

**Department of Retailing & Tourism Management
Program Review Implementation Plan 2015-2016**

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 and recommended a mentor.

Analysis of Results and Reflection: The chair has completed the Lead21 leadership training.

Ongoing Improvement Actions: The chair now has a mentor and meets and/or talks to him regularly.

- 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, 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 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.**

Assessment Method: Compiled evidence of accomplishments

Results: The chair provides resources necessary to enhance creative productivity of students and faculty. The department has added a newsletter as a source of information that goes out to our alumni every semester. 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 will 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: Mentoring and Professional Development Opportunities for faculty and staff.

Results: Although we do not have a formal mentoring program, specific faculty have been working with the new lecturer to guide him as he becomes familiar with courses and the program. The chair continues a mentoring relationship with faculty who are willing. Staff have been granted funding for professional development as needed. Several faculty continue to meet with CELT for enhancing various teaching and technology upgrades. One assistant professor has prepared his dossier for tenure and promotion to associate professor; two of three associate professors are working toward full professor. All faculty and one staff member has gone through the unconscious bias training and have participated in various webinars for teaching and dealing with different students. Our office Staff Associate graduated summer of 2016 from the Southern Association of College and Business Officers (SACUBO) program and received her certificate of completion. She is also participating in the UK Business Procedures Certification Series program. One new faculty has developed and implemented a half semester course that has been successful.

Analysis of results and reflection: All faculty and staff support the success of the department and work together well for the success of our students.

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. All faculty and staff will continue to participate in some type of professional development enhancement quarterly.

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 & use of CELT.** The chair met with each faculty that had scores lower than 3 before the semester begins. One of the people with the problem is leaving the university December 31. The other two faculty members have diligently been working with CELT to improve scores and have received help from fellow faculty. Faculty with scores above 3 also met with CELT for other teaching needs (i. e., technology in the classroom, course reviews and online course development).
- **Map curriculum:** The department academic coordinator has mapped all courses for both programs as part of the assessment plan. Mapping of courses has helped the department to identify which learning outcomes match with which courses.

Analysis of results and reflection: Faculty teaching scores have improved to some degree.

Ongoing Improvement Actions: The chair will review teaching evaluation scores every semester for improvements. Continued review of assessment results to determine where enhanced learning techniques need to be considered.

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: The department has developed and implemented an advisory board consisting of industry leaders, faculty and students from both programs. The advisory board has met twice and have assessed our curriculum content and course scheduling. Their recommendations were reviewed and used where possible.

Analysis of results and reflection: The advisory board has been a great asset to the department. The group of industry leaders, faculty and students have provided great insight into internship ideas, course content and experiential learning activities for our students.

Ongoing Improvement Actions: The department will continue to draw upon the advisory board for insight and mentoring.

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

Assessment Method: Use of CELT by various faculty members

Results: The RTM department fully engages with the CELT center for teaching and course development needs. Presently, all faculty have visited with CELT except one. All have gained insight on course development and technology usage in the classroom. Some of the faculty have been working on the online master's degree to be implemented fall of 2017. Each have attended training sessions on the use of Canvas for course development and enhancement.

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: Each faculty member is required to participate in professional development through the CELT center on a quarterly basis.

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 tool for the measurement of learning outcomes. The assessment tools were reviewed and approved by faculty.

Analysis of Results and Reflection: The assessment tools for each program have been upgraded and have been used to collect data. A progress report has been written from the data.

Ongoing Improvement Actions: The data analysis suggests some improvements are needed with regard to some of our goals. The department is reviewing the report and will be working to improve the areas where needed.

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: Each faculty member had to submit items for the assessment tools based on which department goal their class is linked to. Once the items were collected and each faculty member met with the academic coordinator to discuss and revise the items, the new assessment tools were developed.

Analysis of Results and Reflection: Assessment tools were approved by faculty, and new data were collected in the spring of 2016.

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 Alltech, as well as student and faculty representatives.

Analysis of Results and Reflection: The advisory board has been used to help with curriculum improvements and participated in a fund raising activity.

Ongoing Improvement Actions: 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.

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 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 strengthened our curriculum and created greater visibility of the department.

Ongoing Improvement Actions: Continue to work with the academic coordinator and 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 summer 2016, she participated in the SACUBO professional development program, and continues to take courses in the UK Business Procedures Certification series.

Analysis of Results and Reflection: The staff associate continues to be productive and her skills continue to improve.

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: RTM currently works with CAFE recruitment efforts. The Academic Coordinator works with the Director of Student Relations to train CAFE ambassadors for MAT and HMT majors and to relay the information to prospective students. The Academic Coordinator meets for 30 – 60 minutes with prospective student and their parent about the program’s curriculum, extra- curricular opportunities, study abroad and access to resources like 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 see opportunities we offer, including attractive information on trips, fashion shows and study abroad.

Analysis of Results and Reflection: The department has developed materials reflective of our department for recruitment. We have also been very active participants with the Student Success program. Our academic coordinator is an active participant on the committee. We recently hired a new lecturer in HMT, and are in the process of hiring a new 12 month tenure track faculty in HMT to replace a faculty member that is leaving this December.

Ongoing Improvement Actions: The department will continue to work with the student success program for retention. We are considering reaching out to state or regional level FBLA leaders. We are also asking that the DSR for CAFE invite the Family Career and Community Leaders of America and Family and Consumer Sciences Departments from state high schools to recruitment events as these students tend to be more interested in our discipline than students who are undecided, but looking to the College of Agriculture at UK or another university.

- 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 collaborative domestic and international presentations with graduate students and colleagues, 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: No progress has been made on applying for Hatch funds.

Analysis of Results and Reflection: No 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 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.

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. Although the room is small, it is being used for many meetings and student activities.

Ongoing Improvement Actions: This recommendation is complete.

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: 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.

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.