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### Revamping Buffalo State Fashion and Textile Technology's Runway Production

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Revamping Buffalo State Fashion and Textile Technology's  
Runway Production  
by

Erin C. Habes

An Abstract of a Project  
In  
Creative Studies

Submitted in Partial Fulfillment  
of the Requirements for the Degree of

Master of Science

March 2019

Buffalo State  
State University of New York  
Department of Creative Studies

## ABSTRACT OF PROJECT

### Revamping Buffalo State Fashion and Textile Technology Department's Runway Production

Runway is produced by Buffalo State's Fashion and Textile Technology Department and Fashion Show Production class. This project explores new ideas for the annual Runway fashion show, featuring the creation of a year-long project that is supported by two fashion merchandising courses. This project will include the creation of FTT 252 Fashion Styling and revamp FTT 452 Fashion Show Production courses. In addition to the redesign of Runway, this project also discusses the process of collaboration with the Fashion and Textile Technology Department faculty, other departments and Buffalo State students.

*Keywords: fashion shows, fashion, fashion show production, course development, collaboration and creativity*



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Erin C. Habes

5/16/19

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Date

Buffalo State  
State University of New York  
Department of Creative Studies

Revamping Buffalo State Fashion and Textile Technology's  
Runway Production

A Concept Paper in  
Creative Studies

by

Erin C. Habes

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Dr. Susan Keller-Mathers  
Associate Professor, Creative Studies

5/16/19

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Erin C. Habes

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Erin C. Habes

5/16/19

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Date

In loving memory of

Elaine Polvinen

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## **SECTION ONE: BACKGROUND TO THE PROJECT**

### **Purpose for Initiating a Project to Revamp Runway**

Every spring semester, Buffalo State fashion students produce the Fashion and Textile Technology (FTT) Department's Runway fashion show. Runway is one of the most anticipated fashion events in Buffalo, New York. The fashion show features 25+ Buffalo State student designers, FTT alumni, a sponsored section by Cotton Incorporated, local celebrity judges, live red carpet coverage, refreshments, custom Runway merchandise and VIP experience. Proceeds from the Runway fashion show and sponsorship go to support the following FTT funds: Runway Support Fund, Runway Forever! Fund, FTT Scholarship Fund, Eastman Foundation Scholarship and Elaine Polvenin Endowed Scholarship.

In 2007, Elaine Polvinen asked me to teach the Fashion Show Production class and I could not refuse. I had recently started as an adjunct in the program and my goal was to integrate my fashion industry experience into the classroom and help raise awareness of the program on Buffalo State's campus and in Western New York. The first Runway show was at Clifton Hall in the Albright-Knox Art Gallery. Buffalo State Fashion Show Production students collaborated with the Albright-Knox and Buffalo News GUSTO to produce "The Runway." Over 2,500 people came to this free event and only 500 were let inside Clifton Hall, due to the venue capacity. The overwhelming success of the show spurred a future collaboration between the Burchfield Penney Art Center and the FTT program to create Runway 2.0. This partnership further connected the worlds of fashion and art in Buffalo. Student designers were inspired by the show's theme, "Romance of Urban Decay" by artist Charles Burchfield. Runway 3.0 through 5.0 found its home in the 20,000-square foot historic Pierce Arrow Building. This space offered an incredible backdrop for a high fashion event. The Pierce Arrow Building is located on

Elmwood Avenue, steps away from the Buffalo State campus. Designed by Albert Kahn in 1906, it was the headquarters for the manufacture of the world-renowned Pierce-Arrow automobiles. Seventy years later Buffalo Rockstar Rick James used the facility for band practice; rumor has it that before he would start, he would unload rounds from his 32caliber pistol into the walls - evidence of which can be seen today. After three years of utilizing this striking industrial space, Runway 6.0 returned to Buffalo State campus and was held in the newly remodeled Campbell Student Union. In April 2017 Runway celebrated its 10<sup>th</sup> anniversary, with a special venue – Buffalo State Sports Arena. Thousands of people witnessed talented Buffalo State fashion students’ designing, producing, volunteering and collaborating.

This year, Runway enters its 12<sup>th</sup> season and I am excited to expand it to a year-long campus-wide project. The fashion industry is constantly changing, and this production needs to meet these changing standards. My goals are to develop a mission and year-long plan for the “Runway Project” I will create a new fashion styling course FTT 252 that will be offered in the Fall semester and a recommended pre-requisite to FTT 452 Fashion Show Production course and revamp my Spring semester FTT 452 Fashion Show Production course. Given the large task of accomplishing these worthy goals, I will prioritize the outcomes that will be accomplished as part of the master’s project and develop a plan of action for those I am not able to fully realize during this semester long project.

### **Rationale for Selection**

Runway is truly my legacy at Buffalo State, warranting my continued work on improving its success. I really thought long and hard about what I wanted to pursue for my master’s project and even though international travel is my current passion, Runway has been my continued

passion over the past 12 years. Producing this event enhances my teaching career. This show has allowed me to connect and change the lives of so many students. Runway is a year-round production for me and during this master's project I intend to explore ways of expanding its offerings. I see the Runway Fashion Show Production class as an essential course for our merchandising students' talents. Through this master's project, I intend to present evidence that supports this theory.

## **SECTION TWO**

### **Pertinent Literature**

The types of literature that will be beneficial to my research and development include fashion show production, creative direction, marketing and PR, social media, branding, collaborating, leadership, applied and integrated learning - books, journals, TedX talks and podcasts. In order to fully understand and communicate Runway's mission and overall direction for the year-long project, it is important for me to review Buffalo State College President Conway-Turner's 2016-2021 Strategic Plan for Buffalo State.

Researching a variety of publications will allow me to have a better understanding of how to shape the future of the Runway fashion show and project. It also allows me to further contribute to Buffalo State fashion students' well-rounded education and applied learning experience. The following resources and annotations represent these areas of exploration part of the master's project.

### **Annotated Bibliography**

The Anne Frank Project (2019). Retrieved from <http://www.annefrankproject.com>

The Anne Frank Project is a Buffalo State innovative that provides year-round programming around conflict resolution, community building and identity exploration. Students engage in story-building workshops in communities and schools world-wide.

I was encouraged to view The Anne Frank Project programming, events and international travel by our FTT Chair, Dr. Keunyoung Oh. Both of us have admired their work on

Buffalo State's campus and it gave me great inspiration and a good organizational guide for the new direction of Runway.

Bain, M. (2019). Fashion's big diversity problem goes way beyond the models. *Quartz at Work*. Retrieved from <https://qz.com/work/1516836/fashions-lack-of-diversity-goes-beyond-the-models-to-the-boardroom/>

In this article, Bain discusses the lack of diversity in the fashion industry. The Council of Fashion Designers of America (CFDA) and PVH Corp. released a report on January 7<sup>th</sup> that highlighted the importance of having both diversity and inclusion in the workforce. This is important progress for two major fashion players to express this point of view and lead the fashion industry in the right direction. They can't force companies, but they can continue to expose the imbalance of corporate culture where minority groups are struggling to move up the ranks.

This article is relevant to my project because it reinforces the lack of diversity and inclusion in the fashion industry. Supporting the importance of highlighting diversity and inclusion were both reflected in my Runway mission statement and our Runway 12 marketing campaign.

Belsky, S. (2010). *Making ideas happen: Overcoming the obstacles between vision and reality*. New York, NY: Penguin Group.

Belsky writes about making ideas happen and how you have to bring them to reality. His framework in order to make ideas happen includes, “Making ideas happen = ideas + organization + communal forces + leadership capability.” Discussing the importance of the combined forces of “organization, community, and leadership.”

This book is related to my project as “ideas + organization + communal forces + leadership” equal a successful fashion show or event. This is a great set of tools when thinking about ideas, organization, community and leadership opportunities for Runway and the Runway Project.

Buffalo State Strategic Plan (2016-2021). Buffalo State College SUNY’s Urban-Engaged Campus. Buffalo, NY: Buffalo State College. Retrieved from <https://suny.buffalostate.edu/strategicplan>

The Buffalo State strategic plan reflects the values shared on campus. The process of creating this plan was a collaboration with the College Planning Council (CPC), students, staff, faculty, administrators, board members and community representatives. Some of the overarching goals include: “educate students through rigorous and engaging academic programs, create an engaged campus community that fosters civic responsibility, enhance institutional effectiveness and provide appropriate facilities and resources to support all activities.”



Navigating our strategic plan has allowed me to align Runway and other related FTT programing to the mission, vision and values of Buffalo State. Putting a focus on “diversity, inclusion, creativity activity, cultural enrichment, applied learning, social responsibility and offering students opportunities to realize their fullest potential.”

Horgan, C. (2017). Why inclusive marketing needs to be your priority in 2018. Retrieved from <https://www.demandzen.com/blog/inclusive-marketing-needs-priority-2018/>

Horgan discusses why inclusive marketing needs to be a priority. Stating that, “inclusive marketing *is* marketing – it’s an active response to tradition stereotypes and an attempt to convey that one’s brand is built for customers of all demographics. This includes factors such as gender, race language, income, sexuality, age, religion, ability and ethnicity.” He gives a good case to why inclusive marketing is beneficial for both the organization and the customer. It is about customers feeling represented and valued and the organization seen in a positive light.

This article is relevant to my project as a source of inspiration for our Runway 12 marketing campaign. Horgan offers insight on what not to do and how to leverage inclusive marketing in the right way including, “hire a diverse team, look outside of your team, be thoughtful about your images and create inclusive copywriting.”

Mumford, M. D. (2000). Managing creative people: Strategies and tactics for innovation. *Human Resource Management Review*. 10(3), 313-351.

Creativity scholar Michael Mumford writes about the fast-paced changes in technology, competition and innovation. His observations about the nature of creativity were used to identify the kind of human resource management that would be helpful to enhance creativity. Mumford focuses on multiple aspects including, the individual, the group, the organization, and the strategic environment in order to enhance creativity.

This article was useful for my project and allowed me to consider many aspects of Runway. When looking at all the levels of human resource management that should be discussed in order to enhance innovation and creativity.

Pollack, S. & Fusoni, M. (2005). *Moving beyond icebreakers, an innovative approach to group facilitation, learning, and action*. Boston, MA: Center for Teen Empowerment.

The Center for Teen Empowerment (TE) is a not-for-profit organization in Rochester NY, Somerville and Boston, MA. TE employs low-income, urban youth to help solve pressing issues in their communities by using the interactive Teen Empowerment Model. Youth organizers “use their voices to create, inspire, lead, and empower their communities to achieve justice and peace.”

This book was an outstanding reference guide for my project. I believe in their mission and was inspired to include some of that messaging into Runway’s mission. I found the icebreaker activities to be an invaluable resource for adding creativity to my student-led

meetings and developing their leadership skills. Icebreakers are a great learning tool to encourage discussion, participation and give my students more of a voice.

Puccio, G., Mance, M. & Murdock, M. (2011). *Creative leadership: Skills that drive change* (2nd ed.). Thousand Oaks, CA: Sage.

Gerard Puccio, Mary Murdock and Marie Mance explore the connection between creativity and leadership. Where creative thinking is an essential part of leadership and brings positive change. The main focus is on creative problem solving (CPS) and applying divergent and convergent thinking into the Thinking Skills Model.

This book has brought guidance throughout my entire journey in the Creative Studies program. I have been using CPS in my classroom for the past ten years. It is a powerful tool to ignite creative thinking. My students are full of creative ideas and utilizing The Thinking Skills Model allows them to move through the creative process with “openness to novelty, tolerance for ambiguity and tolerance for complexity.”

Stark, G. (2018). *The fashion show, history, theory and practice*. London, England: Bloomsbury.

Gill Stark offers an incredible over view of producing a fashion show from start to finish. She analyzes how fashion shows interplay with brands, designers, journalists and other parts of the fashion industry. Stark also highlights the future of the fashion show.

This book is highly relevant to my project as the bases revolves around fashion show production. I was fortunate to be featured in this fashion show production textbook “*The Fashion Show*,” by Gill Stark. Stark is the Assistant Dean and Head of the School of Creative and Liberal Arts at Regents University, London, and is an expert in the fashion show production field.



Figure 1. The Fashion Show, Erin Habes and Runway feature.

West, M. A. (2012). *Effective teamwork: Practical lessons from organizational research*.

Malden, MA: John Wiley & Sons.

Author Michael West discusses effective teamwork through topics such as, creating teams, team building, being a part of a team and conflict in teams. He offers a complete

breakdown of all aspects of teamwork, including key learning points and offers case studies to support his organizational research.

In an effort to build my FTT 452 Fashion Show Production class into an effective Runway team, I found this book to be very helpful. The in-depth research about Team Playing, Team Training and Conflict in Teams offered great insight into interactions and the development of how to build an effective Runway team.

## **SECTION THREE: PROCESS PLAN**

### **Goals and Outcomes**

This master's project will explore a new direction for the Runway fashion show, one that goes beyond the stage. Fashion shows not only showcase designer collections but can be used as a powerful marketing campaign to bring awareness to social and ethical issues. Runway has the opportunity to be a change agent in the Buffalo State community and beyond, giving students a platform for creativity and collaboration. The development of this year-long project will actively embrace this theory.

### **Phase One**

The first phase of my project will be to create a mission statement for Runway. This mission statement will reflect the core values of Buffalo State and the FTT department, which will help me define the Runway Project, Fashion Styling and Fashion Show Production courses. I will also be researching the past eleven fashion shows, in order to effectively promote Runway's history and achievements. This research will assist with marketing Runway, the FTT department and Buffalo State. In addition to the data collected, I will create and administer a survey for Runway alumni. This will allow me to explore how Runway has influenced fashion students at Buffalo State and their current position in the fashion industry. Phase one will also include looking at applied learning in the classroom and effective ways of implementing this into my two fashion courses FTT 252 and FTT 452, researching internal methods of communication between designers and fashion show production students and overall programming for the year-long Runway Project.

## **Phase Two**

The second phase will be to design a year-long plan for the Runway Project, including the development of a fashion styling course. This course will help support and build a strong foundation of theory and principles of styling, marketing and branding in the fashion industry. The fashion styling course will be offered in the fall semester and recommended as a pre-requisite to FTT 452 Fashion Show Production. I will also be revamping the Fashion Show Production class, which is currently being taught in the spring semester. These courses will be developed in line with Buffalo State's curriculum development requirements. Exploring Creative Problem Solving, a variety of problem-solving tools and Torrance Incubation Model of Creative Teaching and Learning (TIM) will also help strengthen and transform my lesson plans and overall creative production from beginning to end.

## **Phase Three**

The third phase of this project will include implementation of phase one and two into Runway 12, taking place in the Campbell Student Union, Social Hall on April 27<sup>th</sup>, 2019. The process of collaboration with the Fashion and Textile Technology department faculty, other departments on campus and the student population will be highlighted. After all of this research, development and execution, the outcome will be a successful and educational Runway production and experience for everyone involved.



*Figure 2. Runway Mindmap.*

### **Evaluation Plan**

As for the evaluation of my master’s project, I will be getting feedback from my department chair, colleagues and students on these changes to Runway and the creation of a year-long project. As these changes are very drastic, I have developed an advisement committee of students who have taken my Fashion Show Production class in the past. As my project develops, I will be meeting with them and discussing these changes, getting their feedback and listening. My colleagues and Runway faculty collaborators, Dr. Keunyoung Oh, Dr. Lynn Boorady and Ali Eagen will also be a source of help towards reaching my goals. I will be meeting with my colleagues throughout this entire process and they have agreed to give me feedback through the development of my project. In addition to creating a new framework for Runway, I will also include a reflection of how this research enhances the production, my classroom experience and my teaching practice. Benchmarks will be met during this project with positive feedback from my students and colleagues, which will then aid in the effective development Runway.



## **SECTION FOUR – OUTCOMES**

### **Phase One: Mapping Mission, History & Achievements**

I began my Runway research by examining the past eleven years of our student-run production. My goal was to create an overall map of our mission, history and achievements to help guide the fashion show into its next phase at Buffalo State.

#### **Runway Mission**

Runway is an annual student-run fashion show in Buffalo State's Fashion and Textile Technology Department that began in 2008. Runway offers an applied learning experience that prepares students for careers in the fashion industry. The show is a campus service focusing on a diverse and inclusive culture, creating a safe environment for our students to showcase their talent and vision. This impressive show gives our students the platform for civic engagement and allows them to showcase social responsibility throughout the campus and Buffalo community. Runway is a collaborative production where the Fashion Show Production class works with the Art & Design Department at Buffalo State, local businesses and non-profit organizations. Runway also brings awareness to social, ethical and environmental issues that are on the forefront of our global economy.

#### **Our History**

As stated previously as part of the Mission, Runway is an annual fashion show presented by the Fashion and Textile Technology Department at Buffalo State. Each spring, FTT students produce a professional-level fashion show featuring the talent of our students enrolled in Apparel

Design, Design Technologies, Apparel Product Development and Merchandising, as well as FTT faculty and FTT alumni.

Runway allows Buffalo State students the opportunity to showcase their creativity, demonstrate their talents, learn how to produce a large-scale fashion event while gaining real world experience.

Runway is produced by students, assisted by faculty of the FTT department, and part of the previously stated campus-wide collaboration between the Fashion and Textile Technology and the Art and Design Departments. Our student stylists work with local boutiques, models, freelance hair and makeup professionals to create an elevated runway style.

Student designers who wish to participate in Runway are required to submit their garments to the Jury of Selection a month before the event. The Jury of Selection is made up of industry experts who give feedback on the marketability, styling, fabrication and quality of each garment. Only the best garments are invited to show on the catwalk. Jury members are pulled from our faculty industry connections, colleagues and alumni network to ensure the best possible critique, which is crucial to our student's development and future success. The jury also selects outstanding designers who will win:

**First Place Senior Collection:**

Nancy Belfer Award \$1,000

Photo shoot with Luke Copping Photography

Fashion spread in Buffalo Spree Magazine

**Second Place Senior Collection:**

FTT Scholarship Fund Award \$500

Professional headshot by Luke Copping Photography

PGM dress form (value \$300)

**Best Student Collection:**

FTT Scholarship Fund Award \$300

The second round of judging takes place on the day of the show, where fashion professionals are invited to enjoy our VIP experience and fashion show as Runway Judges. Lending their industry expertise, our judges select their favorite designer - Best in Show.

**Best in Show:**

Designer – FTT Scholarship Fund Award \$500

Stylist – FTT Scholarship Fund Award \$200

The late Professor Elaine Polvinen and I, a 2003 alumnus and Buffalo State instructor, created the Runway fashion show in 2008. Our vision was to elevate the in-house campus production, so I booked the world-renowned Albright-Knox Art Gallery as the venue for the inaugural event, which was simply called “The Runway.”

The overwhelming success of that first show spurred collaboration between the Burchfield Penney Art Center and the FTT program to create a second annual show. This partnership further connected the worlds of fashion and art. In following years, Runway found a

home in the 20,000-square-foot historic Pierce Arrow Building and then returned back to campus in 2013.

Runway is one of the most anticipated fashion events of the year. Buffalo State Bengals take the stage as they transform Campbell Student Union Social Hall into New York Fashion Week with a full-scale fashion show production. Students work with the best lighting, projection and set design artists in Buffalo to create a seamless presentation of student, faculty and alumni work.



*Figure 3.* Fashion Show Production Class of 2018.

### **Strengths, Weaknesses and Recommendations**

In order to analyze the Runway fashion show over the years, I focused on identifying strengths and weaknesses of the show and then developed recommendations for future productions. Reflecting on Runway has allowed me to fully understand the scope of what my

fellow colleagues and I have created. The fashion show production class has grown from a traditional fashion show on campus to a professional fashion event that goes beyond just the catwalk. Producing Runway allows FTT students the opportunity to gain industry experience in branding, fashion marketing, PR, social media management, event planning and production, set design, styling, photography, creative direction, model coordination, collaboration, leadership, creativity and problem solving. Each year, FTT students have been challenged with producing two fashion shows in a variety of different locations.

The first six fashion shows were produced off-campus, which presented its own set of strengths and weaknesses. Some of the strengths include: the unique venues created a beautiful platform for student, alumni, faculty and local designer work, moving the show off-campus allowed for greater community engagement and lead to sold-out shows. Weaknesses included: production costs were very expensive, the number of extra hours of work for faculty and students was excessive and there was a disconnect between the campus community and Runway.

In 2013, Elaine Polvinen, Dr. Lynn Boorady and I assessed our strengths and weaknesses which lead us to bring the show back on to Buffalo State campus. It was an interesting transition and almost felt like we had to start over. We clearly had gained momentum in the City of Buffalo as a whole but ostracized the campus in the process. Runway had put the FTT department on the map which gave visibility for our student's work, but at the same time, was not inclusive with the population on campus.

This "new start" brought some wonderful achievements:

- Raised over \$150,000 for student scholarships.

- Endowed three student scholarships.
- Multiple editorial features in Buffalo Spree Magazine.
- Raised over \$100,000 in in-kind donations.
- Permanent Runway collection in the Burchfield Penney Art Center.
- Has fostered collaborations with Cotton Inc., Burchfield Penney and the Art & Design department.
- International collaboration with Teacher’s College of Beijing Union University.
- Runway Forever! Fund created with \$12,500 gifted by Tom Coates & Dr. Brad Mazon.

Bringing the show back onto campus was a big decision but allowed the fashion show to pursue a mission of fundraising, which directly impacts our FTT students. This mission continues to provide our students with incredible opportunities, but we have some weaknesses in our new venue. Some of them include: a decline in show attendance, ticket prices are too expensive for students and lack of communication between Fashion Show Production students, designers, volunteers, faculty and campus engagement.

After reviewing some of the strengths and weaknesses my recommendations are as follows: continue to encourage community engagement off-campus but re-think our marketing opportunities on-campus. Buffalo State has a captive audience of about 10,000 students, faculty and staff. I feel that a well-designed marketing strategy for Runway would help boost ticket sales and increase campus engagement. Casey Horgan, Marketing strategist for Demand Zen states, “Inclusive marketing, is simply the broadening of one’s marketing audience to include and expand the customer brand experience (Horgan, 2017). It would be helpful to analyze the value

of our Runway tickets and problem solving some ways to improve the overall image of the show. I plan to work with my Runway production students on brainstorming ways to entice students to purchase tickets, build more value into the tickets, increase campus engagement and strategize ways to market Runway in an inclusive and diverse way.

Incorporating the above Runway mission, history, achievements and marketing strategy will provide an incredible opportunity for Runway and boost recruitment in the Fashion and Textile Technology department. The FTT department at Buffalo State should be viewed as a leader in the fashion industry on campus and in the Buffalo community. My recommendations for FTT faculty are to vertically integrate Runway into our student's four-year college experience and be used as a recruitment tool. High school students interested in fashion should be introduced to Runway during Buffalo State's open house and invited to our matinee show for free. Runway highlights should then be shared at freshmen orientation, where they are educated on how to get involved with Runway from showcasing their creativity on the catwalk to volunteering for the event. FTT faculty should be encouraging students at every level to present work in the following categories:

**Single item** – students can choose to submit a single garment or up to a max of 4 unrelated garments. These are separate ideas and not a cohesive collection.

**Student collection** – students can choose to make a cohesive collection of 4-6 garments.

**Senior collection** – FTT students may enroll in the FTT 451 Senior Collection course and choose to make a cohesive collection of 6 total looks.

\*All garments must follow the theme of the show and will be presented in front of our Jury of Selection for review. All submissions are shown to a group of fashion

industry professionals and their decision on what will be included in the show is final.

Another recommendation for FTT faculty participation would be to create supportive Runway programming. Some examples include, workshops, screen fashion related films, guest speakers, on-site visual merchandising display, Runway merchandise sales, fashion exhibitions on and off campus and at the show. I would encourage FTT faculty to present outstanding student work, grants awarded to the department and faculty research at the show. These displays would be in line with Runway's theme and mission, in addition to Buffalo State's President, Katherine Conway-Turner's Strategic Plan 2017-2021. This would create an activated experience on campus and off campus for individuals in the community who enjoy and seek to learn more about the fashion industry.

Suggestions for improving communication for the Runway production would be to introduce a more comprehensive project management tool. In the past I've used Slack, which is a real-time messaging and file share tool. I found it to be unproductive and hard to locate files. This frustration led me to research other project management tools such as, Basecamp, Trello, Monday and Asana. These are all tools that are used in many creative industries. I found Basecamp to be the most conducive for our fashion show production. Some of the highlights include, a Birdseye view of the teams, calendar, messaging system, file storage, to-do lists, message board and self-sufficient teams (Basecamp). My plan is to add all Fashion Show Production students, designers, faculty, volunteers, graphic designers, interior designers and Buffalo State support staff to Basecamp. This will allow for better communication and each team member will be informed and held accountable through the to-do lists and scheduled deadlines.



A normal subscription is \$99 a month, but Buffalo State allows faculty to utilize this software in their classroom at no extra cost.

In phase one, I stated I would survey Runway alumni to have a better understanding of how the fashion show impacted student's experience in the FTT program and now in the industry. After discussing with my advisor, Sue Keller-Mathers, I decided not to go forward with the survey for this project. During Runway's tenth anniversary show in 2017, I reached out to some Runway alumni for quotes. I feel these quotes showcase the experience from both a fashion show production student and a senior collection student that have both participated in Runway.

“Runway was career changing for me. It gave me the confidence to be a strong leading woman. I was able to work with so many talented, amazing and creative people over the years. It was truly inspiring. The Runway experience lives with you and inspires you, for the rest of your career. We are one big happy Runway family!” – Kelly Orme, '10

“I would describe my Runway experience as being a whirlwind of creative craziness. We worked on our collections for months, starting with our concept in the fall semester and progressing through winter break to finishing in the spring semester. I've never worked so hard on a project or put so many hours (and long nights), as I did for Runway 4.0 with just the hope of making a passable collection and didn't ever consider myself to be in the top 3, let alone win! Runway was one of the most incredible things I've ever participated in.” – Ashley Rogers, '11

I also stated in phase one that I would be researching applied learning and effective ways of implementing this into my classroom and project. Unfortunately, I ran out of time, but applied for the Buffalo State, “Fall 2019 Applied Learning Faculty Fellow Cohort” and was accepted. I’m very excited to move forward with the Applied Learning initiative. I plan to further my research and devise a plan to implement an approved applied learning experience in both the FTT 252 Fashion Styling and FTT 452 Fashion Show Production courses.

### **Phase Two: Runway Project, FTT 252 and FTT 452**

The Runway Project is a year-long fashion initiative that gives FTT students the voice to create a movement of positive change. Building off of the 10-year legacy of the Runway fashion show, this project empowers students to *Educate*, *Activate* and *Engage* with the Buffalo State campus and community. The Runway Project offers a platform for students to become more environmentally and socially minded, through civic engagement, fashion exhibitions, guest speakers, activities, events and fashion shows. I plan to start implementing this project in the fall 2019 semester with the development of FTT 252 Fashion Styling and working with the Fashion Student Association (FSA). Currently, I am the faculty advisor for FSA. The Runway Project will further be developed this summer.

#### **FTT 252 Fashion Styling**

The Runway Project is incorporated into two fashion courses that I will teach in the 2019-2020 school year. The first course is a newly developed FTT 252 Fashion Styling course, offered in the fall semester. Over the past few years, I’ve had the pleasure of testing some of these ideas out in my Workshop in Styling course. I believe this course is the perfect building block for the

Fashion Show Production class and aligns with the Runway Project’s mission. It allows FTT students to practice fashion styling, understand the basic principles of styling, create professional styling work, learn more about freelance business, coordinate professional photoshoots, analyze various aspect of market research and fashion journalism. This course would actively incorporate applied learning experiences in and outside the classroom working with not-for-profit and for-profit entities. The offering of this course to FTT students is essential in the curriculum and allows students the opportunity to learn more about the world of styling. By following the College Senate guidelines, I developed the proposal for FTT 252 Fashion Styling. This is an in-depth study of styling roles in print and interactive media; preliminary multi-disciplinary hands-on experience of the work and responsibilities of the stylist in the fashion industry.

*Buffalo State College  
Fashion and Textile Technology Department*

**Prefix, Number and Name of Course:** FTT 252: Fashion Styling

**Credit Hours: 3**  
**In Class Instructional Hours: 2**    **Lab: 2**    **Field Work: 0**

**Catalog Description:**  
*Prerequisites: FTT 110 and FTT major only*

Introduction to the study of a stylist’s role in print, digital media, image management, fashion shows and entertainment. This course is highly interactive, with applied learning activities and creative assignments. The specifics of styling responsibilities, portfolio building, and fashion industry professionalism are taught. Offered every fall semester.

**Reasons for Addition:**  
 This course addresses the changes in relation to the visual representation of styling in the fashion industry. This course focuses on student understanding of the process of fashion styling, print, digital media, image management and entertainment, which are important in a fashion career.

Student Learning Outcomes	Content References	Assessment
Students will:		
1. Analyze fashion styling applications	I & II	Participation in class discussion, projects, assignments
2. Describe key concepts in fashion styling	I, II & III	Participation in class discussion and assignments
3. Apply professional etiquette on set	IV	Participate in class discussion and projects
4. Demonstrate basic principles of fashion styling and image management	III & IV	Projects and oral presentations
5. Develop fashion and styling skills and portfolio	V & VI	Projects and oral presentations

**Course Content:**

- I. Fashion styling
  - A. Introduction to fashion styling
  - B. Eye for style

- C. Fashion resources
- D. Concept and mood boards

- II. Fashion styling profession
  - A. Styling for print and digital media
  - B. Styling for the entertainment industry
  - C. Industry professionalism
- III. Image management
  - A. Introduction to personal styling
  - B. Body types
  - C. Ensembles
- IV. Introduction to photo shoots
  - A. Research and inspiration
  - B. Pre-production, production and postproduction
  - C. Composition
- V. Fashion communication
  - A. Fashion publication
  - B. Fashion editing
  - C. Introduction to blogging and other multi-media platforms
  - D. Branding and identity
- VI. Entrepreneurship in fashion styling
  - A. Career development
  - B. Networking
  - C. Portfolio building

**References:**

Aldridge, J., and various. (2011) *Style yourself*. Weldon Owen.

Armour, G. (2012). *Fashion stylist: a how to guide*. CreateSpace Independent Publishing Platform.

Armour, G. (2012). *The professional wardrobe stylist*. CreateSpace Independent Publishing Platform.

Armour, G. (2014). *Fashion, style, and image consulting: textbook manual*. CreateSpace Independent Publishing Platform.

Buckley, C., & McAssey, J. (2011). *Basic Fashion Design 08: Styling*. AVA Publishing.

Figure 4. FTT 252 Fashion Styling course proposal. See references and periodicals in Appendix A.

The FTT 252 Fashion Styling content outline provides a suggested (Figure 4) course structure for sixteen weeks. This outline elaborates on the course content in the proposal and

allows students to be exposed to many different aspects of fashion styling, teambuilding opportunities and supports the learning outcomes. In my research for this project, I came across a 2005 book called, “Moving Beyond Icebreakers.” In my opinion author, Stanley Pollack, raises the bar when it comes to facilitating meetings and interactive group activities. I have implemented some of his ideas for icebreakers and interactive activities into my course structure. I believe it is important to create a teamwork mentality and start to cultivate a leadership mindset. This will aid in creating a better work environment in the classroom and give students the tools they need to succeed in the growing fashion industry. This course will include the following assessments: service-learning project, editorial project, personal styling assignment, Buffalo Spree Magazine photoshoot, digital photoshoot and portfolio development. All of these projects and assignments are designed to give a well-rounded perspective and hands on experience in fashion styling. The service-learning component needs to be developed with the Civic and Community Engagement Office.

Week	Outline
1	Intro to fashion styling
2	Intro to fashion styling, print and digital media, styling for entertainment industry, image management and personal styling
3	Intro to photoshoots, developing production materials, shoot preparation, shoot application, market research for styling
4	intro to fashion journalism
5	Digital photoshoot
6	Business aspects of a career in styling
7	Service-learning project
8	Prep for editorial photoshoot
9	Editorial production book review
10	Editorial photoshoot prep
11	Editorial photoshoots
12	Editorial photoshoots
13	Editorial photoshoots
14	Portfolio review
15	Final portfolios due/presentations
16	Final presentations

Figure 5. FTT 252 Fashion Styling content outline. See references and periodicals in Appendix B.

## **FTT 452 Fashion Show Production**

This course focuses on the advanced skills and methodologies employed in developing and producing a professional fashion show. Students learn about the theory and practice of fashion show production and are introduced to the different roles and responsibilities involved in creating a successful fashion show or event. At the end of the Fall 2019 semester, students who have registered for FTT 452 Fashion Show Production Spring 2020 are introduced to Runway through a presentation of our mission, history and show theme. Students are then given a course contract that outlines all the respective teams and roles in Runway production crew. These include producers, assistant producers, model coordinator, marketing team, creative team and stylists. Students are instructed to review the course contract, select their top three positions and sign the contract. As the faculty director, I would then conduct an informal interview where each student expresses their interests in fashion, future plans in the fashion industry and how these Runway positions will benefit their career. After the interviews, I select which team best suits the student's strengths and aligns with their career goals. The Fashion Show Production students are then introduced to the Senior Collection class at the end of the semester. Seniors designer will present their final collections during CEP week to an audience of faculty and the Fashion Show Production class. Runway is a collaboration between the FTT 452 Fashion Show Production and FTT 451 Senior Collection. Once the senior presentations are completed, all students admitted into the courses will be added to Basecamp to allow ample time to familiarize themselves with the project management tool.

FTT 452 Fashion Show Production Course Update Proposal

Buffalo State College  
Fashion and Textile Technology Department

Prefix, Number and Name of Course: FTT 452, Fashion Show Production

Credit Hours: 3  
In Class Instructional Hours: 2 Labs: 2 Field Work: 0

Catalog Description:  
Prerequisite: Junior or Senior status; or permission of instructor

This course focuses on the advanced skills and methodologies employed in developing and producing successful events specifically for the fashion industry. Students learn about the theory and practice of fashion show production and are introduced to the different roles and responsibilities involved in creating a successful fashion show or event. Student will explore the role of shows and events within contemporary fashion. Students will learn the practice of fashion show production and event management through presentations, meetings and by working in teams to plan a professional event. Offered every spring semester.

Reasons for Addition or Revision:  
This course has not been updated in 14 years. It is important to revise the course to keep up with changing trends in the discipline. The class is an elective in Fashion and Textile Technology department.

Student Learning Outcomes	Content References	Assessment
Students will:		
1. Coordinate professional fashion show and events	1 - IV	Student and peer performance evaluation rubric
2. Demonstrate the ability to research, generate ideas and create solutions	1 - V	Participation in class discussion, assignments, student performance evaluation rubric
3. Apply critical and creative thinking, analysis, reflection and review	1 - III	Projects, student performance evaluation rubric

4. Gain leadership experience with applications of negotiation, organization, teamwork, delegation and effective communication	I - IV	Participation in class discussion, student performance evaluation rubric
5. Execute effective self-management in terms of time, planning, behavior and motivation	I & II	Student and peer performance evaluation rubric
<b>Course Content:</b> <ul style="list-style-type: none"> <li>I. Introduction to fashion show production and event planning                             <ul style="list-style-type: none"> <li>A. Analysis of the fashion show concept and design process</li> <li>B. Project planning, management, budget and sponsorship</li> <li>C. Fashion show staging, facilities, models, music and script</li> <li>D. Pre-show organization and time management</li> <li>E. Production positions &amp; teams</li> </ul> </li> <li>II. Introduction to photoshoots                             <ul style="list-style-type: none"> <li>A. Researching inspiration</li> <li>B. Developing production materials</li> <li>C. Preparing for shoot</li> <li>D. Shoot application</li> </ul> </li> <li>III. Effective meeting strategies                             <ul style="list-style-type: none"> <li>A. Introduction</li> <li>B. Warm-up</li> <li>C. Interactive exercise</li> <li>D. Work section</li> <li>E. Summary</li> <li>E. Evaluation</li> </ul> </li> <li>IV. Tools and strategies for teamwork and leadership                             <ul style="list-style-type: none"> <li>A. The essentials of teamwork and leadership</li> <li>B. Enhance teamwork with better communication</li> <li>C. Conflict management skills</li> <li>D. Shared problem solving and decision making</li> </ul> </li> </ul>		

Figure 6. FTT 452 Fashion Show Production course update proposal. See references and periodicals in Appendix C.

## Summary

Students will learn the practice of fashion show production and event management through presentations, meetings and by working in teams to plan a professional event. The beginning of the course discusses fashion show production planning and management, intro to photoshoots, how to facilitate a professional meeting and tools and strategies for teamwork and leadership. The Fashion Show Production course then allows each team to facilitate a student-led meeting, which begins with an interactive exercise of their choice.

<b>FTT 452 Fashion Show Production Course Outline</b>	
<p><b><u>Week 1</u></b></p> <ul style="list-style-type: none"> <li>➢ Name game &amp; interactive exercise</li> <li>➢ Introduction to fashion show production               <ul style="list-style-type: none"> <li>• Project planning, management, budget and sponsorship</li> <li>• Fashion show staging, facilities, models, music and script</li> </ul> </li> <li>➢ Introduction to Basecamp</li> <li>➢ Intro to photoshoots               <ul style="list-style-type: none"> <li>• Researching inspiration</li> <li>• Developing production materials</li> <li>• Preparing for shoot</li> <li>• Shoot application</li> <li>• Intro to professionalism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➢ Student-led meetings               <ul style="list-style-type: none"> <li>○ 10-min interactive exercise</li> </ul> </li> </ul>
<p><b><u>Week 2</u></b></p> <ul style="list-style-type: none"> <li>➢ Name game &amp; interactive exercise</li> <li>➢ Effective meeting strategies               <ul style="list-style-type: none"> <li>○ Introduction to facilitating meetings                   <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Warm-up</li> <li>• Interactive exercise</li> <li>• Creative collaboration block</li> <li>• Summary &amp; meeting evaluation</li> </ul> </li> <li>○ Discuss student-lead meeting assignment (50 points)</li> <li>○ Intro to production class format &amp; assignments</li> </ul> </li> <li>➢ Tools and strategies for teamwork and leadership               <ul style="list-style-type: none"> <li>○ The essentials of teamwork and leadership</li> <li>○ Enhance teamwork with better communication</li> <li>○ Conflict management skills</li> <li>○ Shared problem solving and decision making</li> </ul> </li> </ul>	<p><b><u>Week 5</u></b></p> <ul style="list-style-type: none"> <li>➢ Student-led meetings               <ul style="list-style-type: none"> <li>○ 10-min interactive exercise</li> </ul> </li> </ul> <p><b><u>Week 6</u></b></p> <ul style="list-style-type: none"> <li>➢ Student-led meetings               <ul style="list-style-type: none"> <li>○ 10-min interactive exercise</li> </ul> </li> </ul> <p><b><u>Week 7</u></b></p> <ul style="list-style-type: none"> <li>➢ Student-led meetings               <ul style="list-style-type: none"> <li>○ 10-min interactive exercise</li> </ul> </li> </ul> <p><b><u>Week 8</u></b></p> <ul style="list-style-type: none"> <li>➢ Student-led meetings               <ul style="list-style-type: none"> <li>○ 10-min interactive exercise</li> </ul> </li> </ul> <p><b><u>Week 9</u></b></p> <ul style="list-style-type: none"> <li>➢ Student-led meetings               <ul style="list-style-type: none"> <li>○ 10-min interactive exercise</li> </ul> </li> </ul> <p><b><u>Week 10</u></b></p> <ul style="list-style-type: none"> <li>➢ Coordinate Runway jury</li> </ul> <p><b><u>Week 11</u></b></p> <ul style="list-style-type: none"> <li>➢ Runway look book photoshoot               <ul style="list-style-type: none"> <li>○ 10-min interactive exercise</li> </ul> </li> </ul> <p><b><u>Week 12</u></b></p> <ul style="list-style-type: none"> <li>➢ Faculty-led meetings               <ul style="list-style-type: none"> <li>○ 10-min interactive exercise</li> </ul> </li> </ul>
<p><b><u>Week 3</u></b></p> <ul style="list-style-type: none"> <li>➢ Student-led meetings               <ul style="list-style-type: none"> <li>○ 10-min interactive exercise</li> </ul> </li> </ul> <p><b><u>Week 4</u></b></p>	<p><b><u>Week 13</u></b></p> <ul style="list-style-type: none"> <li>➢ Runway fashion show</li> </ul> <p><b><u>Week 14</u></b></p> <ul style="list-style-type: none"> <li>➢ Event evaluation</li> </ul> <p><b><u>Week 15</u></b></p> <ul style="list-style-type: none"> <li>➢ Final portfolio due &amp; presentations (100 points)</li> <li>➢ Reflections due</li> <li>➢ Peer evaluation (50 points)</li> </ul> <p><b><u>Week 16</u></b></p> <ul style="list-style-type: none"> <li>➢ CEP week</li> <li>➢ Faculty evaluation (50 points)</li> </ul>

Figure 7. FTT 452 Fashion Show Production content outline. See references and periodicals in Appendix D.

The experiential learning of this course is designed to put fashion show production into practice as students work individually and in teams to achieve a successful show. Exercises and volunteer work will be designed to put students in applied learning experiences throughout the semester to deepen their responsibility and understanding. Students will develop an awareness of their own performance through reflection as well as peer-to-peer and instructor student evaluation throughout the semester.

- Student-lead meeting format:**
- Print and pass out agenda
  - Assign someone to take attendance
  - Facilitate a creative activity (Reference: Moving Beyond Icebreakers) [5-10 mins]
  - Manage the meeting
  - Meeting summary & team assignments
  - Everyone evaluates the meeting on a scale of 1-10 on how productive [1-least and 10-most]
  - Share notes on Basecamp – FTT 452
- Agenda overview**
1. Runway title
  2. Date & attendance
  3. Goals (What might be some goals you want to obtain?)
  4. Introduction (Introduce yourself & explain your role)
  5. Interactive activity (5-10 mins)
  6. Work section
    - Creating a vision for action
    - Hearing updates from committees and determining next steps in several areas
    - Doing specific tasks to prepare for an activity the group is organizing
    - Learning about or reviewing a body of material
    - Discussing experiences or concepts
      - Brainstorming
    - If you break up into smaller groups you should do “report-backs” – Reporting back to the whole group on what has been accomplished, decided or discussed
  7. Summary
    - Use this time for announcements or logistical concerns: assignments, reminder of the next meeting date, handouts to be picked up etc.
  8. Evaluation

*Figure 8.* FTT 452 student-led meeting format. See references and periodicals in Appendix E.

As stated in phase two, I would be exploring ways to use Creative Problem Solving, a variety of problem-solving tools and Torrance Incubation Model of Creative Teaching and Learning (TIM) to improve my lesson plans and overall creative production. Unfortunately, I was not able to fit this research into my project timeline. I plan to continue to work on Runway over the summer and further develop my lesson plans with a focus on creativity in the classroom.

### **Phase Three: Runway 12**

On April 27<sup>th</sup>, 2019, our “reimagined” Runway fashion show debuted with a sold out 8pm show in Campbell Student Union Social Hall. This was one of the most successful shows our students have ever produced. More than 500 people attended this red-carpet event including Buffalo State’s President Conway-Turner, members of the President’s cabinet and the Interim Dean, Dr. Rita Zientak from the School of Professions. The overwhelming support across campus for Runway truly helped to amplify the voice and creativity of our FTT students and



confirms that our annual fashion show is well aligned with the core educational values at Buffalo State.

The success of the show is a testament to the implementation of phases one and two of my master's project in the following ways. I believe that the development and research for the Runway mission helped identify clear goals for the overall production. My students and I were able to use this as a jumping off point for brainstorming marketing ideas. Our main focus was to create a marketing campaign that spoke to Buffalo State and our theme REawakening.

Theme: REawakening

a revival/renewal of interest or attention.

a recognition, realization, or coming into awareness of something.

(Dictionary.com, 2019)

Fashion reflects who we are and how we want to be perceived in the world. We are asked to challenge ourselves with what the future of fashion looks like. As fashion professionals we must envision where we want fashion to go...let's revive our understanding of how fashion communicates our innate dignity as a human race and connect with one another in a way that clearly sends a message to those we encounter. "Reawakening" conjures up a realization and awareness of something that matters to you. Let's tell a story, make a statement, and create a movement fashion. We are listening. We are woke.

The theme gave clear direction stating, "fashion reflects" and "fashion communicates our innate dignity as a human race," which sparked a diverse cast of models for our marketing campaign. My students wanted to see themselves as fashion students on the posters. This show is

by them and for them and I felt this was a beautiful connection to make. We worked with local photographer Luke Copping and created fashion photography that embodied our REawakening theme. Our seven student models represented racial diversity, gender and sexual orientation. Many of them were Buffalo State students and three out of the seven were FTT students. Classroom discussions revolved around the lack of inclusion and diversity in the fashion industry.

Marc Bain (2019) states, “Customers are demanding that the brands they support reflect their own diversity, and that pressure has helped. To illustrate the issue, the CFDA and PVH explain the difference between “inclusivity” and “diversity. Diversity is the “measure of difference” in a workplace. Inclusion, on the other hand, describes a climate where people of all types feel comfortable expressing themselves, creating a scenario where everyone is able to contribute their best work. It is often assumed that diversity is enough,” the report says. “However, without inclusion, diversity is ineffective.” Diversity isn’t just about race, either. It encompasses differences in abilities, age, gender, and sexual orientation.” (Bain, 2019).





*Figure 9.* Runway 12 poster series designed by Kelly Rosenfeld. See references and periodicals in Appendix F.

My students and I worked with student graphic designer, Kelly Rosenfeld from the Art & Design department and created an effective Runway marketing campaign that embraced both diversity and inclusion, further conceptualizing our Runway mission statement and theme.

In addition to the marketing campaign, the achievements that were identified in phase two gave concrete evidence that Runway is a successful platform for scholarships, collaboration on the local and international level and helps elevate FTT students and the department. These highlights are featured on the Runway website and were used in sponsorship materials and helped secured a former sponsor, Eastman Foundation to donate once again.

Another successful component of phase two included the student-led meetings and icebreaker activities. The student-led meetings empowered my students to become a team, strengthened their leadership skills, held them accountable and encouraged them to be active members in my class. One of the most powerful aspects of the student-led meetings were the icebreakers. The students were challenged to come up with a 5-10-minute icebreaker at the beginning of their student-led meeting. This student to student interaction increased team spirit,

built trust and freedom of expression. One of my favorite team building interactives included three supplies: paper, pen and creativity. The instructions were to sit in a circle around a big table, take a piece of paper, a pen and draw a self-portrait. Students were showing their playful side, with the challenge of drawing themselves. Then we were instructed to flip the paper over, and the facilitators gathered all the pieces of paper. The self-portraits were mixed up and then redistributed. Everyone took turns going around the circle and guessing who their self-portrait was in the group. I thought it was a brilliant exercise and the students felt more connected. I took a picture of all the portraits and posted it on our FTT department Instagram showcasing the Runway class of 2019.



*Figure 10.* FTT 452 Fashion Show Production student-led interactive. See references and periodicals in Appendix G.

The final implementation of phase two was the project management tool, Basecamp. Overall it was a powerful real-time communication tool for Runway. Senior Collection instructor Ali Eagen and I both utilized Basecamp in FTT 451 and FTT 452 and found it to be the perfect online hub for collaboration.

According to Ali Eagen,

Basecamp allowed me to communicate with my students far easier than traditional email or Blackboard. With my limited availability at times due to my other commitments, it was easy for me to answer questions any time of the day via Basecamp's campfire. It was a dependable way to reach them individually, or as a group when important messages needed to be sent. The students also preferred to interact with each other from various classes/groups through Basecamp, and this semester was the smoothest in terms of communication thus far. The best aspect of all, is that Basecamp is a hub for not only communicating on the spot, but for storing the important details of the event that cross over from other classes. My students knew where to find all of the pertinent files and documents they needed in a flash.

FTT 452 students were added to Basecamp at the beginning of the fall semester. Students were able to seamlessly interact with each other, upload documents, make to-do lists and assign deadlines to projects. We did struggle with the logistics of the tool in the beginning. Having now gone through a full Runway production with Basecamp, I have a better understanding of how to implement the tool more efficiently. For future Runway productions, teams will have full access to Basecamp as admins to give students more control over their learning and collaboration.

## **SECTION FIVE: KEY LEARNINGS**

Runway is a student-run fashion show that allows our students the opportunity to build their portfolios and have a real-life and hands-on experience. There is a powerful shift when young minds make the connection from the classroom to the catwalk. Here are some of my key learnings from working on this project.

My first key learning is the reflection of the past 11 years of producing Runway with my students and colleagues. I found it to be very powerful to analyze the strengths and weaknesses from year to year in order to fully understand Runway. The ups and the downs, all played a part in creating this event. Revisiting allowed me to strategize a plan to move forward. The second key learning was curating a mission statement for both Runway and the Runway Project. I now have a clearer focus for improving Runway and the overall project mission. In addition, having built the history and achievements will help me communicate the successes Runway has had over the years and where we wish to go. This also provides important information that can be used to entice new sponsors and media coverage. The third key learning is the creation of FTT 252 Fashion Styling. FTT 252 is a course that was much needed and well overdue in the Fashion and Textile Technology curriculum. This course will give our FTT students the styling experience that is necessary with a fashion degree. It also supports our mission, the Runway Project and the Fashion Show Production course. Students that take both courses will have a stronger skill set going forward both for their future fashion career and for effectively engaging in the Runway course. For my final key learning, the revamp of FTT 452 Fashion Show Production will be incredibly fruitful. It's been 14 years since the course has been updated. With this new approach focusing on leadership and teamwork in the event production world, I believe this will benefit our students greatly. The fashion industry is changing at such a rapid rate, it is

our duty as educators to constantly keep updating and staying one step ahead of the curve.

Reimagining the Fashion Show Production class has allowed me to fully design a course that has guided our FTT students to a successful Runway fashion show.

## SECTION SIX: CONCLUSION

Runway goes beyond the flashy fashion on the stage. What really makes it shine are the hundreds of students who pour their hearts and souls into producing a professional event. Their Bengal pride shines bright when they take the stage in front of their friends and families and bow. When producing an event, just like in theater, you create magic with the unique elements from that particular year. Whether it be a strong production team or designers, each show has its own personality, successes, failures and stories to share. Memories are made for a lifetime and are still shared with a smile. Most of my FTT students have successful fashion careers all over the world and it gives me great joy to think that Runway played a part in developing them into the young adults they are today. I knew picking Runway as the topic for my project would go beyond just revamping a fashion show. I feel that the new mission sets the stage for exciting opportunities to bring Runway to life in many capacities across campus and the Buffalo community. It is very important to me that we show diversity and inclusion on our stage. The catwalk should be a safe space for our young minds to create and showcase their ideas and creativity. There is no judgement, be who you are, and us as educators are here to guide you and help you understand the ways of the fashion world. It is crucial that as faculty we incorporate an applied learning experience into our classroom, one that allows our students to be engaged members of our community. Buffalo State is located in the city limits and developing a connection with the fabric of our different communities and nonprofits will inspire our students to become agents of change. I am an educator for that very reason, to mentor and activate this change in our young people. Runway ignites social, ethical and environmental change, all with a print, a pattern and a powerful presentation on the catwalk. It's a movement.



## References

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**Appendix A: New Course Proposal FTT 252**

***Buffalo State College  
Fashion and Textile Technology Department***

**Prefix, Number and Name of Course:** *FTT 252: Fashion Styling*

**Credit Hours:** 3

**In Class Instructional Hours:** 2      **Labs:** 2      **Field Work:** 0

**Catalog Description:**

*Prerequisites: FTT 110 and FTT major only*

Introduction to the study of a stylist’s role in print, digital media, image management, fashion shows and entertainment. This course is highly interactive, with applied learning activities and creative assignments. The specifics of styling responsibilities, portfolio building, and fashion industry professionalism are taught. Offered every fall semester.

**Reasons for Addition:**

This course addresses the changes in relation to the visual representation of styling in the fashion industry. This course focuses on student understanding of the process of fashion styling, print, digital media, image management and entertainment, which are important in a fashion career.

<b>Student Learning Outcomes</b>	<b>Content References</b>	<b>Assessment</b>
Students will:		
1. Analyze fashion styling applications	I & II	Participation in class discussion, projects, assignments
2. Describe key concepts in fashion styling	I, II & III	Participation in class discussion and assignments
3. Apply professional etiquette on set	IV	Participate in class discussion and projects
4. Demonstrate basic principles of fashion styling and image management	III & IV	Projects and oral presentations
5. Develop fashion and styling skills and portfolio	V & VI	Projects and oral presentations
<b>Course Content:</b>		
I. Fashion styling		

- A. Introduction to fashion styling
  - B. Eye for style
  - C. Fashion resources
  - D. Concept and mood boards
- II. Fashion styling profession
- A. Styling for print and digital media
  - B. Styling for the entertainment industry
  - C. Industry professionalism
- III. Image management
- A. Introduction to personal styling
  - B. Body types
  - C. Ensembles
- IV. Introduction to photo shoots
- A. Research and inspiration
  - B. Pre-production, production and postproduction
  - C. Composition
- V. Fashion communication
- A. Fashion publication
  - B. Fashion editing
  - C. Introduction to blogging and other multi-media platforms
  - D. Branding and identity
- VI. Entrepreneurship in fashion styling
- A. Career development
  - B. Networking
  - C. Portfolio building

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#### Periodicals:

*Vogue*  
*Harper's Bazaar*  
*International Journal of Fashion Studies*

*Clothing and Textiles Research Journal (CTRJ)*  
*Journal of Fashion Marketing and Management: An International Journal*

Electronic and/or Audiovisual Resources:

*WWD Online*. (Fashion Industry Women's Wear Daily) <http://www.wwd.com>

*WGSN*. (Trend forecasting website) <http://www.wgsn-edu.com/>

*Vogue*. (Online periodical) <http://www.vogue.com>

*AnOther*. (Online magazine) <http://www.anothermag.com>

*First VIEW* (Online magazine) <http://firstview.com>

*Doneger* (Trend forecasting website) <https://www.doneger.com>

*Drapers* (Online trade publication) <https://www.drapersonline.com>

*The Business of Fashion* (Online trade publication) <https://www.businessoffashion.com>

*DAZED* (Online magazine) <https://www.dazeddigital.com>

*Italian VOGUE* (Online periodical) <https://www.vogue.it>

*i-D* (Online periodical) <https://i-d.vice.com>

*GQ Magazine British* (Online periodical) <https://www.gq-magazine.co.uk>

*GQ* (Online periodical) <https://www.gq.com>

*V Magazine* (Online periodical) <https://vmagazine.com>

*Cool Hunting* (Online periodical) <https://coolhunting.com>

*Crash* (Online periodical) <https://www.crash.fr/fashion/>

*Dazed Digital* (Online periodical) <http://www.dazeddigital.com>

*Ethical Fashion Forum* (Fashion forum) <https://the.ethicalfashionforum.com>

## Appendix B

### **FTT 252 Fashion Styling Content Outline**

#### **Week 1**

- Name game & interactive
- Introduction to fashion styling
- Discuss service-learning project, Campus clothing swap & styling

#### **Week 2**

- Introduction to fashion styling
  - Styling for print and digital media
    - Assign editorial project, timeline and expectations
    - Create editorial teams (5)
  - Styling for entertainment industry
  - Image management and personal styling
    - Assign personal styling assignment

#### **Week 3**

- Introduction to photoshoots
  - Researching inspiration
  - Developing production materials
  - Preparing for shoot
  - Shoot application
- Market research for styling
  - Research color and style trends targeting a general market sector
  - Interpreting, researching and developing trends
  - Introduction to research and design for different target markets
    - Assign Digital Styling project (team based)
    - Assist with production book development
- Observe Buffalo Spree editorial photoshoot

#### **Week 4**

- Introduction to style writing
  - Developing fashion writing skills
  - Introduction to blogging and other multi-media platforms
  - Professional language
    - Assign fashion writing assignment and bio
- Prep for digital photoshoot (on-campus)
  - Production book review

- Personal styling assignment due

### **Week 5**

- Digital photoshoot (on-campus)
  - Work with local online boutiques

### **Week 6**

- Business aspects of a career in styling
  - Career diversity
  - Portfolio building, branding and networking
  - Structuring of freelance business
- Review - editorial photoshoot concepts
- Observe Buffalo Spree advertising photoshoot

### **Week 7**

- Clothing swap preparation
- Campus clothing swap & styling event

### **Week 8**

- Prep for editorial photoshoot
  - Scout locations
  - Clothing research
  - Model research
  - Solicit hair and makeup

### **Week 9**

- Editorial production book review
- Digital photoshoot project due

### **Week 10**

- Editorial photoshoot prep
- Editorial production book assignment due

### **Week 11**

- Editorial photoshoots – 2
  - Production, execution and wrap-up
- Fashion writing assignment due

### **Week 12**



- Editorial photoshoots – 3
  - Production, execution and wrap-up

### **Week 13**

- Editorial photoshoots – 2
  - Production, execution and wrap-up

### **Week 14**

- Portfolio review
  - Industry professionals review first draft

### **Week 15**

- Final portfolios due
- Final presentations

### **Week 16**

- Final presentations

**Appendix C Revised Course Proposal FTT 452**

*Buffalo State College  
Fashion and Textile Technology Department*

**Prefix, Number and Name of Course:** FTT 452, Fashion Show Production

**Credit Hours:** 3

**In Class Instructional Hours:** 2      **Labs:** 2      **Field Work:** 0

**Catalog Description:**

*Prerequisite:* Junior or Senior status; or permission of instructor

This course focuses on the advanced skills and methodologies employed in developing and producing successful events specifically for the fashion industry. Students learn about the theory and practice of fashion show production and are introduced to the different roles and responsibilities involved in creating a successful fashion show or event. Student will explore the role of shows and events within contemporary fashion. Students will learn the practice of fashion show production and event management through presentations, meetings and by working in teams to plan a professional event. Offered every spring semester.

**Reasons for Revision:**

This course has not been updated in 14 years. It is important to revise the course to keep up with changing trends in the discipline. The class is an elective in Fashion and Textile Technology department.

<b>Student Learning Outcomes</b>	<b>Content References</b>	<b>Assessment</b>
Students will:		
1. Coordinate professional fashion show and events	I - IV	Student and peer performance evaluation rubric
2. Demonstrate the ability to research, generate ideas and create solutions	I - V	Participation in class discussion, assignments, student performance evaluation rubric
3. Apply critical and creative thinking, analysis, reflection and review	I - III	Projects, student performance evaluation rubric

4. Gain leadership experience with applications of negotiation, organization, teamwork, delegation and effective communication	I - IV	Participation in class discussion, student performance evaluation rubric
5. Execute effective self-management in terms of time, planning, behavior and motivation	I & II	Student and peer performance evaluation rubric

**Course Content:**

- I. Introduction to fashion show production and event planning
  - A. Analysis of the fashion show concept and design process
  - B. Project planning, management, budget and sponsorship
  - C. Fashion show staging, facilities, models, music and script
  - D. Pre-show organization and time management
  - E. Production positions & teams
  
- II. Introduction to photoshoots
  - A. Researching inspiration
  - B. Developing production materials
  - C. Preparing for shoot
  - D. Shoot application
  
- III. Effective meeting strategies
  - A. Introduction
  - B. Warm-up
  - C. Interactive exercise
  - D. Work section
  - E. Summary
  - E. Evaluation
  
- IV. Tools and strategies for teamwork and leadership
  - A. The essentials of teamwork and leadership
  - B. Enhance teamwork with better communication
  - C. Conflict management skills
  - D. Shared problem solving and decision making

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- Plummer, N. (2009). *Your personal style*. Fairchild books.
- Sinclair, K. (2011). *A Front Row Seat*. Woodbridge: Antique Collectors' Club Ltd.
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- Swanson, K., & Everett, J. (2008). *Writing for the fashion business*. Fairchild books.
- Thoden, J. (2018). *That's my color: discover your 5 signature colors and transform your life*. Independently published.
- Vreeland, D. (2011). *D.V.* HarperCollins Publishers.
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- Ziv, Y. (2011). *Fashion 2.0: blogging your way to the front row- the insider's guide to turning*

*your fashion blog into a profitable business and launching a new career.* CreateSpace Independent Publishing Platform, volume 1.

Periodicals:

*Vogue*

*Harper's Bazaar*

*International Journal of Fashion Studies*

*Clothing and Textiles Research Journal (CTRJ)*

*Journal of Fashion Marketing and Management: An International Journal*

Electronic and/or Audiovisual Resources:

*WWD Online.* (Fashion Industry Women's Wear Daily) <http://www.wwd.com>

*WGSN.* (Trend forecasting website) <http://www.wgsn-edu.com/>

*Vogue.* (Online periodical) <http://www.vogue.com>

*AnOther.* (Online magazine) <http://www.anothermag.com>

*First VIEW* (Online magazine) <http://firstview.com>

*Doneger* (Trend forecasting website) <https://www.doneger.com>

*Drapers* (Online trade publication) <https://www.drapersonline.com>

*The Business of Fashion* (Online trade publication) <https://www.businessoffashion.com>

*DAZED* (Online magazine) <https://www.dazeddigital.com>

*i-D* (Online periodical) <https://i-d.vice.com>

*GQ Magazine British* (Online periodical) <https://www.gq-magazine.co.uk>

*GQ* (Online periodical) <https://www.gq.com>

*V Magazine* (Online periodical) <https://vmagazine.com>

*Cool Hunting* (Online periodical) <https://coolhunting.com>

*Crash* (Online periodical) <https://www.crash.fr/fashion/>

*Dazed Digital* (Online periodical) <http://www.dazeddigital.com>

*Ethical Fashion Forum* (Fashion forum) <https://the.ethicalfashionforum.com>

## Appendix D

### FTT 452 Fashion Show Production Course Outline

#### Week 1

- Name game & interactive exercise
- Introduction to fashion show production
  - Project planning, management, budget and sponsorship
  - Fashion show staging, facilities, models, music and script
- Introduction to Basecamp
  
- Intro to photoshoots
  - Researching inspiration
  - Developing production materials
  - Preparing for shoot
  - Shoot application
  - Intro to professionalism

#### Week 2

- Name game & interactive exercise
- Effective meeting strategies
  - Introduction to facilitating meetings
    - Introduction
    - Warm-up
    - Interactive exercise
    - Creative collaboration block
    - Summary & meeting evaluation
  - Discuss student-lead meeting assignment (50 points)
  - Intro to production class format & assignments
- Tools and strategies for teamwork and leadership
  - The essentials of teamwork and leadership
  - Enhance teamwork with better communication
  - Conflict management skills
  - Shared problem solving and decision making

#### Week 3

- Student-led meetings
  - 10-min interactive exercise

#### Week 4



- Student-led meetings
  - 10-min interactive exercise

### **Week 5**

- Student-led meetings
  - 10-min interactive exercise

### **Week 6**

- Student-led meetings
  - 10-min interactive exercise

### **Week 7**

- Student-led meetings
  - 10-min interactive exercise

### **Week 8**

- Student-led meetings
  - 10-min interactive exercise

### **Week 9**

- Student-led meetings
  - 10-min interactive exercise

### **Week 10**

- Coordinate Runway jury

### **Week 11**

- Runway look book photoshoot
  - 10-min interactive exercise

### **Week 12**

- Faculty-led meetings
  - 10-min interactive exercise

### **Week 13**

- Runway fashion show

### **Week 14**

- Event evaluation

**Week 15**

- Final portfolio due & presentations (100 points)
- Reflections due
- Peer evaluation (50 points)

**Week 16**

- CEP week
- Faculty evaluation (50 points)

## Appendix E

### **Student-led meeting format:**

- Print and pass out agenda
- Assign someone to take attendance
- Facilitate a creative activity (Reference: Moving Beyond Icebreakers) [5-10 mins]
- Manage the meeting
- Meeting summary & team assignments
- Everyone evaluates the meeting on a scale of 1-10 on how productive [1-least and 10-most]
- Share notes on Basecamp – FTT 452

### **Agenda overview**

1. Runway title
2. Date & attendance
3. Goals (What might be some goals you want to obtain?)
4. Introduction (Introduce yourself & explain your role)
5. Interactive activity (5-10 mins)
6. Work section
  - Creating a vision for action
  - Hearing updates from committees and determining next steps in several areas
  - Doing specific tasks to prepare for an activity the group is organizing
  - Learning about or reviewing a body of material
  - Discussing experiences or concepts
    - Brainstorming
  - If you break up into smaller groups you should do “report-backs” – Reporting back to the whole group on what has been accomplished, decided or discussed
7. Summary
  - Use this time for announcements or logistical concerns: assignments, reminder of the next meeting date, handouts to be picked up etc.
8. Evaluation