

An exploratory study into teaching for social responsibility in apparel and textiles  
university programs

by

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B.S., Southern Illinois University, 1994  
M.S., Southern Illinois University, 1996

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Educational Leadership  
College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

2022

## **Abstract**

The purpose of this research was to investigate social responsibility in the apparel and textiles field through the lens of the faculty, including how they define social responsibility and incorporate it into the curriculum. This research explored how faculty who identify as teaching from a social responsibility perspective interpret the term, curriculum topics they address, their pedagogical approaches to instructional design of this curriculum, and the ways they assess student learning.

As part of this research an interdisciplinary body of literature was examined within the context of teaching for social responsibility. Education was found to play a major role in encouraging young designers and industry professionals to embrace social responsibility, sustainable fashion, and to consider the product lifecycle (Moorhouse & Moorhouse, 2017).

The quantitative research design for this study used a survey method. Analysis included frequency distributions, percentage ratios, and inductive analysis for the open-ended question data. This study aimed to improve the understanding for why and how apparel and textiles instructors include social responsibility in their curriculum. The findings showed that apparel and textiles instructors perceived social responsibility topics as important to the curriculum and that their personal experiences and beliefs influence how they define social responsibility. In addition, the results produced an updated and more inclusive list of social responsibility topics relevant to the current state of the apparel and textiles field. The results provided information about which instructional methods and assessment measures faculty use in their courses when teaching social responsibility topics. The findings aid in supporting faculty to include social responsibility in their teaching. Lastly, the results from this study can inform strategies to develop future curriculum design.

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## **Chapter 1 - Introduction**

A large part of our attitude toward things is conditioned by opinions and emotions which we unconsciously absorbed as children from our environment. In other words, it is tradition—besides inherited aptitudes and qualities—which makes us what we are. We but rarely reflect how relatively small as compared with the powerful influence of tradition is the influence of our conscious thought upon our conduct and convictions. (Einstein, 1946, as cited by Janssen & Lehner, 2014, p. 450)

The apparel and textiles industry has moved to focus on social justice, in particular social responsibility and sustainability in production, manufacturing, and the marketplace. The university programs, which prepare students for this industry, have lagged behind in the focus on social justice, social responsibility, and sustainability in the curriculum. Many apparel and textiles scholars view issues of social responsibility as important, but few incorporate them into their teaching (Dickson & Eckman, 2006). This research investigated social responsibility through the lens of apparel and textiles instructors at post-secondary institutions who integrate social responsibility topics into their teaching and what pedagogical practices they apply.

### **Background**

The apparel and textiles industry is a major player in today's world economy (Dickerson, 1999; Kunz & Garner, 2007), and in every professional field, the apparel and textiles industry faces challenges in ensuring socially just practices throughout their production and manufacturing processes. Fashion affects and influences people and societies across the world (U.S. Bureau of Labor Statistics, 2012). According to Fashion United (2021), the global apparel

market is currently valued at 1.5 trillion dollars and has 4% of the global market share. These numbers are down from 2017 when Fashion United (2017) reported a global apparel and textiles market value of 3 trillion dollars which accounted for 2% of the world's Gross Domestic Product (GDP). The global apparel market decline is mainly due to impacts of the coronavirus (COVID-19) pandemic for which apparel and textiles companies recorded high losses (Businesswire, 2020). The market is expected to recover by 2023 (Businesswire, 2020).

The fashion industry is an incredibly versatile global industry, employing people to design, manufacture, and sell clothing, accessories, shoes, and other apparel goods. Various sectors of the industry are responsible for producing fibers, spinning, weaving, creating a piece of cloth, and constructing apparel products, which are all incredibly labor-intensive processes (National Council of Textile Organizations, 2021, U.S. Textile Industry). Based on the Global Garment Industry Fact Sheet by Stotz and Kane (2015), 60 to 75 million people are employed in the apparel and textiles industry worldwide.

The fashion industry was one of the first industries to be mechanized and over time has continuously developed and applied advanced technologies to improve the production and manufacture of apparel and textile goods (Global Edge, 2017). New technologies frequently involve trial and error and are very costly. Predicting the market and consumer demand is extremely challenging, and retailers must constantly change and adapt their retail strategies to changing consumer demand. Consumers are looking for low-cost products, but unit labor cost, the relationship between compensation and labor productivity, has substantially increased in the United States in the last 30 years (U.S. Bureau of Labor Statistics, 2012), resulting in many U.S.-based companies moving production and manufacturing of goods off shore. Globalization and increased global competition have changed the way the apparel and textiles industry operates

(Banavara, 2017) and how businesses such as apparel retailers respond to new and enforced government regulations and increased demand for transparency by consumers (Mann et al., 2013; White et al., 2017). Dahlsrud (2008) states that business always has a social, environmental, and economic effect, and that governmental regulations, stakeholders, and customers must be considered when making decisions. Globalization has changed how business is conducted and it has become necessary to integrate corporate social responsibility (CSR) measures into business strategies to balance the social, economic, and environmental impacts (Dahlsrud, 2008). Increased pressure to produce sustainable fashion and to apply CSR in manufacturing and retail practices makes the apparel and textiles industry a very trying environment (M. Lee et al., 2017).

Corporate social responsibility has a long and diverse history. A variety of definitions and theoretical frameworks have evolved over the last 70 years (Carroll, 1999). Carroll (1991) developed a model called The Pyramid of Corporate Social Responsibility in which he shows that CSR consists of four components: economic responsibilities, legal responsibilities, ethical responsibilities, and philanthropic responsibilities. Carroll (1999) proclaimed that CSR would see new realms based on new emerging business responsibilities and stakeholder interests in a global economy and the need to address growing concerns of the public regarding business practices. Dahlsrud (2008) performed an analysis of 37 different CSR definitions and concluded that CSR is a five-dimensional phenomenon. He found that within that phenomenon existed various social constructs for which it was impossible to develop one unbiased definition. He stated that each analyzed definition of CSR was formulated in a specific context and therefore biased, but all shared larger concept commonalities. Pearson (2007) defined CSR as “the commitment of business to contribute to sustainable economic development, working with

employees, their families, the local community and society at large to improve the quality of life” (p. 732). Pearson’s (2007) research examined CSR through a gender-specific perspective to demonstrate the need for a more holistic approach to CSR and considered implications for women workers. Banavara (2017) reviewed the evolution of CSR through narrative research and concluded that CSR had been implemented in similar ways throughout the apparel industry supply chain. As Beitelspacher and Rodgers (2018) explain, business leaders should look beyond shareholders as stakeholders and consider employees, suppliers, customers, lenders, and society at large as stakeholders. Nguyen et al. (2019) agreed that the interests of employees, environment, communities, customers, suppliers, and investors should be considered as stakeholders and that a company’s ethical culture encourages employees to act responsibly. Golodner (2016) differentiates between responsibilities for industry professionals and consumers. Regarding businesses, she uses the terms “ethical trade” or “ethical sourcing,” referring to labor practices in the supply chain, including fair treatments of employees, consumers, and vendors, transparency of financial practices, and environmental responsibility. While addressing consumers, she uses the term “sustainable consumption,” asking consumers to use goods and services while minimizing impact on natural resources and pollution.

In recent years, consumer groups and organizations have become more active in questioning companies’ ethical standards. As Rivoli (2008) proclaimed in a presentation at the University of California at Santa Barbara, the general public in the United States is becoming more concerned with the process of how products are made rather than simply looking for the lowest price. The anti-consumption phenomenon is becoming widespread. The anti-consumption theory refers to consumers who base their purchasing decision on personal values, attributes, and experiences (M. Lee et al., 2017). This affects all industries and poses increasing challenges of



providing transparency, and monitoring and managing the production of products or the supply of services while operating on a global scale (Jena & Chowdhury, 2006; M. Lee et al., 2017; Sarma & Jena, 2006). Businesses cannot focus on profits alone—careful evaluation of various societal needs is necessary before making any decisions (Sarma & Jena, 2006). In the past, a corporate leader’s decision-making process was influenced by economic, business, government, and political perspectives, but in recent years corporations have been increasingly held accountable by consumers, to include social and labor perspectives, as well as consider humane treatment of animals and environmentally conscious processes (M. Lee et al., 2017).

In the face of criticism, some apparel companies are making a conscious effort to improve methods and apply safe and ethical practices. There is a strong movement by companies and businesses associated with the apparel and textiles industry to integrate CSR throughout their global operations (Cao et al., 2017; Grayson & Hodges, 2004). Demonstrating CSR and transparency directly influences consumer perception, attitude, and trust of a company or brand (Kang & Hustvedt, 2014; Khan & Islam, 2015; Kozlowski et al., 2015; Neumann, 2017). Today’s consumer is concerned with companies’ business practices and demands transparency and accountability (Kang & Hustvedt, 2014; Kozlowski et al., 2015; Khan & Islam, 2015; Neumann, 2017). To meet customers’ demands, corporations formulate mission statements to communicate global objectives and goals. However, many companies are more concerned with creating a positive brand image, rather than truly enforcing socially just practices throughout their production and manufacturing processes (Jena & Chowdhury, 2006).

Over the last 20 years, the Nike Corporation has continuously improved social responsibility in corporate practices and demonstrated transparency of business. In turn, they successfully improved consumer perception of the brand and gained consumers’ trust (Newell,

2015). With a more conscious and active consumer holding apparel companies accountable for their business practices, it has become common practice for companies and organizations to invest in CSR as part of business risk management (Grayson & Hodges, 2004). Businesses aim to maintain a positive corporate and brand reputation by formulating and publishing mission and value statements to communicate the company's purpose and mission (Grayson & Hodges, 2004; Stabile, 2000). Many of these statements are inspired by a social justice perspective and serve to create a favorable image for the company (Grayson & Hodges, 2004). In response to criticism and protests, Nike Corporation reorganized and created the image of good global citizenship by sponsoring programs such as PLAY (Participate in the Lives of America's Youth) for inner city youth (Stabile, 2000), but on a global scale Nike continues to receive criticism for poor labor conditions and low wages with its off-shore production facilities. In recent years, Nike responded by revising its CSR movement to improve strategic alignment with increased transparency and careful monitoring of working conditions throughout their supply chain (Jena & Chowdhury, 2006).

Companies formulate vision and mission statements to communicate their core values and to maintain a favorable image with consumers (Newell, 2015). Comparing such mission and vision statements, it is easy to see that social justice, as an umbrella term encompassing social responsibility and sustainability, is interpreted and translated in many ways. Table 1 shows the frequency and similarities of mission or vision statements and phrases currently used by apparel companies. A search of the individual companies' websites was performed to compile and tally the various company objectives and goals to find commonalities. An original search was performed in 2019 and a second search was conducted in 2021. Both searches resulted in a collection of vision and mission statements that focused primarily on customer satisfaction and

sustainability issues. Customer satisfaction (quality and service) was listed most often and the focus on sustainability was listed next in frequency. A few notable changes from 2019 to 2021 was that all researched companies now provided a mission and/or value statement. For example, the H&M Group updated their mission and vision statement to include *expand human potential*, *take action*, and *embrace diversity*. Nike Corporation added *focus on sustainability*.

**Table 1**

*Apparel Company Mission and Vision Statements*

Apparel company	Mission and Vision Statements Terms and Phrases										
	Inspiring change-makers	Expand human potential	Take action	Positive impact in communities	Embrace diversity	Focus on sustainability	Embrace fairness and equality	Customer satisfaction (quality & service)	Highest ethical & professional standards or integrity	Save the planet	No vision or mission statement on website
Nike, Inc. (About Nike, n.d.)		1	1	1		1					
H&M Group (Sustainability, n.d.)	1	1	1	1	1	1	1				
Inditex (About US, n.d.)								1	1	1	
Adidas (n.d.)	1				1	1					
Patagonia (n.d.)	1		1			1		1	1	1	
Target (A Bullseye View, n.d.)				1	1	1	1	1			
Walmart (n.d.)		1	1					1	1		
Amazon (Amazonjobs, n.d.)								1			
Christian Dior (n.d.)								1			
<b>Total</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>2</b>	

Although the term “social justice” or “social responsibility” is frequently used in association with business practices of the apparel and textiles industry, the term often remains undefined. It is unclear how organizations plan on ensuring that their representatives comply with such organizational missions or vision statements without providing a clear definition of what social justice, or social responsibility and sustainability as subcategories, represent to the respective organization or providing clear guidelines for implementation and evaluation of organizational goals or objectives (Bourn et al., 2016). The future of the apparel and textiles industry lays in the ability and commitment of their future socially responsible employees and leaders. Global concerns related to social justice, social responsibility, and sustainability gained in importance in education over the last decade (Bourn et al., 2016). Today’s universities and their faculty play an important role in developing tomorrow’s leaders (Dugan, 2006). To develop learners who become global responsible leaders in the apparel and textiles industry, universities and college’s apparel and textiles programs are responsible for educating their learners about current industry production and manufacturing processes, design development, and sales and marketing practices. They play a significant role in developing learners who can critically think and become good global citizens who demonstrate integrity and compassion while conducting business worldwide. Over the last decade, universities and colleges have increasingly applied a social justice perspective to their mission statements and governance documents (Dugan, 2006). These institutions’ mission or value statements aim to define their convictions and goals and objectives as an educational institution. Many mission or value statements include terms and phrases such as social justice, developing culture and citizenship, cultivating character, and transformation and empowerment to name a few. Table 2 displays mission and vision statements formulated by educational institutions that offer apparel and textiles programs, showcasing the

similarities and usage of statements and phrases. An initial search was performed in 2018 and a second search in 2021. The goal of the initial search was to establish and display the common themes among the various university's statements and to be able to compare such vision and mission statements to the ones formulated by apparel and textiles companies to discover common goals and objectives between the educational institutions and the businesses. Listed most frequently in both searches was *citizenship* (noted by ten institutions in 2021 versus eight in 2018). In 2021, *transform lives for the benefit of society* was second most frequent (noted by eight institutions), followed by *develop leaders and developing culture* (noted by seven institutions). *Better our society* was noted by six institutions and *service and community change agent* was noted by five institutions. Notable changes from the initial search performed in 2018 are that *developing culture* and *developing leaders* were both second most frequent (noted by seven institutions), followed by *transform lives for the better of society* (noted by five institutions) and *create change* (noted by four institutions). Following the 2021 search, *diversity* and *sustainability environment* were added to the mission statement's terms and phrases (each noted by four institutions). Furthermore, *action* was added to the phrase *create change* and *equity* was added to the term *social justice* to better represent the updated missions.

**Table 2**

*Educational Institutions' Mission and Vision Statements*

Educational institution	Mission statement terms and phrases												
	Social justice equity	Citizenship	Diversity	Developing culture	Critical inquiry/ thinking	Cultivating character	Transform lives for the benefit of society	Empowerment	Develop leaders	Sustainability environment	Service community change agent	Action create change	Better our society
Auburn University (About Auburn, n.d.)		1											1
Colorado State University (2010.)	1	1			1	1	1						
Cornell University (About Cornell, n.d.)		1		1			1			1			
Georgia Tech (Georgia Tech Office of the General Counsel, n.d.b)				1		1							
Iowa State University (Iowa State University Office of the President, n.d.)					1		1		1				

**Table 2***Continued*

Educational institution	Mission statement terms and phrases												
	Social justice equity	Citizenship	Diversity	Developing culture	Critical inquiry/thinking	Cultivating character	Transform lives for the benefit of society	Empowerment	Develop leaders	Sustainability environment	Service community change agent	Action create change	Better our society
Kansas State University (About K-State, 2008)		1		1				1	1				
Kent State University (n.d.)		1					1				1	1	1
Michigan State University (n.d.)		1					1	1			1	1	1
RISD (n.d.)	1				1					1			1
SCAD (n.d.)							1						
Syracuse University (n.d.)		1		1					1		1	1	
TCU (n.d.)		1							1				
The University of Texas at Austin (n.d.)			1	1			1		1			1	1
The Ohio State University (n.d.)		1	1	1		1			1				1



**Table 2**

*Continued*

Educational institution	Mission statement terms and phrases												
	Social justice equity	Citizenship	Diversity	Developing culture	Critical inquiry/ thinking	Cultivating character	Transform lives for the benefit of society	Empowerment	Develop leaders	Sustainability environment	Service community change agent	Action create change	Better our society
University of Minnesota Duluth (n.d.)	1	1	1					1		1			
Washington State University (WSU's Core Ideology, n.d.)	1		1	1		1	1	1	1	1	1		1
<b>Total</b>	<b>4</b>	<b>10</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>6</b>

These are ambitious missions proclaimed by universities and colleges who offer apparel design, product development, or retail merchandising programs. Few of these statements include definitions or clarification of terms used. For example, Colorado State University (CSU) names social justice and integrity as core values. CSU (2010) provides a definition for each term to clarify their understanding and expectations and defines social justice as “We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.” (Colorado State University, 2010, para. 1). In addition, integrity is listed in statements made by the Georgia Institute of Technology (Georgia Tech Office of the General Counsel. n.d.a), University of California (2018), University of Texas at Austin (n.d.), and the University of Washington (WSU’s Core Ideology, n.d). Overall, CSU and the Georgia Institute of Technology are the only institutions to provide additional information for clarification. The Georgia Institute of Technology created a video, which is imbedded on their ethics page. In the video, they clearly define and provide examples of what their understanding and expectations of people acting with integrity are and how to cultivate character (Georgia Tech Office of General Counsel, n.d.b).

Seldom are clear definitions or guidelines for implementation provided to faculty (Bourn et al., 2016). Ultimately, it is up to the individual faculty member to choose pedagogical methods to teach and evaluate the implementation of the educational institution’s goals and objectives. Everyone has their personal idea or definition of “social justice,” “social responsibility,” “sustainability,” or interpretation of “to be a community of change agents” (Hyttén & Bettez, 2011). The individual teacher’s definitions and interpretations would depend on their personal attitudes, experiences, and understandings acquired through traditions and other learning experiences, also referred to as conscious thought upon their conduct (Janssen & Lehner, 2014).

In order to enable and empower faculty in adapting strategic goals of social justice, clear objectives are essential. Institutions should provide their faculty with clear definitions and expectations (Hyttén & Bettez, 2011). Faculty must understand the goals and objectives in order to embrace their essence, so they can apply a social justice perspective to their instructional design in accordance with these goals. Social justice is not easily defined since it often means different things to different people (Hyttén & Bettez, 2011). Based on cultural background and personal experience, individuals develop personal perspectives and beliefs, which shape and formulate their understanding of social justice and consequently of social responsibility and sustainability. Without an understanding of one's own cultural perspectives, it is difficult to adopt a critical stance toward values, goals, and practices (Cochran-Smith et al., 2009; Freire, 1990; Merriam, 2010).

### **Social Responsibility in the Apparel and Textiles Industry**

The apparel and textiles industry lacks an accepted definition of what social responsibility or sustainability means for the sector (Dickson & Eckman, 2006; Kozłowski et al., 2015) and the success of implementing socially and environmentally just practices depends on agreed upon fundamental elements of its paradigm (Anderson et al., 2015). In relation to apparel and textiles scholars, areas of social justice are often discussed as part of social responsibility and sustainability and focus on workers and consumers, the environment, and philosophies and practices required for apparel and textiles companies to sustain a positive impact on a global scale (Dickson & Eckman, 2006). Social responsibility and sustainability issues include, but are not limited to, labor rights and conditions, trade, human rights, diversity, and environmental issues, including safe and environmentally friendly production methods and manufacturing

processes, as well as humane treatment of animals and resource management (Dickson & Eckman, 2006).

Researchers in the areas of apparel and textiles often use terms such as “social sustainability,” “corporate sustainability,” “social responsibility,” “social choice,” “social impact,” “social equity,” or “social injustice” when discussing social responsibility issues. A search for scholarly work in the Google Scholar database (2019) using the phrase “social justice in apparel and textiles” produced 4,120 results, while using the phrase “social sustainability in apparel and textile” showed 12,900 results, and “social responsibility in apparel and textiles” displayed 10,900 results. Articles found through searches on Google Scholar and ProQuest using these terms and phrases discussed issues such as underrepresented populations in relation to personal and/or community aesthetics, apparel product quality, function based on styles, personal identity, physical ability, body type, and size (Christel, 2018; Padilla et al., 2017; Reddy-Best et al., 2017; Schaefer et al., 2016). Additional topics included consumers’ purchasing decisions in association with CSR (Diddi & Niehm, 2015; Padilla et al., 2017); empowerment of minorities, including women and women’s rights in the global market (Berik, 2017; Das & Ha-Brookshire, 2017); apparel companies’ CSR transparency in regards to supply chain, fair trade, labor conditions, wages, and manufacturing practices (Kozlowski et al., 2015; Ma et al., 2015; Shin et al., 2017; Yeun et al., 2017). Further topics involved environmental impact of apparel and textile products’ production and manufacturing processes (Cao et al., 2017; Kahn & Islam, 2015); and use of resources and pollution resulting from textile and apparel production (Griffin et al., 2017; Leonas, 2018).

Research in the area of social responsibility in association with the apparel and textiles industry is often performed by researchers from other professional fields such as education

(Banavara, 2017), business and marketing education (Beitelspacher & Rodgers, 2018), economics (Nguyen et al., 2019), or consumer affairs (Golodner, 2016). There are a variety of perspectives applied when investigating social responsibility. While Beitelspacher and Rodgers (2018) aimed to find interesting and thoughtful ways to teach CSR for business courses focusing on retail management and applications to curriculum, Golodner (2016) analyzed CSR from a consumer affairs perspective with changing business leaders' attitudes and behaviors as an end goal.

In 2006, social responsibility was only mentioned in business literature, therefore Dickson and Eckman (2006) conducted research to formulate a definition for social responsibility for the apparel and textiles higher education community, which would be applicable to the diverse subdisciplines of apparel and textiles scholars. They sent an electronic survey to International Textile and Apparel Association (ITAA) members and received 87 responses. The survey asked members to identify if and what type of scholarly activities they follow in relation to social responsibility. Responses showed that a wide variety of social responsibility topics were relevant to the field and that a three-dimensional concept incorporating an orientation, a philosophy, and outcomes would be necessary in order to formulate one applicable and acceptable definition of social responsibility for apparel and textiles scholars.

Dickson and Eckman (2006) concluded:

Socially responsible apparel and textile business involves  
An orientation encompassing the environment, its people, the  
apparel/textile products made and consumed, and the systematic  
impact that production, marketing, and consumption of these

products and their component parts has on multiple stakeholders and the environment.

A philosophy that balances ethics/morality with profitability, which is achieved through accountability-based business decisions and strategies.

A desire for outcomes that positively affect, or do very little harm to, the world and its people. (p. 188)

Dickson and Eckman (2006) found in their research that 96% of apparel and textiles faculty respondents believed that social responsibility is important, and all the social responsibility topics listed on the survey should be addressed in apparel and textiles education. Based on their research of developing a definition, Dickson and Eckman (2006) further formed a model of their three-dimensional definition for future researchers to use. They called for more research to investigate whether apparel and textiles faculty were teaching about orientation, issues associated with social responsibility, philosophy and values, or outcomes of social irresponsibility on the environment, and to further learn how they were teaching to address pedagogical approaches.

Researchers in the apparel and textiles field such as Salusso et al. (2018), who teach product development courses, describe sustainability as a part of social responsibility. Their aim is to teach students an understanding of the larger social responsibility context by using sustainable design approaches such as upcycling, minimum waste, and computer-aided design to create efficiency for labor and resource use. Yang and Ha-Brookshire (2018) use the term corporate sustainability listing environmental protection, labor relations, operation improvement, and public welfare involvement as sustainable activities. Their research focuses on employees'

perceptions of the importance of sustainable practices and how that affects their commitment to be morally responsible. Diddi and Niehm (2015) describe issues of sustainability impacting the retail apparel industry that include pollution, ecological hazards, poverty due to exploitation and cheap labor conditions, and unfair treatment and working conditions of women. They further mention that CSR in the apparel retail sector mainly focuses on social issues, such as sweatshops and fair trade, and social responsibility labelling. Other focus areas include marketing and promotion and environmental impacts from production. Y. Lee et al. (2017) focus their research on instructional design to change attitudes and behaviors in learners. The goal is for learners to gain an understanding of the concept of social responsibility and to adopt socially responsible behaviors. Y. Lee et al. (2017) adopted the first part, the orientation of Dickson and Eckman's (2006) definition as their working definition for social responsibility in their research. Y. Lee et al. (2017) also explained that understanding the complexity of the concept of social responsibility is important for academics and industry professionals.

### **Problem Statement**

Universities educate learners to become employees and leaders in various areas of the apparel and textiles industry. Education plays a major role in developing young designers and industry professionals to embrace sustainable fashion and to consider the product lifecycle (Moorhouse & Moorhouse, 2017). In recent years, universities have increasingly incorporated the terms "social justice" and "social responsibility" into their mission statements and aim to apply a social justice perspective into their institutional goals and objectives. While other academic fields, such as education, have identified and accepted a common base definition for social justice, there is little consensus within the apparel and textiles academic field as to the definition and use of the terms social justice, social responsibility, and sustainability and their

implementation to curricula (Dickson & Eckman, 2006; Hiller Connell et al., 2012; Kozlowski et al., 2015; Pasricha, 2010).

Anderson et al. (2015) proclaimed the success of implementing socially and environmentally just practices effectively rests on the ability to agree upon a fundamental model that defines and explains components and standards for the meaning and understanding of social justice and social responsibility. Researchers have also found that there is an increased awareness of the importance of socially responsible business practices amongst corporate leaders and industry professionals (Beitelspacher & Rodgers, 2018; Cao et al., 2017). There are strong movements towards transparency and increased efforts in creating a positive company and brand image based on corporate social responsibility and environmental sustainability throughout the apparel industry (Kang & Hustvedt, 2014), and universities are aligning objectives to follow the movement. Yet, a variety of terms, such as social responsibility, social sustainability, or social equity, are used without a collective accepted definition. Researchers in apparel and textiles provide working definitions, which demonstrate that social responsibility is being interpreted in many ways and has different meanings and significance within the apparel and textiles academic field. Without consensus on a base definition or understanding for what social responsibility means to the apparel and textiles field, educators will continue to align their teaching methods with their personal perception and understanding of what social responsibility means rather than aligning their course objectives with an institutional objective.

Cochran-Smith et al. (2009) stated that educators have a unique understanding and interpretation of socially just practices. This understanding and definition of social responsibility is connected to each faculty member's personal experiences and belief system, which influences their approach and methods for teaching. Cochran-Smith et al. (2009) interviewed graduate



students in a teacher education program and concluded that teaching from a social justice perspective is not based on learning the correct implementation of a certain teaching method, but rather learning to enable learners to engage in critical thinking and decision-making. Since all participants were part of the same program, it can be expected that participants shared certain cohesions in their understanding of socially just practices and teaching for social responsibility (Cochran-Smith et al., 2009).

Faculty may have different opinions on how important teaching from a social justice perspective is to their area of expertise as well as different levels of motivation to apply such perspective in their teaching (Cochran-Smith et al., 2009). Sequentially, faculty's commitment to teaching for social responsibility must be supported and combined with institutional commitments and priorities to be successful (Enns & Sinacore, 2005). Dickson and Eckman (2006) recommended future research on pedagogical approaches to teaching social responsibility used by apparel and textiles faculty.

### **Purpose of the Study**

The purpose of this study was to investigate social responsibility as it applies to the apparel and textiles field and to explore how apparel and textiles faculty at post-secondary institutions defined social responsibility and incorporated social responsibility topics into the curriculum, and the teaching and assessment methods they used with these topics. This research used Dickson and Eckman's (2006) definition for social responsibility:

an *orientation* encompassing the environment, its people, the apparel/textile products made and consumed, and the systematic impact that production, marketing, and consumption of these products and their component parts has on multiple stakeholders

and the environment. A *philosophy* that balances ethics/morality with profitability, which is achieved through accountability-based business decisions and strategies. A desire for *outcomes* that positively affect, or do very little harm to, the world and its people.

(p. 188)

In addition, this research explored how faculty who identify as teaching from a social responsibility perspective interpreted the term as well as curriculum topics they address, their pedagogical approaches to instructional design of this curriculum, and the ways they assess student learning.

### **Research Questions**

This research investigated the following questions:

Primary Research Question: What is apparel and textiles faculty's perception of social responsibility and its incorporation into the apparel and textiles curriculum?

1. What are the attitudes and beliefs of apparel and textiles instructors on teaching social responsibility?
2. How do apparel and textiles instructors at post-secondary institutions define social responsibility as it relates to apparel and textiles curriculum?
3. What social responsibility topics do apparel and textiles instructors address in their curriculum?
4. What types of teaching methods do apparel and textiles instructors use with social responsibility curriculum?
5. What assessment methods do apparel and textiles instructors apply to social responsibility curriculum?

## **Research Design**

The quantitative research design for this study used a descriptive survey method. Survey method research was used to investigate how apparel and textiles instructors at post-secondary institutions incorporate social responsibility topics into curriculum and their teaching practices. The data collection used an electronic survey procedure employing a variety of questions designed to collect quantitative data and data from open-ended questions (Appendix A). Using the results from Dickson and Eckman's (2006) research, the survey contained all the topics apparel and textiles faculty stated they taught as well as space to include additional topics. Additional items were added to collect further data on teaching methods and assessments.

## **Population**

The target populations consisted of post-secondary apparel and textiles instructors and scholars within the United States. The International Textile and Apparel Association (ITAA) is a global non-profit organization of apparel and textiles scholars committed to offering and disseminating knowledge relevant to apparel and textiles field (ITAA, 2019, About Us). ITAA has over 800 members worldwide and several membership categories (ITAA, 2019, Membership). The target population for this research were professional members who must be an individual with an advanced degree in apparel and textiles or related field, be employed at an accredited college or university, and engage in education, scholarship, or outreach (ITAA, 2020, Membership Categories).

## **Data Collection**

This research aimed to investigate the incorporation of teaching for social responsibility into the curriculum by apparel and textiles faculty at post-secondary institutions and the teaching and assessment practices they employ. To collect data, a modified survey from Dickson and

Eckman's (2006) research was used. The survey was circulated to the ITAA membership of faculty teaching in the U.S.

The survey for this research duplicated the list of topics presented in the results of Dickson and Eckman's research and included space for additional topics to be included since this research was conducted more than 15 years later. It also gave participants the opportunity to provide their definition of social responsibility as it related to teaching apparel and textiles curriculum (Appendix A).

The electronic survey was distributed via email to an ITAA active member list and survey recipients were asked to respond within two months. Respondents were asked to volunteer to participate in this research study. Furthermore, the survey aimed to identify the names of courses in which respondents teach social responsibility, teaching methods they use, and assessment measures they employ.

### **Data Analysis**

Data analysis included descriptive statistics for demographic data collected. Data were presented by frequency distribution and categorical analysis of the survey responses. Once the survey data were collected, it was necessary to translate the data into an appropriate format for analysis (Fowler, 2013) and to analyze the qualitative data collected through the open-ended questions for themes and categories (Creswell & Hirose, 2019; Fowler, 2009; Story & Tait, 2019).

Single item measures were used, and a univariate procedure was employed to describe the data. Descriptive statistics were reported as means, frequencies, and range values, which provided a snapshot of the participants that included demographics and teaching-related data. A

frequency distribution aided in organizing and sorting the descriptive statistics to explain the meaning of the data.

The data collected through open-ended responses were analyzed with an inductive approach, which generated meanings and categories from the data by finding certain patterns to discover relevant categories (Fraenkel & Wallen, 2009; Thomas, 2006). Initially, the raw data were analyzed through descriptive coding. During this process, the data were divided into various topic areas or themes based on the objectives of the research questions. Once the preliminary descriptive coding had been performed on all sections of the data, a second round of descriptive coding was used to divide and subdivide the emerged themes and categories into more specific related topics. A peer-debriefing process was employed to ensure the themes emerged from the data without biases.

### **Significance of the Study**

Social responsibility is difficult to define, as it takes on different meanings for individuals based on their personal belief system and applications in the apparel and textiles field are boundless. Apparel and textiles businesses increasingly focus on promoting and incorporating corporate social responsibility into their business practices due to consumers holding companies accountable and basing their buying decisions on more than simply low-cost products (M. Lee et al., 2017). As a result, teaching about social responsibility has gained importance in education (Bourn et al., 2016). Universities and other post-secondary educational institutions with apparel and textiles programs are challenged to follow suit and align curricula with current industry needs and demands. Many have increasingly applied a social responsibility perspective in their mission statements (Dugan, 2006). Apparel and textiles faculty are expected to comply with institutional goals and objectives and align their teaching with mission statements and

institutional requirements. Apparel and textiles instructors face the difficult task of adjusting their instructional design to promote social responsibility in order to develop learners into ethical and socially responsible industry professionals (Dugan, 2006). However, not all faculty view the incorporation of social responsibility in their teaching as important (Dickson & Eckman, 2006). Dickson and Eckman (2006) found that over half of their respondents regarded every social responsibility issue as important, yet most did not incorporate social responsibility into their teaching. Dickson and Eckman (2006) suggest that more research should be done amongst apparel and textiles scholars who incorporate social responsibility in their teaching and information from their various subdisciplines should be exchanged to enhance the scholarship of others.

This study aimed to improve the understanding for why and how apparel and textiles instructors include social responsibility in their curriculum. The findings provide information for successful instructional methods and effective assessment measures and aid in supporting faculty in including social responsibility in their teaching. In addition, the results produced an updated and more inclusive list of social responsibility topics relevant to the current state of the apparel and textiles industry as perceived by apparel and textiles scholars, which demonstrates the need for all instructors to consider applying a social responsibility perspective in their teaching. The results from this study can inform strategies to develop future all-inclusive curriculum design.

### **Limitations**

Limitations are constraints that are out of the control of the researcher but could influence the outcomes of a study (Simon & Goes, 2018). There are possible limitations associated with using a survey instrument. Respondents may have time constraints and choose not to complete the survey. Surveys also have limitations in that the respondent is constrained in the choices or

answers, therefore limiting the range of responses (Simon & Goes, 2018). Results are obtained from a set of responses to the structured portion of the survey, which may limit participants thinking of different ways in which they incorporate social responsibility. Electronic surveys may encounter technical or equipment limitations and responses may be compromised or lost.

### **Delimitations**

While limitations are associated with implicit characteristics of the research methods design, delimitations arise from specific decisions made by the researcher (Simon & Goes, 2018). Such decisions include the research objectives, research questions, research design, and theoretical framework (Simon & Goes, 2018). Delimitations are restrictions the researcher imposes to narrow the scope of the study (Simon & Goes, 2018).

This research investigated apparel and textiles faculty teaching at post-secondary institutions who incorporate social responsibility topics into their curriculum and who are active professional members of ITAA. This study only included active professional members who were teaching in the U.S. and excluded apparel and textiles graduate students who may be teaching with assistantships because they are generally limited in designing instructional design and choosing teaching methods. For example, graduate students usually teach existing courses that were designed by faculty and typically work under the supervision of a faculty member while teaching courses. The main focus of this research was on faculty and how they interpret and incorporate social responsibility topics into curriculum and what pedagogical approaches they employ.

### **Definitions**

Consciousness: Held (1980) defines creating new consciousness as questioning and critically reflecting on current assumptions and forming new understandings which enable action.

Critical Consciousness: Critical consciousness is a constant expression of will and meaning-making (Freire, 1990).

Critical Empowerment: Kincheloe (2000) defines critical empowerment as “the ability of individuals to disengage themselves from the tacit assumptions of discursive practices and power relations in order to exert more conscious control over everyday lives” (p. 24).

Critical Reflection: Brookfield (2005) defines critical reflection “as the uncovering of hegemonic assumptions; that is, assumptions about practice of educational leadership that are embraced as common sense and morally desirable but that actually work against practitioners’ best interests and serve to keep an unfair system intact” (p. 357).

Corporate Social Responsibility: Dahlsrud (2008) explains that CSR has multiple dimensions: the stakeholder, social, economic, voluntariness, and environmental dimensions. CSR is socially constructed in a specific context and used by a business to self-regulate and to develop business strategies to contribute for a greater good.

Critical Pedagogy: McLaren (1998) states, critical pedagogy is “a way of thinking about, negotiating, and transforming the relationship among classroom teaching, the production of knowledge, the institutional structures of school, and the social and material relationships of the wider community, society, and nation state” (p. 45).

Emancipation: Devetak (2013) defines emancipation as “freeing people from constraints that stop them carrying out what freely they would choose to do” (p. 171).

Hegemony: Brookfield (2005) defines hegemony as “the process by which we embrace ideas and practices that keep us enslaved” (p. 5).

Social Justice: This research study will focus on the final category described by Hytten and Bettez (2011), which is a democratically grounded definition in which good citizenship is



viewed as the primary purpose for public education, with the goal to develop participatory citizens with a sense of responsibility who actively engage in collective efforts to create social change.

**Social Responsibility:** An *orientation* encompassing the environment, its people, the apparel/textile products made and consumed, and the systematic impact that production, marketing, and consumption of these products and their component parts has on multiple stakeholders and the environment.

A *philosophy* that balances ethics/morality with profitability, which is achieved through accountability-based business decisions and strategies.

A desire for *outcomes* that positively affect, or do very little harm to, the world and its Corporate people (Dickson & Eckman, 2006, p. 188).”

**Sustainability:** Kozlowski et al. (2015) explain that there is no clear definition of what awareness of the significant environmental and social impacts the industry’s practices have on the communities in which it operates and that there is a need to better integrate the principles of sustainability throughout the entire value chain in the industry.

### **Chapter Summary**

Social justice and its subcategories of social responsibility and sustainability play an important role in today’s apparel and textiles industry. Whether it is at the production, manufacturing, or retail sector, social responsibility and sustainability have become important aspects of global business (Jena & Chowdhury, 2006; M. Lee, et al., 2017; Y. Lee, et al., 2017; Sarma & Jena, 2006). In recent years, universities and other post-secondary educational institutions have increased their efforts to incorporate social responsibility and sustainability issues into their curriculum (Dugan, 2006), but most do not provide clear definitions or

guidelines for implementation to faculty (Bourn et al., 2016). This study examined social responsibility as it applies to the apparel and textiles field and investigated apparel and textiles faculty perception of social responsibility and the incorporation of social responsibility into the curriculum. Furthermore, this research explored the teaching and assessment methods used to better understand why and how apparel and textiles faculty include social responsibility in their curriculum.

## **Chapter 2 - Review of Literature**

Social responsibility can take on various meanings for different people. The concept of social responsibility has a broad application to apparel and textiles business-related activities (Dickson & Eckman, 2006). Dickson and Eckman (2006) explain that the concept of social responsibility has gone from being vague to being more refined, yet many aspects remain unexplored and need further investigation. This chapter will discuss corporate social responsibility (CSR) in the apparel and textiles industry, social justice education, teaching for social responsibility, and instructional design in support of social justice, social responsibility, and sustainability.

### **Social Responsibility in the Apparel and Textiles Industry**

Social responsibility topics in the area of apparel and textiles cover a wide spectrum of applications. Topics range from human rights and labor conditions, environmental protection and sustainability, consumerism, discrimination, and appearance profiling, to harassment and child exploitation for erotic advertisement (Dickson and Eckman, 2006). There are three main categories of social responsibility relevant to the apparel and textiles industry: (1) a focus on corporate social responsibility such as business ethics and practices, (2) the aspect of people, the environment, and their well-being, and (3) the overall outcomes and effects the industry has globally (Dickson and Eckman, 2006).

### **Corporate Social Responsibility**

Corporate social responsibility (CSR) is a broad concept that has varied throughout history (Carroll, 1999) and is associated with many aspects of the global apparel and textiles business (White et al., 2017). During the 1970s, governmental bodies were established such as the Environmental Protection Agency (EPA) and the Occupational Safety and Health

Administration (OSHA), which recognized employees, the environment, and the consumer as official stakeholders and made it necessary for companies to balance their corporate agendas with their obligations to this broader variety of stakeholders (Carroll, 1991). Carroll (1999) also explained how in the early stages of which was then called social responsibility, businessmen conducted business and made decisions based on their company's best interests. Over time, the term "corporate social responsibility" was used to reflect that corporations have a responsibility to society which goes beyond the objectives of the individual business. Furthermore, companies must follow ethical business practices that meet and exceed societal norms (Carroll, 1999).

Corporate social responsibility is an umbrella concept that includes social issues such as workers' rights and wages, environmental sustainability, legal compliance, community investment, and corporate governance (White et al., 2017). Corporate social responsibility is not easily defined as it is multi-dimensional and socially constructed, which makes it difficult to develop business strategies (Dahlsrud, 2008). Golodner (2016) defines CSR as "the impact of an organization on others and the natural environment and being accountable for action and decisions" (p. 494). White et al. (2017) claim that CSR has become increasingly important and that increased scholarly research and communication with stakeholders resulted in the adoption of an international framework of standardized practices to enforce socially responsible practices, such as audits and codes of ethic.

Corporate social responsibility is also an important aspect that should be integrated into apparel brands' corporate agendas (Diddi & Niehm, 2015). Incorporating CSR-related information in marketing strategies can aid in creating increased customer awareness and positively influence brand image. Diddi and Niehm (2015) found that the consumer decision-

making process to purchase is positively influenced when a brand or company demonstrates CSR.

### **Apparel and Textiles Industry**

According to the United States Fashion Industry Association's 2016 Benchmarking Study (Lu, 2016), the fashion industry faces great uncertainty. Retail has always been a fast-changing industry, but it becomes more and more challenging for companies to offer relevant and creative products, compete globally, and maintain brick and mortar stores while expanding their e-commerce channels. Trusty (2017) states that being environmentally friendly has become a necessity to apparel companies because, more than ever, consumers want companies to protect the environment and showcase ethical business practices. This forces companies to pay close attention to their global sourcing practices. Global sourcing refers to "determining desirable vendors of services, materials, production, and/or finished goods anywhere in the world" (Kunz & Garner, 2007, p. 384). The United States Fashion Industry Association's 2016 Benchmarking Study revealed that U.S. fashion companies view ethical sourcing and sustainability as a determining factor on sourcing decisions (Lu, 2016; Trusty, 2017). Lu (2016) projects that sourcing specialists will be in high demand in the future because labor cost remains the number one factor influencing sourcing costs, which are a major part of a company's financial business strategy. The study revealed that 100% of participants outsourced from China in 2016. Participants reported sourcing from 56 different countries with 52% of participants outsourcing from 10 different countries. All participants reported that they sourced from multiple countries, which meant zero textile or apparel products were completely made in one country (Lu, 2016). Based on various partnerships and trade agreements, such as the African Growth and Opportunity Act (AGOA) and the Trans-Pacific Partnership (TPP), apparel and textiles

companies are exploring new countries to outsource their supplies and manufacturing. Outsourcing from many different countries creates the challenge to control and enforce labor laws and regulations for each facility. Increased production and sourcing costs are major challenges for fashion companies because they translate into higher costs for the consumer and a lesser amount of profitability for the company (Trusty, 2017).

The textile industry is a powerful entity in today's global economy. It provides more employment opportunities for people than any other business segment (Dickerson, 1999; Kunz & Garner, 2007; Stone, 2012) and is valued at three trillion U.S. dollars, equaling two percent of the world's Gross Domestic Product (GDP). The U.S. textiles industry is among the more important players in today's manufacturing sector, employing an estimated 341,300 workers (Select USA, 2021), and is globally competitive with some of the largest fashion companies (Fashion United, 2021). It employs two percent of the U.S. manufacturing workforce. Nonetheless, global sourcing is a major component of today's apparel and textiles industry (Dickerson, 1999; Kunz & Garner, 2007). Based on performance of social and environmental sustainability aspects, the apparel and textiles industry is ranked 12th out of 14 (Yang & Ha-Brookshire, 2018).

In the past, a corporation's decision-making process was influenced by economic, business, government, and political perspectives. However, in recent years, corporations have been increasingly held accountable to include social and labor perspectives. Incidents such as the April 24, 2013, Rana Plaza tragedy where an eight-story factory collapsed in Dhaka, Bangladesh, killing 1137 workers with over 200 still missing (ABC News Australia, 2017; Solidarity Center, 2016; Westervelt, 2016), tend to get covered by the media and the general public is outraged when it learns about the poor labor conditions and demands answers and changes. However, the

continuous smaller Bangladesh garment and textile factory safety incidents, such as fires, building collapses, and other miscellaneous incidents taking place in Dhaka, are seldom reported. Based on a report by the Solidarity Center (2016), more than a hundred incidents occurred in the timeframe of November 26, 2012, through October 30, 2015, injuring a total of more than 3,600 workers and killing more than 1,100 workers. The local government and global apparel brands have implemented crucial reform measures, but the need for more safety measures and enforceable labor laws to improve working conditions is still evident and remains a major concern years after the Rana Plaza tragedy (ABC News Australia, 2017; Burke, 2013; Westervelt, 2016). Despite the ongoing social rights infractions, Bangladesh was the fifth most popular sourced country in 2016, with a significant increase over 2015 (Lu, 2016).

### **Sustainability**

Sustainability refers to a variety of issues associated with apparel and textiles design, production, manufacture, and waste management processes. In today's apparel and textiles industry, sustainability requires a more holistic approach and focus on social and/or economic impacts of business practices and production and manufacturing processes (Ha-Brookshire & Norum, 2011).

In addition to the criticism for unethical sourcing practices, the apparel and textiles industry is blamed for environmental pollution (e.g., carbon emission, toxic chemicals, untreated wastewater). Pollution from the textiles industry is a continuous worldwide problem (Dey & Islam, 2015; Greenpeace International, 2014; Hasanbeigi & Price, 2015; Kant, 2012; Kumari et al. 2013; Stone & Carson, 2010; Wicker, 2017). The textiles industry currently uses 3,600 different dyes and more than 8,000 chemicals in various processes (Kant, 2012; Kumari et al., 2013; Ratnamala et al., 2012). An estimated 50 million tons of polyester are produced yearly

generating a large amount of carbon emission (Wicker, 2017). Some textile manufacturing facilities discharge eighteen million liters of untreated wastewater daily into local rivers (Dey & Islam, 2015; Greenpeace International, 2012B; Venugopal et al., 2015). The use of toxic chemicals is a serious problem affecting people and environments worldwide (Venugopal et al., 2015).

Much of the hazardous chemicals remain on products reaching the consumer, who then inhales or absorbs the chemicals while handling and wearing the apparel products. Furthermore, hazardous chemicals are released into domestic wastewater through the laundry process, ultimately reaching groundwater (Greenpeace International, 2012a). Recent studies also link these chemicals to emerging allergic reactions in humans worldwide, and it is expected that this population will grow vastly in the coming years (Greenpeace International, 2012b; Kant 2012; Kumari et al., 2013; Rungruangkitkrai & Mongkholrattanasit, 2012). Other harmful practices include toxic air emission and the extreme use of water, pesticides, and electricity in textile processing and the textile industry must take immediate action and demand change in the way textiles are processed (Kadolph, 2011; Kant, 2012; Mojsov, 2013; Ratnamala et al., 2012). The textiles industry is one of the largest environmental polluters (Dey & Islam, 2015; Hasanbeigi & Price, 2015; Kant, 2012; Kumari et al. 2013; Stone & Carson, 2010).

In the face of the criticism, some apparel companies are making a conscious effort to improve methods and apply safe and ethical practices. Companies such as Patagonia, Levi Strauss and Evrnu, Adidas, and G-Star have invested in research to improve production and manufacturing methods (Brink et al., 2016). Adidas and G-Star are working with Pharrell Williams, singer-songwriter, rapper, record producer, fashion designer, and owner and investor of BIONIC® Yarn, which recycles coastal and marine plastics to engineer and manufacture



yarns and fabrics (Brink et al., 2016; Moorhouse & Moorhouse, 2017). The company's objective is to produce high-quality recycled textiles, reducing pollution, and unite leading apparel and textiles companies in a quest toward a sustainable future. Adidas, a German athletic apparel company, and G-star, a Dutch denim company, have joined the efforts and have designed and developed apparel using BIONIC® Yarn (Brink et al., 2016; Elks, 2014; Moorhouse & Moorhouse, 2017). Patagonia, a California based, privately held company, has earned its reputation for producing high-quality products and for its ground-breaking environmental practices. Patagonia prides itself on being a responsible company that causes no unnecessary harm by being socially responsible (Chouinard & Stanley, 2012). With self-imposed strict standards, and even though the growing company has encountered incidents where some of their suppliers or manufacturer have applied unethical practices, they have stepped up and addressed and corrected the infraction or issue (Chouinard & Stanley, 2012; Phillips, 2016). As companies grow and outsource materials from more and more countries, it becomes increasingly challenging to supervise business practices worldwide. Patagonia has set an example with its corporate culture of social and environmental responsibility and has demonstrated that it is possible to be socially responsible and sustainable while maintaining profitability and business growth (Chouinard & Stanley, 2012; Elks, 2014).

As a major player in today's global market, the apparel and textiles industry has the obligation to ensure the well-being of people and to safeguard natural resources during its sourcing and manufacturing processes. A company's social responsibility focuses on the fair treatment of human resources, sustaining the environment, and abiding by laws and regulations (Kunz & Garner, 2007). As global citizens, consumers have an opportunity to influence the textile industry through the impact of people power (Greenpeace International, 2012A; Kunz &

Garner, 2007). If consumers reject products that contain hazardous chemicals and hold brands accountable or support companies like Patagonia, who hold themselves to a higher standard, then apparel and textiles companies realize they need to end unhealthy and unjust practices (Greenpeace International, 2012A; Kadolph, 2011). Through education, consumers and future industry professionals can develop socially responsible behavior and become social change agents who initiate fundamental change (Beitelspacher & Rodgers, 2018; Dover, 2013; Moorhouse & Moorhouse, 2017). Until then, executives of global companies and processing facilities will not change and continue to use unsafe and unethical practices (Dey & Islam, 2015).

Yang and Ha-Brookshire's (2018) research into China's apparel and textiles corporations aimed to assess sustainability from a moral responsibility perspective. They use the term corporate sustainability instead of corporate social responsibility. The research concluded that in order to become truly sustainable, Chinese corporations must define and explain clear goals and objectives. Yang and Ha-Brookshire (2018) found that whether the corporate leaders or employees believed corporate sustainability to be necessary or not, did not affect the outcome or compliance as much as whether strategic goals were clearly formulated and identified.

The apparel and textiles industry lacks an accepted definition of what sustainability or social responsibility means for the sector (Dickson & Eckman, 2006; Kozlowski et al., 2015). The field of apparel and textiles is multi-faceted, and the existence of many subdisciplines makes it difficult to find one working definition for the entire field (Dickson & Eckman, 2006; Pasricha, 2010). The success of implementing socially and environmentally just practices depends on agreed upon fundamental elements of its paradigm (Anderson et al., 2015).

## **Implications for Apparel and Textiles Programs**

Textile companies and educational institutions are entities that have their own corporate culture. Greenwood (2010) refers to such individual cultures as cultural politics of education. Educational institutions are part of a larger system, and cultural politics happen “around the globe, in the nation, in the state and regional levels” (Greenwood, 2010, p. 140). Teachers are players within the system and have their own subculture and value system. One of the realities of apparel and textiles programs is governmental regulations and standards and because of those requirements, apparel and textiles programs design their curriculum around government and industry standards to meet the needs of their target population. This is necessary to ensure students graduate and are qualified for employment within the industry to create and maintain a globally competitive workforce (Giroux, 2010).

The retail industry, textile industry, chemical industry, and the government are dominant powers codependent upon each other. Greenwood (2010) explains that such bureaucracy restricts practice and thinking, resulting in an educator’s compliance to the institution’s cultural norms, inhibiting critical thought and change implementation. Greenwood (2010) also notes that current course designs are not aligned with social justice education or sustainability education. Small changes and initiatives can build and create a “butterfly effect,” also referred to as “sensitive dependence on initial conditions” (Justan, 2001, p. 7). Every educator can plant a seed of social justice, sustainability, and environmental awareness into students’ minds to achieve the long-term goal of harvesting social change.

Apparel and textiles corporations conduct business on a multinational scale and operating globally makes it difficult to predict how citizens will react to the effects of capitalism on their society (Brookfield, 2005). Issues of social justice vary by context, but many are related to a

corporation's desire to increase profits, often associated with lowering labor costs, and causing poor working conditions. Brookfield (2016) pointed out that corporations can empower leaders to be more creative and democratic in their practices while increasing profits. He further explained that educators applying a social justice perspective want to help make the world a better place and suggested designing curriculum that questions the status quo, which is not only challenging for educators, but also exhausting because achieving change can take a long time. However, change can be achieved in small steps, one person or student at a time, and the feeling of making a difference is wonderful and rewarding (Brookfield, 2016).

### **Social Justice Education**

This section of the literature review examines theoretical frameworks and pedagogies associated with teaching for social responsibility or other social justice issues and their significance. There are two main social justice perspectives: one declares that society should be guided by a right and moral position, and adult education exists within such a framework, while the other emphasizes actively working toward equality through elimination of power relationships striving to change society (Johnson-Bailey et al., 2010). Johnson-Bailey et al. (2010) viewed social justice with the assumption that learners, policy experts, and adult educators understand society's inequities and use their personal and collective agency to eliminate wrongdoing. Johnson-Bailey et al. (2010) did not elaborate on how learners come to the realization and understanding of inequities and injustices.

Freire (1990) and Newman (2014) provided a more detailed explanation. In order to help people learn how to identify social ills, educators need to help them engage with their social and material world and reflect on such engagement. Consciousness is a constant expression of will and meaning-making (Freire, 1990). Critical consciousness can be achieved through critical

reflection, which means externalizing and investigating power relationships to discover hegemonic assumptions (Brown, 2004; McWhirter, 1998). Acting on such new understandings is what categorizes the reflection as critical and what generates learning (Brown, 2004; Freire, 1990); therefore, action and learning are inseparable (Newman, 2014). Hill and Lee (2012), Kaufmann (2010), McWhirter (1998), and Shor (1992) agree that recognizing power relations within one's social system and challenging ideologies are part of critical consciousness and empowerment. Through critical consciousness and empowerment, learners can critically think and base their decision-making on new understandings.

A common theme among educators teaching from a social justice perspective is the development of good citizenship (Elias & Merriam, 2004; Hytten & Bettez, 2011). Developing good citizenship implies a change in behavior and an assumption of what is and what is not a "good citizen" (Dass, 2008). Humanities provide models of goodness to develop people who enter society fully trained in maintaining society's inherent goodness (Dass, 2008). A person must fulfill basic physical and emotional needs, but in order to reach happiness or fulfilment, one must learn to reason and distinguish between good and bad. "This concept of justice, or goodness, is the very ground of a good society" (Dass, 2008, p. 2). Dass (2008) asserts that an uneducated mind is easily hijacked and demands humanities to return to their ideals of models of goodness and social justice because good human beings ensure good societies.

A democratically grounded perspective of social justice is based on the belief that good citizenship is a primary goal of education (Hytten & Bettez, 2011; Leonardo, 2004). Social justice education (SJE) is described as dealing with oppression and socio-political processes (Bell, 2016). There are terms used such as critical pedagogy, participatory pedagogy, and popular education, which call for a collaborative approach aiming for critical consciousness with

a focus on practice (Wiggins, 2011). Many scholars discuss transformational learning as a crucial component associated with teaching for social justice (Brown, 2006; Williams, 2002).

To break free of the oppression in an educational setting, Freire (1990) suggests a critical approach to pedagogy, primarily focused on the importance of dialogue and taking action within the process and reflecting, also known as praxis. In Freire's approach, the relationship between teacher and student is very important to a successful learning experience. Paulo Freire's discussion of pedagogy of the oppressed has gained many followers and practitioners over the years. Freire's (1990) concepts of liberation and humanization are based in critical thinking, recognizing inequalities, engaging in dialogue, and becoming actively involved in the learning process to grow as a human being.

The teacher must be an ally; the subject of the study must be the lives of the students and the students' perception of their lives; the goal of the study is to change the student, but more importantly change the world; and, the process is rational and cognitive, where critical thinking, problem-posing, looking for contradictions, and achieving greater awareness of oneself. (Freire, 1990, p. 248)

Freire's approach is often referred to as popular education. Popular education supports radical social movements which take place outside the traditional educational settings. It is an educational approach that collectively and critically examines everyday experiences and raises consciousness for organizing and movement building, acting on injustices with a political vision in the interests of the most marginalized (Freire, 1990). Raising critical consciousness is the main objective for this approach.

Elias and Merriam (2004) believe education can act as a creator rather than simply being a creature of the social order. Adult educators may invoke concepts of social justice or reference a wide variety of social justice issues but have varying understandings and several different points of departure (Johnson-Bailey et al., 2010). Individual perspectives will reflect on how they write, research, and educate. People's belief systems are related to their personal awareness and understanding, which plays an important role in forming personal and professional identities (Brown, 2006; Johnson-Bailey et al., 2010). Bierema (2010) cautions that individualistic contexts can focus on learners' individual goals rather than on larger social issues. Adult educators who teach for social justice disclose that teaching and learning are always political, social, psychological, and economical acts and that each of these aspects needs addressing to provide a systematic way to facilitate change (Smith, 2010).

### **Critical Theory**

Critical theory is a philosophical approach that has its roots in works produced by researchers of the Institute for Social Research (Institut für Sozialforschung, n.d.), generally referred to as Frankfurt School and was initially devoted to the theory and history of socialism and of the labor movement (Institut für Sozialforschung, n.d.) with an original aim to develop Marxist studies. Prominent philosophers include Horkheimer, Adorno, Marcuse, Benjamin, Habermas, and Fromm (Bohman, 2005; Devetak, 2013). Brookfield (2005) explained that from an adult education perspective, the tradition of critical theory has its origin in the Marxist ideas which strive to expose inequities and exploitation to “fight oppression, injustice, and bigotry and create a fairer, more compassionate world” (p. 10). Critical theory links philosophy closely to human and social sciences and therefore can connect “empirical and interpretive social science to normative claims of truth, morality and justice” (Bohman, 2005). Bohman (2005) explained that

based on Horkheimer's philosophical approach, true critical theory must be explanatory, practical, and normative. Brookfield (2005) identified learning tasks that are rooted in critical theory. Such tasks are challenging ideology, contesting hegemony, unmasking power, overcoming alienation, learning liberation, reclaiming reason, and practicing democracy.

There are three defining characteristics associated with critical theory: (1) self-reflection, (2) the construction of knowledge, and (3) the context in which knowledge is constructed (Devetak, 2013). Emancipation is a key concern of critical theory with knowledge gained through self-reflection and critical analysis resulting in a new consciousness (Bohman, 2005; Devetak, 2013). Devetak (2013) defines emancipation as "freeing people from constraints that stop them carrying out what freely they would choose to do" (p. 171). Critical theorists believe that while knowledge is historically conditioned, individuals can develop a new consciousness by questioning and critically reflecting on current assumptions and form new understandings which enable them to act (Held, 1980). Critical theory strives to initiate social change by empowering people to reflect, think critically, and question existing assumptions to decrease oppression and liberate (Bohman, 2005; Giroux, 2010). Such change begins with the individual, and their unique cultural characteristics and experiences (Bizzell, 1991). These characteristics influence the formation of ethics and morals, and interactions in everyday life. Social and cultural norms have been established throughout history, and their structures of domination are enforced through people's compliance to society's ideologies (Devetak, 2013; Freire, 1990).

Criticality takes on different forms and meanings based on the context and application of a particular situation (Brookfield, 2005; Kincheloe, 2000). Kincheloe (2000) explains that critical empowerment is the goal of critical thinking. He defines critical empowerment as "the ability of individuals to disengage themselves from the tacit assumptions of discursive practices and power



relations in order to exert more conscious control over everyday lives” (Kincheloe, 2000, p. 24). Educators teaching critical thinking must question their own thinking and assumptions and be prepared to face unique and unstable conditions in the classroom as they may face positive and negative responses from students (Kincheloe, 2000).

### **Critical Pedagogy**

Another approach to social justice education is critical pedagogy, which can serve as a framework to guide instructors to teach social responsibility. Brookfield (2005) explained that a critical approach translates into teaching critically, which requires educators to learn how to recognize and challenge existing assumptions regarding dominant ideologies, power relationships, hegemony, alienation, and liberation, to regain reason and practice democracy. He further stated that:

Critical reflection as an educational activity, ideology critique focuses on helping people come to an awareness of how capitalism shapes social relations and imposes—often without our knowledge—belief systems and assumptions (that is, ideologies) that justify and maintain economic and political inequity (Brookfield, 2009, p. 6)

Therefore, critical practice and critical theory are conjoined (Brookfield, 2005).

McLaren (1998) defined critical pedagogy as “a way of thinking about, negotiating, and transforming the relationship among classroom teaching, the production of knowledge, the institutional structures of school, and the social and material relationships of the wider community, society, and nation state” (p. 45). Brookfield (2005) agrees that transformation is an objective of teaching critically but points out that there are various methods that can be used to

achieve transformational learning. The purpose of enabling learners to think critically is so they can create true democracy (Brookfield, 2005). Brookfield (2005) explained that there are four contrasting methodologies for teaching critically: the first emphasizes teaching a structural worldview, the second explores the need for abstract and conceptual reasoning, the third focuses on the need for adults to become liberated from cultural restraints, and the fourth concentrates on participatory and inclusive conversation or discussion to achieve consciousness.

Instructors applying critical pedagogy in the classroom can expect to face a multitude of challenges, such as dissent, opposition, or active rebellion (Leonardo, 2004; Shor, 1992). There are many factors contributing to the challenges, thus making the endeavor inherently unpredictable. Critical pedagogy involves overcoming the status quo of the teacher-student relationship to result in pure freedom of thought in a learning environment. Brookfield (2005) explained further that the teacher must be an active co-participant in the conversation or discussion. The role of the teacher is not to be invisible or silent, but to facilitate as needed. While silence may be appropriate at times, certain situations may require the teacher to strongly intervene and to enforce inclusive rules to guide a conversation.

There are several dominant concepts within the critical theory framework which include teaching for social change, negotiating authority between students and teachers, dialogue and reflection, and consumption education (Leonardo, 2004). Each of these critical pedagogies seeks to fundamentally change the traditional approaches of adult education theories and reassess the roles of educators and learners to participate in a more equitable role with each other. Positive or negative feelings developed during the learning process make the difference between empowerment and traditional pedagogy (Shor, 1992). Faced with a traditional classroom setting and a stereotypical group of students, Shor (1992) attempted to impose a democratic learning

environment. After encountering situations which resulted in near chaos, he was able to successfully affect the students' thought processes. The students eventually learned to value the importance of their viewpoints, and the way each person is capable of impacting change. They learned success is not necessarily determined by learning to conform to societal norms. Finally, Shor (2011) discovered the extent to which the teacher is also a learner. McWhirter (1998) described it as conveying faculty "power with" rather than "power over" students" (p. 17) thus reducing the traditional power relationship. She explains educators frequently work with people who perceive themselves as powerless and oppressed. Through co-participation, teachers can support students in eliminating many forms of societal oppression (McWhirter, 1998).

Walton's (2011) research aimed to explain the barrier as experienced by Shor (1998) during his study. Walton (2011) explored root causes of resistance to change and observed trends, making it possible to add predictability to critical pedagogy, and thus impacting its effectiveness in the future. Walton's (2011) research examined experiences and tendencies of the members of a dominant culture encountering a democratic classroom and pointed out that it is possible that dominant culture is less responsive to critical pedagogy because they have benefited from adhering to societal norms. Then it is reasonable that those who are among the oppressed may be less resistant to change. It is crucial for teachers to know their students so they can develop their instructional design accordingly.

McWhirter (1998) used the term empowerment and proclaimed that the empowerment model increased assertiveness and other self-managing skills by utilizing collaboration and competence. Collaboration is an important part of the teacher-student relationship. In critical pedagogy, the teacher becomes a co-participant in learning, where teachers and students learn and grow together (Bizzell, 1991; Brookfield, 2005; Freire, 1990; Jemal, 2017; McWhirter,

1998). Through collaboration, the teacher learns about the student's individual needs, skills and abilities, and personal experiences to better facilitate his or her learning. Such collaboration encourages critical thinking and enables transformative learning to take place. During collaboration, students reflect on their thoughts and beliefs and discuss issues while sharing and explaining their personal views, experiences, and opinions (Bohman, 2005).

Educators can employ a critical perspective to empower learners to recognize injustice and take action to create more equitable conditions (Prins & Drayton, 2010). Social action occurs when people come together and collaborate collectively as a community to bring about action resulting in social change (Alfred & Nafukho, 2010; Freire, 1990). Thematic investigation is expressed as an educational pursuit and considered cultural action (Freire, 1990), and self-reflection is a crucial part of such educational pursuit and essential for lasting change in behavior.

A student's competence is another important consideration and takes into account their existing skills, resources, and experiences to contribute to a positive learning process (McWhirter, 1998). McWhirter (1998) stated that empowering students enables them to recognize existing power relationships, taking active control over their lives, and respecting others. Empowerment promotes positive human growth and change (Esposito & Swain, 2009; McWhirter, 1998). Learning about certain topics is an ongoing transformative process, and students explore and analyze information, and build their own opinion, instead of adopting someone else's opinion (Pratt, 2005). Pratt (2005) agrees with McWhirter (1998) that empowerment is neither a linear process nor does it result in one specific end state. It consists of raising awareness, encouraging critical thinking, and promoting social action in an attempt to create change for a better society (Pratt, 2005).

Teaching critical citizenship is crucial in achieving environmental and social justice (Dass, 2007; Hytten & Bettez, 2011; Trapero et al., 2010). Social responsibility is an “obligation to a group of people and/or the general population of a city or country for its well-being, including fair treatment of human beings, the environment, and the law” (Kunz & Garner, 2007, p. 327). Teaching consumers and future professionals about sustainability and social responsibility, enables educational institutions to cultivate proactive leadership for the industry.

Applying critical pedagogy to education provides another domain in which the dominant norms are challenged (Bizzell, 1991). By encouraging students to think freely and act on their ideas, social change becomes possible. Research has provided the basis for literature supporting facets such as the approach, application, and outcome of critical pedagogy. Shor (1992) states that people are naturally curious and eager to learn. Education can either improve or suppress their inclination to ask questions and to learn. “Empowered students make meaning and act from reflection, instead of memorizing facts and values handed to them” (Shor, 1992, p.12).

### **Summary**

Social justice is not easily defined because it takes on a different meaning for each educator (Hytten & Bettez, 2011). It would be helpful if educational institutions provided a statement explaining their understanding of social justice and clearly communicated the expectations regarding their faculty. Faculty members in turn should comply with institutional and departmental goals and expectations but develop a personal identity and understanding of their perspectives of social justice in addition to their professional identity. Teaching from a social justice perspective and applying critical pedagogy is not an easy task; it takes commitment and demands passion and personal investment. Educators need to redesign courses and implement collaboration and self-reflection to create a successful learning environment where

critical thinking can be developed, and transformational learning can take place to help students develop into good global citizens who are empowered to act for social change.

According to Sandeen (2009) and Villar (2008), educators should adapt, promote, and teach socially responsible and sustainable behaviors by incorporating environmental and social awareness in their course design. Consequently, students as consumers and future professionals could develop an increased awareness and become active participants by changing behaviors regarding apparel manufacture and purchasing decisions. Good citizenship starts with each individual's critical reflection and evaluation of their own behaviors from a social and ethical perspective. Change is never easy or fast, but "let us begin one person at a time" (Dass, 2007, p. 5).

### **Teaching for Social Responsibility**

There is little written on social responsibility and educators in apparel and textiles programs; therefore, the literature review was expanded to include teachers committed to teaching a social justice perspective in the areas of teacher motivation, teacher preparation, teacher education, and educational administration. Participants in these research studies ranged from pre-service teachers, first-year teachers, and experienced teachers teaching K-12 from various subject areas to graduate students in teacher education and educational administration (Brown, 2004; Bryan et al., 2011; Cochran-Smith et al., 2009; Dover, 2013; Esposito & Swain, 2009). A common focus was to determine what teachers' understanding of social justice was and what beliefs they developed. There was limited research examining higher education faculty members' understanding of social justice; however, synthesizing qualitative studies examining K-12 teachers and graduate-level students in the field of education provided valuable insights on what influences personal definition of social justice, and how those definitions then translate into

teaching practices. The findings should enable interpretation, suggestions, and generalizations related to higher education faculty's definitions and practices.

Teaching for social justice was researched by Cochran-Smith et al. (2009) who referred to teaching for social justice as good and just teaching, which “reflects a central and essential purpose of teaching in a democratic society” (p. 349). They considered diversity as the key component of social justice. Regarding teaching practices, they explained that it is important to hold all students accountable and to a high standard, so that the focus remains on enabling the student to learn rather than lowering standards or expectations to pass the student or to make them feel good. “Learn not just what to think but how to think” (Cochran-Smith et al., 2009, p. 365). While their research focused on pre-service and first-year teachers, teaching kindergarten through high school aged students, their findings are valuable and applicable in higher education settings since they focus on the educator's personal commitment to teach for social justice. The purpose of their research was to gain a deeper understanding of the theoretical frameworks and conceptual perspectives applied to teaching methods of pre-service and first-year teachers who embraced a social justice agenda. According to Cochran-Smith et al. (2009), many criticize a social justice agenda as part of the curriculum claiming that educators sacrifice student learning, while pushing a political agenda.

To endorse teaching from a social justice perspective, the research team conducted in-depth interviews with 12 pre-service and first-year teachers (Cochran-Smith et al., 2009). They further observed the teachers during classroom instruction to understand how the teachers transformed their conceptual ideals into practice. The instructional design was developed and implemented by the pre-service or first-year teachers. An analysis of the interview data provided

information about teachers' understanding of social justice, and the observational data provided insights on what teaching methods were applied in the classroom.

The 12 participants in the Cochran-Smith et al. (2009) study were graduate students who completed the same pre-teacher program; therefore, it can be expected that they shared commonalities in their definitions and understandings of social justice. However, personal differences in the definition of social justice influenced by the individual teacher's experiences and cultural background became explicit and guided their choice of teaching methods for their classroom instruction (Cochran-Smith et al., 2009). It appears as if Cochran-Smith et al. (2009) examined their data from a very narrow lens and only looked at the data from one perspective guided by a multicultural educational theoretical framework, excluding and possibly missing valuable insights.

To quiet critics, who believe that political agendas are forced onto students, Cochran-Smith et al. (2009) established that pre-service or new teachers have a personal commitment to teaching for social justice and that students' learning remains the primary goal.

When asked about teaching for social justice, teachers expressed concerns about how they would meet the range of needs in the classroom, promote critical thinking, and create a challenging yet relevant curriculum (Cochran-Smith et al., 2009). They saw the work of teaching for social justice as implicitly linked to improving student's learning and life chances. From a social justice perspective, however, learning to teach is not regarded as learning the correct implementation of one method but, rather, learning how to provide support so all students have rich opportunities to think, read, and write critically (Cochran-Smith et al., 2009). Participants focused on their classroom and improving measures of their own teaching rather than aiming for changes on a larger societal scale. Results further illustrated that each educator's personal



experiences drove their motivation and guided their actions. Consequently, their own unique understanding and definition of social justice, appeared to be directly linked to their choice of teaching methods that best suited their particular goal and effort.

Cochran-Smith et al.'s (2009) findings and results showed that their teacher candidates all embraced a multicultural responsive framework. When participants were asked about social justice, they made references to building relationships and respect with students and their families. They described teachers as activists who advocate for students and engage in the community and recognize inequities in race and economic status. They also described the job of a teacher as a change agent and expressed the need for inclusion of issues of oppression in the curriculum. While taking action or creating social action was not mentioned as a goal by participants in the Cochran-Smith et al. (2009) study, participants in the next two research studies viewed transformation or taking action an essential outcome.

According to Dover's (2013) definition of multicultural responsive education, the teachers in the Cochran-Smith et al. (2009) research focused their education on multicultural responsive aspects. Dover (2013) defined culturally responsive education as focused on demographics; beliefs about schooling, religious and socio-cultural context within a community; and on making the culture of a classroom inclusive to all students. She explained social justice includes race, gender, class, ability, sexuality, religion, and anything in terms of inequity and injustice. Dover's (2013) research participants were 24 secondary English Language Arts (ELA) teachers who were mainly Caucasian females and self-reported as teaching for social justice, thus limiting the generalizability of the findings. Dover found that 88% of the participants described the importance of civic engagement and social action when teaching for social justice. Dover

(2013) further stated that action or transformation is a vital goal of teaching for social justice education.

Bryan et al. (2011) examined attitudes towards social justice and development education with a population of randomly selected pre-service teachers. The findings demonstrated that many of the pre-service teachers did not have a clear understanding of the term social justice and felt limited in their ability to incorporate it into their teaching. However, the participants with a personal definition of social justice described taking action as an important result. While Bryan et al.'s (2011) results agreed with Dover (2013), they further added that efforts need to include not just national but international issues. Even though Cochran-Smith et al. (2009) participants did not view action as a priority goal or measure of teaching for social justice, participants of the other studies agreed on the significance of creating action for positive change. Except for a few, participants demonstrated that everyone has their own understanding of social justice and applies and executes carefully selected teaching methods, to ensure that student's learning and empowerment remains the single most important objective while teaching from a social justice perspective.

Esposito and Swain's (2009) research also used a multicultural approach to teaching, aiming to "demonstrate the inextricable link between culturally relevant and social justice pedagogies" (p. 38). Their participants were seven purposefully selected African American K-12 math teachers. All seven participants were either pursuing a master's degree or had earned a master's degree and were teaching mathematics in urban schools. Data were collected through in-depth semi-structured interviews and focus groups with the goal to identify each participant's understanding of social justice. The findings showed that culturally relevant teachers and their

teaching methods positively influenced culturally and ethnically diverse students socially and academically.

Esposito and Swain (2009) declared themselves to be feminist social justice researchers, Esposito being a Latina and Swain being an African American female, committed to social justice and experienced teachers of K-12 students. Just like Cochran-Smith et al. (2009), Esposito and Swain (2010) explained that teacher traits are very important when teaching for social justice. These traits include an “ethic of caring, ethic for personal accountability, cultural competence, and cultural critique” (Esposito & Swain, 2009, p. 39). Engaging the learner in the learning process is the main priority. Action is not described as a common goal.

Esposito and Swain’s (2009) research focus was very narrow. It included teacher’s understanding of teaching for social justice focusing on creating awareness, raising socio-political consciousness, and developing a sense of agency to positively influence students’ social and cultural identities (Esposito & Swain, 2009). Esposito and Swain (2009) provided many quotes from their interviews; these quotes showcased that some of the participants had a very strong political agenda. In one of the quotes, a male African American teacher referred to African Americans as victims and repeatedly pointed out that dominantly white governments and companies have agendas that oppress African Americans. Furthermore, the participant was only focusing on African American issues, not teaching for equality of all minorities. Such comments support critics of teaching for social justice in claiming that learning is replaced by forcing political agendas. This type of teaching for social justice, where the teacher pushes a political agenda, is what critics of the social justice agenda base their opinion on, the very issue Cochran-Smith et al. (2009) tried to disprove. Cochran-Smith et al. (2009) examined not only teachers’ beliefs and attitudes but also their teaching methods to respond to critics.

Esposito and Swain (2009) had a small sample size and not all participants pushed a personal or political agenda. Even though the researchers clearly positioned themselves within the research by stating their feminist and multicultural perspective, it appears as if there was researcher bias affecting the analysis and interpretation of the data. Addressing participants' comments, especially when quoted in the article, could support and validate information found throughout the other interviews. Pointing out that certain participants' comments and teaching methods were guided by a political agenda rather than teaching for equality with all-inclusive examples empowering all oppressed groups, would address bias more effectively.

In their conclusion, Esposito and Swain (2009) reinforced that participants empower students by helping them become aware of injustices through culturally relevant pedagogy relying on cultural and historical contexts. They proclaimed that teaching in an urban setting involves risks for the teachers. They claimed that constraints inherent in school reform models are a major challenge because they leave little room for teaching critical thinking (Esposito & Swain, 2009). Furthermore, they claimed that teachers applying a culturally relevant pedagogy and social justice pedagogy are at "risk of being reprimanded, or even worse, fired for challenging the status quo" (Esposito & Swain, 2009, p. 46). While these claims might hold true, the authors failed to address or support these claims in the article.

Brown (2004) took a slightly different approach. She used transformational learning theory as a framework for her research, and the purpose of the study was to explore the effects of alternative transformative teaching methods used to increase awareness, acknowledgment, and action of future educational leaders for social justice (Brown, 2004). The participants were master's level graduate students in the field of educational administration. While the study's main focus was on specific activities that engaged the learner in critical self-reflection in an

effort to increase self-awareness, information on the participants understanding of social justice was revealed.

One important part of teaching from a social justice perspective conveyed by participants was that it is crucial to provide a safe environment (Brown, 2004). One participant explained that when students get to know their teacher and know that they have their best interest in mind, trust is built in their relationship, which is essential to the learning process. Once a trustful relationship is formed and the teacher increases “their tactical awareness and acknowledgement of what “is” and what “ought to be,” students built a confidence and ability to work for collective change” (Brown, 2004, p. 31). Participants in Brown’s (2004) study described action as a necessity to create change, therefore being an essential goal of teaching from a social justice perspective.

Some of the struggles with teaching for social justice reported were related to their “ability to be proactive versus reactive, and with their willingness to embrace conflict rather than avoid it” (Brown, 2004, p. 32). These statements coincided with the findings reported by Esposito and Swain (2009), who stated that limited resources, school reform models, and scripted curriculum hindered teaching for social justice.

In conclusion, participants of the various research studies shared a common goal of empowering students to collaborate, critically think and reflect, and enabled them to take action in order to create equity and justice for all—in other words, become good global citizens. Teaching for social justice is not an easy task; it takes commitment and perseverance. Each educator formulates a definition of social justice that is meaningful to them based on their personal life experiences and cultural background. These definitions and teaching philosophies are then translated into instructional design. Educators are personally invested in their students’

learning. This type of commitment is demonstrated by actions and positive role modelling, which results in a relationship of trust and respect between teacher and student.

Educators teaching from a social justice perspective have a personal interest in empowering students to act and change unjust matters. They perceive teaching as an ethical and moral responsibility to make a difference and create positive change to create a better world (Brookfield, 2005; Cochran-Smith et al., 2009). All participants of the research studies mentioned above were either in the process of completing or had completed some form of teacher education program. Further investigation is necessary to see how higher education faculty define social justice and what motivates them to apply a social justice perspective to teaching. Higher education faculty are experts in their respective field, but many have not had the opportunity to participate in formal teacher education programs, which could assist with implementation of teaching methods and instructional design. A deeper understanding of current perspectives and belief systems could help educational institutions to support faculty's efforts to incorporate institutional, departmental, and personal objectives when teaching for social justice and social responsibility.

### **Instructional Design in Support of Social Justice, Social Responsibility, and Sustainability**

Educators who embrace a social justice perspective and apply a critical theory framework have a variety of methods and practices to choose from (Brookfield, 2005). The range of cultural backgrounds and learning styles of learners make it necessary to apply and adapt a variety of approaches and methods, and educators must maintain a self-critical perspective (Brookfield, 2005). Curriculum should be designed to question existing situations, which can be very challenging and time consuming because it requires constant planning and adjusting to content and adapting methods based on learner responses (Brookfield, 2016). Brookfield (2005)

explained that there are five elements of critical theory that cause negative responses in learners: the emphasis of the Marxist tradition, criticizing capitalism, questioning democracy, analysis of dominant ideologies, and difficult language used throughout the literature. Honesty and trust are essential for a successful learning environment; therefore, it is important to explain to learners that a critical perspective is applied to all aspects of a course, such as the content and its context, and students have the right to be heard and to disagree (Brookfield, 2005).

Educators must create a safe and respectful learning environment to create and enable collaboration and engagement while cultivating interpersonal skills (Brookfield, 2005; Brown, 2004; Dover, 2013; Frazer, 2009; Horng et al., 2019; Redman, 2013). This aids in building community and creating an environment where all are comfortable and safe to discuss their opinions (Brown, 2004). Instructors should clearly indicate their cooperative intentions to help learners learn. This indicates that they care about the people who learn with them (Brown, 2004; Frazer, 2009). From the social reform perspective (SRP), instructors are facilitators toward transformative learning experiences and explicitly introduce important norms and guidelines (Frazer, 2009).

Educators should have a neutral political position, act as facilitators not experts, and not impose their own values onto students. Instead, students need to discover reality for themselves and form their own opinion and educators need to encourage students to participate actively by applying collaboration techniques (Redman, 2013). Instructors teaching from a social justice perspective facilitate discussion to ensure different opinions are voiced and shared safely and respectfully to further and support critical thinking (Brown, 2004). Learners may view radical approaches to education as too threatening or irrelevant to their immediate needs. The use of collaborative and cooperative learning may help mitigate traditional authoritarian modes where

the teacher is disseminating knowledge to the learner, rather than co-creating knowledge in the SRP. Instructors emphasize the human purpose of what is being learned and its relationship to the learners' personal lives and current situations (Frazer, 2009). Freire (1990) suggests that the closer the topic is to the learners' daily lives, the more easily it will be learned.

## **Resistance**

A main concern of critical theory and critical pedagogy is for the learner to realize falsely created needs and help them free themselves from such conditioned assumptions in order to choose to do what they truly want to do (Brookfield, 2005). Self-reflection and critical thinking may provoke resistance in learners because they are reluctant to combat dominant ideologies and question assumption (Bondy et al., 2017; Brookfield, 2005; Kincheloe, 2000; Leonardo, 2004).

Bondy et al. (2017) explained that students bring resistance with them to the classroom. They state that people have the tendency to want to agree or disagree, rather than to remain neutral to gain a deeper understanding of the issue and to identify the different worldviews presented by participants. Learners may be reluctant to fully participate due to prior negative experiences. Students also may not participate or voice their true opinion or disagreement because of the perceived power of the teacher (Brookfield, 2005). Some may dominate the discussion while others choose to remain silent; therefore, it is essential for the teacher to facilitate and enforce governing rules for participation. The classroom should provide a safe and trusting environment so participatory and democratic conversation can take place (Brookfield, 2005). Each student must receive an equal opportunity to share opinions and information. Brookfield (2005) suggests systematically structuring the discussion to ensure each student has a turn to share their insights. Bondy et al. (2017) used an approach called centering and recentering in which students are asked to put someone else's reality at the center of the conversation and to



listen carefully to each other's experiences without forming any judgement to gain an understanding of others' point of view and perception.

Brookfield (2005) promotes team teaching as a way to address resistance. All team teaching members must be actively involved in all aspects of the learning process, especially during classroom facilitation. Team teaching can be utilized to enact a devil's advocate scenario to present and discuss difficult classroom issues and to demonstrate that varying opinions are acceptable and can be freely discussed without judgement.

### **Transformational Learning**

Transformational learning affects how people develop different perspectives on identity, justice, and their personal position in their community and society as a citizen (Williams, 2002). Brown (2006) defines transformational learning as learning that leads to some form of action. Brookfield (2005) stated that while critical pedagogy has transformational learning as a common goal; however, there are distinct differences in how educators pursue this objective. Educators should adapt, promote, and teach socially responsible and sustainable behaviors by incorporating environmental and social awareness in their course design (Sandeem, 2009; Villar, 2008).

Mezirow (2000) uses the term transformational learning and describes two types of transformative learning: epochal and incremental transformation. An epochal event refers to a directly experienced event, which causes a shift in a meaning perspective, while incremental transformation is the result of small shifts of meaning-making occurrences causing a shift in meaning perspectives over time. Freire (1990) defines an epoch as "a complex of ideas, concepts, hopes, doubts, values, and challenges, in dialectical interaction with their opposites, striving towards plentitude" (p. 91). Reischmann (1999) agrees with Freire (1990) and Mezirow (2000), learning is not always dependent on teaching. He calls it lifelong and life-wide learning.

Learning can occur intentionally with activities aimed at learning, or unintentionally through life situations that force learning, such as an accident. Brown (2006) defines transformational learning as learning that leads to some form of action. Newman (2014) and Kroth and Boverie (2009) criticize the term “transformational learning.” Newman (2014), for example, believes the expression “good learning” is more accurate and appropriate. Kroth and Boverie (2009) prefer the term “discovery” as an alternative to transformation because certain events are imposed on learners rather than intentionally experienced. Whatever descriptive word one chooses, the fundamental objective of transformational learning theory is that people question their assumptions and existing knowledge bases to cognitively evaluate, adjust, and develop innovative schemes (Williams, 2002).

### **Experiential Learning**

Critical pedagogy supports an experimental approach to educational practices based on the context involved (Brookfield, 2005). Experimental learning engages learners in learning through direct experiences and contextualizes learning by utilizing knowledge for action (Redman, 2013). Learners learn through reflection and doing, which increases their understanding and emphasizes significance to their personal life. It provides direct experience and contextualizes learning (Redman, 2013). Teachers and students must realize that learning has to go beyond information-based approaches. Instructors should include action-oriented education in order to successfully teach for changes in behaviors (Redman, 2013).

Teaching for change requires that educators adjust their teaching methods accordingly, and it is especially important to sustainability and social justice education to equip students with skills and confidence, so they can become active participants in shaping the future (Bomer, 2000; Redman, 2013). Different types of knowledge can influence behaviors to various degrees and

every problematic situation comes with its own unique barriers and constraints (Redman, 2013). While Redman's (2013) research focused on food and waste behavior, she provided valuable insights adaptable to other disciplines and subject areas. Redman (2013) taught middle and high school students foresighted thinking, which aimed to help students understand that their actions have consequences in the future. Students were engaged in group collaboration, where not only personal perspectives were discussed, but stakeholder's interests were considered as well. Students had to apply skills and resources to contribute to collaborative decision-making, facilitate conflict among opposing perspectives, and negotiate diverse interests while acknowledging different views of the present, past, and future (Redman, 2013). Involving students personally by using simple, real-life situations meaningful to an individual student, Redman (2013) ensured that the student was emotionally involved and that the outcome was important to them. Educators can introduce reality to the classroom by including guest speakers or taking field trips. Real-life situations can be simulated through role-playing, and students can engage in the real world by conducting interviews (Redman, 2013; Remington-Doucette et al., 2012). Y. Lee et al. (2017) concluded that video is an effective instructional method to inform students and raise awareness, encourage them to reflect, think critically, and analyze issues, and to motivate and encourage taking action for a greater good.

It is especially important to sustainability education and social justice education to equip students with skills and confidence, so they can become active participants in shaping the future (Bomer, 1999; Redman, 2013). Applying critical problem-solving approaches, which do not have just one correct answer, help students learn through experimentation and collaboration. Long-lasting behavior change in students can be achieved through appropriate teaching methods, such as critical thinking, self-reflection, and collaboration (Alfred & Nafukho, 2010; Bomer,

1999; Brown, 2006; Freire, 1990; Redman, 2012). These are important factors in achieving transformational and lifelong learning resulting in lasting change of behaviors necessary for a sustainable future.

Horng et al. (2019) developed and tested an Ethics and Corporate Social Responsibility (EnCSR) curriculum model in their research with undergraduate tourism and hospitality students. The goal of the EnCSR model was to help learners discover relevance, raise awareness, integrate knowledge and skills, transform concepts, and encourage ethical behavior in themselves. The EnCSR model incorporated issue-centered teaching methods. Using real and practical cases relevant to the students themselves in discussions helped them realize and understand that everyone has their own unique perspectives and assumptions. Discussions also helped students understand that they need to think critically and investigate a topic to find the different aspects of it to form an opinion or make a judgment. Horng et al. (2019) used a pre-test and post-test to evaluate student performance and based their conclusion on four dimensions: economic, legal, ethical, and philanthropic for evaluation of students.

Salusso et al. (2018) applied a collaborative learning framework to teach apparel and textiles undergraduate product development students. Several faculties implemented the service project across a number of courses. The purpose was to teach students about the larger social responsibility context because apparel and textiles students must understand how to use their knowledge and skills to create products that benefit people and protect the environment. Students were tasked with designing reusable food bags for the local food bank using sustainable approaches such as upcycling or minimum waste. Students were involved during the entire process of the project. They had to collaboratively problem solve and design a product, which resulted in a greater social competence, self-esteem, and social action in giving back to the local

community. Salusso et al. (2018) stated that participation in the service project raised students' self-esteem and sense of giving back, but they do not explain what assessment measures they used to evaluate learning.

### **Critical Thinking and Critical Reflection**

Social action occurs when people come together and collaborate collectively as a community to bring about action resulting in social change (Freire, 1990; Alfred & Nafukho, 2010). Thematic investigation is expressed as an educational pursuit and considered cultural action (Freire, 1990). Self-reflection is a crucial part of such educational pursuit and essential for lasting change in behavior. In order to effectively teach learners to apply critical self-reflection, the student-teacher relationship should always be student-centered (Freire, 1990; Redman, 2013). An educator's role in the learning process is one of a co-investigator (Freire, 1990). Freire (1990) provides information on how forming a learning organization and the implementation of teaching methods furthers thematic investigation. He states it is crucial to explain to the learners how and what will be done during the learning experience (Freire, 1990). This will assist with the formation of trust in the learner-co-investigator relationship. Learners act as sympathetic observers and gather information about everyday life experiences. Their personal values naturally influence their perception and therefore the investigation (Brookfield, 2005), and it is presumed that they engage in critical self-reflection, which according to Freire (1990) cannot be imposed. Learners are asked to analyze their own reality and identify observed contradictions within their belief system. By externalizing their thematic, learners decode their existing consciousness and are enabled to study the level of awareness of contradictions. The co-investigator's or educator's role is to listen to the learner's collaboration to analyze and identify themes to aid with the codification. Codification is choosing the best channel of communication

for each theme and its representation (Freire, 1990). These codifications are then discussed with the learners, evoking a new evaluative and critical meaning. Codifications should be simple and offer various decoding possibilities to avoid propaganda (Freire, 1990). Visual aids can serve as decoders; some display easy to understand themes from real life situations, while others will depict unfamiliar situations. Participants gain an understanding of their existing values and perceptions and are able to evaluate existing and new perceptions of that reality. Freire (1990) explains that he found the problem-posing teaching method to be very effective in liberating learners from their real consciousness to realizing and adapting a new consciousness and perception.

Brookfield (2005) assigned certain content and asked students to read and analyze individually before participating in any group discussions. He posed guiding questions for the individual work as well as for each consecutive group discussion. Students were asked to form small groups to begin the collaboration, which would then transition to a large group discussion. He further stated that the teacher must be an active participant and facilitator in the collaboration process. He suggested democratizing the conversation or discussion by enforcing that once a student has made a comment, they may not speak again until three other students had the opportunity to speak and make their statement.

Feedback is very important. Walton et al. (2016) suggests using graded essays at the beginning and end of the learning experience to evaluate changes in perspectives or consciousness. Horng et al. (2019) supports the use of student feedback forms, reflection forms, peer-evaluations, and focus groups to encourage students to reflect and critically think on current issues on an individual, organizational, and societal level.

## **Learning Journals**

Documenting personal reflections in writing is a tool to invite students to wake up to their world and identify injustices in their personal life (Bomer, 1999). Bomer (1999) provides detailed ideas for teaching towards social change. He wants students to start reading and questioning things happening in the world. Therefore, students need to know how to identify problems and possibilities and think about existing realities while envisioning possible solutions for a better future (Bomer, 1999). Writing can provide a lens that allows students to examine their world.

Notebooks or journals are excellent tools for students to document observations from the world around them. Students can express feelings affecting them personally (Bomer, 1999). Bomer (1999) and Horng et al. (2019) agree that such reflection is mainly on a personal level, but educators can then pose questions challenging them to look at the personal experience from various perspectives, which can introduce social, political, economic, or justice-oriented criticism (Bomer, 1999; Horng et al., 2019).

Bomer (1999) explains three modes of teaching: demonstration, assisted performance, and reflective conversation. Through demonstration an educator can show their own way of writing and reflecting. Using an example that is relevant to the students can help them recognize the purpose (Bomer, 1999; Brown, 2006; Horng et al., 2019; Redman, 2013). Assisted performance refers to discussing an event, such as a walk they took together or a video they watched and sharing thoughts and feelings about that experience. The reflective conversation can take two forms, student-to-student collaboration or teacher-student collaboration. Through critical reflection and reflective conversation during guided collaboration, they discover themes and identify social issues. Once a catalog of social issues is developed, options to correct such

ills can be discussed and action taken. Gathering people and forming interest groups or communities can set examples for others (Bomer, 1999).

Bomer (1999) suggests posing questions regarding matters of fairness, trying to see things from the view of others, questioning people's happiness and well-being, identifying who the beneficiary is in a certain situation, questioning authority, recognizing feelings of anger and indignation, identifying and affiliating, acting collectively, and recognizing differences because this can assist in encouraging critical thinking. Once social injustices are identified, they can voice their opinion, discuss alternatives, and take action. Learning journals are a tool that educators can utilize to teach from a social change perspective (Brown, 2006). The role of the educator in facilitating journals as a learning tool is important because the desired learning outcome depends on successful facilitation (Bomer, 1999).

There are many effective teaching methods and learning tools; educators need to find the tool that best serves their individual teaching style and needs. Educators in apparel and textiles programs can utilize problem-solving and experimental teaching methods to encourage critical reflection and gain new understandings in learners who will then be better equipped to analyze existing realities and enabled to make critical decisions and develop ethics.

### **Conceptual Framework**

The definitions of social justice, social responsibility, and corporate social responsibility have developed over the last decades, and they will continue to change to stay relevant. Companies will continue to revise their goals and objectives and update their vision and mission statements based on the ever-changing needs and demands of stakeholders. The same holds true for educational institutions who will adapt their objectives to meet industry standards and



government regulations and prepare students to become ethical and responsible industry professional in a constantly changing industry.

Corporate social responsibility has become a necessary business strategy for today's apparel and textiles companies to showcase transparency in their business practices and to be accountable to their stakeholders. The definition of corporate social responsibility has developed and taken on various dimensions over the last 70 years and will continue to change based on new developments within the apparel and textiles industry. Corporate social responsibility is socially constructed in a specific context and employed by a company to demonstrate ethical and responsible business practices that must go beyond the company's objectives and contribute to society.

As capitalism has truly become global and multinational corporations conduct business around the world, it has become harder to predict how people will react to the effects of capitalism on their society (Brookfield, 2005). Critical theory aims to help people realize dominant ideologies, which can limit and prescribe what people feel and how they live their lives (Brookfield, 2005). Critical pedagogy supports an educational process, which aims to enable people to eliminate assumptions and change the world to be a more compassionate and equitable place (Brookfield, 2005). Brookfield (2005) cautions that one element of critical theory is to critique capitalism and since many people work within capitalism, there is a tendency to take critique of such system personally, which may result in resistance.

Critical pedagogy is a framework that can be used by educators teaching social responsibility topics. It applies concepts from critical theory and investigates existing assumptions and conditions and how and why knowledge is constructed. It also uses a student-centered approach in the classroom with the teacher being a co-participant in the learning process

(Jemal, 2017). The learner is challenged to self-reflect, question current assumptions through collaboration, and to become an active participant and take responsible for their own learning. Collaboration and dialog between teacher and students are essential to develop critical consciousness (Freire, 1990).

Instructors must adjust curriculum to incorporate teaching for social responsibility to successfully prepare students for today's apparel and textiles industry and to generate ethical and socially responsible industry professionals who display good global citizenship. Clear goals and objective must be established and communicated to faculty to enable them to design effective instructional design, which aligns with teaching for social responsibility. The wide range of social responsibility topics relevant to the apparel and textiles industry make it particularly difficult for scholars to agree on one acceptable definition for the field, and faculty teaching from a social responsibility perspective are challenged to adapt their instructional design and choose appropriate teaching and assessment methods (Dickson & Eckman, 2006).

Critical theory, specifically criticality, is an idea that takes on a variety of meanings based on the very different purposes it may be used for (Brookfield, 2005). Critical learning in a business setting occurs based on critiquing the business and industry structure and how it manages social responsibility issues and sustainability issues, such labor laws, worker compensation, and environmental concerns on a global scale (Brookfield, 2005). Apparel and textiles businesses are being held responsible and accountable by stakeholders to conduct business in ethical and moral ways. Therefore, corporate social responsibility has become a necessary business strategy for most apparel and textiles companies to showcase that they are proactive and apply socially responsible and socially just business practices.

Apparel and textiles educational programs educate students to become professionals in the industry and should incorporate social justice education in their curriculum to support this movement. Apparel instructors can teach from a critical theory perspective and employ critical pedagogy to critically teach students to question current assumptions and to develop them into ethical and socially responsible business professionals. In order to create change for a better world, people associated with the apparel and textiles industry must collectively work towards a common goal of social justice and good global citizenship.

A social ecological model (SEM) was created to illustrate and guide the conceptual framework for this research study (Figure 1). The model shows that the attitudes and beliefs of apparel and textiles faculty are at the core of teaching for social responsibility. Based on the wide range of relevant social responsibility topics, faculty must choose an instructional design that they believe suits their needs in teaching social responsibility topics and that aligns with the goals and objectives of their program and institution. The curriculum outlines the course of study and what is considered essential for student learning. Therefore, faculty must follow its planned sequence of instruction and choose appropriate teaching and assessment methods to ensure students have access to the necessary and successful learning experiences.

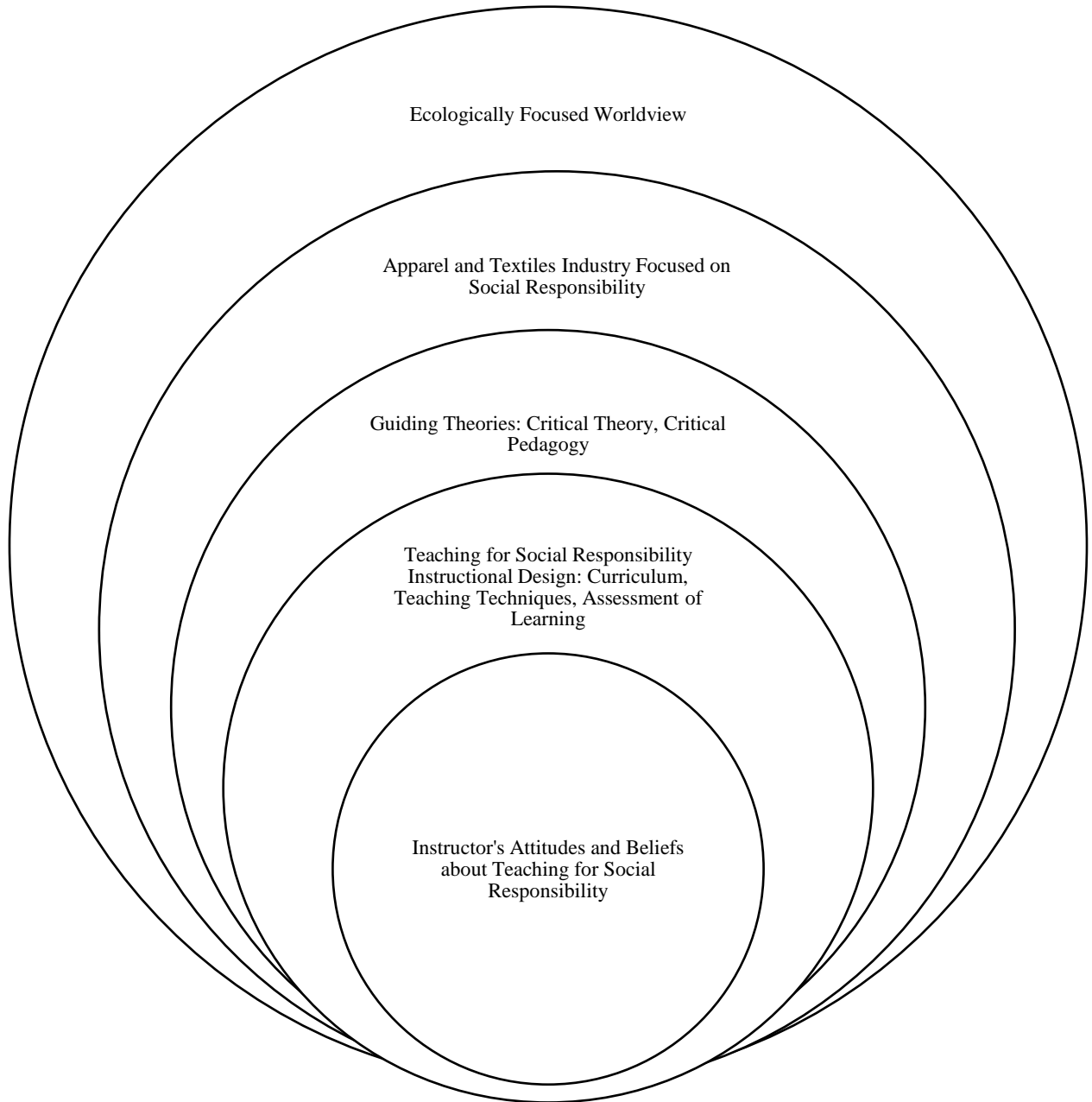
Critical theory and critical pedagogy are guiding theories that can be applied to successfully teach for social responsibility. Critical pedagogy can inform faculty's choices of teaching methods and assessment methods. An instructional design that focuses on encouraging students to critically think and to question existing assumptions and challenge inequalities can support the development of good global citizenship in students who will become professionals and leaders in the apparel and textiles industry. As socially responsible members of the industry,

they can employ ecological ethics and morals to protect the environment and its inhabitants and encourage positive change for the greater good of society.

The conceptual framework directed this research through the data collection and data analysis. The development of the social ecological model helped keep this research grounded and focused on the guiding theories. Critical theory and critical pedagogy guided the methodology of this research and the development of the survey instrument. Instructional design aligned with critical pedagogy informed the formulation of questions and their response options to collect the information needed to address social responsibility as it applies to the apparel and textiles field and curriculum.

**Figure 1**

*Social Ecological Model of Teaching for Social Responsibility*



*Note:* The model shows the integral relationship of faculty's beliefs and attitudes that inform instructional methods used to develop socially responsible behaviors in students to become responsible industry professionals in support of positive change for a greater good of society and the environment.

## Chapter Summary

Bomer (1999), Brookfield (2005), Brown (2006), Freire (1990), Horng et al. (2019), and Redman (2013) provide valuable suggestions and strategies for the successful implementation of effective sustainability, social responsibility, and consumer education methods. A student-centered approach using real-life scenarios for problem-solving and critical reflection can motivate action. Group collaboration supports and encourages individual or collective action. Assessment measures such as pre- and post-tests, focus groups, peer-evaluations, and student feedback and reflection forms have shown positive results (Horng et al. 2019). There is a need for additional analysis to determine which educational methods will be most effective to generate long-term changes in behavior toward socially just and sustainable practices specific to apparel and textiles programs' objectives and goals.

Students gain knowledge and are enabled to make better choices through education. They can understand and analyze promotional strategies to make ethical purchasing decisions and to hold companies responsible for their practices. Companies should demonstrate sustainable and socially responsible practices and should be held accountable for their actions nationally and internationally. Government agencies are the sources and enforcement tools of guidelines, regulations, and laws governing industry practices (Venugopal et al., 2015). Furthermore, educational institutions have an obligation to incorporate social responsibility and sustainability education into their curricula to properly educate and develop educators and learners into a new generation of concerned citizens, ethical consumers, and socially and environmentally just professionals (Horng et al., 2019).

## **Chapter 3 - Methodology**

### **Introduction**

The purpose of this research was to investigate social responsibility in the apparel and textiles field through the lens of the faculty, including how they define it and incorporate it into the curriculum and what pedagogical practices they use with these topics. This chapter will provide an overview of the research methodology and design. Research methods will be explained in detail addressing data collection, data analysis, and researcher bias and positioning within the research.

### **Subjectivity Statement**

As the researcher, I would like to provide a brief reflexivity or subjectivity statement. I cannot remove myself from this research because I am currently teaching apparel and textiles courses from a social justice or social responsibility perspective. I am passionate about sharing information with students to raise awareness and encourage critical thinking to enable them to make environmentally and socially responsible choices and decisions. I never viewed myself as an advocate for social change; I thought that is just not me. However, I now realize that I do use a social justice perspective in all the courses I teach. In my opinion, as an educator and global citizen, it is my responsibility to demonstrate and advocate socially responsible behaviors.

As the researcher, it is crucial to recognize that each participant has their own unique beliefs based on their personal experiences. Recognizing my own belief system enables me to be aware and respectful of possibly different participant's beliefs and perspectives. It is important to remain neutral and non-judgmental during the data analysis.

### **Research Question**

This research study investigated the following research questions:

Primary Research Question: What is apparel and textiles faculty's perception of social responsibility and its incorporation into the apparel and textiles curriculum?

1. What are the attitudes and beliefs of apparel and textiles instructors on teaching social responsibility?
2. How do apparel and textiles instructors at post-secondary institutions define social responsibility as it relates to apparel and textiles curriculum?
3. What social responsibility topics do apparel and textiles instructors address in the curriculum?
4. What types of teaching methods do apparel and textiles instructors use with social responsibility curriculum?
5. What assessment methods do apparel and textiles instructors apply with social responsibility curriculum?

### **Research Method**

This research aimed to gain deeper insight and understanding of apparel and textiles instructors' attitudes and beliefs that encourage teaching for social responsibility. Furthermore, it hoped to investigate what teaching and evaluation measures have proven successful when teaching for social responsibility. Survey research method is a quantitative method used in social sciences (Creswell & Hirose, 2019) that employs a survey instrument to collect information about participants' behaviors, opinions, beliefs, attitudes, knowledge, and practices or outcomes (Creswell & Hirose, 2019; Fowler, 2013; Fraenkel & Wallen, 2009; Story & Tait, 2019). The success of survey research depends on appropriate participants, valid and clear questions, a good response rate, precise results, and conclusions that align with the survey results (Story & Tait, 2019). The primary goal of survey research is to answer the research questions and should be



brief, relevant, easy to read, and complete to ensure a good response rate and reliability (Story & Tait, 2019). Survey questions should focus on collecting information relevant to answering the research question (Story & Tait, 2019). Fowler (2013) explained access, motivation, and cost are key factors that must be considered for a good response rate. Fraenkel and Wallen (2009) stated that a survey must be interesting and important, so respondents are motivated to answer. Motivated respondents may provide more detailed information with their responses (Story & Tait, 2019).

Questions are essential to the survey process and their answers are used as measures. Therefore, specific and clear wording is essential to collect meaningful information (Fowler, 2013; Story & Tait, 2019). Fowler (2013) stated that a poor measure may result in biased or unreliable results. Story and Tait (2019) explained the type and goal of the survey influences the format of questions to collect the desired information. Questions should be brief, relevant, specific, and unidimensional to clearly communicate their intent (Story & Tait, 2019). Story and Tait (2019) suggested using questions that have been validated through previous research whenever possible. The format and sequence of questioning plays an important role in providing an easy-to-follow format for participants (Fraenkel & Wallen, 2009; Story & Tait, 2019), questions should transition from one to another, and skip logic should be applied to inform participants when to avoid questions that do not apply (Story & Tait, 2019). Furthermore, Story and Tait (2019) suggested placing demographic questions at the end of the survey unless they are a primary focus of the study.

The type of questions and their response options must align with the goals of the research (Story & Tait, 2019). Surveys include quantitative items such as closed-ended questions, but researchers may include open-ended questions which will collect qualitative data (Creswell &

Hirose, 2019). Story and Tait (2019) stated that closed-ended questions may let a respondent choose from a list of options, while open-ended questions allow the respondents to answer in their own words elaborating on their individual knowledge, experience, practices, and/or beliefs. Responses to open-ended questions may be more extensive and require specific types of analysis such as inductive analysis that aligns with qualitative research and requires identification of underlying themes and classifications (Creswell & Hirose, 2019; Fowler, 2009; Story & Tait, 2019). Worley (2015) stated that combining closed-ended questioning and open-ended questioning can enhance the richness of responses and encourage individualized expression and elaboration.

Closed-ended questions can be answered with a yes or no, or require a one-word answer, while open-ended questions invite a respondent to provide more information in their own words to answer as they see appropriate (Fowler, 2009; Worley, 2015). Closed-ended questions can be more difficult to formulate as the response options must be distinct and all-inclusive (Fraenkel & Wallen, 2009; Story & Tait, 2019). It is crucial to avoid the use of terms that may bias responses (Fraenkel & Wallen, 2009). Closed-ended questions are ideal for electronic surveys because they provide standardized responses and are fast to complete, and the analysis of their responses is relatively easy to score and code (Fraenkel & Wallen, 2009). Closed format responses may include multiple choice, rating scales, and/or agreement scales such as Likert-like scales (Story & Tait, 2019). Response scales can include nominal, ordinal, or numerical options. Story and Tait (2019) explained a Likert-like scale with different levels of responses is generally used for normal and ordinal responses and should provide three to seven response levels with five levels being ideal. The responses should be formatted in a vertical listing featuring the negative responses first.

Open-ended questions should be used when the list of responses is longer than reasonable (Fowler, 2009). Open-ended questions allow for more individualized responses and can provide in-depth information but can be very long and therefore difficult to interpret and analyze (Creswell & Hirose, 2019; Fowler, 2009; Fraenkel & Wallen, 2009; Story & Tait, 2019). Fraenkel and Wallen (2009) stated that respondents tend to dislike open-ended questions because they are more time consuming and take more effort to answer, while Fowler (2009) states that respondents may get frustrated having to choose from provided answers without having the option to express and elaborate on their personal viewpoint. Worley (2015) suggested combining the format of closed-ended and open-ended questions, which can simplify the response process for participants by formatting questions to provide a response scale and an additional option to comment to provide further clarification or information as desired or needed.

Electronic or online surveys provide advantages such as low cost, fast transmission, access to large populations, and forthright responses. Some of the disadvantages of electronic surveys may include confidentiality concerns, technical difficulties, low response rates, and access to reliable internet (Story & Tait, 2019). Fraenkel and Wallen (2009) explained that a cover letter should be formulated and included with the survey to explain the purpose and importance of the research. A well-formulated cover letter can increase participants' motivation to respond. They further suggest indicating the willingness to share the results once the study is complete and ensuring that the cover letter states the required completion date.

Qualtrics is a web-based software platform that provides tools for survey research. Qualtrics provides flexibility in survey design and the ability to test the survey instrument and to report and analyze results, including open-text responses. Qualtrics can distribute via a variety of delivery methods, including email surveys.

Fowler (2013), Fraenkel and Wallen (2009), and Story and Tait (2019) agreed that piloting or pretesting a survey with a small sample like the potential population is an essential step in ensuring that the instrument will produce the needed results. Pilot testing can provide a sense of whether instructions to the respondents are clear, questions produce the required answers, responses from rating scales such as the Likert-like scales or matrix scales produce the desired information, and if applied skip logic routes are effective (Story & Tait, 2019).

The email survey instrument used for this research study used closed-ended questions as well as open-ended questions. The survey was created, tested, and distributed using the Qualtrics online survey platform. A pilot study was completed to ensure that survey questions produced the desired information and measured the variables and their correlation. In survey method research, using a variety of questions, data are collected, organized, and analyzed.

### **Population**

Participants consisted of higher education apparel and textiles faculty, who teach at an institution in the United States. The International Textile and Apparel Association (ITAA) is a global non-profit organization of textile and apparel scholars and is committed to offering the opportunity for dissemination of knowledge (ITAA, 2019, Membership). The mission of ITAA is to advance “excellence in education, scholarship and innovation, and their global applications” (ITAA, 2019, About Us, para. 1). The ITAA vision statement further explains that the organization hopes to strengthen leadership and service to society via supporting their members through promoting “discovery, dissemination, and application of knowledge” (ITAA, 2019, About Us, para. 2). Over 800 members worldwide have access to resources and an annual conference to share information and network, but all this information can only be helpful if scholars, faculty, and staff know what to look for. ITAA offers a variety of membership options.

The Professional membership requires an individual to have an advanced degree in apparel and textiles or related field, be employed at an accredited college or university, and engage in education, scholarship, or outreach. Should someone not meet these criteria but has an interest in the field of apparel and textiles, their membership application may be considered by the membership committee for approval. An Emeritus member is an individual who has been a member of the Professional category for at least seven years and has retired from academics. Graduate students who are full time and enrolled in apparel and textiles courses or a related field at an accredited college or university may become members. Membership is also available to undergraduate students enrolled in apparel and textiles courses or a related field at an accredited college or university. “Corporations, industrial organization, institution, or business with a direct interest in strengthening and expanding education and research in the field of textiles, apparel, and merchandising” (ITAA, 2020, Membership Categories, para. 6) may become members and assign one individual as a representative who can attend conferences, workshops, or events. The ITAA Executive Council may appoint an individual to Honorary Member status, which is granted if the individual contributed significantly to the field of apparel and textiles. The last membership category is the Legacy Group, which consists of former ITAA leaders such as presidents and ITAA Fellows. For this study, only members of the Professional Member category teaching in the United States were considered for the research sample.

### **Survey Design**

The survey for this research was adapted from the previous research of Dickson and Eckman (2006). Dickson and Eckman (2006) aimed to clarify the concept of social responsibility as it relates to the diverse field of apparel and textiles. Using a survey, they reached out to ITAA members who were apparel and textiles scholars to investigate the perception and importance of

social responsibility in association with teaching and incorporation to the curriculum. In their survey, Dickson and Eckman (2006) provided a predetermined list of social responsibility topics. Recipients could then indicate which of the topics listed they teach in their courses and add additional topics as needed. In addition, respondents were asked to rank the topics related to social responsibility by importance. Based on their results, Dickson and Eckman (2006) created a table titled “social responsibility topics” showcasing the topics educators addressed or taught in their courses. Respondents rated the items on a Likert-like scale for frequency of inclusion. They furthermore formulated a multi-dimensional definition associated with the textiles and apparel business. The three dimensions of the definition consisted of an orientation, a philosophy, and desired outcomes. Orientation, the first dimension, covers issues related to the environment. It is concerned with all aspects of production and manufacture of apparel and textiles products and how they affect the environment, its people, and stakeholders. Philosophy is concerned with ethical and moral standards and practices related to profitability of the apparel and textiles business. The last dimension states that the apparel and textiles industry should strive for positive outcomes for the world and its people (Dickson & Eckman, 2006). Considering the apparel and textiles industry is an ever-changing entity, the survey used for this research provided additional space for respondents to list supplementary topics which may have evolved and become relevant since Dickson and Eckman’s (2006) research. The survey (Appendix A) contained a list of all the topics apparel and textiles faculty stated they taught, as found and compiled by Dickson and Eckman’s (2006) research.

The survey began with two screening questions to qualify participants. Participants were asked to mark yes or no to whether they currently teach an apparel and textiles course at a post-secondary institution within the U.S. and checked their current position title

(instructor/lecturer/teaching professor, assistant professor, associate professor, professor, graduate student, administrator, other). Faculty teaching at international institutions and graduate students were exited from the survey. After completing the screening questions, respondents were asked to provide a definition for social responsibility in an open-ended question format.

The survey used a variety of Likert-like scale questions employing attitude scales. The first two Likert-like scale items asked participants to rate how important it is for apparel and textiles industry professionals to consider social responsibility topics, and how important it is to them to include social responsibility in their apparel and textiles curriculum by applying a five-point rating scale (1= not at all important, 2 = low importance, 3 = neutral, 4 = important, 5 = very important). The next item on the survey requested participants to list the titles of the courses they teach where they include social responsibility topics.

The list of topics from Dickson and Eckman's (2006) research was used and participants were asked to check the importance and frequency of incorporation of social responsibility topics into their courses from the provided list in a table format, employing a five-point rating scale (1 = never [0%], 2 = occasionally [25%], 3 = about half the time [50%], 4 = usually [75%], 5 = always [100%]). Respondents were also asked to provide the number of courses they teach in an academic year and the number of courses for which they include the particular social responsibility topic. The question resumed by asking respondents to list any other social responsibility topics they may address.

This research expanded on Dickson and Eckman's (2006) research on social responsibility topics to investigate teaching methods and assessments. To gain an understanding of the teaching methods used, a listing of teaching methods was provided, and respondents checked all that they use when teaching social responsibility topics in their courses. To conclude

this item, respondents could list any other teaching methods they apply. This was followed by a table listing assessment methods and respondents were asked to check all that apply regarding the assessment measures they employ to evaluate student learning when teaching for social responsibility. Additional space was provided for respondents to list any other assessment methods they may use.

To gain further insights into the instructors' reason(s) for teaching for social responsibility or not, an open-ended question was included to gather information about respondents' research interests. The survey concluded by collecting additional demographic information from the respondents. Respondents were asked to mark their highest level of education (Associate, Baccalaureate, Master's, Doctoral), type of institution (community college, four-year public institution, four-year private institution, Research I institution, other) where they are employed, and the highest degree available for apparel and textiles students at their institution (Associate, Baccalaureate, Master's, Doctoral).

### **Validity**

Validity is "the extent to which a question or scale measures the concept, attribute, or property that it says it is. Validity can be optimized by careful pre-testing of alternative questions designed to measure the same concept" (Fowler, 2013, p. 57). It is critical to ensure that the survey measures what it is supposed to measure (Story & Tait, 2019) and that the researcher can draw warranted conclusions about the characteristics of each respondent (Fraenkel & Wallen, 2009). As noted above, the survey itself was constructed by incorporating and modifying items drawn from those in a questionnaire used by Dickson and Eckman (2006) with some self-designed items. Validity for the original questions from Dickson and Eckman's (2006) research



was confirmed during their study and a pilot study was conducted to test the instrument's content validity.

### **Reliability**

There was no information suggesting that Dickson and Eckman (2006) had conducted a reliability analysis on their instrument ensuring the questions were reliable, meaning that they collected and produced consistent results over repeated use or under different conditions (Fraenkel & Wallen, 2009; Story & Tait, 2019). For this study, a pilot study was performed to test the survey questions and to ensure that the instrument produced the desired information to address the research questions. The collected data from the pilot study demonstrated consistencies with the results from the research study. Additional reliability analysis to test reliability requirements was not conducted.

### **Protection of Human Subjects**

Prior to beginning this research, it was important to protect participants from potential harm while participating in this research study. To conduct moral and ethical research, approval from the Kansas State University Institutional Review Board (IRB) was obtained. The approved informed consent form was included in the Qualtrics survey (Appendix B). Participants were made aware that their participation is voluntary and that they have the right to withdraw at any time. The survey was distributed using Qualtrics and all the survey participants remained anonymous. All participants completed an informed consent form (Appendix B) prior to starting the survey. The privacy and anonymity of the participants was a high priority.

### **Pilot Study**

A pilot study, also referred to as a feasibility study, is a small-scale study that precedes a larger study and is used to perform a preliminary investigation intended to collect data to find

possible errors or problems, which could then be corrected or addressed for the larger study (Williams-McBean, 2019). Pilot testing can enhance the effectiveness of a survey (Fowler, 2013; Story & Tait, 2019).

Piloting is a commonly accepted process in quantitative research and a required step in the development and use of surveys as it may discover possible challenges with the protocol or questions and aids in redefining the research instrument (Williams-McBean, 2019). A pilot study can also increase training and confidence in a novice researcher (Williams-McBean, 2019). The results from the pilot study will inform whether the questions provide the necessary data.

Prior to collecting data, a survey was piloted on a small convenience sample of similar participants. The pilot study participants consisted of 15 faculty members from a large Midwestern university. The feedback from participants was used to evaluate format, length, clarity, and overall experience while completing the survey. Based on participants' comments and suggestions, several adjustments and changes were made. Some of the revisions included correcting spelling errors, clarifying response options, adding response options, and making structural changes to the survey instrument.

Changes to response options included eliminating "administrator" from question #2 requesting participants to provide their current position title, as administrators do not teach and would have been exited after responding "no" to question #1. Furthermore, the response option "Professor of Practice" was added and "Other" was replaced with "None of the above." Question #6's response option was replaced with two options that provided a distinction between undergraduate and graduate courses taught each academic year. Question #7 was rephrased to differentiate between undergraduate and graduate courses and its response option was adjusted to reflect the two choices. A definition was provided for response option "gang dress" listed in the

social responsibility topics table for question #8. The response option “Discuss and explain personal views, experiences, and opinions” was added to question #9’s table of teaching methods to replace the previous “Discussion participation” option and to be more explanatory. The options “Self-reflection” and “Critical self-reflection” were replaced with “Encouraging students to share personal experiences” for clarification. Finally, question #17 was reworded to instruct participants to “Placing a comma between each item, please list your scholarly interests.” Respondents from the pilot study did not place commas between their scholarly interests, which made it difficult to clearly identify the topics in a few cases.

Structural changes to the survey consisted of changes to the skip logic to simplify the experience for participants and to correctly exit participants based on their response. The skip logic for participating in the raffle survey was adjusted because participants were not able to access the raffle survey. Some conditional questions were added to question #5, asking about the importance of including social responsibility topics in the apparel and textiles curriculum. Participants selecting “neutral,” “low importance,” or “not at all important” responses were prompted to provide an explanation for their reasoning.

## **Pilot Study Results**

### ***Demographics of the Pilot Study***

The pilot study was completed by respondents who identified as currently teaching apparel and textiles courses at institutions within the continental United States. Ten respondents checked yes and one respondent marked no. The respondent who marked no was exited from the survey. Respondents were asked to check their current position title, three respondents identified as professors (30%), three as instructor/lecturer/teaching professor (30%), two as associate professors (20%), and one as an assistant professor (10%). Eight respondents provided their

highest degree earned, one respondent earned a master's degree (12%), and all others had earned a doctoral degree (87.5%). All participants were teaching at the same institution, which is a four-year public research I institution.

**Table 3***Demographic Characteristics of Faculty Teaching Social Responsibility Topics in Their Courses*

Variable	Frequency	% of Total <sup>1</sup>
Teaching apparel and textiles courses at post-secondary institution within the U.S.		
Yes	10	90.91
No	1	9.09
Current position title		
Instructor/lecturer/teaching professor/professor of practice	3	33.33
Assistant professor	1	11.11
Associate professor	2	22.22
Professor	3	33.33
Highest degree earned		
Associate	0	0
Baccalaureate	0	0
Master's	1	12.5
Doctorate	7	87.5
Type of institution		
Community college	0	0
4-year public institution	2	25
4-year private institution	0	0
Research I institution	6	75
Other	0	0
Highest degree available to apparel and textiles students at institution		
Associate	0	0
Baccalaureate	0	0
Master's	0	0
Doctorate	8	100

<sup>1</sup>Sum of percentage may not be equal to 100 due to non-responses.

Nine respondents listed how many courses they teach each academic year. The question did not ask respondents to specify whether the courses were graduate or undergraduate courses. One respondent noted that they teach 1-3 graduate courses per academic year. The question was revised to ask respondents to differentiate between undergraduate and graduate courses.

Responses ranged from one course to seven courses with a median of four, mean of three and a half courses taught each academic year.

**Table 4**

*Number of Courses Taught Each Academic Year*

Courses taught each academic year	Min	Max	Median	Mean	S.D.
Undergraduate and/or graduate	1	12	4	3.5	1.6956

***Courses and Scholarly Interests***

Participants provided the titles of courses they teach where they include social responsibility topics. Nine respondents provided a total of 14 course titles. Each title was named once.

**Table 5***Titles of Undergraduate Courses Where Social Responsibility Topics are Taught*

Course titles	Frequency
Apparel Product Development and Manufacturing	1
Creative Design Processes	1
Entrepreneurship	1
Foundation to Apparel, Merchandising, and Design	1
Global Sourcing	1
History of 2 <sup>0</sup> th Century Fashion	1
History of Menswear	1
Product Development and Prototyping	1
Program Orientation, Careers, and Learning Community	1
Research in Merchandising	1
Retail Merchandising	1
Sustainability: Theory & Practical Application	1
Textile Science	1

Respondents were asked to provide their scholarly interests; eight respondents listed their scholarly interests. The compiled list included these scholarly interests (Table 6):

**Table 6***Scholarly Interests Listed by Respondents*

Scholarly interests	<i>f</i> ( <i>N</i> =8)
Sustainability	1
Identity and dress	1
Experiential marketing	1
Scholarship of teaching and learning	1
Apparel design	1
Nanotechnology	1
Student development	1
Entrepreneurship	1
Functional design	1
Wearable technology	1
Creative scholarship	1
Retailer-consumer relationships	1
Family-owned business	1
Rural business	1
Small business	1
Retailing	1
Functional clothing design	1
Children's wear	1
Dress and identity	1
Social media	1
Consumer happiness	1
Total	21



### ***Importance of Social Responsibility Topics***

Respondents rated the importance of addressing social responsibility topics to professionals in the apparel and textiles industry from “Not at all important” to “Very important.” Seven respondents rated the importance as very important (77.78%), and two respondents marked important (22.22%). The mean was 1.8.

**Table 7**

#### *Perceived Importance to Apparel and Textiles Industry Professionals*

Perceived importance	<i>f</i> (n=9)	%
Not at all important	0	0
Low importance	0	0
Neutral	0	0
Important	2	22.22
Very important	7	77.78

### ***Importance to Apparel and Textiles Curriculum***

Respondents rated the importance of social responsibility topics to the apparel and textiles curriculum. A majority rated the importance as very important (66.67%) and three respondents indicated that it was important (33.33%) (Table 8).

**Table 8***Perceived Importance of Social Responsibility Topics in the Apparel and Textiles Curriculum*

Importance to the apparel and textiles curriculum	<i>f</i> (n=9)	%
Not at all important	0	0
Low importance	0	0
Neutral	0	0
Important	3	33.33
Very important	6	66.67

The nine respondents that selected important and very important were prompted to provide an explanation for why they thought it was important. Eight respondents provided an explanation. The responses focused on an ethical framework of teaching students as future professionals to consider possible impacts on people, the environment, and society as a whole. Four responses included a focus on students as future or next generation professionals. One respondent also mentioned training future consumers. One response addressed the importance of creating knowledge by informing students about current conditions in the industry. Responses included these statements:

**Ethical: Decide, Action, and Impact on People, Environment, and Society**

- To encourage students to think about others' needs and to consider the impact of their decisions on others' lives.
- I think we have to do our part to protect our living environment and the rights of others.
- As a democratic society, if enough people are not acting responsibly for the benefit of society as a whole, then we are going to be in trouble.

- I encourage students to think beyond their own needs and interests and how they can impact the world, their industry, and their community for the better.

### **Future Professionals**

- In preparing students to be future industry professionals, it's important that they get as informed as possible about as many aspects of the apparel field as possible, and SR/sustainability is an important area, which is becoming more and more mainstream in apparel businesses.
- Empowering students to make a positive difference in the world through their profession.
- It is important to teach the next generation to be responsible to the society.
- It is important because it trains future professionals and consumers to make better choices for people and the environment.

### ***Importance of Addressing Social Responsibility Topics***

Participants were asked to rate the importance of social responsibility topics to the apparel and textiles curriculum and were asked to indicate the frequency of inclusion of the topics listed in their courses. Eight respondents provided their ratings including a social responsibility topic based on the scale of never (0%), occasionally (25%), about half of the time (50%), usually (75%), or always (100%).

Working conditions, responsible labor practices, and product disposal/recycling were each checked as always (100%) by four respondents (50%). Wages, alternative trade, environmental degradation, sustainable consumption, sustainable product, consumerism, consumption-production, and product pricing and quality were each checked as always (100%) by three respondents (37.5%). Gang dress was the only topic that all respondents (100%)

checked as never (0%) addressed in any of their courses. A respondent noted that they did not know what gang dress was. An explanation that it is a “street uniform” that helps identify gang members was added in the final survey for clarification. The results for percentage of including social responsibility topics in their courses are listed below (Table 9).

**Table 9***Importance of Social Responsibility Topics to be Addressed in Apparel and Textiles Courses*

Social responsibility topics	Never (0%)	Occasionally (25%)	About half the time (50%)	Usually (75%)	Always (100%)
Access to technology	2	2	1	1	2
Alternative trade	3	2	0	0	3
Appearance profiling	6	0	2	0	0
Beauty ideals and media	4	1	1	0	2
Body image	3	1	0	2	2
Child labor	5	0	0	1	2
Consumer Rights	5	1	0	1	1
Consumerism	4	0	1	0	3
Consumption-production disconnect	3	1	1	0	3
Counterfeit Products	5	2	0	0	1
Dress codes (school and work)	6	0	2	0	0
Eating disorders	6	2	0	0	0
Environmental degradation	3	1	0	1	3
Equal opportunity/glass ceiling	3	1	3	0	1
Erotic advertising and children's dress	7	1	0	0	0
Flammability of children's sleepwear	4	2	1	0	1
Gang dress	8	0	0	0	0
Gender/race/class/sexual orientation discrimination	3	1	2	0	2
Harassment	4	1	3	0	0
Impact of international trade policies	4	1	1	1	1

**Table 9***Continued*

Social responsibility topics	Never (0%)	Occasionally (25%)	About half the time (50%)	Usually (75%)	Always (100%)
Labor unions	4	2	1	0	1
Law	4	1	2	0	1
Materialism	3	2	0	2	1
Product disposal/recycling	1	0	3	0	4
Product pricing and quality	3	0	1	1	3
Public policy development	5	1	1	0	1
Responsible labor practices	3	1	0	0	4
Sizing and fit issues of diverse consumer groups	3	1	2	0	2
Sustainable consumption	1	2	1	1	3
Sustainable product development/design/product components	2	1	1	1	3
Trade policy	4	2	0	1	1
Violence and dress	6	1	0	0	1
Wages	4	1	0	0	3
Workforce development	5	0	1	0	2
Working conditions	3	1	0	0	4

***Definitions of Social Responsibility Categorized***

Nine participants provided their definitions for social responsibility. Respondents defined social responsibility from two main perspectives; some described the concept as it applies to each individual, others defined it by listing individuals and organizations as equally responsible parties. Six respondents provided definitions that defined social responsibility as an individual's

duty to consider the greater good for society. Three respondents described it as the responsibility of both the individual and the organization or business. Upon further review of the definitions, five definitions included an environmental focus, and one respondent included a consideration for future generations.

### **Social Responsibility Starts with the Individual**

Definitions included the concept that it is an individual's responsibility to consider the impact their decisions and actions may have on people and on society as a whole. They referenced an individual's process of decision-making, acting, and considering possible impacts on people, communities, and societies at large. Within this theme, three definitions applied an environmental focus identifying the environment and natural resources as stakeholders.

Respondents stated they have a responsibility to take care of natural resources, consider negative effects on the planet, and be accountable for their decisions and actions, as well as consider the impacts they may have on the environment and on people and society.

Responses included these statements:

- Considering the welfare and safety of others in all that I do.
- Considering the good of others in choosing your actions.
- It is the responsibility to take care of earth and our natural resources to ensure a quality of living for current and future generations.
- Making decisions that limit the negative effects on people and the environment.
- Social responsibility is that people should not damage the environments, should be accountable for fulfilling their civic duty, should do things which are good for the society.

- In the framework of ethical philosophy, it is how an individual and their actions help to benefit other individuals in a society and society as a whole. Individual actions which have benefit for the greater good.

### **Individual and Corporate Responsibility**

The theme of individual and corporate responsibility described social responsibility as both an individual and a corporate responsibility. Every individual, on a personal and professional level, should carefully consider possible impacts that their decisions and action may have on people and communities' well-being, and that society as a whole should benefit. Two respondents added an environmental focus and explained that they have a responsibility to take care of natural resources, consider negative effects on the planet, be accountable for their decisions and actions, and consider the impacts they may have on the environment, as well as on people and society.

Responses included the following definitions:

- Doing the right thing and showing concern for others and the broader global community. This includes one's personal behavior, community and civic behavior, and business practices and behaviors.
- I define social responsibility as consideration of and accountability for your actions (whether that be as an individual, company, organization, etc.) on humans and the environment.
- Social responsibility is when individual people (as well as groups of people, like corporations) who consider not just themselves and their self-interests when undertaking something, but also consider how an action will impact 1) the planet environmentally and 2) all of the people who might be impacted by that action.



### ***Social Responsibility Topics***

Respondents were asked to indicate the frequency of social responsibility topics within their courses each academic year. Eight respondents provided their answers. One respondent provided the course's number instead of the number reflecting the number of courses taught. The survey question was revised to specify that respondents list the number of courses where topics are addressed. For data analysis purpose, each course's number listed by the respondent was calculated to reflect one course taught. The responses included (Table 10).

**Table 10***Number of Courses Where Social Responsibility Topics are Addressed*

Social responsibility topic	Number of courses			Total responses
	1	2	4	
Product disposal/recycling	3	2	1	6
Sustainable consumption	2	4		6
Working conditions	4		1	5
Responsible labor practices	3	1	1	5
Alternative trade	4	1		5
Sizing and fit issues of diverse consumer groups	3	2		5
Environmental degradation	3	1	1	5
Sustainable product development/design/ product components	1	3	1	5
Product pricing and quality	1	3	1	5
Wages	2	1	1	4
Impact of international trade policies	2	2		4
Labor unions	3	1		4
Trade policy	2	2		4
Law	1	2	1	4
Gender/race/class/sexual orientation	3	1		4
Materialism	2	2		4
Consumerism	1	3		4
Consumption-production disconnect	2	2		4
Access to technology	3	1		4
Child labor	2	1		3
Counterfeit products	1	2		3
Public policy development	2	1		3

**Table 10***Continued*

Social responsibility topic	Number of courses			Total responses
	1	2	4	
Equal opportunity/glass ceiling	2	1		3
Workforce development	2	1		3
Harassment	2	1		3
Body image	2	1		3
Beauty ideals and media		3		3
Consumer rights	1	2		3
Flammability of children's sleepwear	2	1		3
Violence and dress	1			1
Dress code school (and work)	1			1
Appearance profiling	1			1
Erotic advertising and children's dress	0			0
Eating disorders	0			0
Gang dress (street uniform; helps identify gang members)	0			0

Other topics listed were adaptive clothing and inclusive.

### ***Teaching Methods Used to Teach Social Responsibility Topics***

Respondents were asked to check all that applied regarding the teaching methods they use when teaching social responsibility topics. Based on participants' feedback, which stated that the difference between "critical self-reflection" and "critical reflection" was unclear, "critical self-reflection" was removed from the list. Furthermore, "to advocate for change in society" was added to "Promote taking action" to provide more explanation. The results for teaching methods used are listed by frequency and percentage below (Table 11).

**Table 11***Teaching Methods Used When Teaching Social Responsibility Topics*

Teaching methods	Frequency $f$ (N=8)
Creating a trusting environment	7
Empower students	7
Critical self-reflection	6
Encouraging students to reflect on their own beliefs and thoughts	6
Lecture	6
Guest speakers	6
Creating a democratic classroom where all voices can be heard	5
Posing questions regarding matters of fairness, trying to see things from the view of others, equity	5
Encouraging students to share personal experiences	5
Discuss and explain personal views, experiences, and opinions	5
Critical reflection	4
Demonstration	4
Visual media	4
Reflective conversation (student-to-student or teacher-to-student)	3
Problem posing	3
Promote changes in behavior	3
Field trips	3
Promote taking action	2
Conducting interviews	2
Applied experimentation	1
Role-playing	0

***Additional Teaching Methods***

Respondents were asked to provide any additional teaching methods they use in their courses when teaching social responsibility topics. Two respondents provided an additional

teaching method. One respondent stated that they use reading and discussion in their graduate-level course and the other respondent noted using client-based design projects. Both teaching methods were added to the list of teaching methods used for the final survey.

### ***Assessment Methods Used to Evaluate Learning***

Respondents were asked to indicate which assessment methods they use while teaching social responsibility topics in their courses. A list of 14 assessment methods was provided and respondents were asked to list any additional evaluation measures they use in their courses. One response stated, “Discussion participation within seminar,” which was added to the list of assessment methods for the final survey. The explanation for “Individual research project” was removed from the list for the final survey because the title was self-explanatory. The results for assessment methods used by the respondents to evaluate learning when teaching social responsibility topics in their courses are provided by frequency and corresponding percentage in the table below (Table 12).

**Table 12***Assessment Methods Used When Teaching Social Responsibility Topics*

Assessment method	Frequency $f$ (N=8)
Reflection form	5
Essays (problem posing)	4
Individual research project (written report and/or presentation)	4
Collaboration/group projects (written reports and/or presentation)	4
Self-assessments	4
Peer evaluations	4
Exam & quizzes	3
Service Project	3
Pre- & post-essays	1
Civic engagement	1
Learning journals	1
Pre-test & post-test (for the course)	0
Notebooks	0
Questionnaires	0

**Summary**

The pilot study provided valuable feedback for correcting and editing written and logistical aspects regarding the survey's formatting. Response options were adjusted to simplify the experience for the respondent and valuable suggestions aided in updating and refining the lists of social responsibility topics, teaching methods, and assessment methods. Problems with the logistical flow of the survey were identified and resolved.

## **Data Collection**

For this research study an electronic survey instrument was used to collect the data. The mode of data collection was by email, which meant the survey instrument was sent to each individual in the sample with the request to complete the questionnaire by a certain date (Fraenkel & Wallen, 2009). The survey was distributed using Qualtrics. A link for the survey was created and copied and pasted into an email message explaining the research. Once the survey was ready for distribution, the solicitation email, which explained the research and included the link to the survey, was sent to the Executive Director for ITAA. The standard operating procedures for ITAA are that the researcher composes an email including a link to the survey and sends it to executive\_director@itaaonline.org. Once such email was received, it was sent to the ITAA membership via email. The email message was sent three times on the dates specified within a two-month period.

The survey was sent out to a list of active ITAA members. The selection criteria (Professional membership status in ITAA and teaching in the United States) was listed in the email message as well as on the informed consent form. Per the ITAA's standard operating procedures, the survey was open for two months. The survey served as a quantitative measure to select post-secondary faculty teaching apparel and textiles-related classes, who self-identify as teaching for social responsibility and provided data through open-ended questions to provide additional information on instructor's practices.

Many researchers offer cash or in-kind incentives to entice potential participants to complete surveys (Singer & Ye, 2013). Singer and Ye (2013) stated that incentives increase response rates and that monetary incentives are more effective than gifts. For this study, monetary incentives in the form of five \$20 Amazon eGift cards were offered to survey

participants. The incentives were awarded to randomly selected participants who had opted into a raffle survey. The raffle survey report yielded 21 names and their respective email addresses. A simple random sampling method was used to choose the five winners and wheelofnames.com, a free random name picker website, was employed to pick five winning names from the list of entries. All 21 names were entered into the wheel, which was then spun, and once it came to a stop, the name of a winner was displayed. The wheel was spun five times to select the five winning names. Each time a winner was selected, their name was removed from the wheel before it was spun again. Once all winners were identified, the eGift cards were purchased and distributed via Amazon.com. A brief message thanking the respondents for their participation in the survey was included with the eGift Card.

### **Data Analysis**

In survey method research, data are collected and must be organized and analyzed. The research questions direct the inquiry of the study; therefore, it is important that the survey questions collect the data that is needed to inform and answer the research questions. The relationship between the research questions, the instrument questions, and their associated method of analysis are essential to fulfil the objectives of this research (Appendix C). Instrument questions utilized open-ended questions to collect qualitative data, and an inductive approach was used for the categorial analysis to gain a deeper understanding of faculty's beliefs and attitudes toward social responsibility and how they defined it. Variables included the perceived importance of social responsibility to the industry and the apparel and textile curriculum, their reasons for teaching social responsibility topics, and their research interests. Additional survey questions collected descriptive statistics which were analyzed and listed by frequency



distributions and percentage to provide information to answer the research questions concerned with the social responsibility topics taught and teaching and assessment methods used.

Analyzing quantitative data requires the data to be organized and reported, frequently using a frequency distribution which can be visualized through a bar graph (Gliner et al., 2009). Analyzing data from the open-ended questions involves organizing data, coding, organizing themes, representing data, and formulating an interpretation (Creswell, 2013). The goal of data analysis is to gain a deeper understanding and the real meaning of the information collected. Data analysis includes reducing raw data, identifying significant parts of the data, and building a framework for interpreting the information to reveal its essence (Bloomberg & Volpe, 2019).

The electronic survey instrument gathered primarily descriptive data used to provide information regarding participants' professional title, education level, type of institution, highest degree available for apparel and textiles students at their institution, titles of courses taught, number of courses taught in an academic year, social responsibility topics included in their course design, teaching methods used, and assessment methods applied. The purpose of descriptive statistics is to organize and summarize data and to provide meaningful information to characterize and discover important aspects of such data (Coladarci & Cobb, 2014).

Categorical data from the demographic data elements were reported and arranged using a frequency distribution. The frequency distribution was constructed displaying the different values and frequency within the sets of data in order to organize and summarize the data. Percentile was calculated to describe the location of variables within the distribution. The range, which measures the variability of answers, was also concluded (Coladarci & Cobb, 2014). Frequency distributions were shown using numeric values or graphical techniques. Some single

item measures were used. Thus, a univariate procedure was employed for describing the data (Coladarci & Cobb, 2014).

Data collected through the Likert-like questions was tallied and organized in tables, displaying the frequency distribution of each item, the ratio in percentile, the mean, and the standard deviation where applicable. The scale type and items were listed in the left column and the response scale and frequency rating scale with the verbal labels were listed horizontally (Dimitrov, 2012).

The responses to the open-ended survey questions were analyzed using a constant comparison method, which took an inductive approach where findings emerged from the data. An inductive approach, or reasoning, was used for initial data analysis, during which data were organized by themes and categories (Fraenkel & Wallen, 2009; Thomas, 2006). Responses were organized into topic areas and grouped into categories to discover common themes. The purpose for applying an inductive approach was to condense raw data by providing a systematic set of procedures for analyzing the qualitative data to produce reliable and valid findings (Thomas, 2006). An inductive approach tries to generate meanings from the qualitative data collected by identifying patterns to discover important categories (Fraenkel & Wallen, 2009; Thomas, 2006). An inductive approach allows for information to emerge from the raw data without any restraints or preconceptions (Thomas, 2006). The researcher can immerse in the details of the data to discover important categories, themes, and interrelationships (Creswell, 2013; Creswell & Piano, 2017; Fraenkel & Wallen, 2009; Thomas, 2006). It is important to establish demonstratable links between the research objectives and the findings from the data to gain an understanding for underlying themes found in the data (Thomas, 2006). The data were divided into more general topic areas based on most often used words, key terms, and phrases within the context of

teaching for social responsibility. Descriptive coding aided in finding and organizing common topics and forming categories to organize the data (Saldaña, 2013). The initial descriptive coding will be used to define larger categories and to discover relationships among the codes, while a second cycle of coding will further analyze and interpret the data (Saldaña, 2013).

A second round of descriptive coding was conducted to re-examine and refine the initial codes into more specific categories. Reviewing original codes based on the properties and dimensions of the social responsibility agenda allowed the development of patterns and categorization based on meaning, experiences, and perspectives of the participants. The second coding process focused on certain segments related to the research question such as social responsibility topics, teaching methods, and assessment measures. The raw data were continuously revisited and reviewed to refine the coding process and to determine which themes or concepts were most important or relevant (Thomas, 2006).

Confirmability refers to whether the interpretations and representation of the data aligns with the participant's views (Hannes, 2011). To ensure that the identified themes truly emerged from the data without any biases, feedback from peers and colleagues through a peer debriefing process was solicited after initial analysis and interpretation. During peer debriefing, an external check was performed by an individual other than the researcher. This person may be a peer and ask questions about methods and interpretations (Creswell, 2013). Peer debriefing confirmed rigor and trustworthiness because a neutral reviewer examined the information and findings (Creswell, 2013). The researcher and the reviewer wrote notes about their conversations or sessions.

## **Chapter Summary**

The objective of this survey method research was to investigate social responsibility in the apparel and textiles field through the lens of the faculty, including how they define social responsibility and incorporate social responsibility topics into their teaching and the curriculum, what types of teaching methods they use, and what assessment methods they apply. The survey provided descriptive data to inform the participant demographic characteristics and their beliefs and attitudes to provide further in-depth information on personal experiences and perceptions and how such inform faculty choices for teaching practices and evaluation measures. A pilot study was completed to test the survey instrument and to ensure the questions were clear and response options were inclusive to solicit the desired data and results. An email survey combining quantitative closed-ended questions and qualitative open-ended questions was employed. Analysis of the quantitative data included frequency distributions and percentage ratios and inductive analysis for the qualitative data.

## **Chapter 4 - Data Analysis**

Survey method research was used to investigate social responsibility as it applies to the apparel and textiles field through the lens of the faculty. Additionally, research focused on how apparel and textiles faculty define social responsibility and how they incorporate social responsibility topics into the curriculum and their teaching practices. This chapter presents the sample profile, the results of descriptive statistics, and analysis of the open-ended questions.

### **Overview of Research**

The purpose of this research was to investigate perceptions, attitudes, and practices of apparel and textiles faculty at post-secondary institutions concerning teaching social responsibility topics in their courses. This research explored how faculty who identify as teaching social responsibility define and interpret the term, address topics in the curriculum, approach teaching, and assess student learning.

The research questions for this study are:

Primary Research Question: What is apparel and textiles faculty's perception of social responsibility and its incorporation into the apparel and textiles curriculum?

RQ1: What are the attitudes and beliefs of apparel and textiles instructors on teaching social responsibility?

RQ2: How do apparel and textiles instructors at post-secondary institutions define social responsibility as it relates to apparel and textiles curriculum?

RQ3: What social responsibility topics do apparel and textiles instructors address in the curriculum?

RQ4: What types of teaching methods do apparel and textiles instructors use with social responsibility curriculum?

RQ 5: What assessment methods do apparel and textiles instructors apply with social responsibility curriculum?

### **Participants' Demographics**

The sample consisted of 46 professional members of the International Textile and Apparel Association (ITAA). All respondents identified as currently teaching apparel and textiles courses at a post-secondary institutions within the United States. Forty-six participants completed the questions on the survey and the responses were used for the data analysis. Thirty-four respondents completed all the questions on the survey. The following description outlines the respondents' demographic characteristics, which included position title, highest degree earned, the type of institution of employment, and the highest degree offered at their institution (Table 13).

Most respondents identified as assistant professors (39.13%), followed by associate professors who accounted for nearly a third of the sample population (30.43%). The remaining respondents included professors (17.39%) and the smallest segment of respondents selected position titles such as instructor, lecturer, teaching professor, or professor of practice (13.04%). Most participants listed having earned a doctorate degree (71.73%), while the remaining listed their highest degree earned as a master's degree (10.87%). Most respondents teach at a four-year public institution (43.48%), followed by respondents teaching at a research I institution (21.71%), and all remaining respondents stated that they are teaching at a four-year private institution (17.39%). None of the respondents teach at a community college. An equal number of respondents listed baccalaureate degrees (32.61%) and doctorate degrees (32.61%) as the highest degree available at their institution, the remaining listed master's degree (17.39%).

**Table 13***Demographic Characteristics of Faculty Teaching Social Responsibility Topics in Their Courses*

Variable	Frequency	% of Total <sup>1</sup>
Teaching apparel and textiles courses at post-secondary institution within the U.S.		
Yes	46	100
No	0	0
Current position title		
Instructor/lecturer/teaching professor/professor of practice	6	13.04
Assistant professor	18	39.13
Associate professor	14	30.43
Professor	8	17.39
Highest degree earned		
Associate	0	0
Baccalaureate	0	0
Master's	5	10.87
Doctorate	33	71.73
Type of Institution		
Community college	0	0
4-year public institution	20	43.48
4-year private institution	8	17.39
Research I institution	10	21.71
Other	0	0
Highest degree available to apparel and textiles students at institution		
Associate	0	0
Baccalaureate	15	32.61
Master's	8	17.39
Doctorate	15	32.61

<sup>1</sup>Sum of percentage may not be equal to 100 due to non-responses.

All respondents stated that they teach undergraduate courses and 20 respondents additionally noted teaching graduate courses (43.48%). Participants taught between 1 and 12 undergraduate courses with a median of 5, and an average of 4.93 undergraduate courses taught per academic year. Participants taught between 0 and 3 graduate-level courses with a median of 0, and a mean of 0.64 taught per academic year (Table 14).

**Table 14***Number of Courses Taught per Academic Year*

Courses taught per academic year	Min	Max	Mean	S.D.
Undergraduate	1	12	4.93	2.44
Graduate	0	3	0.64	0.83

### **Participants' Courses and Scholarly Interests**

#### **Participants' Courses**

The participants listed 99 undergraduate course titles in which they teach social responsibility topics. Textile Science emerged as the most frequently named course title accounting for 6%. Social Psychological Aspects/Perspectives/Issues of Dress is the second (4%) most frequently listed course title addressing social responsibility topics. Flat Pattern, Global Sourcing for Textile Products, and Introduction to Textile Science each account for 3%. Apparel Production; Apparel Quality Analysis; Appearance; Dress and Culture; Dress, Culture, and Society; Fashion Fundamentals/Fundamentals in Fashion; History of Costume/History of Dress; Quality Apparel Analysis/Quality Assessment of Apparel; Sewn Products Analysis, Social Responsibility for Fashion Retail Studies; and Hospitality Management and Sustainability in Fashion each account for 2%. The remaining course titles comprise 1% each (Table 15).



**Table 15***Titles of Undergraduate Courses Where Social Responsibility Topics are Taught*

Course titles	Frequency	% of Total
Advanced Apparel Production	1	1.01
Advanced Retail Analysis	1	1.01
Apparel and Merchandising	1	1.01
Apparel Design	1	1.01
Apparel Design for Industry	1	1.01
Apparel Design III	1	1.01
Apparel Design Studio	1	1.01
Apparel Product Development	1	1.01
Apparel Production	2	2.02
Apparel Quality Analysis	2	2.02
Apparel Research Project	1	1.01
Appearance, Dress, and Culture	2	2.02
CAD	1	1.01
Career Development for Merchandising Majors	1	1.01
Collection Development	1	1.01
Corporate Social Responsibility for Fashion Studies and Hospitality Management	1	1.01
Digital Design	1	1.01
Draping	1	1.01
Dress, Culture, and Society	2	2.02
Entrepreneurship	1	1.01
Entrepreneurship in Merchandising	1	1.01
Entrepreneurship, Principles, Fundamentals	1	1.01
Ethics	1	1.01
Evolution of Costume	1	1.01
Experimental Apparel Design	1	1.01
Fashion Design Concepts	1	1.01
Fashion Entrepreneurship	1	1.01
Fashion Forecasting	1	1.01
Fashion Fundamentals/Fundamentals in Fashion	2	2.02
Fashion History	1	1.01
Fashion Industry	1	1.01
Flat Pattern	3	3.03
Global Fashion Economics	1	1.01
Global Retail Strategies	1	1.01
Global Sourcing for Textile Products	3	3.03
Global Strategies in the Fashion Industry and Social Constructs of Fashion	1	1.01

**Table 15***Continued*

Course titles	Frequency	% of Total
Global Trade in Textiles and Apparel	1	1.01
History of 20th Century Fashion	1	1.01
History of Costume/History of Dress	2	2.02
Intro to Clothing Concepts	1	1.01
Intro to Fashion Design	1	1.01
Introduction to Apparel Design	1	1.01
Introduction to Fashion and Dress	1	1.01
Introduction to Fashion, Collection Development	1	1.01
Introduction to Retail & Fashion	1	1.01
Introduction to Textile Science	3	3.03
Materials for Interior Furnishings	1	1.01
Merchandising	1	1.01
Orientation to Fashion Management	1	1.01
Patternmaking	1	1.01
Principles of Merchandising/Promotion	1	1.01
Product Development	1	1.01
Product Development II	1	1.01
Professional Practice	1	1.01
Quality Apparel Analysis/Quality Assessment of Apparel	2	2.02
Retailing and Omnichannel Retailing	1	1.01
Retail Buying	1	1.01
Runway (honors)	1	1.01
Seminar	1	1.01
Senior Design Studio	1	1.01
Sewn Products Analysis	2	2.02
Social Responsibility for Fashion Retail Studies and Hospitality Management	2	2.02
Social Psychological Aspects/Perspectives of Dress/Issues for Dress	4	4.04
Strategic Planning in the Fashion Industry	1	1.01
Sustainability & Ethics for Fashion	1	1.01
Sustainability for Consumer Products	1	1.01
Sustainability in Fashion	2	2.02
Swimwear	1	1.01
Tailoring	1	1.01
Technical Design	1	1.01
Technical Line Development	1	1.01
Textile Design	1	1.01

**Table 15***Continued*

Course titles	Frequency	% of Total
Textile Science	6	6.06
The Textiles Industry	1	1.01
Thesis Research	1	1.01
Total	99	100

Out of the 46 respondents, 20 identified as teaching graduate courses for which they incorporate social responsibility topics. A total of 17 course titles were recognized (Table 16). Industry Analysis (11.76%) and Sustainability in the Fashion Industry (11.76%) emerged as the most frequently listed course titles where social responsibility topics are taught in graduate courses. The remaining course titles were only mentioned once.

**Table 16***Titles of Graduate Courses Where Social Responsibility Topics are Taught*

Course titles	Frequency	% of Total
Advanced Topics in Retailing	1	5.88
CAD	1	5.88
Concepts & Theories in Fashion & Retail	1	5.88
Grant Writing	1	5.88
History of Costume	1	5.88
History of 20th Century Fashion	1	5.88
Industry Analysis	2	11.76
Master's Thesis	1	5.88
Research Methods	1	5.88
Seminar International Apparel Management	1	5.88
Social Psychology of Dress	1	5.88
Special Projects	1	5.88
Special Topics (topics vary)	1	5.88
Sustainability in the Fashion Industry	2	11.76
Theory Development	1	5.88
Total	17	100

**Scholarly Interest**

Respondents were asked to identify their scholarly research interests and 36 respondents provided theirs. The compiled list includes 120 different scholarly interest topics, with History of Fashion/Costume yielding the highest percentage (6.67%), followed by Social Psychology of Dress (5.83%). Textile Science (4.17%) and Sustainability (4.17%) emerged as the third most listed topics. Apparel Design accounts for 3.33%. Social Responsibility, Inclusive Design, and Sustainable Design each make up 2.50%. Consumer Behavior, Creative Scholarship, Pedagogy, Product Development and Design, Student Professional Development, and Sustainability and Technology each are 1.67% of the total. All remaining scholarly interests were listed once (Table 17).

**Table 17***Scholarly Interests Provided by Respondents*

Scholarly interests	<i>f</i> (N=120)	% of Total
1960s fashion and society	1	0.83
3D design	1	0.83
Adaptive design	1	0.83
Additive manufacturing	1	0.83
Apparel design	4	3.33
Apparel design & technology	1	0.83
Based design	1	0.83
Biomedical design	1	0.83
Body scanning	1	0.83
Career development in the textiles and apparel industries	1	0.83
Circular design	1	0.83
Consumer behavior	2	1.67
Cradle to cradle	1	0.83
Creative scholarship	2	1.67
Culturally responsive teaching	1	0.83
Culture and clothing	1	0.83
Custom design	1	0.83
Design technology	1	0.83
Develop frameworks and SOPs to improve the standard of living of workers in apparel and textile sectors	1	0.83
Developing creativity in fashion students	1	0.83
Digital print	1	0.83
Early 20 <sup>th</sup> century fashion history (cultural appropriation, racism)	1	0.83
Economic development	1	0.83
Emerging technology	1	0.83
Entrepreneurship	1	0.83
Entrepreneurship related to sustainable ventures	1	0.83
Ethics	1	0.83
Evidence-based design	1	0.83
Fashion and social justice	1	0.83
Fibers	1	0.83
Functional design	1	0.83
Generational cohorts	1	0.83
Global apparel supply chain	1	0.83
Global fashion industry	1	0.83
Global trade of textiles and apparel	1	0.83
Graphic design	1	0.83

**Table 17***Continued*

Scholarly interests	<i>f</i> ( <i>N</i> =120)	% of Total
Historic preservation	1	0.83
History of fashion/costume	8	6.67
How intertwined fashion is with culture	1	0.83
Identity theory	1	0.83
Inclusive design	3	2.50
Intercultural learning	1	0.83
Made in USA	1	0.83
Medical anthropology	1	0.83
Millennials & Gen Z perceptions of sustainability	1	0.83
New York fashion industry	1	0.83
Participatory design	1	0.83
Pattern making challenges	1	0.83
Patterning	1	0.83
Pedagogy	2	1.67
Pedagogy and technology in the apparel design classroom	1	0.83
Pedagogy techniques to increase learning gains	1	0.83
Perceptions of sustainability for consumers	1	0.83
Performance garment	1	0.83
Personal protective equipment (PPE)	1	0.83
Preparing leaders for the industry	1	0.83
Product development and design	2	1.67
Product lifecycle management	1	0.83
Research on social and environmental sustainability	1	0.83
Sewing	1	0.83
Shared economy	1	0.83
Sizing	1	0.83
Social aspects of clothing	1	0.83
Social justice and ethics	1	0.83
Social movement	1	0.83
Social psychology	1	0.83
Social psychology of dress	7	5.83
Social responsibility	3	2.50
Storytelling	1	0.83
Student professional development	2	1.67
Sustainability	5	4.17
Sustainability & technology	2	1.67
Sustainability in creative scholarship	1	0.83

**Table 17***Continued*

Scholarly interests	<i>f</i> ( <i>N</i> =120)	% of Total
Sustainability in the apparel and textiles industries	1	0.83
Sustainable consumer behavior	1	0.83
Sustainable design	3	2.50
Teaching strategies	1	0.83
Technological development and its impact on the fashion industry	1	0.83
Technology	1	0.83
Technology adoption	1	0.83
Textile and apparel industry	1	0.83
Textile design	1	0.83
Textiles/textile science	5	4.17
Universal design	1	0.83
Total	120	100

**Research Question 1: What are the attitudes and beliefs of apparel and textiles instructors on teaching social responsibility?**

To address this question, participants were asked to rate the importance of addressing social responsibility topics in the curriculum. They were further asked to explain why it was important to address social responsibility in the curriculum. A majority of the respondents did believe that social responsibility was an important topic.

**Importance of Social Responsibility Topics**

All respondents stated that social responsibility topics are important to be considered. A majority of the respondents (76.09%) selected that it is very important for apparel and textiles professionals to consider social responsibility topics. Eleven (23.91%) marked that it was important. None of the respondents selected that they felt neutral. None of the respondents selected that it was of low importance or not at all important.

**Table 18**

*Perceived Importance of Apparel and Textiles Industry Professionals to Consider Social Responsibility Topics*

Perceived importance	<i>f</i> (n=46)	%
Not at all important	0	0
Low importance	0	0
Neutral	0	0
Important	11	23.91
Very important	35	76.09
Total	46	100.00

**Importance to Apparel and Textiles Curriculum**

Incorporating social responsibility topics in the apparel and textiles curriculum was noted as important by the majority of the 46 respondents. Thirty respondents (65.22 %) selected very important and 15 (32.61%) selected that it was important. One respondent remained neutral (2.17%) and was prompted to a contingent question requesting an explanation for why they chose neutral. The explanation provided stated: “Because social responsibility spans across disciplines and should be taught as a gened class.” None of the respondents responded that it was not at all important or held low importance.



**Table 19***Perceived Importance to Include Social Responsibility Topics in the Apparel and Textiles**Curriculum*

Perceived importance	<i>f</i> ( <i>n</i> =46)	%
Not at all important	0	0
Low importance	0	0
Neutral	1	2.17
Important	15	32.61
Very important	30	65.22
Total	46	100

Forty-five respondents who chose important or very important were prompted to provide an explanation as to why they perceived it as important to incorporate social responsibility topics in the apparel and textiles curriculum. Fifteen respondents selected important and 30 listed that it is very important. Forty-three of the 45 respondents provided an explanation. Two did not respond. The responses were organized by their primary focus. Six themes emerged from the data: a future-oriented focus, an ethical focus, a human rights focus, an environmental focus, an industry practices focus, and a diversity focus.

***Future-Oriented Focus***

Fifteen responses described the importance of a future-oriented focus. Responses in this category identified students as becoming future leaders and executives, and as leaders they will need the knowledge, the critical thinking, and the decision-making skills to have business practices that will positively affect the future for all of society.

- We're preparing the leaders of the future. I do think we need to emphasize all the basics of A and T curriculum and not let social responsibility usurp other important topics like basic knowledge of textiles and basic design principles, etc.
- The industry is rife with poor practices and we need this next generation to do better than we did.
- To help students understand the consequences to actions in fashion industry.
- Social responsibility efforts are most often first considered when industry workers are students in the classroom. In order to promote social responsibility at an earlier phase in a person's apparel and textile career, it must be presented and encouraged as early as possible in the hopes that the associated business practices will be more readily accepted and implemented once the student joins the workforce.
- Because we're training the executives of the future. They'll make decisions moving forward that will affect all of society. They need to know the context of it all before they are thrown into it.
- Students must become professionals who consider social responsibility before, or at the very least, along with profitability. The future of the earth and humanity is now at stake.
- Because it is the right thing to do. We are training the professionals of the future and maybe they can make a change where previous generations have failed. Fashion is a major violator of social responsibility.
- Students need to be aware of all issues within the apparel and textiles industries including those that may not always be positive or that impact others just because of the operations taking place within these industries. Knowledge of these issues will

help the next generation of professionals in the industry make the best decisions to assist in eliminating many of these concerns—or at least start the process.

- Throughout history, social responsibility in the apparel and textile industry has been secondary to turning a profit. The industry has looked the other way when people in third world countries are getting sick because of the chemicals they are exposed to in dyes, or breathing air polluted with fibers from fabrics, or being locked into their factories and not allowed the human decency of a bathroom break. Fast fashion has contributed to all of this, as well as mountains of waste of the "disposable" trendy clothing pieces. We need to educate the next generation to do well by doing better.
- Best prepares our students to be future leaders in this field since the textiles and clothing industry are a huge contributor to environmental problems. Since Social Responsibility is doing the right thing, it also gives them tools they need in decision-making so that they are considering all stakeholders.
- We are educating change makers and leaders for our industry and the world
- Current trends in society center on individual pleasure, so teaching the importance of social responsibility may change the way a student thinks about their impact as an industry leader.
- Students should be aware of issues they will face and be prepared to know how to think critically and respond.

### ***Ethical Focus***

Eleven respondents described the importance of social responsibility topics to the apparel and textiles curriculum with an ethical focus. Explanations in this category included raising

student awareness and building student values to promote change to benefit society. These statements focused on helping students think about ethics first in decision-making.

- The curriculum must go alongside the current society, its grey areas, and raise awareness. First of all, we must educate good human beings, and secondly, good designers.
- Sustainable design, inclusive design, education and implementation, ethical design.
- The fashion industry is one of the world's leading polluters and is known for creating poor working conditions in factories around the world (to say the least). We need to educate our students in order to promote change. Also, all students should be educated on this subject to in order to become better human beings.
- We influence and affect others, therefore should understand social responsibility and how we may help or harm our communities.
- To help students understand the consequences to actions in fashion industry.
- The values students have developed in the A&T program would affect their attitudes and behaviors as a consumer and fashion professional.
- It is important to understand the importance of how benefitting everyone in society can further progress us as a human race.

### ***Human Rights Focus***

Four responses had a human rights focus. Statements in this category address issues related to working conditions, equality, and well-being of the workers.

- Per my knowledge, the apparel and textile industry is one of the top labor-exploiting industries in the world.

- Fashion is one of the most exploitative industries (historically and today), and that needs to stop.
- Our industry is the second largest in the world and provides a large amount of jobs to women and men in third world countries who are prone to being taken advantage of due to their lack of education, wealth, and access to fair justice.
- Developed countries' consumption behaviors on developing countries people/well-being. Work environments/safe working conditions throughout the supply chain. Inequalities and social justice.

### ***Environmental Focus***

Twelve respondents provided explanations with a focus on the apparel and textiles industry and current practices involving environmental and pollution issues. Statements in this category identified the importance of educating students to understand and consider consequences of their actions and the effect they have worldwide.

- Apparel is a big polluter and should be aware of fast fashion, textile waste, and chemical waste and how to decrease these issues.
- “The textile and apparel industries account for more than 70% of the economic and environmental health of our planet. Every time a product is created or purchased, the ramifications of that single item creates a ripple effect across the globe, which can have long-standing consequences.”
- We have a bad reputation for poor working conditions, pollution, negatively affecting air and water quality, manufactured fibers, garments winding up in landfills, etc., so we need to get students thinking about these topics from the beginning.

- We must be held accountable for our business practices that affect society as a whole because of the increased globalization of the apparel and textiles industry. Business practices and how they affect others should be addressed before students enter into the working world.
- Because we should all be good stewards of the resources we have and not make the earth a worse place when we are done.
- Apparel is the #2 most polluting industry worldwide, we need to do better.
- Because is the second major polluter in the world.
- Our industry has a bad reputation in this area. Use of pesticides, chemicals, water, energy, violating labor and OSHA regulations, dumping in landfills, etc.
- The textiles and apparel industry is responsible for incredibly high level of pollution in manufacturing and can be linked to several human rights abuses.
- To not waste resources and create a better future.
- Partly, b/c if we want to survive as civilization, we need to take better care of the world we live in.
- It helps us deal with overconsumption.

### ***Industry Practices Focus***

Four respondents explained the importance of social responsibility topics to the curriculum lays with business practices within the apparel and textiles industry. Industry practices include production, manufacture, sale, and disposal of products.

- It is important to point out every aspect of the industry you are teaching about.
- As designers, it is our job to make things better. If we don't consider the impact of our design choices, who will?

- Apparel and textile businesses are complex in nature. It includes not only production but also dealing with end-users. In other words, the apparel and textile businesses encompass so many different aspects of our lives, but profit organizations are too much paying attention to making money. Society has changed and changed, so do our students.
- The textile and apparel industry receives a lot of bad publicity due to perceived unhealthy working environments, i.e., sweat shop condition, over use of raw materials and post-consumer waste. The way to combat this image is for our industry's professionals to be educated with regards to current perceptions and practices. They cannot become critical thinkers in overcoming problems if they do not first understand the problems.

### ***Diversity Focus***

One respondent stated the importance of social responsibility topics to the apparel and textiles curriculum in support of diversity, equity, and inclusion.

- Can help students get a more well-rounded education, can help DEI (Diversity, Equity, Inclusion) efforts of apparel/textile brands.

One respondent provided the following general statement as to why it is important to include social responsibility topics into to the apparel and textile curriculum:

- It is critical.

**Research Question 2: How do apparel and textiles instructors at post-secondary institutions define social responsibility as it relates to apparel and textiles curriculum?**

Forty-four respondents provided their definitions of social responsibility, and from those definitions clusters and categories were formed. The definitions were grouped into numerous categories.

Upon reviewing the definitions given by the participants, four large themes emerged. The first theme consisted of definitions where participants felt that social responsibility starts with the individual, as citizens, employees, educators, or consumers. In the next theme, participants felt that social responsibility was the duty of corporations and reflected in how they manage social responsibility issues, such as sustainability regarding the environment and its communities, and labor laws on a global scale. The third theme was participants who felt that social responsibility was to be addressed by the corporations and the consumers or individuals associated with the apparel and textiles industry and that they must work together towards a common goal of social justice. The fourth theme consisted of definitions which did not state a specific obligation to any entity. These were broad definitions of social responsibility and consisted of general statements.

**Social Responsibility Starts with the Individual**

The first theme consisted of 10 definitions focusing on social responsibility as the responsibility of the individual. Within this theme the greater good of society was a common focus with emphasis on decisions, actions, and impact. Statements focused on people's behaviors, such as doing the right thing, being accountable, and taking actions that place the common good before an individual's interest. Participants stated that an individual has the obligation to make moral and ethical decisions and to consider the impact their decisions and



actions have on people, the environment, and society as a whole. Everyone should serve as a good global citizen to support the greater good of society.

- Good citizenship and make morally and ethically right decisions at a personal level.
- Understanding and taking into account the ramifications that certain decisions may have as intended or unintended consequences which can impact individuals, groups, settings, and environmental conditions. Social responsibility is taking ownership of the impacts that our lifestyle and related decisions have on others and the environment, either in the immediate or future.
- Understanding the impact your choices (or products) make on others.
- When individuals are accountable for serving and helping their community to benefit society as a whole.
- Social responsibility is a value orientation that affects individuals' social, moral and civic behaviors (Wray-Lake & Syvertsen, 2011). More specifically, it is an "individual's concern toward his or her fellow citizens and participation in collective actions that support common goals" (Mathur, 2013, p. 149). This means that instead of focusing on themselves, individuals committed to social responsibility focus on their roles and role performance within a social context (2013).
- Concern for and active participation in the elimination of any behavior, policies or processes that negatively impacts individuals and their communities, the environment in which these individuals live and society in general brought about by other people, organizations, or countries.

- Being conscious of how humans impact the environment, the lives of other individuals, and our communities by how we choose to live and consume resources.
- Being aware of and implementing practices that take into account another person's well-being.
- Social responsibility is an ethical framework and suggests that an individual has an obligation to work and cooperate with other individuals and organizations for the benefit of society at large.
- Ethics that are related to an individual's lifework, personal, organization, etc. even if some ethics against with personal goals, an individual is encouraged to follow to benefit the society (or organization) at large.

### **Corporate Social Responsibility**

The second theme focused on corporate social responsibility. Sixteen participants defined social responsibility as it applies to businesses and how their practices and efforts must contribute to society beyond their own objectives. Within this theme, definitions included categories of ethical business practices and people and the environment. Statements described the responsibility of businesses to use fair, moral, and ethical business practices that consider employees, consumers, communities, and society as a whole. Responsible business practices should also consider the impact on the environment and natural resources. Four definitions mentioned the importance of taking into consideration a product's lifecycle and the impact production, manufacture, marketing, use, and disposal may have on workers, consumers, and natural resources. Three definitions refer to the business concept of the triple bottom line: people, planet, and profit. Two definitions identified animals in addition to people and the environment

as stakeholders. One definition centered on the legal responsibility that businesses have to abide by laws and regulations while doing business.

- Ethical business practices that positively affect industry workers and society as a whole.
- Responsible practices in a business environment which ensures workers, at all tiers, are provided a safe environment to work in and provided a working wage for their work.
- The act of engaging in fair and ethical business practices that benefit businesses, consumers, and society as a whole.
- Social responsibility is putting the society and basically the entire world outside of business (people, planet) first, before the company's profits.
- Being good stewards in the community, for employees, and for the environment. Doing the right thing.
- When I think of social responsibility (vs. sustainability) I think primarily of making sure that people are being treated well and not harmed by the company in question, but I also think there's an environmental component.
- When making any kind of product development decision, the consideration of possible negative effects the decision could have on the natural environment and the people involved in the production is front of mind.
- Concern for all aspects of the supply chain as well as the community in which business has location.

- Socially responsible business practices should include the whole picture from sustainable raw materials, environmental sound and worker safety manufacturing to consumer experience to post-consumer waste.
- Accountability for the production, marketing, use and disposal of a product
- According to triple bottom line. In economics, the triple bottom line (TBL) maintains that companies should commit to focusing as much on social and environmental concerns as they do on profits. TBL theory posits that instead of one bottom line, there should be three: profit, people, and the planet.
- Social responsibility involves the sustainable stewardship of the 3 Ps: people, profit, planet.
- People, profit, planet. Making sure that all are balanced when producing and consuming.
- As the responsibility companies have towards their employees at any level in any location to provide physically safe working conditions, in addition to having a minimal negative impact on the environment in which their workers and consumers live. Animal rights.
- Being ethical. Treating people, planet, and animals fairly. Being transparent and honest and trying to trace materials and production at all points in the product process. Also being ethical in the sale of product and considering the disposal after the product is used.
- Adhering to all laws and regulations while developing and marketing a product.

## **Consumers and Corporate Responsibility**

The third theme included definitions that addressed social responsibility as a joint effort for individuals and corporations. Four participants' definitions of social responsibility focused on the individual and the corporation working together towards a common goal. The second category that emerged was the greater good of society, which is mentioned in four definitions. A couple of definitions noted consumers as responsible entities in the definition. These definitions included:

- Endeavors both private and public that focus on the well-being of people.  
Specifically in the fashion industry how consumption behaviors global impact the people and societies globally.
- When business, education, community, and or individuals work to improve society in the following areas: environmentally, ethically, philanthropically, and economically.
- Responsibility of manufacturers as well as consumers both to understand sustainability, sustainable process and sustainable products.
- People and companies should act with the interests of the environment and people.

## **Broad Social Responsibility Concepts**

The final theme contained definitions which were broader in scope. Fourteen participants provided definitions that were formulated with a broad perspective that did not name a responsible entity. Within this category of a broad concept of social responsibility, definitions revealed a common theme of acting ethical and in the best interest of society. Two statements focused on social justice and social well-being and mentioned human rights, equity, diversity,

and governance of laws and regulations as part of social responsibility. Animals are mentioned as stakeholders alongside people and the environment. Definitions included the following statements:

- Taking care of and supporting communities.
- What we owe each other.
- Acting in the best interest in society. An idealized concept.
- Being aware of negative issues affecting society.
- Behaving in a way that makes life better for everyone.
- Community benefit before individual.
- Social justice, equity, labor rights, ethical considerations.
- Doing the right thing.
- Doing the right thing to benefit the most possible.
- Organized actions that purposefully do not cause harm to others.
- Short version: Promoting and engaging in activities to better conditions related to people/society and the environment.
- Maintain social well-being and harmony for the benefit of society at large. In addition, I would say bringing equity in daily activities is part of SR.
- Attention to well-being and welfare of people, animals, and the environment. Includes attention to human rights, animal rights, environmental regulation, ethics, and governance to help assure that best practices are being implemented.
- Social responsibility is to do your best output in preparing the next generation of fashion and textile designers. And this includes being aware of current practices

(such as sustainability, diversity in the industry), demands of the industry and gearing up for future.

**Research Question 3: What social responsibility topics do apparel and textiles instructors address in the curriculum?**

To address the topic of curriculum, the survey provided respondents with a list of social responsibility topics to identify which topics they include in their courses. Respondents were asked to indicate the number of courses where they teach social responsibility, the frequency of addressing these topics within their courses, and to list any additional social responsibility topics they may teach during an academic year.

**Social Responsibility Topics**

Respondents were asked to indicate the importance of addressing the social responsibility topics provided and the frequency of inclusion of those topics in the courses they teach during an academic year. Respondents rated the frequency of inclusion of each topic. The response options were never (0%), occasionally (25%), about half of the time (50%), usually (75%), or always (100%). The social responsibility topics of working conditions and sustainable product development/design/product components each were checked as always (100%) by 22 respondents (56.51%). The second highest topics, responsible labor practices and child labor, were each checked as always (100%) by 20 respondents (52.63%). Eighteen respondents (46.13%) identified product disposal/recycling and sustainable consumption as always (100%) included in their courses. Under the response option usually (75%), the most checked topics were labor union (33.33%), gender/race/class/sexual orientation discrimination (30.77%), equal opportunity/glass ceiling (29.73%), and law (28.95%). The topics with the highest ratings for being addressed about half the time (50%) were alternative trade, (28.95%), consumerism

(27.02%), and law (26.32%). The results for frequency and percentage of respondents addressing social responsibility topics in their courses are provided below (Table 20).

**Table 20**

*Frequency of Addressing Social Responsibility Topics in Courses*

Social responsibility topics	Never (0%)	Occasion ally (25%)	About half the time (50%)	Usually (75%)	Always (100%)	Frequency <i>f</i> (N)
Working conditions	3 (7.69%)	3 (7.69%)	3 (7.69%)	8 (20.51%)	22 (56.51%)	39
Wages	3 (7.69%)	3 (7.69%)	7 (17.95%)	9 (23.08%)	17 (43.59%)	39
Impact of international trade policies	5 (12.82%)	5 (12.82%)	10 (25.64%)	8 (20.51%)	10 (25.64%)	39
Labor unions	12 (30.77%)	2 (5.13%)	8 (20.51%)	13 (33.33%)	4 (10.26%)	39
Trade policy	9 (23.08%)	4 (10.26%)	9 (23.08%)	8 (20.51%)	9 (23.08%)	39
Counterfeit products	2 (5.13%)	4 (10.26%)	9 (23.08%)	7 (15.23%)	17 (43.59%)	39
Gender/race/class/sexual orientation discrimination	4 (10.26%)	3 (7.69%)	7 (17.95%)	12 (30.77%)	13 (33.33%)	39
Body image	4 (10.26%)	4 (10.26%)	8 (20.51%)	8 (20.51%)	15 (38.46%)	39
Beauty ideals and media	5 (12.82%)	3 (7.69%)	9 (23.08%)	10 (25.64%)	12 (30.77%)	39
Appearance profiling	12 (30.77%)	4 (10.26%)	8 (20.51%)	7 (17.95%)	8 (20.51%)	39
Materialism	6 (15.39%)	8 (20.51%)	7 (17.95%)	10 (25.64%)	8 (20.51%)	39
Product disposal/recycling	2 (5.13%)	4 (10.26%)	6 (15.39%)	9 (23.08%)	18 (46.13%)	39
Environmental degradation	4 (10.26%)	4 (10.26%)	7 (17.95%)	8 (20.51%)	16 (41.03%)	39
Sustainable consumption	3 (7.69%)	3 (7.69%)	7 (17.95%)	8 (20.51%)	18 (46.13%)	39
Sustainable product development/design/product components	3 (7.69%)	4 (10.26%)	5 (12.82%)	5 (12.82%)	22 (56.41%)	39
Product pricing and quality	2 (5.13%)	3 (7.69%)	8 (20.51%)	8 (20.51%)	18 (46.15%)	39
Access to technology	6 (15.39%)	4 (10.26%)	8 (20.51%)	8 (20.51%)	13 (33.33%)	39
Responsible labor practices	1 (2.63%)	5 (13.16%)	4 (10.53%)	8 (17.39%)	20 (52.63%)	38
Child labor	4 (10.53%)	4 (10.53%)	4 (10.53%)	7 (18.42%)	20 (52.63%)	38
Alternative trade	12 (31.58%)	7 (18.42%)	11 (28.95)	5 (13.16%)	7 (18.42%)	38



**Table 20***Continued*

Social responsibility topics	Never (0%)	Occasion ally (25%)	About half the time (50%)	Usually (75%)	Always (100%)	Frequency <i>f</i> (N)
Law	6 (15.79%)	4 (10.53%)	10 (26.32%)	11 (28.95%)	7 (18.42%)	38
Harassment	8 (17.39%)	4 (10.53%)	9 (23.68%)	6 (15.79%)	11 (28.95%)	38
Erotic advertising and children's dress	13 (34.21%)	5 (13.15%)	6 (15.79%)	5 (13.16%)	9 (23.68%)	38
Eating disorders	12 (31.58%)	6 (15.79%)	6 (15.79%)	5 (10.87%)	9 (23.68%)	38
Dress codes (school and work)	9 (23.68%)	10 (26.32%)	5 (10.87%)	6 (15.79%)	8 (20.79%)	38
Consumer rights	7 (18.42%)	3 (7.90%)	9 (23.68%)	8 (20.79%)	11 (28.95%)	38
Flammability of children's sleepwear	8 (17.39%)	7 (18.42%)	7 (18.42%)	5 (13.16%)	11 (28.90%)	38
Public policy development	11 (29.73%)	5 (13.51%)	9 (24.32%)	9 (24.32%)	3 (6.52%)	37
Equal opportunity/glass ceiling	8 (17.39%)	1 (2.17%)	7 (15.23%)	11 (29.73%)	10 (27.03%)	37
Workforce development	7 (18.92%)	3 (8.11%)	9 (24.32%)	8 (21.62%)	10 (27.03%)	37
Violence and dress	11 (29.73%)	5 (10.87%)	7 (15.23%)	5 (10.87%)	9 (24.32%)	37
Gang dress	15 (4.54%)	8 (21.62%)	5 (13.51%)	5 (13.51%)	4 (10.81%)	37
Consumerism	4 (10.81%)	3 (8.11%)	10 (27.02%)	9 (24.32%)	12 (32.43%)	37
Consumption-production disconnect	6 (16.21%)	4 (10.81%)	8 (21.62%)	10 (27.02%)	9 (24.32%)	37
Sizing and fit issues of diverse consumer groups	0 (0.00%)	6 (18.18%)	4 (12.12%)	9 (27.27%)	20 (60.60%)	33

In addition to checking the frequency of addressing the social responsibility topics in their course in an academic year, respondents were asked to list the number of courses for which they teach each topic. The results are listed below for each topic (Table 21). The number (N) of responses is provided for each topic.

**Table 21***Number of Courses Where Social Responsibility Topics are Addressed*

Social responsibility topic	Number of courses							Total responses
	1	2	3	4	5	6	8	
Sizing and fit issues of diverse consumer groups	8	6	4	5	2			25
Sustainable product development/design/product components	5	9	2	7	1	1		25
Product pricing and quality	3	11	4	4	1	1	1	25
Working conditions	8	9	2	4	1			24
Wages	8	10	2	2	2			24
Counterfeit products	8	11	3	1	1			24
Product disposal/recycling	2	11	5	4		2		24
Sustainable consumption	3	11	3	5	1	1		24
Responsible labor practices	6	10	3	3	1			23
Child labor	8	8	3	3	1			23
Body image	8	8	4	3				23
Beauty ideals and media	9	9	3	1	1			23
Consumerism	5	12	2	2		2		23
Gender/race/class/sexual orientation	9	7	1	2	1		1	21
Materialism	9	8	2	2				21
Consumer rights	9	7	3	1	1			21
Flammability of children's sleepwear	13	6	2					21
Trade policy	8	8	3	1				20
Law	7	8	3	1	1			20
Impact of international trade policies	9	6	3	1				19
Harassment	10	6	2		1			19
Environmental degradation	4	9	4		1	1		19
Consumption-production disconnect	7	8	1	3				19
Dress code school (and work)	10	6	2					18
Access to technology	5	6	1	3	1	1	1	18
Labor unions	8	5	3	1				17
Appearance profiling	7	9	1					17
Equal opportunity/glass ceiling	7	4	3	2				16
Workforce development	6	5	3	2				16
Violence and dress	11	3	1					15
Eating disorders	10	3	2					15

**Table 21***Continued*

Social responsibility topic	Number of courses							Total responses
	1	2	3	4	5	6	8	
Alternative trade	7	6	1					14
Public policy development	8	4	2					14
Erotic advertising and children's dress	9	3	1					13
Gang dress (street uniform; helps identify gang members)	9	3	1					13

**Additional Social Responsibility Topics**

Respondents were asked to list any other social responsibility topics they address in their apparel and textiles courses. Nine respondents provided additional topics. These topics addressed ethical decision-making, transformation of societal values, consumerism, diversity, political systems, pollution, and industry practices. Responses included these 20 topics:

- Brands
- Capitalism vs. socialism
- Companies
- Distribution
- Diversity
- Ethical decision-making in workplace
- Fast fashion
- Hiring & promotion practices
- How to be better/more responsible consumers
- Inclusiveness

- Manufacturers
- Material development
- Material sourcing
- Packaging
- Pesticides for textiles
- Racial issues
- Retailers
- Supply chain
- Support for artisans
- Support for diversity (15% pledge, corporate hiring policies)
- Transformation of societal values to support SR way to living for all
- Transformation of the fashion industry to address its unsustainable nature
- Water pollutants

**Research Question 4: What types of teaching methods do apparel and textiles instructors use with social responsibility curriculum?**

The survey provided respondents with a list of teaching methods and asked them to identify which of the methods they apply when teaching social responsibility topics in their courses. The results are displayed by frequency and percentage.

There are three teaching methods that received the highest score, 33 respondents identified creating a democratic classroom where all voices can be heard (89.19%), lecture (89.19%), and reading and discussion (89.19%) as their most frequently used teaching methods. Creating a trusting environment (83.73%) emerged as the second most applied method. Critical reflection and encouraging students to share personal experiences accounted for 78.38%. The

results for each teaching methods are displayed by frequency distribution and corresponding percentage (Table 22).

**Table 22**

*Teaching Methods Used When Teaching Social Responsibility Topics*

Teaching methods	Frequency <i>f</i>	Percentage (%)
Creating a democratic classroom where all voices can be heard	33	89.19
Lecture	33	89.19
Reading and discussion	33	89.19
Creating a trusting environment	31	83.78
Critical reflection	29	78.38
Encouraging students to share personal experiences	29	78.38
Encouraging students to reflect on their own beliefs and thoughts	27	72.97
Empower students	26	70.27
Reflective conversation (student-to-student or teacher-to-student)	26	70.27
Posing questions regarding matters of fairness, trying to see things from the view of others, equity	24	64.86
Guest speakers	24	64.86
Discuss and explain personal views, experiences, and opinions	23	62.16
Promote changes in behavior	21	56.76
Visual media	21	56.76
Problem posing	18	48.65
Promote taking action to advocate for change in society	16	43.24
Demonstration	13	35.14
Client-based design projects	11	29.73
Field trips	10	27.03
Applied experimentation	8	21.62
Conducting interviews	6	16.22
Role-playing	2	5.41

### **Additional Teaching Methods**

Respondents were given the opportunity to list additional teaching methods they use when teaching social responsibility in their courses. Four respondents identified other teaching methods. The responses included the following four statements:

- Case studies
- Having the students RESEARCH both sides (or more sides) of controversial issues, understand them, and use the critical thinking process to formulate their own opinion, shared through writing, discussion, and debate
- Using social media sites to create assignments
- Video cases

One of the four respondents went on to elaborate on the list of teaching methods included and stated: “With some of these options you present they seem like it would exceed the reasoning ability and personal experience of many American 18-year-old students!”

One respondent stated “None.”

### **Research Question 5: What assessment methods do apparel and textiles instructors apply with social responsibility curriculum?**

Respondents were asked to check the assessment methods they use when teaching social responsibility in their courses. Thirty-five respondents checked the appropriate assessment methods from the provided list. Collaboration with group projects using written reports and presentations was the most checked assessment method (68.57%), followed by exams and quizzes (65.71%), individual research reports (62.86%), and essays (problem posing) (60%). Discussion participation or seminar (45.71%), reflections forms (42.86%), and service projects (37.14%) received the next highest percentage rankings. All other assessment methods fell below

the 25th percentile range. The notebooks option was not checked by any of the 35 respondents.

The assessment methods and their frequency and correspondent percentage are provided in Table

23.

**Table 23***Assessment Methods Used When Teaching Social Responsibility Topics*

Assessment method	Frequency <i>f</i>	Percentage (%)
Collaboration/group projects (written reports and/or presentation)	24	68.57
Exam and quizzes	23	65.71
Individual research project	22	62.86
Essays (problem posing)	21	60.00
Discussion participation or seminar	16	45.71
Reflection form	15	42.86
Service project	13	37.14
Self-assessment	8	22.86
Peer evaluations	7	20.00
Learning journals	6	17.14
Questionnaires	6	17.14
Civic engagement	4	11.43
Pre- and post-essay	3	8.57
Pre-test and post-test (for the course)	3	8.57
Notebooks	0	0.00

**Additional Assessment Methods**

Participants were asked to provide any additional assessment methods they use when teaching social responsibility topics. Five respondents provided a total of eight additional assessment methods. Their responses included the following statements:

- Book-circle readings and discussions
- Case studies
- Creating designs
- Discussion boards
- Discussion posts
- Film critiques
- Film reviews



- I evaluate their critical thinking abilities on critical thinking essay assignments with the Association of American Colleges and Universities critical thinking rubric.

One respondent found it difficult to respond to the question and stated: “The focus of the classes isn't social responsibility, it includes other topics when there is a quiz/project, so it is difficult to respond to this question.”

Three respondents stated not applicable.

### **Other Findings**

Further review of the participants definitions and their statements explaining why social responsibility topics are important to the apparel and textiles curriculum, revealed some consistencies in their responses to multiple items. In reviewing respondents’ scholarly interests and titles of courses where social responsibility topics are taught, there was a distinct alignment in the words they used in their definitions. Consistencies were found in 36 of the participants’ responses.

Twenty-two respondents’ definitions display consistencies in the words and phrases used for the definitions of social responsibility and their reasoning for why it is important to teach social responsibility topics. In addition, there were consistencies with their scholarly interests and titles of courses in which they incorporate social responsibility topic.

Nine definitions had a strong focus on social responsibility and demonstrated consistency between the definitions, perceived importance of social responsibility topics to the curriculum, titles of courses taught, and faculty’s scholarly interests. These definitions used words and phrases such as “the greater good of society,” “doing the right thing,” “good citizenship,” “responsible personal and business practices,” and “consideration for people and planet.

Responses addressing the importance of social responsibility topics included statements about preparing students to become ethical future leaders in the industry who consider the impact that their decisions can have on the people, the environment, and others. Course titles where respondents taught social responsibility topics included Social Responsibility for Fashion Retail Studies and Hospitality Management, Corporate Social Responsibility for Fashion Studies and Hospitality Management, Fashion Entrepreneurship, Fashion Fundamentals, and Apparel Design Studio. Scholarly interests included social responsibility, social justice, ethics, sustainability, global apparel supply chain, and student professional development (Table 24).

**Table 24**

*Consistencies in Social Responsibility Within Faculties Definitions, Perceived Importance, Scholarly Interest, and Courses*

Social responsibility definitions	Importance of social responsibility topics	Scholarly interest	Title of courses	
			Undergraduate	Graduate
Being good stewards in the community, for employees, and for the environment. Doing the right thing.	Best prepares our students to be future leaders in this field since the textiles and clothing industry are a huge contributor to environmental problems. Since social responsibility is doing the right thing, it also gives them tools they need in decision-making so that they are considering all stakeholders.	Social responsibility for fashion retail studies and hospitality management; appearance, dress, and culture		Social justice and ethics, soc/psych behavioral issues involving clothing, student professional development
Doing the right thing to benefit the most possible.	Students should be aware of issues they will face and be prepared to know how to think critically and respond.	Social responsibility; ethics; sustainability; culture and clothing; student professional development	Corporate social responsibility for fashion studies and hospitality management, social psychological issues for dress	
According to triple bottom line.	To help students understand the consequences To actions in fashion industry.	Social responsibility	Fashion entrepreneurship, fashion fundamentals, and principles of merchandising/ promotion	
Good citizenship and make morally and ethically right decisions at a personal level.	The values students have developed in the A&T program would affect their attitudes and behaviors as a consumer and fashion professional.	Technological development and its impact on the fashion industry	Seminar	

**Table 24**

*Continued*

Social responsibility definitions	Importance of social responsibility topics	Scholarly interest	Title of courses	
			Undergraduate	Graduate
Endeavors both private and public that focus on the well-being of people. specifically in the fashion industry how consumption behaviors impact the people and societies globally.	Developed countries’ consumption behaviors on developing countries people/well-being. Work environments safe working conditions throughout the supply chain. Inequalities and social justice.	New York fashion industry; product development and design; global apparel supply chain	Fashion fundamentals, digital design, apparel design studio, apparel quality	
Being aware of and implementing practices that take into account another person's well-being.	It is important to understand the importance of how benefitting everyone in society can further progress us as a human race.	Social psychology of dress; history of fashion; global fashion industry	Global strategies in the fashion industry and social constructs of fashion	
Responsible practices in a business environment, which ensures workers at all tiers are provided a safe environment to work in and a working wage for their work.	Our industry is the second largest in the world and provides a large amount of jobs to women and men in third world countries who are prone to being taken advantage of due to their lack of education, wealth, and access to fair justice.	Inclusive Design; performance garment; functional design; identity theory	Apparel product development	
Ethics that are related to an individual's life—work, personal, organization, etc. even if some ethics against with personal goals, an individual is encouraged to follow to benefit the society (or organization) at large.	Apparel and textile businesses are complex in nature. It includes not only production but also dealing with end-users. In other words, the apparel and textile businesses encompass so many different aspects of our lives, but profit organizations are too much-paying attention to making money. Society has changed and changed, so do our students.	Consumer behavior; technology adoption; sustainability & technology	Fundamentals of fashion	Advanced topics in retailing

**Table 24***Continued*

Social responsibility definitions	Importance of social responsibility topics	Scholarly interest	Title of courses	
			Undergraduate	Graduate
Social responsibility is a value orientation that affects individuals' social, moral and civic behaviors (Wray-Lake & Syvertsen, 2011). More specifically, it is an "individual's concern toward his or her fellow citizens and participation in collective actions that support common goals" (Mathur, 2013, p. 149). This means that instead of focusing on themselves, individuals committed to social responsibility focus on their roles and role performance within a social context (2013).	It helps us deal with overconsumption.	Social Responsibility; generational cohorts; social movements and fashion and social justice	Etailing and omnichannel retailing	Research methods

Five respondents included sustainability in addition to social responsibility issues when addressing the importance of social responsibility topics. In addition, sustainable and ethical design were mentioned as well as a concern for the health of the environment. Course titles included Sustainability in Fashion, Apparel Design for the Industry, and Global Retail Strategies. Respondents' scholarly interests included sustainability and technology, sustainability in the apparel and textiles industry, sustainable consumer behavior, millennials and Gen Z perceptions of sustainability, perceptions of sustainability for consumers, and sustainable apparel design (Table 25).

**Table 25***Consistencies in Social Responsibility and Sustainability in Faculties Definitions, Perceived Importance, Scholarly Interest, and Courses*

Social responsibility definitions	Importance of social responsibility topics	Scholarly interest	Title of courses	
			Undergraduate	Graduate
Ethics that are related to an individual's Life—work, personal, organization, etc. even if some ethics against with personal goals, an individual is encouraged to follow to benefit the society (or organization) at large.	Apparel and textiles businesses are complex in nature. It includes not only production but also dealing with end users. In other words, the apparel and textiles businesses encompass so many different aspects of our lives, but for profit organizations are too much-paying attention to making money. Society has changed and changed, so do our students.	Consumer Behavior; technology adoption; sustainability & technology	Fundamentals of fashion	Advanced topics in retailing
Social justice, equity, labor rights, ethical considerations.	Because of the nature of the textiles and apparel industries—labor-intensive industries.	Sustainability in the apparel and textiles industries; sustainable consumer behavior	Advanced retail analysis, global retail strategies	
Short version: Promoting and engaging in activities to better conditions related to people/society and the environment.	Sustainable design, inclusive design. Education and implementation. Ethical design.	Apparel design; sustainable apparel design; inclusive apparel design; pedagogy and technology in the apparel design classroom	Experimental apparel design, flat pattern, draping, product development II, apparel design for industry	Theory development (very minimal social responsibility for this one credit course)

**Table 25**

*Continued*

Social responsibility definitions	Importance of social responsibility topics	Scholarly interest	Title of courses	
			Undergraduate	Graduate
Understanding and taking into account the ramifications that certain decisions may have as intended or unintended consequences, which can impact individuals, groups, settings, and environmental conditions. Social responsibility is taking ownership of the impacts that our lifestyle and related decisions have on others and the environment, either in the immediate or future.	The textiles and apparel industries account for more than 70% of the economic and environmental health of our planet. Every time a product is created or purchased, the ramifications of that single item creates a ripple effect across the globe, which can have long-standing consequences.	Technical design; intro to fashion design; fashion design concepts; professional practice	Special projects	Emerging technology, adaptive design, sustainability, entrepreneurship, sustainable design, circular design, additive manufacturing, product lifecycle management, cradle to cradle, medical anthropology, biomedical design, universal design, inclusive design, evidence-based design, participatory design
Concern for all aspects of the supply chain as well as the community in which business has locations.	Because it is the right thing to do. We are training the professionals of the future and maybe they can make a change where previous generations have failed. Fashion is a major violator of social responsibility.	Creative scholarship; millennials & Gen Z perceptions of sustainability; perceptions of sustainability for consumers	Global fashion economics, sustainability in fashion, orientation to fashion management, technical line development	Special projects



Eight respondents' statements included an environmental focus from the lens of textiles, emphasizing minimal impact on the environment, welfare of people, animals, and environment, resource consumption, and abiding by laws and regulations. Responses addressing the importance of including social responsibility topics in the curriculum mentioned issues such as harmful chemicals associated with dyes, pollution, negative effect on water and air quality, and garments ending up in landfills. Respondents' scholarly interests included global trade of textiles, fibers, teaching textiles, textile science, and personal protective equipment (PPE). Many of the respondents listed teaching textile science-related courses. (Table 26).

**Table 26***Textile-Related Consistencies in Faculties Definitions, Perceived Importance, Scholarly Interest, and Courses*

Social responsibility definitions	Importance of social responsibility topics	Scholarly interest	Title of courses	
			Undergraduate	Graduate
People and companies should act with the interests of the environment and people.	The industry is rife with poor practices and we need this next generation to do better than we did.	PPE; pedagogy	Sourcing, patternmaking	Industry
Adhering to all laws and regulations while developing and marketing a product.	We have a bad reputation for poor working conditions, pollution, negatively affecting air and water quality, manufactured fibers, garments winding up in landfills, etc. so we need to get students thinking about these topics from the beginning.	Made in USA; socio-psychological aspects of dress; teaching of textiles	Intro to clothing concepts, textiles, quality assessment of apparel	
As the responsibility companies have towards their employees at any level in any location to provide physically safe working conditions, in addition to having a minimal negative impact on the environment in which their workers and consumers live.	The textiles and apparel industry is responsible for incredibly high levels of pollution in manufacturing and can be linked to several human rights abuses.	Social and psychological elements of dress; textile science; pedagogy techniques to increase learning gains; sustainability in creative scholarship	Introduction to fashion and dress, global sourcing for textile products, introduction to textile science	
Being ethical. Treating people, planet, and animals fairly. Being transparent and honest and trying to trace materials and production at all points in the product process. Also being ethical in the sale of product and considering the disposal after the product is used.	Our students are the next generation of professionals. The textiles and apparel industry has a long way to go to be more sustainable and ethical. They need to demand change both as consumers and professionals.	Social responsibility; shared economy; consumer behavior, teaching strategies.	Sustainability for consumer products, materials for interior furnishings, textile science, entrepreneurship	
Social responsibility is putting the society and basically the entire world outside of business (people, planet) first, before the company's profits.	Partly, because if we want to survive as a civilization, we need to take better care of the world we live in	Sustainability; textile and apparel industry; preparing leaders for the industry	Global sourcing	Industry analysis

**Table 26**

*Continued*

Social responsibility definitions	Importance of social responsibility topics	Scholarly interest	Title of courses	
			Undergraduate	Graduate
Attention to well-being and welfare of people, animals, and the environment. Includes attention to human rights, animal rights, environmental regulation, ethics, and governance to help ensure that best practices are being implemented.	Can help students get a more well-rounded education, can help DEI efforts of apparel/textile brands.	Fibers; textiles; Sustainability; economic development; technology; culturally responsive teaching	AMM 4630 Apparel research project	IAM 5800 Seminar international apparel management, IAM 6850 master's thesis
Concern for and active participation in the elimination of any behavior, policies, or processes that negatively impact individuals and their communities, the environment in which these individuals live and society in general brought about by other people, organizations, or countries.	Students need to be aware of all issues within the apparel and textiles industries including those that may not always be positive or that impact others just because of the operations taking place within these industries. Knowledge of these issues will help the next generation of professionals in the industry make the best decisions to assist in eliminating many of these concerns—or at least start the process.	Entrepreneurship related to sustainable ventures; global trade of textiles and apparel; career development in the textiles and apparel industries	Entrepreneurship in merchandising, global trade in textiles and apparel, career development for merchandising majors	
Social responsibility is putting the society and basically the entire world outside of business (people, planet) first, before the company's profits.	Partly, because if we want to survive as civilization, we need to take better care of the world we live in.	Sustainability; textile and apparel industry; preparing leaders for the industry	Global sourcing	Industry analysis

**Table 26**

*Continued*

Social responsibility definitions	Importance of social responsibility topics	Scholarly interest	Title of courses	
			Undergraduate	Graduate
Being conscious of how humans impact the environment, the lives of other individuals, and our communities by how we choose to live and consume resources.	Throughout history, social responsibility in the apparel and textiles industry has been secondary to turning a profit. The industry has looked the other way when people in third world countries are getting sick because of the chemicals they are exposed to in dyes, or breathing air polluted with fibers from fabrics, or being locked into their factories and not allowed the human decency of a bathroom break. Fast fashion has contributed to all of this, as well as mountains of waste of the "disposable" trendy clothing pieces. We need to educate the next generation to do well by doing better.	Historic preservation	Textiles, product development, quality apparel analysis, ethics	

Twelve participants' responses had consistencies between the courses where they taught social responsibility topics and the terminology used to define social responsibility and their reasoning for why it is important to include social responsibility topics in the apparel and textiles curriculum. There was no consistency observed regarding their listed scholarly interests. Five of these respondents did not list any scholarly interests.

One participant appeared to have consistency between the stated scholarly interest in social and environmental sustainability and the wording of their definition and perception of importance of the topics. That respondent did not list any titles of courses where social responsibility topics were taught.

In conclusion, some participants' responses had consistencies in the way they defined social responsibility, explained their reasoning for why it is important to include social responsibility topics in the apparel and textiles curriculum, their scholarly interests, and the courses they teach in an academic year. Most had a primary focus on social responsibility, a few additionally specified areas of sustainability in conjunction with social responsibility, and some responded by applying a textiles-related perspective and used words and phrases associated with textiles-related issues in their responses and expressed a scholarly interest in association with textile science and listed teaching textile-related courses.

**Primary Research Question: What is apparel and textiles faculty's perception of social responsibility and its incorporation into the apparel and textiles curriculum?**

All sub-research questions address the primary research question. Respondents defined social responsibility and provided statements for why they believed it was important to incorporate social responsibility topics in the curriculum. Respondents described the importance of teaching social responsibility topics with statements that had a future-oriented focus, ethical

focus, human rights focus, environmental focus, industry practices focus, and diversity focus.

Four main themes emerged during the analysis of the respondents' definitions of social responsibility, which were social responsibility starts with the individual, corporate social responsibility, consumer and corporate responsibility, and broad social responsibility concepts.

Further review of the participants' definitions and their statements explaining why social responsibility topics are important to the curriculum discovered consistencies in their responses to multiple items. Respondents' scholarly interests and titles of courses where social responsibility topics are taught also had distinct similarities to the focus and phrasing used to define social responsibility as well as to their explanation of importance.

In addition, the participants' responses were cross-referenced for consistencies and found that participants' scholarly interests and the courses they taught in relation to the way they define social responsibility were related to the reasoning for its importance of incorporating social responsibility in the apparel and textiles curriculum.

### **Chapter Summary**

The results presented in this chapter provide information on faculty's perceptions, beliefs, and attitudes toward teaching social responsibility topics and their significance to the curriculum. Respondents expressed that it is crucial to teach social responsibility topics in courses to prepare students to become good global citizens and socially responsible professionals and leaders in the apparel and textiles industry.

## **Chapter 5 - Conclusion**

### **Introduction**

This research examined apparel and textiles faculty's perceptions of social responsibility as they apply to the apparel and textiles curriculum and investigated social responsibility topics and the instructional design used to teach and assess student learning. This chapter provides a discussion of the findings and their implications to the apparel and textiles academic field, recommendations for future research, and concluding remarks.

### **Discussion and Findings**

Social responsibility is a broad and important topic that has a variety of applications within the apparel and textiles industry. It is a very complex and very general term that covers everything from environmental concerns to the individual welfare of a person. The topic becomes more complex when one looks at it from the point of an individual responsibility or a corporate responsibility. The data collected show that all participants felt this topic was important but difficult to define.

#### **The Importance of Social Responsibility Topics**

The concept of social responsibility has become more prevalent over the last decade. Companies include the term in their mission and vision statements to build their brand image (Kang & Hustvedt, 2014) because consumers have increasingly taken action to hold companies accountable and demand transparency in business practices. Universities have followed suit and formulated or revised their goals and missions to include social justice, social responsibility, and sustainability. Universities play an important role in developing future professionals of the industry and expect their faculty to rise to the challenge of including social responsibility topics in the curriculum, but current course design is not aligned with social justice education or

sustainability education (Greenwood, 2010). Faculty's opinions may differ on how important teaching social responsibility topics are and may have different levels of motivation to incorporate such topics in their courses (Cochran-Smith et al., 2009). This research focused on faculty teaching apparel and textiles courses. All participants in this research viewed social responsibility as important to apparel and textiles professionals. Over half of the responses expressed that it was not only important but very important to include social responsibility topics in courses.

To gather additional information, respondents were asked to rate the importance of social responsibility topics to the apparel and textiles curriculum. All but one respondent felt that it was important to consider social responsibility topics in the curriculum. Based on Cochran-Smith et al.'s (2009) statement, teachers who perceive teaching for social responsibility as important tend to be more motivated to incorporate it into their instructional design. Teachers who apply a social responsibility perspective want to make the world a better place (Brookfield, 2016). Respondents in this research listed 99 undergraduate courses in which they incorporate social responsibility topics in their classroom with textile science being the most frequently listed course title. Faculty in this research taught eight textile-related courses and expressed the importance of considering implications of fast fashion, textile waste, chemical waste, water and air pollution, energy consumption, and resource consumption.

One respondent who chose the neutral response option further explained that they believed that social responsibility spans across disciplines and should instead be taught in general education classes. The same respondent defined social responsibility with a broad focus stating, "community benefit before individual" and did not list any courses where they teach social responsibility topics, nor did they provide any topic areas for their scholarly interests.



However, their reasoning for the importance of social responsibility in the curriculum provides reason for consideration and further exploration of the statement may be warranted.

Building on the results from Dickson and Eckman's (2006) study, the findings from this research showed that faculty have increased consensus of the importance of social responsibility topics to industry professionals and additional exploration showed that faculty also perceived it as important to incorporate social responsibility topics in the apparel and textiles curriculum. Based on Cochran-Smith et al.'s (2009) statement that faculty's perception of importance correlates to the level of motivation to teach social responsibility topics in their courses could indicate a high level of motivation in them to teach such topics.

### ***Why is it Important to Teach Social Responsibility Topics?***

Considering that the participants consisted of faculty teaching apparel and textiles courses, it is not surprising that a third described the importance of teaching social responsibility from a future-oriented perspective. Faculty educate, shape, and develop students to become concerned citizens, responsible consumers, and socially and environmentally just future professionals and leaders, and they play an important role in influencing the future of the industry, especially regarding sustainability education and social justice education, which empowers students to actively shape the future (Bomer, 2000; Horng et al., 2019; Redman, 2013).

The apparel and textiles industry is often criticized for unethical sourcing practices, unsafe labor conditions, and human rights infractions (Dey & Islam, 2015). Students must learn to reason and distinguish between good and bad because good human beings ensure good societies (Dass, 2008). One-fourth of respondents in this research applied an ethical perspective that focused on raising awareness, building values, respecting human rights, and considering the

greater good of society. Students must gain an understanding of the concept of social responsibility in order to adopt socially responsible behaviors (Y. Lee et al., 2017).

An environmental focus was used by another fourth of the respondents to explain the importance of educating students about current industry practices and processes that impact the planet, such as chemical waste effecting water and air quality, because students must understand the problems to realize and consider the impact their actions can have worldwide. Pollution from the textiles industry continues to be a worldwide problem (Dey & Islam, 2015; Greenpeace International, 2014; Hasanbeigi & Price, 2015; Kant, 2012; Kumari et al. 2013; Stone & Carson, 2010; Wicker, 2017). Education plays an important role in developing future industry professionals who consider sustainable fashion and the impact production, manufacture, and consumption of a product can have on the environment and communities (Moorhouse & Moorhouse, 2017).

Corporate social responsibility consists of four components: economic responsibilities, legal responsibilities, ethical responsibilities, and philanthropic responsibilities (Carroll, 1999). Corporations need to be accountable for their actions and decisions and have a responsibility to society (Golodner, 2016). A few respondents in this research applied an industry focus highlighting the industries' poor practices and negative environmental impact and the need for change. Students as future industry professionals must learn about all aspects of the industry's production, manufacture, sale, and disposal of apparel and textile products to become agents of change. Corporations also benefit when it comes to being transparent and applying corporate social responsibility to their apparel and textiles businesses because it positively affects consumer perceptions of the brand image, which translates into higher sales and profitability (Didi & Niehm, 2015).

Diversity is a key component of social justice (Cochran-Smith et al., 2009). In this research, one respondent introduced a diversity focus when explaining that it was important to support efforts to promote diversity, equity, and inclusion in the industry. Diversity was only mentioned once in Dickson and Eckman's (2006) study in association with a social responsibility topic titled "gender/race/class discrimination (sexual orientation, cultural diversity)" (p. 184), but none of their respondents included diversity in any of their definitions for social responsibility. Respondents in this research mentioned diversity on four occasions. In one, diversity was included as an explanation for why it is important to teach social responsibility topics. The respondent explained that it "can help students get a more well-rounded education, can help DEI (Diversity, Equity, Inclusion) efforts of apparel/textile brands." Diversity was mentioned a second time in a definition for social responsibility, which stated "social responsibility is to do your best output in preparing the next generation of fashion and textile designers. This includes being aware of current practices (such as sustainability, diversity in the industry), demands of the industry and gearing up for future." Diversity was listed twice under additional social responsibility topics addressed in apparel and textiles courses. Additional topics taught in courses also included "inclusiveness" and "racial issues." Overall, equity was mentioned once by a respondent to describe the importance of social responsibility topics and used on two occasions in social responsibility definitions. Inclusion was only mentioned once. A common goal of teaching for social responsibility described in the literature was to empower students to collaborate, critically think, and reflect, and to enable them to act and create equity and justice (Brookfield, 2005; Cochran-Smith et al., 2009).

There is a consensus among apparel and textiles faculty that social responsibility topics are important to apparel and textiles industry professionals and consequently the apparel and

textiles curriculum as educational institutions prepare the leaders of tomorrow. Therefore, students must be aware of current issues, understand the problems, and consider possible effects on society, the environment, and the economical sustainability of the industry.

### **Defining Social Responsibility**

The purpose of Dickson and Eckman's (2006) research was to formulate a common base definition for apparel and textiles scholars. There was little agreement within the field for a definition of social responsibility (Dickson & Eckman, 2006; Hiller Connell et al., 2012; Kozlowski et al., 2015; Pasricha, 2010). Dickson and Eckman (2006) investigated how apparel and textiles scholars defined social responsibility as it applies to the apparel and textiles scholars and the field and concluded that there are three main categories of social responsibility: (1) a focus on corporate social responsibility, (2) a focus on people and the environment, and (3) a focus on the outcomes and impacts the industry has globally.

The results from this research are consistent with Dickman and Eckman's (2006) findings in that faculty's definition statements focused on a common goal and greater good for all, a concern for sustainability regarding the environment and fair and safe working and living conditions for people, and a focus on corporate social responsibility and ethical business practices. Dickson and Eckman (2006) did not specify whether participants defined social responsibility as the obligation of an individual, a company, or both.

An individual's belief system is formed through personal experiences and cultural backgrounds, which influence their personal and professional identities (Brown, 2006; Hytten & Bettez, 2011; Johnson-Bailey et al., 2010). Good citizenship starts with each individual and their social and environmental perspectives (Dass, 2007). Almost one-quarter of the respondents in

this research placed the responsibility on the individual and emphasized that each person should consider the impact their behavior has on society and the environment.

Over one-third of the respondent's definitions described social responsibility as the obligation of a business or corporation. Faculty's definitions in this research stated that corporations were responsible to use fair, moral, and ethical practices and needed to consider people and the environment when making business decisions. Four definitions categorized under the corporate social responsibility focus, referred to the 3 P's of sustainability also known as the triple bottom line: people, planet, profit, which is a sustainability concept that integrates social, environmental, and economic responsibilities (Gimenez et al., 2012). While the concept has been used in the business literature for decades, it has increased in recognition in recent years (Sarma & Jena, 2006). Dickson and Eckman (2006) stated that the concept had recently been introduced in a few apparel, textile, and retail studies to offer a new dimension for defining social responsibility. They refer to Carroll's (1999) statement that a business had to consider society at large while addressing their own basic economic needs. Results from this research showed that today's apparel and textiles faculty are cognizant of the concept called the triple bottom line and its 3 P's and have adopted the principles when discussing or defining social responsibility as it applies to the apparel and textiles field.

Another third of the respondents in this research formulated definitions with a broad concept of social responsibility while abstaining from identifying a responsible entity. Within this category, faculty included acting ethically and in the best interest of society, social well-being, human rights, equity, diversity, and governance of laws and regulations in their definitions. The main focus was on people and society at large, only three of those definitions included the environment. Faculty teaching for social responsibility believe it is their ethical and

moral responsibility to make a difference and to create positive change for the greater good of society (Brookfield, 2005; Cochran-Smith et al., 2009). A common theme is to develop good citizenship and to help students to develop ethical behaviors (Dass, 2008; Elias & Merriam, 2004; Hytten & Bettez, 2011).

The remaining responses said it was a joint effort, people as private citizens and consumers and corporations must both be socially responsible in their decision-making and consider the greater good of society and their impact on the environment. Golodner (2016) explained that businesses must apply ethical practices regarding sourcing, supply chain, employees, and the environment, but people as consumers must also act responsibly and consider the impact their use and disposal of goods and services has on natural resources and the environment.

In conclusion, apparel and textiles faculty defined social responsibility as a focus on the greater good of society, environmental sustainability, and an economic sustainable aspect of the industry, which was consistent with other research findings. The findings revealed differences in faculty's perceptions as to whether social responsibility is the duty of corporations, individuals, or consumers and corporations alike. The apparel and textiles industry is known for its harmful effects on the environment and human rights infractions, and corporations are accused of putting their own profits before the greater good of society. Concepts like the triple bottom line have been formulated and adopted to express that businesses must use ethical practices and consider their impact on society and has presented another dimension for inclusion when defining social responsibility.

## **Response Consistencies**

People have their own understanding of social responsibility based on their cultural background and personal experiences, which consequently guides their perceptions and motivation to teach and act (Cochran-Smith et al. 2009; Hytten & Bettez, 2011). This research revealed that there were consistencies in faculty responses to multiple items. Consistencies emerged in areas of perceived importance, definitions, scholarly interests, and titles of courses taught. In over three-quarters of faculty's definitions, consistencies were evident. One-fourth of those definitions demonstrated similarities in the wordage and phrasing used with the perceived importance of teaching social responsibility topics, their scholarly interest, and the titles and topic areas of their courses. A third of the definitions addressed social responsibility as it related to the topic area of the courses that the respondent taught, which was especially evident with faculty teaching textile-related courses. The literature stated that the faculty's individual perspectives influence their professional identities and how they write, conduct research, and teach students (Brown, 2006; Johnson-Bailey et al., 2010).

Ultimately, consistencies between faculty's perceived importance for teaching social responsibility topics in apparel and textiles curriculum and the way they formulated their definitions for social responsibility, their scholarly interests, and the courses they teach were found. There were distinct similarities in the wordage and phrases used in the definitions that were directly related to topic areas of the courses they taught.

## **Social Responsibility Topics**

Since 2006 and Dickson and Eckman's research, no one has explored the social responsibility topics that apparel and textiles faculty members incorporate into these courses. In Dickson and Eckman's (2006) research, working conditions received the most responses

followed by child labor. Results from this study were consistent with their findings: working conditions and child labor were still rated as the two most important topics to address. These findings are consistent with other researchers who investigated the apparel and textiles industry. Didi and Niehm (2017) stated that social responsibility issues, such as pollution, ecological hazards, poverty due to exploitation and cheap labor conditions, and unfair treatment and working conditions of women, are current issues.

Another result from this research revealed that sizing and fit issues of diverse consumer groups received the most marks for being always addressed in respondents' courses. Sizing and fit issues of diverse consumer groups and sustainable product development/design/product components received high marks for importance to be incorporated in courses. Interesting enough, both of these topics were listed as additional social responsibility topics in the Dickson and Eckman's (2006) study. It is not surprising that sizing and fit of diverse groups is an important topic and even more relevant today considering that they are essential aspects of the apparel design process and greatly affect the consumer experience. In addition, the focus on diverse groups also aligns with current issues of diversity, equity, and inclusion in relation to the industry.

### **Teaching Methods**

Based on Dickson and Eckman's (2006) recommendation for further exploration of pedagogical efforts, this research examined the teaching methods faculty use to teach social responsibility topics in their courses. A predetermined list of teaching methods was provided from the literature. The list consisted of traditional teaching methods, such as lecture and demonstration, which primarily serve to present information. The list also included several



teaching methods suggested in the literature concerned with critical pedagogy and transformational learning.

Research showed that a common goal of teaching for social responsibility included empowering students to collaborate, critically think, and reflect, and to enable them to take action in order to create equity and justice for all (Brookfield, 2005; Brown, 2004; Bryan et al. 2011; Cochran-Smith et al., 2009; Dover, 2013; Frazer, 2009; Horng et al., 2019; Redman, 2013). To create a learning environment where reflection, critical thinking, and transformational learning can take place, learners must collaborate and reflect to gain new understandings and to make ethical decisions to demonstrate good global citizenship (Freire, 1990; Leonardo, 2004; Newton, 2014; Pratt, 2005). Furthermore, it is essential for the teacher to become a co-participant in learning, where teachers and students learn and grow together (Bizzell, 1991; Brookfield, 2005; Freire, 1990; Jemal, 2017; McWhirter, 1998), and it is crucial to provide a safe environment so students can freely share personal opinions and experiences (Brown, 2004).

Faculty in this research stated they used lecture, reading and discussion, and creating a democratic classroom where all voices can be heard when teaching social responsibility topics. While lecture and reading and discussion are more traditional methods, creating a democratic classroom where all voices can be heard is a method that aligns with the principles of critical pedagogy. Creating a democratic classroom where all voices can be heard takes a conscious effort on the part of the teacher and is not an easy task (Brookfield, 2005). Creating a trusting environment was the fourth most checked teaching methods. A trusting environment is along the same lines as offering a democratic classroom and is essential for students to feel comfortable to share personal experiences and beliefs.

The literature stated that good citizenship starts with each individual's evaluation of their own behaviors (Dass, 2007) and critical self-reflection is a crucial part of such thematic exploration to create lasting change in behavior (Freire, 1990). Brookfield (2005) suggested having students read and analyze individually before participating in any group discussions because it is crucial for students to evaluate their personal beliefs before addressing larger societal issues. The faculty in this research also stated that critical reflection, encouraging students to share personal experiences, and encouraging students to reflect on their own beliefs and thoughts are all important. During collaboration students reflect on their thoughts and beliefs and discuss issues while sharing and explaining their personal views, experiences, and opinions (Bohman, 2005), which also provides an opportunity for the teacher to learn about their students and their needs to inform their instructional design. Two-thirds of the faculty in this research checked that they use discuss and explain personal views, experiences, and opinions as a teaching method in their courses.

Empowerment and emancipation promote positive growth and change (Esposito & Swain, 2009; McWhirter, 1998). Shor (1992) stated that empowered students can gain a deeper understanding and make meaning of information rather than simply memorizing it. Students will learn to value the importance of their viewpoints and the way each person is able to make a difference. The teaching methods of empower students and reflective conversation (student-to-student or teacher-to-student) were checked by 70.27% of the respondents. Empowerment is an important factor in a student's ability to gain knowledge through self-reflection and critical analysis resulting in a new awareness of themselves (Bohman, 2005; Devetak, 2013; Freire, 1990).

Action is an important part and goal of teaching for social responsibility (Brown, 2004; Dover, 2013; Redman, 2013). Twenty-one respondents noted that promoting change in behavior was a teaching technique that they used. Lasting changes in behavior can be achieved through appropriate teaching methods, such as critical thinking, self-reflection, and collaboration (Alfred & Nafukho, 2010; Bomer, 1999; Brown, 2006; Freire, 1990; Redman, 2012). Teachers can encourage socially responsible and sustainable behaviors by including relevant topics that help build awareness and promote ethical behaviors (Dass, 2007). There were only 16 faculty who incorporated promoting students to take action or to advocate for change in society into their teaching methods.

Overall, respondents identified a variety of teaching methods that included traditional teaching methods but also methods that supported critical pedagogy. The common goal of teaching for social responsibility is that students gain awareness and a new understanding of current issues related to the apparel and textiles industry and are empowered to think critically and change behaviors to embrace socially and environmentally responsible practices in the apparel and textiles profession. Teaching for social responsibility is challenging and demands a conscious effort to design instruction to include discussion of relevant issues as well as continuous planning and evaluating of content and methods (Brookfield, 2016).

### **Assessment Methods**

The wide array of social responsibility topics applicable to the apparel and textiles field makes it challenging for faculty to implement appropriate teaching methods and effective assessment measures (Dickson & Eckman, 2006). Faculty teaching social responsibility topics in their apparel and textiles courses face a difficult task because they must develop learners into ethical and socially responsible industry professionals (Dugan, 2006). A common goal of faculty

teaching for social responsibility is to empower students to take action and to create changes in behaviors (Brookfield, 2005; Cochran-Smith et al., 2009). Critical pedagogy can inform faculty's choices of teaching methods and assessment methods.

This research provided respondents with a predetermined list of assessment methods to evaluate student learning. The list of methods included traditional assessment methods such as exams, written essays, and collaboration/group projects (written reports and/or presentations). Additionally, evaluation measures suggested in the literature were added, such as reflection forms, pre-test/post-test, learning journals and notebooks, and peer evaluations. Almost three-quarters of faculty in this research used collaboration/group projects (written reports and/or presentations) when assessing learning in their courses. Exams and quizzes were the next most applied measures. Walton et al. (2016) suggested using graded essays at the beginning and end of the learning experience to evaluate changes in perspectives or consciousness. Horng et al. (2019) endorsed the use of student feedback forms, reflection forms, peer evaluations, pre-test/post-test, and focus groups to encourage students to reflect and critically think on current issues on an individual, organizational, and societal level. One-fifth of the faculty in this research indicated using peer evaluations and less than one-eighth indicated using pre-test and post-test (for the course) or pre-post essays to evaluate student learning in their courses. Bomer (1999) endorsed learning journals as a valuable tool to measure learning outcomes when teaching for social responsibility. Less than one-fifth of faculty indicated using learning journals and none used notebooks to assess learning. Service projects can be used to raise self-esteem in students and by giving back to the community students have to engage in social action (Salusso et al., 2018). Service projects were checked by just over one-third of the faculty in this research.

Overall, faculty indicated that they primarily used collaboration/group projects (written reports and/or presentations), exams and quizzes, individual research projects, and/or essays (problem-posing) to assess student learning when teaching social responsibility topics in their courses. The literature suggested a variety of assessment methods that align with critical pedagogy; however, most of those assessment methods received lower marks for inclusion. Other research pointed out that teaching from a critical perspective is not an easy task and takes a conscious effort on the part of the teacher.

### **Implication for Practice**

From this research, there are several implications for practice. Faculty in this research volunteered to complete the survey and by self-selecting they already were interested in social responsibility and the importance of the topic for the apparel and textiles field. However, there are several ways that more faculty could be encouraged to include such topics and departments could include faculty development in this area.

The way and the extent to which a faculty member chooses to include such topics will depend upon their personal perceptions, beliefs, and attitudes. Taking this information into account, it is essential for universities and departments to provide clear explanations for how and why they want faculty to include social responsibility in the curriculum. Furthermore, they should support their faculty and provide them with the tools needed to implement appropriate instructional design. They are often experts in their fields but may not have formal training on educational strategies, such as critical pedagogy. As Brookfield (2005) explained, teaching from a critical perspective takes a conscious and consistent effort by the teacher to create and maintain a successful learning environment.

The findings from this research suggest a variety of pedagogical strategies that align and support critical pedagogy to design effective instructional design and an enhanced learning experience for students. Faculty selected the ones they used. A majority of faculty use traditional methods to teach social responsibility topics, such as exams, quizzes, and reading and discussion. While this majority also included creating a democratic classroom where all voices can be heard, it is unclear as to how faculty go about creating a democratic classroom and how they facilitate discussion and reflection. More faculty development with apparel and textiles faculty on a variety of critical pedagogical approaches is important for departments to consider.

The apparel and textiles field is facing a variety of economic factors. Apparel production has steadily increased over the last decade to meet the ever-growing and changing demand of consumers. Factors such as supply and demand, interest rates, taxes, labor cost, supply chain, and inflation influence business strategies and consequently impact human capital and natural resources at multiple levels. Therefore, considering economic factors relevant to the apparel and textiles field and their implications to society and the environment across the apparel and textiles curriculum is extremely important.

Social responsibility has gained importance with apparel and textiles businesses and universities offering an apparel and textiles programs. Corporations increasingly focus on incorporating corporate social responsibility into their business practices, and in recent years, educational institutions have increased their efforts to incorporate social responsibility and sustainability issues into their curriculum. There should be more discussion between corporations and apparel and textiles faculty concerning these important issues. Field trips and invitations to corporate guest speakers would allow students to learn more about these issues. Apparel and

textiles faculty should be encouraged and supported in incorporating such perspectives into their instructional design and teach students to become ethical and sustainable industry professionals.

Educational institutions who expect their faculty to incorporate social responsibility in their instruction should take into consideration that faculty's personal perceptions will guide their practices. Many universities provide a general definition as to what the institution's understanding of social responsibility is and expect faculty to accept that definition to guide their practices. Based on this research, faculty have their own understanding of social responsibility because personal factors influence the way they interpret the concept and how they choose to apply it in their teaching. This is important to recognize, because faculty may adapt a common base definition and use it as their point of origin, but they can make the biggest impact in their area of expertise by bringing awareness to students and empowering and encouraging them to become ethical industry professionals that create positive change. In the end, what matters most is that faculty commit to teaching social responsibility. Their personal opinions will influence the why and the how they teach. The findings suggest that a teacher's motivation is directly related to their personal perception of how important it is to incorporate social responsibility into the curriculum. Departments could discuss this with the faculty to highlight the importance of social responsibility in this field.

Professional associations could assist with expanding the knowledge on the importance of social responsibility in this field. Over one-third of the faculty defined social responsibility from the perspective of the corporation. As Dass (2007) expressed, change is created by one person at a time. By educating and highlighting the issues with faculty, more students could be educated about these issues before they become professionals.

Unfortunately, only a small number of the faculty use the assessment methods suggested by other researchers for application with critical pedagogy in their courses. A majority used exams, quizzes, and individual reports, which may test students' knowledge retention rather than application and synthesis. While collaboration with group projects is listed and received the highest marks, it is not specified whether this type of collaboration includes critical self-reflection to come to new understandings and awareness, as Bohman (2005) and Devetak (2013) explain, knowledge is gained through self-reflection and critical analysis resulting in a new consciousness. Faculty development to understand assessments which would help the students critically reflect is very important for departments to incorporate.

The development of a self-evaluation instrument based on the findings, such as a program audit rubric for apparel and textiles university programs could enable programs to review and assess the level of inclusion of social responsibility and sustainability topics in the curriculum. Such measure would help in gaining an understanding of the status within the program and expose areas in need of development. The goal of such audit would be to support a programs effort to evaluate the current state of inclusion of social responsibility and sustainability topics in the curriculum. Based on the results of an audit, programs could then develop a strategic plan to motivate faculty to include social responsibility topics in their courses, support faculty teaching such topics, and strengthen faculty development to enhance the quality of education provided.

### **Recommendation for Future Research**

From this research, there are several recommendations for future research. First, additional exploration of the reasoning behind faculty's definitions for social responsibility is suggested. The findings revealed consistencies among multiple items and the way faculty assigned the obligations to whose duty it is to be socially responsible, which warrants further



investigation into this matter. Second, the use and application of teaching and assessment methods need further inquiry to determine which are most effective and applicable to the various topics. Lastly, more in-depth information about the inclusion of social responsibility topics into each course could provide more detailed information about the amount of inclusion and importance assigned to each topic during the course.

While in this research faculty defined social responsibility, future research could investigate the reasons for these definitions. There seemed to be a consistency between the way faculty defined social responsibility and their scholarly work and courses taught. Further research could clarify this issue. This could provide additional insights for what intrinsic factors contribute to their beliefs and why they arrived at their perception of whose duty it is to ensure socially responsible behaviors. A faculty member explaining that it is a corporation's responsibility to ensure socially responsible practices may not teach social responsibility topics the same as a person who thinks it is every person's duty. Additionally, exploring this matter further could inform on how certain personal values may be able to be fostered.

Subsequent studies could further explore teaching methods and assessment methods to inform instructional design. A qualitative approach to the research and the use of interviews to gather more in-depth information about how faculty structure and apply their teaching methods could assist other faculty in choosing appropriate methods and ensuring proper application.

Critical pedagogy demands commitment and constant reevaluating of teaching methods and assessment methods. There is a need for additional analysis to determine which educational methods will be most effective to generate long-term changes in behavior toward socially just and sustainable practices specific to apparel and textiles programs' objectives and goals. The same is true for assessment methods.

Social responsibility has been incorporated into apparel and textiles curriculum and with the current emphasis on diversity, equity, and inclusion, it raises the question whether faculty are checking certain teaching methods because they truly believe that they are offering those methods, such as a democratic classroom where all voices can be heard, or whether they checked this option because they felt that they should even if they do not use it. This remains an area in need of further investigation to clarify whether faculty truly incorporate measures into their instructional design that create the desired and needed learning outcomes. A qualitative approach could gather more in-depth information to clarify this matter.

Further research could expand on the frequency of addressing social responsibility topics in courses to gather more information about the amount of time and effort spent on each topic. While one topic may be addressed in a course each semester, it may only be discussed in a few class periods, while other topics may be a more significant element of a course and be relevant for the entire duration of the course. A qualitative approach to collect in-depth information using interviews could offer more detailed information on how much time is spent on the topics and to what ratio they are incorporated into each course.

### **Conclusion**

In conclusion, faculty perceive social responsibility topics as important to industry professionals as well as to the apparel and textiles curriculum. Faculty have their own personal viewpoints of what defines social responsibility and perceive certain aspects as more relevant than others to include in their definitions. Faculty's scholarly interest and the topics they teach in their courses seem to influence their definitions, guide their perceptions, and inform their choices of teaching and assessment methods.

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## Appendix A - Survey

1. Do you currently teach apparel and textiles courses at a post-secondary institution within the U.S.? Yes/no

2. Please provide your current position title:

- instructor/lecturer/teaching professor
- assistant professor
- associate professor
- professor
- graduate student
- administrator
- other: \_\_\_\_\_

3. How do you define social responsibility?

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4. How important do you think is it for apparel and textiles industry professionals to consider social responsibility topics?

1 – Not at all important

2 – Low importance

3 – Neutral

4 – Important

5 – Very important

5. How important is it to you to include social responsibility into the apparel and textiles curriculum?

1 – Not at all important

2 – Low importance

3 – Neutral

4 – Important

5 – Very important

6. How many courses do you teach in an academic year?

---

7. Please list the titles of courses where you include social responsibility topics:

---

8. How important is it to address these topics?

<b>Topics</b>	<i>1 Never (0%)</i>	<i>2 Occasionally (25%)</i>	<i>3 about half the time (50%)</i>	<i>4 usually (75%)</i>	<i>5 always (100%)</i>	<i>In an academic year, in how many courses do you address this topic?</i>
Working conditions						
Responsible labor practices						
Child labor						
Wages						
Alternative trade						
Impact of international trade policies						
Labor unions						
Trade policy						
Counterfeit products						
Law						
Public policy development						
Equal opportunity/glass ceiling						
Workforce development						
Harassment						
Erotic advertising and children's dress						
Gender/race/class/sexual orientation discrimination						
Violence and dress						
Eating disorders						
Sizing and fit issues of diverse consumer groups						
Body image						
Beauty ideals and media						
Dress codes (school and work)						
Appearance profiling						
Gang dress						

Materialism						
Product disposal/recycling						
Environmental degradation						
Sustainable consumption						
Sustainable product development/design/product components						
Consumer rights						
Consumerism						
Consumption-production disconnect						
Product pricing and quality						
Access to technology						
Flammability of children's sleepwear						

Please list any other social responsibility topics you address:

<b>Topics</b>

9. Please check the teaching methods you use when teaching social responsibility topics in your courses:

<b>Teaching Methods</b>	<i>check all that apply</i>
Creating a trusting environment	
Creating a democratic classroom where all voices can be heard	
Posing questions regarding matters of fairness, trying to see things from the view of others, equity	
Empower students	
Reflective conversation (student-to-student or teacher-to-student)	
Critical self-reflection	
Critical reflection	
Problem posing	
Encouraging students to share personal experiences	
Encouraging students to reflect on their own beliefs and thoughts	
Role-playing	
Promote taking action	
Promote changes in behavior	
Discussion and explaining personal views, experiences, and opinions	
Lecture	

Demonstration	
Applied experimentation	
Field trips	
Guest speakers	
Conducting interviews	
Visual media	

Please list any other teaching methods you use to teach for social responsibility:

<b>Teaching Method</b>

10. Please check the assessment methods you use to evaluate student learning when teaching social responsibility topics (*goals are raising student awareness, empowerment, learning, transformation: positive change in behavior, and action*).

<b>Assessment Methods</b>	<i>check all that apply</i>
Exam & quizzes	
Essays (problem posing)	
Pre- & post-essays	
Individual research project (written report and/or presentation)	
Collaboration/Group projects (written reports and/or presentation)	
Civic engagement	
Service project	
Pre-test & post-test (for the course)	
Learning journals	
Notebooks	
Self-assessments	
Peer evaluations	
Questionnaires	
Reflection form	

Please provide any other assessment methods you use when teaching social responsibility topics:

<b>Assessment Method</b>


11. Why is teaching for social responsibility important to you?

---

\_OR Why is teaching for social responsibility not important to you?

---

12. What is the highest degree you have received?

- Associate
- Baccalaureate
- Master's
- Doctorate

13. Please provide the type/s of institution where you teach:

- Community college
- 4-year public institution
- 4-year private institution
- Research I institution
- other: \_\_\_\_\_

14. Please provide the highest degree available for apparel and textiles students at your institution:

- Associate
- Baccalaureate
- Master's
- Doctorate

15. Please list your scholarly interests:

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## Appendix B - Informed Consent Form

**KANSAS STATE**  
UNIVERSITY

**University Research**  
**Compliance Office**

**Informed Consent**

An Exploratory Study into Teaching for Social Responsibility in Apparel and Textile  
University Programs

**PROJECT APPROVAL DATE: May 13, 2021**

**EXPIRATION DATE: May 12, 2022**

**LENGTH OF STUDY:** Approximately three months.

**PRINCIPAL INVESTIGATOR:** Royce Ann Collins, Ph.D., Associate Professor, Adult Learning and Leadership, Educational Leadership Department

**CO-INVESTIGATOR(S):** Grit Sadtler, Doctoral Student

**CONTACT NAME AND PHONE FOR ANY PROBLEMS/QUESTIONS:** Dr. Royce Ann Collins, (913) 307-7353

**IRB CHAIR CONTACT INFORMATION:** If you have any questions regarding consent to participate in this research, feel free to contact one of the following Kansas State University Institutional Review Board Members:

Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224; Cheryl Doerr, Associate Vice President for Research Compliance, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224

**PURPOSE OF THE RESEARCH:** The purpose of this research is to investigate the attitudes and practices of apparel and textile faculty at post-secondary institutions concerning teaching of social responsibility topics in their courses. You will be asked to provide information about your beliefs, opinions, practices, and experiences regarding teaching social responsibility topics in your courses.

**PROCEDURES OR METHODS TO BE USED:** This study will utilize an electronic survey, which will be distributed to members of the International Textile and Apparel Association (ITAA). Participants must be an ITAA member who teaches apparel and textile at a higher education institution in the U.S. The standard operating procedures for ITAA that the researcher composes an e-mail including a link to the survey and send it to executive\_director@itaaonline.org. Once such e-mail is received, it will be sent to the ITAA membership via e-mail. The e-mail message will be sent three times on the dates specified within

a two-month period. Participation is voluntary and anonymous. You may withdraw from the research at any time during the survey.

**RISKS OR DISCOMFORTS ANTICIPATED:** There are no expected discomfort or risks related to this study. You may voluntarily withdraw from the survey at any time.

**BENEFITS ANTICIPATED:** Some benefits anticipated from this research is to provide insights of current social responsibility topics relevant to the diverse field of apparel and textiles. Furthermore, the results may provide a comprehensive list of teaching methods and assessment options to apparel and textile instructors who are motivated to incorporate social responsibility topics in their curriculum.

**EXTENT OF CONFIDENTIALITY:** The survey results are anonymous. No identifying information of individual participants will be collected, nor will the individual responses be in any way linked with your identity. Data downloaded by the researcher will be anonymous and secured on a password-protected local hard drive. All electronic documents will be maintained in a password-protected electronic format for five years on a hard drive and stored in a locked cabinet. After five years, the data will be deleted from all electronic storage and all hard copies shredded.

**The information or biospecimens that will be collected as part of this research will not be shared with any other investigators.**

At the conclusion of the study, research results will be available to you upon request. You may contact the doctoral student at [gsadtler@ksu.edu](mailto:gsadtler@ksu.edu).

**Terms of participation:** I understand this project is research and that my participation is voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.

I verify that by clicking "Yes" (below) that I indicate I have read and understand this consent form and willingly agree to participate in this study under the terms described.

If you choose not to participate, please click "No" and you will exit the survey.

**Yes** – I choose to participate in this research.

**No** – I decline participation in this survey.

## Appendix C - Relationship of Research Questions, Instrument

### Questions, and Statistical Analysis

Research Question	Instrument Questions	Statistical Analysis Techniques
RQ1: What are the attitudes and beliefs of apparel and textiles instructors on teaching social responsibility?	Importance of social responsibility #4, #5, Reason for teaching SR Topics # 9 Research Interests #17	Categorical analysis, Inductive approach
RQ2: How do apparel and textiles instructors at post-secondary institutions define social responsibility as it relates to apparel and textiles curriculum?	Defining social responsibility (SR) #3	Categorical analysis, Inductive approach
RQ3: What social responsibility topics do apparel and textiles instructors address in the curriculum?	Courses where included #6 Social responsibility topics #7	Descriptive statistics: Frequency distribution
RQ4: What types of teaching methods do apparel and textiles instructors use with social responsibility curriculum?	Types of teaching methods #8	Descriptive statistics: Frequency distribution
RQ5: What assessment methods do apparel and textiles instructors apply with social responsibility curriculum?	Types of assessment methods #9	Descriptive statistics: Frequency distribution