

**Department of Retailing & Tourism Management  
2013-2014 Implementation Plan Report**

**Recommendation/Suggestions:**

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

**Assessment Method:** Programs designed to augment the chair's leadership skills

**Results:** The Dean has agreed to provide Chair with funding for Lead 21.

**Analysis of Results and Reflection:** LEAD21 is designed to meet the needs for department heads and chairs, and others in land grant universities' colleges of agricultural, environmental, and human sciences and NIFA. These classes work to increase awareness of leadership strengths, weaknesses, and styles, and teach various leadership skills and tools. Lead 21 classes will benefit the chair.

**Ongoing Improvement Actions:** The chair will submit an application when the enrollment for Lead 21 is opened for 2015. The chair will take advantage of any additional programs that arise in the future.

**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:** Attendance at monthly chair's and Dean's meetings

**Results:** The chair has been attending all meetings as required. Additionally, the chair has identified mentors and meets with him/her regularly.

**Analysis of Results and Reflection:** Attendance of monthly meetings and mentoring by other chairs have enhanced the chair's ability to perform her job effectively.

**Ongoing Improvement Actions:** The chair will continue to attend all monthly chairs' and Dean's meetings, as well as meet with mentors.

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

**Assessment Method:** Continue to monitor and provide evidence of accomplishments. The chair will continue to request from faculty and academic coordinator accomplishments that occur throughout the year. The Chair will continue to provide resources necessary to enhance creative productivity of students and faculty.

**Results:** Link with Ag communication to promote department, faculty and student accomplishments. Articles were written regarding the ranking of both programs; articles written regarding student accomplishments; website up-dates to post accomplishments of department, faculty and student accomplishments.

Increase visibility of accomplishments on department, faculty and student accomplishments using bulletin boards, display cases and large pictures on third floor of Erikson hall; distribution of accomplishments to faculty and director; recruitment materials reflects our accomplishments.

**Analysis of Results and Reflection:** Response from faculty and students and potential students are very positive. The emphasis on the positive accomplishments strengthens the potential of new students. Also, helps faculty to think more positively about each other and the department.

**Ongoing Improvement Actions:** Third floor of Erikson is a visual display of positive accomplishments of the department, students and faculty. The department purchased a camera to take pictures of student work. We will continue to develop posters of their work and display on the bulletin boards and display cases. Also, we will continue to post information on the website for potential students to see. Our academic coordinator will continue to participate in recruiting trips and utilize information related to student, faculty and department accomplishments.

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

**Assessment method:** Chair met with each faculty during the summer of 2013 to discuss their goals and aspirations. The chair also met with the department secretary to determine what type of classes she could use to enhance her skills as secretarial and budgeting responsibility. As chair, I also asked faculty to visit with CELT and myself to help them 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. I have worked with them to layout strategies useful in accomplishing their goals.

**Analysis of results and reflection:** Some faculty was 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:** For faculty mentoring program, Chair will investigate what is done in other departments on campus and at benchmark institutions. Professional staff will continue to be directed toward professional development

opportunities on campus. Continue to work individually with faculty to motivate their interest in the department and students.

### **Develop a long range plan for achieving excellence in teaching pedagogies.**

**Assessment Method:** Improve teaching evaluation scores  
Conduct regularly teaching peer reviews  
Use of CELT  
Map curriculum  
Develop clearly defined assessment methods for learning outcomes  
Explore external partners to help with curriculum development

**Results: Improve teaching evaluation scores:** During faculty meeting, the department approved setting a goal of 3.0 for department as the minimum teaching evaluation score. As chair, I met with each faculty who had scores lower than 3 before the semester began. Reviewed syllabi to determine how course learning outcomes could be achieved; revised courses to provide an increase in application of information rather than just tests and quizzes. Increased the use of blackboard technology suggesting increase in discussion board activities, increase the use of experiential learning outside the class; increase the use of sources other than just the books. Lastly, suggested the use of midterm evaluations.

**Conduct regularly teaching peer reviews:** Not implemented. Faculty resistant to peer review process.

**Use of CELT:** Faculty with low teaching scores were required to meet with CELT to review changes to courses

**Map curriculum:** The department has utilized the academic coordinator to help with mapping of classes. We have established a curriculum committee that consists of the DGS, UGS, and one faculty from each department. This committee meets regularly to review and continue to strengthen course offerings. We have also revised each program to create a greater linkage between the programs (courses that can be taken by students in both programs).

**Analysis of Results and Reflection:** While several recommendations made by the chair are currently in place, the recommendation to implement a midterm teaching evaluation has not yet been implemented because the midterm point in the semester has not yet been reached.

**Ongoing Improvement Actions:** The chair will continue to follow-up on the other recommendations.

**Course teaching evaluations that are below the college average should be addressed in a timely fashion.**

**Assessment Method:** The chair met with each faculty member who had scores lower than 3 before the semester began and some who asked for help. Syllabi were reviewed to determine how course learning outcomes could be achieved and courses were revised to provide increases in application of information rather than just tests and quizzes. Recommendations were:

Increase the use of blackboard technology suggesting increases in discussion board activities; increase the use of experiential learning outside the class.

Increase the use of sources other than just the books.

Consultation with CELT.

Strongly suggested use of mid-term evaluations from students to seek additional feedback.

**Results:**

Each faculty revised course syllabi to provide more activities that were application rather than just lecturing and testing.

Faculty implemented changes.

Follow-up review of revisions.

Reviewed student evaluation process and scores to assess satisfaction of students with changes.

**Analysis of Results and Reflection:** The faculty who had low scores had not used CELT. They were advised to do so and did. They also completed the changes and implemented them. Faculty who did not have low scores but wanted advice on their courses indicated the students really liked the way the courses were being taught and were enjoying the activities. Both faculty who ask for help and those that needed help realized it takes a great deal of effort to construct a class. All but one (the one who really needed the help) were excited about making the changes. The chair also recommend mid-semester student evaluations to see if changes accomplished needed outcomes. She will meet with faculty to discuss problems with changes and propose other needed revisions.

**Ongoing Improvement Actions:** Chair will continue to follow-up with faculty to make sure they continue to make improvements in their teaching strategies. Chair will continue to use CELT as a source of training and advising for teaching improvements.

**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:** Determine what are the goals of faculty and work with each of them individually and collectively to achieve their goals. Two faculty members are working toward tenure and promotion to associate professor and three are seeking promotion to full professor.

**Results:** As chair, I met with each of the faculty to discuss strategies to successfully achieve their goals. Faculty demonstrated a willingness to discuss their situation and to work harder. One seems to have had a serious reality check as to where they are and what it will take to make full professor. The other two are confident they can accomplish what is needed to advance to full professor.

**Analysis of Results and Reflection:** Faculty seems to do better when they have specific goals to work toward.

**Ongoing Improvement Actions:** As chair, I will continue to seek methods to continue to motivate faculty to pursue their career for the good of the department and the students.

**Continue to use the Center for Teaching and Learning.**

**Assessment Method:** Increase various faculty use of CELT

**Results:** Three faculty have used CELT on a regular bases. One faculty has been awarded **eLearning Innovation and Design Lab** (2014-2015) and **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. Typically, faculty that have been here many years are not interested in using resources available, while those who really have a vested interest in student engagement do so.

**Ongoing Improvement Actions:** Next step is to have CELT conduct workshops at faculty meetings on different aspects of teaching.

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

**Assessment Method:** Develop an assessment method 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. Each course instructor developed questions which reflects what the student should know when they complete the specific course. The academic coordinator developed an assessment tool that includes a set of questions for each program.

**Analysis of Results and Reflection:** The questions developed are reflective of the required core courses. Each program assesses the student grasp of knowledge in introductory and upper level courses.

**Ongoing Improvement Actions:** The department will continue to develop defined assessment methods curriculum mapping.

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

**Assessment Method: Use of established assessment tool.**

**Results:** The assessment tool has been developed and data were collected spring of 2014. The data has been formulated and we are presently evaluating the results.

**Analysis of Results and Reflection:** The department has developed goals and each goal has established questions to assess student learning. We have spent a great deal of time matching the goals with the courses. With the results we are trying to determine if the assessment tool is properly assessing student learning.

**Ongoing Improvement Actions:** We will continue to develop our process of assessing student learning to make sure they are getting the knowledge needed to be competitive in the global work world.

**Explore external partners to help with curriculum development:**

**Assessment Method:** Formation of a committee to assess the current curriculum and develop a plan for the creation of future curriculum

**Results:** The department implemented a curriculum advisory board that consists of the president of the National Tour Association, the vice president of tourism and marketing at VisitLex, a Target store manager, the Buffalo Trace manager, the general manager of the UK bookstore, and RNJ jewelry company management, as well as student and faculty representatives. The advisory board met last spring and set out to determine their mission. Each member was given a notebook of curriculum information for both programs. During the summer of 2014, each member was interviewed individually and asked to offer frank comments about the program; to identify strengths and weaknesses, as well as recommendations for improvement. A report of their comments will be discussed at the upcoming meeting.

**Analysis of Results and Reflection:** Information from the board members will be discussed at the October meeting. Use of the information will be used to guide course development and revisions.

**Ongoing Improvement Actions:** At the October meeting, the board will review the Internship process and documents used to evaluate students during their internship. The information will be used to improve the internship process and student learning.

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

**Assessment Method:** Academic coordinator's focus will be evaluated based upon the position job description - The Academic Program Coordinator is a full-time, 12-month appointment that reports to the Retailing and Tourism Management Department Chair and works closely with professional staff members in the Office of Student Services in Human Environmental Sciences. This individual is responsible for academic coordination and advising. Specifically: 1) advise department chair and the Directors of Undergraduate and Graduate Studies in areas of accreditation, program review, and curriculum 2) teaches one course per semester at the 100 – 200 level; 3) administers a proposed enrollment management plan, prepare enrollment tracking and status reports; oversee data collection for annual reporting and academic program assessment; 4) advise freshman and sophomores in HMT and MAT; 5) develop communications, marketing, and Outreach plan for undergraduate and graduate programs by updating advising materials; updating the department's undergraduate web pages; conducting program assessments; conduct in-person, e-mail, and web-based communications with students; and managing student recruitment.

**Results:** Advise department chair and the Directors of Undergraduate and Graduate Studies in areas of accreditation, program review, and curriculum: The academic coordinator has worked to document all curriculum information by creating MAT and HMT course descriptions, major sheets, future course offerings, business minor requirements, job possibilities, prerequisite checklists, and student checklists including all aspects of specific curriculums. Copies of all student worksheets are available in a rack in 318 Erikson. This information is also online for all students and faculty to see. Any adjustments to curriculum are made known to faculty before advising, so they can relay the messages to their advisees.

Take full responsibility for teaching one course per semester at the 100 – 200 level: The academic coordinator has taught MAT 114 since she began in the position. Her student and course evaluations have been above department average of 3.42.

Administer a proposed enrollment management plan, prepare enrollment tracking and status reports; oversee data collection for annual reporting and academic program assessment: The academic coordinator developed a system for mapping courses for extended years; helped develop goals and student learning outcomes for the programs; created the student learning outcomes measures; collected the data and created reports of the data; created reports for GCCR and worked with instructors to make sure courses fulfilled the GCCR requirements.

Advise freshman and sophomores in HMT and MAT: Academic coordinator advised assigned freshman and sophomore students.

Develop communications, marketing, and Outreach plan for undergraduate and graduate programs by updating advising materials; updating the department's undergraduate web pages; conducting program assessments; conduct in-person, e-mail, and web-based communications with students; and managing student recruitment: The academic coordinator worked with Ag communication to develop videos as

recruiting tools and has worked with Jason Headrick for recruitment. She has traveled with Jason and others to promote the program. She has completed revisions to our web page and set a very high standard for the other departments to update their webpages.

**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 a greater visibility of the department.

**Ongoing Improvement Actions:** Unfortunately, the current Academic Coordinator is leaving the department. We have posted the advertisement for applications.

**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:** Our front end person has worn many hats. She was responsible for maintaining the phone, input of courses into the academic system, handling course changes, course scheduling, room assignments, and budgeting and account reconciliations. With too many responsibilities, the amount of errors in the budget were excessive; front end responsibilities were usually incorrectly done or not done at all.

**Analysis of Results and Reflection:** During the spring of 2014, we hired an academic coordinator. The academic coordinator took over the responsibility of course scheduling, course room assignments, adding and dropping courses, and many other curriculum responsibilities. During the summer of 2013, the staff assistant took Excel courses to enhance her skills with the budget. In summer of 2014, she participated in the SACUBO professional development program. Fall of 2014, she enrolled in the UK Business Procedures Certification series. Her skills have greatly improved.

**Ongoing Improvement Actions:** The chair will continue to monitor her progress and provide her with the resources and time to enhance her skills.

**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:** The establishment of a recruitment and retention plan

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



**Analysis of results and reflection:** While the academic coordinator began work in fall of 2013, her focus was more on establishing our curriculum information, revising our website, and recruiting, than on developing a recruitment and retention plan.

**Ongoing improvement actions:** The department will continue to pursue the creation of a cohesive recruitment and retention plan and will form relationships with DECA (Distributive Education Clubs of America) and FBLA (Future Business Leader of America).

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

**Assessment Method:** Establish inter-department research collaborations and external networking with an emphasis on multi-institutional and multidisciplinary activities.

**Results:** A research teams has been developed among faculty. A USDA grant has been completed and submitted for funding. Faculty who are willing have developed a method of publishing collaboratively. Faculty who are willing already have networking projects with other institutions (Lee, Jackson, Swanson, Lu, Wesley).

**Analysis of Results and Reflection:** Since the team was developed, the department has seen an increase in the number of presentations submitted and an increase in collaborations on research articles. The increase in presentations includes work conducted with graduate students and colleagues at other institutions. The team has submitted two external grants and two internal grants. One of the grants is for an online master's degree that has been submitted to eLearning. There are some faculty members who have been in the department for a long period of time who do not want to participate and prefer to work alone.

**Ongoing Improvement Actions:** The department will continue to use a team strategy to create an increase in publications and grant writing. The department continues to move forward with the team efforts.

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

**Assessment method:** E-Mail Leslie Oliver to find out what our options are related to Hatch funds.

**Results:** Message from Leslie Oliver, "Under the current budget model, all of the Federal Formula funds are allocated to the departments that receive them as part of their annual base budget, so there is very little money (usually just some Hatch Multistate) that is currently available to a department like yours that has not traditionally received an annual allocation. Tracy Lu received Hatch funds as part of her

startup agreement, but that was unusual and allocated directly from the Dean's fund. Also, we have actually had a hard time getting NIFA to approve Hatch projects that are maybe a bit of a stretch to relate to the NIFA priorities and I believe that Tracy's first proposal may have been deferred by them and had to be revised. So some of your research faculty might not fit the Hatch program”.

**Analysis of results and reflection:** There are very few grants that are available for research proposals in our field.

**Ongoing improvement actions:** Although these funds are not available at this time, we will continue to seek other funding.

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

**Assessment method:** Repair of HVAC in Erikson Hall

**Results:** Discussed issue with Bob Brashear. He indicated that renovations to the third floor (beginning in May of 2015) would probably eliminate some of the problems with the heating and air climate control. However, no plans have been identified to fix the problem in the entire building.

**Analysis of results and reflection:** The situation will be reassessed following the May 2015 renovations.

**Ongoing improvement actions:** Following the May 2015 renovation, the chair will continue to monitor the HVAC situation and possibly reinstate discussions with Bob Brashear.

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

**Assessment method:** No common area is available due to space constraints. The renovations to the third floor of Erikson (due to start in May of 2015) will provide a small gathering space for meetings and other functions. We have tried to use activities throughout the semester to create collegiality. This has included a group trip to tour Buffalo Trace distillery; departmental retreat; baby shower/luncheon for the two faculty who had a baby; planned Christmas gathering; individual meetings with chair to determine what are the issues; and a workshop conducted by UK Human Resources on “Working with Different Personalities”.

**Results:** Although the activities created some conversations, some faculty still seems to have issues with each other. Only the faculty who has a vested interest in their future and the future of the students seem to work together professionally.

**Analysis of results and reflection:** People who have been here a longer period of time seem to be less interested in helping create collegiality. There is a stay away from them atmosphere.

**Ongoing improvement actions:** The chair will continue to seek ways to improve collegiality among faculty.

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

**Assessment method:** The creation of private office space for graduate students with teaching assistantship responsibilities

**Results:** Currently there is no available space for graduate students with teaching assistantships.

**Analysis of results and reflection:** In spite of the fact that there is no space for offices, graduate students have an area with computers specifically for their use. There is no private space available to devote to graduate teaching assistants unless the department is given more space.

**Ongoing improvement actions:** The chair will continue to lobby the college administration for additional space.