

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Marsha Dickson, Chairperson phone number 4475

Department: Fashion and Apparel Studies email address dickson@udel.edu

Action: New graduate certificate

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 07F

(use format 04F, 05W)

Current degree B.S.

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: Graduate certificate

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: Socially Responsible and Sustainable Apparel Business

Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

Revising or Deleting:

Undergraduate major / Concentration: _____

(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____

(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____

(**Must attach** your Graduate Program Policy Statement)

Graduate Program of Study: _____

(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter “None”)

The following new courses are in the process of being approved. With the exception of FASH666, all courses are one credit and are intended to be taught on the Web.

FASH 666	Special Problem (1-6 credits)
FASH 689	Apparel Supply Chains & Social Responsibility
FASH 691	Socially Responsible Apparel: Global Policy
FASH 692	Sustaining Global Apparel Supply Chains
FASH 693	Culture & Work in the Apparel Industry
FASH 694	Apparel Consumers and Social Responsibility
FASH 695	Bringing Social Responsibility to Apparel Corporate Culture
FASH 696	Current Initiatives for Apparel Industry Labor Compliance
FASH 697	Worker-Centric Social Responsibility for Apparel Industry
FASH 698	Redesigning Green Apparel: Design, Sourcing & Packaging
FASH 699	Producing Environmentally Responsible Apparel

The Department of Fashion & Apparel Studies proposes a nine credit, Web-based graduate certificate in **Socially Responsible and Sustainable Apparel Business (SRSAB)** that will begin to address problems in the global supply chains for the apparel, textile, and footwear industries. The certificate includes a choice of either a Labor or Environment track. The following learning goals have been established for the certificate.

1. Evaluate how apparel, textile, and footwear businesses address the “Global Compact” principles for human rights, labor standards, and environmental stewardship and how they can more effectively address them in the future.
2. Analyze the responsibility of business and individuals (i.e., moral, ethical) toward human rights labor standards, and environmental stewardship, and
3. Recommend various strategies for how they/we can effect change in the industries.

The first seven courses listed above (FASH666 through FASH695) are core courses for the graduate certificate with FASH666 serving as a capstone experience. FASH696 and 697 are required for the Labor track while FASH698 and 699 are required for students pursuing the Environment track.

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

Although the proposed certificate is at the graduate level, the courses are taught at the 600 level so that advanced undergraduate students will be able to take the courses with permission of the instructor. The courses contribute to many of the University’s 10 goals for Undergraduate Education, especially:

- *Learn to think critically to solve problems.*
- *Engage questions of ethics and recognize responsibilities to self, community, and society at large.*

- *Develop an international perspective in order to live and work effectively in an increasingly global society.*

The certificate and curriculum are designed to meet three overarching learning goals and each contributes to thinking critically for problem solving in the apparel, textile, and footwear industries. These learning goals include the following:

1. Evaluate how apparel, textile, and footwear businesses address the “Global Compact” principles for human rights, labor standards, and environmental stewardship and how they can more effectively address them in the future.
2. Analyze the responsibility of business and individuals (i.e., moral, ethical) toward human rights labor standards, and environmental stewardship, and
3. Recommend various strategies for how they/we can effect change in the industries.

The second learning goal directly addresses ethics and responsibility by requiring students to evaluate the responsibility of business and individuals (i.e., moral, ethical) toward human rights, labor standards, and environmental stewardship. Because of the global nature of the apparel, textile, and footwear industries, almost all course content contains an international perspective and how to work effectively in the global industries.

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter “None”)

No units are affected, though, so as not to compromise accreditation by the AACSB, Dean Gempesaw has asked that we indicate that the certificate is not associated with the Lerner College of Business and Economics. The courses will be available to graduate students across the University who wish to take them and earn the graduate certificate. The credentials provided through this curriculum and graduate certificate may be of special interest to students in business, sociology, women’s studies, leadership, and public policy.

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

The textile, apparel, and footwear industries engage in international sourcing and trade on a scale unmatched by any other consumer product. As manufacturers have extended their reach around the globe, a range of problems associated with human rights, labor standards, social inequity, and environmental sustainability have emerged. Because the manufacture of apparel, textile, and footwear products is often one of the first steps for economic development in low-income nations, production for export occurs in a large number of countries struggling to foster economic development. Nations desperate to secure foreign investment often overlook legal statutes protecting their workers and the environment and downplay freedom of association and other worker rights in hopes of appealing to multinational corporations seeking inexpensive and reliable labor. Often, a vulnerable workforce of women and children tolerate physical and psychological abuse, excessive hours, and unsafe conditions as they take the only jobs available in hopes of feeding their families. Trade policies pit countries against each other as they struggle for a place in the world market and the gap between the wealthiest and poorest widens. A host of well-known U.S. brands and retailers, including Nike, New Balance, Disney, Liz Claiborne, Gap, and many others have been linked to problems negatively impacting the well-being of people and the environments in the countries in which they source production.

The difficult problems apparel/footwear manufacturers and retailers encounter in their global

supply chains have received only minor attention by academic programs across the country that are preparing students for careers in these industries. Neither undergraduate programs in design and merchandising, the traditional master's degree in apparel and textiles, specialized graduate programs in retailing, nor new programs in a few business schools provide the increasingly important instruction required to manage global textile, apparel, and footwear production in the 21st century in socially responsible and sustainable ways. Data we have gathered from faculty members belonging to the professional organization, the International Textile and Apparel Association, indicate that a variety of topics of social responsibility, including working conditions, child labor, wages, and environmental degradation, are important to address in our educational programs.

Industry leaders support creation of graduate coursework focusing on these topics. Demand for the graduate certificate is difficult to assess since the set of courses exist nowhere else in the country/world. We hope by five years after first implementing the certificate, that at least 10 students would complete the set of requirements annually. This goal may, however, grossly underestimate demand, especially since all certificate requirements can be fulfilled through the web. A survey of undergraduate students in fashion merchandising and apparel design who are enrolled in FASH 365 indicated that 15 sophomores and juniors in fashion merchandising indicated that they were "likely" or "very likely" to pursue the certificate.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

The web-based graduate certificate in Socially Responsible and Sustainable Apparel Business is comprised of nine credits and includes a choice of two tracks, Labor or Environment. The following seven courses form the core for both tracks. All are one credit with the exception of FASH666. Students are required to take a minimum of one credit of FASH666 to obtain the certificate but may take FASH666 for up to six credits if desired and the scope of the project warrants.

FASH 689	Apparel Supply Chains & Social Responsibility
FASH 691	Socially Responsible Apparel: Global Policy
FASH 692	Sustaining Global Apparel Supply Chains
FASH 693	Culture & Work in the Apparel Industry
FASH 694	Apparel Consumers and Social Responsibility
FASH 695	Bringing Social Responsibility to Apparel Corporate Culture
FASH 666	Special Problem (1 to 6 credits)

For the Labor track, students will take two additional courses.

FASH 696	Current Initiatives for Apparel Industry Labor Compliance
FASH 697	Worker-Centric Social Responsibility for Apparel Industry

For the Environment track, students will take two additional courses.

FASH 698	Redesigning Green Apparel: Design, Sourcing & Packaging
FASH 699	Producing Environmentally Responsible Apparel

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Programs & Planning _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 5/02/06 /khs

PROPOSAL FOR A NEW GRADUATE CERTIFICATE IN *SOCIALLY RESPONSIBLE AND SUSTAINABLE APPAREL BUSINESS*

Description

The textile, apparel, and footwear industries engage in international sourcing and trade on a scale unmatched by any other consumer product. Manufacturers that once produced goods in the same location as their business headquarters now may have products assembled simultaneously in over 40 different countries and thousands of factories. These U.S. industries have turned to contractors in low-income countries to assemble their products because the lower cost labor inputs and less restrictive environmental regulations enable retailers to deliver a lower-priced product to the fashion hungry, but value conscious American consumer (Abernathy, Dunlop, Hammond, & Weil, 1999; Dickerson, 1999; Rosen, 2002). The International Labour Organization (2000) estimates that globally approximately 30 million persons are employed in low-wage production of apparel, textiles, and footwear and most reside in low-income countries. The value of world trade in apparel and textiles has been forecasted at \$590 billion for 2005 (Dickerson, 1999) and currently over 90% of apparel and footwear sold in the United States is imported (personal communication, May 4, 2006, Bob Zane, Chairman of the Board, USA-Importers of Textiles and Apparel).

As manufacturers have extended their reach around the globe, a range of problems associated with human rights, labor standards, social inequity, and environmental sustainability have emerged. Because the manufacture of apparel, textile, and footwear products is often one of the first steps for economic development in low-income nations, production for export occurs in a large number of countries struggling to foster economic development. Nations desperate to secure foreign investment often overlook legal statutes protecting their workers and the environment and downplay freedom of association and other worker rights in hopes of appealing to multinational corporations seeking inexpensive and reliable labor. Often, a vulnerable workforce of women and children tolerate physical and psychological abuse, excessive hours, and unsafe conditions as they take the only jobs available in hopes of feeding their families. Trade policies pit countries against each other as they struggle for a place in the world market and the gap between the wealthiest and poorest widens (International Labour Organisation [ILO], 2003; Oxfam International, 2004; Rosen, 2002). A host of well-known U.S. brands and retailers, including Nike, New Balance, Disney, Liz Claiborne, Gap, and many others have been linked to problems negatively impacting the well-being of people and the environments in the countries in which they source production.

The widespread problems throughout apparel, textile, and footwear supply chains have not gone unnoticed by world leaders, business professionals, and scholars. The United Nations Global Compact outlines principles for aligning the policies and practices of corporations with a set of internationally accepted values. The Global Compact principles are organized under three primary areas that include *human rights*, *labor standards*, and the *environment* (www.globalcompact.org.pk). The principles of the United Nations Global Compact fall within the domain of social responsibility. For their practical work with corporations, the global organization Business for Social Responsibility (BSR) has adopted a broad definition of social responsibility: “*achieving commercial success in ways that honor ethical values and respects people, communities, and the natural environment.*” Social responsibility requires balancing

multiple stakeholders' needs (www.bsr.org; Carroll, 1999; Dickson & Eckman, in press; Littrell & Dickson, 1999). BSR further describes social responsibility as a “*comprehensive set of policies, practices and programs that are integrated into business operations, supply chains, and decision-making processes throughout the company—wherever the company does business—and includes responsibility for current and past actions as well as future impacts*” (www.bsr.org).

Business ethicists, human rights specialists, and labor and environmental advocacy groups have pressured corporations and governments to address problems of social responsibility. As a result of their efforts, several multinational apparel and footwear manufacturers have led initiatives aimed at reducing their negative impacts on producing countries. New divisions for social responsibility and sustainability within companies have been developed (Kovaleski & Dickson, forthcoming). As well, numerous nongovernmental organizations have been formed that have a stake in this global business (e.g., the Fair Labor Association, Ethical Trading Initiative, and Social Accountability International). Some industry initiatives such as the adoption of codes of conduct have led to improvements in factories where considerable attention is given to monitoring and enforcing the codes. However, the programs implemented to provide answers to social and environmental problems in the industry have been unable to improve conditions in substantial ways. Limiting these efforts are the diversity of groups pursuing their own, often competing agendas; the waning interest of consumers; and the culturally diverse attitudes about work and the environment held by those in some producing countries. Finally, many businesses have failed to address these problems because they do not fully comprehend the social consequences of their business practices (Roberts, 2003; Sobczak, 2003; Utting, 2003).

Increasingly, those involved in initiatives aimed at improving working conditions and protecting the environment are realizing that many problems are the result of how they conduct their core business (Ethical Trade Initiative, 2005). Managers and executives in the U.S. textile, apparel, and footwear industries remain ill-equipped to manage international production and sourcing in ways that are profitable, socially responsible, and sustainable.

The Department of Fashion & Apparel Studies proposes a graduate certificate in **Socially Responsible and Sustainable Apparel Business (SRSAB)** that will begin to address these problems. The following learning goals have been established for the certificate.

- Evaluate how apparel, textile, and footwear businesses address the “Global Compact” principles for human rights, labor standards, and environmental stewardship and how they can more effectively address them in the future.
- Analyze the responsibility of business and individuals (i.e., moral, ethical) toward human rights labor standards, and environmental stewardship, and
- Recommend various strategies for how they/we can effect change in the industries.

Rationale and Demand

The difficult problems apparel/footwear manufacturers and retailers encounter in their global supply chains have received only minor attention by academic programs across the country that are preparing students for careers in these industries. A few progressive undergraduate programs focused on apparel manufacturing and retailing are beginning to introduce students to these

topics and the University of Delaware's fashion merchandising and apparel design programs are included among those leaders. However, due to the specialized skills students must develop to be successful apparel designers or fashion merchandisers, there is often too little time to provide in-depth learning around issues of social responsibility and sustainability.

Browsing the web for examples of how concerns with human rights, labor standards, and environmental sustainability are being addressed reveals that no graduate programs offer coursework or degree options that allow students to gain extensive knowledge about how the problems in the apparel manufacturing and retailing industries are being addressed; to understand how the problems are improved or worsened by the actions of product developers, designers, buyers, and sourcing personnel; or to explore what role the students, as future industry professionals, can play in contributing to better solutions for the industry problems.

An online Master's degree in Merchandising offered by the Great Plains Interactive Distance Education Alliance mentions the concept of social responsibility in its overall learning goals; however, because of Marsha Dickson's (FASH) involvement in the initial creation of courses for that program when she was at Kansas State University, we know that the coverage of social responsibility is minimal and limited to sharing the types of labor issues that can arise with global production and concerns about social responsibility (e.g., negative body image) that arise due to advertising practices of retailers.

A few other apparel-related programs at various schools (e.g., Oregon State University, University of Minnesota) mention the terms social responsibility and/or sustainability, but it is not apparent how they are incorporating those into graduate coursework/programs. When searching for apparel programs incorporating sustainable design, we find more "hits" than are relevant since many apparel programs are combined with interior design programs, the latter of which have been more proactive to incorporate related principles into their curricula.

What is more typically found in master's programs in apparel and textiles is an array of product, business, historic and social, and consumer competencies about clothing and textiles. Global production, if taught, is approached from a macro-economic supply and demand perspective, the details of importing quality textile and apparel products are elaborated, and/or the efficiency of new production strategies is evaluated, typically all in a single course. More specialized master's programs that have developed at several institutions focus on the business of retailing any product, rather than the specifics of apparel business and product knowledge.

A few MBA programs have made social responsibility and/or sustainability their focus. An MBA at the Presidio School of Management at Alliant International University in California focuses on Sustainable Management. Sustainability is a core competency and it is defined for the program as "*The ability to apply the principles of whole-systems thinking to the leadership decisions of a public, private, or nonprofit organization, as demonstrated through coursework and the development of an effective implementation plan of sustainable management taxonomy.*" (<http://presidiomba.org/>). While courses in "Principles of Sustainable Management," "Business, Government and Civil Society," and "Implementation of Sustainable Business Practices" cover some of the theories we plan to cover in FASH 695, 698 and 699, students in the MBA program are not taught how to apply these in any particular industry, thus they do not learn how to

address the complex environments impacting sustainability in global apparel, textile and footwear supply chains.

The Haas School of Business at the University of California at Berkeley offers an MBA with a specialty in Social Responsibility. We found little detail of how the concepts are handled in their courses, but we know that a new course (Governance of Global Production) was started in Fall 2006 that covers some material we will cover in FASH 694 and 696, though examples for the course will come from wood products, electronics, coffee, food, chemicals, and oil industries, as well as footwear and apparel. The Haas School's Center for Responsible Business relies on some support from major apparel businesses, Gap and Levi Strauss, so the likelihood of focus on the apparel industry is fairly high.

Finally, the Bambridge Graduate Institute in Seattle, WA began offering in the Fall of 2006, a graduate certificate in Sustainable Business. It appears likely that the nine credit certificate covers some similar theories as the graduate certificate proposed in Fashion and Apparel Studies; however, once again the focus is on business in general, not the specific needs of the global apparel, textile, and footwear industries.

As mentioned earlier, concepts of sustainability are often found in interior design and architecture programs. For example, the University of Texas offers a Master of Science in Sustainable Design through its School of Architecture. A graduate certificate in Green Building and Sustainable Design is offered at the University of California at Davis. These programs reflect the appropriateness of applying concepts of social responsibility and sustainability to programs serving specific industries. Our graduate certificate in Socially Responsible and Sustainable Apparel Business would be the first concentrated set of courses to address the specific needs of the apparel manufacturing and retailing industries.

In summary, neither undergraduate programs in design and merchandising, the traditional master's degree in apparel and textiles, specialized programs in retailing, nor new programs in a few business schools provide the increasingly important instruction required to manage global textile, apparel, and footwear production in the 21st century in socially responsible and sustainable ways. Data we have gathered from faculty members belonging to the professional organization, the International Textile and Apparel Association, indicate that a variety of topics of social responsibility, including working conditions, child labor, wages, and environmental degradation, are important to address in our educational programs (Dickson & Eckman, in press).

Institutional Factors

Offering the graduate certificate in Socially Responsible and Sustainable Apparel Business is compatible with the academic priorities of UD, the College of Human Services, Education and Public Policy; and the Department of Fashion and Apparel Studies.

Contributing at the University level, the certificate addresses priorities outlined in the University of Delaware's "Affirming Academic Priorities" (2003) document and the University's "Periodic Review Report" issued to the Middle States Commission on Higher Education in May, 2006. A constructive suggestion of the 2001 Middle States Evaluation team was to,

- *Give greater visibility to UD's distance and continuing education.*

The proposed certificate adds to the University's growing inventory of courses and programs available through UDOonline, and involve a department that is currently not represented. Because the topics covered will be offered for the first time anywhere, the new certificate should provide UD with considerable attention.

A University priority related to enhancement of Graduate Education seeks to,

- *Strengthen graduate programs in areas of demonstrated comparative advantage and areas that address state, regional, and national needs.*

The proposed graduate certificate is a new distance education offering targeted to the needs of the apparel manufacturers and retailers. The courses and certificate are based on comparative advantage UD faculty have in issues of social responsibility and sustainability in a global context. The courses and certificate stem from an inter-institutional program of research between faculty at the University of Delaware, Cornell University, and Colorado State University.

Although a graduate certificate is proposed, the courses are taught at the 600 level so that advanced undergraduate students will be able to take the courses with permission of the instructor and earn the certificate. The courses contribute to several of the University's 10 goals for Undergraduate Education, especially:

- *Learn to think critically to solve problems.*
- *Engage questions of ethics and recognize responsibilities to self, community, and society at large.*

The three overarching learning goals listed earlier each contributes to thinking critically for problem solving in the apparel, textile, and footwear industries. One learning goal directly addresses ethics and responsibility by requiring students to evaluate the responsibility of business and individuals (i.e., moral, ethical) toward human rights, labor standards, and environmental stewardship.

- *Develop an international perspective in order to live and work effectively in an increasingly global society.*

Because of the global nature of the apparel, textile, and footwear industries, almost all course content contains an international perspective and how to work effectively in the global industries.

The new certificate and courses have been designed to meet a set of overarching learning goals and course-specific learning goals. Assessment is embedded in the courses. Additional assessment measures (e.g., pre- and post-test surveys of students) are being designed by the Office of Educational Innovation and Effectiveness, Manhattan, KS, which is employed for assessment and evaluation with grant funding from the project.

The College of Human Services, Education and Public Policy,

- *is committed to addressing the most pressing intellectual and social challenges of our time: Those affecting our children, our families, our communities, the environment, consumers and service institutions, and our public policies (www.udel.edu/chep).*

The problems addressed in the proposed graduate certificate are critical to apparel manufacturing and retailing businesses that the College serves through its programs in fashion merchandising and apparel design. They stem in part from a failure in public policy and government regulation. Solving problems associated with human rights, labor standards, and environmental sustainability in the industries will have considerable impact on communities and the environments where production takes place, as well as for consumers.

The Fashion and Apparel Studies Department has adopted a mission statement with which the graduate certificate is compatible.

- *The Fashion and Apparel Studies department prepares professionals with essential knowledge and critical skills to creatively contribute to fashion and apparel-related fields. Our graduates are aware of and able to act with accountability toward issues of social responsibility and sustainability . . . (www.udel.edu/fash).*

The certificate in Socially Responsible and Sustainable Apparel Business is fully aligned with these goals and will likely play an important part of a new graduate program that is being developed by the Department and that will be submitted for approval in Fall 2007.

Planning process. Course and curricula objectives were developed on the basis of information collected through 22 in-depth interviews with corporate executives and leaders of nongovernmental organizations involved with issues of social responsibility and environmental sustainability and these leaders are supportive of this type of educational effort. For example, in the research we conducted, the President of a labor advocacy organization stated that,

“There’s a kind of ever ratcheting-up sense of what it means to actually take responsibility for the workers producing your products at every level of the supply chain. . . .A lot of brands or retailers are beginning to understand that training for management is probably as or more important than training for workers. . . .I think everybody needs to know, throughout the whole [company] . . . and be engaged in some kind of process about what our responsibility is as employers.”

Elaborating on the need for such training, the head of a U.S. apparel importers’ association explained that,

“I think you need to recognize that [social responsibility] is a subject that has come into its own in the last several years. And I think the serious people, both those who make the product and those who buy the product . . . now understand that it is as much a part of the equation as are the traditional values [quality, delivery, price] that they formerly concentrated on.”

An executive in charge of social responsibility for an apparel industry organization suggested that,

“I think what the school can give is sort of a breadth of the information that’s out there and can provide certain case studies, I guess as you’re doing, about what’s worked and what hasn’t worked. . . . This is something that has to be industry specific. . . . It sounds like you’re doing exactly what I think the institutions out there should be doing . . . you’re trying to find new ways to get the information out to students.”

Finally, the President of an international organization focused on improving working conditions worldwide added that,

“In school students seem to learn the process for making the product, but . . . there is the need to learn about the social environment in which the products are produced. . . . My significant experience tells me that your efforts are very important to the future of the textile supply chain and social responsibility. . . . There needs to be an empathy developed for workers and their daily plight.”

We incorporate into the courses a wealth of information gained through research involving a variety of first-hand experiences with the topics. We have conducted interviews with individuals who work for multinational corporations, NGOs and labor groups, and factory management in the United States and off-shore; made observations in numerous factory visits in various regions of the world, including China, Guatemala, Hong Kong, India, Thailand, Turkey, and Vietnam; participated in the decision-making and leadership of the Fair Labor Association, an organization that focuses on improving labor conditions in apparel and footwear factories; and analyzed corporate and NGO reports, and editorial and news reports from the international press.

Impacts on other University programs. The only foreseen impacts on other University programs are positive with students from a variety of disciplines and Departments potentially pursuing the certificate. Examining the course inventory at UD, we have not found any courses that offer the same material as will be offered in the graduate certificate in Socially Responsible and Sustainable Apparel Business. We know that the Leadership program incorporates social responsibility into some of their courses. This certificate would be of potential interest to students who want to pursue advanced coursework in the area and are interested in the certificate’s specific focus on the apparel, textile, and footwear industries. We know through conversations with Jennifer Gregan-Paxton that there has been some discussion among the MBA faculty in the Lerner College of Business and Economics about strengthening the focus on social responsibility in the MBA program. Again, the graduate certificate in Socially Responsible Apparel Business would be a way for business students interested in the apparel manufacturing and retailing businesses, to expand their knowledge and skills for social responsibility. However we want to be clear that the Lerner College of Business and Economics is not involved in the certificate (see note from Dean Gempesaw). Because large proportions of employees in low-wage production jobs in these industries are women, students from the women’s studies program may be interested in completing the certificate, or at least taking some of the courses. We would welcome graduate students and advanced from these and any other discipline at UD to pursue the certificate.

Utilization of existing resources. The certificate we propose leverages the resources of three prominent universities—the University of Delaware, Cornell University, and Colorado State University. An inter-institutional team will teach the web-based courses as they are first rolled out; subsequent offerings will begin to involve other faculty at UD.

Student Demand

Projected # of new majors, graduates, and credit hours generated. It is difficult to estimate student demand for a set of courses that exists nowhere else in the country/world. We would hope by five years after first implementing the certificate, that at least 10 students would complete the set of requirements annually—this goal may, however, grossly underestimate demand, especially since all certificate requirements can be fulfilled through the web.

Our initial target audience is graduate students in the apparel field. The University of Delaware’s Department of Fashion and Apparel Studies is in the process of developing a graduate program (anticipated first matriculation of students is Fall 2008). Cornell University and Colorado State University already have graduate programs. There are approximately 70-80 apparel-related graduate programs within the United States from which prospective students might be drawn. We do not have knowledge of how many international institutions might have relevant programs, but the project team has personal contacts with at least 10 that could potentially provide students for these courses. Students enrolled in the graduate programs would either be planning to pursue a Ph.D. and ultimately work for an institution of higher education, or would be seeking a master’s degree with plans to enter industry in mid-management positions in buying, sourcing, design, product development, or other professional positions. In addition to graduate students in apparel programs, we believe that the courses will have strong appeal to students in various related fields including: sociology, women’s studies, development economics, geography, business, and others. We recently shared information about the courses with board members and industry participants of the Fair Labor Association, and there was strong support for the courses. One professional who is also a graduate student at the University of Washington indicated that she would like to enroll as soon as possible.

Marsha Dickson polled students currently enrolled in FASH 365 a seminar class dealing with internships and career opportunities to determine their interest in the topics covered and the possibility of their enrolling in some of the courses and/or pursuing the graduate certificate when they have finished their baccalaureate degrees. Fifteen sophomores and juniors in fashion merchandising indicated that they were “likely” or “very likely” to pursue the certificate. We may propose at a later date a way that advanced undergraduate students could pursue the certificate as a sort of “4+1” program.

While the primary audience is graduate students who would enroll in the courses for credit, we believe there is a considerable, perhaps even larger, potential audience of industry professionals who do not have adequate knowledge on these topics and would be interested in taking these courses for some type of professional certification. These professionals would be employed at corporate headquarters of major retailers, brand name manufacturers/marketers, and the management of factories both within the United States and in key producing nations (e.g., China, Korea, Taiwan, Thailand, India, Bangladesh, Pakistan, Indonesia, Honduras, Guatemala, El

Salvador, Italy, Turkey, and others). At the meeting of the Fair Labor Association where information about the courses was shared, the only supplier in attendance—the Executive Director of a Hong Kong based multinational indicated his interest in taking the courses. We are working with the Division of Professional and Continuing Studies to best package the set of courses for industry professionals.

Extent that new majors will be attracted. Because we plan to offer the graduate certificate as a stand-alone option for post-baccalaureate students, we anticipate that we will attract new students to UD. Our inter-institutional partner Colorado State University is also developing a certificate that will require some or all of the coursework; Cornell University does not offer certificates. We anticipate that students who enroll to pursue the graduate certificate will make a choice between UD and CSU on various factors, including the configuration of the certificate, cost, connections with and expertise of the home faculty, ease of admissions, and specific certificate requirements. The faculty in Fashion and Apparel Studies has a strong reputation in the field for involvement with social responsibility and sustainability.

As well as attracting new post-baccalaureate students to UD, we anticipate that many UD graduate students pursuing degree programs in related subjects (e.g., business, women’s studies, sociology, and public policy) may choose to add the graduate certificate to their professional credentials. The certificate would provide students with increased knowledge about socio-cultural, economic, and political factors and how they play out in industrial and business behavior in some of the most globalized industries. The certificate would provide objective evidence of the credentials added through the set of coursework. Alternatively, some of the courses might be incorporated as electives into various programs across campus. It is likely that the graduate certificate will become a part of the new graduate program in Fashion and Apparel Studies that the department will submit for review next year.

Meeting the needs of specific students. Because the courses and certificate are web-based, they are especially flexible for meeting the needs of a wide range of students. While students on campus will be likely to enroll, students who are part-time or must be away from campus for employment and other responsibilities will appreciate the “anytime, anywhere” aspects of the certificate and the five-week duration of each course. The courses are one credit each and a series of courses will be offered each semester, meaning that students can complete from only one credit to six per semester when the full slate of courses has been rolled out.

Transferability

Because this is a certificate, no transfers are expected. Current students will simply add the certificate to their existing program or enroll directly with UD to pursue the certificate.

Access to Graduate and Professional Programs

The credentials that will result from students obtaining the graduate certificate are not required by any professional program at this time. With the assistance of UD’s Professional and Continuing Studies, we are exploring opportunities for certain industry organizations to promote the courses/certificate (e.g., the American Apparel and Footwear Association, the Fair Labor Association). Additionally, an ever-increasing number of apparel-related programs across the country are indicating their interest in teaching and scholarship associated with social

responsibility and sustainability. For example, both Oklahoma State University and the University of Wisconsin currently have positions open for tenure-track faculty with expertise in sustainable design. Additionally, Oregon State University, the University of Minnesota, and Kansas State University all refer to social responsibility and/or sustainability in their department websites. Clearly there is a growing need for graduate students and future faculty members to achieve competencies associated with these topics. For students considering a graduate degree, but not yet wanting to enroll full time, pursuing the graduate certificate would be a good first step that would set them up well for admission to graduate programs across the country. Additionally, since the total certificate is comprised of nine credits, they will likely be able to transfer many or all these credits into a master's or Ph.D. program in apparel-related fields.

Demand and Employment Factors

This graduate certificate is not intended to satisfy specific demands of employers. However, the extra credentials will set apart our students from others pursuing similar types of jobs with apparel manufacturers and retailers.

Regional, State and National Factors

As reported earlier, there are no comparable courses of study in the region, state, or nation. UD has an opportunity to “plant the flag” for specialized coursework in socially responsible and sustainable apparel business. UD will have an advantage in being one of the first to tap the market of students interested in building credentials associated with social responsibility and environmental sustainability for the apparel, textile, and footwear industries.

Regional accrediting, professional association, and licensing requirements that shaped the curriculum. No accreditation or types of licensure are currently required for apparel-related programs. Likewise, as educational programs focused on social responsibility and sustainability in the field are only beginning to emerge, there is no specific competencies that are expected to be included. Because of the research we have conducted to identify learning goals, we have an opportunity to set the standards for this type of concentration with the curriculum we have created.

Although there are no specific requirements expected in this field at the time, industry supports development of the curricula and graduate certificate that we propose here. In support of the plan to create graduate courses addressing social responsibility in the apparel manufacturing and retailing industries, Dusty Kidd, Vice President of Compliance for Nike, stated that,

“Prof. Marsha Dickson is a leading academic in the field of CSR and its application to the textiles and apparel field. The vision put forth in her proposal recognizes the need to develop a system of competencies in the field and to integrate CSR issues into business decision-making, which is precisely the vision companies like Nike are driving toward. The reality is that the largest share of people working in CSR roles in companies like Nike come from related fields but not out of a CSR course of study, since few, if any exist. If such a field of study opens, the industry will have access to job candidate pool not only for the special functional areas of CSR, but also for related fields of work where an appreciation of CSR is important in business decision-making: supply chain management, pricing, materials management and related fields. This drives at the heart

of a very large need in the industry, which is to ensure all business managers have an understanding of CSR and apply “balanced scorecard” concepts to their business operations.”

Similarly, Doug Cahn, Vice President of Human Rights for Reebok, explained that,

“At Reebok, I have been tasked with the primary responsibility for building a global team of policy analysts, project managers, technical experts and field monitors to address workplace conditions in our supply chain. It has become clear to me that few institutions of higher education have taken on the task of education and training in these areas. . . Scholarly and vocational education at a graduate level can play an important role in supporting corporations to meet their obligations to social responsibility. Each of the proposed course offerings . . . [reflects] precisely the topics that are timely, much needed and credible in the business community”

Additionally, Senior Vice President of Manufacturing, Sourcing, Distribution, and Logistics at Liz Claiborne, Bob Zane reported that,

“With much of the manufacturing taking place in underdeveloped and third world countries, questions and concerns continue to be raised about conditions encountered by workers. While a host of agencies, industry associations, labor organizations and NGOs have demonstrated great interest in the field, there has been little scholastic or academic involvement. Given the importance of the subject, and its far reaching ramifications, we feel that all constituencies would be well served by the development of an appropriate course of study, at the post-baccalaureate level. To the extent that industry leaders and other concerned parties benefit from enhanced knowledge and balanced perspective, so will the cause of workers around the world be furthered.”

Other Strengths

Special features making the program unique. As mentioned previously, the graduate certificate and coursework we have proposed are unique in content when it comes to their focus on the issues apparel manufacturers and retailers face in their global supply chains for apparel, textiles, and footwear. The certificate and courses are supported by the Department of Fashion and Apparel Studies’ comparative advantage in the area of social responsibility and sustainability. Seven of the eleven faculty members in the department currently engage in scholarship and outreach associated with various topics of social responsibility and sustainability and the others are exploring related opportunities. Department Chair, Marsha Dickson led a small group that founded the international consortium of Educators for Socially Responsible Apparel Business that includes educators in apparel-related fields across the country and in seven nations. Faculty in the Department are a notable force in the organization and provide leadership in various ways. The certificate also involves the expertise of faculty in two other institutions, Cornell University and Colorado State University, whose expertise in economic and political aspects of the industry, environmentally-focused business management, and sustainable development extend the resources of UD’s Department. The graduate certificate also forges a new partnership between the Department and the Division of Professional and Continuing Studies, which has been

selected to be the single portal for the electronic course offerings and will work with us to market the certificate and courses to industry.

Anticipated collaborative arrangements. From its beginning, development of the graduate courses in social responsibility and sustainability has been an inter-institutional partnership designed to share resources and expertise in an area where few resources and little expertise currently is found. In 2003, Marsha Dickson, then a faculty member at Kansas State University, formed a team that included faculty from Cornell University and Colorado State University to develop the graduate courses and a set of multi-media case studies and learning materials. The project is funded by the United States Department of Agriculture's Higher Education Challenge Program, which provides premium funding because of the inter-institutional arrangements. Dr. Dickson was able to move the grant to UD when she joined the faculty.

Enrollment, Admissions and Financial Aid

Unlike many universities, the University of Delaware has had fairly limited offering of certificates at the graduate or undergraduate level. We found the Composite Materials Certificate offered through Engineering Outreach to be a good model for our certificate since it too reaches out to nondegree students for participation. It also limits the course credits to an amount (9) that is often transferable into Master's and Ph.D. programs at other institutions or at UD, making the certificate a good segue for students considering graduate school but for whatever reason does not want to commit to a full Master's or Ph.D. program at this time.

Enrollment

As done with the Composite Materials certificate, enrollment in the Socially Responsible and Sustainable Apparel Business certificate will be available to nondegree students as well as graduate students already pursuing a degree at the University of Delaware. Nondegree students will apply to UD's Office of Graduate Studies. Graduate students who are already enrolled at UD will be able to participate by applying directly to the Department of Fashion and Apparel Studies. There will be no limits to the number of students pursuing the certificate at anyone time, but we currently plan to limit course enrollment to 30 students to assure that each receives the needed individual interaction with the instructor.

Admission Requirements

Nondegree students who enroll in the certificate will be required to submit evidence of an undergraduate degree, and prepare a statement of interest. Nondegree students will apply through UD's Office of Graduate Studies. Admissions will be decided by a committee of faculty in the department. We anticipate that the availability of the certificate to nondegree students will allow individuals who are considering graduate school to explore that in a part-time manner before making the full commitment to a graduate program. Some of these students, upon successfully completing a few courses or the entire certificate, would likely be interested in applying to the full graduate program that will be proposed by the Department of Fashion and Apparel Studies during fall 2007.

Graduate students currently enrolled at UD will apply directly to the department to pursue the certificate.

Student Expenses and Financial Aid

No expenses are anticipated beyond typical tuition and books. All expenses will be provided by the students enrolled in the courses and pursuing the certificate.

Curriculum Specifics

Institutional Factors

Students completing the requirements for the graduate certificate will be awarded a certificate that is signed by the Department Chairperson and the Department's Graduate Studies Committee Chair. Additionally, a notation of receipt of the certificate will be made on the students' transcripts.

Describe the Curriculum

The graduate certificate in Socially Responsible and Sustainable Apparel Business is comprised of nine credits and includes a choice of two tracks, Labor or Environment. The following seven courses form the core for both tracks. All are one credit with the exception of FASH666. Students are required to take a minimum of one credit of FASH666 to obtain the certificate but may take FASH666 for up to six credits if desired and the scope of the project warrants.

FASH 689	Apparel Supply Chains & Social Responsibility
FASH 691	Socially Responsible Apparel: Global Policy
FASH 692	Sustaining Global Apparel Supply Chains
FASH 693	Culture & Work in the Apparel Industry
FASH 694	Apparel Consumers and Social Responsibility
FASH 695	Bringing Social Responsibility to Apparel Corporate Culture
FASH 666	Special Problem (1 to 6 credits)

For the Labor track, students will take two additional courses.

FASH 696	Current Initiatives for Apparel Industry Labor Compliance
FASH 697	Worker-Centric Social Responsibility for Apparel Industry

For the Environment track, students will take two additional courses.

FASH 698	Redesigning Green Apparel: Design, Sourcing & Packaging
FASH 699	Producing Environmentally Responsible Apparel

All the courses are new and were developed specifically for the certificate. They are all one credit and will be taught on the web. All are currently going through the UD new course process for approval. The FASH 666 Special Problem will serve as a capstone experience whereby students integrate their learning across the courses of the certificate.

Sample curriculum using catalog format. For students participating in year one (2007-08) it will take three semesters to complete the certificate since the courses are all new and will be

rolled out over three semesters. However, for students enrolling to complete the certificate in subsequent years, they will be able to complete all required courses in two semesters.

Sample Program for Nondegree Student Graduate Certificate in Socially Responsible and Sustainable Apparel Business: Labor (for students beginning in Fall 2007)

Minimum of 9 credits required

Fall

FASH689 Apparel Supply Chains & Social Responsibility
FASH696 Current Initiatives for Apparel Industry Labor Compliance
FASH693 Culture & Work in the Apparel Industry

Spring

FASH691 Socially Responsible Apparel: Global Policy
FASH692 Sustaining Global Apparel Supply Chains
FASH694 Apparel Consumers and Social Responsibility

Fall

FASH697 Worker-Centric Social Responsibility for Apparel Industry
FASH695 Bringing Social Responsibility to Apparel Corporate Culture
FASH666 Special Problem (1 to 6 credits)

Sample Program for Nondegree Student Graduate Certificate in Socially Responsible and Sustainable Apparel Business: Environment (for students beginning in Fall 2007)

Minimum of 9 credits required

Fall

FASH689 Apparel Supply Chains & Social Responsibility
FASH693 Culture & Work in the Apparel Industry

Spring

FASH691 Socially Responsible Apparel: Global Policy
FASH692 Sustaining Global Apparel Supply Chains
FASH694 Apparel Consumers and Social Responsibility
FASH698 Redesigning Green Apparel: Design, Sourcing & Packaging

Fall

FASH695 Bringing Social Responsibility to Apparel Corporate Culture
FASH699 Producing Environmentally Responsible Apparel
FASH666 Special Problem (1 to 6 credits)

Sample Program for Nondegree Student Graduate Certificate in Socially Responsible and Sustainable Apparel Business: Labor (for students beginning in Fall 2008)

Minimum of 9 credits required

Fall

FASH689 Apparel Supply Chains & Social Responsibility
FASH696 Current Initiatives for Apparel Industry Labor Compliance
FASH693 Culture & Work in the Apparel Industry
FASH697 Worker-Centric Social Responsibility for Apparel Industry
FASH695 Bringing Social Responsibility to Apparel Corporate Culture

Spring

FASH691 Socially Responsible Apparel: Global Policy
FASH692 Sustaining Global Apparel Supply Chains
FASH694 Apparel Consumers and Social Responsibility
FASH666 Special Problem (1 to 6 credits)

Sample Program for Nondegree Student Graduate Certificate in Socially Responsible and Sustainable Apparel Business: Environment (for students beginning in Fall 2008)

Minimum of 9 credits required

Fall

FASH689 Apparel Supply Chains & Social Responsibility
FASH693 Culture & Work in the Apparel Industry
FASH695 Bringing Social Responsibility to Apparel Corporate Culture
FASH699 Producing Environmentally Responsible Apparel

Spring

FASH691 Socially Responsible Apparel: Global Policy
FASH692 Sustaining Global Apparel Supply Chains
FASH694 Apparel Consumers and Social Responsibility
FASH698 Redesigning Green Apparel: Design, Sourcing & Packaging
FASH666 Special Problem (1 to 6 credits)

Resources Available

Learning Resources

Current library holdings are adequate for offering the graduate certificate.

Faculty/Administrative Resources

The following faculty have been involved in the funded project to develop the courses and will instruct the courses at least for their initial offerings.

Dr. Marsha Dickson, (Professor and Chairperson, Department of Fashion and Apparel Studies, University of Delaware) is internationally known for her research and teaching on socially responsible practices in the apparel industry. Her research has been conducted in several countries, including China, Guatemala, India, Thailand, and Vietnam. She is founder of an

international consortium of Educators for Socially Responsible Apparel Business, whose initial membership includes over 70 apparel and textile educators from 35 states in the United States and seven countries. Dickson is also a member of the board of directors of the Fair Labor Association, a non-governmental organization originally formed by President Clinton to address apparel sweatshops. She will teach several of the courses that focus on labor and consumer-related topics and thus fully integrate her teaching with her research and professional outreach.

Dr. Suzanne Loker (J. Thomas Clark Professor of Entrepreneurship and Personal Enterprise, Department of Textiles and Apparel, Cornell University) has worked closely with the apparel, textile, and footwear industry as the director of Cornell's Apparel Industry Outreach program, part of Cornell Cooperative Extension. She is a member of the Sewn Products Resource Council, a committee of the American Association of Apparel and Footwear that focuses on cutting edge issues and technology affecting the apparel and footwear industry. She also has extensive experience in developing and managing web-based educational sites that incorporate images, video, and a variety of interactive activities.

Dr. Charlotte Jirousek (Associate Professor, Department of Textiles and Apparel, Cornell University) is an internationally known scholar in Turkish Textiles and sustainable development in the apparel and textile industries. Jirousek has extensive experience in developing web-based instructional materials, including an electronic textbook and a searchable data base for the Cornell Costume Collection.

Dr. Molly Eckman (Associate Professor, Department of Design and Merchandising, Colorado State University) brings to her teaching and research insight gained from 10 years of corporate retailing experience. She has conducted research in Spain, Turkey, Indonesia, India, and Belize and served on Ph.D. students' examination boards at Hong Kong Polytechnic University. In addition, she collaborated to develop multicultural case studies through the CSU International Development Studies Enhancement project funded by the U.S. Department of Education, which was awarded a 2002-2003 Andrew Heiskell Award for Innovation in International Education.

UD faculty in Fashion and Apparel Studies that have expressed interest in teaching courses for the graduate certificate include,

Dr. Hye-Shin Kim (Associate Professor) whose expertise is in consumer behavior.

Dr. Jaehee Jung (Assistant Professor) whose expertise is in cultural and cross-cultural issues, global trade policy, and sourcing.

Dr. Janet Hethorn (Associate Professor) whose expertise is in sustainability.

Jo Kallal (Professor) whose expertise involves environmental sustainability and design.

External Funding

Development of the web-based courses and learning materials, including multi-media case studies, is funded by a \$300,000 grant from the U.S.D.A. Higher Education Challenge Program. Project Director is Dr. Marsha Dickson.

Resources Required

Learning Resources

No additional resources beyond those being developed with USDA funding are required.

Personnel Resources

No new faculty positions are required.

Budgetary Needs

There are no budgetary needs associated with the graduate certificate. In fact, offering the certificate is anticipated to provide new revenue to the Department since the courses are offered through PCS.

Implementation and Evaluation

Implementation Plan

Course will be rolled out over a three semester period as follows. After the course is offered for the first time, it will be offered each year.

Planned Roll-Out of Courses	Semester					
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
<i>Course</i>						
<i>Apparel Supply Chains & Social Responsibility</i> Lead Instructor: Course will Rotate among Four Instructors, Loker first, also Dickson and Eckman	1		R1		R1	
<i>Current Initiatives for Apparel Industry Labor Compliance</i> Lead Instructor: Dickson, UD	2		R2		R2	
<i>Worker-Centric Social Responsibility for Apparel Industry</i> Lead Instructor: Dickson, UD			1		R1	
<i>Culture & Work in the Apparel Industry</i> Lead Instructor: Eckman, CSU	3		R3		R3	
<i>Apparel Consumers and Social Responsibility</i> Lead Instructor: Dickson, UD		3		R3		R3
<i>Bringing Social Responsibility to Corporate Culture</i> Lead Instructor: Shared among Loker, CU / Dickson, UD / Eckman, CSU and perhaps other UD faculty (<i>Dickson first</i>)			2		R2	
<i>Sustaining Global Apparel Supply Chains</i> Lead Instructor: Jirousek, CU / Eckman, CSU (<i>Jirousek first</i>)		2		R2		R2

<i>Socially Responsible Apparel: Global Policy</i> Lead Instructor: Eckman, CSU		1		R1		R1
<i>Redesigning Green Apparel—Design, Sourcing, Packaging</i> Lead Instructor: Loker, CU		1		R1		R1
<i>Producing Environmentally Responsible Apparel</i> Lead Instructor: Loker, CU			2		R2	
<i>Capstone (Special Problem):</i> Individual study, group experiential learning (travel, internship, service learning), research with teaching professors.			4	R4	R4	R4

R=Second or later offering of course.

Assessment Plan

The Office of Educational Innovation and Evaluation (OEIE), in the College of Education at Kansas State University, has been retained by the USDA project team to provide formative feedback during the development of learning goals associated with each course and to develop assessment measures that will provide summative evaluation feedback. Strategies they are developing: 1) use multiple evaluation approaches, 2) draw on both qualitative and quantitative methodologies, 3) employ multiple evaluative research methods including observation, rubrics, electronic reflection journals, checklists, web-based surveys, interviews (some via telecom), focus groups, 4) evaluate process as well as outcome, and 5) triangulate data for more robust findings. The OEIE is currently developing pre and post test surveys that will document changes in student levels of self-efficacy related to socially responsible supply chain principles and practices. They also plan to interview students and analyze the qualitative data related to course delivery methods, materials, and learning activities as the classes are offered. When the case studies that will be used for learning are developed, the OEIE will be developing rubrics to assess student levels of critical thinking and theory application. The project team will use all information gathered during assessment in improve the courses for future delivery and assessment will be conducted on an ongoing basis.

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Appendices Attached

Letters of Collaborative Agreement: Cornell University and Colorado State University

E-Mail from Bobby Gempesaw



Cornell University
College of Human Ecology

Department of Textiles and Apparel
Martha Van Rensselaer Hall
Ithaca, New York 14853-4401
t. 607.255.3151
f. 607.255.1093
www.human.cornell.edu/che/TXA/

October 24, 2006

Dr. Marsha Dickson, Chair
Department of Fashion and Apparel Studies
University of Delaware
Newark, DE 19716

Dear Marsha:

It is with great pleasure that I support the joint offerings of a set of 10, one-credit courses focusing on the issues of social responsibility in the apparel supply chain. Both the content and the web-based, inter-institutional offerings of these courses have made their development exciting and ground-breaking. I look forward to implementation process even though there are likely to be many challenges. Thank you for your leadership in the initiation and successful funding of this project through a USDA Challenge Grant.

Sincerely,

A handwritten signature in blue ink that reads "Suzanne Loker".

Suzanne Loker
Professor and J. Thomas Clark Professor of Entrepreneurship

**Colorado
State
University**

Knowledge to Go Places

Department of Design and Merchandising

150 Aylesworth Hall SE
1574 Campus Delivery
Fort Collins, Colorado 80523-1574
(970) 491-1629
FAX: (970) 491-4855
<http://www.dm.caahs.colostate.edu>

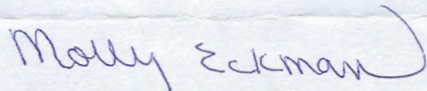
October 24, 2006

Dr. Marsha Dickson
Professor and Chairperson
Dept. of Fashion and Apparel Studies
University of Delaware
211A Alison Hall West
Newark, DE 19716

Dear Marsha,

This letter is to confirm that I agree to collaborate on offering online graduate courses to University of Delaware students as well as to those at Cornell University and Colorado State University. The courses address social responsibility in global supply chains for textiles, apparel, and footwear. The courses are being developed through a USDA Challenge Grant titled *Social Responsibility in Textile, Apparel, and Footwear Industry Supply Chains: Development of a Post-Baccalaureate Core*. I very much appreciate the opportunity to collaborate on this project.

Sincerely,



Molly Eckman
Design and Merchandising
159 Aylesworth SE
Colorado State University
Fort Collins, CO 80523-1574

Marsha Dickson

From: Gempesaw, Bobby [gempesaw@lerner.udel.edu]
Sent: Saturday, January 13, 2007 12:51 PM
To: Marsha Dickson
Subject: FW: Graduate certificate
Attachments: FASH Graduate Certificate for FACULTY SENATE.pdf

Marsha,

I shared your request with the chair of the Business Administration department and have not heard back from him at this time. I would like to request that you put a disclaimer that this certificate is not offered by the Lerner College of Business and Economics so it is clear that we are not involved and will not compromise our AACSB accreditation.

Good luck in developing the graduate certificate.

Thanks.

Bobby

From: Marsha Dickson [mailto:Dickson@quattro.oet.udel.edu]
Sent: Wednesday, January 10, 2007 11:38 AM
To: Gempesaw, Bobby
Subject: Graduate certificate

Hi Bobby,

Dean B and I talked with you some time ago about the graduate courses and graduate certificate I have been developing with colleagues at Cornell U and Colo State U. I've been working with Jim Broomall and about every person from his office to figure out the logistics of doing this (they are great!). In the interim, I have put the new courses through the system and they will be on the upcoming challenge list. I have also put through the proposal for a new graduate certificate and the Graduate Studies committee of faculty senate just met this morning about that.

In that course of that meeting Chuck Mason asked whether you had any concerns with the title of the certificate (Socially Responsible and Sustainable Apparel Business) since it had "business" in the title. It hadn't occurred to me that you might since it is clearly about the apparel manufacturing and retailing industries. But I did realize that you don't have the specifics about this certificate. I've attached the proposal.

Could you please e-mail me saying you don't have concerns about the title. Obviously, you'll e-mail/contact me if you DO have concerns too! I also think it would be neat to explore whether this would be a good focus area for an MBA sometime.

Thanks,
Marsha

Marsha Dickson
Professor and Chairperson
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211A Alison Hall West
Newark, DE 19716
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1/24/2007