

Kristian Hogans

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EDUCATION

Doctoral Expected: May 2023	University of Georgia Polymer & Fiber Sciences Emphasis: International Merchandising Certificate: Diversity, Equity, & Inclusion
Master of Science December 2017	Florida State University Retail, Merchandising, and Product Development Emphasis: Global Merchandising
Bachelor of Science December 2015	University of South Carolina Retailing Emphasis: Fashion Merchandising

RESEARCH EXPERIENCE

Research Statement: My current research interest are exploring the relationship between society, culture, and praxis by connecting historical and contemporary issues to pedagogical and industry practices and student learning. The core objective within my current projects is for the participant to inform the research through their perspectives to develop implications that respond to their needs and challenge current fashion-related education and practices.

Publications

Refereed Journal Articles:

Hogans, K. & McAndrews, L. (2022). Away from violence toward justice: A content analysis of cultural appropriation claims from 2013-2020. *Fashion Practice*.

<https://doi.org/10.1080/17569370.2022.2118333>

Bingham S., McAndrews, L., & **Hogans, K.** (in press). "What apparel impulse buying says about our society: Does consciousness for sustainable consumption matter for apparel impulse buying?" *Journal of Family and Consumer Sciences*

Hogans, K., & Lyu, J. (2022). Double consciousness of black millennial consumers: their experiences in the retail space. *Clothing and Textiles Research Journal*,

<https://doi.org/10.1177/0887302X221100176>

Hogans, K., & Seock, Y. K. (2022). Body image of male college athletes: the role of uniforms and socio-cultural ideals on the perceptions of body image. *International Journal of Fashion Design, Technology and Education*, 1-9. <https://doi.org/10.1080/17543266.2022.2056641>

Hogans, K. & McQuerry, M. (2018). Assessment of ventilated athletic uniforms for improved thermal comfort. *AATCC Journal of Research*, 5(5), 1-8.

Invited Papers:

Hogans, K. & McQuerry, M. (2017). Assessment of ventilated athletic uniforms for improved thermal comfort and human performance. *2017 International Textile and Apparel Association Paper of Distinction Submission*.

Refereed Abstracts Published in Conference Proceedings:

Hogans, K., Lyu, J., & Han, J. (accepted for 11/2020) Assessment of relationship among Athlete Uniform Wearing and the impact on Student-Athlete Mental Health, mediated by Athlete Identity. *2020 International Textile and Apparel Association Conference*.

Hogans, K. & McQuerry, M. (accepted; March 2018). Assessment of ventilated athletic uniforms for improved thermal comfort and human performance. *2018 Proceedings of AATCC International Conference*. Greenville, SC. (Fourth Place)

Hogans, K. & McQuerry, M. (accepted for 11/2017). Assessment of ventilated athletic uniforms for improved thermal comfort and human performance. *2017 International Textile and Apparel Association Conference*. St. Petersburg, FL.

Conference Presentations:

Hogans, K. & McAndrews, L. (accepted for 11/2021). "They love the culture, but not the people": A Content Analysis of Fashion Designers' and Brands' Cultural Appropriation Claims in Media from 2013 to the Present. *2021 International Textile and Apparel Association Conference*. Virtual conference.

Hogans, K. & Lyu, J. (accepted for 11/2021). Preliminary investigation of the double consciousness of Black Millennial Consumers in retail shopping experiences, and influences on consumer-related decisions. *2021 International Textile and Apparel Association Conference*. Virtual conference.

Hogans, K., Lyu, J., & Han, J. (accepted for 11/2020) Assessment of relationship among Athlete Uniform Wearing and the impact on Student-Athlete Mental Health, mediated by Athlete Identity. *2020 International Textile and Apparel Association Conference*. Virtual conference.

Hogans, K. & McQuerry, M. (accepted for 11/2017). Assessment of ventilated athletic uniforms for improved thermal comfort and human performance. *2017 International Textile and Apparel Association Conference*. St. Petersburg, FL

Hogans, K. & McQuerry, M. (4/7/2017). Post-use analysis of football uniforms. *Southeastern Graduate Research Consortium*. Athens, GA.

Hogans, K. & McQuerry, M. (3/8/2017). Post-use analysis of ventilated football uniforms. *2017 College of Human Sciences Research and Creativity Day*. Tallahassee, FL.

TEACHING EXPERIENCE

Teaching Statement: The purpose of education is to encourage and prepare students to become purpose-driven, creative, and confident leaders in the industry and/or academia. As an educator, I focus on creating diverse, inclusive, and equitable learning environments that support the learning of each student. I develop meaningful, positive relationships to build a connection with the students by fostering an honest and respectful environment where each student has space to intentionally grow. I promote creative and critical thinking and inclusion of ideas by establishing a learning environment where I am supportive, protective, and nurturing of individual ideas. I also critically self-reflect on my pedagogical and leadership strategies, continuously assess my role, and encouraging students to reflect on their education to understand their learning, encouraging deeper learning.

COURSES TAUGHT/ASSISTANTSHIP

Fall 2022	Professional Development for the Fashion Industry
Spring 2022	Fundamentals of Fashion Merchandising
Summer 2021/2022	Apparel Quality Analysis/ Textiles for Consumers
Fall/Spring 2021	Digital Apparel Design
Summer 2020	History of Dress
Fall/Spring 2020	Global Sourcing/Apparel & Soft Goods
Fall 2019	Global Sourcing/Apparel & Soft Goods

AWARDS AND HONORS

External Contracts & Research Grants Funded:

Jan M. Hathcote Social Science Academic Scholarship, University of Georgia (10/2021). **(\$1,500)**
AAFCS Mary Josephine Cochran Fellowship (4/2021). **(\$6,000)**
Leilia Alberta Ritchie Scholarship, University of Georgia (4/2020). **(\$900)**
Virginia Wilbanks Kilgore Scholarship, University of Georgia (6/2019). **(\$2,500)**
AATCC Herman and Myrtle Student Paper Competition. (3/2018). **(\$100)**
ASTM Student Project Grant Program. (1/2017-1/2018). **(\$500)**

ACADEMIC EXPERIENCE

Aug 2019- Current Instructor of Record & Graduate Assistant
Textile, Merchandising, and Interiors Department
University of Georgia, Athens, GA

- Creating assignments that demonstrate increased diversity and inclusion while also encouraging and promoting equitable and respectable practices and classroom culture
- Conducting virtual instruction and academic meetings via Zoom Communications
- Completing research projects that evaluate and conceptualize (re)imagining and (re)defining fashion education that encourages and integrates diverse and inclusive learning and teaching practices
- Preparing undergraduate students with the skills and knowledge for professional success in the fashion industry
- Corresponding with students and maintaining relationships through support and accountability

Nov 2019- May 2021 Student Athlete Mentor
Athletics Student Services
University of Georgia, Athens, GA

- Assisted students in improving academic success through weekly scheduled meetings that establish organizational strategies, review course material and requirements, and challenge athletes' outlook on short- and long-term goals within the scope of UGA, NCAA, and SEC rules and regulations
- Provided individual & small group mentoring to student athletes within the scope of UGA, NCAA, and SEC rules and regulations
- Filed reports that are in regulation with department policies, and communicating with managerial personnel and athletic counselors to ensure athlete support

Aug 2018- Aug 2019 Substitute Teacher, Part-Time
Tiger Academy, Jacksonville, FL

- Advanced the learning process and maintain continuity in the instruction; maintain the classroom decorum conducive to a decent learning environment
- Adhered to the standards of conduct and professional expectations set by school administration
- Carried out responsibilities and duties of assigned teacher; classroom procedures; and lesson plans and instruction of assigned teacher

Jan 2018- May 2018 Lab Mentor, Part-Time
Introduction to Textile Science
Florida State University, Tallahassee, FL

- Managed 60+ students in an online lab setting; creating a development environment and encouraging students to navigate accountability of their learning experience
- Developed and graded weekly lab material to ensure students are maximizing their intellectual potential and fully benefiting from education involvement
- Corresponded with students via Canvas or interrelated campus communication system; maintaining a relationship that fosters respect and support

Jan 2017- Dec 2017 Graduate Research Assistant
Retail, Merchandising, and Product Development Department
Florida State University, Tallahassee, FL

- Designed, planned, and implemented a wear trial experiment to assess fabricated ventilation technology in athletic uniforms; co-authored peer-reviewed journal article manuscript
- Served as representative of department at professional conferences to promote higher education research and involvement in graduate studies
- Assisted major research professor with firefighter turnout suit research, including conducting literature searches, focus group research, and physical textile testing
- Assisted major research professor with managing undergraduate research assistants/lab technicians

Aug 2016- Dec 2016 Graduate Teaching Assistant
Retail, Merchandising, and Product Development Department

Florida State University, Tallahassee, FL

- Instructed “Quality Assurance of Textile and Apparel” lab courses (responsible for grading assignments, implementing weekly lesson plans, and managing 40 students in a lab setting)
- Corresponded with students via Blackboard or interrelated campus communication system and met with students during scheduled office hours

RETAIL INDUSTRY EXPERIENCE

Aug 2018- June 2021 Prestige Beauty Advisor
Cash Lead/ Beauty Advisor
Ulta Beauty, Jacksonville, FL/ Athens, GA

- Familiarization with product ingredients; arranged planograms and advertising displays to contribute to the store’s overall sales goals, conversion goals, and customer goals
- Collaborated with cosmetic brand account executives to promote merchandise and assist with corporate sales objectives and goals
- Delivered content and educate customers on sales merchandise to simplify the shopping experience
- Determined each guests’ needs and provide solutions concerning products and services; occasionally collaborating with management to ensure needs are met

LEADERSHIP AND SERVICE

University Service:

2021-2023 Mary Frances Early Lecture Planning Committee
Aug 2021- May 2022 Committee Member, Black Male Engagement Committee
July 2021- Current President, Graduate and Professional Scholars (GAPS)
July 2020- June 2021 Historian, Graduate and Professional Scholars (GAPS)

Department Service:

Aug 2021- May 2022 Graduate Student Representative, TMI Assistant Professor Search Committee
Jan 2017- Dec 2017 RMPD Representative, Graduate Student Advisory Council

PANEL INVITATIONS

September 2022 Exploring Graduate Education at UGA- Panelist
May 2022 University of Mississippi McNair Scholars Panel- Panelist
January 2022 Professional Development Panel- Cohort Sistas- Panelist
December 2021 Students as DEI Champions- Moderator
September 2021 Building Community at UGA- Panelist
May 2021/March 2022 Graduate Student Panel- Panelist

April 2021

Black Liberation in Fashion- Costume Society of America- Planner &
Moderator

PROFESSIONAL ORGANIZATIONS

2017- 2018

American Association of Textile Colorists and Chemists (AATCC)

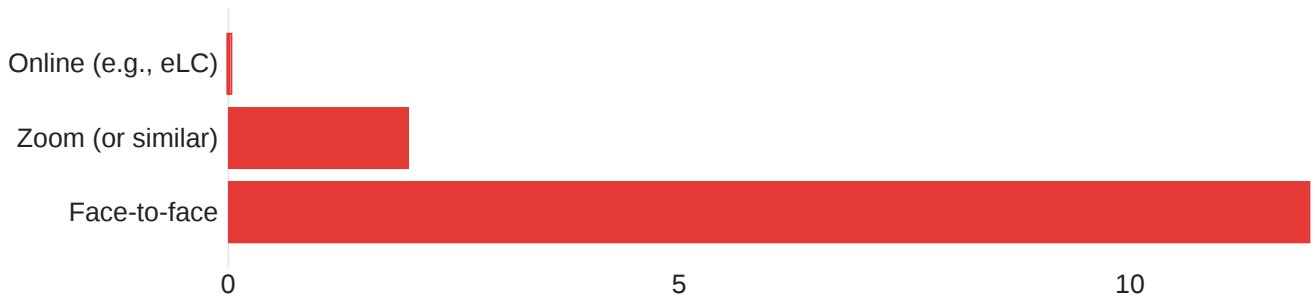
2017- Current

International Textile and Apparel Association (ITAA)

Last Updated: 10/19/2022

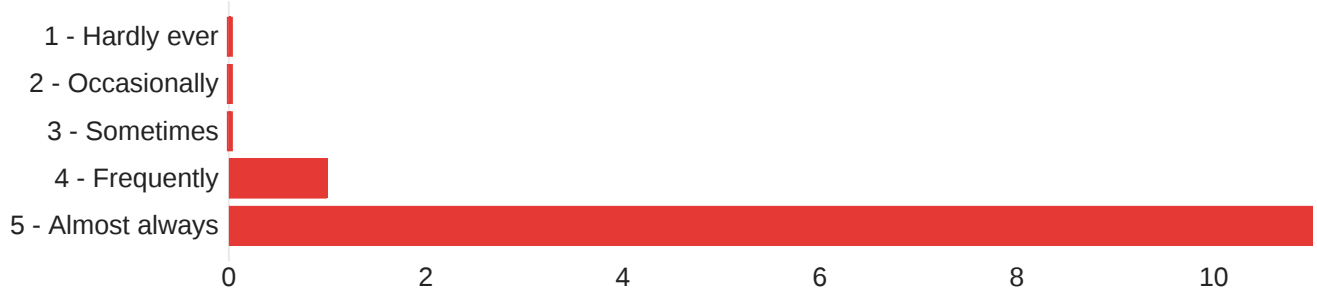
Instructor Evaluation Results:
Spring 2022
TXMI 3210 - Hogans

Q1 - What were your primary modes of engagement in this course?
(check all that apply)



Field	Choice Count
Online (e.g., eLC)	0
Zoom (or similar)	2
Face-to-face	12
Total	14

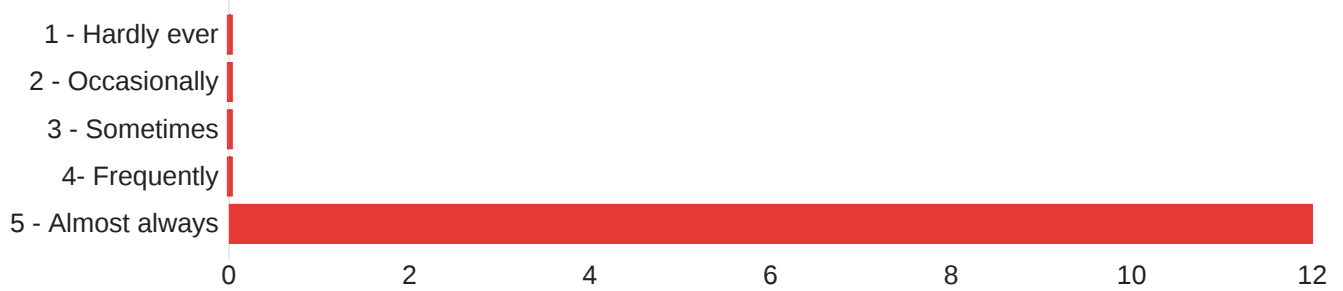
Q2 - To what extent did the instructor provide specific grading criteria?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent did the instructor provide specific grading criteria?	4	5	5	0	0	12

Field	Choice Count
1 - Hardly ever	0
2 - Occasionally	0
3 - Sometimes	0
4 - Frequently	1
5 - Almost always	11
Total	12

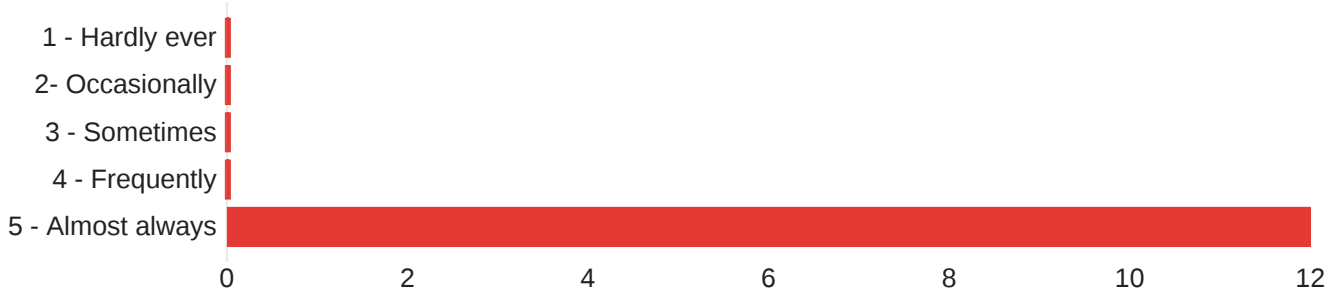
Q3 - To what extent did the instructor clearly specify learning outcomes?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent did the instructor clearly specify learning outcomes?	5	5	5	0	0	12

Field	Choice Count
1 - Hardly ever	0
2 - Occasionally	0
3 - Sometimes	0
4- Frequently	0
5 - Almost always	12
Total	12

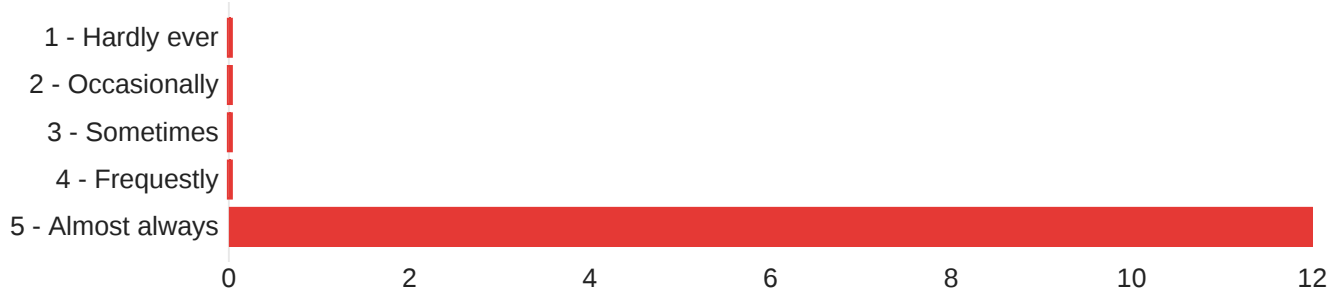
Q4 - To what extent did the instructor fairly apply the grading criteria to evaluations (assignments, exams, papers, etc.)?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent did the instructor fairly apply the grading criteria to evaluations (assignments, exams, papers, etc.)?	5	5	5	0	0	12

Field	Choice Count
1 - Hardly ever	0
2 - Occasionally	0
3 - Sometimes	0
4 - Frequently	0
5 - Almost always	12
Total	12

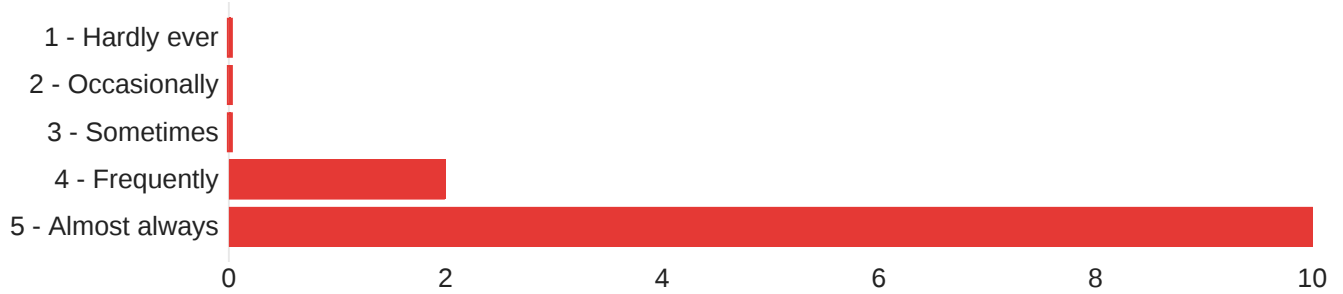
Q5 - To what extent was the instructor well organized and prepared for class?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent was the instructor well organized and prepared for class?	5	5	5	0	0	12

Field	Choice Count
1 - Hardly ever	0
2 - Occasionally	0
3 - Sometimes	0
4 - Frequently	0
5 - Almost always	12
Total	12

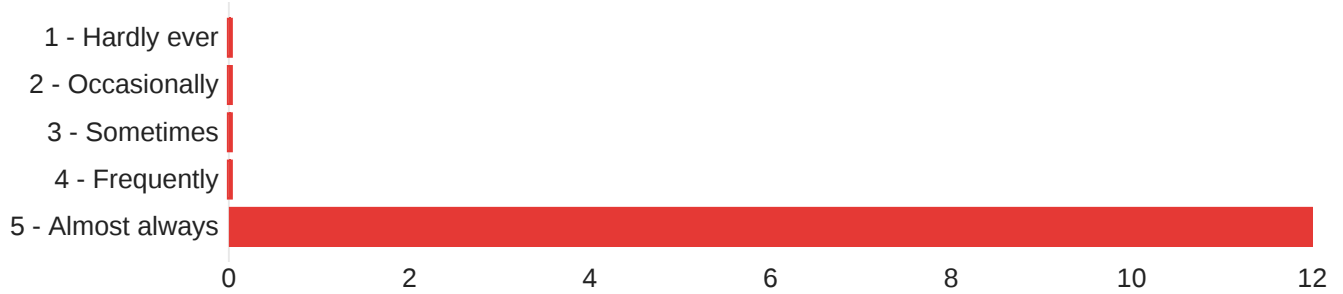
Q6 - To what extent did the instructor's presentation of information demonstrate knowledge of the subject?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent did the instructor's presentation of information demonstrate knowledge of the subject?	4	5	5	0	0	12

Field	Choice Count
1 - Hardly ever	0
2 - Occasionally	0
3 - Sometimes	0
4 - Frequently	2
5 - Almost always	10
Total	12

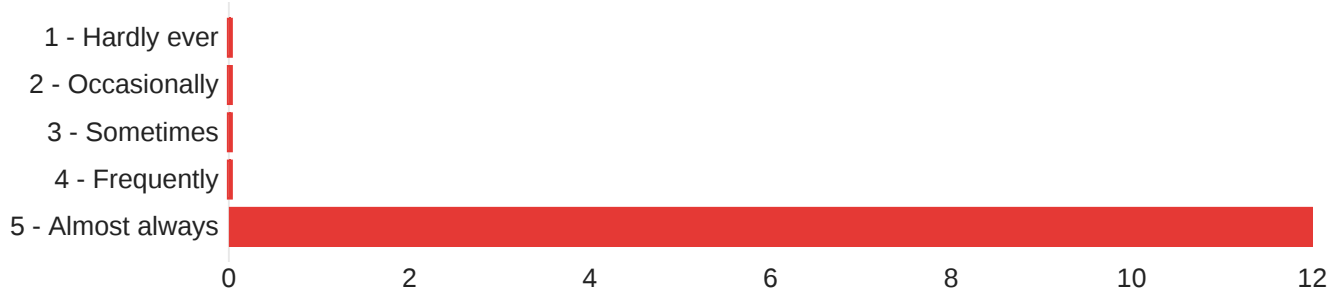
Q7 - To what extent did the instructor respond to questions with clear explanations of course content?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent did the instructor respond to questions with clear explanations of course content?	5	5	5	0	0	12

Field	Choice Count
1 - Hardly ever	0
2 - Occasionally	0
3 - Sometimes	0
4 - Frequently	0
5 - Almost always	12
Total	12

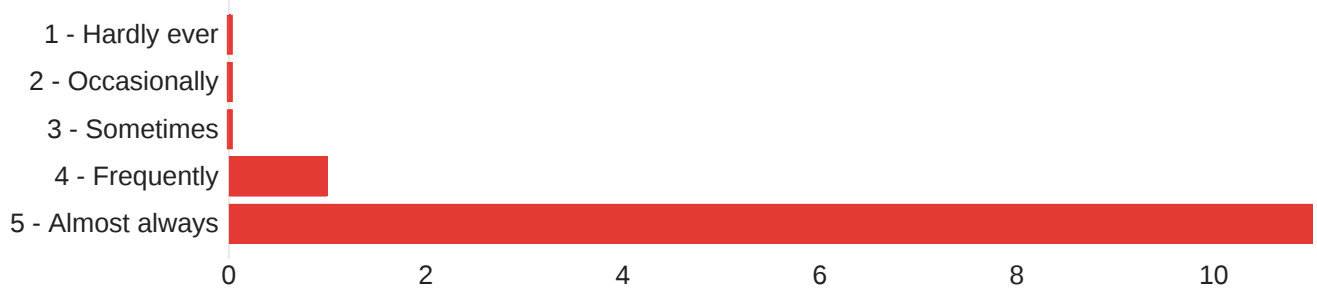
Q8 - To what extent did the instructor effectively engage students in course content?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent did the instructor effectively engage students in course content?	5	5	5	0	0	12

Field	Choice Count
1 - Hardly ever	0
2 - Occasionally	0
3 - Sometimes	0
4 - Frequently	0
5 - Almost always	12
Total	12

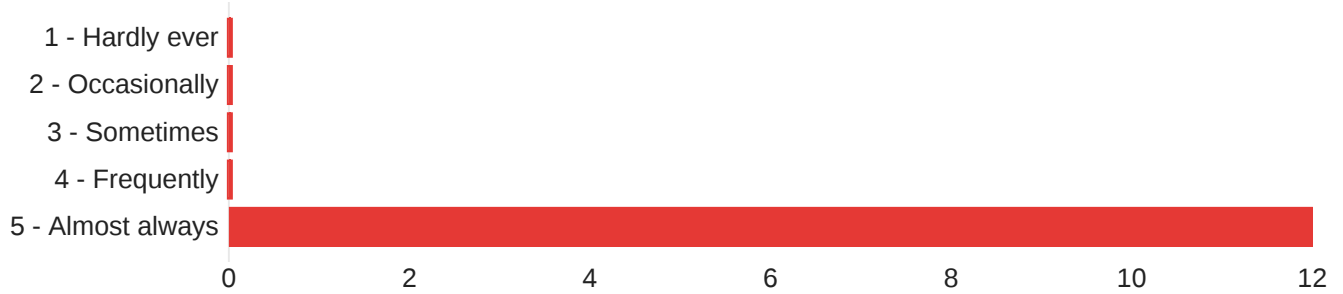
Q9 - To what extent did the instructor behave in a professional manner?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent did the instructor behave in a professional manner?	4	5	5	0	0	12

Field	Choice Count
1 - Hardly ever	0
2 - Occasionally	0
3 - Sometimes	0
4 - Frequently	1
5 - Almost always	11
Total	12

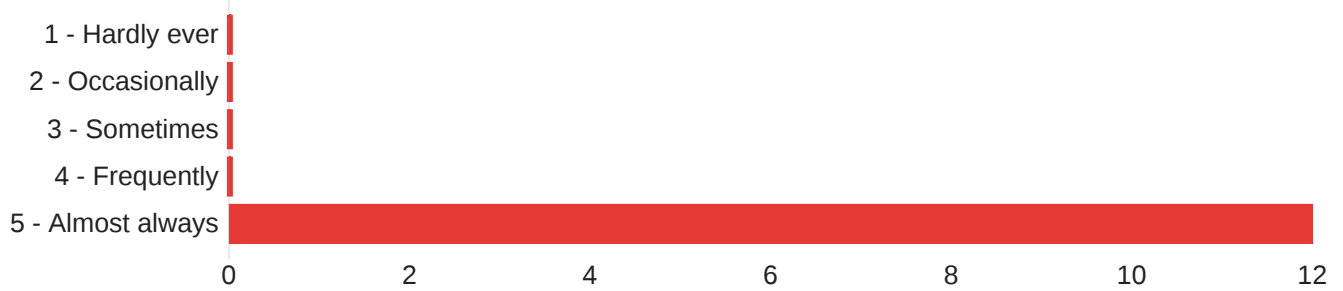
Q10 - To what extent did the instructor create a classroom environment that supported learning?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent did the instructor create a classroom environment that supported learning?	5	5	5	0	0	12

Field	Choice Count
1 - Hardly ever	0
2 - Occasionally	0
3 - Sometimes	0
4 - Frequently	0
5 - Almost always	12
Total	12

Q11 - To what extent was the instructor an effective teacher overall?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
To what extent was the instructor an effective teacher overall?	5	5	5	0	0	12

Field	Choice Count
1 - Hardly ever	0
2 - Occasionally	0
3 - Sometimes	0
4 - Frequently	0
5 - Almost always	12
Total	12

Q12 - What did the instructor do well in teaching this course?

What did the instructor do well in teaching this course?

She was very passionate and enthusiastic about the content. She was very well prepared, and offered insight when needed. Overall, Professor Hogans was easily one of the best professors I had.

She explained all concepts thoroughly and creates an environment open to all conversation and views.

She took the time to make a connection with students and provide relevant examples when teaching

The whole content.

communicate with students, teach material in interesting & relevant ways

Q13 - How would you suggest the instructor improve their teaching in this course?

How would you suggest the instructor improve their teaching in this course?

n/a

NA

I think she is doing a great job!

No improvement is needed. The class was close to perfect in my opinion.

Nothing

Q14 - What final letter grade do you expect in this course?

What final letter grade do you expect in this course?

A

A

A

A

A

Q15 - What could you have done to improve your experience in this course?

What could you have done to improve your experience in this course?

n/a

Nothing

I could have engaged more in class

Nothing. I was nearly perfect.

I felt that I did my best

SC0 - Score

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Score	48	50	50	1	0	12