ITAA Monograph # 11

Envisioning Textile and Apparel Research and Education for the 21st Century

edited by

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It is almost impossible to imagine what the future will be when things are changing so rapidly, so dramatically, and so substantially. We all are the products of our own environments, and our existence and behaviors are the outcomes of the delicate interactions between our own determination and external forces. By chance we sat next to each other while enjoying breakfast at the 2012 annual conference in Hawaii. We started conversing about the future of textiles and apparel research and education – What would our discipline be like in 2050? The easy answer from Karen LaBat was, “I won’t be here”—but we both immediately agreed that it is a critical question at this moment in time. We were both concerned that we control our destinies, not relying on the dictates of those outside of our field.

This casual discussion led to an important question, “How can we start the conversation with more people involved?” Jana Hawley suggested that we gather a group of concerned colleagues, meet away from our day-to-day demands and concerns with time to focus our discussion. She said that a similar exercise took place in Snow Bird, Utah in the 1990s and this Snow Bird retreat greatly influenced social psychology and rural entrepreneurship research. Perhaps, we could do something like that! Jung Ha-Brookshire immediately seized on the idea and offered $5,000 from discretionary funds remaining in one of her grant projects. So, the planning started in earnest. Jana Hawley had a family contact who could arrange an affordable meeting and housing place in Sedona, Arizona.

With the site and mission in mind, a four-member core group was established (Jung Ha-Brookshire, Karen LaBat, Jana Hawley, and Missy Bye). We met by phone several times to brainstorm ways of organizing the retreat and developing a list of potential participants who would be (a) available during the timeframe we had in mind, (b) willing to spend extra money that would not be covered with Jung’s contribution; (c) willing to travel, spend time, conduct extra work; and (d) extremely interested in joining the discussion. We also wanted to involve participants from a variety of research and teaching areas within our discipline; from history and consumer behavior to design, product development, retail, and global sourcing. We also wanted a wide range of representation; from research intensive to teaching focused, geographical locations from across the US to international representation, from junior to senior ranks in academic positions, and from land-grant to professional institutions. We emailed and called people to ask if they would participate. As a result, we created a 16-member “Sedona Group” to kick off the discussions.

In June 2014, we met in Sedona, Arizona for a 3-day retreat of focused discussion. Thirteen members made the trip. The retreat was organized using “Art of Participatory Leadership” (APL) methods to provide a relaxed, non-threatening atmosphere for discussing difficult or controversial topics. APL is also called “Art of Hosting” and relies on the premise that fruitful discussions are held when there is no one all-knowing leader, but each participant comes to the discussion with a valued viewpoint. People from a community with a collective interest may self-identify as willing to host the discussions. The hosts provide a comfortable setting, a basic theme, and techniques to share ideas and keep the discussion moving. Karen LaBat and Missy Bye volunteered to host the Sedona Group as they were trained in APL methods and have used the techniques in a variety of settings. The retreat started with a “roadmap” of our discussion activities (See Photos 1 and 2).

Photos 1 and 2. Roadmap for discussions used in the Sedona Meeting in June 2014.

After 2 ½ full days of serious discussion, sharing concerns and hopes, and brainstorming; we agreed on seven key themes that we wanted to explore further through writing papers for this monograph and also involving more people in the discussion. The seven themes we identified were:

1. What if we disappear? What would the future look like without our discipline? Why do we need to exist and thrive?
2. History of our discipline – How did we get here and where are we as a discipline?
3. Core of our discipline – What defines and unites "us"?
4. Interdisciplinary research and education – How might collaborations strengthen our field?
5. Toward quality scholarship – What is quality scholarship and how can we produce it?
6. Professional ethics – What are professional ethics and can we say we operate ethically?
7. Transformative risk-taking approaches – What can we do to transform our lives, discipline, and world?

People volunteered to work on themes, crafting papers for this monograph using the ideas generated at the retreat, expanding and refining ideas.

After the retreat, we created and shared outlines for each paper. Then co-authors wrote first drafts that we assigned to others to review. First drafts became second drafts and we continued to refine our papers. The input of others was essential in making sure that we were honest in voicing our concerns, but also providing positive direction for others in the field. All of these activities took place in fall 2014.

During this process, we also decided that a short video showing diverse aspects of our discipline, but unified as textile and apparel scholars, would involve more people and generate interest. We contacted over 25 ITAA members across the field. Twenty of them actually created and uploaded a 10-second video representing what they do every day. Video was the edited by Daniela Jankovska, a graduate student at Colorado State University under the supervision of Juyeon Park. The final version is now available on Youtube (https://www.youtube.com/watch?v=9W9A1ck2ReA&feature=youtu.be). The 7 monograph papers were posted on a blog site (https://futuretnasedona.wordpress.com/) right before the 2014 ITAA annual meeting in Charlotte, NC.

The video and topics that were the bases for the monograph pieces were shared at a 2014 ITAA special topic session (see Photos 3, 4, and 5). During the special topic session, Art of Hosting techniques were used again to involve more ITAA members in the discussion and to expand our thinking about the future of the discipline.

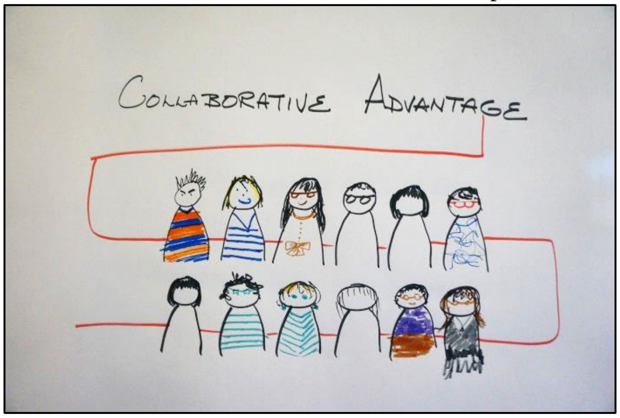
Photo 3. Over 100 ITAA members participated in the Special Topic discussion on November 14, 2014.

Photo 4. Missy Bye and Karen LaBat (University of Minnesota) explain Art of Hosting techniques to facilitate group discussions.

Photo 5. Rita Kean (University of Nebraska-Lincoln) and Minjeong Kim (Oregon State University) "harvest" ideas from the group discussions.

After the 2014 ITAA conference, Special Topic session participants sent us further comments either through emails or through the blog site. We hope we have adequately incorporated those comments and present the work in this document, an ITAA online monograph publication. The final outcomes of our efforts are now shared through the ITAA Special Publication, Monograph #11. The goal of the monograph is to share our vision of 21st century textile and apparel research and education. We urge you to reflect on our history and to take meaningful steps toward a bright future. We envision this monograph as an evolving document as more people respond and get involved. We welcome any comments or feedback to the pieces in this monograph so we can continue the discussion. You may email us directly or submit comments through the blog site. We are proposing more ITAA special topic sessions focused on the future of our discipline based on what we learned from this monograph production process.

Welcome to the Sedona Group!



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Linda Welters, University of Rhode Island

…Looking for More Members…

Special Acknowledgements

The Sedona Group would like to acknowledge those who contributed to this project. From the initial proposal to completion of the monograph, the ITAA Council has been extremely supportive. We appreciate their support and critical input. Without their support, we could not have garnered input from so many ITAA members. Thank you.

We appreciate everyone who spent 90 minutes sharing their concerns and well-considered thoughts during the 2014 ITAA annual conference Special Topic session. Unfortunately, we do not have a complete list of everyone who participated in the session so we cannot formally acknowledge your contribution in this monograph. However, please do know that we deeply appreciate your interest, positive critique, and insights as we continue the discussion. We invite your continued participation.

We especially acknowledge the following colleagues (in alphabetical order) who made extensive and critical comments through follow-up discussions, emails and the blog site to improve this monograph[1];

Judy Z. Flynn (Framingham State University)
Catherine Leslie (Kent State University)
Nancy A. Rudd (Ohio State University)
Casey Stannard (Louisiana State University)
Chajuana V. Trawick (Lindenwood University)
Gloria Williams (University of Minnesota)

Finally, we would like to emphasize that, although the authors of each monograph were responsible for creating and finalizing the works in this monograph, each piece reflects the input of a greater group of textile and apparel scholars and educators. All Sedona group members and many other ITAA members reviewed and re-reviewed the pieces in this monograph. We hope that this work will serve as a collective reflection on issues of concern at this point in time spurring a lively discussion now and in the future.

[1] We apologize if we missed your name on this list. Please contact us and we will find a way to issue an addendum to recognize your input to this project.

Imagining a Future without Our Field

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Setting: Sometime in the future

It wasn't that long ago that university programs disappeared one by one. By the early 21st century – just at the time when fashion and retail (or clothing and textile) scholars and educators were on the verge of getting a handle on how to make textiles and apparel more environmentally, economically, and ethically sustainable, "smarter," and more functional to address a wide array of health, sports, and worker safety needs, university administrators were cutting programs they felt were frivolous or no longer relevant to the world and its citizens. Parents, grandparents and great-grandparents tell of stories about how shopping experiences and available clothing changed after the *Great Disappearance*, as history books now call it, when clothing combined pleasing aesthetics, practicality, durability, and affordability into one garment. Nowadays, clothing is too avant-garde, unwearable, and expensive, or if it is affordable it lacks pleasing aesthetics and is often made under questionable circumstances (and falls apart after one washing). The new industry leaders have not been educated in the basics of the social psychology of appearance, textile science, and the necessity of balance between design principles and merchandising practices, and the result is what we see today: a failing retail economy due to clothing that does not satisfy human needs on multiple levels.

As university administrators started to dismantle fashion and retail programs, merchandising courses and faculty were moved to business colleges and were retooled to focus on big business. Design courses and faculty were moved to art schools, where the focus was on creativity and aesthetics, rather than wearability and sustainability. In both arenas, *fashion* was confused with *clothing* and the differences between the two concepts were glossed over. Curriculum concentrated on theory that pertained only to the schools' primary missions. Business schools focused on theories and concepts such as market infrastructure and branding, and profitability over quality of life considerations. Market infrastructure proponents privileged the market over the consumer in the emergence of fashion trends and argued that only styles available in venues such as stores can become fashion trends. So, retail businesses started forcing clothing they wanted to see into the pipeline, rather than seeking to understand first what consumers desired. Everything became about branding; because so little was known about actual products or materials, there was little substance behind the brands and no emotional connection between the product and the consumer. Businesses started following the latest celebrities regardless of whether or not their aesthetics could really be translated to fashion desired by the masses, and whether or not their body types/sizes represented typical consumers. And, while business models can produce cheap clothing, they represent the worst in ethical and sustainable business practices: slave-like working conditions behind closed doors (in countries paying non-livable wages), with disconnects in the supply chain. Today, sweatshops abound, with little or no attention to environmental concerns, human rights, and sustainability.

There are now computers and electronic devices everywhere. There is a huge infatuation with "big data"— analyses running constantly—but it is too much information and few people know how to "connect the dots" and to integrate and interpret information to make it relevant in predicting consumer demand or satisfaction in a sustainable way.

Meanwhile, design programs had moved in one of two directions: (a) into digital design, with little attention to material properties or (b) into art curricula, that excelled in the areas of aesthetics and beauty but did not address business decisions, logistics and the ability to actually produce ready-to-wear collections at an affordable price for mass markets. The necessary knowledge of textile chemistry, textile physics, textile performance, and textile testing were lost and yielded collections and designs that were unwearable, uncomfortable, or unrecognizable as form was valued over function. Clothing was either so lacking in fit, comfort and quality, or so avant-garde that it became unrelatable to the average consumer who needed apparel for their public, private, and personal lives.

As a result of these shifts in colleges and curricula, the impact of material properties, design and aesthetics on consumer choices was lost. Gone were classes that explored the human dimension of fashion, such as the social psychology of appearance or cultural aspects of clothing. Also lost was a comprehensive knowledge of textiles, product quality, technical design, and global sourcing, as those courses were deemed too expensive to operate and unnecessary to business decisions. Product knowledge component - the link between the materials and the human use - was lost. As the “fast fashion” trend of the early 21st century became the industry norm, consumers no longer expected clothes to last. Although most clothes (except for luxury brands) were relatively cheap, their impact on the environment and global labor practices became untenable.

Before the *Great Disappearance*, paradigms utilized a “dirt to shirt” ethos, one that captured the entire product lifecycle, from its beginnings as a textile to its disposal after use. The loss of this paradigm meant that few people were educated in or understood the global supply chain, resulting in fractured and disconnected industry components. Consumers suffered. Whereas once there was trained management who oversaw the entire coordination of designing, merchandising, marketing, sourcing, purchasing, forecasting, quality control, and logistics, today those links are weak at best. With no one trained in the specific and complex management of organizing and integrating all of the varied components of the clothing supply chain, people’s clothing needs and desires are not satisfied anymore. Trend forecasters do not connect with vendors anymore, resulting in orders for clothing styles that do not suit particular markets. Consumer market research has remained isolated and does not coordinate with merchandising and design firms. International consumers are not differentiated by cultural needs or body size or consumption patterns, since the assumption is that all people worldwide are the “same.” Purchasing does not coordinate with marketing, so that wrong items are advertised and stock runs out too soon. Scheduled deliveries are delayed leaving the retail outlet without merchandise to sell. When products do arrive, they are not styled or visually displayed correctly, resulting in poor consumer response. Many consumers do not find sufficient sizing or choice in the marketplace to reflect their identities, resulting in low self-esteem, poor body image, and greater anxiety about their appearance.

Without educators schooled in the combination of design and merchandising and fashion theory, many theories have been lost and as a result their tenets violated. Without programs that combined both business savvy and artistic sensibility, in some areas “lay” theories about the nature of fashion took hold. Today, the gatekeepers such as designers, merchandisers, buyers and manufactures rely on the fluctuations of the stock market or lipstick and tie purchases as forecasting agents. Gone is the conceptual ability to understand the complex cultural and identity dynamics (e.g., gender, sexuality, and ethnicity) that fuel fashion change. Instead of anticipating change, industry professionals merely react to latest sales figures. Meanwhile, useful theories about the nature of fashion and clothing have been lost; these theories could have helped to prevent the chaotic production of styles rejected by consumers.

Before programs were dismantled, students who tried other majors but did not like them, found a place for themselves in fashion and retail programs. These programs served minorities well. Few other majors could boast they serve women, sexual minorities, and immigrants as well as fashion and retail programs. And these students were passionate about what they learned and their future careers. After programs were dismantled, however, these students were displaced and either found another major that “will do” or left the university entirely.

Yet there is hope on the horizon. Some consumers are returning to home production to make their own clothes—they become “prosumers” who consume their own production. Although there are very few individuals with the expertise to teach home production or textile product properties and so on, a cottage industry is beginning to emerge. Some grandparents (mostly grandmothers) and even great grandparents (mostly great grandmothers) are teaching their grandchildren and great grandchildren how to plan, design, produce, and express themselves through their own clothing, and some exciting cross-generational collaborations are developing. Younger generations are trying to produce their own clothing and textile products through 3D printers. In fact, a dynamic DIY movement is spawning demand for better material product knowledge, social psychology of appearance and identity, understanding of transnational flows of materials and sustainable production practices for people and the planet.

University administrators, with pressure from DIY student activists and prosumers, as well as textile and apparel industry executives seeking qualified professionals, are scratching their heads and wondering why their predecessors eliminated textile and apparel programs from the curricula. Administrators are putting together interdisciplinary task forces to address the demands. Worldwide, universities are working together to collaborate on ways of investing smartly into the re-establishment of programs, often with curricula in which students spend at least one year abroad to obtain skills and knowledge not available on their home campus.

As a basic human need, clothing and textiles – the materials and products enabling individuals to fashion their bodies – will never disappear. Clothing is a basic human need, just like food and shelter. And as a higher order need for self-expression, or belonging, and even self-actualization (in Maslow's hierarchy), dress (clothing, textiles, accessories, beauty products) will become even more important to individuals and social groups. If universities want to be relevant to the needs of people and the planet, as they have learned, they need to develop and foster new, transnational and transformational ways to address one of the most basic human needs through innovative research, teaching, and outreach.

History of the Textiles and Apparel Discipline

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Textiles and apparel as an academic subject has its roots in the mid-19th century when social reformers promoted the application of scientific principles to homemaking. The field developed at a time when the industrial revolution relegated women in the emerging middle class to management of the home. Catharine Beecher, half-sister of the abolitionist Harriet Beecher Stowe, published *A Treatise on Domestic Economy* in 1841 that included chapters on cutting, sewing, and mending clothing as well as clothing care. The field, known at that time as "domestic science," received a boost when the United States passed the Morrill Act in 1862 establishing land-grant colleges in every state. Training in domestic economy for college credit began as early as 1872. Non-land grant institutions also offered programs of study in domestic economy (Rudd 1991). Instruction in domestic science included child rearing, preparation of food and nutrition, home management, and sewing and maintenance of clothing (Heggestad 2014).

Home Economics

American land grant schools changed the names of their domestic science departments to "home economics" in the early 20th century. Ellen Swallow Richards, recognized as the founder of home economics, recommended this name at the first of the Lake Placid conferences that she began organizing in 1899 (Swallow 2014). In 1908, the American Home Economics Association (AHEA) was founded. In the years that followed, subject matter was divided into four categories: clothing, food, housing, and home/institutional management (Rudd 1991). AHEA held annual conferences and published *The Journal of Home Economics*. In the June 1911 issue, several papers appeared that specified the content of courses in textiles and applied arts. This helped establish the curriculum for undergraduates: Art and Design, Textiles, Manufacture and Selection of Clothing, House Decoration, and Household Management (Marlatt 1911: 221). In another paper, Jane Fales articulated the importance of a course in historic costume (Fales 1911). At that time, over 100 colleges and universities across America offered courses in home economics (Spethmann 1911: 211). Major institutions such as Cornell University, Columbia Teachers College, and the University of Illinois had flourishing home economics programs (Apple 2000). Many of these departments were defined and created by and for women, creating a space for gendered knowledge (Bix 2002).

Higher education in Europe and other Western countries did not offer textile and clothing courses in a university setting; rather, textiles and design instruction emerged in technical schools or institutes. Similar courses of instruction appeared in American cities with vibrant textile and/or apparel industries. Some non-U.S. universities influenced by the American education system started programs in home economics that included textiles and apparel. In countries such as Japan and Korea, home economics associations emerged in the late 1940s and 1950s and continue to the present with the name home economics. In Africa, home economics was taught in the early 20th century, with later 20th century efforts devoted to greater integration of prevention, education, and development within the communities. The International Federation for Home Economics was founded in 1908 to serve as a platform for international exchange within the field of home economics. The organization continues today; it has consultative status with the United Nations and sponsors a world congress every four years (About IFHE 2014).

In 1914, the Smith-Lever Act created Cooperative Extension in land grant universities across the United States. The Extension system played an important role in fulfilling universities' land-grant mission by connecting academic research with the needs of states' citizens, particularly in the heavily agricultural Midwest. These programs were delivered via county extension agents as well as home economist clubs in the counties. The young women who graduated from home economics programs taught the subject at the secondary level, entered the business world, and worked in Cooperative Extension. Limitations on careers reflected women's roles in society at that time.

In response to World War I, textiles and clothing researchers placed emphasis on textile development and standards, standardized clothing, and conservation of clothing (Rudd 1991). In the decades following WWII, faculty at universities in some states worked on cooperative research projects. They pooled resources and shared results of laboratory testing, ultimately publishing project results in extension bulletins and in other formats.

As programs expanded, the large home economics departments grew into colleges with separate departments for each of the subject matter areas: textiles and apparel (sometimes including “related art” or “applied design”), food and nutrition, housing and interior design, and child development and family studies. Although many universities offered master’s degrees, position announcements for teaching positions at colleges and universities specified faculty with doctoral degrees capable of developing strong research agendas. The few doctoral programs were located at large Midwestern or Southern universities, for example Ohio State University, Pennsylvania State University, Florida State University, and University of Tennessee. The lack of a strong pool of doctoral candidates thwarted many a department in developing a vibrant research profile. The emphasis on research increased with more rigorous requirements for promotion and tenure. Many faculty members began their careers after earning master’s degrees; they worked on doctoral degrees while teaching.

Research production strengthened with the hiring of faculty with doctoral degrees. Norma Compton and Olive Hall published *Foundations of Home Economics Research* in 1972; it was used as a textbook in research methods classes. New outlets for publication of research appeared that same year with the launching of AHEA’s *Home Economics Research Journal*, which published peer-reviewed articles.

For the first three quarters of the 20th century, the retail sector and the home sewing industry dominated the list of careers in business. However, most graduates did not work outside the home after marrying and beginning a family. The women’s movement of the 1970s changed attitudes; some graduates who married continued to work, climbing the corporate ladder in their respective fields. Around this time, jobs in the home sewing industry evaporated, while others surfaced in the burgeoning retail sector with the appearance of off-price chains, discount stores, outlets, malls, and specialty boutiques in addition to traditional department stores.

Branching Out: ACPTC
In tandem with societal changes, programs offering degrees in textiles and apparel shifted their emphases. Some major programs closed while others expanded. The educational mission shifted toward training students for careers in the design, production, and merchandising of textile and apparel products, rather than home production and management.

Textiles and clothing educators began meeting separately from AHEA. Starting in 1944, college educators of textiles and clothing (called College Teachers of Textiles and Clothing, or CTTC) convened at regular intervals in one of three geographic regions (Joseph 1982). Initially Beulah Coon of the U.S. Office of Education was asked to plan and lead these meetings (Dickey, 1990). The original goal was to reexamine the textiles and clothing curriculum in light of societal, economic, and industrial changes brought on by World War II. A working conference of the three regions was held in 1956 resulting in an article entitled “Clothing and Textiles Moves Forward” published in *The Journal of Home Economics* (1956). This article stated:

> In short, study in textiles and clothing can contribute to an understanding of self, to a realization of an ability of the speed of change affecting our lives, and to an ability to make some of the adjustments demanded in a dynamic society. It can help an individual see the interrelation between one’s practices and the cultural environment and provide a medium through which one can understand some of the important economic, social, and political forces operating in a nation and between nations (“Clothing and Textiles Moves Forward,” 1956, p. 655).

The first national meeting of College Teachers of Textiles and Clothing was held June 20–22, 1959 in Madison, Wisconsin. Annual regional meetings continued. The relationship between ACPTC and AHEA transitioned during this time. CTTC and then ACPTC had been a constituent group of AHEA. Then in 1971, ACPTC members voted to become an affiliate group of AHEA. In 1978, the relationship between ACPTC and AHEA was severed through a National Board meeting decision (Dickey 1990). Finally, in 1979, the group incorporated as the

Association of College Professors of Textiles and Clothing (ACPTC). The existing geographical divisions continued with the separation of states into three regions: Eastern, Central, and Western (See Dickey, 1990 for a detailed history of the Central Region of the organization and Joseph, 1982 for the history of the national organization). National conferences were held every third year with regional meetings occurring in the intervening years. The meeting sites included both university campuses and cities. The published conference proceedings included abstracts of all research papers. The regional meetings allowed attendees to get to know each other, and to learn about successful strategies for research and teaching at other institutions. A national newsletter kept the entire membership up to date. In 1988, the national and regional organizations of ACPTC were integrated into a single national association (Dickey, 1990).

Published research in textile and apparel – as part of overall home economics research – increased in the 1970s (Chowdhary & Meacham 1983). As a result, the increased visibility of textiles and clothing within home economics grew. ACPTC leaders decided that the organization needed its own peer-reviewed research journal, which was named the *Clothing and Textiles Research Journal* (CTRJ). The first volume appeared in 1982 with the editor Marjory Joseph. Stated purposes for the journal were to 1) strengthen the research base in clothing and textiles, 2) facilitate scholarly exchange, 3) demonstrate the interdisciplinary nature of the field, and 4) inspire future research (Dickey 1990). Although the journal invited manuscripts in textile science, aesthetics and design, consumer behavior, socio-psychological aspects of dress, historic textiles and dress, and industry, research in the socio-psychological topics dominated.

Program changes at member institutions occurred as interest in home economics waned and women joined and remained in the work force. Many departments and colleges changed their names from Home Economics to Family and Consumer Sciences or Human Ecology, Human Sciences, or similar names that signified a change in focus. There was fallout. Some programs closed, while others expanded. Some shifted focus to specialties within textiles and apparel such as fashion retailing or design.

In her study of the professionalization of textiles and clothing in higher education, Frey (1991) found that this field could no longer be characterized by a male-oriented and technical education versus a female oriented and general/liberal education. Instead, textiles and clothing could be construed as a field of study contributing both general and technical education to the personal and professional development of students. Frey stated, "It is no longer the scenario of business/industry versus the consumer/family, but rather a picture of a conduit connecting the production and distribution of textile and apparel products to various segments of society – individuals, families, and industry…" (p.22).

A New Name: ITAA

In 1983, ACPTC responded to continuing changes within and beyond the academy by appointing a Futures Committee to examine the nature of the field and discuss possible future courses of action. Sub-regional meetings in each of the three regions solicited member input. Officers and regional representatives met in Milledgeville, Georgia in 1985, and proposed a restructuring of the organization into a national unit with annual national meetings starting in 1988. In 1991 the organization's name was changed to International Textile and Apparel Association to reflect globalization of the industry and growing international membership (ITAA History). ITAA published a monograph that examined "the uniqueness, breadth, and depth of our subject matter." Titled *Critical linkages in textiles and clothing subject matter: Theory, method, and practice,* the volume aimed to "1) foster a new understanding of the vital linkages in our subject matter that crosscut traditional, disciplinary boundaries and 2) to assess the implications of these linkages for the development of our knowledge base, methodological advances, and practice" (editors, p.iii).

In 1994 AHEA changed its name to the American Association of Family and Consumer Sciences. The *Home Economics Research Journal* became the *Journal of Family and Consumer Sciences*. Few programs or departments with the name home economics remained in the United States.

ITAA expanded services for members in the 1990s. It became more inclusive of creative scholarship, sponsoring a juried runway show and exhibition for members whose scholarly output was designed products rather than refereed papers. The organization began publishing monographs on a variety of topics.

In response to the growth in retail, marketing, and merchandising, research emphasis shifted to consumer behavior. Some members drifted away from the organization, finding other professional organizations that matched their research specialties more closely than ITAA. These included the American Association of Textile Chemists and Colorists, American Collegiate Retailing Association, the Costume Society of America, the Textile Society of America, and the American Institute for Conservation.

The last two decades of the 20th century were characterized by budget crises at most institutions of higher education. The period was marked by shrinking contributions from state legislatures to land grant institutions. As a result, some well-established programs closed, despite healthy student populations, successful faculty, and external support (Michelman 2002). For those that survived, administrators measured research productivity by number of outside grants as well as number of peer-reviewed articles. It became imperative that new faculty have doctoral degrees in hand when starting their careers. The competition for design faculty was keen as programs responded to the growing interest in design, including fashion, functional clothing, and other consumer products. The shortage of qualified PhD graduates to fill faculty positions in all areas of textiles and apparel continues as of this writing.

Changing Times/Shifting Sands

The millennium brought worldwide attention to fashion in postmodern times. Fashion seems to be everywhere. Reality television features contests for aspiring fashion designers and would-be models. Enrollment in post-secondary programs in textiles and apparel has boomed. The fashion industry itself went from showing collections to buyers and journalists to media-frenzied fashion weeks attended by celebrities, fashion insiders, and fashion bloggers. Colleges and universities frequently sponsor their own fashion shows featuring student work, which have become favorite fundraising events for students and alumnae.

The growing interest in fashion education has resulted in the proliferation of merchandising and design programs in vocational and technical institutes. These programs employ practitioners, most of them part time, who train students in the production and sale of fashion merchandise. The schools are typically located in major cities with substantial fashion industries, such as New York, Chicago, and Los Angeles.

Fashion has enjoyed widespread acceptance as an expression of culture since the millennium. The Costume Institute at the Metropolitan Museum of Art showed the work of Alexander McQueen in 2011 to record-breaking crowds. Major museums regularly mount crowd-pleasing fashion exhibitions. Local and regional museums are also getting into the act of showing fashion-related exhibits.

The acceptance of fashion as a cultural signifier has spread to multiple disciplines in the academy. No longer considered frivolous in the realm of cultural studies, academics in art history, history, and literature have turned to the topic of fashion for their research. New research journals are surfacing; more publishers are interested in taking on fashion titles. Still, prejudice against fashion remains as universities respond to growing interest in health sciences and the STEM disciplines. Some textile and apparel programs with an emphasis in technical design avoid limiting themselves to fashion by addressing problems in engineering, medical wearables, and space exploration.

The elimination of the quota system and the shifting of production outside the U.S. has also expanded the interest in fashion worldwide. The industry is truly global. ITAA went international in 1997, co-sponsoring a meeting with the Université de la Mode in Lyon, France. Collaborations with the Beijing Institute of Fashion Technology resulted in conferences in Beijing, China in 2012. ITAA has hosted joint symposiums with the Korean Society of Clothing and Textiles (KSCT) in 2012 and 2014 to broaden the international focus of ITAA and to foster and share scholarly collaborations across the globe.

Conclusion

Next steps involve the search to remain relevant as colleges and universities face rising costs, reduced budgets, technological advances, and changing needs in the workplace (“The future of universities” 2014). The discipline still faces derision as a “fluff” major from the perception of the days of “cooking and sewing.” Now more than ever, the discipline of textiles and apparel needs to promote itself as vibrant, relevant, and responsive to change.

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Textiles and Apparel: The Academic Core that Makes Us Unique and United

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Introduction

The history of the textile and apparel discipline is well described by Welters and Marcketti in this monograph. Today, while we continue to fulfill the original mission of the Morrill Act and experience successes and challenges as society changes, we explore new areas of academic inquiry far beyond the scope envisioned before the turn of the 20th century. To respond to the changing needs of society, higher educational institutions have undergone strategic restructuring, and many of us are now housed in various administrative units, including Agriculture, Business, Education, Design, Health, Human Sciences, Liberal Arts, and more. As a result of the evolving trend within and around our discipline, we have developed a diverse yet fragmented identity of ourselves in academia. Here, we review our collective identity as a solid academic discipline in today's changing environments. We believe this discussion is imperative for all textiles and apparel scholars, as we observe and experience interdisciplinary (or multidisciplinary) mergers and collaborations. We envisage the outcomes of this effort will help us to articulate the sustainable, relevant, field-shaping contributions of our discipline to higher education and the world.

Defining our academic core that unites us

"A concept that means everything means nothing." - Mike Pratt (2003, p. 162)

Albert and Whetten (1985) demonstrated that an organization's identity must satisfy the following criteria: claimed center character, claimed distinctiveness, and claimed temporal continuity. The determinant criteria above inform that an organization's collective identity needs to be defined based on a set of essential properties that distinguish the core of an organization's identity from others in its environment. To help delineate our ideas about the core, we developed a conceptual model, presented in Figure 1.

This circular diagram consists of a central core and three outer rings. The core heart represents our collective identity as a discipline. After all, we are members of the *International Textiles and Apparel Association*, and Textiles and Apparel connects us as a unified entity. Thus we claim Textiles and Apparel is our discipline's core. The innermost ring that surrounds the core represents diverse subject matter within our discipline. The outer ring that wraps around the subject matter ring represents external stakeholders that shape the organizational image of our discipline; and the outermost ring represents social and environmental drivers that guide the direction of our discipline.

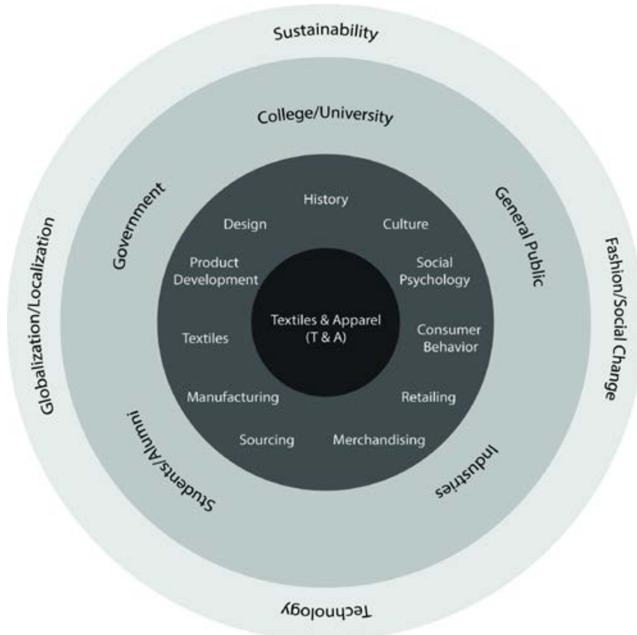

Figure 1. The Academic Core of the Textile and Apparel Discipline

The Core Character

As a discipline, we share one core aspect of what we do – i.e., Textiles and Apparel. Although the world we live in and what we do may have changed, our core character has remained unchanged. However, our core has been expressed with many different names such as fashion, mind-body-materials, dress, clothing, etc., and our academic units reflect such incongruence in their titles. Nevertheless, we must accept that the core has endured. Although it is not perfect, most of our stakeholders understand what it means and that Textiles and Apparel provides a basis for defining the core of our discipline. For that reason, we argue that we are a unified, combined body of scholars, educators, and practitioners. Formally we are members of ITAA and we are united to discover new knowledge, educate future generations, and serve society, with a goal of *improving the quality of life through Textiles and Apparel*.

Our discipline's core encompasses diverse subject matters, including history, culture, social psychology, consumer behavior, retailing, merchandising, sourcing, manufacturing, textile science, product development, and creative design. We study theoretical and practical paradigms including raw materials, consumer goods, artifacts, symbols, and/or creative media. Theoretical frameworks rooted in other disciplines have inspired us, and we have explored innovative applications of those frameworks to practical matters. We use quantitative and qualitative research methods and sometimes mixed-method strategies in our inquiries. Therefore, our discipline is an applied science that makes vital contributions to social and industrial progress based on solid scientific knowledge and in-depth research inquiries.

External Stakeholders

The outer ring of the model encompassing the subject matter represents external stakeholders who shape the image of our discipline in today's higher education environment. A construed external image of an organization (i.e., organizational image) can be negotiated between an organization's members and its external stakeholders (Dutton, Dukerich, & Harquail, 994; Scott & Lane, 2000), and the overall impression of the organization, as perceived by these outsiders, creates external constituents (Bromley, 1993). In this endeavor, we have recognized the five external stakeholders that keep our discipline thriving, although sometimes challenging, or even threatening what we do. They include each program's students/alumni (and their parents), college/university contexts, industries, governments, and the general public.

When communicating with external stakeholders, we may, consciously or unconsciously, have displayed uncertainty and lack of clarity about the idiosyncratic identity of our discipline. To solidify our discipline's identity in the public domain, we, ITAA members, should clearly be able to define who we are among ourselves, so that we can convey a unified message to others. For example, when we attempt to initiate collaborative research with members of other disciplines, we typically have to define the unique niche of our discipline and the value of our scholarship to help these external members fully understand the potential contributions that we can make. In addition, we often are expected to communicate with external stakeholders our discipline's potential contributions to an individual graduate's future, the industry, and society. To give an example, students and their parents seek information about the benefits of studying in this field and possible career paths available on graduation. Likewise, current industrial trends and governmental decisions require us to respond to the external demands in a timely and efficient manner, to stay resilient in the competitive context of society. Such expectations and demands from our stakeholders influence the public image of our discipline and further determine our research and teaching priorities.

Social and Environmental Drivers

The outermost layer of the conceptual model presents four environmental drivers that guide our actions and also the direction of our discipline: sustainability, technology, globalization/localization, and fashion/social change. We believe these social and environmental drivers represent the external forces or engines that influence the transformation of our teaching and scholarship. Nystrom (1928) has listed the external factors[2] that are shaping the spirit of the times, including dominating events, ideals, social groups, and attitudes (Brannon, 2010). For example, the social and environmental factors that we have experienced in the first quarter of the 21st century such as waning resources, social inequality, and climate changes have shaped the current societal landscape pushing research and teaching scholarship to focus on sustainability. Applying the concept of zeitgeist, we believe that fashion is another vital societal influence that drives the direction of our discipline, which needs to adapt to social changes as the industry and consumer desires change.

Fashion, as a unique reflection of such social changes, differentiates the discipline of Textiles and Apparel from others, and helps us to define our discipline's identity, while keeping outside forces from defining us. Similarly, globalization and/or localization have been major drivers shaping the teaching and scholarship domains in the past decades. Global aspects of textile and apparel production and consumption have had a huge impact on the world's political, economic, and social dynamics, and the textile and apparel industry has been at the center of the global economy. At the same time, the focus on localization has forced textiles and apparel scholars/educators to analyze and highlight ethical, artisanal, and cultural impacts of textiles and apparel goods. Finally, technology has been a societal focal point affecting how we produce and consume goods. The discipline of Textiles and Apparel investigates one of the fundamental necessities of human lives; without a proper understanding of technological advancements in the consumption and production of textile and apparel goods, our research and teaching scholarship will not contribute in a meaningful way.

Adaptations and Applications of the Core

External influences may force us to adapt and apply the core of our discipline in different ways. Individual academic units cannot possibly do everything well all of the time. Just as any business or entity, we can choose to specialize or be generalists. For example, if an academic unit specializes in apparel design and product development, then the core statement can be adapted to read "Department dedicated to improving quality of life through *Apparel Design and Product Development*." Many variations are possible, for example, disciplines emphasizing improving quality of life through "Fashion Marketing," "Dress Culture," "Costume History," "Retailing," "Consumer Research," "Fashion Culture," and so on. Figure 2 illustrates the potential adaptations and applications of the core that units may consider. If an academic unit emphasizes the holistic understanding of the subject matter offered in our discipline, rather than specializing in one or two particular areas, it could state "Department dedicated to improving the quality of life through *Textiles and Apparel*."

[2] Later, it was expanded to include "Dominating Technology" (Brannon, 2010).

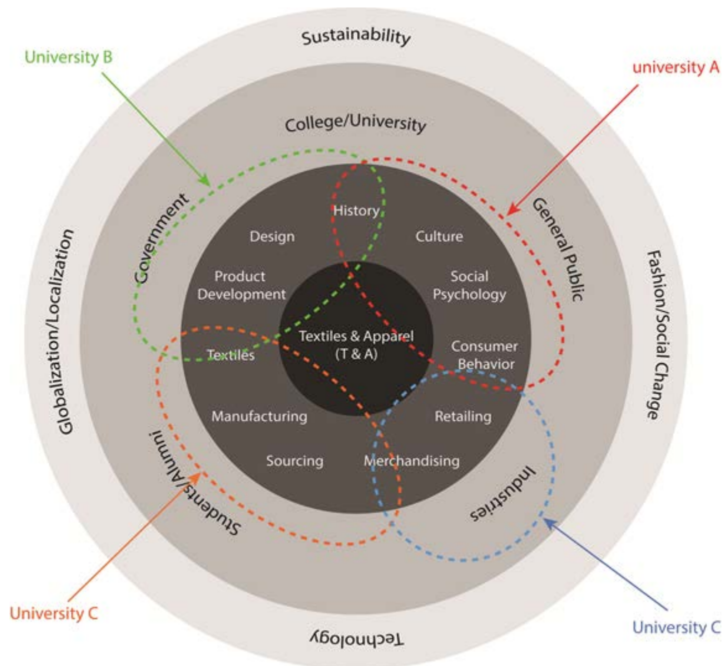

Figure 2. Adaptations and Applications of the Core

Conclusion
We recognize that not everyone can do everything. Each academic unit could specialize in a curriculum directed to specific career paths and to focused research agendas. Some may want to be generalists, but others may want to be specialists. Our proposed conceptual model could help programs evaluate their strengths, focus on these strengths, and market themselves as either specialists or generalists. Textiles and Apparel is our core with enough flexibility for everyone to develop unique strengths. Through having a clear vision of our core identity, our stakeholders will understand what our values are and appreciate what we do. Furthermore, we will be able to predict social and/or environmental forces and respond proactively with relevant courses of study for undergraduate and graduate students, and with problem solving research agendas. This perspective will help shape and guide the focus of our discipline. We ask ITAA members to challenge this proposed model and provide feedback to make this position clear and strong. We welcome comments and constructive criticism, and invite you to join us in an ongoing conversation about the core of our discipline.

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Interdisciplinary Research and Education: Strengthening the Textiles and Apparel Field

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Interdisciplinary Research (IDR) is recognized by many academic disciplines as a necessary approach in solving complex societal problems. In this paper, we propose that ITAA members actively promote interdisciplinary research and education (IDRE) to strengthen standing in the academic community and to encourage a focus on preparing researchers and industry professionals for the future.

Why "interdisciplinary"? Many words are used in the academy to describe making connections beyond a single discipline: multidisciplinary, transdisciplinary, cross-disciplinary, meta-disciplinary, pluradisciplinary, hyperdisciplinary and possibly more. We use the term "interdisciplinary" to begin the dialog, and it is, perhaps, the most recognized and used of the terms. The National Research Council of the U.S. National Academies of Sciences defines Interdisciplinary Research (IDR) as:

> a mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or area of research practice. (National Academies of Sciences, 2005, pg. 13).

We include interdisciplinary education as the necessary foundation for our efforts in strengthening research agendas and practices—thus the broader scope "Interdisciplinary Research and Education" (IDRE). The U.S. National Science Foundation (NSF) focused on the importance of interdisciplinary graduate education by conducting a workshop to explore best practices and future directions (NSF Report on Interdisciplinary Graduate Design Programs, 2008). The National Academy of Sciences also encourages interdisciplinary research.

IDRE focuses on crucial questions and complex problems that call for perspectives of many constituencies. As Karl Popper (1963) stated, "We are not students of some subject matter, but students of problems. And problems may cut right across the borders of any subject matter or discipline" (pg. 88). Focusing on crucial questions and research that make a difference will increase the credibility and relevancy of the Textiles and Apparel field.

We recognize that there are difficulties in initiating and conducting IDRE. Numerous scholarly articles address these issues including the rigid institutional structures of universities that reward single discipline research and teaching in the tenure process, rather than recognizing achievements of tenure-track faculty with multiple department appointments. IDRE poses its own challenges: 1) difficult to manage, 2) more time consuming to conduct and complete, and 3) publishing research results may be a challenge as journals accepting interdisciplinary research are scarce at this time. A study by Rafols, et al. (2012) found that use of journal rankings can disadvantage interdisciplinary research in research evaluations with a "bias in favor of mono-disciplinary research" (pg. 1262). Even with these challenges, we believe that ITAA members must reach beyond our immediate discipline to work with diverse communities to establish credibility and remain relevant.

We may proclaim that members of ITAA are already expert at IDRE due to the diverse and applied nature of textiles and apparel. And, indeed, many members work together within the field to conduct research and develop teaching methods and materials. However, we urge members to go beyond our boundaries to reach out to educators, researchers and professionals in even more diverse fields, while holding ITAA as "home base."

The Sedona Group identified areas of concern that may be strengthened through robust efforts in establishing IDRE as a necessary strategy including: developing foundational theories rooted in our field and increasing our collective and individual visibility by promoting our contributions in the areas of scholarship and education. More than 100 attendees at the 2014 ITAA annual conference in Charlotte, N.C. attended a special topics session titled, “Envisioning the Future of Textiles and Apparel Research for the 21st Century.” Several people attending that session expressed the need for a strong inclusive identity for our field. Textiles and apparel was promoted in the mid-19th century when scientific principles were applied to homemaking as noted by Welters and Marcketti in their monograph paper, “History of the Textiles and Apparel Discipline.” Does textiles and apparel adequately describe the evolution and transformation that is occurring in our field? As we identify ourselves, we argue that our umbrella must be large enough to encompass the extent of our discipline that attracts researchers from other areas. Park, Knight, Kaiser, and Ha-Brookshire’s monograph paper on the academic core of textiles and apparel attempts to show the large umbrella that we all could consider our home. Researchers from diverse fields likely will be more open to interdisciplinary efforts when there is a shared understanding of our identity and potential scholarly contributions. Articulating our identity is critical not only to academicians, but also to industry. Businesses support thought leaders and researchers who make contributions to the industry and institutions of higher learning that educate professionals with 21st century skills and abilities.

The Sedona Group suggests several strategies for initiating and conducting IDRE. Although IDRE encourages reaching beyond our discipline, a critical first step is internal assessment. We propose that each university/college program systematically and honestly assess its true strengths. At the University of North Texas (UNT), the faculty group conducts SWOT analyses for this purpose. In doing so, faculty members identify not only strengths, but also weaknesses, opportunities, and threats. At UNT, faculty engages in this type of exercise periodically. Most universities/colleges make internal assessment and strategic planning required with periodic reviews. Most of these reviews are conducted to justify existence and perhaps are the basis for funding. We propose that each ITAA member program consider an internal assessment conducted by core faculty that is separate from institutional requirements. This assessment could serve as the foundation and guide for your IDRE efforts by identifying your basic strengths in research and education based on faculty expertise, facilities, community support, and other specific factors relevant to your program. Realizing that institutions cannot possibly be all things to all people, each of us or each program may consider asking “what areas am I (is our program) willing to relinquish?”, “where do I (does my program) lack expertise, facilities, and support?” Most Textiles and Apparel programs need to offer a fairly wide undergraduate program to meet diverse needs of the students. However, some programs, as a result of internal assessment, are now focusing solely on retail while others on design. In like manner graduate programs should assess faculty expertise to develop programs of excellence.

The Sedona group identified strengths that are typical for all of our member programs and these may serve as starting points for your program brainstorming. We invite you to add to and revise this list:

- Understanding the use and stewardship of resources;
- Understanding and applying design processes;
- Creative applications of existing and innovative technologies;
- Cultural and historical perspectives;
- Multidisciplinary perspectives;
- Diversity;
- Global perspectives;
- Applied scholarship; and
- Training in mixed research methodologies.

We may begin with our expertise and excellence as the basis for reaching out to IDRE partners beyond the Textiles and Apparel field. We will be able to form these alliances with strategic approaches to continue strengthening our internal expertise and credibility. What experience and knowledge can we offer to other disciplines? Based on the answer to this question, we should be able to search for potential partners in our own university/college by reading faculty bios on the web site. We could also consider conducting the same type of search for industry partners. Before contacting people, we must brainstorm research and/or teaching partnerships that will address challenging questions best answered by partnering with others. While all of these activities can be done by individuals, we also propose that ITAA be a catalyst by holding expertise brainstorming sessions at ITAA meetings.

After identifying potential partners, we then would be able to boldly proclaim our strengths with succinct and to-the-point emails, letters and in-person conversations. The communications should describe a research or teaching project that will use expertise of all partners. Many potential partners are not aware of the expertise and possible partnerships available in Textiles and Apparel programs. Other strategies in building credibility are to do “faculty internships” with local companies and/or organizations (small and large businesses, trade associations, etc.) and to offer workshops to local businesses and possibly other departments in our university/college. University of Minnesota (UMN) faculty have conducted collaborative projects with external partners including medical clinics, 3M, Target, and NASA, as well as university programs including engineering, computer science, kinesiology, and psychology. UMN Faculty members have participated in faculty internships with industry partners. The internships were not established company programs, but were initiated by the faculty members. Certainly, we cannot and should not wait for collaboration to just happen. We believe that collaborations occur when we strategically form alliances that will benefit our programs and then initiate the partnerships.

We believe that ITAA can help further efforts to form effective IDRE programs. The National Academies of Sciences states that professional societies should:

> …produce state-of-the-art reports on recent research developments and on curriculum, assessment, and accreditation methods; enhancing personal interactions; building partnerships among societies; publishing interdisciplinary journals and special editions of disciplinary journals; and promoting mutual understanding of disciplinary methods, languages, and cultures. (National Academies of Sciences, 2005, pg. 3)

To encourage collaboration and interdisciplinary perspectives we, propose a “different” type of communication among members at ITAA meetings. Instead of the current oral presentations and poster sessions, we propose more interactive methods of discussing research studies and concept papers where members ask for constructive feedback and identify potential collaborators. ITAA could identify potential partners from other fields inviting them to participate in conference sessions beyond the typical formal speaker roles. An ITAA IDRE session would be a good starting point in recognizing the interdisciplinary work being done by members and inviting others to hear about this work.

The Sedona Group used Art of Participatory Leadership (APL) techniques to initiate the discussion on the future of the Textiles and Apparel discipline. APL uses many methods including round-table discussions with experts and “outsiders” responding to questions proposed by participants. We propose using APL for some ITAA sessions especially sessions where participants are working on identifying program strengths, developing methods to further build strengths, and sharing methods for identifying interdisciplinary partners. The dialogue could continue beyond the annual conference through chat rooms on the ITAA web site to form communities of interest. Chat Groups could brainstorm future research directions and provide support to members. We encourage members to identify individual and program strengths, form further collaborative ties with ITAA members, and form interdisciplinary linkages to address important societal and cultural problems.

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Toward Quality Scholarship That Will Help Us Thrive

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Since the late 1970s, the increase in the number of people earning doctoral degrees and a slower rate of undergraduate growth led to changes in the nature of faculty roles and reward structures (Youn & Price, 2009). In addition, competition between universities became fierce for recruiting and retaining both faculty and students. The result was a trend towards quantifying faculty members' contributions (Youn & Price, 2009). Research productivity, rather than teaching or service excellence, became the dominant basis for faculty reward across all types of higher education institutions (Fairweather, 2005).

Technological developments and scholarship available in digital formats have made the quantification processes easier, creating the 'metric mania' culture (Suchan, 2008). More and more academic journals are using impact factors to promote the quality of content they are publishing. The most popular measure of journal impact factors is published by Thompson Reuters's Institute for Scientific Information (ISI). Thomson Reuters' impact factor is determined by counting number of citations received per paper published in that journal during the two preceding years (Smeyers & Burlules, 2011). The *h*-index and *i*10-index are increasingly used to assess the quality of the published work of an individual scientist. The *h*-index is based on the distribution of citations received by a researcher's publication (Wikipedia, 2014). That is, if one is ranked with an index of *h*, it means that that person has published *h* papers each of which has been cited in other papers at least *h* times (Wikipedia, 2014). The *i*10-index simply refers to the number of academic publications that has at least ten citations from others (Google Scholar Blog, 2011).

The attempt of these indexes is to communicate the quality of a researcher's scholarship. However, this process has also raised criticism. Smeyers and Burblules (2011) argue that, first, the Thomson Reuters impact factors do not include citations from or to books or book chapters that might have significant scholarly impact. Second, the authors also explain, the journals that Thomson Reuters use to calculate impact factors are heavily weighted toward English-language journals, thereby automatically diminishing the impact of non-English work. Third, and perhaps most notably, the impact factors may not represent the importance of the research, the authors argue. For example, some work is cited as demonstrating poor research or as criticism to support a contrary argument, rather than as an example of a significant or quality work. In addition, frequently-cited articles continue to be cited by others in a chain of references. Therefore, the impact factors can be inherently a measure of popularity, rather than quality. The index factors must be nuanced by interpreting carefully the point and the purpose of the citation.

As we are increasingly judged through the promotion and tenure process with impact factors, we believe that now is the time to initiate conversations on how to define and identify quality scholarship especially within our field. (Throughout this monograph, scholarship includes all forms of peer-reviewed and/or retrievable research). Because values and ideals vary from researcher to researcher, and sub-field to sub-field of our discipline, there might be different opinions as to what is considered quality scholarship. Because of that, we first start with what is not quality scholarship, regardless of the discipline area.

First, the 'salami' or least publishable unit approach of cutting narrow slices from research data to get as many articles as possible out of a study (Suchan, 2008) is not the way to achieve quality research. In today's academic environments, we can easily be trapped by the so-called 'bean counting' culture and publish essentially the same idea in multiple research outlets. This does not advance the discipline and our content knowledge base, but rather replicates the same idea over and over. Therefore, the number of the "beans" may not represent scholarly impact or quality.

Second, the test of quality research may not be established in the short term. That is, we may not be able to immediately assess the impact of research. Therefore, short-term assessment of one's scholarship must be done with caution, especially if one's research is ahead of the times or focused on a niche field.

Third, at a micro level, poor scholarship does not thoroughly incorporate past literature, uses inadequate data collection methods, demonstrates fatal flaws in data analysis, and is unintelligible because it is poorly organized with grammatical and typographical errors (Shugan, 2003). Wells (1993) defines that poor scholarship lacks detailed explanation of data collection and analyses that were used, and therefore, it is not replicable. He also says that poor scholarship may use convenient samples, such as students, without theoretical justifications, simply due to limited access to the study population. He explains that correlations are presented as causality in poor scholarship, without substantial support and evidence, and statistical significance becomes too important, while real significance is ignored.

If we agree on what quality scholarship is NOT as described above, what are the hallmarks of quality scholarship? In the big picture, many researchers and scholars agree on the following when describing quality scholarship. First, quality scholarship develops new knowledge based on a set of values (Shugan, 2003). This new knowledge is built from past literature and offers new insights into new theory. Through the new knowledge, new problems are solved (Kuhn, 1962/1996), and therefore, new values are created. We understand the degree of newness and the definitions of values in this statement may differ amongst scholars. One of the values can be to deepen our understanding of existing knowledge. Other values may shed light on new problems of interest. It is not our intention to show which research has a greater degree of novelty or values. Rather, quality scholarship is transparent with data collection and analyses, or design processes, offers clear definitions of terms, and offers possible solutions to problems that were not evident before. Therefore, quality scholarship stems from values.

Second, quality scholarship serves an audience (Shugan, 2003). That audience could be as large as the general society or the world. The audience could be as small as students in classes, investors, or small business owners in a specific town. Quality scholarship focuses on the whole or segment of the specific audience, and is clear about the scope and impact of the research specifically related to the audience. In this light, Wells (1993) suggests we may approach our research quest backwards. That is, it is recommended to start with determining (a) how the research findings could be implemented; and (b) which group of people and communities the findings would help. By researching backwards, much of the "so what?" or significance questions of research will disappear and the findings of our scholarship will become relevant and valuable to certain people and communities.

Third, whichever audiences quality scholarship serves, the mission of research is or should be linked integrally with teaching and service. Indeed, Shugan (2003) pointed out that quality scholarship is something that the researcher can bring into the classroom and service applications, so that society can absorb the new knowledge to improve lives.

In the long term, quality scholarship makes changes in society. Human history shows that new knowledge changes our society and our lives. Any discipline that produces new knowledge that has value will not have to worry about the relevance of the discipline or program. Quality scholarship also trains the next generation of scholars with rigor, and therefore, drives the discipline (and ourselves as researchers) to thrive. That is, quality scholarship lies at the core of our future.

We have choices to make to create a bright and thriving future. There are two routes in determining the direction for our scholarship: (a) grow the quantity of scholarship— add numbers without concern for meaningful contributions; and/or (b) improve the quality of scholarship to move the field forward.

For those who are interested in growing the quantity of scholarship, Smyers and Burblules (2011, p.14) sarcastically advise us to do a few things. First, "forget about society and education in general." Just research what is popular and has potential to create more citations while staying in the "silos." Therefore, we could let research method or technology drive research without consideration for the audience. Second, the authors also advise, "look for friends with whom you can swap cites" as that would be the best way to grow your impact factor fast and furiously. This may be the best way to win the number game! Then, the authors continue, "cite your own work often, and cite lots of articles from the journal in which you want to publish." Indeed, self-citation in general increases your impact factor. These are one of the easiest ways to "watch your impact factor [or indices] grow" as the authors criticize the limitation of the impact factor.

On the other hand, if we want to be a quality scholar who produces new knowledge with values, we will have to first seek anomalies to question existing theories; rather than perpetual theory supporting research! Thomas Kuhn, a philosopher of science, argued in his 1962 book, *The Structure of Scientific Revolutions*, that the only way to challenge existing paradigms is to find and show anomalies that are not explainable by existing theories. If all of our research simply supports existing theories, that paradigm still dominates the scientific community and that society will not be able to progress. We will need courage to report findings that are not supported by existing theories and the scientific community will have to come together to figure out why not. Through this process, new theories will be suggested and our understanding of the world will improve.

Second, we will have to question authority and think for ourselves. Neil deGrasse Tyson (2014), an astrophysicist and science communicator, challenges us to "always question authority!" Without it, most of human invention and discovery would never have taken place and we may still think the Earth is flat. To question authority, we need to train ourselves and future researchers how to think rather than what to think. This also includes training future scholars on the hallmarks of scholarship quality and constructive peer-reviews. Methods and results of quality scholarship will challenge our existing thoughts and stimulate new ways of thinking and viewing phenomena.

What can we, as ITAA members, do to foster and produce quality scholarship? Here are a few examples that we can explore. First, ITAA could offer an outlet for "failed" research. For example, if all we do is support other people's theories we will not find anomalies that could lead to new theories. Creating safe and productive settings for researchers to share studies that were rejected for publication could lead to improved research encouraging researchers to re-think a study. Second, ITAA could provide expanded venues for sharing conceptual and opinion papers. A clear understanding of ethical use of these early stage concepts will be necessary before members can be assured that "incubator" ideas will not be stolen or misused. Exploratory or controversial research could also be shared. These early ideas should be valued as highly as empirical findings, worthy of conference presentation and publication.

Third, ITAA could help solve big problems through inter-, multi-, and/or trans-disciplinary approaches. What types of problems can we help solve? Where is our expertise needed? What types of problems can we help solve with researchers in other fields? Fourth, ITAA could offer junior researchers personal mentoring relationships with experienced researchers. Through this mentorship, junior researchers may learn how to craft their own research programs, gain confidence in reaching out to other researchers, and learn to constructively and respectfully review others' research. This mentoring relationship will help improve the overall quality of research in our field.

In conclusion, we hope that we have offered a glimpse of the incomplete nature of scholarship metrics and quantification tools that are impacting our professional lives. Some may say the quantification of scholarship is a game we cannot avoid playing, and we must find a way to get ahead of the game. So perhaps until a junior faculty member earns tenure and promotion, they will have to focus on meeting the quantity requirements for scholarship. However, for the long-term survival/success of the discipline, we argue that we must do things that are different, difficult, and challenging. How can we balance our output between quality and quantity scholarship? How can we broaden the horizon of quality scholarship by welcoming new thoughts and expanded boundaries, while others dig deeper? What would be the best way to do so? We finish this monograph urging us to change the way we look at the world, be the agents of change, and truly welcome new and different insights, beyond a monolithic view of quality scholarship, for the greater good of our discipline.

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Professional Ethics: Integrity, Responsibility and Respect

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"We believe in honor, integrity, and dignity"
ITAA Code of Ethics (2014)

As do most professional organizations, ITAA has a code of ethics which is found on its website. The core of the ITAA ethics code is summarized in three words: *honor, integrity* and *dignity*, which caught our attention as the core of our contribution to the monograph is reflected in the words *integrity, responsibility and respect*.

At the Sedona meeting, we engaged in discussions on enhancing our research as well as our role and impact on the intellectual and moral development of our students, both undergraduates and graduates. What are our responsibilities in regards to research and mentoring? How do we do so with integrity and respect for each other?

These questions arose as a result of dialogue that focused on observations of actions and behaviors presenting papers or posters at professional meetings, specifically in regards to another's scholarship, whether it is research or creative work. For example:

- Are the citations used in the presentation accurate? In other words, are previous authors given the appropriate credit for their scholarly contributions to the topic?
- Are names added to the list of authors, even though the individual did not contribute to the project?
- Is photographing another person's poster presentation without their permission ethical?
- Do we recognize the importance of expressing intellectual thought and critique of another's work?
- Do we know how to offer critique in a respectful and thoughtful manner?
- How do we feel about sharing new research ideas with other scholars?
- What are the ethical practices and responsibilities in terms of discussing ideas with colleagues?

At the Sedona meeting, we also shared concerns about growing ethical issues facing university campuses such as plagiarism and cheating and the role of technology in increasing unethical behaviors in academia (Read, 2004). With the advancement of information technology, a plethora of intellectual and creative works is available and readily accessible on the Internet. User-generated content is everywhere on social media and easily shared with the click of a mouse. There is no clear system for authorship, copyright, citation, and so forth. In the fast-changing digital environment of the 21st century, it is confusing to many of us where to draw a line between being ethical and unethical. Younger generations grew up in digitally-connected global environments where traditional concepts of intellectual property may make little sense to them. For example, when consumers co-create a product on a website, who owns the copyright? How about when people join music collaboration on an online platform (e.g., Kompo.com)? If a student creates a visual inspired by what she/he saw on Pinterest, and the visual reflects some similarity with the original image, is this behavior ethical or unethical?

We do not have a simple answer to these newly emerging questions in the 21st century. Perhaps we are likely to say, "It depends…" While we do not have clear answers as to what ethical behaviors look like in such a volatile environment, what we do know is that new ethical questions or issues that we cannot possibly conceive at the moment will emerge even before we can answer the questions facing higher education today. Technology advancement will occur even at a faster rate. Do we know how to embrace technology in pedagogy while maintaining the integrity of courses?

Our goal in this paper is to begin a dialogue with our colleagues about ethics, especially about professional ethics. We hope that this paper will lead to thought-provoking questions, intense conversations, clarifying questions and continuing dialogues that can help us clarify and demystify the hazy concept of being ethical. It is our responsibility as educators to help our students have a better understanding of what it means to be ethical, inspire them to be ethical, and lead by example.

What Does It Mean to Be Ethical?

Reybold (2007) defines ethics as “principles or standards related to moral conduct and ethicality, as to how one conforms to these principles and standards” (p. 281). Reybold states that an individual chooses to be ethical. If being ethical is an individual choice, how do we know the difference between right and wrong? Where and how did we learn moral principles? We all have experienced instances where we made the wrong choice. What was the outcome? What did we learn? We do not intend to engage in philosophical debates about ethics in this paper, but to engage in conversations about how ethics can be taught or cultivated in higher education.

The university rests on academic freedom. The core policy statement of the American Association of University Professors (AAUP) argues, "institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition" (2014a, p. n/a). However, it must be noted that academic freedom does not mean that one has the right to copy someone else’s idea or scholarship for his or her own purposes without proper citation. Rather it implies that one will conduct oneself in an ethical, professional manner to advance knowledge.

Professional Ethics

The AAUP (2014b) statement on professional ethics holds faculty responsible for their own behavior as a scholar and a teacher.

> *Their (faculty) primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry….As teachers, professors encourage the free pursuit of learning in their students, they hold before them the best scholarly and ethical standards of their discipline* (p. n/a).

Huisman and Currie (2004) identified three interrelated trends that have had an impact on higher education since the 1980s. The first is the increased accountability of the institution to its stakeholders for delivering an affordable and relevant educational experience. The second trend is the globalization of higher education through the marked increase in both international students studying at American institutions of higher education and American students studying abroad. The third interrelated trend is development and expansion of technology for course delivery and communication. The authors believe that higher education has moved from “…internally-oriented system of accountability to an explicitly externally-oriented one” (p. 535).

Additionally, changes in the academic environment provide contexts to help us understand a current state of professional ethics in higher education. According to Hamilton (2006), the academic environment has changed considerably since the 1960s in terms of the socialization of the professorate from that of collegial self-governance to personal autonomy. Hamilton notes three trends that led to such changes; 1) changes in expectations for promotion and tenure, 2) growth in specializations and 3) the marked increase in part time versus full time faculty. In current higher education, rewards are generally for ‘me’ rather than the good of the whole. Professional ethics are not necessarily discussed or shared with faculty. Rather professional ethics are implicitly assumed for faculty. On the other hand, because of academic freedom, faculty may think that they are self-empowered; no one – student or colleague – will contest their behavior inside or outside the classroom. Such personal autonomy may have an impact on professional ethics as conceived by faculty.

Not surprising, there has been criticism about lack of ethical standards in academia. Elliot and his colleagues (2013) assert that leadership at the highest levels of the institution sets the standards for faculty behavior and/or misbehavior. They argue that fraud and plagiarism happen in the academy due to lack of ethical standards. They further urge educational institutions to look into "relationships between ethics and performance in the tenure process and annual evaluations" (p. 93).

Perhaps the changing academic environment, coupled with the prevailing moral relativism, contributes to growing ethics concerns in academia. Moral relativism is "the position that all moral judgments are contextually, historically and socio-culturally dependent and hence, that a universal ethics not bound by time or space" (Mason. 2001, p. 51). Bauman discussed four moral characteristics of late modern society (as cited in Mason, 2001).

- As a result of growth both in the global population and technology, the number of social actions among persons is continuing to escalate, resulting in more diverse and complex interactions. What is happening is that "actions have consequences beyond our imagination" and "there are no ethical rules to guide the actions*"* (p.49). Therefore, we do not always foresee outcomes/consequences of actions.
- Because of the "division of labor," no one person can claim sole credit or responsibility for outcomes/consequences of actions.
- In the late modern age, we play so many different roles, that we no longer can define an individual's identity.
- We are in an age of moral ambiguity, questioning and/or defying traditional moral authority.

Ethics is almost always one of the core values or guiding principles in academic institutions and universities and professional organizations have published codes of ethics. However, higher education is often criticized for tolerating the fraudulent and unethical behaviors that disrupt the learning environment. There is evidence that suggests that unethical practices and behaviors are prevalent in the higher education community (Boehm et al., 2009, 2001). Why? According to Reybold (2007), faculty do not always receive formal training in professional ethics. Rather there appears to be implicit assumptions that faculty are experts on professional ethics. Do we as faculty know what professional ethics mean to us?

How about students? Do our students know what professional ethics means? Do we educate them about professional ethics? The Center for Academic Integrity (CAI) defines student cheating as *representing someone else's work as your own.* Cheating among college students has risen dramatically since the 1960s. Lang (2013) reported 76% of college students admitted cheating at least once during their college experience. One report stated that "between 67% and 86% of undergraduates had cheated on campus" (Payne and Nantz, 1994 as reported in Boehm et al., 2009, p. 46). Because of pressure to obtain admission to particular undergraduate and graduate programs, students today tend to be more focused on grades and less on education, resulting in rising cases of cheating (Academicintegrity, 2014).

Similar to faculty or worse, most students are oblivious about professional ethics. Although institutions of higher education have published codes of conduct for students, many students have not been told what constitutes cheating in the classroom by instructors; or many do not comprehend repercussion of certain behaviors they or their peers engage in. In addition, in today's educational environment, cheating does not carry the baggage it once did. Students often are not held accountable. The student and, in some cases, the parental focus has changed from learning content to obtaining grades often with the intent of admission to graduate/ or professional school (Academicintegrity, 2014). Additionally, a growing popularity of online education poses new challenges, as is increasing cultural diversity in classroom.

Many factors including moral relativism, a shifted focus on grades, changing social roles, technology and globalization altogether have contributed to lack of clarity and commitment to professional ethics in academia, resulting in rising unethical behaviors in higher education. In a commentary in The Chronicle of Higher Education, Blum (2009) views students' unethical behaviors, specifically plagiarism, as a question of education, and argues that academic integrity is a constellation of skills built through the apprenticeship in higher education. Therefore, it would be important to educate both faculty and students about professional ethics and help them build skill sets to be ethical in decisions they make and behaviors they engage in.

McCabe and Pavela (2004) published their *Ten Principles of Academic Integrity for Faculty* in 1997 and updated them in 2004 to reflect changes in the educational environment, more specifically, the rise in high school and college student cheating, as well as the misuse of the Internet to secure information. According to McCabe and Pavela, faculty have an ethical obligation to teach students about academic dishonesty. Among their ten principles they suggested that institutions of higher education (p.12-15):

- recognize and affirm academic integrity as a core value;
- help students understand the potential of the Internet—and how that potential can be lost if online resources are used for fraud, theft and deception;
- encourage student responsibility for academic integrity;
- reduce opportunities to engage in academic dishonesty; and
- respond to academic dishonesty when it occurs.

With the above guiding principles, do we feel competent to educate our students about professional ethics? How can we teach professional ethics in undergraduate and graduate courses?

Integrity, Respect, and Responsibility
In an effort to promote academic integrity in higher education, we would like to begin a dialogue about integrity. Drinan (1999) discusses five values reflective of academic integrity. The first value, academic honesty, is considered the foundation for the remaining four values, i.e., trust, fairness, respect and responsibility. In this paper, we will concentrate on three particular core values including Integrity, Respect and Responsibility.

Integrity is a core value of ethical behavior. Wakin (1996) describes "integrity as the *bridge between character and conduct"* (p. 25). He goes on to say that professional integrity explains both one's role-specific and one's professional obligations. One serves her/ his profession for the good of the whole and at times, professional and personal integrity collide. Wakin believes that both personal and professional integrity are compatible and interdependent. Mason (2001) describes integrity as such: "…a life lived in terms of ethics of integrity is a life that approaches authenticity thorough the growth of successive layers nurtured in respect for the dignity of being and in the acceptance of responsibility for the consequences of our actions" (p. 63). Mason (2001) notes that ethics of integrity will provide strength in times of despair**.** A strong sense of self is dependent upon "...respect for the dignity of our own being" (p. 65). Drinan (1999) states that "Integrity is built upon continuous conversations about how these values are, or are not, embodied in institutional life…" (p. 4).

Respect as defined by Drinan (1999) is "…acknowledging the worth and work of others and not treating them as objects." Kirkness & Barnhart (2001) define respect as a relationship of mutual empowerment. The concept of mutual empowerment is particularly significant in today's technological and multicultural classrooms. Teaching and learning is a reciprocal process of sharing between the mentor and the learner. Respect takes three primary forms: "respect for oneself, respect for other people, and respect for all forms of the life and environment that sustain them. It is fundamental to teach the fundamental value of respect for self, others, and the environment" (Lickona, 1991, p. 43).

Responsibility is defined as "taking action in the face of wrongdoing" (Drinan, 1999, p.4). Drinan further contends that due to changes in pedagogy and the use of mobile technology by students in the classroom, some faculty are not always aware that students cheat while in the classroom or they choose not to deal with such misbehavior in the classroom. According to Lickona (1991), "responsibility is an extension of respect. If we respect other people, we value them. If we value them, we feel a measure of responsibility for their welfare…Responsibility means being dependable, not letting others down…responsibility also means carrying out any job or duty to the best of our ability" (p. 45). Lickona suggests that respect and responsibility are two universal moral values that we can teach to students by making them "operative values in the lives of students – is to educate for character. Character consists of…" (p. 68)

- moral knowing (moral awareness, knowing moral values, perspective-taking, moral reasoning, decision-making, and self-knowledge);
- moral feeling (conscience, self-esteem, empathy, loving the good, self-control and humility); and
- moral action (competency, will, and habit).

Students need to know that ethical behavior, respect, integrity and responsibility are expected in the professional work environment. For example, the topic of social responsibility that textile/apparel scholars engage in, both in teaching and research, addresses a variety of ethical issues in the textile and apparel industry. These include working conditions, child labor, wages, consumerism, environmental degradation, body image, and counterfeit products (Dickson & Eckman, 2006). Growing awareness of these issues has forced industry executives to review and, in many instances, change work practices and behaviors throughout their companies. Snider, Hill and Martin (2003) reviewed statements of Corporate Social Responsibility (CSR): that is, legal, moral and ethical statements from *Forbes 50 Top US Firms* and the *50 Top Global Firms*. They found a firm's general value statement serves to communicate the organization's ethics and its relationships with internal and external stakeholders. A component of CSR, ethics, is defined as the "...responsibility to respect the rights of others and to meet the obligations placed on them by society that ensure those rights" (p. 176).

Dickson and Eckman (2006) stated that socially responsible apparel/textile business involves "an orientation encompassing the environment, its people, and the apparel/textile products made and consumed, and the systematic impact that production, marketing, consumption of these products and their component parts has on multiple stakeholders and the environment; a philosophy that balances ethics/morality with profitability, which is achieved through accountability-based business decisions and strategies; and a desire for outcomes that positively affect, or do very little harm to, the world and its people" (p. 188). We, as educators and scholars, have an obligation to our constituencies to practice and model ethics of integrity, respect and responsibility. If students do not learn the core values of ethics, how will they transfer or understand ethical practices in their roles in industry and as a consumer?

As educators, we can help shape the values and character of students by serving as an effective caregiver, a model, and an ethical mentor. We can do so by "avoiding favoritism, sarcasm, embarrassing students or any other behavior which undermines a student's dignity and self-esteem; by treating students with respect and love; by combining good example and direct moral teaching, and also by mentoring one-on-one" (Lickona, 1991, p. 80). Faculty can serve as role models and mentors to students, who are still formulating their ideas and values.

Closing

When we arrive on a university campus as faculty, professional ethics is implicitly expected. Furthermore, we are expected to educate our students, both undergraduate and graduate students about being ethical and making ethical decisions. But frankly are we really clear about what makes us as faculty ethical? Do we know what it means to be ethical for our role as a scholar and a teacher under pressure of promotion and tenure? To effectively educate and inspire our students, we need to be open to starting dialogue amongst us so that we have clarity as to what it means to be professionally ethical in a fast changing environment.

During the Special Topic session in the 2015 ITAA annual meeting, ITAA members expressed a need for building respect for diverse individuals, diverse disciplines/areas, and other differences. Concurrent with conversations about building rigor in our scholarship, the ITAA members in attendance raised the question "how can we work toward common goals of fostering rigor in a respectful and responsible way?" We believe this is an important question for us to ponder as we work together to build a culture of respect and responsibility.

Our reviewers made excellent suggestions that we would like to propose to our ITAA colleagues. We suggest that ITAA form an ad hoc committee of faculty and graduate students to formulate a 'best practices' code of professional ethics, including ethical practices in scholarship as well as in the classroom. To effectively educate and inspire our students and faculty, we recommend ITAA establish a code of ethics, and publish examples of "unethical or questionable cases." These cases then can be used for further training/development.

It is further recommended that ITAA provide opportunities for open dialogue at its annual meeting. For example, several ITAA members have proposed a session dedicated to 'concept papers' that is, an open discussion of research interests, ideas and concepts among members with the intention of providing helpful feedback to each other. Additionally, there was a strong interest in creating educational opportunities for giving and receiving constructive feedback using role-playing strategies during the 2015 ITAA Special Topic session. Can we trust each other to provide honest, constructive feedback without fear of one's idea being appropriated by others? Can we comfortably encourage our graduate students to present their thesis/dissertation research-in-progress at ITAA without fear?

We hope our thoughts and questions stimulate your thinking about how ethics and its core values of integrity, respect and responsibility influence and impact others. Our purpose in raising these issues about ethics is to initiate thought and further conversation about our role as educators and scholars of textiles and apparel in an ever-changing technological and global environment.

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The Transformative Potential of Risk-Taking in Textile and Apparel Programs

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There is a popular quote, “What would you risk if you knew you could not lose?” that sets the framework for transformational risk. Unfortunately, the reality is that the Textiles and Apparel discipline has faced numerous challenges when there was a great deal at stake. Robert Hutchens, chancellor at the University of Chicago from 1945-1951 once argued that not all subjects are equal. He suggested that programs like homeopathic medicine, criminal justice, and fashion design were for skill development and professional training for job seekers rather than pure education. There is historical evidence that many other administrators have agreed with Hutchens. However, many universities, particularly those with a land-grant mission, are about serving the people in our communities. The inseparable mission of research, education, engagement ensures that we create a “well-educated citizenry, a skilled work force and the economic development that stems from research innovation and creative intellect” (Bruininks, 2005). So we ask, “Isn’t it true that each discipline has something to contribute to the greater good?” So when external risk is upon us, one strategy would be to strengthen interdisciplinary partnerships that result in societal impact that the ever-changing host of chancellors and provosts will appreciate.

Beyond the more obvious links—say the basic sciences with medicine, or economics with business, or philosophy with religion—there is evidence that interdisciplinary collaborations are making impactful contributions to society. The challenges we face today are not bounded by single disciplines; in fact they require the collective expertise of many. In the field of textiles and apparel, we have often touted that our root theory-base is wide-ranging and comes from disciplines such as history, anthropology, business, chemistry, sociology, or art. Since our beginnings, textile and apparel programs have functioned in a multi-disciplinary manner. In this monograph, LaBat and Knight argue that we need to become more interdisciplinary. This strategy might find us working with colleagues from engineering, health sciences, or psychology using theories or methods that stretch our research capabilities. When we risk these types of collaborations, we have the potential to gain a place at the “STEM” table or find ourselves as a Co-PI on a grant from the National Science Foundation.

As you see from the monographs in this series, there is concern for the future of our discipline. We tend to over-react to intentional actions, things that offend our morals, and to immediate threats. However, we tend to under-react to accidents, abstract events, and natural phenomena, changes that occur slowly and over time, and to long-term threats (Gilbert, 2006). So why do we avoid venturing into the unknown, especially at the absence of an immediate threat? After all, risk means facing uncertainty. It is not a risk if we have nothing to lose. We tend to view risk-taking negatively, often regarding it as reckless and ill-advised. While some risks certainly don’t pay off, others do. Let’s take a moment to look at it from a fresh perspective. Let’s reframe risk as an *opportunity to succeed* or a path forward into an uncertain future. First let’s take a look at the types of risk for which textile and apparel programs might face:

Preventable Risks are internal risks that come from within the unit. These are controllable and should be avoided or eliminated. Examples of this type of risk might include lack of attention to diversity issues or inappropriate handling of Title IX cases or department resources. This category is best managed through active prevention such as established best practices and procedures, ongoing monitoring, and mentoring. We cannot anticipate every situation but knowing our mission, embracing our values, and setting boundaries can help avoid preventable risks.

Strategic Risks are quite different. First of all, strategic risks are usually desirable rather than undesirable. When we strategically take risks, we hope to generate an improved outcome of our current situation. For example when a textile and apparel curriculum decides to move from a program focused on fashion design and instead focus on a technology-driven product development program significant risk can arise. However the strategy to have students be better prepared for the marketplace and ultimately have better career placement is a situation where the outcome has the potential to outweigh the risk.

External Risks are those outside the textile and apparel unit that are beyond our control. As the dean of a College of Human Sciences once said, “We are only one provost away from total reorganization.” Often we cannot prevent such events from occurring, but managing the best outcome and mitigating their negative impact would be the best strategy. Recently, several textile and apparel programs have been reorganized into business colleges or design schools. Thoughtful, strategic efforts with alumni, industry, and recruiting can mitigate some of the negative impact.

So if we are “only a provost away” from losing ourselves, we need to have data-driven arguments prepared that illustrate our strengths. For many of our programs career placement is high, starting salaries are competitive, salary growth potential can be impressive, and many of our alums climb to top executive positions at global companies. Most of our curricula include liberal arts foundations, courses from the business school, and content knowledge for careers in textile and apparel related fields. Indeed, we are preparing our students for careers in industry, but also to be part of the “well-educated citizenry.”

Are we worth the risk?

As our programs from across the nation, and even around the globe, have been subjected to reorganization, and sometimes even demise, we must pull out our armor to prepare the arguments we need. In the 80s, programs in the College of Human Environmental Sciences at the University of Missouri risked closure because a new administrator did not see the strength of the programs. Rather than risk closure, Dean Bea Smith rallied the troops and created a campaign called, “Hell No! We won’t go!” While this edgy campaign slogan risked backlash from some, the risk of closing was greater (see Photo 1). A few years later, the College of Human Ecology at Kansas State University borrowed the same campaign slogan. Hundreds of students from the college camped out on the steps of the central administration building wearing their slogan t-shirts, and ultimately saved the college. Both colleges are thriving today. But we have to understand that we must be willing to be proactive rather than reactive when being threatened.

Photo 1. The “Hell No. We Won’t Go” campaign by the University of Missouri in the 1980s
(Photo courtesy of Bea Smith)

Unfortunately, junior high and high school FACS programs were cut across the nation, often because administrators took the same ideology as Hutchens and decided FACS was not an important discipline, particularly during times of budget constraints. However, there has been a recent backlash. Recent news posts (Boston Globe, Huffington Post) have argued that our society is missing important skills because programs related to family and consumer sciences are no longer part of required public education. Norum (2014) showed how there is a knowledge gap in that young consumers lack the clothing maintenance skills as compared to their older counterparts. Most young people did not have family and consumer science courses or parents that taught them laundry and sewing skills. The New York Times (September 5, 2011) reported that reviving home economics is "profoundly important" and could address a host of societal problems facing Americans today.

Universities are infamous for long and drawn-out structural changes, but the landscape is changing. In the age of technology, globalization, and transparency, the current environment offers potential for a dramatic shift in higher education. Today's pressures come from a range of competitive forces such as online degree programs, for-profit universities, and a consumer-oriented mentality when shopping for colleges. Our programs are faced with a bewildering mixture of promise and threat. On the one hand, we glimpse the promise of significant advances in technology, industry partnerships, and interdisciplinary research. But on the other hand, as Reilly and Kaiser point out in this monograph, we are threatened by budget constraints, retiring senior faculty, a changing marketplace, and upper administrators who do not value who we are.

Adopting a culture of risk

Great opportunities often come from risk-taking. Each time we courageously step out of our comfort zone we learn things that may lead us in an important new direction or to new understanding. When we put risk into a fresh perspective we create our own opportunities. Park, Knight, and Kaiser, and Ha-Brookshire in their piece on the academic core show how we might be able to formulate our own opportunities. We must strategically build teams that share the same mindset yet push us to new thinking. We must deliver impactful research that serves communities in meaningful ways as Ha-Brookshire and Marcketti argue. We must embrace collaborative efforts even though they may be challenging to initiate and take more effort to manage. When collaborative teams make strides into new arenas, we must reward their efforts and broadcast widely the results.

To paraphrase Peter Drucker (1993)—Within a few short decades, society rearranges itself—its world view; its basic values; its social and political structure; its arts; its key institutions. The new world that emerges is unrecognizable from those born at the beginning of the timeframe. Change can be difficult. Universities will undoubtedly play an important role in societal change, but along the way we will realize institutional transformation. It creates a climate of uncertainty. The seven monographs in this volume unpack some of the issues specific to our discipline. By confronting these various issues and revealing some of the challenges we face, we are better prepared to move our programs and ourselves forward in a way that is more impactful.

Change can be threatening, especially for pre-tenured faculty. A result is that the status quo continues because there is a sense of comfort in repeating what has already had success. However, if we continue to do the same old thing, what might result could be even more threatening and uncomfortable. Ask yourself, "Are you doing research that impacts human lives or informs industry?" If not, then maybe you need to find more important questions. If you are—then have you done the necessary things to get your results out to the public? As we know, most of our journal articles are seldom read beyond our own scholar circles. The truth is the authors of this monograph are taking risks by raising questions that are uncomfortable and a bit controversial. However, we believe that we need to speak the truth and stir the pot enough to get a vital discussion to ensue.

If we stay focused, we can better assure our future. We need to do meaningful research and education that has impact on human lives or provides positive input for industry. The needs and opportunities of both local and global environments are broad based and interrelated. They include healthy living, entrepreneurship, new technologies, workforce development, and sustainability. We need to have the mettle to reach out to scholars in other disciplines who can partner with us as we strive to do meaningful research. And we need to enhance the ways in which we tell our stories so that the media, our students, campus administrators, industry, and funding agencies support our efforts. To successfully manage the risk, we need to figure out how the risks become opportunities so that the issues of today can become solutions for tomorrow.

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Closing Thoughts: Action Items Recommended to ITAA

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In closing, the Sedona Group recommends the following key activities for ITAA's consideration:

- Hold expertise brainstorming sessions so we can identify internal strengths before initiating interdisciplinary research and education projects. These sessions could help members in identifying:
    - Program (or individual) strengths, building program (individual) strengths, methods of sharing strengths and engaging interdisciplinary partners
    - Grand challenges/problems that we could help solve
    - Niche areas that require our unique expertise to solve problems
    - Areas to improve
    - Ways to initiate/implement interdisciplinary research and education.

- Offer different types of communication among members at ITAA meetings. In addition to current oral presentations and poster sessions, we propose more interactive methods of discussing research studies, failed research, concept, or opinion papers where members ask for constructive feedback and identify potential collaborations. For this purpose, ITAA must ensure that these sessions provide a safe and honest environment where the presenters feel secure sharing their ideas and challenges.

- Offer mentoring programs, including:
    - Educational opportunities for giving and receiving constructive feedback using role-playing strategies
    - Programs to help faculty and graduate students challenge existing paradigms for new and novel research programs
    - Programs to enhance professionalism, collaboration, respect

- Form an ad hoc committee of faculty and graduate students to formulate a 'best practices' code of professional ethics, including ethical practices in scholarship and in the classroom.

- Consider establishing a code of ethics, and publish examples of "unethical or questionable cases." These cases then can be used for further training/development.