Preparing Students as Socially Responsible Global Citizens: Insights from the Fashion Industry

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E-Leader Conference

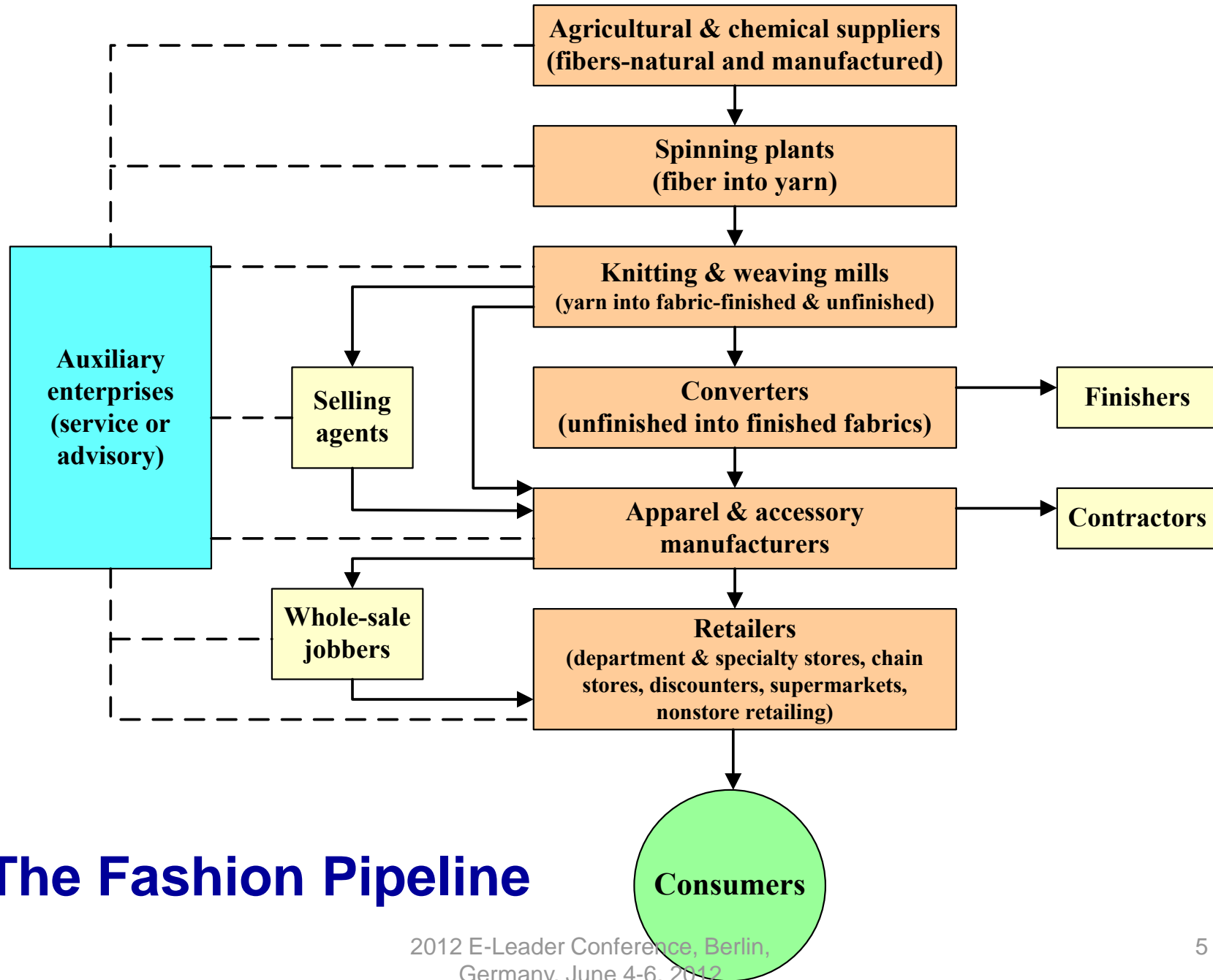Berlin, Germany, June 4-6, 2012

Outline

- Fashion Industry and Higher Education

- The Framework of Integrating Globalization, Cultural Awareness and Social Responsibility into Fashion Merchandising Higher Education

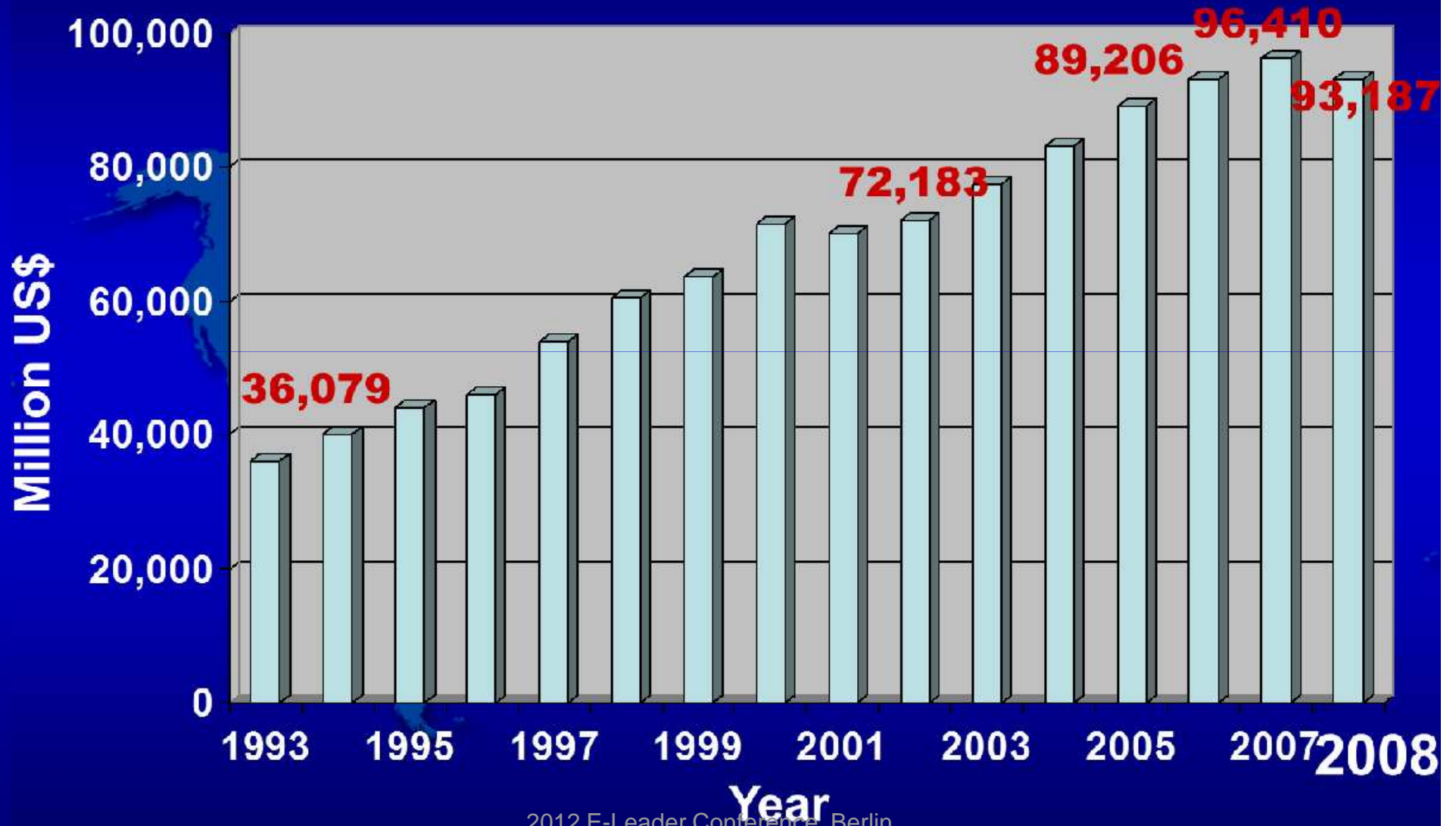- Teaching Strategies in Fashion Merchandising Curriculum

Outline

→ ▪ **Fashion Industry and Higher Education**

▪ The Framework

▪ The Strategies

Fashion Industry

- Is one of the most diversified industries

- Has considerable impact on the regional and world economy

- Has a significant role in employment and international trade.

- Is global in nature

The Fashion Pipeline

US Imports of Textiles & Apparel from the World

Source: Complied from Official Statistics of US Department of Commerce, Office of Textile and Apparel

PRODUCTION PLANNING

RAW MATERIAL SOURCING

FACTORY SOURCING

PRODUCT DEVELOPMENT

MANUFACTURING CONTROL

QUALITY ASSURANCE

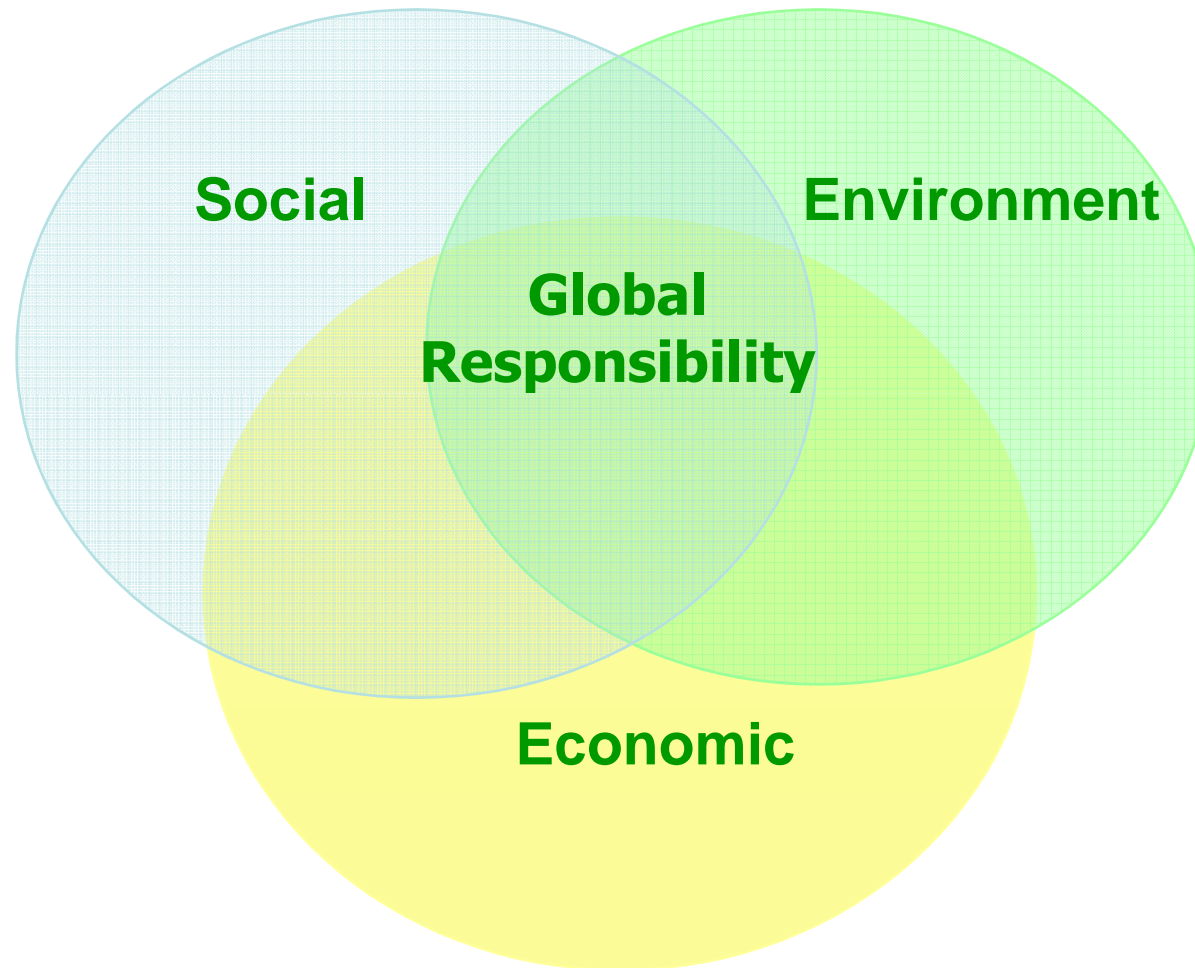SHIPPING CONSOLIDATION

EXPORT DOCUMENTATION

- Universities are now accepting that they "bear profound responsibilities to increase the awareness, knowledge, technologies and tools to create an environmentally and socially sustainable future."

- **Globalization, culture awareness, and social responsibility** reflected in this presentation are three important themes of the US higher education.

The Multidimensional Construct of Sustainability

Sustainability

Economic Dimension

Environmental Dimension

Social Dimension

Responsible Organization Operations

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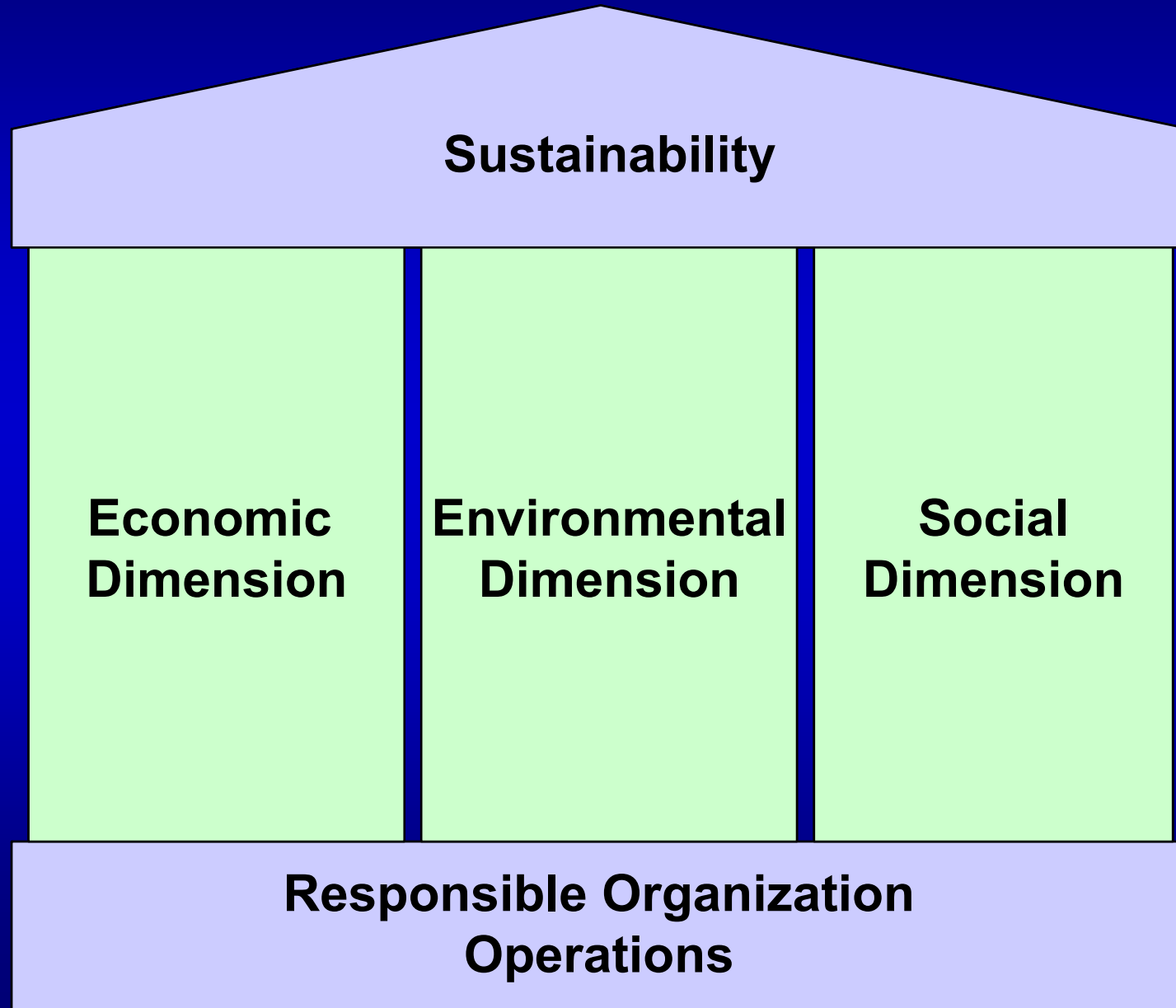
Pillars of Sustainable Development Intersecting in Global Responsibility

Culture Influence

- Culture is an important construct in fashion business because culture has a profound influence on all aspects of behavior and impacts every aspect of fashion industry.

    - Culture impacts values, lifestyles and consumer intentions to purchase apparel products; and

    - Culture influences firm's quality management and performance, negotiations, advertising responses, choice of entry mode, establishment of marketing concepts, information search behavior, and perceptions about ethical behavior.

- Fashion product has become a major social issue as **it dictates the image and perception individuals have about themselves, others and culture** (Damhorst, Miller-Spillman, & Michelman, 2005).

- **Fashion industry has tremendous power to control what people see, feel, and think about themselves, the environments, and about the welfare of society**; and this power is even bigger because of globalization and advances in communication and information technologies.
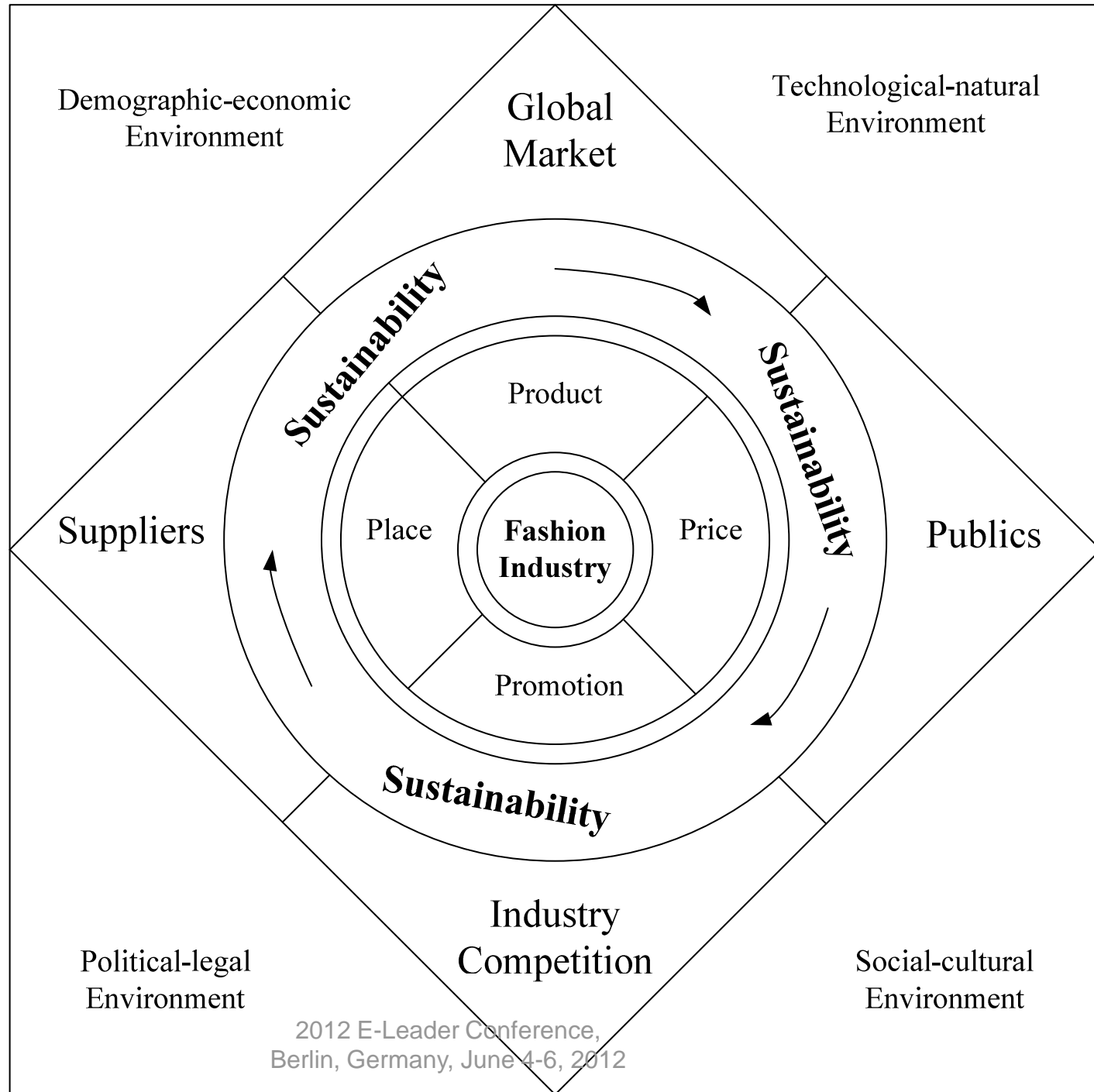
Outline

- Fashion/Textile/Apparel Industry and Higher Education

➡️ **The Framework**

- The Strategies

A Model of Fashion Industry

Demographic-economic Environment

Technological-natural Environment

Global Market

Sustainability

Sustainability

Product

Place   **Fashion Industry**   Price

Promotion

Suppliers

Publics

Sustainability

Industry Competition

Political-legal Environment

Social-cultural Environment

A framework of fashion merchandising integrating globalization, cultural diversity and social responsibility

Globalization, Culture Diversity, and Social Responsibility → Design/Product Development, Production/Manufacturing, Marketing/Advertising, Retailing/Merchandising, Consumer Education → Fashion Merchandising
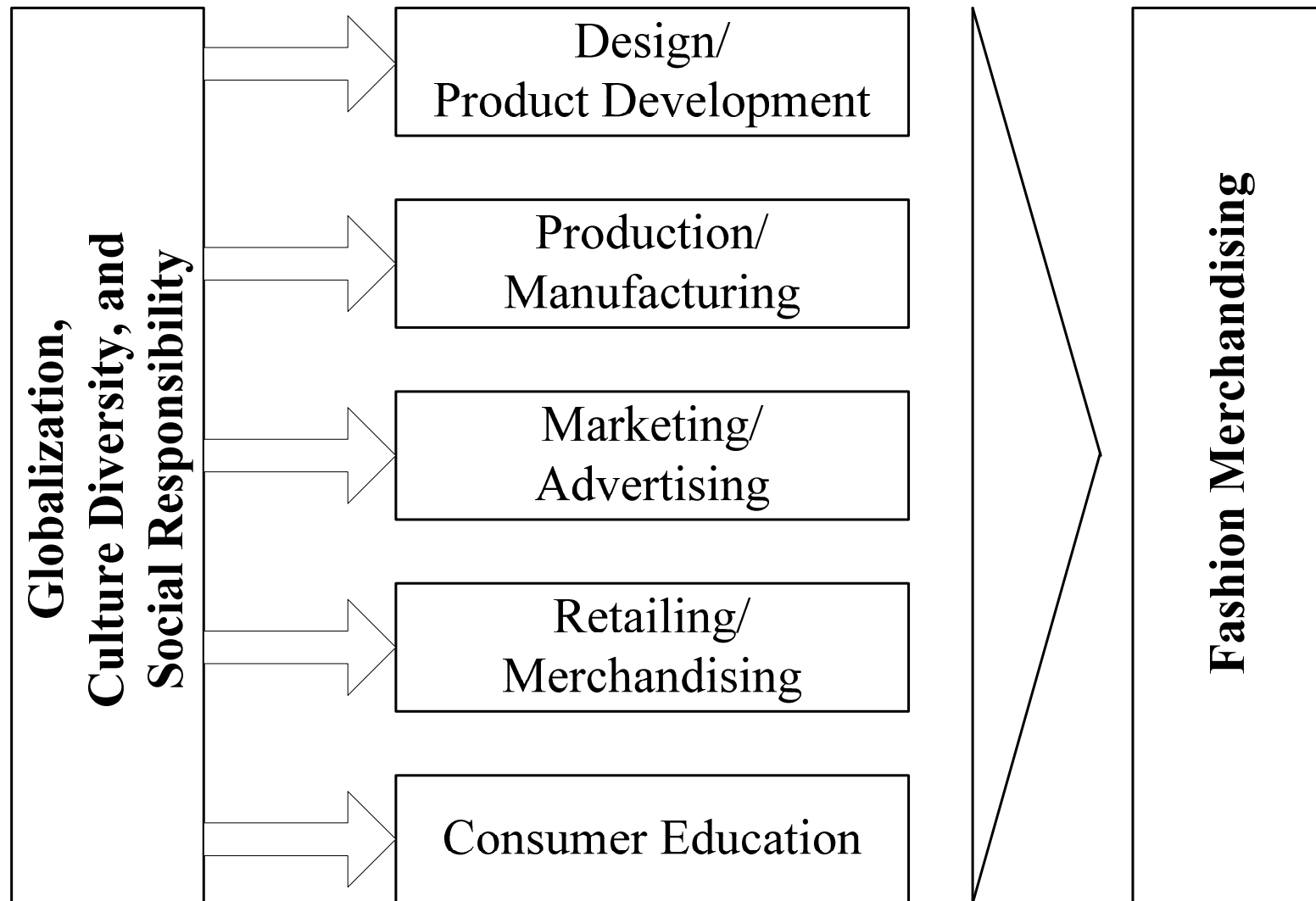
Core Knowledge, Values and Skills

- Interdependence of major systems

- Long-term thinking/visioning

- The value of cultural diversity

- The precautionary principle

- Different Approaches to sustainable solutions

- Systematic perspective

Outline

- Fashion/Textile/Apparel Industry and Higher Education

- The Framework

➡ - **The Strategies**

Teaching Strategies

- Balance learning approach

- Use direct experience

- Consider the interrelationship between uncertainty and controversiality

- Incorporate case study methodology in teaching fashion merchandising courses

Teaching Strategies (cont.)

- Critical reflect on pedagogical approaches

- Make local, regional and global links

- Use interdisciplinary approach

Example-1: FSMR 281 Cultural Studies of Dress and Appearance

- understand the interrelationships within and across cultures and global communities in relation to dress and appearance

- recognize and apply accepted cultural theories and concepts as they relate to dress and appearance

- analyze and evaluate contemporary cultures' dress and appearance in relation to their traditional and ethnic origins

- reflect upon their own and others' cultural beliefs and practices in regards to the meanings of dress, adornment, beauty, and appropriateness in clothing, appearance, and fashion

- recognize and appreciate the characteristics of their own culture's dress and appearance practices as well as others

Example-1: FSMR 281 Cultural Studies of Dress and Appearance (cont)

- Student activities and projects include

  - summary and reflection papers based upon textbook readings

  - a cultural self-evaluation paper

  - regular in-class activities

  - a group term research project in which students research, report, and present a traditional culture's mentifacts, sociofacts, and artifacts in general as well as in regards to dress and appearance practices

Example-2: FSMR 357 Global Issues in Textiles and Apparel

- recognize how broadly dispersed the textile and apparel industry are around the world and identify forces which affect domestic production, consumption, and distribution of textiles and apparel

- identify and analyze the policies, agreements, regulations, and organizations which impact the international trade of textiles and apparel

- analyze the impact of foreign trade on the U.S. textile and apparel industry, foreign relations, the economy, the retail institutions, and the consumer

- evaluate the current status of technology, research and development, and marketing, and promotion of the textile and apparel industry

Teaching Strategies (cont.)

- Faculty and Student International educational and cultural tours

  - South Korea

  - China

International educational and cultural tours

- For the IUP Fashion Merchandising program, these efforts demonstrate an extension of international outreach into a region where our students and program have little experience and knowledge. The study tours allow important contributions to our teaching and research programs, providing both the depth and diversity of program content.

Conclusion

The **interdisciplinary perspective of apparel and textiles higher education** (e.g. Fashion Merchandising) could play a key role in understanding globalization, cultural diversity and social responsibility, generate the new knowledge needed, and train the industry leaders and teachers of tomorrow, as well as communicate the knowledge to decision-makers and the public-at-large.