V. **Wesley, S.** (2017). Closing the Gap between faculty and industry professional's importance of student soft skill proficiency. *The Journal of American Academy of Business*, Cambridge, 23(1), 54-60.

Wesley, S., Jackson, V. & Lee, M. (2017). The Perceived Importance of Core Soft Skills Between Retailing and Tourism Management Students, Faculty and Businesses. *Employee Relations*, 39 (1), 79 – 99.

Wesley, S., Lee, M. Y., Farashahi, B. G., & Parks, L. (2015). Exploring perceived product knowledge, credibility, and attractiveness of celebrity endorsers on influencing teen purchase intentions. *The Journal of American Academy of Business*, 21(1), 200-207.

PEER-REVIEWED RESEARCH CONFERENCE PAPERS & PRESENTATIONS

Peer-Reviewed Abstracts Presented and Published Proceedings

Dale, K. & **Wesley, S.** (2017). Small group dynamics: Transitioning from the classroom to study abroad. Showcase of Undergraduate Scholars, University of Kentucky, April 26, 2017, pp. 165-166.

Jackson, V., **Wesley, S.**, & Lee, M.Y. (2016). The perceived importance of core soft skills between retailing and tourism management students, faculty, and businesses. American Association of Family and Consumer Sciences Conference, Seattle, Washington, June 22-24, 2016.

Murphy, K. & Wesley, S. (2015). The influence of culture: A comparison of non-Hispanic American and Hispanic American teens' information sources and store attribute preferences. The European Institute of Retailing and Services Studies (EIRASS), 22nd International Conference on Recent Advances in Retailing and Consumer Services Science, Montreal, Canada * student thesis work

Piyakran, N. & Wesley, S. (2015). The impact of fashion blogs on female generation Y consumers' attitudes toward the purchase intention of apparel products. The European Institute of Retailing and Services Studies (EIRASS), 22nd International Conference on Recent Advances in Retailing and Consumer Services Science, Montreal, Canada* student thesis work

Other Research Presentations

Wesley, S. (2015). Do consumers really care about fashion blogs? An investigation of purchase intention. HES All School Conference, Poster Session, University of Kentucky, December 1, 2015.

Wesley, S., Spears, C., & Testa, S. (2015). An analysis of the current state of association professors at the University of Kentucky. Presented at the Bluegrass Higher Education Consortium Academic Leadership Academy, Centre College, September 18, 2015.

INVITED PRESENTATIONS

Wesley, S. (2017). Retailing and Tourism Management Department Online Master's Program: What is it all about? Phi Upsilon Omicron Alumni Chapter. October 23, 2017, Lexington, KY.

Wesley, S. (2016). Sharing my own design story. DES 100 – Design Your World, April 6, 2016, Lexington, KY.

Wesley, S., Forsythe, H. & Kurzynske, J. (2016). Multistate research projects. HES Friday Research Seminar, March 6, 2016, Lexington, KY.

Wesley, S. (2015). UK Confucius Institutes & UK Education Abroad 2015 China Education Abroad Programming Site Visit: Opportunities for HES Faculty & Students, December 2015, Lexington, KY.

AWARDS AND HONORS

Teaching Awards

- Ken Freedman Outstanding Advisor Award Nominee, 2018
- Teachers Who Make a Difference Award, 19th Annual Program, College of Education, April 29, 2017.
- Ken Freedman Outstanding Advisor Award Nominee, 2015

- Venture Studio Case Study Competition 2015-2016 – served as faculty team leader with Dr. Janet Kurzynske
 - Led and mentored Venture Studio Case Competition team (Serandu), which included student members Allison Burke, an undergraduate in Merchandising, Apparel and Textiles, and Caitlin Howell, an undergraduate in Equine Sciences and Management, marketed an Ultimate Fit Riding Boot concept.
 - Serandu Team received **top honors** in its division at the Venture Studio Bootcamp competition held December 4, 2015 at UK.
 - Serandu Case Study Team **won 1st place** at the University of Kentucky hosted UK Venture Challenge, February 20, 2016

Professional Recognition

- Fellow – Academic Leadership Academy, Bluegrass Higher Education Consortium, 2015

SERVICE AND OUTREACH

Editorships

- Member Editorial Board, *Journal of Global Fashion Marketing*, 2016-present
- Editor of Book Essays, *Journal of Business Research*, 2005-2017

Book Reviews

- *Digital Strategies for the Retail Industry*, Bloomsbury Fashion Central, 2016
- *Exponential Branding: Keys to Building, Sustaining, Leveraging and Measuring Brand Admiration*, Fairchild Publication, 2016
- *Marketing Fashion A Global Perspective*, Bloomsbury Fashion Central, 2016
- *Guide to Fashion Entrepreneurship: The Plan, the Product, the Process*, Fairchild Publications, 2013

Extension Reviews

- *International Travel: What you Need to Know Before you Go*, March, 2017

Ad-Hoc Journal Reviews

- *International Journal of Arts and Humanities*, 2016

National and Regional Service

- NCCC-65: Indicators of Social Change in the Marketplace: Producers, Retailers and Consumers
 - Member of North Central Multistate Planning Committee, North Central Regional Association of State Agricultural Experiment Directors, 2008-present
 - Secretary, 2016
 - Vice-President 2017-2018
- American Collegiate Retailing Association (ACRA)
 - Membership Chairperson 2008 – 2010
 - Research Conference Service

- Conference Paper Reviewer, 2009 – 2013
- Association for Marketing Theory and Practice
 - Research Conference Service
 - Session Chair, 2001, 2002
 - Conference Paper Reviewer, 2001-2006
- Atlantic Marketing Association
 - Research Conference Service
 - Session Chair/Discussant, 2001
 - Conference Paper Reviewer, 2001-2002, 2004
- International Textiles and Apparel Association (ITAA)
 - Faculty Scholarships and Awards Committee, 2001-2009
 - Membership Committee, 2002-2009

College, School and Departmental Service

- University of Kentucky
 - Senate Advisory Faculty Code Committee, 2018-2020
 - Member UK Design Strategy & Studies Certificate Committee, 2017-2018
 - Member UK Education Abroad Scholarship Review Committee, 2016-2018
 - Member UK Education Abroad Scholarship Award Committee, 2016-2018
 - CAFE Representative, China Education Abroad Programming Site Visit sponsored by UK Confucius Institute, May 2015
- University of Kentucky College of Agriculture
 - Elected, CAFE Faculty Council, 2017-2019
 - Member, Graduate Curriculum Committee, 2012-2013; 2014-2016; 2017-2019
 - Member Gamma Sigma Delta George E. Mitchell Jr. Outstanding Faculty Award for Service to Graduate Students Committee, 2015
 - Member, Appointment, Promotion and Tenure (APT) Committee, July 1, 2012-June 30, 2014
- University of Kentucky School of Human Environmental Sciences
 - Member, HES Alice Killpatrick Fellowship Committee, 2013-present
 - Member, HES International Committee, 2013-present
 - Member, HES Student Awards Committee, 2012-present
 - Member, UK Plaid Advisory Board & Faculty Coordinator, 2007-present
- University of Kentucky Department of Retailing and Tourism Management (RTM) - formerly Department of Merchandising, Apparel and Textiles (MAT)
 - Faculty Advisor, RTM Annual Color Me Spring Fashion Show, 2016-present
 - Co-Faculty Advisor, RTM National Retail Federation Student Association, 2015-present
 - RTM Director of Graduate Studies, 2012-present
 - Member, RTM Curriculum Committee, 2014-present
 - Member, RTM International Committee, 2014-present
 - Chair, Academic Coordinator Search Committee, 2015; 2017

PROFESSIONAL ORGANIZATIONS

- American Collegiate Retailing Association (ACRA), 1992-1996, 2000-2016
- Educators for Socially Responsible Business (ESRAB), 2007-present
- International Textiles and Apparel Association (ITAA), 1992-present

PROFESSIONAL DEVELOPMENT

Teaching and Learning related

- Participant Faculty Learning Community (Spring 2018). *What the Best College Teachers Do*, University of Kentucky, College of Agriculture, Food and Environment, Lexington, KY
- Integrity & Ethics in Instruction, CAFE Faculty Council, participated as group leader, January 9, 2018, Lexington, KY
- Attended Walmart Corporate Footwear TCB Quarterly Meeting, October 10, 2017, Bentonville, AR
- Teaching Large Classes workshop hosted by UK Center for the Enhancement of Learning & Teaching, March 8, 2017, Lexington, KY
- Bluegrass Academic Leadership Academy Education Day with the General Assembly, February 14, 2017, Frankfort, KY
- Representing the U.S. While Abroad, webinar hosted by NAFSA, January 31, 2017
- Writing & Developing a Teaching Portfolio, CAFE Faculty Council, April 15, 2016
- The Journey to Digital: Next Stop, Mobile Apps (Webinar), May 19, 2016
- Fashion Institute of Technology (FIT) Summer Institute - Sustainability in Fashion and Textiles Program (June 16-19, 2014). New York, NY. Participated in the following classes:
 - World Fiber Consumption
 - Life Cycle Assessment
 - Color Lab
 - Alternative Fabrics & Fibers
 - Sustainable Fibers in the Textile Supply Chain
 - Quality Assurance Consistency & Control
 - Eco Fashion
 - Conscious Consumerism
 - Fabric Formation Knits

Research related

- Human Environmental Sciences (HES), National Institute of Health (NIH), Grant Writing Workshop, presented by Dr. Steve Kogan (January, 9, 2014). University of Kentucky, Lexington, KY.

Professional Development related

- Digital Measures Training (2018). CAFE, September 12, 2018, Lexington, KY

- Confidence Building your Professional Brand; (2018). Hosted by Space, Place & Southern Grace at Seventh & Lime, January 10, 2018, Lexington, KY.
- Office 365/OneDrive for Business Training, University of Kentucky, September 23, 2016
- *Everyday Bias* – Understanding Unconscious Bias, presented by Rosalyn Taylor O’Neale, Principle Consultant, Cook Ross, HES Fall Retreat, August 18, 2016
- Bluegrass Higher Education Consortium Academic Leadership Academy, Class of 2015
- University Leadership Forum: The Power of Relationships, (2015). Inclusive Leadership in Increasingly Diverse Organizations, University of Kentucky, Lexington, KY.
- University Leadership Forum: The Power of Relationships, (2015). A Different Look at Conflict: Moving Beyond Fight, Flee or Compromise, University of Kentucky, Lexington, KY.
- Experienced Leader Academy (Fall, 2014). University of Kentucky, Lexington, KY.

Pei Zhang, Ph.D.

Assistant Professor
Department of Retailing and Tourism Management
School of Human Environmental Science
College of Agriculture, Food and Environment
University of Kentucky
Erikson Hall
Lexington KY, 40506
859-257-9132
Pei.Zhang@uky.edu

EDUCATION

Ph.D. in Hospitality Management, July 2017

University of South Carolina, Columbia, SC

Dissertation: Developing and testing value co-creation experience: How does co-creation experience influence value in the sharing economy?

M.S. in International Hospitality and Tourism Management, August 2013

University of South Carolina, Columbia, SC

B.S. in International Business and Economics, June 2009

Wuhan University of Science & Technology, Wuhan, China

REFEREED JOURNAL PUBLICATIONS

Zhang, P., Levitt, J., DiPietro, R. B., & Meng, F. (2018). An analysis of food tourist behavior among unobserved heterogeneous groups, *Tourism Analysis*. **Accepted.**

Levitt, J. A., Meng, F., Zhang, P., & DiPietro, R. B. (2017). Examining factors influencing food tourist intentions to consume local cuisine, *Tourism and Hospitality Research*. doi: 10.1177/1467358417742687

Levitt, J. A., Zhang, P., DiPietro, R. B., & Meng, F. (2017). Food tourist segmentation: Attitude, behavioral intentions and travel planning behavior based on food involvement and motivation, *International Journal of Hospitality & Tourism Administration*. doi: 10.1080/15256480.2017.1359731

Wei, X., Meng, F., & Zhang, P. (2016). Chinese citizens' outbound destination choice: Objective and subjective factors. *International Journal of Tourism Research*, 19(1), 38-49. [SSCI journal]¹

Zou, T., Meng, F., Li, H., Zhang, P., & Ren, Y. (2016). Research note: Assessment index of international tourism hubs. *Tourism Economics*, 22(2), 324-330. [SSCI Journal]

Cárdenas, D. A., Hudson, S., Meng, F., & Zhang, P. (2016). Understanding the benefits of school travel: An educator's perspective, *Tourism Review International*, 20(1), 29-39.

Meng F., Zou, T., Li, H., Ren, Y., & Zhang, P. (2016). International tourism hub: function assessment and application. *Tourism Economics*, 22(6), 1225-1244. [SSCI Journal]

¹ The Social Science Citation Index (SSCI) database covers about 3,000 of the world's leading academic journals in the social sciences across more than 50 disciplines. It is widely recognized by research institutions worldwide as premium publication outlets.

REFEREED JOURNAL MANUSCRIPTS UNDER REVIEW

Zhang, P., Gerdes, J., & Meng, F. The impact of national culture on hotel guests' evaluation – A big data approach. *International Journal of Tourism Research*. [1st round review] [SSCI Journal]

Meng, F., **Zhang, P.**, Li, H., & So, K. K. F. Modeling precursors of impulsive tourist shopping behavior: Evidence from long-haul Chinese outbound tourists. *International Journal of Tourism Research*. [3rd round review] [SSCI Journal]

Levitt, J.A., **Zhang, P.**, DiPietro, R.B., Meng, F. Food Tourist Self-Identity: What Really Matters. *International Journal of Hospitality Management*. [1st round review] [SSCI Journal]

Zhang, T., **Zhang, P.**, Lu, L. How firm-customer interactions impact customer engagement behaviors: A empirical study of hospitality and tourism services. *International Journal of Hospitality Management*. [1st round review] [SSCI Journal]

BOOK CHAPTER(S)

Meng, F. & **Zhang, P.** (2015). Chinese outbound tourists' shopping behavior. In X. Li (Ed.), *Chinese outbound tourism 2.0* (229-243). Oakville, ON and Waretown, NJ: Apple Academic Press, Inc.

REFEREED CONFERENCE PRESENTATIONS

* The presenter(s)'s name is underlined.

Zhang, P., Levitt, J. A., DiPietro, R. B., & Meng, F. (2017, December). *An analysis of food tourist behavior and unobserved heterogeneous groups: A partial least squares approach*. Stand-up presentation at the 4th World Research Summit for Tourism and Hospitality, Orlando, FL.

Zhang, P., Meng, F., & So, K. (2017, January). *Unobserved heterogeneity in tourism shopping: A Finite Mixture segmentation approach*. Stand-up presentation at the 22nd Annual Graduate Education & Graduate Student Research Conference in Hospitality and Tourism, Houston, TX.

Zhang, P. & Meng, F. (2017, January). *Developing and testing value cocreation experience: How does cocreation experience influence value in the sharing economy?* Poster presented at the 22nd Annual Graduate Education & Graduate Student Research Conference in Hospitality and Tourism, Houston, TX.

Levitt, J. A., Zhang, P., & DiPietro, R. (2017, January). *An analysis of factors influencing food tourist self-identity*. Poster presented at the 22nd Annual Graduate Education & Graduate Student Research Conference in Hospitality and Tourism, Houston, TX.

Levitt, J. A., Zhang, P., DiPietro, R. B., & Meng, F. (2016, July). *Food tourist segmentation: Attitudes and behavioral intentions based on food involvement and motivation*. Stand-up presentation at the 2016 Annual ICHRIE Summer Conference, Dallas, TX.

Zhang, P. & Meng, F. (2016, June). *Unobserved heterogeneity in tourism impulsive shopping: A finite mixture segmentation approach*. Poster presented at the 47th TTRA Annual International Conference, Vail, CO.

Zhang, P., Meng, F., Levitt, J., & DiPietro, R. (2016, June). *Examining Food Tourists' Intentions to Consume Local Cuisine*. Poster presented at the 47th TTRA Annual International Conference, Vail, CO.

Zhang, P., Meng, F., Cárdenas, D., & Hudson, S. (2016, January). *Trustworthiness and community support for tourism development*. Stand-up presentation at the 21st Annual Graduate Education & Graduate Student Research Conference in Hospitality and Tourism, Philadelphia, PA.

Zhang, P., Meng, F., Hudson, S., & Cárdenas, D. (2016, January). *Wellness Vacation: A question of tourist lifestyle?* Stand-up presentation at the 21st Annual Graduate Education & Graduate Student Research Conference in Hospitality and Tourism, Philadelphia, PA.

Meng, F., Zhang, P., & Li, H. (2015, December). *Modeling precursors of impulsive tourism shopping.* Stand-up presentation at the 3rd World Research Summit for Tourism and Hospitality and 1st USA-China Tourism Research Summit, Orlando, FL.

Zou, T., Ren, Y., **Li, H.**, Meng, F., **Zhang, P.** (2015, June). *Assessment index of international tourism hub and its application.* Stand-up presentation at the 5th Conference of the International Association for Tourism Economics, Hong Kong SAR, China.

Meng, F., Zhang, P. & Pan, B. (2015, June). *Examination of an extended theory of planned behavior model on overseas tourism shopping.* Stand-up presentation at the 2015 TTRA International Conference, Portland, OR.

Zhang, P., Gerdes, J., & Meng, F. (2015, January). *The impact of national culture on hotel guests' evaluation – A big data approach.* Stand-up presentation at the 20th Annual Graduate Education & Graduate Student Research Conference in Hospitality and Tourism, Tampa, FL.

Zhang, P., & Meng, F. (2014, January). *Examining long-haul Chinese outbound tourists' shopping intentions: An extended planned behavior perspective.* Stand-up presentation at the 19th Annual Graduate Education & Graduate Student Research Conference in Hospitality and Tourism, Houston, TX.

Zhang, P., & Meng, F. (2013, December). *Examining long-haul Chinese outbound tourists' shopping intentions: A planned behavior perspective.* Stand-up presentation at the 2nd World Research Summit for Tourism and Hospitality, Orlando, FL.

Grant Projects

Funded Projects (Total: \$144,244)

Zhang, P. (PI) & Lee, M. Y. The downturn of Chinese tourism shopping in Japan: Impeding factors and coping strategies (2018, May). Funded by The Sumitomo Foundation of Japan. Amount awarded: \$10,000.

Wang, T. C., Tsai, C. L. & **Zhang, P. (Co-Investigator)**, Designing the virtual green exercise service environment with cognitive restoration effects (2018, August). Funded by Taiwan Ministry of Science and Technology. Amount awarded: \$134,244.

Projects under Review (Total: \$15,049)

Zhang, P. (PI), Swanson, J., & Jackson, V. Value co-creation through sustainable farm-to-table food system: Perspectives from stakeholders. Submitted to the Kentucky Agriculture Experimental Station Hatch Project. Amount requested: \$15,049.

Unfunded Projects (Total: \$15,000)

Zhang, P. (PI). Value co-creation through sustainable farm-to-table food system: Stakeholder perspectives. Submitted to the University of Kentucky Research Support Program. Amount requested: \$15,000.

Grant Projects Involved as Research Assistant

Research Assistant at the South Carolina SmartState Center of Economic Excellence in Tourism and Economic Development

Responsibilities

- Literature Review and background information search
- Online survey development and setup
- Onsite intercept data collection
- Quantitative and Qualitative data analysis (Excel, SPSS Statistics, SPSS AMOS, SmartPLS, Nvivo, STATA, LISREL)

- Final grant report write-up
- Final presentation development

Projects

- Increasing African American tourism in South Carolina (2016). Funded by South Carolina Department of Parks, Recreation & Tourism. Role: Research Assistant. Amount awarded: \$60,840.
- Attracting retirees and pre-retirees to rural South Carolina (2015). Funded by South Carolina Economic Development Administration. Role: Research Assistant. Amount awarded: \$72,690.
- The Columbia hospitality tax – An evaluation of effectiveness (2015). Funded by City of Columbia, South Carolina. Role: Research Assistant. Amount awarded: \$38,200.
- Study to assess the potential demand for tourism on Santee Cooper Waterway (2015). Funded by Santee Cooper Cooperative. Role: Research Assistant. Amount awarded: \$70,180.
- Increasing tourism in 10 economically distressed counties in South Carolina (2014). Funded by South Carolina Economic Development Administration. Role: Research Assistant. Amount awarded: \$44,991.
- Measuring the travel effect of youth travel on educational outcomes (2014). Funded by United States Travel Association. Role: Research Assistant. Amount awarded: \$54,955.
- Brand assessment and development for Bluffton, South Carolina (2013). Funded by Hilton Head Island-Bluffton Chamber of Commerce. Role: Research Assistant. Amount awarded: \$32,600.
- Health and wellness tourism: scoping the potential for South Carolina (2013). Funded by University of South Carolina – Advanced Support for Innovative Research Excellence Program II (ASPIRE II). Role: Research Assistant. Amount awarded: \$20,000.
- Scoping opportunities to grow tourism in the Pee Dee region of South Carolina (2013). Funded by Francis Marion University. Role: Research Assistant. Amount awarded: \$7,500.
- Tourism shopping behavior of Chinese overseas market (2013). Funded by College of Hospitality, Retail and Sport Management, University of South Carolina. Role: Research Assistant. Amount awarded: \$3,000.
- A feasibility study of Aiken International Equestrian Center (2012). Funded by Aiken Chamber of Commerce. Role: Research Assistant. Amount awarded: \$80,000.

Research Assistant for Dr. Haemoon Oh and Dr. Miyoung Jeong at University of South Carolina

Responsibilities

- Literature Review and background information search
- Qualitative phone interview
- Qualitative data analysis (Nvivo, manual coding)
- Online survey development and setup
- Final grant report write-up and edit

Project

- Group travel disruption: Event planning risks and how they are mitigated (2016). Funded by Incentive Research Foundation. Role: Research Assistant. Amount awarded: \$30,350.

TEACHING EXPERIENCE

At Department of Retailing and Tourism Management, University of Kentucky

Course	Semester Taught	Enrollment	Overall Course Score	Overall Instructor Score
HMT 210 <i>Hotel Rooms Division Management</i>	Spring 2018	26	4.5/5.0	4.7/5.0
HMT 588 <i>Strategic Management in Strategic Management in the Hospitality and Food Service Industry</i>	Spring 2018	18	3.9/5.0	4.4/5.0

At School of Hotel, Restaurant and Tourism Management, University of South Carolina

Instructor

HRTM 450 Hospitality and Tourism Marketing (Spring 2016 & Fall 2016)

HRTM 280 Foundations of Tourism (Fall 2014, Spring 2015 & Fall 2015)

Guest Lecturer

HRTM 280 Foundations of Tourism (Spring 2014)

HRTM 381 Travel and Destination Management (Spring 2016 & Fall 2016)

Graduate Teaching Assistant

HRTM 450 Hospitality and Tourism Marketing (Fall 2011 & Fall 2012)

HRSM 788 Applied Research in Hospitality, Retail, and Sport Management (Spring 2013)

HONORS AND AWARDS

Best Poster Award of 2016 Annual College Research Symposium, USC	March 2016
University of South Carolina Graduate Student Travel Grants	2013, 2014 & 2015
College of Hospitality, Retail and Sport Management Graduate Student Travel Grants	2013, 2014, & 2015
SmartState Center of Economic Excellence Graduate Student Research Conference Grants	2015 & 2016
Second-place Scholarship of Wuhan University of Science and Technology	2008
Frist Place in National College English Contest of China	2008
First-place Scholarship of Wuhan University of Science and Technology	2006 & 2007
National Excellent Student of Wuhan University of Science and Technology	2006, 2007 & 2008

PROFESSIONAL SERVICE

The 22nd Annual Graduate Conference in Hospitality & Tourism: Invited Reviewer	September 2016
The 47th Travel and Tourism Research Association Annual International Conference: Volunteer	June 2016
The 21st Annual Graduate Conference in Hospitality & Tourism: Session Moderator	January 2016
Travel and Tourism Research Association: Member	2013 – 2018
American Hotel & Lodging Association: Member	2013 – 2018
National Society of Minorities in Hospitality: Member	2011 – 2017
Ad Hoc Reviewer for <i>Tourism Analysis & Current Issues in Tourism</i>	2017 – 2018

INDUSTRY EXPERIENCE**CAROLINA COLLEGIATE FEDERAL CREDIT UNION****Columbia, S.C., U.S.A****Bank Teller***September 2012 – December 2012*

- Receive and count working cash at beginning of shift
- Identify customers, validate and cash checks; accept cash and checks for deposit and check accuracy of deposit slips
- Process cash withdrawals; perform specialized tasks such as preparing cashier's checks
- Record all transactions promptly, accurately and in compliance with bank procedures

CITS (CHINA INTERNATIONAL TRAVEL SERVICE Ltd.)**Zhejiang, China****Oversea Travel Agent (Intern)***June – August 2009*

- Timely and accurately deal with daily office tasks (document transfer, data entry, scanning of files, archive files, etc.)
- Effectively communicate with overseas collaborating travel agencies by emails/phones in fluent English

Information Desk Agent (Intern)*April – June 2009*

- Effectively handle/resolve customer complaints
- Increase sales by actively upselling products / sharing product information with customers

PUTUOSHAN HOTEL

Customer Service Coordinator Assistant (Intern)

Zhejiang, China
January – March 2009

- Deal with customer complaints and successfully resolve problems in a timely manner
- Effectively make preparations for VIP customers

Front Desk Agent (Intern)

January – March 2009

- Greet customers and process check-in and check-out at the front desk
- Compile and check daily record sheets, guest accounts, receipts and vouchers using computerized systems

APPENDIX F
SCHEDULE OF CLASSES WITH FACULTY RESPONSIBILITY

	A	G	H	I	J	K	L	M
1								
2	RTM Course Rotation	SUMMER 18	FALL 18	SPRING 19	SUMMER 19	FALL 19	SPRING 20	SUMMER 20
3	RTM 340 Pre-Internship		Pryor			Pryor		
4	RTM 345 Service Management (Distance)		Lu	Lu		Lu	Lu	
5	RTM 425 Human Resource Management		Cavender	Cavender		Cavender	Cavender	
6	RTM 499 HMT Internship	Meuret	Jackson	Jackson	Meuret			Meuret
7	RTM 499 MAT Internship	Pryor			Pryor			Pryor
8	RTM 600 Research Methodology in HES		Easter			Easter		
9	RTM 600 Research Methodology in HES (Distance)					Jackson		
10	RTM 650 Theories in RTM			Cavender			Cavender	
11	RTM 650 Theories in RTM (Distance)			XX			XX	
12	RTM 772 Seminar in RTM					Zhang		
13	RTM 772 Seminar in RTM (Distance) Consumer Behavior			Jackson			Jackson	
14	MAT Course Rotation	SUMMER 18	FALL 18	SPRING 19	SUMMER 19	FALL 19	SPRING 20	SUMMER 20
15	MAT 114 Introduction to Merchandising		Pryor	Pryor		Pryor	Pryor	
16	MAT 120 Textiles for Consumers		Easter	Easter		Easter	Easter	
17	MAT 237 Aesthetic Experience in Retail		Pryor	Pryor		Pryor	Pryor	
18	MAT 247 Dress and Culture 001		Spillman	Spillman		Spillman	Spillman	
19	MAT 247 Dress and Culture (Distance) Section 201 (summer)				Spillman		Pryor	Spillman
20	MAT 247 Dress and Culture (Distance)			Nikki	Maame			Nikki
21	MAT 247 Dress and Culture (Distance)	Spillman	Maame	Maame	Nikki	Nikki		
22	MAT 315 Merchandising Planning and Control (Cap at 30)	XX	Lee	Lee		Lee	Lee	
23	MAT 359 Special Topics							
25	MAT 414 Merchandising Strategy Analysis		Wesley			Wesley		
26	MAT 480 International Study Tour			Wesley			Wesley	
27	MAT 480 Domestic Study Tour - New York			Pryor			Pryor	
28	MAT 510 Brand Management		Wesley			Wesley		
29	MAT 514 Retail Entrepreneurship (Distance)		Lee			Lee		
30	MAT 515 Specification & Evaluation of Textiles & Apparel			Easter			Easter	
31	MAT 520 Textiles for Interiors							
32	MAT 522 History of Textiles							
33	MAT 533 History of Costume							
34	MAT 547 Social and Psychological Aspects of Apparel		Spillman			Spillman		
35	MAT 547 Social and Psychological Aspects of Apparel (Distance)		XX			XX		
36	MAT 559 Special Topics (Fashion Forecasting)			Spillman			Spillman	
37	MAT 559 Special Topics (Fashion Show)			Wesley			Wesley	
38	MAT 570 Electronic Retailing (Distance)			Lee			Lee	
39	MAT 572 International Merchandising (Distance)	Lee	Cavender		Lee	Cavender		Lee
47								
48	HMT Course Rotation	SUMMER 18	FALL 18	SPRING 19	SUMMER 19	FALL 19	SPRING 20	SUMMER 20
49	HMT 120 Introduction to Hospitality Management & Tourism		Meuret	Meuret		Meuret	Meuret	
50	HMT 210 Hotel Rooms Division Management		Zhang	Zhang			Zhang	
51	HMT 270 Principles of Travel and Tourism		Swanson			Swanson		
52	HMT 308 Principles of Food and Beverage		Meuret	Meuret		Meuret	Meuret	
53	HMT 320 Hospitality and Tourism Marketing		Zhang			Zhang		
54	HMT 330 Meetings and Convention Management							
55	HMT 350 Revenue Management		Meuret	Meuret		Meuret	Meuret	
56	HMT 359 Special Topics			Swanson				
58	HMT 360 Tourism Planning and Development							
59	HMT 414 Hospitality Entrepreneurship			Ward			Ward	
60	HMT 420 Kentucky Bourbon Hospitality And Tourism		Swanson			Swanson		
61	HMT 470 Hospitality and Tourism Law and Ethics						Swanson	
62	HMT 486 HMT International Study Tour							
63	HMT 486 HMT Domestic Study Tour		Meuret			Meuret		
64	HMT 560 Advanced Seminar in Lodging and Tourism (Distance)			Lu			Lu	
65	HMT 570 Event Planning and Coordination		Lu			Lu		
66	HMT 570 Event Planning and Coordination (Distance)		XX			XX		
67	HMT 580 Trends Analysis for the Hospitality Industry			Swanson			Swanson	
68	HMT 580 Trends Analysis for the Hospitality Industry (Distance)			Swanson			XX	
69	HMT 588 Strategic Management in the Hosp & Food Serv. Ind.			Zhang			Zhang	
79	Other Classes	SUMMER 18	FALL 18	SPRING 19	SUMMER 19	FALL 19	SPRING 20	SUMMER 20
80	GEN 100							
82	Sabbatical/Research Leave							
83								
84			Load	Load		Load	Load	
85	AC		0	0		0	0	
86	Cavender		2	2		2	2	
87	Easter		2	2		2	2	
88	Jackson		1	2		1	1	
89	Lee		2	2		2	2	
90	Lu		2	2		2	2	
91	Meuret		4	3		4	3	
92	Pryor		3	3		3	4	
93	Spillman		2	2		2	2	
94	Swanson		2	3		2	2	
95	Wesley		2	2		2	2	
96	Zhang		2	2		2	2	

APPENDIX G

SAMPLE STUDENT LEARNING OUTCOMES RESULTS

2017-2018

Assessment Results

Result per Measure

Hospitality Management and Tourism, Bachelor Outcome Set

Outcome

Outcome : Industry Operations

Students are able to apply their knowledge of management, planning, staffing and controlling to organizations and business activities.

▼ **Measure:** Pre Test / Post Test

Direct - Exam

Rationale for use of assessment tool and how tool aligns to the Student Learning Outcome:

Developing a pre-test/post-test assessment that is appropriate for students' skills provides both a formative evaluation prior to instruction and a summative evaluation after instruction. While the post-test assesses learning, the pre-test assessment can help identify areas that do not need to be taught if students already have knowledge of the content.

The Pre/Post Test also provides a concise and direct way to definitively assess all SLOs at once with a measurable result.

Target/Benchmark/Goal:


The benchmark for each question, and therefore each SLO, is 80%.

Data Collection (includes time/semester and place, sampling process, population description, and data review process):

Data is collected for each of the seven outcomes in a pre-test/post-test exam given to freshmen (and transfers, major changers, etc...) entering the major in their introductory course, HMT 120 (pre-test) and again in a senior level course, HMT 350 (post-test). The pre-test is delivered at the beginning of the fall semester and the post-test is delivered at the end of the spring semester. This pre-test/ post-

test is given each year so each SLO can be tested at the department level annually, though we focus on two to three outcomes for analysis for each year in the assessment cycle. Data is collected through a multiple choice exam. Each question assesses one or more of the seven RTM department student learner outcomes.

Supporting Attachments:

 Pre/Post Test Questions (Word Document (Open XML))

Results for Pre Test / Post Test

Summary of Results: See table in attachments. There were 14 questions for this SLO. All but two of them saw improvement from the pre-test to the post-test, but half of them did not meet the benchmark of 80 percent correct responses.

Results : Target/Benchmark/Goal Achievement: Not Met

Interpretation and Reflection of Results: Since so few students answered question 2 correct, we will need HMT faculty to look at this question to see if the wording is ambiguous or if the subject is the issue.

Questions 8 and 9 only had a 4% and 7% correct response rate on the pre-test, and had a marked improvement of 40% and 50% correct on the post-test. Despite this dramatic improvement, the post-test scores did not meet the benchmark of 80% and so the program's results are negative. It seems that having to record a negative result for such positive improvements is counter-intuitive. The program needs to reevaluate its benchmark to determine if seeking an 80% correct response rate without taking into account overall improvement is an accurate measure of performance.

Actions Intended for the


The questions were built from the

Improvement of Student Learning:

curriculum covered in HMT 120 , 308, 350, and RTM 425. HMT faculty will review the test questions to see if they are clearly stated and accurately addressing the SLO. If the questions are deemed acceptable, the faculty will review these courses in which this SLO is taught to determine if the curriculum needs further development to accurately address the material.

The program will review its benchmarks to determine whether the current parameters and target is an accurate reflection of the mastery of the program's SLOs.

Substantiating Evidence:

 [HMT Pre/Post Test Results \(Excel Workbook \(Open XML\)\)](#)

Outcome : Culture and Human Behavior

Students can articulate awareness of cultural elements important to members of another culture in relation to history, values, politics, communication styles, economy, business, and beliefs and practices.

▼ **Measure:** Pre Test / Post Test
Direct - Exam

Rationale for use of assessment tool and how tool aligns to the Student Learning Outcome:

Developing a pre-test/post-test assessment that is appropriate for students' skills provides both a formative evaluation prior to instruction and a summative evaluation after instruction. While the post-test assesses learning, the pre-test assessment can help identify areas that do not need to be taught if students already have knowledge of the content.

The Pre/Post Test also provides a concise and direct way to definitively assess all SLOs at once with a measurable result.


Target/Benchmark/Goal:

The benchmark for each question, and therefore each SLO, is 80%.

Data Collection (includes time/semester and place, sampling process, population description, and data review process):

Data is collected for each of the seven outcomes in a pre-test/post-test exam given to freshmen (and transfers, major changers, etc...) entering the major in their introductory course, HMT 120 (pre-test) and again in a senior level course, HMT 350 (post-test). The pre-test is delivered at the beginning of the fall semester and the post-test is delivered at the end of the fall semester, though it can be delivered at the end of the spring semester too, if another senior level course is selected for its administration. This pre-test/ post-test is given each year. So, each SLO can be tested at the department level annually, though we focus on two to three outcomes for analysis for each year in the assessment cycle. Data is collected through a multiple choice exam. Each question assesses one or more of the seven RTM department student learner outcomes.

Supporting Attachments:

 Pre/Post Test Questions (Word Document (Open XML))

Results for Pre Test / Post Test

Summary of Results:

See table in attachments. There were only two questions for this SLO, question #3 and #6. Question 3 only had 18% correct responses on the pre-test and had marked improvement for 40% on the post-test, but because this does not meet the benchmark of 80%, the program must record a negative result. Question 6 shows major improvement from 36% to 90% and meets the benchmark. Since there are only two questions for this

SLO, and one had a negative result, it must be recorded as not meeting the benchmark for the SLO.

Results :

Target/Benchmark/Goal Achievement: Not Met

Interpretation and Reflection of Results:

Since so few students answered question 3 correct, we will need HMT faculty to look at this question to see if the wording is ambiguous or if the subject is the issue.

Since there are only two questions for SLO 2, these results are not an accurate indicator of the students' mastery of it. 50% correct response is less meaningful when there are two questions verses 10 questions.


Actions Intended for the Improvement of Student Learning:

The questions were built from the curriculum covered in HMT 120 , 308, 350, and RTM 425. HMT faculty will review the test questions to see if they are clearly stated and accurately addressing the SLO. If the questions are deemed acceptable, the faculty will review these courses in which this SLO is taught to determine if the curriculum needs further development to accurately address the material.

The faculty will develop more questions for the SLOs that have fewer than 10 so that each SLO is assessed uniformly and there are more data points.

The program will review its benchmarks to determine whether the current parameters and target is an accurate reflection of the mastery of the program's SLOs.

Substantiating Evidence:

 HMT Pre/Post Test Results (Excel Workbook (Open XML))

Reflection of Results and Assessment Process

No text specified

Additional Insights or Reflection [This section is not scored]

No text specified

Last Modified: 05/11/2018 10:12:04 AM EDT

HMT Dept. Assessment 2017-2018

SLO	Question #	Pre-test Correct Response Rate*	Post-test Correct Response Rate*	Improvement between pre / post tests	Benchmark by question	Benchmark by SLO		
1	1	79%	60.00%	No	No	No		
	2	29%	30.00%	Yes	No			
	4	43%	70.00%	Yes	No			
	5	46%	60.00%	Yes	No			
	7	61%	50.00%	No	No			
	8	4%	40.00%	Yes	No			
	9	7%	50.00%	Yes	No			
	10	86%	90.00%	Yes	Yes			
	11	71%	100.00%	Yes	Yes			
	12	89%	100.00%	Yes	Yes			
	13	29%	90.00%	Yes	Yes			
	14	75%	90.00%	Yes	Yes			
	15	57%	100.00%	Yes	Yes			
	16	93%	100.00%	Yes	Yes			
	2	3	18%	40.0%	Yes		No	No
		6	36%	90.0%	Yes		Yes	
* Rate is given in percent of students tested who answered this question correctly								
Pre-test n=28								
Post-test n= 10								

Review Results

Requirement : 2017-2018: Assessment Results

Participating Area: Hospitality Management and Tourism, Bachelor

Reviewed by: Kentucky Manager

Date Reviewed: 11/02/2018 10:10:25 AM (EST)

Final Score

Workspace Template: Academic Assessment Template

2.00 (out of 3)

Workspace: Student Learning Assessment Workspace

Review Method : Using Rubric

General comments:

The assessment report contained some very good information. However, I would suggest including more details in the future and when writing your report maybe imagine that your reviewer has no idea about your major or its requirements.

Detailed Results

(Rubric used : ANNUAL SLO ASSESSMENT RUBRIC (2017-2018))

3. Exemplary

2. Accomplished

1. Emerging

0. Beginning

Student Learning Outcome is provided and is measurable.

Operational Outcome is present, and is not focused on learning (i.e., course completion, event attendance, graduation rates).

Criterion Score :

3.00

Comments on this criterion:

Even though this outcome does indicate what you would like for the student to learn, I would still

suggest making the Student Learning Outcome more specific. For example, I would separate out each item that you would like for the student to learn or include two items at a time instead of four (e.g., management, planning, staffing, etc.). You could state: Students will be able to apply their knowledge of management by x, y, and z. Or, if there are specific principles of management that students should know then you may want to state that Students will be able to demonstrate their knowledge of the three main principles of management (x, y, and z) by accomplishing x. The SLO needs to be measurable--or, how will you be able to know that this SLO has been learned or accomplished by the student.

3. Exemplary	2. Accomplished	1. Emerging	0. Beginning
A clear description of the tool/activity/method is provided. -and- Tools used to measure student achievement of the student learning outcome are primarily direct measures. -and- An explanation is provided about how the assessment tool relates to the outcome being assessed. -and- Multiple tools are used to gather data for the outcome and/or assessment tool has been validated.	A clear description of the tool/activity/method is provided. -and- Tools used to measure student achievement of the student learning outcome are primarily direct measures. -and- An explanation is provided about how the assessment tool relates to the outcome being assessed.	An incomplete description of the tool/activity/method is provided. -or- The explanation linking the assessment tool and the student learning outcome being assessed is superficial with no clear connection; while there may be alignment, the explanation is unclear. - or- Assessment tools are primarily indirect, and include measures such as head counts and course pass rates.	No description of the tool/activity/method provided. -or- No relationship is apparent between outcome and assessment tools.

Criterion Score :

1.00

Comments on this criterion:

The pre-test/post-test do serve as a direct assessment tool. However, this section was scored a one because multiple direct tools were not used. In order to score a two or higher, multiple tools would need to be used in order to assess the SLO. The pre-test and post-test are counted as one tool because both need to be completed in order for any type of assessment to occur.

3. Exemplary	2. Accomplished	1. Emerging	0. Beginning
Benchmark/Target/Goal is provided.			Benchmark/Target/Goal is not provided.

Criterion Score :

3.00

Comments on this criterion:

The benchmark is provided. However, initially it is unclear that each question of the test represents a specific SLO. It isn't until later within the assessment that this can be determined. Also, is the 80% the percentage of students who should answer a question correctly in the post

test? Is there any type of benchmark for improvement between pre and post test questions?

3. Exemplary

2. Accomplished

1. Emerging

0. Beginning

Complete explanation of data collection processes and protocols are provided such that the reviewer fully understands the data collection methodology (for example: time/semester and place, sampling process, population description, and/or data review process). -and- If a rubric, grading scale, or scoring sheet was used, it is appropriate to the purpose, and a sample document is appended to the report. And Two or more reviewers are used in the data review process, or provide a secondary validation method (e.g., Cronbach's alpha, validity survey, validating focus group).

Complete explanation of data collection processes and protocols are provided such that the external reviewer fully understands the data collection methodology (for example: time/semester and place, sampling process, population description, and/or data review process). -and- If a rubric, grading scale, or scoring sheet was used, it is appropriate to the purpose, and a sample document is appended to the report.

Limited information is provided about data collection (for example one of the following is missing: time/semester and place, sampling process, population description, and/or data review process). -or- There appears to be a mismatch between data collected and the student learning outcome(s) being assessed.

No information is provided about data collection process or data was not collected.

Criterion Score :

2.00

Comments on this criterion:

An example of the pre/post test was included. Even though information about the data collection has been included, there were parts of the narrative/description that could have been clearer. For example, is the attachment given to the student at least twice--once for pre-test and then again for post-test? It can only be assumed or inferred that this is the case. Also, this section indicates that the exam is testing seven different student learning outcomes. Which SLO does this assessment report represent? Which questions within the test assess the SLO that is being discussed within the report? Also, do the same students who have taken the pre-test take the same classes within their major before being administered the post-test? Are the same students who took the pre-test taking the post-test? If not, why not only include the results of the pre-test and post-test from the same student? Even though obtaining the results from this assessment would take some time, wouldn't this show more validity on whether or not a particular student learned a SLO? Or, why not have a pre-test and post-test for every course that is required for the major?

3. Exemplary

2. Accomplished

1. Emerging

0. Beginning

Results are present, specific, and disaggregated within the sample population (e.g.,

Results are present, specific, and disaggregated within the sample population (e.g.,

Results are present and provided in aggregate format only (e.g., 80% of the

No results are presented. -or- Results do not match assessment tool(s) or

performance criteria, demographics, etc.). -and- Results are represented visually with a premium on clarity, simplicity, and ease of use by the external reviewer (e.g., tables and/or graphs).

performance criteria, demographics, etc.).

students met the target, or average score is 3.5).

methodology (e.g., assessment method is a rubric; however graduation rates are provided as results).

Criterion Score :

2.00

Comments on this criterion:

The results section and the attach table do explain the results of the data collection to some degree. However, you may want to make this section more specific and the table easier to interpret. For example, did you include the pre-test scores of students who did not also complete the post-test? How might including a higher pre-test rate affect the evaluation results determined from usage of the assessment tool? Which outcome within this assessment report represents SLO 1 or SLO 2? On the table, how is the benchmark by SLO calculated? Are you looking at the overall response rate from the post-test for each question associated with a particular SLO?

3. Exemplary

2. Accomplished

1. Emerging

0. Beginning

Interpretation of results draw connections between the methodologies and results, and seem to be reasonable inferences given the outcome(s). -and- A narrative is provided that outlines the discussion of results by pertinent parties involved in data analysis. -and- The report identifies the person(s) involved in the interpretation of data (Names are not required), and the results were shared with the program stakeholders (e.g., faculty, curriculum committee). And The report discusses benchmarks/targets/goals, whether or not they were met, and why/why not. And An in depth interpretation is provided (e.g., discussion of limitations, trend data, validation and reliability tests, results from previous years, or references to targets/goals are provided).

Interpretation of results draw connections between the methodologies and results, and seem to be reasonable inferences given the outcome(s). -and- A narrative is provided that outlines the discussion of results. -and- The report identifies the person(s) involved in the interpretation of data. (Names are not required.) -and- The report discusses benchmarks/targets/goals, whether or not they were met, and why/why not.

Interpretation of results is ambiguous or superficial, or does not refer back to the outcomes, benchmarks, methodologies, or results. (e.g., We met our benchmarks, or the students were successful)

No interpretation attempted. -or- The analysis of results repeats what is stated in the Results category of the report. (e.g., 14 students received distinguished ratings, or the average score was 3.5)

Criterion Score :

2.00

Comments on this criterion:

Within this section, you did include a discussion of the results from your evaluation as well as include what you had learned from analyzing these results. However, I would suggest including more information on the connection between the results and the methodologies that were used as well as include a more in depth interpretation of the limitations of this assessment tool, include information on results from previous years (if applicable), and include information related to the validity or reliability of your results.

3. Exemplary

2. Accomplished

1. Emerging

0. Beginning

Improvement Actions focus on the improvement of student learning. -and- Description of intended improvement actions are provided. -and- There is a clear explanation of the link between the improvement actions and assessment findings. -and- Rationale of intended improvement action is tied to empirical/research based evidence. -and- The improvement actions are specific, with a brief implementation plan (e.g., approximate dates of and person(s) responsible for implementation, and where in curriculum/activities and department/program they will occur

Improvement Actions focus on the improvement of student learning. -and- Description of intended improvement actions are provided. -and- There is a clear explanation of the link between the improvement actions and the assessment findings. -and- The improvements are somewhat specific (e.g., approximate dates, and where in curriculum/activities and department/program they will occur). -or- If no improvements are planned, then the program has provided a justification or rationale, such as: 1) increase the benchmark, or explain why the benchmark does not need to be increased; 2) state plans to focus on another area of concern for future assessments, 3) and work to monitor and maintain the current level of success for this outcome (i.e., "because" statements).

Improvement Actions focus on the improvement of the assessment process. -or- Description of intended improvement actions are minimal or nonexistent. -or- The explanation of the link between improvement actions and assessment findings is not clear. -or- The improvements are too general (e.g., we will add an assignment, we will do better next year). -or- No improvements planned and no justification or explanation given.

No improvements are provided.

Criterion Score :

1.00

Comments on this criterion:

I would suggest making this section more specific. Even though you stated that steps that will be taken in order to evaluate how the SLOs are being assessed overall. However, information was not provided in detail on what steps will actually be taken nor on what particular steps will be taken to better assess this particular SLO. .

2017-2018

Assessment Results

Result per Measure

Merchandising, Apparel & Textiles, Bachelor Outcome Set

Outcome

Outcome : Industry Operations

Students are able to apply their knowledge of management, planning, staffing and controlling to organizations and business activities.

▼ **Measure:** Pre Test / Post Test

Direct - Exam

Rationale for use of assessment tool and how tool aligns to the Student Learning Outcome:

Developing a pre-test/post-test assessment that is appropriate for students' skills provides both a formative evaluation prior to instruction and a summative evaluation after instruction. While the post-test assesses learning, the pre-test assessment can help identify areas that do not need to be taught if students already have knowledge of the content.

The Pre/Post Test also provides a concise and direct way to definitively assess all SLOs at once with a measurable result.

Target/Benchmark/Goal:

The benchmark for student performance is for at least 80% of the responses to questions for each SLO being evaluated to be correct on the post-test. An average is taken for all the questions assessing each SLO. If it is above 80%, the benchmark is met.

Data Collection (includes time/semester and place, sampling process, population description, and data review process):

Data was collected in Fall 2017 and Spring 2018 by Academic Coordinator, Nikki Kowalski and the MAT course instructors. Data was gathered from a pre-test / post-test assessment (see attached doc). This assessment consists of multiple choice


questions created by the RTM department faculty based on what is taught in their courses driven by the department SLOs. The identical test was given to students at the "entrance" and "conclusion" of major courses. If an answer was left blank, it was considered incorrect. The pre-test assessment was administered in MAT 114. A total of 47 tests were collected for analysis. The majority of students in MAT 114 are freshmen or sophomores who are just entering the major. Assessments from non-MAT majors in MAT 114 were not analyzed.

The post-test was administered in MAT 414, where 46 tests were collected for analysis. MAT 414 is the last required course for MAT students. Students taking this course are exiting the major (graduating) shortly. Thus, they have been exposed to most or all MAT required courses, are taking the remaining ones concurrently, or will likely finish within the next year.

Data collected from the pre-test and post-test was analyzed by Ms. Kowalski and Dr. Vanessa Jackson, RTM Department Chair.

Though the pre-test / post-test method we use is not longitudinal since it does not compare pre-test and post-test results for the same students over time, we expect to see significant improvement on the post-test exam as students learn content in their MAT courses.

Supporting Attachments:

 Pre/Post Test Questions (Word Document (Open XML))

Results for Pre Test / Post Test

Summary of Results:

Detailed results are provided in the attached table to highlight the percentage of correct responses for each SLO and is also broken down by question. There were 18 questions for SLO 1, of which only 5 met the

benchmark of 80% or more correct responses. While 13 saw some degree of improvement from the pre-test to the post-test, five saw a decrease in the correct response rate.

Results :

Target/Benchmark/Goal Achievement: Not Met

Interpretation and Reflection of Results:

Detailed results are provided in the attached table to highlight the percentage of correct responses for each SLO and is also broken down by question. A total of 20 questions were used to assess the two SLOs. The questions were grouped and correct responses averaged for each SLO. The results for each question are so varied, it is not possible to come to a definitive conclusion on the students' mastery of the SLO.


Previous years' results found the average correct response rate for the questions associated with SLO 1 to be 81% in 2014-2015 and 67% in 2015-16. This year's average is 69%.

Actions Intended for the Improvement of Student Learning:

We are considering several possible ways to improve our outcomes. We have discussed our objectives and assessments in faculty meetings, including our most recent meeting, and feel that the questions for the assessment tool should be rewritten to align more tightly to the assessment and instruction. We will rewrite the questions so that each SLO is covered by an equal number of questions, with the target number being ten. We feel that 10 questions for each SLO will give a more accurate answer to whether the students have mastered the SLO and will allow for other data points should a majority of students answer a particular question incorrectly, thus indicating a badly written question. We are reevaluating each question to ensure that the SLO tied to it is being directly assessed. We are especially concerned with questions that claim to

address many or most SLOs. Faculty is currently revising the questions on the test. In this process, each faculty is responsible for writing questions for the required courses they teach and stating which one or two objectives they directly assess. Faculty have also been reevaluating the department's curriculum map to ensure that each SLO is being taught in the appropriate course at the appropriate depth of knowledge. Faculty will also created a new set of pretest/ post-test question that more tightly align with curriculum.

Substantiating Evidence:

 MAT Results Table (Excel Workbook (Open XML))

Outcome : Culture and Human Behavior

Students can articulate awareness of cultural elements important to members of another culture in relation to history, values, politics, communication styles, economy, business, and beliefs and practices.

- ▼ **Measure:** Pre Test /Post Test
Direct - Exam

Rationale for use of assessment tool and how tool aligns to the Student Learning Outcome:

Developing a pre-test/post-test assessment that is appropriate for students' skills provides both a formative evaluation prior to instruction and a summative evaluation after instruction. While the post-test assesses learning, the pre-test assessment can help identify areas that do not need to be taught if students already have knowledge of the content.

The Pre/Post Test also provides a concise and direct way to definitively assess all SLOs at once with a measurable result.

Target/Benchmark/Goal:

The benchmark for student performance is for at least 80% of the responses to questions for each SLO being evaluated to be correct on the post-test. An average is taken for all the questions assessing each SLO. If it is above 80%, the benchmark is met.

Data Collection (includes time/semester and place, sampling process, population description, and data review process):

Data Collection (includes time/semester and place, sampling process, population description, and data review process): Data was collected in Fall 2017 and Spring 2018 by Academic Coordinator, Nikki Kowalski and the MAT course instructor. Data was gathered from a pre-test / post-test assessment (see attached table). This assessment consists of multiple choice questions created by the RTM department faculty based on what is taught in their courses driven by the department SLOs. The identical test was given to students at the "entrance" and "conclusion" of major courses. If an answer was left blank, it was considered incorrect. The pre-test assessment was administered in MAT114. A total of 47 tests were collected for analysis. The majority of students in MAT 114 are freshmen or sophomores who are just entering the major. Assessments from non-MAT majors in MAT 114 were not analyzed.


The post-test was administered in MAT 414, where 46 tests were collected for analysis. MAT 414 is the last required course for MAT students. Students taking this course are exiting the major (graduating) shortly. Thus, they have been exposed to most or all MAT required courses, are taking the remaining ones concurrently, or will likely finish within the next year.

Data collected from the pre-test and post-test was analyzed by Ms. Kowalski and Dr. Vanessa Jackson, RTM Department Chair.

Though the pre-test / post-test method we use is not longitudinal since it does not compare pre-test

and post-test results for the same students over time, we expect to see significant improvement on the post-test exam as students learn content in their MAT courses.

Supporting Attachments:

 Pre/Post Test Questions (Word Document (Open XML))

Results for Pre Test /Post Test

Summary of Results:

Detailed results are provided in the attached table to highlight the percentage of correct responses for each SLO and is also broken down by question. There was only two questions, #17 and 18, that tested SLO 2. 51% of students answered question 17 correctly on the pre test and 43% on the post test, a -8% decline in improvement. Question 18 had 43% correct on the pre-test and 98% on the post-test, a 55% improvement.

Results :

Target/Benchmark/Goal Achievement: Not Met

Interpretation and Reflection of Results:

Detailed results are provided in the attached table to highlight the percentage of correct responses for each SLO and is also broken down by question. A total of 20 questions were used to assess the two SLOs. The questions were grouped and correct responses averaged for each SLO. Because there are only two questions for this SLO, and the results for each question are so varied, it is not possible to come to a definitive conclusion on the students' mastery of the SLO.

Previous years' results found the average correct response rate for the questions associated with SLO 2 to be 67% in 2014-2015 and 65% in 2015-16. This year's average is 24%. The previous years used nine


questions rather than the two from this year. This is likely why the average was higher in previous years.

Actions Intended for the Improvement of Student Learning:

Whether students answer two questions correctly or not is not a comprehensive indicator of whether they have mastered the SLO. We are considering several possible ways to improve our outcomes. We have discussed our objectives and assessments in faculty meetings, including our most recent meeting, and feel that the questions for the assessment tool should be rewritten to align more tightly to the assessment and instruction. We will rewrite the questions so that each SLO is covered by an equal number of questions, with the target number being ten. We feel that 10 questions for each SLO will give a more complete answer to whether the students have mastered the SLO and will allow for other data points should a majority of students answer a particular question incorrectly, thus indicating a badly written question. We are reevaluating each question to ensure that the SLO tied to it is being directly assessed. We are especially concerned with questions that claim to address many or most SLOs. Faculty is currently revising the questions on the test. In this process, each faculty is responsible for writing questions for the required courses they teach and stating which one or two objectives they directly assess.

Faculty have also been reevaluating the department's curriculum map to ensure that each SLO is being taught in the appropriate course at the appropriate depth of knowledge. Faculty will also created a new set of pretest/ post-test question that more tightly align with curriculum.

Substantiating Evidence:

 MAT Results Table (Excel Workbook (Open XML))

Reflection of Results and Assessment Process

No text specified

Additional Insights or Reflection [This section is not scored]

No text specified

Last Modified: 05/11/2018 11:06:48 AM EDT

MAT Dept. Assessment 2017 - 2018

SLO	Question #	Pre-test Correct Response Rate*	Post-test Correct Response Rate*	Improvement between pre / post tests	Benchmark by question	Benchmark by SLO
1	1	21%	66%	45%	No	No
	2	40%	66%	26%	No	
	3	49%	74%	25%	No	
	4	36%	47%	11%	No	
	5	87%	91%	4%	Yes	
	6	19%	60%	41%	No	
	7	11%	96%	85%	Yes	
	8	72%	98%	26%	Yes	
	9	40%	85%	45%	Yes	
	10	62%	57%	-5%	No	
	11	94%	68%	-26%	No	
	12	74%	60%	-14%	No	
	13	94%	70%	-24%	No	
	14	26%	30%	4%	No	
2	17	51%	43%	-8%	No	No
	18	43%	98%	55%	Yes	
* Rate is given in percent of students tested who answered this question correctly						
Pre-test n= 47						
Post-test n= 47						

69%

Review Results

Requirement : 2017-2018: Assessment Results

Participating Area: Merchandising, Apparel & Textiles, Bachelor

Reviewed by: Kentucky Manager

Date Reviewed: 11/02/2018 10:13:44 AM (EST)

Final Score

Workspace Template: Academic Assessment Template

2.00 (out of 3)

Workspace: Student Learning Assessment Workspace

Review Method : Using Rubric

General comments:

Great job. However, I would suggest providing more detail in the future. Imagine that the reviewer does not have any familiarity with your degree, major, or student learning outcome.

Detailed Results

(Rubric used : ANNUAL SLO ASSESSMENT RUBRIC (2017-2018))

Student Learning Outcome

3. Exemplary

2. Accomplished

1. Emerging

0. Beginning

Student Learning Outcome is provided and is measurable.

Operational Outcome is present, and is not focused on learning (i.e., course completion, event attendance, graduation rates).

Criterion Score :

3.00

Comments on this criterion:

The SLO is provided and is measurable. However, I would suggest making the SLO more specific and have the SLO address how you will be able to measure this outcome. You may want to

simplify the SLO and have it focus one or two points/actions instead of four (e.g., management, planning, etc.). For example, Students will be able to demonstrate their knowledge of management by x, y, and z.

Rationale for use of assessment tool and how tool aligns to the Student Learning Outcome

3. Exemplary	2. Accomplished	1. Emerging	0. Beginning
A clear description of the tool/activity/method is provided. -and- Tools used to measure student achievement of the student learning outcome are primarily direct measures. -and- An explanation is provided about how the assessment tool relates to the outcome being assessed. -and- Multiple tools are used to gather data for the outcome and/or assessment tool has been validated.	A clear description of the tool/activity/method is provided. -and- Tools used to measure student achievement of the student learning outcome are primarily direct measures. -and- An explanation is provided about how the assessment tool relates to the outcome being assessed.	An incomplete description of the tool/activity/method is provided. -or- The explanation linking the assessment tool and the student learning outcome being assessed is superficial with no clear connection; while there may be alignment, the explanation is unclear. - or- Assessment tools are primarily indirect, and include measures such as head counts and course pass rates.	No description of the tool/activity/method provided. -or- No relationship is apparent between outcome and assessment tools.

Criterion Score :

1.00

Comments on this criterion:

Even though the pre-test and post-test is a direct assessment tool, in order to score a two or above in this section you must utilize multiple tools in order to assess the SLO. The pre-test and post-test is counted as one tool because both the pre-test and post-test must be completed in order for the assessment to occur.

Benchmark/Target/Goal

3. Exemplary	2. Accomplished	1. Emerging	0. Beginning
Benchmark/Target/Goal is provided.			Benchmark/Target/Goal is not provided.

Criterion Score :

3.00

Comments on this criterion:

A benchmark is provided. However, there is no clear indication on how the pre-test will be used in determining if the benchmark was met.

Data Collection and Validation (Include time/semester and place, sampling process, population description, and data review process)

3. Exemplary	2. Accomplished	1. Emerging	0. Beginning

Complete explanation of data collection processes and protocols are provided such that the reviewer fully understands the data collection methodology (for example: time/semester and place, sampling process, population description, and/or data review process). -and- If a rubric, grading scale, or scoring sheet was used, it is appropriate to the purpose, and a sample document is appended to the report. And Two or more reviewers are used in the data review process, or provide a secondary validation method (e.g., Cronbach's alpha, validity survey, validating focus group).	Complete explanation of data collection processes and protocols are provided such that the external reviewer fully understands the data collection methodology (for example: time/semester and place, sampling process, population description, and/or data review process). -and- If a rubric, grading scale, or scoring sheet was used, it is appropriate to the purpose, and a sample document is appended to the report.	Limited information is provided about data collection (for example one of the following is missing: time/semester and place, sampling process, population description, and/or data review process). -or- There appears to be a mismatch between data collected and the student learning outcome(s) being assessed.	No information is provided about data collection process or data was not collected.
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Criterion Score :

2.00

Comments on this criterion:

This sections contains a lot of detail in terms of how and when the data was collected, who had analyzed the data, and what types of questions were on the test that was given to students. However, there were parts of this section which needed more information or needed to be clearer. For example, the section indicates that the identical test was given to students at the entrance and conclusion of major courses. Does this mean that the test was given only once in one course and then again in another? Or, was the test given in different courses? Also, the section states that the assessments from non-MAT majors in MAT 114 were not analyzed. Why were these assessments not included? Did removing these assessments affect the results of the study? Additionally, was the attached test for this section an example of both the pre-test and post-test? Is this type of assessment effective if you cannot compare the results of the pre-test and post-test for the same student where Student A completes a pre-test and later completes a post-test?

Summary of Results

3. Exemplary	2. Accomplished	1. Emerging	0. Beginning
Results are present, specific, and disaggregated within the sample population (e.g., performance criteria, demographics, etc.). -and- Results are represented visually with a premium on clarity, simplicity, and ease of use by the external reviewer (e.g., tables and/or graphs).	Results are present, specific, and disaggregated within the sample population (e.g., performance criteria, demographics, etc.).	Results are present and provided in aggregate format only (e.g., 80% of the students met the target, or average score is 3.5).	No results are presented. -or- Results do not match assessment tool(s) or methodology (e.g., assessment method is a rubric; however graduation rates are provided as results).

Criterion Score :

2.00

Comments on this criterion:

Results are included in this section and do address to some extent the graph that has been attached. However, the graph itself is not clear. For example, the score of 69% is placed outside of the chart. What does this score represent? Was it included by mistake? Also, the same number of participants were included for both the pre-test and the post-test. Did the same students complete the pre-test and the post-test? Also, without reading this results section, it might be difficult for the reviewer to determine what is the benchmark by question. How is the pre-test being used as part of the results? How is the benchmark by SLO calculated?

Interpretation of Results

3. Exemplary

Interpretation of results draw connections between the methodologies and results, and seem to be reasonable inferences given the outcome(s). -and- A narrative is provided that outlines the discussion of results by pertinent parties involved in data analysis. -and- The report identifies the person(s) involved in the interpretation of data (Names are not required), and the results were shared with the program stakeholders (e.g., faculty, curriculum committee). And The report discusses benchmarks/targets/goals, whether or not they were met, and why/why not. And An in depth interpretation is provided (e.g., discussion of limitations, trend data, validation and reliability tests, results from previous years, or references to targets/goals are provided).

2. Accomplished

Interpretation of results draw connections between the methodologies and results, and seem to be reasonable inferences given the outcome(s). -and- A narrative is provided that outlines the discussion of results. -and- The report identifies the person(s) involved in the interpretation of data. (Names are not required.) -and- The report discusses benchmarks/targets/goals, whether or not they were met, and why/why not.

1. Emerging

Interpretation of results is ambiguous or superficial, or does not refer back to the outcomes, benchmarks, methodologies, or results. (e.g., We met our benchmarks, or the students were successful)

0. Beginning

No interpretation attempted. -or- The analysis of results repeats what is stated in the Results category of the report. (e.g., 14 students received distinguished ratings, or the average score was 3.5)

Criterion Score :

1.00

Comments on this criterion:

This section does provide some interpretation of the results. However, it does not make reference back to the benchmark and does not include a narrative of what type of information could be interpreted from the chart. Instead, the section states that detailed results are provided in the attached table.

Improvement Actions

3. Exemplary

Improvement Actions focus on the improvement of student learning. -and- Description of intended improvement actions are provided. -and- There is a clear explanation of the link between the improvement actions and assessment findings. -and- Rationale of intended improvement action is tied to empirical/research based evidence. -and- The improvement actions are specific, with a brief implementation plan (e.g., approximate dates of and person(s) responsible for implementation, and where in curriculum/activities and department/program they will occur

2. Accomplished

Improvement Actions focus on the improvement of student learning. -and- Description of intended improvement actions are provided. -and- There is a clear explanation of the link between the improvement actions and the assessment findings. -and- The improvements are somewhat specific (e.g., approximate dates, and where in curriculum/activities and department/program they will occur). -or- If no improvements are planned, then the program has provided a justification or rationale, such as: 1) increase the benchmark, or explain why the benchmark does not need to be increased; 2) state plans to focus on another area of concern for future assessments, 3) and work to monitor and maintain the current level of success for this outcome (i.e., "because" statements).

1. Emerging

Improvement Actions focus on the improvement of the assessment process. -or- Description of intended improvement actions are minimal or nonexistent. -or- The explanation of the link between improvement actions and assessment findings is not clear. -or- The improvements are too general (e.g., we will add an assignment, we will do better next year). -or- No improvements planned and no justification or explanation given.

0. Beginning

No improvements are provided.

Criterion Score :

2.00

Comments on this criterion:

This section does provide information about the type of actions that may be taken in order to improve how the student learning outcome is being assessed. However, more information could be included about the implementation plan and the rationale behind how the intended change is tied to empirical/research based evidence.

2017-2018

Assessment Results

Result per Measure

Retailing and Tourism Management, Master Outcome Set

Outcome

Outcome : Critical Thinking

Demonstrate the ability to critically evaluate and compare diverse perspectives.

- ▼ **Measure:** Professional Development Research Paper
Direct - Student Artifact

Rationale for use of
assessment tool and how
tool aligns to the Student
Learning Outcome:

The tool used to show RTM students' Critical Thinking is a research paper used in RTM 772. Specifically, students' ability to present concise and appropriate ideas from in-depth research reflects their ability to think critically to address and speak about organizational type problems within a context appropriate for a given problem, firm, or area of the industry. Further, their ability to conceptualize and articulate a design for their original research also shows that they can explore extensive options to such an extent that they find the solution that is most appropriate for their context.

The RTM Graduate program relies on this type of assessment to ensure that students are successfully learning skills useful to critically analyze the retail and tourism industries.

The research proposal yields data that specifically addresses students' ability to critically evaluate ideas that will lead to solutions of organizational problems. The data is broken into three categories

all pertaining to student critical thinking.


Target/Benchmark/Goal: Each student should score at least 80% or higher on their overall score. This level was chosen because graduate students are generally expected to score at least a B in their classes in order to be successful.

Data Collection (includes time/semester and place, sampling process, population description, and data review process): Data was collected from the research paper results, which was a major assignment from RTM 772. This class is a graduate level investigation into topics relevant to retailing and tourism. The research paper assignment was completed in spring semester. Dr. Jackson graded the proposals using a scoring guide. The academic coordinator took the scoring guides and isolated the components that specifically pertained to the students' ability to think critically.

Data was sampled from all five graduate students enrolled in RTM 772. Further, the data comes from the areas mentioned above that focus on the student' critical thinking skills. Only these parts of the assignment were considered.

Supporting Attachments:

 RTM 772 Research Paper SP18.docx (Word Document (Open XML))

 RTM SP 18 Results.docx (Word Document (Open XML))

Results for Professional Development Research Paper

Summary of Results: See the attachment below (RTM SP 18 Results) for complete data table.

Four of the five students scored 80% or better and one student scored 65%. The class average is 84.44%, which meets the benchmark, but since the requirement was for all students to score at least 80%, the results do not meet the target.

Results :

Target/Benchmark/Goal Achievement: Not Met

Interpretation and Reflection of Results:

The academic coordinator and department chair participated in the interpretation of the results.

Our program is satisfied that students are demonstrating their critical thinking ability to solve problems. They are satisfactorily showing that they can identify research designed to illuminate the problem and possible solutions in a way that is appropriate within our industries. Particularly, we are pleased that students are writing in a style that is appropriate for communicating to industry professionals.

For students who have begun the graduate program from the RTM department's undergraduate programs, RTM 425, the GCCR, was required. Having successfully completed the GCCR, students would have already been taught to communicate their ideas effectively and appropriately for our industry. This course would most likely improved these students' abilities. Additionally, it should be noted that RTM 772 is one of the last courses students take in the graduate program.

This study did not collect longitudinal data for how students progressed over time. It also only measured three ways students utilized critical thinking in their project.

There are not multiple years of data that look specifically at SLO 1 for RTM graduate students. We anticipate being able to compare data through multiple cycles of assessment in the future.

Actions Intended for the Improvement of Student Learning:

While the benchmark of 80% for individual scores was not met, the class average is over that, so the program does not feel that this is too great of a failure. An additional assessment method needs to be developed to give a more comprehensive picture of the graduate students' mastery of the SLO.

We are pleased with the results of the RTM graduate student assessment. Faculty will continue to work with students to bring them closer to their potential in meeting each of the department's objectives. The program should look at its benchmark to decide if it is most accurate to require individuals to meet the benchmark or if an average score would suffice.

These results are reliable. Students are well-prepared for their work writing the research paper. So long as the assessment measures remain the same, results are not expected to vary much each year they are assessed. The results are also valid. The assessment evaluates students' performance of SLO 1, which has been an important part of instruction in RTM 772 and other RTM graduate courses.

No additional empirical research has been used in this assessment process. Actions Intended for the Improvement of Student Learning : The results are sufficient to make conclusions to improve student learning. Data shows that students struggled around articulating a research design for their project. Focusing more on this area and making sure students understand expectations should help improve scores.

We plan to add another tool that will assess student learning later in the program. This tool will be created from a writing assignment from RTM 650. Though the actual tool will vary with each of the three

SLOs assessed, the tools will draw data from the research paper in RTM 650.

There are no associated details or causation to note at this time.

Reflection of Results and Assessment Process

No text specified

Additional Insights or Reflection [This section is not scored]

No text specified

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Research Paper- Part One

This research will serve to answer a question you have regarding consumer behavior of a certain group of people. I recommend you look through the book at topics that are identified. For example, I am interested in cultural differences. What types of clothing stores do African Americans my age prefer to shop and why?

This class requires the completion of a research paper. The paper is to focus on a topic of interest to you related to consumer behavior. A good way to choose a topic is to review the textbook table of contents. As you do so, something may spark an interest. Explore articles online to see if you really would like to consider the topic.

Then start to formulate a question you might want to research.

- 1) Identify an area of interest from the book or other readings. Summarize the readings on your topic. One page.
- 2) Write a general question for your research.
- 3) write three sub-questions that would enhance your exploration of the topic based on the main questions.

Example:

What types of clothing stores do African Americans my age (60-65) prefer to shop and why?

- 1) Do women of my age 60-65 buy products at certain stores by category (tooth paste at target, groceries at meijers, etc.)
- 2) What factors make you decide what types of clothing you buy and where you buy them from?
- 3). How does your ethnicity influence your clothing choices?

[A QUANTITATIVE STUDY OF FEMALES.docx](#)

Paper layout:

Introduction (about 1 page)

Compelling beginning (include references to support your research)

Importance of paper

Purpose

A statement of your focal consumer topic, and an explanation of your

Research question(s)

Research Question Rubric

Research Question Rubric

Criteria	Ratings		Pts
This criterion is linked to a Learning OutcomeTopic Approved by professor; Introduction requirements complete.	30.0 pts Full Marks	0.0 pts No Marks	30.0 pts
This criterion is linked to a Learning OutcomeGeneral Question	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
This criterion is linked to a Learning OutcomeReferences for General Question (Research journal Articles)	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts
This criterion is linked to a Learning OutcomeSubtopics questions	15.0 pts Full Marks	0.0 pts No Marks	15.0 pts
This criterion is linked to a Learning OutcomeReferences for subtopics: (Research journal Articles)	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts
Total Points: 65.0			

Part 2 of Research paper

This part of the research paper requires you to create a survey. Use the example discussed below.

You are also required to identify six people to send the survey to by inserting it into an e-mail.

Before you send the survey out to your identified people, please send it to me to approve first. Once I send it back to you with corrections, you can send it your identified people. Ask them to return it to you within a short period of time. If they do not, then send them a reminder. Make sure you indicate to them that it is a class assignment. Choose people you feel will complete the survey and send it back as soon as possible.

Example:

General Questions with three sub-questions

- Do women of my age 60-65 buy products at certain stores by category (tooth paste at target, groceries at miejers, etc.)
 1. Name some examples of stores you shop.
 2. What type of items do you purchase from each store you listed?
 3. Why do you choose these stores as opposed to other stores that are similar?

What factors make you decide what types of clothing you buy and where you buy them from?

- 1. Where do you shop for clothing?
 2. Why do you shop these particular stores?
 3. What clothing stores do you not consider? Why not these stores as opposed to the stores you listed?

Summarize your findings:

- Restate the purpose of your study.
- Summarize points from the chapter your chapter relates to
- Re-state your major question in a statement.
- Summarize the findings from all six people who completed the survey for each sub-question.

This should be done in sentence format. Do not state each answer from each person. Try to group by similarities and or differences.

Part 2 of Paper.docx 

Part 3 of Research Paper

Part three of your Research Paper (35 points).

To complete your research, complete the following:

Format of Paper

- Single space, 2 pages using times roman 12 font.
- This is going to be a position paper based on your findings from your study. It can be you agree or disagree with your findings.
- First, identify two articles that relate to your topic that could support or not support your position.
- If you agree or disagree with your findings, use the information from the articles to support your idea.
- Describe some ways to improve the situation. For example, if you found that older people really care about where they shop and they are very selective on where they shop, what would you suggest retailers do to draw them to their stores? What are you basing that suggestion on? Use your book and or your articles to help your position. <https://www.wikihow.com/Write-a-Position-Paper>

Lastly, reflect on what specific topic area from this class has changed your position on consumer behavior. Identify a specific area in the book or discussions with your classmates. Explain the topic and what changed your thoughts on this topic.

Rubric

Criteria	Ratings		Pts
This criterion is linked to a Learning Outcome Correct format	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
This criterion is linked to a Learning Outcome Good writing quality, free of errors, clear, organized, interesting	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
This criterion is linked to a Learning Outcome Well formulated, clear questions	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
This criterion is linked to a Learning Outcome Appropriate sources and sound research	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
This criterion is linked to a Learning Outcome Exploration of multiple sides of the question	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts

Rubric

Criteria	Ratings		Pts
This criterion is linked to a Learning OutcomeFurther exploration of the most important or compelling idea	40.0 pts Full Marks	0.0 pts No Marks	40.0 pts
This criterion is linked to a Learning OutcomeWell constructed conclusion that summarizes the information and analysis of the original question	40.0 pts Full Marks	0.0 pts No Marks	40.0 pts
Total Points: 130.0			

Name	Part 1: 65pts	Part 2: 100pts	Part 3: 35pts	Total 200pts	Percent
Blue, Drexler	25	70	35	130	65
Hardin, Tiffany	65	100	35	200	100
Matson, Ginna	65	100	0	165	82.5
Rudd, Taylor	55	100	35	190	95
Sowah, Peggy	50	75	35	160	80

Class average 84.44%

Review Results

Requirement : 2017-2018: Assessment Results

Participating Area: Retailing and Tourism Management, Master

Reviewed by: Kentucky Manager

Date Reviewed: 11/01/2018 04:31:21 PM (EST)

Final Score

Workspace Template: Academic Assessment Template

2.43 (out of 3)

Workspace: Student Learning Assessment Workspace

Review Method : Using Rubric

General comments:

The assessment tool of the professional development research paper seems to accurately assess if students are learning how to critically analyze the RTM industries. It would be helpful to continue to communicate student expectations regarding scores in order to improve student learning outcomes in this program.

Detailed Results

(Rubric used : ANNUAL SLO ASSESSMENT RUBRIC (2017-2018))

Student Learning Outcome

3. Exemplary

2. Accomplished

1. Emerging

0. Beginning

Student Learning Outcome is provided and is measurable.

Operational Outcome is present, and is not focused on learning (i.e., course completion, event attendance, graduation rates).

Criterion Score :

3.00

Comments on this criterion:

Student Learning Outcome is provided and is measurable.

Rationale for use of assessment tool and how tool aligns to the Student Learning Outcome

3. Exemplary	2. Accomplished	1. Emerging	0. Beginning
A clear description of the tool/activity/method is provided. -and- Tools used to measure student achievement of the student learning outcome are primarily direct measures. -and- An explanation is provided about how the assessment tool relates to the outcome being assessed. -and- Multiple tools are used to gather data for the outcome and/or assessment tool has been validated.	A clear description of the tool/activity/method is provided. -and- Tools used to measure student achievement of the student learning outcome are primarily direct measures. -and- An explanation is provided about how the assessment tool relates to the outcome being assessed.	An incomplete description of the tool/activity/method is provided. -or- The explanation linking the assessment tool and the student learning outcome being assessed is superficial with no clear connection; while there may be alignment, the explanation is unclear. - or- Assessment tools are primarily indirect, and include measures such as head counts and course pass rates.	No description of the tool/activity/method provided. -or- No relationship is apparent between outcome and assessment tools.

Criterion Score :

2.00

Comments on this criterion:

A clear description of the assessment tool (e.g. research paper) is provided. The paper is a direct measure used to measure the student learning outcome of critical thinking and ability to evaluate and compare diverse perspectives. To improve to a score of 3, consider:
 -Using multiple tools to gather data for the outcome

Benchmark/Target/Goal

3. Exemplary	2. Accomplished	1. Emerging	0. Beginning
Benchmark/Target/Goal is provided.			Benchmark/Target/Goal is not provided.

Criterion Score :

3.00

Comments on this criterion:

Benchmark/Target/Goal is provided.

Data Collection and Validation (Include time/semester and place, sampling process, population description, and data review process)

3. Exemplary	2. Accomplished	1. Emerging	0. Beginning
Complete explanation of data collection processes and protocols are provided such	Complete explanation of data collection processes and protocols are provided such	Limited information is provided about data collection (for example one of the following	No information is provided about data collection process or data was not collected.

that the reviewer fully understands the data collection methodology (for example: time/semester and place, sampling process, population description, and/or data review process). -and- If a rubric, grading scale, or scoring sheet was used, it is appropriate to the purpose, and a sample document is appended to the report. And Two or more reviewers are used in the data review process, or provide a secondary validation method (e.g., Cronbach's alpha, validity survey, validating focus group).

that the external reviewer fully understands the data collection methodology (for example: time/semester and place, sampling process, population description, and/or data review process). -and- If a rubric, grading scale, or scoring sheet was used, it is appropriate to the purpose, and a sample document is appended to the report.

is missing: time/semester and place, sampling process, population description, and/or data review process). -or- There appears to be a mismatch between data collected and the student learning outcome(s) being assessed.

Criterion Score :

3.00

Comments on this criterion:

There is complete explanation of data collection processes such as time/semester, sampling process, and data review process. A scoring sheet was used and is attached to the assessment report. Additionally, two reviewers, Dr. Jackson and the academic coordinator were involved in the data review process.

Summary of Results

3. Exemplary

Results are present, specific, and disaggregated within the sample population (e.g., performance criteria, demographics, etc.). -and- Results are represented visually with a premium on clarity, simplicity, and ease of use by the external reviewer (e.g., tables and/or graphs).

2. Accomplished

Results are present, specific, and disaggregated within the sample population (e.g., performance criteria, demographics, etc.).

1. Emerging

Results are present and provided in aggregate format only (e.g., 80% of the students met the target, or average score is 3.5).

0. Beginning

No results are presented. -or- Results do not match assessment tool(s) or methodology (e.g., assessment method is a rubric; however graduation rates are provided as results).

Criterion Score :

3.00

Comments on this criterion:

Results are presented, student-specific, and disaggregated with performance scores within the sample population. Moreover, the results are visually represented in a table for easy review.

Interpretation of Results

3. Exemplary

2. Accomplished

1. Emerging

0. Beginning

<p>Interpretation of results draw connections between the methodologies and results, and seem to be reasonable inferences given the outcome(s). -and- A narrative is provided that outlines the discussion of results by pertinent parties involved in data analysis. -and- The report identifies the person(s) involved in the interpretation of data (Names are not required), and the results were shared with the program stakeholders (e.g., faculty, curriculum committee). And The report discusses benchmarks/targets/goals, whether or not they were met, and why/why not. And An in depth interpretation is provided (e.g., discussion of limitations, trend data, validation and reliability tests, results from previous years, or references to targets/goals are provided).</p>	<p>Interpretation of results draw connections between the methodologies and results, and seem to be reasonable inferences given the outcome(s). -and- A narrative is provided that outlines the discussion of results. -and- The report identifies the person(s) involved in the interpretation of data. (Names are not required.) -and- The report discusses benchmarks/targets/goals, whether or not they were met, and why/why not.</p>	<p>Interpretation of results is ambiguous or superficial, or does not refer back to the outcomes, benchmarks, methodologies, or results. (e.g., We met our benchmarks, or the students were successful)</p>	<p>No interpretation attempted. -or- The analysis of results repeats what is stated in the Results category of the report. (e.g., 14 students received distinguished ratings, or the average score was 3.5)</p>
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Criterion Score :

2.00

Comments on this criterion:

The interpretation of the results draws connection between methodology and results, which allows reasonable inferences to be made about the student learning outcome. Two persons were involved in analyzing and interpreting the data. Additionally, the report discusses why the benchmark was met but the overall goal of all students scoring at least 80% was not accomplished. In order to achieve a score of 3, consider:

-Reporting results to program stakeholders

-When available, providing discussions of trend data of students' progress over time, especially since RTM 772 is one of the final courses students take before graduating.

Improvement Actions

3. Exemplary

2. Accomplished

1. Emerging

0. Beginning

Improvement Actions focus on the improvement of student learning. -and- Description of intended improvement actions are provided. -and- There is a clear explanation of the link between the improvement actions and assessment findings. -and- Rationale of

Improvement Actions focus on the improvement of student learning. -and- Description of intended improvement actions are provided. -and- There is a clear explanation of the link between the improvement actions and the assessment

Improvement Actions focus on the improvement of the assessment process. -or- Description of intended improvement actions are minimal or nonexistent. -or- The explanation of the link between improvement actions and assessment findings is

No improvements are provided.

intended improvement action is tied to empirical/research based evidence. -and- The improvement actions are specific, with a brief implementation plan (e.g., approximate dates of and person(s) responsible for implementation, and where in curriculum/activities and department/program they will occur

findings. -and- The improvements are somewhat specific (e.g., approximate dates, and where in curriculum/activities and department/program they will occur). -or- If no improvements are planned, then the program has provided a justification or rationale, such as: 1) increase the benchmark, or explain why the benchmark does not need to be increased; 2) state plans to focus on another area of concern for future assessments, 3) and work to monitor and maintain the current level of success for this outcome (i.e., "because" statements).

not clear. -or- The improvements are too general (e.g., we will add an assignment, we will do better next year). -or- No improvements planned and no justification or explanation given.

Criterion Score :

1.00

Comments on this criterion:

The improvement actions mentioned are too general and focus on improvements are planned for another course, which may or may not measure students' ability to critically evaluate and compare diverse perspectives. Since there is uncertainty regarding departmental benchmarks of student scores, it may be helpful to provide an implementation plan of dates, person(s) responsible, and curriculum changes/activities that may accurately measure this particular student learning outcome in the future.

APPENDIX H
LIST OF FACULTY PUBLICATIONS

Faculty Publications

2018

Behnoosh Ghaani Farashahi, Easter, Elizabeth, and Annett-Hitchcock, Kate (2018). Price and perceived product quality: a comparison of denim jeans in three price categories, *Journal of Fashion Marketing and Management: An International Journal*. 22(3): 369-386, <https://doi.org/10.1108/JFMM-10-2017-0104>.

LU, Y., Chen, Z.*, & Law, R. (2018) Mapping the progress of social media research in hospitality and tourism management from 2004 to 2014. *Journal of Travel and Tourism Marketing*, 35(2), 102-118. [*Graduate Student].

Swanson, J. & Cavender, R. (In Press- June 2018). Generational perceptions of prosperity on the niche tourism island destination of Ikaria, Greece. *International Journal of Tourism Anthropology* [Special issue on: Niche Tourism and Residents' Well-Being in Island Destinations].

Wei, Z., Lee, Min-Young, Shen, H. (2018). What Drives consumer in China to buy clothing online? Application of the technology acceptance model. *Journal of Textiles and Fibrous Materials*, 1, 1-10. <https://doi.org/10.1177/2515221118756791>,

Zhang, P., Levitt, J., DiPietro, R. B., & Meng, F. (2018). An analysis of food tourist behavior among unobserved heterogeneous groups, *Tourism Analysis*. Accepted. Books & Chapters (2018)

Edgell, D. & Swanson, J.R. (2018). *Tourism policy and planning: yesterday, today and tomorrow. Third Edition*. London: Routledge.

Other Peer-Reviewed Publications

Swanson, J.R. (2015). Future, tourism. In J. Jafari & H. Xiao (eds.), *Encyclopedia of Tourism*, Springer, DOI 10.1007/978-3-319-01669-6_365-1.

2017

Duffy, L., Kline, C., Swanson, J.R., Best, M., & McKinnon, H. (2017). Community development through agroecotourism in Cuba: An application of the community capitals framework. *Journal of Ecotourism*, 16(3), 203-221.

Jackson, V. and S. Wesley. Closing the Gap between faculty and industry professional's importance of student soft skill proficiency. *The Journal of American Academy of Business*, Cambridge 23(1): 54-60.

Miller-Spillman, K. A., Yoo, J.-J., Lee, M.-Y., Kim, Y. J. and Huffman, N. (2017), 'Dress and the Public, Private and Secret Self Model during Emerging Adulthood', *Fashion, Style & Popular Culture*, 4:3, pp. 383-401, doi: 10.1386/fspc.4.3.383_1.

Levitt, J. A., Meng, F., Zhang, P., & DiPietro, R. B. (2017). Examining factors influencing food tourist intentions to consume local cuisine, *Tourism and Hospitality Research*. doi: 10.1177/1467358417742687

Li, J., & LU, Y. (2017). A review on international publications on Chinese culture and Chinese tourist behavior. *Tourism Tribune*, 32(9), 70-78.

LU, Y. A model of expectancy motivation for business event tourism: Evidence from China. *Event Management*, 21(4): 481-486. (2017).

LU, Y. (2017). The concept of loyalty in hospitality and tourism: Theoretical development, practice and future research directions. *International Journal of Qualitative Research in Service*, 2(4), 308-324.

Miller-Spillman, K. A., J.-J. Yoo, M-Y Lee, Y. J. Kim, and N. Huffman, (2017), Dress and the Public, Private and Secret Self Model during Emerging Adulthood, *Fashion, Style and Popular Culture*, 4(3):383–401, doi: 10.1386/ fspc.4.3.383_1.

Park, H., Lee, Min-Young, & Koo, W. (2017). The four faces of apparel consumers: Identifying sustainable consumers for apparel. *Journal of Global Fashion Marketing*, 8(4), 298-312.

Reilly, A. and Miller-Spillman, K. A. (2016), 'Linking Dress and the Public, Private and Secret Self model to coming out', *Critical Studies in Men's Fashion*, 3(1), 7–15. DOI: 0.1386/csmf.3.1.7_1.

Spillman, K., Lee, Min-Young, Huffman, N. Yoo, J. & Kim, Y.J. (2017). Dress and the Public, Private and Secret Self Model during emerging adulthood. *Fashion, Style & Popular Culture*, 4(3), 383-401.

Wesley, S., Jackson, V & Lee, Min-Young (2017). The Perceived Importance of Core Soft Skills Between Retailing and Tourism Management Students, Faculty and Businesses. *Employee Relations*, 39(1), 79-99

Wei, W.*, LU, Y., & Hua, Nan. (2017). Attendees' user experience of social media technology during multiphase participation in conventions: A consumption values approach. *Event Management*, 21(3), 347-364. [*Graduate Student at Purdue University]

Wei, W.*, LU, Y., Miao, L, Cai, L., & Wang, C-Y. (2017). Customer-Customer interactions (CCIs) at conferences: An identity approach. *Tourism Management*, 59(20), 154-170. [*Graduate Student at Purdue University]

Cárdenas, D. A., Hudson, S., Meng, F., & Zhang, P. (2016). Understanding the benefits of school travel: An educator's perspective, *Tourism Review International*, 20(1), 29-39.

Duffy, L., Kline, C., Swanson, J.R., Best, M., McKinnon, W. (forthcoming in 2016). The Organiponico: Community capitals and urban farming in Cuba. *Journal of Ecotourism*.

Easter, E., Lander, D., Houston, T. (2016) Risk Assessment of Soils Identified Firefighter Gear. *Journal of Occupational and Environment Hygiene*, Article DOI: 10.1080/15459624.2016.1165823, Taylor & Francis.3/3016.

Lee, Min-Young, & Kang, J. (2016). Sustainability and management in fashion, design, and culture. *Journal of Global Fashion Marketing*, 7(2), 73-75.

Miller-Spillman, K. A., Lee, Min-Young, Graham, M*. & Cho, B*. (2016). Consumer groups for Ghanaian fabric products based on aesthetics and socially responsible shopping behavior. *Journal of Global Fashion Marketing*, 7(2), 120-131.

Li, J., & LU, Y. (2016). Chinese culture in tourist research: A review and comparison of Chinese and English studies in 1993-2012. *Tourism Review*, 71(2), 118-134.

Li, M., & LU, Y. (2016). Greenway as a project for happiness: Evidence from China. *Journal of Tourism Management and Hospitality*. 5(1), 1-5.

Lee, Min-Young, & Kang, J. (2016). Sustainability and management in fashion, design, and culture. *Journal of Global Fashion Marketing*, 7(2), 73-75.

Meng F., Zou, T., Li, H., Ren, Y, & Zhang, P. (2016). International tourism hub: function assessment and application. *Tourism Economics*, 22(6), 1225-1244. [SSCI Journal]

Wej, X., Meng, F., & Zhang, P. (2016). Chinese citizens' outbound destination choice: Objective and subjective factors. *International Journal of Tourism Research*, 19(1), 38-49. [SSCI journal]

Owusu-Amankwah, G.*, Swanson, J.R., Allen, J., Han, J., & Davis, A. (2016). Restaurant tax feasibility: Determinants of restaurant threshold price. *International Journal of Hospitality and Event Management*.

Reilly, A. and Miller-Spillman, K. A. (2016), 'Linking Dress and the Public, Private and Secret Self model to coming out', *Critical Studies in Men's Fashion*, 3(1), 7-15. DOI: 10.1386/csmf.3.1.7_1.

Zou, T., Meng, F., Li, H., Zhang, P., & Ren, Y. (2016). Research note: Assessment index of international tourism hubs. *Tourism Economics*, 22(2), 324-330. [SSCI Journal]

Cai, L., Wei, W., LU, Ying (Tracy), and Day, J.G. (2015). College students' decision making for study abroad – Anecdotes from a U.S. hospitality and tourism internship program in China. *Journal of Travel and Tourism Teaching* 15(1): 1-26.

Cavender, R. and Kincade, D. H. A luxury brand management framework built from historical review and case study analysis. *International Journal of Retail and Distribution Management: Special Issue on Luxury in the Supply Chain* 43(10/11): 29-31.

Choi, S-H., LU, Y., & Cai, L. (2015). Determination as a dimension of conative loyalty. *Annals of Tourism Research*, 51(3), 51-53.

Kline, C., Cardenas, D., Schneider, P., and Swanson, J.R. Using a Community Tourism Development Model to Explore Equestrian Trail Tourism Potential in Virginia. *Journal of Destination Marketing & Management* 4 (2): 79-87.

Lee, M-Y, Jackson, V. Miller-Spillman, K. A. & Ferrell, E. Female consumers' intention to be involved in Fair-Trade product consumption in the U.S.: The role of previous experience, product features and perceived benefits. *Journal of Retailing and Consumer Services* 23: 91-98.

McQuerry, M., Klausling, S., Cotterill, D., Easter, E. Post-use analysis of firefighter turnout gear: phases I, II, & III. *ASTM Journal of Testing and Evaluation*.

Miller-Spillman, K. A. American Civil War re-enactors' dress as a symbol of political beliefs. *Critical Studies in Men's Fashion* 2 (2-3): 163–182, doi: 10.1386/csmf.2.2-3.163_1.

Wesley, S., Lee, M. Y., Farashahi, B. G., & Parks, L. (2015). Exploring perceived product knowledge, credibility, and attractiveness of celebrity endorsers on influencing teen purchase intentions. *The Journal of American Academy of Business*, 21(1), 200-207.

Swanson, J.R., Liggett, D., and Roldan, G. Conceptualizing and enhancing the argument for port state control in the Antarctic gateway states. *Polar Journal*, 5(2): 361-385.

Wesley, S., Lee, M. Y., Farashahi, B. G., & Parks, L. (2015). Exploring perceived product knowledge, credibility, and attractiveness of celebrity endorsers on influencing teen purchase intentions. *The Journal of American Academy of Business*, 21(1), 200-207.

Books and Book Chapters

Swanson, J.R., Kline, C., Slocum, S.L. Exploring the Decision-making of the University SAVE Market. Chapter 5, pp. 66-79. IN S.L. Slocum, C. Kline, & A. Holden ed., *Scientific Tourism: Researchers as Travelers* (66-79). London: Routledge.

Other Research Publications

Brown, D. O & J. Wani. Sudan Tourism. In J. Jafari & H. Xiao (eds.), *Encyclopedia of Tourism*, Springer, DOI 10.1007/978-3-319-01669-6_1-1

Meng, F. & Zhang, P. (2015). Chinese outbound tourists' shopping behavior. In X. Li (Ed.), *Chinese outbound tourism 2.0* (229-243). Oakville, ON and Waretown, NJ: Apple Academic Press, Inc.

Swanson, J.R. (2015). Future, tourism. In J. Jafari & H. Xiao (eds.), *Encyclopedia of Tourism*, Springer, DOI 10.1007/978-3-319-016696_365-1.

Swanson, J.R. (2015). Future, tourism. In J. Jafari & H. Xiao (eds.), *Encyclopedia of Tourism*, Springer, DOI 10.1007/978-3-319-01669-6_365-1.

2014

McQuerry, M., Klausling, S., Cotterill, D., Easter, E. (2014) A post-use evaluation of turnout gear using NFPA 1971 standard on protective ensembles for structural firefighting and NFPA 1851 on selection, care and maintenance. *Journal of Fire Technology*, Article DOI: 10.1007/s10694-014-0446-x, Springer.11/25/14.

Brown, D. Spillman, K., Lee, Min-Young, & Lu, T. (2014). Factors influencing small tourism business performance: The case of Central Kentucky, United States. *Journal of Hospitality Marketing & Management*, 23(7), 768-789.

Brown, D., Swanson, J.R. (2014). Agritourism Activity Participation in Kentucky. *International Journal of Hospitality and Event Management*, 1(2), 135-146.

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Retailing and Tourism Management
College of Agriculture, Food and Environment
University of Kentucky

2018-2019 Periodic Program Review

Review Committee Site Visit January 23-25, 2019

Review Report Submitted on March 1, 2019 by:

Professor Ned Crankshaw, Review Committee Chair
& Chair of UK Department of Landscape Architecture

Dr. Barbara Frazier, Western Michigan University

Dr. Leslie Stoel, Miami University

Dr. Nicole Martin, UK Lewis Honors College

Mary Quinn Ramer, Visit Lex

Karla DiNardo, Oak Barrel Creative

Dr. Min-Young Lee, UK Department of Retailing and Tourism Management

Dr. Pei Zhang, UK Department of Retailing and Tourism Management

Amber Gray, UK Department of Retailing and Tourism Management

Nick Fazzino, UK Department of Retailing and Tourism Management



Executive Summary:

The Department of Retailing and Tourism Management incorporates two undergraduate programs – Hospitality Management and Tourism (HMT), and Merchandising, Apparel and Textiles (MAT), along with a graduate program which combines the two areas. With a complement of 11 faculty members, the department enrolls approximately 310 undergraduate and 11 graduate students (Fall 2017). All faculty/staff offices, a communal graduate student space, classroom space, and a textiles lab are contained within Erikson Hall, mainly on the third floor of the building.

Students demonstrate a strong sense of camaraderie and respect for the faculty/staff members. The student body is diverse in comparison with other CAFE degree programs. There is good alumni and industry participation on the Advisory Board and in students' events as well as support for internships and guest lectures. The facilities for the department are constrained in area and there is a need to evaluate the facilities' current use and consider additional space allocation for classrooms and student and faculty collaboration areas. Additionally, students expressed that the facilities are generic in their visual expression and could more vividly communicate the nature of the department's degree programs. There is some concern for faculty advancement to the rank of Full Professor and a potential need for increased clarity in communication about metrics for evaluation in the performance review and promotion review.

Graduate students would benefit from growth in enrollment in the onsite graduate program to achieve more robust student cohorts for courses, from a department effort to ensure the rigor of all graduate courses, and from involvement of graduate students in faculty research. The department has no Cooperative Extension component and may benefit from collaborative service efforts with CEDIK or other units in the College of Agriculture, Food and Environment.

The committee's review of the recommendations from the last Periodic Program Review indicates that the department has made strong progress in the intervening period.

Brief description of review committee process:

- Prior to the review, all committee members received and studied the Department of Retailing and Tourism Management (RTM) self-study document submitted by Dr. Vanessa Jackson, Department Chair of RTM.
- The review committee met for dinner Wednesday, January 23, to get to know one another.
- On Thursday, January 24, the committee met with the CAFE Dean and Executive Operations Council to receive its charge. Throughout the day, the committee met with Department Chair Jackson, MAT and HMT undergraduate students, RTM graduate students, and department faculty members. During dinner, the committee discussed the strengths and challenges of the department.



- On Friday, January 25, the review committee began with a working breakfast. Breakout groups met with the RTM Academic Coordinator and the RTM administrative support staff person. The entire committee met with members of the RTM Advisory Board, followed by a working lunch during which the committee developed the report outline and preliminary recommendations.
- The review ended on the afternoon of Friday, January 25, with the committee reporting preliminary recommendations back to the Dean and Executive Operations Council.
- The two external members and the committee chair drafted this report and then circulated it to all committee members for feedback. Committee members subsequently approved the report.

Brief statements on evaluation of quality and productivity:

Instruction –

Strengths:

Undergraduate programs

RTM undergraduate programs have strong enrollment. The RTM program has one of the largest undergraduate enrollments among departments in CAFE, with 310 students as of Fall 2017. The 2017-18 MAT enrollment was 15% higher than in 2013-14, while HMT enrollment is slightly lower over the same period. MAT has been successful in recruiting and retaining students from other states in the Academic Common Market.

High quality instruction. Assessment data of course quality presented in the RTM self-study reflects students' satisfaction with course and instructional quality. Strong leadership by the department chair and competent, caring faculty and staff contribute to a positive learning experience for students. Students perceive faculty to be knowledgeable in their subject areas and committed to supporting students. College and department chair support for faculty development contributes to professional growth and faculty satisfaction.

RTM learning environment. Students value the sense of belonging and camaraderie among students and faculty in RTM. They appreciate the small class sizes for most of their major classes. Classrooms and other spaces in Erikson Hall are sufficient to support learning. The food service facilities and Lemon Tree Restaurant are valuable in providing HMT students with experiential learning opportunities. MAT students also cited experiential aspects of the program such as field trips and hands-on projects as a strength of the major.

Curriculum is relevant and addresses current industry needs. Faculty and the academic coordinator have implemented an assessment plan to continually monitor curriculum offerings and evaluate student learning. Faculty take advantage of a diverse and committed industry advisory



board to guide curriculum content and improvement. MAT students noted that field trips and study tour experiences enhance the learning experience. Availability of travel scholarships is considered a positive aspect of the curriculum. Students also benefit from required internships.

Graduate program

The RTM master's degree is one of the earliest programs at the University to be offered fully online. The online program has been effective in attracting extension agents and students from out-of-state seeking to enhance their professional development. Enrollment appears to meet College and University expectations. Students perceive online courses to be challenging and satisfaction with the quality of the program has been high. Faculty who teach in the program are highly qualified and committed to creating a rigorous, valuable experience for online students.

The on-campus Master of Science degree offers options that enable students to tailor their capstone experience to personal and professional goals. Students can complete a thesis, non-thesis or internship option as part of their degree. The program offers opportunities for graduate students to work with faculty on research projects and participate in professional development activities such as co-authoring manuscripts and attending graduate research conferences.

Qualified, supportive, and caring faculty. Graduate students value faculty expertise and personal level of support that is offered by the graduate RTM faculty. Students are positive about the level of advising support while completing the program and beyond.

Assistantships are available to RTM graduate students. Due to a healthy department budget, large undergraduate enrollment, and textile research/industry support, the department has adequate opportunities to support on-campus master's students by offering teaching and research assistantships, which has a positive impact on recruiting and retention for the traditional MS program.

Challenges

Undergraduate programs

Program enrollment, retention and student satisfaction can benefit from targeted branding and marketing efforts. Students expressed concern about low visibility and lack of identity of their majors within the College and across the University. They were uncertain about their program's place in the College of Agriculture, Food and Environment, and felt that Erikson Hall was inferior when compared to other buildings on the campus. Articulating a clear image/brand for each major could be an attribute in recruitment efforts, student engagement, and alumni relations. Refining a strategic approach to recruitment that is coordinated with College and University efforts is also needed.

Although overall program enrollment is strong, there may be opportunities for growth in the MAT and HMT programs. HMT may have growth opportunities fueled by increasing demand



for hospitality graduates in the state. MAT could continue to experience growth from out-of-state recruiting efforts. Developing additional creative recruiting strategies that draw upon successful students and alumni is advised. Faculty/student ratios in RTM are currently high, and space and pedagogical issues may preclude adding more seats to current course sections. This warrants further investigation into the magnitude of demand and program capacity for each major.

More flexibility in completing courses in the undergraduate major. A majority of undergraduate course offerings are limited in terms of scheduling (i.e., one section of each class offered in a semester). There are few options for online and/or hybrid courses in the majors. Adding these options may serve to decrease time to graduation and increase student satisfaction. Students perceive that offering the required internship course only in the summer is a barrier to degree completion due to scheduling limitations and increased tuition costs.

Although considerable improvements in facilities have occurred since the last self-study, additional attention to making Erikson Hall **a more pleasant and user-friendly learning environment could have a positive impact on program enrollment, instructional quality, and student satisfaction.** Students, faculty, and staff noted that noisy classrooms due to heating equipment, a lack of a common area for students to socialize, study and collaborate and minimal food service choices diminished satisfaction with their learning and work space. Students especially noted that the building lacks an identity that is associated with the majors. They appreciate having a dedicated building for their major courses, but also feel isolated from other students/programs on campus. Analyzing potential disproportionate allocation of research/classroom space in the building may provide potential options for increasing classroom space, and/or creating an undergraduate student collaboration space. Continuing to find solutions to the mechanical issues that create noise in some classrooms is also needed.

Opportunities for curricular and extra-curricular improvement. As department leadership, faculty, and staff continue to evaluate and assess the curricula for MAT and HMT, several areas for improvement are noted. There may be additional areas of possible synergy between the MAT and HMT curricula, such as in entrepreneurship and professional development. Other areas for consideration include introducing more business-focused topics in lower level MAT courses, and placing more emphasis on the strategic application of retail buying concepts in upper level courses. The program may also consider investigating possible inclusion of honors sections in both majors.

First and second year students expressed a desire for more information on career opportunities earlier in their course of study. They sought more information on the types of careers available to graduates in their majors, and more focused advising to prepare themselves for careers.

In addition to the work currently underway to integrate soft skills into the curriculum, faculty should also continue to assess each course in the major to assure that content is current and relevant to industry trends by taking advantage of a committed and supportive advisory board. Students expressed a desire for more varied internship opportunities, especially in major cities



such as New York and Chicago. Continuing to support the RTM club and seeking ways to attract and support student leadership and membership in the organization is also recommended.

The faculty is encouraged to investigate current and future opportunities for accreditation in both majors. MAT should consider the benefits of applying for accreditation with the newly formed Textile and Apparel Programs Accreditation Commission.

Seek College and University resources to assist in strengthening alumni outreach and development efforts. The department needs to focus on efforts to build and maintain strong alumni relationships that support student learning, including internships, post-graduation job opportunities, class speakers, and scholarships. The department currently offers several opportunities to engage alumni and students including the annual fashion show and the networking dinner. Building on these successful events by developing a systematic and consistent communication strategy that will engage alumni in existing and new events is recommended to support philanthropy.

Graduate program

Graduate enrollment in online and traditional programs. Although the online master's program experienced strong enrollment in its first year, RTM should work to continue and strengthen marketing efforts in order to maintain/grow enrollment. While University employees may be a viable market for the program, it is important to continue to market the program to external audiences. As cohort groups in the traditional on-campus program are small, concurrent efforts to increase traditional enrollment may serve to strengthen the on-campus program.

Limitations to curriculum in the on-campus MS program. Students expressed a desire for opportunities to tailor their programs to their specific needs by having more choices in course offerings both within the RTM program and across the University. Examples of possible topics for inclusion in the RTM graduate program are courses in service management and buying/sourcing. Students also would like to see fewer barriers to enrolling in University courses outside of their major; for example in business and international topics. In addition, students expressed the desire for more rigor in their courses, especially in 500 level courses that are also offered to RTM undergraduate students. Rigor in the thesis process also needs to be enhanced. Additional internship and international exchange opportunities are desired to enhance the curriculum.

Limited opportunities for graduate students to strengthen teaching and classroom management experience. Graduate students expressed a desire to expand the teaching assistant role in courses to gain greater experience as potential future faculty.

Graduate students need more opportunities to gain research and professional academic experience. Graduate courses should be structured to offer graduate students the opportunity to build research and writing skills that prepare them to present and publish in an academic



environment. This could be accomplished by incorporating research-based outputs in each graduate course. Graduate students do not seem to be aware of faculty research activities, therefore efforts should be made to build graduate students' awareness of faculty research and engage them in research where feasible. Although support for attendance at professional conferences may be available, students need to be made aware of internal resources to fund travel to academic conferences where possible.

Facilities. The department recently created a workspace for graduate students, which the students greatly appreciate. The space is well-equipped with computers and printers, but does not offer private space for individual or collaborative work. As the department considers space allocation in Erikson Hall, graduate student needs should be considered.

Research -

Strengths:

Research DOE aligns well with the research outputs of current faculty. The most active researchers are allotted higher proportions of their DOE to research, freeing them from some service and instruction expectations.

Internal funding is available to support research activities such as data collection, travel, and conference registration.

Community impact of research is a strength for some current research.

Connections with industry partners through the Advisory Board are strong and these partners are supportive of applied research that serves the needs of the community.

Challenges:

Research evaluation standards for promotion, tenure, and annual review, in terms of metrics for quantity and quality, are not consistently clear to department faculty. This is most acute for pre-tenure faculty but also for mid-career faculty as they move to Full Professor. Additionally, the open source journals with strong impact factors, in which faculty would ideally publish, are expensive.

The **allocation of internal funds** to support conference travel and other research activities occurs on an ad-hoc basis, making it difficult for faculty to predict whether there will be funds available when needed, such as when a paper is accepted at a conference.

Faculty are challenged to find research funding that relates to their research expertise, resulting in faculty "**chasing the money**" rather than developing a focused stream of



research. Compounding this issue are the discrete research streams of faculty in the department and the loose ties of research to the vision and mission of the department and college. In addition, faculty are unfamiliar with research opportunities from local industry stakeholders.

Awareness of RTM faculty research programs is limited in the state, community, across campus, and among graduate students of the RTM program.

Faculty perceived there **is inadequate access to a seminar/meeting room** where faculty can sponsor research brown-bag meetings, hold research seminars, meet for research brainstorming sessions, and/or gather for other research-related activities and opportunities. It may be possible to reallocate space in Erikson to create a seminar/meeting room for research activities for RTM faculty and graduate students; one space to consider is the two large textile lab rooms which may have the capacity to accommodate additional department needs.

Service/Outreach/Extension –

Strengths:

Faculty members in RTM are currently involved in research that does or could benefit Kentucky communities and businesses. Tourism development with associated hospitality and retailing businesses is an economic sector with the potential for continuing growth in Kentucky. A few RTM faculty are currently working directly with regional economic development organizations and other faculty members have research agendas that could potentially benefit regional organizations if stronger links were made between the department and external organizations.

Soft skills expertise. Teaching in HMT and MAT includes the development of soft skills as an essential attribute of successful hospitality and merchandising. Rural economic development organizations and extension specialists in CEDIK note that soft skills development for tourism and retail businesses and their employees is an area of need in the state.

Challenges:

RTM faculty members are not connected with Cooperative Extension through extension assignments or collaboration with extension faculty in other departments. Potential collaborations exist with CEDIK; Equine Science and Management; Distillation, Wine and Brewing; and possibly others.



Recommendations:

1. **Develop a strategy to build and communicate department and program brand identity.** The combination of two former departments into one department with two different degree programs at both the undergraduate and graduate levels, and all three programs being described by three initials leads to a confusing brand identity. The department might evaluate simplified program names, or develop ways to better brand the existing names in promotional materials. The department should be proactive in identifying and establishing a brand identity that expresses the distinctive characteristics of each major, while identifying the core that holds them together. That future brand identity should be incorporated into a communication strategy that communicates it to stakeholders.
2. **Evaluate capacity and opportunities for undergraduate enrollment growth.** With increased outreach and communication about the department's two undergraduate programs, enrollment growth is possible. The department should evaluate the instructional capacity of the faculty and the allocation of facilities as it contemplates potential enrollment growth. In addition, developing a more robust graduate program may affect the capacity of the faculty to teach additional undergraduate students.
3. **Develop mechanisms to work collaboratively in Cooperative Extension programming.** Hospitality and Tourism has a logical connection to the work of CEDIK. RTM faculty members with appropriate research interests could potentially work collaboratively on service or research projects with CEDIK faculty and staff as a preliminary move toward the possible later development of an extension appointment in RTM.
4. **Examine the undergraduate curricula and make appropriate enhancements.** Curricular areas that may need review include industry specific topics and methods, the level of rigor of upper level undergraduate courses, and improvement of scheduling flexibility for students. Evaluating the curricula in view of potential accreditation may be a consideration for the department.
5. **Enhance Erikson facilities.** Facilities improvement has a spatial/social aspect to provide adequate teaching and learning space and foster community for both undergraduate and graduate students. Facilities improvements also have an aesthetic/communications aspect to convey more vividly the fashion and tourism aspects of the department and its students' future careers.
6. **Enhance faculty development and productivity.** Faculty development could be enhanced with a program of collaborative faculty mentoring, clarifying research productivity expectations in the department, developing collaboration opportunities with faculty members in other departments, and increasing visibility of faculty research internally and externally. Encourage faculty to include information in their research statements that allows reviewers to understand research quantity and quality, such as length of time from submission to publication in journals in which the author publishes,



the impact factor of the best journal in the field, average number of publications per year of people in the field, or other measures.

7. **Formalize process for development of alumni relations and philanthropic efforts.** The department's active Advisory Board, alumni, and industry connections support student enrichment activities and provide a valuable external network for faculty. The department could work more closely with CAFE philanthropy to translate the loyalty of these supporters and additional alumni into greater financial support for department initiatives.
8. **Continue to enhance the graduate program.** Increasing onsite graduate enrollment would allow the development of more robust cohorts for graduate level courses. Other recommended enhancements include increasing graduate student research opportunities, increasing rigor of coursework, and developing diverse opportunities for professional experiences. Greater interaction between online and onsite students could help overcome some of the limitations of the small onsite cohort size.

Date:	January 23, 2019
Day 1:	Wednesday

12:00 – 5:00 pm	<p>Reviewers external to UK travel to Lexington</p> <p>Dr. Frazier arrives at Bluegrass Airport at 10:25 AM. Dr. Stoel drives to Lexington from Oxford, OH.</p> <p>Hotel shuttle transports Dr. Frazier from airport to Campbell House Inn (1375 S Broadway, Lexington, KY 40504).</p>
6:15 pm	<p>Tricia Coakley transports Drs. Frazier and Stoel from Campbell House Inn to Malone's Restaurant (3735 Palomar Centre Dr., Lexington, KY 40513). Reservation is under College of Agriculture, Food and Environment.</p>
6:30 – 8:00 pm	<p>Review Committee has dinner and working session. Group is joined by Director of Graduate Studies, Scarlett Wesley. Tricia Coakley returns Drs. Frazier and Stoel to Campbell House Inn.</p>

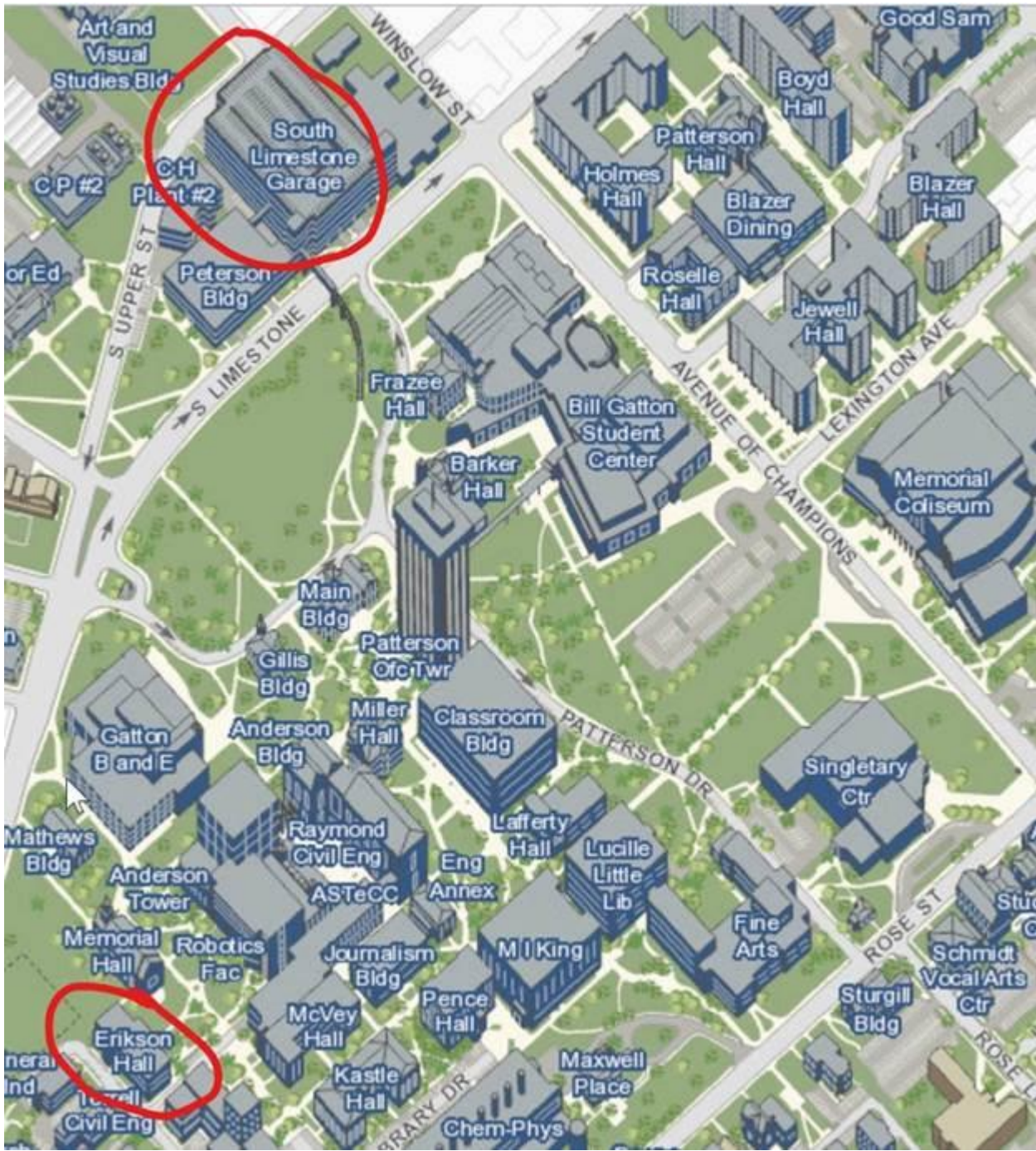
Date:	January 24, 2019
Day 2:	Thursday

7:15 – 8:15 am	<p>Breakfast on own. Hotel guests dine at Campbell House Inn.</p>
8:15 – 8:45 am	<p>Local committee member transports hotel guests from Campbell House Inn to Erikson Hall. Other external guests park in structure #5 on South Limestone (map attached). Committee members who are not UK employees will receive a voucher to use upon exiting the garage.</p>
9:00 – 10:00 am	<p>Meet with College of Agriculture, Food and Environment Dean Nancy Cox, and Associate Dean for Faculty Resources, Planning and Assessment Sandra Bastin. Erikson Hall, room 128 Committee receives their charge from Dean Cox and Dr. Bastin reviews rules and procedures.</p>
10:15 – 11:15 am	<p>Meet with Associate Deans and select members of Dean's Executive Operations Council in Erikson Hall, room 128. Dr. Larry Grabau, Instruction Dr. Bob Houtz, Research Dr. Gary Palmer, Extension Dr. Orlando Chambers, Administration Dr. Sandra Bastin, Faculty Resources, Planning and Assessment Pamela Gray, Senior Director of Philanthropy</p>

11:30am – 12:15pm	Meet Dr. Jackson, department chair, in 128 Erikson Hall for a departmental facility tour and discussion.
12:15 – 12:55 pm	Break and Committee lunch in 128 Erikson.
1:00 – 1:45 pm	Visit with Hospitality Management and Tourism undergraduate students, Erikson Hall, room 305 (departmental faculty/staff committee members recused).
2:00 – 2:35 pm	Visit with Merchandising, Apparel and Textiles undergraduate students, Erikson Hall, room 305 (departmental faculty/staff committee members recused).
2:35 – 2:45 pm	Break
2:45 – 3:45 pm	Meet with departmental graduate students and Post-Doctoral Scholars, Erikson Hall room 128, (departmental faculty/staff committee members recused).
3:45 – 4:45 pm	Meet with departmental faculty, Erikson Hall, room 128.
4:45 pm	Selected local committee member transports external guests to Campbell House Inn.
5:30 – 7:30 pm	Working dinner at Campbell House Inn for all committee members.

Date:	January 25, 2019
Day 3:	Friday

7:15 – 7:45 am	Drs. Frazier and Stoel check out of hotel and travel to campus in Dr. Stoel's car. External guests park in structure #5 on South Limestone. Dr. Frazier may leave bags with hotel concierge for pick up by airport shuttle.
8:00 – 9:00 am	Working breakfast with review committee, Erikson Hall, room 128. Two committee members assigned by committee chair will meet with departmental staff person in a breakout room of Erikson Hall.
9:00 – 10:00 am	Review Committee meets with departmental Advisory Board, Erikson Hall, room 128.
10:00 – 10:15 am	Break
10:15am – 2:30pm	Working session and lunch, Erikson Hall, room 128.
2:00 pm	Hotel shuttle transports Dr. Frazier from Erikson Hall to Bluegrass Airport at 2:00 pm for 3:49 pm departure.
2:30 – 3:30 pm	Committee presents preliminary findings to Dean and Executive Operations Council of the College of Agriculture, Food and Environment, Erikson Hall, room 128.



College/Unit: Retailing and Tourism Management

Date: August 7, 2019

Recommendation/ Suggestion	Source I/E/H *	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
<p>1. Develop a strategy to build and communicate department and program brand identity. The combination of two former departments into one department with two different degree programs at both the undergraduate and graduate levels, and all three programs being described by three initials leads to a confusing brand identity. The department might evaluate simplified program names, or develop ways to better brand the existing names in promotional materials. The department should be proactive in identifying and establishing a brand identity that expresses the distinctive characteristics of each major, while identifying the core that holds them together. That future brand identity should be incorporated into a communication strategy that communicates it to stakeholders.</p>	E	Accept	Establish a clear brand identity of the Department, and increase visibility. 2 years	<p>Establish a task force to evaluate and develop our new brand (advisory board members, faculty, and students). Over time, implement the recommendations of this taskforce.</p> <p>Create key messages, strategies and supporting assets that express/communicate our curriculum and department.</p> <p>Evaluate space allocations to support the value of our brand.</p>	Summer 2019-2021

<p>2. Evaluate capacity and opportunities for undergraduate enrollment growth. With increased outreach and communication about the department's two undergraduate programs, enrollment growth is possible. The department should evaluate the instructional capacity of the faculty and the allocation of facilities as it contemplates potential enrollment growth. In addition, developing a more robust graduate program may affect the capacity of the faculty to teach additional undergraduate students.</p>	E	Accept	<p>Assess marketing and promotional efforts to increase enrollment, and current instructional and facility capacity versus need for additional capacity to support increased enrollment. 6 years</p>	<p>Create marketing tools for social media, increase signage throughout building, explore articulation agreements with other institutions, explore college transition opportunities, assess capacity of faculty and facilities toward increased enrollment.</p>	<p>Summer 2019-2024</p>
<p>3. Develop mechanisms to work collaboratively in Cooperative Extension programming. Hospitality and Tourism has a logical connection to the work of CEDIK. RTM faculty members with appropriate research interests could potentially work collaboratively on service or</p>	E	Accept	<p>Determine the feasibility of in-house extension personnel. 2 years</p>	<p>Explore collaborations across CAFE departments; Assess opportunities for adding Extension DOE to existing faculty;</p> <p>Determine feasibility of additional faculty with major Extension responsibilities.</p> <p>Consider allowing a faculty member from the department to have extension DOE.</p>	<p>May 2019-December 2021 Contingent upon approval of the dean and identified funding source.</p>

<p>research projects with CEDIK faculty and staff as a preliminary move toward the possible later development of an extension appointment in RTM.</p>				<p>Determine feasibility of funding Extension faculty/staff position. If feasible, begin developing job description and begin search.</p>	
<p>4. Examine the undergraduate curricula and make appropriate enhancements. Curricular areas that may need review include industry specific topics and methods, the level of rigor of upper level undergraduate courses, and improvement of scheduling flexibility for students. Evaluating the curricula in view of potential accreditation may be a consideration for the department.</p>	<p>E</p>	<p>Accept</p>	<p>Determine undergraduate curricula enhancements to increase program competitiveness. 3 years</p>	<p>Conduct a comprehensive evaluation of comparable programs to see what graduate and undergraduate curriculum gaps and rigor in courses may exist.</p> <p>Determine feasibility and how to include more industry specific topics and methods in undergraduate and graduate curricula.</p> <p>Determine feasibility/need to embed more social causes into the curriculum such as sustainability, green initiatives, diversity, human trafficking, etc.,</p> <p>Develop plan of action to include/embed more social causes into the curriculum</p> <p>Examine the feasibility of embedded certifications into courses and programs.</p> <p>Develop plan of action to embedded certifications into courses and programs.</p>	<p>Summer 2019-2021</p>

<p>5. Enhance Erikson facilities. Facilities improvement has a spatial/social aspect to provide adequate teaching and learning space and foster community for both undergraduate and graduate students. Facilities improvements also have an aesthetic/communications aspect to convey more vividly the fashion and tourism aspects of the department and its students' future careers.</p>	E	Accept	<p>Examine space utilization and revitalization of heating and cooling systems. 1 year</p>	<p>Work with the College and University to reorganize the space use of the building.</p> <p>Work with branding task force indicated in recommendation 1 to identify and implement opportunities for esthetics improvements that support department/field identity in key areas of the building.</p> <p>Convey to the College and University the importance of an environment that is comfortable to student learning. Replace and/or renovate heating and air conditioning (noise from current heating and air conditioning does not allow students to concentrate and impedes learning).</p>	June 2019- June 2020
<p>6. Enhance faculty development and productivity. Faculty development could be enhanced with a program of collaborative faculty mentoring, clarifying research productivity expectations in the department, developing collaboration opportunities with faculty members in other departments, and increasing visibility of faculty research internally and externally. Encourage faculty to include information in their research</p>	E	Accept	<p>Address faculty productivity and development through:</p> <ul style="list-style-type: none"> - Mentoring - Communicating expectations of research productivity - Collaboration inside and outside of department <p>6 years</p>	<p>Establish methods of communicating research successes among faculty, including seminars with graduate student participation.</p> <p>Identify methods to increase collaborative research among faculty.</p> <p>Determine opportunities for faculty research collaboration with industry partners.</p> <p>Appoint faculty committee to</p>	Summer 2019-2024

<p>statements that allows reviewers to understand research quantity and quality, such as length of time from submission to publication in journals in which the author publishes, the impact factor of the best journal in the field, average number of publications per year of people in the field, or other measures.</p>				<p>develop peer mentoring plan (including relationships outside of the department or college)</p> <p>Include roundtable discussions of faculty productivity expectations in faculty meetings at least annually, and develop a standard statement that can be included in narrative statements to address research productivity dimensions as indicated in the committee recommendations.</p>	
<p>7. Formalize process for development of alumni relations and philanthropic efforts. The department's active Advisory Board, alumni, and industry connections support student enrichment activities and provide a valuable external network for faculty. The department could work more closely with CAFE philanthropy to translate the loyalty of these supporters and additional alumni into greater financial support for department initiatives.</p>	E	Accept	<p>Determine how to build relationships with CAFE Office of Philanthropy and Alumni. 2 years</p>	<p>Develop a consistent strategy to maintain ongoing communication with the advisory board.</p> <p>Develop a consistent strategy to maintain relationship with Office of Philanthropy and Alumni.</p> <p>Determine feasibility of RTM access to alumni database. Follow by using the database to build contact list to include them in activities in the department.</p>	<p>Summer 2019-and ongoing</p>
<p>8. Continue to enhance the graduate program. Increasing onsite graduate enrollment would allow the development of more robust cohorts for graduate level courses. Other recommended enhancements</p>	E	Accept	<p>Determine methods of increasing graduate student enrollment both face-to-face and online. 3 years</p>	<p>Identify methods necessary to create more research opportunities between faculty and graduate students.</p> <p>Identify methods to create international collaboration for both</p>	<p>2019-2021</p>

<p>include increasing graduate student research opportunities, increasing rigor of coursework, and developing diverse opportunities for professional experiences. Greater interaction between online and onsite students could help overcome some of the limitations of the small onsite cohort size.</p>				<p>traditional and online graduate programs.</p> <p>Determine ways to increase interaction between online and face-to-face graduate students.</p> <p>Examine graduate courses for rigor and in-depth learning.</p>	
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* 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: Vanessa L. Jackson Unit Head Supervisor Signature: Nancy M Cox

Date: 10-28-19