

**Department of Retailing & Tourism Management
Program Review Implementation Plan**

Recommendation/Suggestions:

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

Assessment Method: The department chair's participation in leadership training

Results: The Dean has provided the chair with funding for Lead 21.

Analysis of Results and Reflection: The chair has attended one session related to leadership development and has had numerous assignments that have benefited her leadership development skills.

Ongoing Improvement Actions: The chair will attend the second session in October, 2015.

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

Assessment Method: Chair participation in the Chair Academy, monthly chairs' meetings, monthly dean's meetings, etc.

Results: The chair has been attending all meetings and has joined a lunch meeting of chairs. Chairs meet and discuss various topics and are planning to have speakers when possible.

Analysis of Results and Reflection: The chair has gained valuable insight into the leadership qualities of exemplary chairs.

Ongoing Improvement Actions: The chair will continue to attend the Chair Academy, monthly chairs' meetings, monthly dean's meetings, etc.

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

Assessment Method: Compiled evidence of accomplishments

Results: The chair requests faculty and the academic coordinator to submit accomplishments that occur throughout the year. The chair also provides resources necessary to enhance creative productivity of students and faculty. The website is updated regularly to provide new information related to faculty and student accomplishments. The

academic coordinator has developed a Facebook page to communicate student and faculty achievements. Bulletin boards, display cases, and large pictures on third floor of Erikson Hall are updated with faculty and student work. Departmental accomplishments are distributed to faculty and HES director; recruitment materials reflect our accomplishments.

Analysis of Results and Reflection: Responses from faculty and students and potential students are very positive. This also helps faculty to think more positively about each other and the department.

Ongoing Improvement Actions: Third floor of Erikson will continue to be a visual display of positive accomplishments of the department, students and faculty. Also, we continue to post information on the website for potential students to see. Our academic coordinator continues to participate in recruiting trips and utilize information related to student, faculty, and department accomplishments. The chair will continue to request accomplishments from faculty and 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.

Assessment method: The chair has established a mentoring relationship with faculty who are willing. The chair met with most faculty during the summer of 2015 and at the beginning of the semester to discuss their goals and aspirations. The chair also met with the departmental secretary to determine what type of classes could enhance her skills in secretarial and budgeting responsibilities. The chair also asked faculty to visit with CELT and the chair to help improve their courses and teaching strategies.

Results: Two faculty are preparing for tenure and promotion to associate professor; three associate professors are focusing on full professor possibilities. The chair has worked with them to layout strategies useful in accomplishing their goals.

Analysis of results and reflection: Some faculty members were resistant to help, while others welcomed it. Those interested in accomplishing their goals work together more on research and publishing. Our secretary participated in the Southern Association of College and Business Officers (SACUBO) program and received her certificate of completion. She will also participate in the UK Business Procedures Certification Series program.

Ongoing Improvement Actions: No formal faculty mentoring program has been identified, however, the chair will continue to work with faculty to nurture their potential for promotion and tenure.

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.

Assessment Method: Improved teaching evaluation scores, use of CELT, and mapping of curriculum to make sure student learning outcomes are achieved and teaching pedagogy are improved.

Results:

- **Improve teaching evaluation scores.** The chair met with each faculty that had scores lower than 3 before the semester began. Their syllabi were reviewed determine how course learning outcomes could be achieved; and courses were revised to provide an increase in application of information rather than just exams and quizzes. The need to increase the use of blackboard technology which offers the ability to create discussion board activities was determined, as well as the need to add more experiential learning outside the class and the utilization of other sources than just the books. Lastly, the use of midterm evaluations was discussed with these faculty members.
- **Use of CELT:** Faculty with low teaching scores were required to meet with CELT to review changes to courses
- **Map curriculum:** The department utilized the academic coordinator to help with mapping of classes. A curriculum committee has been established that consists of the DGS, UGS, internship coordinator, and the academic coordinator. The academic coordinator discussed in the need to revise the SLO's pretest and posttest measures. We are working on that now.

Analysis of results and reflection: Some faculty members are resistant to help when it requires changing teaching strategies and/or adding new ways of engaging students.

Ongoing Improvement Actions: The chair will review teaching evaluation scores every semester for improvements in scores.

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.

Assessment Method: Implementation of a formal peer review and mentoring program

Results: A system of formal peer review and mentoring has not been implemented.

Analysis of results and reflection: Faculty members are very resistant to peer review. Instead, the Chair developed a relationship with individual faculty members and worked with them to improve their teaching pedagogy. This system has worked out well for both the chair and the faculty. One faculty member has been visiting colleagues' classes to learn different teaching strategies.

Ongoing Improvement Actions: The chair will continue to mentor individual faculty members to improve teaching pedagogy.

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

Assessment Method: Use of CELT by various faculty members

Results: Three faculty have used CELT on a regular bases. One faculty has been awarded an eLearning Innovation and Design Lab (2014-2015) and another received Faculty Fellow (2014-2015) Presentation U.

Analysis of Results and Reflection: Some faculty are not interested in improving their teaching skills by visiting with CELT advising staff. Typically, faculty that have been here many years are not interested in using available resources, while those who really have a vested interest in student engagement do so.

Ongoing Improvement Actions: CELT will conduct workshops at faculty meetings on different aspects of teaching.

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

Assessment Method: The creation and implementation of clearly defined assessment methods for learning outcomes and curriculum mapping

Results: The curriculum committee and the academic coordinator provided input into the development of an assessment method for learning outcomes.

Analysis of Results and Reflection: Analysis is not possible until the new assessment methods and curriculum map have been implemented.

Ongoing Improvement Actions: This fall the department is reviewing the assessment tools and making changes to the student learning outcomes document due to revisions in course requirements and some course content.

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

Assessment Method: Revision of assessment tools.

Results: We will be revising the assessment tools based on the revision of department goals and learning outcomes, and the addition of new courses.

Analysis of Results and Reflection: Assessment tools will be used in Spring 2015 to collect new data that will be used to evaluate student learning.

Ongoing Improvement Actions: We will continue to evaluate our tools used for assessing student learning to make sure they (our students) are getting the knowledge needed to be competitive in the global work world.

10. Explore external partners to help with curriculum development

Assessment Method: The creation of an advisory board

Results: The department has implemented an advisory board that consist of the president of the National Tour Association, vice president of tourism marketing at VisitLex, Target store manager, Buffalo Trace manager, and RNJ jewelry company, as well as student and faculty representatives.

Analysis of Results and Reflection: The advisory board has been used to help with curriculum improvements. It is now being used to develop fund raising activities.

Ongoing Improvement Actions: The department will continue to utilize the advisory board in curriculum development.

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

Assessment Method: Review the Academic Coordinator (AC) job description

Results: The Academic Program Coordinator and department chair reviewed the AC job responsibilities. The AC is doing an exceptional job in her position. Evidence of fulfilling job requirements include: Advising department chair and the Directors of Undergraduate and Graduate Studies in areas of accreditation, program review, and curriculum; taking full responsibility for teaching one course per semester at the 100 – 200 level; developing the mapping of courses for extended years; helping develop goals and student learning outcomes for the programs; creating reports for GCCR and working with instructors to make sure courses fulfill GCCR requirements; advising freshman and sophomores in HMT and MAT; developing communications, marketing, and outreach plan for undergraduate and graduate programs by updating advising materials; updating the department's undergraduate web pages; conducting program assessments; conducting in-person, e-mail, and web-based communications with students; and managing student recruitment.

Analysis of Results and Reflection: The academic coordinator has been a true asset to the department. Her commitment to accomplishing her job requirements has created greater visibility of the department.

Ongoing Improvement Actions: Continue to monitor AC's progress.

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

Assessment Method: Evaluation of responsibilities of staff associate

Results: The responsibilities of the staff associate have changed since the hiring of an academic coordinator. The staff associate was responsible for maintaining the phone;

input of courses into the academic system; handling changes in courses, course scheduling and room assignments; and maintenance of budgeting and account reconciliations. The staff associate is now responsible only for budgets and the front desk, and work standards have improved. During the summer 2013, the staff assistant took Excel courses to enhance her skills regarding the budget process. During summer 2014, she participated in the SACUBO professional development program, and in fall of 2014, she enrolled in the UK Business Procedures Certification series.

Analysis of Results and Reflection: As the result of a reduced work load and several training sessions, the staff associate is more productive and her skills have greatly improved.

Ongoing Improvement Actions: The chair will continue 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.**

Assessment Method: Development of a departmental recruitment and retention plan

Results: The department has not yet developed a recruitment and retention plan, nor has it actively pursued relationships with the above identified organizations.

Analysis of Results and Reflection: The department has been aggressively working to improve our curriculum and course offerings, recently hired a new faculty in MAT, and is in the process of hiring a new lecturer in HMT.

Ongoing Improvement Actions: As soon as curriculum and course offerings have been revised and improved, the department will actively begin to devise a recruitment and retention plan.

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

Assessment Method: Faculty willingness to develop inter-department research collaborations and external networking with an emphasis on multi-institutional and multidisciplinary activities.

Results: Faculty has begun to do more collaborative research projects with other institutions and departments, as well as among themselves.

Analysis of Results and Reflection: Faculty have submitted and presented more domestic and international presentations, along with an increase in the number of publications in collaboration with faculty from other institutions. Some international research collaborations have also started to occur.

Ongoing Improvement Actions: We will continue to use funds when available to increase collaborations domestically and internationally. As a department, we have charged our advisory board to help us raise funds to increase our research productivity.

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

Assessment Method: Submission of Hatch proposals

Results: The new Associate Dean for Research has recently indicated a possible opportunity to receive these funds. The department is working with the Director of the School of Human Environmental Sciences (HES) to determine how we might apply for those funds.

Analysis of Results and Reflection: No concrete results have been realized to date.

Ongoing Improvement Actions: The chair and faculty will continue to work with the Associate Dean for Research and the Director of the School HES to submit proposals for Hatch funding.

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

Assessment Method: Completion of renovations to the third floor of Erikson Hall

Results: Renovations have been completed on the third floor of Erikson Hall.

Analysis of Results and Reflection: Rooms with heating and cooling have been improved. New blinds in the classrooms were installed on October 3, 2015 and heating and cooling units have been replaced in the renovated classrooms.

Ongoing Improvement Actions: This recommendation is complete.

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

Assessment Method: Creation of a common area on the third floor of Erikson Hall

Results: Renovations to the third floor of Erikson Hall have provided a small common area, which began to be used the week of September 21, 2015.

Analysis of Results and Reflection: Scheduled faculty meetings and other activities will be held in this room.

Ongoing Improvement Actions: To further encourage collegial community engagement, an off campus activity for the department is scheduled at the beginning of each semester.

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

Assessment Method: Creation of private office space for graduate students

Results: Renovations to the third floor of Erikson Hall have provided an area with computers dedicated to graduate student use.

Analysis of Results and Reflection: There is no additional space available for private grad student offices.

Ongoing Improvement Actions: This recommendation is complete until additional space is identified for the RTM Department.