List of Undergraduate Courses Taught Within Last Six Years

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Lecture/Lab</th>
<th>Enrollment</th>
<th>Retention %</th>
<th>Summary Evaluation</th>
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<tr>
<td>Spring 2015</td>
<td>MCS 238: Cultural Perspectives in Fashion</td>
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### Significance of Undergraduate Teaching Within the Overall Mission of Louisiana Tech

Learning is a journey and I want students to become excited, developing their own individual path for professional development while participating in classroom learning (teaching), research, and service that comprise the mission of Louisiana Tech. When working with students, I do not see the mission of Louisiana Tech as three independent sectors but rather that research and service are entities that can be incorporated in the undergraduate teaching setting. As I reflect on my own educational journey, the classes I enjoyed the most were those that engaged me in the learning process through classroom discussions and hands-on learning activities. This carries through to my teaching style and teaching becomes much more exciting and inspiring when students are actively participating in class, taking responsibility and becoming passionate about learning as they forge their path throughout their journey.
Central to my teaching philosophy is encouraging critical thinking in an innovative classroom format. Innovative teaching can take on many different forms depending upon the field of study. In my classes innovative instruction provides inquiry-based learning that requires active engagement of students by creating a hands-on learning environment. In lower-level courses where foundational concepts are introduced, I use computer simulations and in-class activities to reinforce material and develop group discussions. In upper-level courses I incorporate “just in time teaching” requiring students to read assigned material and be assessed by either a quiz at the beginning of class or an online journal entry. The class then is a discussion-based environment where I become a facilitator, not a lecturer. I also use in-class activities such as discrimination simulations, practical reasoning process, class debates, and hands-on, active learning assignments to develop critical thinking and problem solving. The purpose is to add substantive value to the learning experience and engage the students in the learning process to ensure understanding and develop passion for their journey. “I hear and I forget. I see and I believe. I do and I understand” (Confucius).

Research, I feel, is another component that is important for undergraduate students to participate in as part of their educational journey. As an associate professor with a high teaching load, I have combined my research with my undergraduate teaching to provide the opportunity to conduct more research and students the opportunity to participate in research. All fashion merchandising students are introduced to the research process through conducting a product comparison project where they conduct textile performance tests on three different brands of a similar garment to determine which brand performs the best. As students are interested in pursuing additional research opportunities, I have worked with them to develop their own research studies as well as have them as research assistants on my research studies. As undergraduate students participate in various aspects of research, they learn the importance of furthering the knowledge base in our field.

Becoming a successful professional not only involves acquiring knowledge, but also giving to the community. To me a way that I can have undergraduates give to the community is through service learning. I believe service learning is important because it provides students the opportunity to make a difference in someone’s life just as I am making a difference in theirs by using their knowledge to provide a service to others. Service learning projects that I have included in my undergraduate classes include producing fashion shows community groups, providing educational workshops, assisting with organizing state professional meetings, and organizing events to bring awareness to social issues.

As I reflect on my teaching and what provides the passion to continue, it is not the student evaluations I receive at the end of each course. Success to me is not necessarily receiving high student evaluation, but rather providing opportunities for students to develop a passion as they tailor their educational experience to meet their career needs through participating in classroom learning (teaching), research, and service. I believe that learning begins within the classroom but the journey continues via other venues. This belief is what motivates me to “put in the extra hours and go the extra mile” such as creating new courses to address the dynamic field of fashion merchandising, adapting a course format to allow students to participate in a course while completing internships, supervising independent studies to provide research opportunities, collaborating with other disciplines to provide service opportunities, or organizing study tours to provide first hand knowledge of the field. When students’ comments such as “I enjoyed your class because it gave me the opportunity to challenge myself and my beliefs while developing a passion for helping others through my career” demonstrate the effectiveness of my teaching to evoke passion I know I have made a difference in their lives and to me that is success and the significance of undergraduate teaching within the mission of Louisiana Tech.

**Description of an Important Innovation Made in Undergraduate Teaching**

*MCS 219: Textiles* – I developed a laboratory component for the course that provides students the opportunity to conduct introductory textile testing. The hands-on lab allows students to apply the concepts learned in lecture to discover how fiber, yarn, and fabric construction affect garment performance. The lab also introduces students to research through the product comparison research project.

*MCS 308: Merchandising Buying and Management, MCS 388: Retail Event Planning and Coordination, MCS 488: Visual Merchandising* – I created quarter long case studies for each course that provide students the opportunity to complete a simulation activity based on course concepts. MCS 308 requires students to work with classmates as they become a buying team for a retail store and complete a 6-month open-to-buy and assortment planning for a specific department. MCS 388 students become a special events coordinator for a retail store and develop a special event proposal that requires the store to partner with a non-profit organization to raise awareness/money for the non-profit. MCS 488: students work in teams to develop a retail store including all interior and exterior visuals, the store layout, and merchandise to be carried.
MCS 229: Product Quality Analysis; MCS 368: Multichannel Retailing – I worked with Advisory Board to revise curriculum to ensure students are prepared based on competencies developed from interviewing potential employees. The new curriculum required that I develop two new courses. In MCS 229 students learn how to evaluate the quality of ready-to-wear clothing based on construction techniques. MCS 368 addresses the channels of non-brick-and-mortar retailing. Students complete a quarter project that culminates in the development of a website for a retail store.

MCS Computer Design Lab – When I began teaching fashion merchandising in the fall of 2003, all course projects were being completed by hand. Therefore, I secured funding for the development of a computer lab with industry standard software including Adobe Photoshop, Illustrator, and InDesign as well as other merchandising design software. The students use the design lab for completing course assignments for product design, promotions, event planning, visual merchandising, buying, and multichannel retailing.

Digital Portfolio Development – Upon successful completion of the Fashion Merchandising and Retail Studies program, student will have developed a portfolio through course projects. I require students to create a LinkedIn profile in MCS 208 during fall quarter of their freshman year. Each quarter the students are required to update their profile and upload course projects into their digital portfolio. By using LinkedIn students can begin professional networking as freshmen and have a venue for others to view their work.

“Who’s The Prettiest?” – I mentored two undergraduate students to write a Applied and Natural Sciences mini grant for undergraduate research. They received the grant and now I am working with them as they develop a research project using Barbie dolls to determine how ethnicity and clothing affect young girls’ perception of beauty.

Fashion Show and Dinner – I developed an opportunity for Fashion Merchandising students and Nutrition students to collaborate for service learning. Each spring we produce a fashion show and dinner. The Fashion Merchandising students produce the fashion show and the Nutrition students prepare the dinner. The event is marketed to the community to raise money for scholarships.

Role in Mentoring Undergraduate Students

According to Merriam Webster to mentor is “to teach or give advice or guidance to.” When I think back to my professors that I consider my mentors and ask what was different, they were the professors who invested in my professional development, not just my education. Mentoring is more than providing students a quality education. Mentoring to me is investing in students by pushing them in ways they don’t think possible, developing a passion within students for their profession, and investing time and energy into students’ capacity building. I mentor students through my classroom instruction, as their academic advisor by providing guidance for career development, as the advisor for the fashion merchandising and retail studies professional student organization by providing guidance for developing professional development and service opportunities, by modeling the importance of lifelong learning, conducting research, and providing service to the university and community through my own career, and by believing in them when they may not believe in themself. My office door is almost always open when I am on campus and students do not hesitate to knock because they know that I will carve out time for them. That to me is creating the environment to foster mentoring.

Publications Related to Undergraduate Teaching Within Last Six Years


Presentations Related to Undergraduate Teaching Within Last Six Years


**Undergraduate Student Presentations at State Professional Meetings Within Last Six Years**


**Funded Grants to Enhance Undergraduate Teaching**


Heiden, K. "Retail Management: Teaching Critical Thinking Through Computer Simulations," Sponsored by College of Applied and Natural Sciences, $640.00. (December 2013 - present).


**Teaching Awards and Honors**

- College of Applied and Natural Sciences Teaching Award for 300 Level and Above
- Robbie Auger Watson Endowed Professorship
- Dr. Harvye Lewis Endowed Professorship