2021 ANNUAL SUMMIT: A COMMUNITY OF INNOVATION

September 24-25, 2021

DreamMore Resort & Conference Center
Pigeon Forge, TN

SCHEDULE OF SESSIONS
(FULL PROGRAM OF EVENTS)
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GREETINGS

From the ACA President
Beth Rushing

We are pleased you are joining us at the 2021 Appalachian College Association Summit. It is great to be back together in person, and we look forward to sharing this time with you.

One of the fundamental tenets of our association is the recognition that we are stronger and better when we work together. The Summit offers an important environment within which faculty, staff, and students from ACA institutions can learn from each other, find common cause, and take home innovative ideas that will support our campuses’ work.

Whether this is your first Summit or the most recent of many you’ve attended, I think you will find that this meeting offers an exciting array of opportunities to connect with others who share your passion for excellent learning opportunities for students.

From the ACA Vice President for Academic Programs
Larry Hall

Welcome to the 2021 ACA Summit. As we hopefully begin to move beyond the challenges of the past 18 months toward a “new normal,” it is especially good to see colleagues face-to-face!

With about 90 presentations and 150 total presenters and co-presenters, this year’s Summit furnishes participants great opportunities for diverse conversations with colleagues built around our member institutions’ common missions to support student learning and success.

ACA colleges and universities are special places. Through the Summit specifically and the many other ACA programs more generally, we learn from each other to grow professionally and to enhance our students’ educational experiences—both in and out of the classroom. We are very pleased you have joined us this year!

From the Chair of the 2021 Summit Planning Committee
Andrea Bucklew, Alderson Broaddus University

It is my honor, on behalf of the Summit Planning Committee, to welcome you to the 2021 ACA Summit, *A Community of Innovation*. It is an even greater pleasure to see all of you in person in the beautiful Smoky Mountains. The next two days will be filled with opportunities to share best practices and innovative techniques for classroom pedagogy, improving student success, building partnerships, and enhancing student life and co-curricular programming. I also hope that you take time for networking and rejuvenation among your colleagues. Welcome again to the 2021 ACA Summit!
➢ **The Meadows** (where Summit meals will be served) is outside under tent, directly adjacent to the DreamMore restaurant (one floor below the “Peaks” rooms in the conference center).

➢ **Registration/Help Desk** is in the Skies Lobby (adjacent to Salons G and H).

➢ **Dollywood Amenities:** Guests lodging at the DreamMore Resort who wish to attend Dollywood attractions receive “fast pass” access and free trolley to the attractions. Attendees may purchase tickets at the resort, as well. Visit the ticket center just outside the conference area for full details.

➢ **Concurrent Sessions:** The Summit’s concurrent sessions will occur in Salons A-H.

➢ **All Summit registrants are required to be fully vaccinated against COVID. While in the DreamMore conference facilities, Summit attendees are expected to wear masks and abide to distancing protocols.**
**GENERAL INFORMATION**

**DreamMore Lodging Information**
The DreamMore Resort and Conference Center provides great convenience for Summit attendees, as the lodging is directly adjacent (same facility) to the conference center. Hotel check-in is after 4:00 pm, and check-out is before 11:00 am each day. Complimentary parking is available on-site; valet parking is an option for a daily fee. Wireless internet services are available in the hotel areas (i.e., hotel rooms and main lobby).

**Registration and Help Desk**
The Summit Registration and Help Desk is in the small lobby outside the Skies Meeting Rooms (Salons G and H). Hours of operation:
- Thursday, September 23—4:00 pm – 7:00 pm (we encourage Thursday evening registration for our early arrivers to avoid the Friday morning rush)
- Friday, September 24—7:30 am – 5:00 pm
- Saturday, September 25—7:30 am – 11:00 am

**Wireless Internet Access for the Conference**
There is wireless internet service available in the conference area of the Center, as well as the general lobby at the front of the hotel. Details on accessibility in the conference area will be furnished upon check-in at the registration table.

**Photo Release**
Photographs and video may be taken by ACA staff during the conference. Registration and attendance constitute an agreement by the registrant to the ACA’s use and distribution, now and in the future, of the attendee’s image, videotapes, and electronic reproductions.

**Opportunities for Feedback**
The ACA values your perspectives on the Summit. Attendees will have the opportunity following the Summit to complete our online evaluation of this year’s conference. It is our ongoing commitment to utilize your feedback to continually improve the Summit each year. Please stop by the registration desk if you have any questions or concerns during the conference.

**Pandemic-Related Protocols**
To protect the health and safety of Summit participants, all attendees are expected to be vaccinated against COVID-19. We will adhere to mask and distancing requirements within the conference facilities, as well as any additional requirements of the DreamMore Resort, including meeting room occupancy limits. We ask that all attendees abide by these protocols, in the interest of our collective wellbeing. Your registration indicates your agreement to follow these protocols.

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**THE CONFERENCE SCHEDULE**

The ACA’s Annual Summit furnishes faculty, staff, administrators, and students from member institutions opportunities to come together and share ideas, best practices, innovations, and applications in a forum of practice emphasizing improvement and collaboration.

This year marks a continuing, intentional effort to expand participation in the Summit, as we both appreciate and cultivate student learning in a broader context entailing the traditional classroom, co-curricular programming, and student services. Accordingly, the many concurrent sessions emphasize the several components of our campuses that promote student learning and student success—with special attention devoted to colleagues’ innovations in the success of teaching and learning, our campus operations, and our relationships with our broader communities.

**Registration and Conference Assistance**
All attendees to the Summit must register prior to or upon arrival to the conference. Admission to any conference activity requires appropriate credentials, which should always be worn while attending Summit events. Several meals are included in the registration fee, including breakfasts on Friday and Saturday mornings, and Friday lunch. Summit attendees will dine on their own for Friday evening dinner (and Pigeon Forge offers many eating options beyond the amenities at the DreamMore Center). Various beverages will be furnished throughout the day, with morning and afternoon breaks from the sessions—including a more substantive break with food on Friday afternoon and Saturday morning.

If you have any questions or concerns while at the Summit, please stop by the registration desk during the day or speak with an ACA staff member, and we will do all we can to answer your inquiry and/or address your concerns. We always appreciate any suggestions you can furnish regarding improvement of the Summit, as well.
**Concurrent Sessions**
The conference's concurrent sessions focus upon four themes of practice, with emphasis on this year’s Summit theme, *innovation*:

A. Innovation in the Classroom  
B. Innovation in Student Success  
C. Innovation in Student Life and Co-Curricular Learning  
D. Innovation in Community Programs and Partnerships

These presentations are scheduled as single, 40-minute sessions. To help attendees navigate their options, this program provides the emphasis of each presentation related to these four categories. All sessions are open to all attendees; these denotations are simply to assist in the selection of presentations that may be of most interest and/or relevance to you. Each session also includes a brief abstract of the presentation, furnishing a description of the session, its learning objectives, and its most likely audience. We have dispersed the four options across the twelve concurrent sessions as broadly as possible, helping to ensure topics of relevance to all Summit attendees in each bloc. Attendees will usually have seven or eight options during each concurrent session.

This year, due to the pandemic, we have divided Friday lunch into two periods, and to reduce volume attendees should choose one or the other time bloc to enjoy the meal. During these two mid-day sessions, in lieu of concurrent sessions, we have planned special presentations related to ACA programs and initiatives designed for larger audiences (and the meeting rooms will be re-configured, accordingly, to ensure space/safety protocols).

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**Summit Programs**
This hard copy abridged edition of the 2021 Summit is furnished to attendees upon registration. It includes a schedule of all sessions during the conference, including presentation title, (co-)presenters, and venues for the presentation. It does not include presentation abstracts or additional information on ACA programs and opportunities.

The full schedule of all activities, including abstracts of session presentations, may be accessed in two online formats (PDF of the full program or the Whova web platform) on the ACA Summit webpage: [https://www.acaweb.org/meetings-and-events/summit/](https://www.acaweb.org/meetings-and-events/summit/). Attendees are further encouraged to download the Whova mobile event app, which also includes all conference information (and furnishes attendees additional ways for networking with Summit presenters and other colleagues attending the conference). Additionally, any last-minute revisions to the schedule not captured in this hard copy program will be shared through the Whova app or in the PDF document.
SCHEDULE OF EVENTS

THURSDAY, SEPTEMBER 23, 2021

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Convention Center Lobby (Outside the Skies Meeting Rooms)

We encourage attendees who arrive on Thursday to register in this afternoon bloc to avoid the Friday morning registration rush.

FRIDAY, SEPTEMBER 24, 2021

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Convention Center Lobby (Outside the Skies Meeting Rooms)

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The Meadow (for all Summit Registrants)

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1-A (1): Squad Goals: The Role of Group Texts in Maintaining Professional Communities
Salon A

LeAnne Epling, Professor of Psychology, University of Pikeville
Chandra Massner, Associate Professor of Communication, University of Pikeville
Rachel Messer, Assistant Professor of Psychology, University of Pikeville
Rachel Little, Assistant Professor of Communication, University of Pikeville

This presentation will examine the importance of texting groups as a means of maintaining professional communities in academia. The recent pandemic increased feelings of social, professional, and emotional isolation. We will discuss how one group of social science faculty used group texting to stay connected and support one another through all of the changes that occurred in higher education as a result of this pandemic. In order to assess how other groups in our campus community use group texts, the researchers conducted a survey of both faculty and staff on their campus as well as how this use affected their feelings of loneliness and isolation. We will end this presentation with an open discussion of how members of the audience may have used similar strategies on their own campuses.

1-A (2): Tick and Lyme Disease Research as a Means to Innovate in the Classroom
Salon B

Kimberly Bjorgo-Thorne, Associate Professor of Environmental Science, West Virginia Wesleyan College
Melanie Sal, Associate Professor of Biology, West Virginia Wesleyan College

Our presentation describes the value of teaching tick taxonomy and identification as well as laboratory techniques for isolation of DNA for real-time polymerase chain reaction analysis. In addition, collaboration with the community, including veterinary professionals, local community gatherings, and schools is also valuable for both students and professors. Our learning objectives center around mastering sampling techniques, use of dichotomous keys, building critical thinking skills, demonstration of record keeping skills, and peer:peer and community collaboration. Ecology and microbiology instructors seeking to engage students in authentic undergraduate collaborative research projects would benefit from this presentation.
1-A (3): Innovation Starts with Passion! Strategies for Developing and Sustaining Passion Throughout One’s Academic Career

Salon C

Kellee Vess, Associate Professor of Nursing, Tennessee Wesleyan University
Jeffrey Russell, Associate Professor of English, Pellissippi State Community College

This session proposes that an innovative teaching practice begins with cultivating an on-going passion for one’s work. Attendees across higher education (e.g. educators and administrators) will learn useful strategies for building and sustaining passion for one’s current and/or future academic role.

1-B (1): It Takes a Village: Families and Staff Join Forces to Raise Student Success

Salon D

Stephanie Stiltner, Director of Family Connections, University of Pikeville
Megan Childress, Director of the Center for Student Success, University of Pikeville

When the Family Connections program was created at the University of Pikeville it found a “home” in the Division of Student Success. More specifically, the room within that home was embedded in the Center for Student Success office suite. While the collaborations initially arose as a result of proximity, the staff from both areas quickly found that the union of first-year academic advising and family programming was a match made in heaven (or at least Student Success heaven). Join us to hear about programming and communication opportunities on your campus. The speakers will share the successes and difficulties experienced as a result of the collaboration as well as their plans for the future.

1-B (2): The Pitfalls and Perils of Implementing an Interdepartmental Data Analytics Minor

Salon E

Brad Ward, Associate Professor of Business Administration, Milligan University

This presentation describes the creation of a cross-departmental Data Analytics minor. Based on industry demand and minimal resources required to launch the minor, its implementation was fully supported by the university’s administration and faculty. However, many unforeseen challenges emerged during the launch that could have been prevented. This presentation will help attendees be better prepared to introduce a new cross-functional program by minimizing issues with the following: prerequisites and course design, international student seat-time requirements, class scheduling and frequency, year of implementation (sophomore vs junior), and department “ownership.”

1-C (1): Students as Colleagues: Mentoring Student Leadership in Co-Curricular Clubs and Professional Projects

Salon H

Kelsey Trom, Associate Professor of English, Tusculum University
Katherine Everhart, Assistant Professor of Sociology, Tusculum University
Macy Woods, Senior Student and Assistant Editor of The Tusculum Review, Tusculum University
Jalia Arnwine, Graduate Student and Co-President of the Black Student Union, Tusculum University

In our roles as co-advisor to the Black Student Union, lead faculty on student oral history projects, and editor of The Tusculum Review, we collaborate with students as if they are our peers. This less hierarchical out-of-class teaching nourishes us and our students. We’ll showcase ways to encourage student ownership, solicit and support student innovation, and teach while completing professional projects. This session will outline what we've learned so far about how to relinquish control and foster student leaders prepared to navigate cultural issues with diplomacy. Two students will describe their experience in leadership roles. Faculty who collaborate, or aim to, with students on research, publications, campus-wide events, and student organizations may be invigorated by this session and contribute to the discussion that ensues.

1-D (1): Innovation Doesn’t Start with "I" - It Starts With "Us"

Salon F

Delia Price, Associate Professor of Education, Lee University
Shane Brown, Director of Teacher Education and Assistant Professor of Education, Lee University
Erin Harrell, Director of Talent Management, Hamilton County School District
Jamie Parris, Director of High School Teaching and Learning, Hamilton County School District

Participants will follow the journey from cooperation to collaboration to partnership between the area universities and local school district. Presenters from both organizations will identify the stages, including obstacles and successes, along this multi-year, on-going process. For several years, each organization has committed to building a true partnership based on long-standing cooperative relationships. Realizing that the organizations had greater opportunity to support one another, discussions began on how to move to a more collaborative approach. As needs changed for each organization, the conversation moved to how this work could grow into a true partnership. An unexpected benefit of networking with individuals among organizations has enabled opportunities to support endeavors and goals beyond the original intent.
Salon A  
Christopher Beard, Director of the Ph.D. in Leadership Studies, Johnson University  
The online modality of higher education offers unique challenges which are magnified when transformation and spiritual formation are key learning objectives. This presentation explores the benefit of applying adult learning theory principles to online Christian higher education course and program design for the purpose of transformation. Recent applicable research will be discussed, as well as specific adult learning theory principles, and practical tips for designing online education. The presentation is designed for the benefit of administrators and professors engaged in online higher education at Christian institutions.

2-A (2): Empowering and Engaging Students through Flipping Innovation  
Salon H  
Dawnetta Marcum, Associate Professor of Nursing, University of Pikeville  
Connie Workman, Assistant Professor of Nursing, University of Pikeville  
With the current nursing shortage and the impact of COVID-19, nursing faculty have been challenged to create innovative ways to teach students to ensure competence, retain students, and enhance clinical judgment, so that additional prepared nursing graduates can be added to the workforce. We would like to share and discuss student engagement activities that have been used by our university and by the attendees to foster better student learning outcomes. At the end of the session, attendees will be able to discuss/share innovative student engagement activities using a flipped classroom approach to foster improved student learning outcomes. Target audience are new and seasoned nursing educators; deans, and program directors; and other faculty interested in active student engagement activities using a flipped classroom approach.

2-A (3): Collaborative Teaching, Sequential Core, and Peer Reviews in a Doctoral Program  
Salon D  
Jessica Taylor, Assistant Professor of Education, Lincoln Memorial University  
This presentation will outline strategies for collaborative approaches to supporting students in the research process and in improving responses to feedback via peer and faculty review. The session will focus on three key components—collaboration in assignment design through aligning goals and expectations, utilization of directed peer reviews to initiate feedback from multiple sources, and integration of idea development through interactive brainstorming sessions. Anyone who works with students on research projects or who supports student learning through collaborative feedback would benefit from this session.

2-B (1): Planning to Improve Professional Behaviors in Students  
Salon E  
Suzanne Byrd, Associate Professor of Sports Studies, Tusculum University  
This presentation will share ideas for improving professional behaviors in students to prepare them for college and career success. Attendees will participate in discussions on how to incorporate sought after professional behaviors in courses and in university community life with possibilities for assessment and documentation. Attendees who seek to improve the professional behaviors of students and institutional constituents will benefit by learning how one institution is attempting, through its Quality Enhancement Plan, to create a change in culture throughout its community.

2-B (2): Developing Career Competitive Advantage for Innovation Scholars through Experiential Innovation Programming  
Salon F  
Terry Cyfers, Assistant Director of Innovation, University of Charleston  
The presentation highlights the formation and subsequent programming for the University of Charleston Innovation Scholar Program. The presentation highlights the beginnings of the program to the current transformations that are happening with University of Charleston Innovation Scholar students. The presentation highlights the challenges and success of innovating.
2-D (1): Innovation Through Technology and Community Collaboration: Teaching Through Adversity in the Arts as a Model
Salon C
Kelly Bremner, Associate Professor and Chair of Theatre, Emory & Henry College
Joshua Boggs, Assistant Professor of Choral and Vocal Studies, Emory & Henry College
Kevin Dudley, Assistant Professor of Theatre- Design and Production, Emory & Henry College
Dan Van Tassell, Assistant Professor and Chair of Art, Emory & Henry College

The Covid pandemic brought a number of challenges to teaching and learning across all of our classrooms, though it brought particularly daunting challenges to the arts which are based on live highly interactive instruction. Rather than be daunted by these adversities, many in the arts called on their innate creativity to innovate during the crisis. In this presentation theatre-makers, musicians and visual artists will focus on the connection between community partnerships and technology as a mode through which we not only kept our programs engaging in times of crisis, but also the ways in which these partnerships and technologies forever changed our teaching for the better. This presentation will benefit anyone in the arts, but also any field looking to think about technology as a community engagement tool.

10:30 AM – 10:50 AM (FRIDAY) (9.24)
BREAK (WITH FOOD & DRINKS)

10:50 AM – 11:30 AM (FRIDAY) (9.24)
CONCURRENT SESSION 3

3-A (1): Anti-Fat Bias Reduction: A Role for the Educators of Future Helping Professionals
Salon A
Genesia Kilgore-Bowling, Chair, School of Social Work & MSW Program Director, University of Pikeville

Anti-fat bias is present in students who are on a path to become a professional helper and as educators we have an opportunity to address this bias through the educational process. This workshop will offer practical information regarding how educators can utilize a social justice-oriented approach to teaching about fatness rather than solely relying on the dominant biomedical weight centered discourse. Specifically designed for educators of the helping professions, the workshop will include individual and group exercises designed to help the educator take inventory of their own approach to teaching about fat, introduce the academic field of critical fat studies, and provide examples of readings, assignments, and activities to assist the educator to incorporate this approach.

3-A (2): Infusing cCWCS “Chemistry in Art” Workshop Activities into the College Curriculum
Salon B
Mary Robert Garrett, Associate Professor and Chair of Chemistry, Berea College

Chemistry classes are notorious for being intimidating, especially to non-science majors, but often to biologists and other natural science students alike. After attending two “Chemistry in Art” workshops offered by the Chemistry Collaborations, Workshops and Communities of Scholars program (cCWCS), I extensively revised one course and developed a second course to include art applications in an effort to make chemistry more inviting to non-majors. This presentation will describe that process of revising/developing chemistry courses around art applications taught in these workshops, including student feedback and responses. This presentation will likely be of interest to any natural science faculty member looking to make their course more accessible to non-natural science students, but also any teacher hoping to be more inclusive.

3-B (1): Don’t Be an “Imposter”—the Tools Are “Among Us”: Using Gamification to Foster Student Engagement and to Decrease Anxiety in the Gen Z Classroom
Salon C
Kari Sisk, Dean, College of Humanities, Education, and Social Sciences, Alderson Broaddus University
Joni Gray, Assistant Professor of Mass Communication, Alderson Broaddus University

This presentation will focus on the use of gamification to foster student engagement and to decrease general course anxiety and test anxiety. As digital natives, Gen Z students are particularly comfortable with and desire interaction through game play technology. Using a foundation of evidenced-based research, attendees will learn innovative techniques that target a 21st century learner. These techniques will be cross-platform strategies that are most applicable with hybrid or online teaching modalities, however, these versatile gaming applications also remain valuable to advisors, student support staff, and administrators.
3-B (2): Engagement and the Performing Arts; Lessons Learned from First-Generation, Appalachian College Student Performers at Three ACA Institutions

Salon D
Rachel Schott Cosby, School of Arts, Humanities, and Social Sciences Recruiter and Student Success Coordinator, Lincoln Memorial University

In 2019 as part of her qualitative dissertation, the presenter travelled to three ACA schools to interview first-generation, Appalachian college students who were members of their school’s performing arts ensembles. This presentation examines surprising, insightful data gleaned from the students and offers a thoughtful analysis on how the students’ experiences – whether in marching band, Bluegrass ensemble, or as members of a folk dancing team – impacted their engagement with the college environment. The presentation will highlight practical suggestions for administrators, faculty, and staff who acknowledge the important role that the performing arts can play in engaging first-generation students and who wish to support those students’ formal and informal artistic endeavors.

3-C (3): Socially Distanced: Strategic Innovations for Achieving Inclusiveness and Successful Outcomes during the Advent of COVID-19 and the Black Lives Matter Movement

Salon E
David Auberry, Assistant Professor of Business, Campbellsville University
Monica Valentine, Assistant Professor of Public Administration/MPA Coordinator, Kentucky State University

This presentation will discuss innovative diversity and inclusion strategies that incorporate Christian values to deal with inappropriate behaviors sparked by events that occurred during the advent of COVID-19 and the Black Lives Matter Movement - specifically, acts of aggression that target minority campus populations, including but not limited to Asian, Indian, Hispanic, and African American students. Attendees will learn how to effectively deal with today’s unique and challenging situations of discrimination and intolerance on campus and in online and face-to-face classroom settings. This session will benefit university administration, staff, and faculty.

3-D (1): Interprofessional Education for Culturally Competent Care Coordination

Salon H
Janice McKeel, Instructor of Nursing, Lenoir-Rhyne University
Michael McGee, Dean of the College of Health Sciences, Lenoir-Rhyne University

Through a collaborative partnership with a community clinic, Lenoir-Rhyne University has developed a unique interprofessional education (IPE) experience for health science students. Working collaboratively, nursing and physician assistant (PA) students assess, plan, and provide care for a diverse population of patients who are vulnerable related to socioeconomic factors. By gaining valuable insights and learning related to vulnerable populations, health science students are better prepared to understand and meet their complex needs. This presentation provides innovative strategies for the educational preparation of nursing and PA students related to culturally competent care coordination in a collaborative learning environment.

11:40 AM-12:30 PM
FIRST LUNCH BLOC

The Meadow (Please select only one of the two lunch blocs to reduce attendee volume)

12:30-1:20 PM
SECOND LUNCH BLOC

The Meadow (Please select only one of the two lunch blocs to reduce attendee volume)

11:50 AM – 12:30 PM
SPECIAL SESSION 1

Special Session A: ACA Programs and Opportunities: A Primer
Salons G & H
Larry Hall, Vice President for Academic Programs, Appalachian College Association

Over its more than 30 years of history, the ACA has furnished member institutions and their faculty, staff, and students a myriad of opportunities for professional development, collaboration, and networking. Join the ACA’s Vice President for Programs as he discusses the many programs and other opportunities available to colleagues in the consortium. This session will be beneficial to all attendees—most especially to newer ACA colleagues and/or those looking for a refresher session on what the Association offers.
Special Session B: Open Appalachia: The ACA’s Open and Affordable Resources Initiative
Salons E & F

Sara Parme, Open Appalachia Project Director, Appalachian College Association

Open Appalachia, ACA’s open and affordable (OAR) resources initiative, supports ACA faculty members and member institutions in adopting high-quality open and affordable resources for students for use in their classes. The overall goal of the program is lowering or eliminating the cost of course materials. The initiative promotes institutional health through reduction of the cost of attendance, more accessible education, improved student outcomes, and increased equity through the reduction of barriers to obtaining course materials. Open Appalachia increases capacity and sustainability for the initiative through community building on individual campuses and across institutions. In this session, the Project Director for ACA’s Open and Affordable Resources Initiative, along with several of ACA’s OAR peer mentors and OAR partners, will discuss how Open Appalachia supports existing offices and efforts, including diversity and inclusion initiatives, Teaching and Learning Centers, accessibility offices, libraries, and more.

12:40-1:20 PM
SPECIAL SESSION 2

Special Session C: Introducing the ACA’s Center for Teaching & Learning
Salons E & F

Kelly Bremner, Associate Professor and Chair of Theatre, Emory & Henry College
Lydia Kitts, Senior Director of Strategic Communication, Ferrum College (not attending)
Rachel Messer, Assistant Professor of Psychology, University of Pikeville
Heather Taylor, Director of the McCann Learning Center and Associate Professor of English (not attending)
Larry Hall, Vice President for Academic Programs, Appalachian College Association

In the summer of 2021, the ACA launched its newest initiative, a consortium-wide Center for Teaching & Learning. Its mission is to cultivate student-centered, evidence-based, innovative, and inclusive approaches to teaching and learning and to foster a culture of excellence in the scholarship of teaching and learning among the consortium’s faculty and staff. Its goal is to furnish a consortium-wide, virtual forum for resources, consultation, and collaboration dedicated to excellence and innovation in student learning and development with emphasis on the opportunities and challenges of the Appalachian region.

In this session, the inaugural Board of the Center will share the many features of the “CTL.” Board members will discuss the current components and potential upcoming projects of the Center, with special emphasis on opportunities for ACA faculty and staff submission of scholarship/teaching and learning materials. Participants will have opportunities to share feedback. This session will be valuable to all faculty and/or student development and support staff.

Special Session D: Auditing Your Campus for Diversity, Equity, and Inclusion
Salons G & H

Beth Rushing, President, Appalachian College Association
John Holloway, Vice President for Diversity, Equity, and Inclusion, Emory & Henry College

Join the presenters for an interactive conversation on campus audits for diversity, equity, and inclusion (DEI). They will share information about ACA member institutions’ experience with DEI audits, and provide resources for you to use in your own department or division on your own campus. This session will be valuable to all faculty and/or student development and support staff with interest in diversity, equity, and inclusion.

1:30-2:10 PM
CONCURRENT SESSION 4

4-A (1): Benefits and Challenges of Social Media in the Classroom
Salon A

Joseph Early, Professor of Church History and Theology, Campbellsville University
Tiffany Early, Doctoral Student, University of South Carolina

In an effort to make the classroom experience more representative of the world students inhabit, Dr. Joe Early has added a social media component to his course. The presenters will share the research that led to this decision as well as its implementation. This presentation will cover designing a course with an embedded social media component (multiple SM platforms), creating an Acceptable Use Agreement for using social media for class content, teaching digital literacy and source accuracy to students, allowing students to create their own digital media and upload for class discussion, and a live update on how the implementation of these course changes is going and how this class compares to previous semesters without social media use. This presentation is ideal for all professors.
4-A (2): The Importance of Collaboration between the Institutional Review Board (IRB) and the Campus Community

Salon B
LeAnne Epling, Professor of Psychology, University of Pikeville

This presentation will describe a couple of successful collaborations between the UPIKE Institutional Review Board (IRB) and other entities on campus. As chair of the UPIKE IRB I presented a lecture to students in our optometry school on two occasions in which I explained the IRB process in detail. I also presented a symposium on the IRB process during our first annual research day at UPIKE. Both of these endeavors have allowed the IRB to reach out to the campus community, which I believe has not only improved the quality of the IRB proposals that the committee has received, but has also alleviated some of the inherent fears surrounding the IRB process. This presentation should be helpful for faculty, staff, administration and students interested or involved in research.

4-A (3): Designing and Implementing a New, Outcome-Driven General Education Program

Salon C
Luke Huggins, Professor of Biology, West Virginia Wesleyan College
Kelly Sharp, Assistant Professor of Business, West Virginia Wesleyan College
Lynn Linder, Associate Professor of English, West Virginia Wesleyan College
James Moore, Vice President of Academic Affairs and Dean of the College, West Virginia Wesleyan College

West Virginia Wesleyan College has embarked on creating a new general education program. Here we will discuss the challenges of redesigning a general education program for the first time in decades to create a progressive, outcome-driven, and mission-appropriate program for the 21st century student. The program outcomes are designed to move from foundational knowledge towards developing a broad base of critical thinking skills across five discipline areas, culminating in collaborative senior presentations. This presentation will be of interest to persons navigating the process of designing and shepherding a new program through faculty governance.

4-B (1): The Inclusive Classroom: Preparing a Lecture for All Learners

Salon D
LaJuan Bradford, Director of Academic Support and Assistant Professor of Education, Lee University
Delia Price, Associate Professor of Education, Lee University

The National Center for College Students with Disabilities suggests that 19% of all college students have some type of disability. With 1 out of 5 students having a disability, college faculty cannot wait to hear from the Office of Disability Services to begin thinking about student accommodations. Instead, professors must be proactive on planning lessons that include all learners. In this workshop, the presenters will discuss ways to make each lesson accessible for all learners. Major course overhauls and time-consuming lesson revisions are not necessary, but mindful classroom changes and meaningful tweaks in classroom procedure will allow all students to have a chance at success. Presenters will give ideas that are realistic, as well as creative. Participants will leave with fresh ideas on how to teach and include every student.

4-B (2): Increasing Student Retention through Course Design

Salon E
Nathan Fortney, Instructional Designer and Adjunct Instructor, Alderson Broaddus University
Andrea Bucklew, Provost/Executive Vice President of Academic Affairs, Alderson Broaddus University
James Owston, Associate Provost, Alderson Broaddus University

Student Retention is the lifeblood of smaller schools throughout the Appalachian Region. Join us as we explore the roles faculty, course developers, and administration play in addressing student retention through quality course design in this interactive session.

4-D (1): Why We're Not Burning Our 2020 Calendar

Salon H
Monica Hoel, Alumni Director, Emory & Henry College

We ran out of adjectives to describe what an "unusual, unprecedented, challenging" year we just completed; but we need to pause a minute to think about what elements were "silver linings, great surprises, and meaningful successes." We'll discuss events we tried solely because of Covid restrictions, and we'll talk together about which events we might keep and carry forward as the world gets back to business. This conversation will be especially aimed at other alumni programmers, but we will talk a lot about partnering with other divisions on campus and in the community. Come prepared to share your own ideas, too.
5-A (1): Technology and Engagement: Gaming in the Classroom
Salon H
Lisa McCool, Assistant Professor of Management, University of Charleston
Melissa Farrish, Associate Professor of Management, University of Charleston

Generation Z, people born between 1997 and 2006, are digital natives. Gaming spans 87% of Gen Z and studies reveals they are playing video games on smartphones, gaming consoles, and computers at least weekly if not daily. This presentation focuses on incorporating game-centered technology in classes of all subjects as a means of increasing student engagement. The presentation will include data related to the importance of technology for engagement of Gen Z learners and a discussion of specific game-centered learning platforms.

5-A (2): I Can’t Do This in Cyberspace...Or Can I?
Salon B
Peggy Rochelle, Associate Professor of Education, Tusculum University
Miriam Stroder, Dean of the College of Education, Tusculum University

Modeling engaging online instruction using virtual manipulatives and interactive strategies can be challenging for professors. The presenters will demonstrate and explain the importance of manipulatives and inactive strategies for online teaching. This session will focus on selecting and implementing virtual manipulatives and instructional strategies to prepare pre-service and in-service teachers for online classroom instruction. The strategies can be used for a variety of disciplines—not just education students. Any college faculty would benefit from this presentation.

5-A (3): Zoomed Out: The Effects of Videoconferencing on Faculty and Students
Salon C
Chandra Massner, Associate Professor of Communication, University of Pikeville

This presentation examines faculty and students’ experiences with videoconferencing in their courses. Findings from surveys and in-depth interviews will be shared that provide valuable insights about the implementation of synchronous online teaching and learning. Attendees will gain an understanding of how to best implement videoconferencing in their courses. This presentation will inform instructors as they design future courses as well as administrators as they seek to best implement online education on their campuses.

5-B (1): The Institutional Review Board and Social Science Research: Standards, Potential Issues, and Recommendations
Salon D
Christopher Beard, Director of the Ph.D. in Leadership Studies, Johnson University

The Institutional Review Board (IRB) serves a vital role in the protection of participants in research developed by students and faculty. Unique challenges exist in the appropriate evaluation of social science research. This presentation explores standards found in the Common Rule (45 CFR 46) and the literature for IRB review of social science research, identifies potential impediments, and offers practical suggestions for consistent and effective IRB reviews. This presentation would benefit administrators overseeing IRBs, IRB chairs and members, and faculty stakeholders.

5-B (2): Cultivating an Interdisciplinary Community of Mentorship for Student Success
Salon E
Sarah Schlosser, Associate Professor of Chemistry, Lee University
Sherry Kasper, Professor of Biology, Lee University
La-Juan Bradford, Director of Academic Support and Assistant Professor of Education, Lee University

This presentation will survey the development of an interdisciplinary mentoring community through Lee University’s NSF S-STEM integrated Math and Science Scholars (iMASS) grant and its impact on cultivating a community of mentorship to enhance student success in STEM disciplines. It will provide examples of fostering faculty, peer, alumni, and professional mentoring. Attendees will learn about the various of types of mentoring utilized in the program, the development of our mentor training process, and examine additional opportunities and ideas for supporting student success through mentoring. This presentation will be helpful for faculty and university personnel interested in fostering robust and interconnected community of mentoring to support student success.
5-B (3): Promoting Leadership Development Among At-Risk Students  
**Salon F**  
*Shena Shepherd, Project Coordinator-ACE Program, University of Pikeville*  
*Cecil Williams, Project Coordinator- ACE Program- Student Support Services, University of Pikeville*  
*Mary Ann Sisco, Academic Coordinator- ACE Program, University of Pikeville*

The ACE L.E.A.D.S. Program (Leadership, Engagement, Achievement, Development, Service) empowers the at-risk student population through the enhancement of their leadership skills by fostering a more meaningful connection to the campus and the local community. Participants will learn strategies to help students develop leadership skills, connect with alumni and community partners to promote career-ready, responsible adults prepared to take on the real-world environment. Student support staff, as well as faculty, can benefit from these innovative ways to enhance at-risk student leadership skills.

**Salon A**  
*Lori Worth, Provost, University of Pikeville*  
*Burton Webb, President, University of Pikeville*  
*David Olive, President, Bluefield University*

COVID-19 was traumatic for universities and especially students within rural and remote communities. For many of our students and their parents, the last 18 months have been a seemingly endless stream of stressors. The source of disruption has spanned not only the global emergency, but presented personal challenges for our students, parents, faculty, and staff. Higher education has been forced to change, rapidly and unexpectedly, in order to accommodate the needs of our learners and public health guidelines. Hear from a panel of two Presidents and a Chief Academic Officer on how to invest in resilience and re-building, and in doing so restore an innovative spirit. Drawing on the experience of leading during a pandemic, we will see how the skills utilized can foster resilience and an environment that empowers diverse groups to thrive.

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3:10-3:50 PM  
**Concurrent Session 6**  
(FRIDAY)  
(9.24)

6-A (1): Best Practices in Online Simulations  
**Salon A**  
*Joshua Ray, Associate Professor of Management and Director of the MBA Program, Tusculum University*

In this presentation we have several aims. First, we briefly describe the use of online simulations in a small private university at both the undergraduate and graduate levels. Then, drawing on the broader literature and our own experience, we discuss the recurring criticisms students provide as feedback for simulations generally, and our courses in particular. Next, we discuss some potential pedagogical responses to the criticisms stemming from the extant literatures on experiential exercises, the case methodology, and simulations. Finally, we suggest some possible areas for further discussion and research. Our hope is that this conversation can provide some guidance for interested instructors who would like to integrate simulations into their teaching alongside other pedagogical approaches while addressing student concerns.

6-A (2): Enhancing the Digital Library of Appalachia: A Focus Group Discussion  
**Salon E**  
*Heather Tompkins, Director of Library Services, Appalachian College Association*  
*Beth Rushing, President, Appalachian College Association*  
*Leigh Grinstead, Digital Services Consultant, LYRASIS*

The Digital Library of Appalachia (DLA) houses a rich set of resources that are utilized by ACA faculty and students, as well as the general public. It provides online access to archival and historical materials related to the culture of the southern and central Appalachian region. The contents of the DLA are drawn from special collections of 23 of the 35 Appalachian College Association member libraries. The collection currently contains over 30,000 digital objects, including digitized music, photographs, memorabilia, manuscripts, maps, oral histories, and documents. Join us for a focus group discussion of the ways that faculty and students use or could use the DLA resources, as well as to explore ideas for improving this valuable tool for teaching and research.
6-A (3): To Grade or Not to Grade: Creative Assessments, Ungrading, and Student Experience
Salon B

Amanda Slone, Assistant Provost, University of Pikeville
Mathys Meyer, Dean of Student Success, University of Pikeville

This session will discuss the concept of ungrading and alternative grading styles. Presenters will use research and classroom experience to discuss the effects of grading on student learning, motivation, and mindset. Participants will discuss and workshop a variety of assessment methods and gain practical tools for course development. Faculty and administrators would benefit most from this presentation.

6-A (4): A Case for Active Pedagogical Practices in a Health Communication Classroom
Salon C

James Briscoe, Assistant Professor of Communication, University of Pikeville

With the implementation of new technologies, and facing ever-increasing challenges, instructors need to adapt their approach to the classroom, especially in the teaching of theory. This presentation provides one such approach, instead of simply "lecturing" on a theory or having a simple exercise, instructors centered their curriculum on a semester-long project requiring students to put the Social Network Strategy (SNS) theory into praxis. This presentation demonstrates the value of practical applications of project-based curriculum in the classroom and will be beneficial for individuals who are seeking to develop service-learning curriculum, including faculty, administrators, staff, and graduate students.

6-B (1): A New Model for the Pre-Law Student at the Small Appalachian College
Salon D

Daniel Huck, Associate Professor of Law, Ethics & Society and Gruver Chair of Global Leadership Studies, Berea College

For the past five years, Berea College has worked to implement a new curricular, pedagogical, and co-curricular structure to better serve undergraduates considering a career in law. By refocusing its institutional resources from the perspective of serving first-generation college students from challenging socio-economic circumstances, Berea College’s new model seeks to provide students with a three-year structured consideration of how their choice to study and practice law will impact them over a lifetime. The presentation will describe Berea College’s new pre-law model, including discussion of the process and resources used to craft, launch and maintain this approach. The presenter also will seek comment and critique from attendees as part of Berea’s ongoing peer-based evaluation and evolution of the program.

6-C (1): Student Co-Curricular Travel…Can It Still Be Done? Innovating to make it happen!
Salon H

Michaelia Black, Assistant Professor of Accounting, Lee University
Mava Wilson, Associate Professor of Computer Information Systems, Lee University

Since 2020, travel has been nearly impossible. Through innovative ideas, we orchestrated a global perspectives trip within the southeast region to replace our planned trip to Israel. By making connections with cultural groups in the US, we were able to successfully provide a rich and life-changing experience for our students. In this presentation we will discuss how we designed, planned, and implemented our trip and share the lessons we learned along the way and the students’ responses to their experience. Our objectives are to provide innovative alternatives for global perspective experiences in a covid/post-covid world and ideas for creating opportunities for cultural diversity training of students in the academic setting. This session would be helpful to anyone considering leading, directing, or planning global trips for students.

6-D (1): Innovative Approaches to Experiential Learning and Community Partnerships
Salon F

Rick Ferris, Associate Professor of Business, University of Charleston

This presentation shares one innovative approach to building a community partnership that has supported experiential learning opportunities for students and community revitalization for a central Appalachian town over a sustained period. In addition to this successful example, other approaches for sourcing and incorporating experiential learning opportunities into the curriculum will be discussed. Attendees will learn how this community partnership was sourced and formed; objectives, methods, and outcomes as the partnership has evolved; and how those methods may be applied to other situations. All academics looking to bridge theory and application using innovative, contemporary, experienced-based learning opportunities while engaging their communities will benefit from attending this presentation.
**6-D (2): Inoculating the Application Pool: Leveraging Strategic Partnerships to Navigate Covid-19 and Projected Enrollment Declines**

Salon G

*Krissy Bay, Executive Director for Administration, Lincoln Memorial University*

*Jody Goins, Executive Vice President for Administration, Lincoln Memorial University*

As institutions scrambled to pivot to digital recruitment due to Covid-19, many focused on short-term solutions to pandemic-related recruitment restrictions. Still looming on the horizon are projected enrollment declines and the resulting ramifications for institutions of all sizes. How organizations respond to these challenges will have long-term impacts upon their institutions. This presentation will describe one potential solution using assets already available to an institution. Attendees who work in enrollment, recruitment, and/or higher education administration would benefit from this session.

**3:50 PM – 4:20 PM**

**EXTENDED BREAK (WITH FOOD & DRINKS)**

**Skies Meeting Rooms Lobby**

**4:20 PM – 5:00 PM**

**CONCURRENT SESSION 7**

**7-A (1): Evolution of Teaching Practice through Experience with OER-enabled Pedagogy**

Salon A

*Eric Werth, Professional Development Manager, University of Pikeville*

*Katherine Williams, Professional Development Educator, University of Pikeville*

The need for instructor reflection on their role within the classroom is more important than ever. Economic and social unrest make inclusive and meaningful student experiences critical. How can instructors achieve this goal when doing so may require a philosophical shift? This session presents findings from research with six instructors who taught a course utilizing OER-enabled pedagogy first in 2019 then again in 2020. Their insight suggests this approach catalyzed a teaching evolution to one fostering greater student engagement and agency. Attendees will consider how these findings may be generalized to various forms of active learning and any learning modality.

**7-A (2): Innovative Techniques for Hearing the Voice of Teacher Candidates through Reflective Writing**

Salon B

*Jo Ann Higginbotham, Professor of Education, Lee University*

*Laura Anderson, Professor of Education, Lee University*

*Deborah Rosenow, Assistant Professor of Education, Lee University*

*Jason Robinson, Associate Professor of Education, Lee University*

*Shane Brown, Assistant Professor of Education and Director of Teacher Education, Lee University*

This presentation provides an overview of how a panel of five Lee University professors use reflective writing with teacher education student across their four years at the university. The panel will demonstrate how, when used effectively, reflective writing tasks can deepen teacher candidates' understanding of their experiences, help them critically appraise their professional identity, and enhance qualities for lifelong learning. This presentation would be most beneficial to undergraduate professors in teacher education programs.

**7-A (4): Optimizing Social Media Technologies as Educational Tools to Enhance Students Learning**

Salon D

*Sheron Lawson, Associate Professor of Business Administration, Tennessee Wesleyan University*

Social media technologies have become valuable instructional tools, allowing students to have the ability to connect to a network to create, edit, transform, and/or share content with others through virtual learning communities. This presentation outlines a conceptually integrated online learning effectiveness framework designed to bridge the gap between incorporating informal social media as learning tool into the formal education system to enhance learning in the classroom. Instructors across disciplines can benefit from this presentation.
7-C (1): The Fellowship of Philosophers: Ancient and Innovative Co-Curricular Learning for Critical Thinking

Salon F

Megan Clunan, Associate Professor of Psychology and Human Services, Montreat College
Joshua Holbrook, Instructor of Environmental Science, Montreat College

The educator’s role is no longer focused solely on content development and delivery. Within higher education, faculty are continuously seeking ways to engage students in active learning processes, yet faced with many challenges: How do we engage students in learning activities and promote meaningful experiences? Will students be able to understand the purpose and utility of their learning? Will learning experiences be effective? To respond to such questions, we have created an initiative at Montreat College to promote the development of critical thinking among our student body, with a goal to develop the critical thinking skills of our students so that they may graciously impact the world around them. A philosophical centerpiece of this initiative is an innovative co-curricular learning process called the Fellowship of Philosophers.

7-D (1): COVID Class: Community Engagement through Multidisciplinary Education during the Pandemic

Salon H

Taylor Newton, Associate Professor of Psychology, Lenoir-Rhyne University
Devon Fisher, Associate Dean for Teaching Innovation and Director of the Center for Teaching & Learning, Lenoir-Rhyne University
Ryan Luhrs, Assistant Professor of Music, Lenoir-Rhyne University

In response to the coronavirus pandemic, Lenoir-Rhyne University offered a free, online course during the summer of 2020. Through a multidisciplinary lens, we sought to bring some understanding to events as they unfolded last summer. The course struck a chord in our small community; more than 900 individuals enrolled. Participants will evaluate various aspects—some effective, some less so—of course design, and they will explore the potential for similar timely classes to foster relationships leading to deeper partnerships within their own communities. Attendees most likely to benefit from this presentation include professors who would like to combine their teaching with community outreach and administrators interested in exploring models for town-gown engagement.

7-D (2): Alderson Broaddus: Becoming a State’s University

Salon G

James Owston, Associate Provost, Alderson Broaddus University
Andrea Bucklew, Provost and Executive Vice President of Academic Affairs, Alderson Broaddus University

Beginning in 2018, Alderson Broaddus University began an initiative to extend their institutional presence across the state of West Virginia with our extended learning program. Our presentation will discuss the following: program development, researching and approaching potential partners, creating crosswalks, hiring faculty, pricing tuition, and recruiting students. At the end of the presentation, attendees will be able to extrapolate ideas on how to create and manage an educational presence outside their institution's primary service area without building additional campuses. This presentation will be of greatest interest to administrators in academics and enrollment management.

5:10-5:50 PM
CONCURRENT SESSION 8 (FRIDAY)
(9.24)

8-A (1): From Passive to Participatory: Music in the General Core

Salon A

Lauren Buckner, Assistant Professor of Music Education, Lee University
Phillip Thomas, Associate Dean of the School of Music and Distinguished Professor of Music, Lee University

How do we make general education courses appealing and relevant to today’s student? We will explore answers to this question by summarizing the development of our Music in Culture course that resulted in rethinking, reframing, and reconstructing its organization and delivery. Further, we will provide connections between this process and the research of Lucy Green, Patricia Campbell, Benjamin Bloom, Jerome Bruner. This presentation would benefit those who teach classes in the general core and those who are interested in moving from a passive to a participatory model in the classroom.
8-A (2): How to Apply Storytelling to Computer Programming in Higher Education
Salon B

Namyoun Choi, Assistant Professor of Computer Science, Milligan University

Computer programming is a crucial necessary skill when learning Computer Science. Scratch is known to be the most effective tool to teach programming in grades K-12. Alice is also used in many colleges and universities for beginners in programming courses. Scratch and Alice use storytelling. Storytelling and programming are considered an ideal combination when introducing programming concepts to beginners. Storytelling motivates programming and is a way of presenting the basic concepts behind object-oriented programming. This presentation examines how to apply storytelling to computer programming in higher education and provides examples, techniques, characteristics, and explains the advantages and disadvantages of using storytelling.

8-A (3): Virtual Dream Team: How to Team-Teach an Interdisciplinary Course Online
Salon C

Chandra Massner, Associate Professor of Communication, University of Pikeville
LeAnne Epling, Professor of Psychology, University of Pikeville

Team-teaching online presents new and exciting opportunities and challenges. The presentation will share how two faculty members collaborated to teach an interdisciplinary course in a fully online format. Attendees will learn how to effectively organize and apply co-teaching in a virtual classroom. Faculty members who teach online will gain techniques to implement and discuss potential problems in team-teaching environments.

8-B (1): Challenges and Successes in Counseling with Appalachian College Students during the Pandemic: Lessons Learned
Salon D

Kathy Walczak, Associate Professor of Psychology, Union College
Jenny Smith, Associate Dean of Students and Director of Counseling Services, Lenoir-Rhyne University

Student mental health on college campuses, especially in rural Appalachia, has been an increasing concern. The COVID-19 pandemic has brought this vulnerable population into renewed focus. Since the pandemic began, mental health and substance use conditions have worsened, and barriers to accessing care have grown. This presentation will identify and address some of the special needs of this population, including barriers/challenges to services in the Appalachia college student population. We will also address how to overcome these barriers and challenges to better provide for student success. We will also include some unexpected success stories and positives that have come as a result of the needed changes that were made. This presentation will be appropriate for all attendees that work directly with the students in all capacities.

8-B (2): Integrating Study of College and Community History and Culture in the Classroom and Beyond at Ferrum College
Salon E

Tina Hanlon, Professor of English, Ferrum College
Maggie Oakes-Chitwood, Admissions Counselor, Ferrum College

An English professor and an alumna who is a staff member will discuss examples from innovative programs at Ferrum College that involve groups of students studying the history and culture of the college and its region while earning general education credit or more specialized practicum credit. We will present collaborative discussion, photographs and possibly video clips, and links for accessing more detailed information. The programs include a first-year cluster of courses focused on modernization in Appalachia, composition classes that write about college and regional history, a new Appalachian music program, community involvement activities in freshman orientation, and a grant-funded Humanities Research for the Public Good program focused on southwestern VA folktales. We believe these topics and activities enhance student engagement.

8-B (3): Innovations in Student Praxis Success
Salon F

Jennifer Antoniotti-Neal, Director of Education, Lindsey Wilson College
Brennon Sapp, Director of Student Teaching, Lindsey Wilson College

Education preparation programs are facing significant challenges in recruitment and retention. Students lack essential skills to pass entrance assessments to gain admission into these programs. Participants will evaluate and apply appropriate innovative strategies to increase student assessment success in their own programs. While this presentation focuses on education preparation, specifically the Praxis CORE, the strategies implemented can be applied to a wide variety of programs and disciplines.
8-D (1): An Effective Partnership: Campbellsville University and Buckner International
Salon G
Twyla Hernandez, Professor of Theology, Campbellsville University

In 2018, Campbellsville University (CU) entered into a partnership with Buckner International to provide students repeated opportunities to expand their worldview and for service learning. This presentation will describe how we chose Buckner and created safeguards to have a successful partnership. The presentation will aid attendees in creating new partnerships and/or evaluating current partnerships. If your school is looking to build better community partnerships, this presentation is for you!

8-D (2): Implementation of Evidence-Based Practice (EBP) with a Community Partner
Salon H
Dawnette Marcum, Associate Professor of Nursing, University of Pikeville

Evidence-based practice improves patient outcomes. An EBP protocol was created and implemented for a community partner of the university to improve patient outcomes for those suffering with Chronic Obstructive Pulmonary Disease (COPD). The results are promising towards decreasing COPD readmission rates and improving overall well-being for the patient with COPD. The DNP project, the steps and application of the EBP process will be shared with the attendees. At the end of the session, attendees will be able to identify and discuss the steps in the EBP process and identify innovative ways to introduce EBP and connect the campus to a broader community. Target audiences are new and seasoned nursing educators; deans, and program directors interested in the application of the EBP process and innovation to connect campus to community.

5:50 PM – INFORMAL NETWORKING/DINNER ON YOUR OWN

SATURDAY, SEPTEMBER 25, 2021

7:30 -11:00 AM REGISTRATION & HELP DESK OPEN
Convention Center Lobby (Outside the Skies Meeting Rooms)

7:20 AM –8:30 AM CONTINENTAL BREAKFAST
The Meadow (for all Summit Registrants)

8:30 AM – 9:10 AM CONCURRENT SESSION 9

9-A (1): How Can Nursing Educators Innovate and Integrate NCLEX Preparation?
Salon A
Kathleen Rose, Assistant Professor of Nursing and Chair of Undergraduate BSN Program, Lee University
Jessica Price, Associate Lecturer in Nursing, Lee University

This program will discuss the development and implementation of a NCLEX review course presented through hybrid pedagogy. Clinical Judgment student learning activities and Next Generation NCLEX evaluation items will be a focus of the presentation. Participants will learn how to develop and implement an NCLEX review course and how to integrate clinical judgment learning activities and Next Gen NCLEX evaluation items into the curriculum. Faculty from nursing and health care professions will benefit from this session.
9-A (2): Divvying Up the Work: A Collaboration Across Instructors to Promote Student-led Research in the Classroom

Salon B

Hollie Pellosmaa, Assistant Professor of Psychology, Tusculum University
Katherine Smith, Associate Professor of Psychology, Tusculum University

In STEM fields, it is crucial that students are able to apply their knowledge regarding scientific research and critical thinking in an ethical way, by supporting and defending their knowledge through effective communication channels. One way of facilitating these learning objectives is by mentoring students through a innovate research study that they design, execute, and present. However, most student-led research in higher education only incorporates high performing students. Drs. Smith and Pellosmaa will present on how, together, they tackle these challenging learning objectives, while including all students. Presenters will focus on a Psychology Research Methods course, but this framework would be valuable for any STEM instructor who would like to include research in their course.

9-A (3): Innovation in Assessment: A Call for Creativity

Salon C

Sarah Nelson, Assistant Professor of Mathematics, Lenoir-Rhyne University

During this session, we will consider creative projects as an alternate form of assessing our students. I will go through my journey creating and adapting assessments that promote and encourage student creativity. After sharing rubric(s) and samples of student work, participants will brainstorm, and get feedback on, ideas for incorporating creative projects into their own classes. Faculty who are interested in exploring alternative forms of assessment would greatly benefit from this session.

9-A (4): The Reality of Surveillance in Online Homework Implementation

Salon E

Chuck Pearson, Associate Professor and Department Chair of Natural Science, Tusculum University

Faculty who present assignments in online environments are being watched, and students who submit assignments in online environments are being watched. Faculty awareness of surveillance of the work they do online frequently is limited. The author had his own experience of recognition of how his own courses had homework solutions mirrored on Chegg. This presentation is to provide awareness of the varieties of surveillance that happens, and to describe defenses that can be taken to use online resources but maintain a closed, virtuous classroom environment. Most of the specific examples will come from physical sciences education, but anyone who uses online homework and educational resources can benefit.

9-B (1): Intersectional Appalachia: Making Learning and Living Inclusive at ACA Campuses

Salon D

Katherine Williams, Professional Development Educator, University of Pikeville
Rachel Messer, Assistant Professor of Psychology, University of Pikeville

This session seeks to challenge the colonial and racist roots of education, by identifying practices in the academy that are built on inequitable mindset, policies, and structures. Using Kimberlé Crenshaw’s innovative theory of Intersectionality as the focus, the presenters will encourage participants to consider their own positionality and intersectional identities in order to better understand the perspectives that may influence their viewpoint of higher education. Learning objectives highlight spaces in campus and classroom life that may make students with intersectional minoritized identities feel invisible, as well as strategies for making change. Faculty members, student life and support staff, and others on campus who wish to understand and increase visibility for intersectional identities would benefit from this presentation.

9-B (2): Strategies for Successful Student Performance in Business Management

Salon F

Guy DeLoach, Associate Professor of Business, Lee University
Clifford Jones, Undergraduate Student, Lee University

The Lee University School of Business has experienced consistent improvement in student performance in the management discipline on the ETS Major Field Test. There has been a consistent trend upward in the management discipline from the 68th to 96th percentile for student performance over a six-year period. This presentation will provide insight into the factors and high impact practices we believe have contributed to student success and higher performance on this nationally recognized assessment.
9-D (1): Campus Fitness Center: From Student Activity to Hands on Living Lab Prepared to Serve the Community

Salon G
Karen Carpenter, Assistant Professor of Health and Human Performance & Fitness Center General Manager, Ferrum College

This presentation will explore the transformation of a campus fitness center with low usage and high cost to a vibrant learning lab operating by utilizing Health and Human Performance students poised to create revenue streams. Participants will be able to synthesize information to be able to organize and evaluate current fitness center model to plan, construct, and create a new approach to learning, health and fitness programming and delivery for both a connected campus and connection to the broader community. New campus partnerships specifically include Athletics, Human Resources, Events, Financial Aid, Faculty and Staff. New community partnerships planned will target community senior population, Tri-Area Health and Community Center, and summer youth athletic programming.

9:20-10:00 AM
CONCURRENT SESSION 10
(SATURDAY)
(9.25)

10-A (1): Mars Hill University’s Remixed ACE Framework
Salon B
Chris Cain, Professor of Education/Director, Center for Engaged Teaching and Learning, Mars Hill University
Susan Stigall, Associate Professor and Chair of Education, Mars Hill University
Brad Alban, Assistant Professor Health and Human Performance, Mars Hill University

This Presentation will introduce the ACE (Adaptability, Connection, and Equity) Framework. The MHU version of ACE is based on the ACE online program developed by the Open Learning & Teaching Collaborative at Plymouth State University. The framework enhances the support, equity, and inclusivity of our students in the classroom and across the campus. The presentation will walk you through the process we took to integrate the ACE Framework on our campus as a guide for pedagogical improvement, decision-making, and ongoing professional development planning in response to crisis (such as COVID-19).

10-A (2): What Does the Learner Do: That is the Question
Salon C
Jianfen Wang, Assistant Professor of Chinese and Asian Studies, Berea College

This presentation discusses learner-centered instruction from the perspective of Complex Adaptive Systems (CAS) and demonstrates effective strategies for using “What does the learner do” to guide course design. It encourages the attendees to critically reflect on their existing views of learner-centered instruction and take away concrete strategies for engaging students in their courses. While the innovative perspective on learner-centered instruction deserves attention from all members on campus, the strategies shared in the presentation will directly benefit the faculty members.

10-A (3): Living into a Mission: Creating a Culture of Innovation
Salon D
Devon Fisher, Associate Dean for Teaching Innovation and Director of the Center for Teaching & Learning, Lenoir-Rhyne University
Jennifer Heller, Dean, College of Fine Arts and Communication, Lenoir-Rhyne University
Ryan Luhrs, Assistant Professor of Music, Lenoir-Rhyne University
Lindsay Weitkamp, Assistant Professor of Theatre, Lenoir-Rhyne University

In this session, faculty from Lenoir-Rhyne University’s College of Fine Arts & Communication will share how the College mission statement guided them to enhance student learning. Faculty will discuss the development of the mission statement and their focus on interdisciplinarity as a key aspect of that mission. We will demonstrate how interdisciplinarity worked in one classroom and in a co-curricular setting, and we will show how this approach culminated in a College-driven response to a campus crisis through a collaborative “Arts for Social Justice” event. Ideally, participants will be faculty, staff, and administrators seeking to facilitate student learning by imagining innovative ways of working within their institution's organizational structure. Participants will describe how their own unit’s mission statement might be operationalized.
10-B (1): Strategies for Nursing Student Success: Davis & Elkins College Associate Degree Nursing Program Innovations
Salon E
Denise Reese, Professor of Nursing & Director of the Simulation Lab, Davis & Elkins College
Melissa McCoy, Professor of Nursing & Director of Associate Degree Program in Nursing, Davis & Elkins College
Carol Cochran, Professor of Nursing, Emerita, Davis & Elkins College

Ten years ago, faculty at Davis & Elkins College overhauled the college's associate degree nursing curriculum. The new curriculum was built on the QSEN (Quality and Safety Education for Nurses) competencies (Patient-Centered Care, Safety, Quality Improvement, Informatics, Teamwork and Collaboration, and Evidence-Based Practice). We aligned every aspect of the nursing program to the QSEN competencies. Additionally, ATI® was adopted to reinforce student learning and to gather program and student assessment data. ATI® feedback to students is focused and specific regarding both content and process. These foundational, substantive changes in curricular and assessment strategies led to major improvements in student NCLEX-RN® success, including three years of 100% first-time pass rates. The intended audience for this presentation includes nursing and other allied health faculty.

10-B (2): Real Life Approaches to Student Success: Fostering Relationships to Increase Retention
Salon F
Shena Shepherd, Project Coordinator-ACE Program, University of Pikeville
Cecil Williams, Project Coordinator- ACE Program- Student Support Services, University of Pikeville
Mary Ann Sisco, Academic Coordinator- ACE Program, University of Pikeville

The ACE Program (Student Support Services) at the University of Pikeville uses very specific individualized processes to foster relationships and increase retention rates on campus. This presentation will focus on specific real-life examples including individualized approaches to make connections with at-risk students and increase the overall success of our students. All faculty and staff can benefit from exploring these best practices to better connect with their students on a daily basis.

10-D (1): Getting It Right: A Discussion of Best Practices of Dual Credit Partnerships
Salon G
Ella Smith-Justice, Assistant Dean of College of Arts & Sciences, Professor of Spanish, University of Pikeville

Each of the five states that embody our ACA consortium - Kentucky, North Carolina, Tennessee, West Virginia, and Virginia - has a formal statewide policy for dual credit / dual enrollment courses. The National Center for Education Statistics (NCES, 2020) reports that approximately 82% of public high schools nationwide offers dual credit opportunities for their students, meaning that there are many possibilities for creating or strengthening meaningful partnerships with our local school communities. The National Alliance of Concurrent Enrollment Partnerships (NACEP) has articulated standards for dual credit partnerships, curriculum, faculty, students, assessment, and program evaluation (2017). In this session, we will review these standards as a guide for dual credit best practices, as well as discuss benefits, challenges, and questions.

10-D (2): "The Hill We Climb": Student Writing as Active Citizenship
Salon H
Allison Harl, Associate Professor of English, Ferrum College

A Professional Writing English class at Ferrum College engaged online as active citizens in the community, collaborating with The Franklin County Child Advocacy Center (CAC) in a service-learning professional writing project. The learning objectives include best practices in online service-learning pedagogies. Those who would benefit most would be instructors looking for examples of innovative ways of using technology for student/ community collaborations.

10:00 AM – 10:30 AM (SATURDAY)
EXTENDED BREAK (WITH FOOD & DRINKS) (9.25)

Skies Meeting Rooms Lobby
11-A (1): Open Educational Resources: Equity in Learning Spaces  
Salon C  
Alex Sharp, Information Services Librarian, Tennessee Wesleyan University

Open Educational Resources [OER] are teaching, learning and research materials of the open movement. Open educational resources are also a tool of diversity, equity and inclusion that promote equitable access in the classroom. Additionally, OER has been a proven strategy for student success and retention efforts. In this presentation, Tennessee Wesleyan University’s OER Faculty Fellow and Information Services Librarian will explore and explain the efficacy of OER and how they can promote equity. Creative Commons licenses v. open licensing and the art of reusing and remixing OER materials to tailor them to a course will be discussed. She will provide faculty with a research guide for help with searching OER materials. For faculty members thinking of choosing a new textbook, finding new course materials, or merely looking for a more equitable classroom, OER may be a viable option.

11-A (2): Star Wars and the Spanish Detective Novel  
Salon H  
Maria Zalduondo, Associate Professor of Spanish and Director of Global Education, Bluefield University  
Mahdia Ben-Salem, Assistant Professor of Spanish and French, Lincoln Memorial University

In Benjamin Bloom’s taxonomy, creation is at the pinnacle of the ubiquitous pyramid detailing the categorization of educational objectives. Foreign language faculty are often challenged to help students create with the target language in ways that are engaging and meaningful. This workshop-style presentation reflects on how students in an intermediate Spanish class reconstructed the narrative of a detective story they read and one group’s humorous, unexpected use of Star Wars figures. This workshop will provide an overview of the lessons learned from this exercise in creativity and will encourage participants to share their own experiences in providing students of foreign languages with the opportunity to create with the target language. The presenters will allow ample time for attendees to share about visual projects in their foreign language classrooms. How can we make the most out of our student’s increasingly visual culture for the benefit of language learning? We will explore some of the successes and challenges together.

11-B (1): Abbreviated Course Formats and Student Success in the Online Environment  
Salon D  
Julia Price, Associate Professor of Education, Carson-Newman University  
Kelly Price, Associate Professor of Marketing, East Tennessee State University

With the inception and implementation of abbreviated course timeframes, educators are faced with how to ensure student success with varying class lengths. Using research and personal experience, presenters will offer ideas on how to achieve student success with abbreviated course timeframes. The learning objectives are: to learn benefits and challenges with teaching, transitioning to, and/or implementing an abbreviated course format in the online environment; offer administrative strategies for implementing abbreviated formats; and explore how abbreviated formats could enhance student success. This presentation is most beneficial for educators, in any academic discipline or level, who are interested in how to foster student success with diverse course lengths in the online environment.

11-B (2): Moving from Part-time Advising to Full-time Coaching/Advising  
Salon E  
Joshua Black, Executive Director, Division of Adult Learning, Lee University  
Rusty Wienk, Director of Enrollment & Student Services, Lee University

Are you using a coaching model for your adult and online students? We moved our online adult students from part-time academic advisors to full-time Success Coaches and saw immediate changes. Students who had been struggling and disengaged were engaging with their instructors and their success coach. While it is too soon to formally gauge retention numbers, there was an immediate improvement in some high need students who were being contacted weekly by their coaches. This session will explore the results of changing to a coaching model and provide an opportunity for participants to discuss their successes and challenges with coaching/advising non-traditional students. This session will be helpful to anyone that is involved in non-traditional higher education programs or who is considering changing their student advising model.
11-C (1): Do Fat Students “Fit” on Your Campus?
Salon F
Genesia Kilgore-Bowling, Chair, School of Social Work & MSW Program Director, University of Pikeville

Appalachian College Association member institutions cater to Appalachian students and according to obesity statistics, a substantial number of those students are classified as overweight or obese. As institutions of higher education who are committed to meeting the needs of our students and promoting inclusivity, we must critically examine whether we are meeting the needs of our students of size. Have we really made adequate space for them? Do our inclusion efforts consider size diversity? This roundtable will provide a safe space for administrators, educators, staff, and students to explore the ways in which their campus is or is not fat friendly. The participants and facilitator will explore examples of supportive practices and brainstorm innovative practices that address specific needs of member institutions.

11-D (1): Building Community Connections Through Experiential Learning in an Occupational Therapy Program
Salon G
Ashley Held, Assistant Professor of Occupational Therapy, Milligan University

This presentation examines the experiential learning design and application of a master’s level community-based OT class and its impact on individuals, groups, and populations secondary to students’ connections with local community members. The use of a community-based model to maintain an academic/community partnership will also be identified and interpreted. Interested attendees might include those in a field which involves direct service or anyone looking to establish a community connection for students.

11-D (2): Internship Innovations via Collaborative Connections
Salon A
Jamie Conrad, Assistant Professor of Management and Marketing, Lenoir-Rhyne University
Katie Wohlman, Director of Career and Professional Development and Assistant Dean of Students, Lenoir-Rhyne University

One of the primary goals of our educational institutions is to prepare students for career success. At Lenoir-Rhyne University, representative faculty members from the College of Business and Economics have partnered with Career Services representatives to collaborate with community partners and implement innovative strategies for students to enhance their career development & exploratory learning through the development of self-knowledge, an understanding of the world of work, job search skills development, and detailed decision-making skills. By partnering together and working with company representatives from across the local community, we have developed innovative strategies to assist students in connecting with area employers to enhance their employability skills and create long-term opportunities for career success. This presentation provides participants with an overview of the innovative strategies utilized in these collaborative efforts to establish community partnerships that contribute to the overall, long-term career success of LR students and graduates.

11:20 AM – 12:00 PM
CONCURRENT SESSION 12

12-A (2): Effective Pre- and Post-Lecture Activities that Improve Learning
Salon B
John Hearn, Associate Professor of Chemistry, Lee University
Edward Brown, Senior Adjunct Instructor of Chemistry, Lee University

In chemistry classes, students frequently feel lost or behind. We describe two assignments that students do outside of class to improve preparation for class and improve learning after class. We will present results showing the efficacy of these types of assignments and take the audience through a short demonstration of their application.

12-A (3): Pivoting Environmental Projects in Real-Pandemic-Time: Developing Project-Based Solutions That Met Learning Goals and Connected to Community Partnerships
Salon C
Adrienne Schwarte, Professor of Design/Coordinator, Sustainability Studies Minor, Maryville College
Mark O’Gorman, Professor of Political Science/Coordinator, Environmental Studies Program, Maryville College

This presentation will share how we pivoted team-based, community-connected projects in our introductory environmental and sustainability course in Spring 2020 and 2021 to new projects that still met the original learning goals. We plan to engage attendees in an open dialogue about how they may have pivoted projects in their own courses and the successes and challenges learned. This presentation aims to provide examples of our project-based changes to act as a springboard for changes others may wish to implement, and to share how these changes, although required due to the COVID-19 pandemic, helped us innovate to projects that we found were more successful and we plan to implement long-term. Attendees who would most benefit from this presentation are those who teach hands-on, team-based and/or community-connected projects.
12-B (1): Student Voices, Student Choices  
Salon H  

*Stella Rostkowski, Associate Professor of Business, Union College*  
*Christine Marley-Frederick, Professor of Communications, Union College*  
*Christie Connolly, Assistant Professor of Theatre, Union College*

Applying Bandura's Social Learning Theory, this presentation shares the findings of in-depth interviews with African-American and Brazilian students. We will explore the Psychological and Sociological impacts on students of color at a predominantly white institution. Topics discussed include but are not limited to; How do students’ personal journeys with racism, classism, and education impact their experiences in our classrooms and in the surrounding community? In the context of these social realities, what practical tools can we as educators use to collaborate more authentically and effectively with our students of color? Educators who work with students from diverse backgrounds will benefit from this presentation.

12-B (2): Dissertation Support System to Help EdD Students Succeed in Completing their Dissertations  
Salon E  

*Cherie Gaines, Associate Professor of Education, Lincoln Memorial University*  
*Andrew Courtner, Associate Professor of Education, Union University (TN)*

On average, only 40-50% of students complete their doctoral dissertation and graduate with their doctoral degree after enrolling. LMU’s EdD Program had slightly higher completion rates to the average national rates; however, EdD Program faculty believed more efforts could be done to increase student success. EdD Program faculty developed and implemented a dissertation support system to help students plan achievable goals one semester at a time to complete their dissertation. The dissertation support system has been very effective to help increase completion rates in the EdD Program. The dissertation support system, efforts by EdD Program faculty, and figures related to success of dissertation completion will be discussed during the presentation.

12-C (1): Cultivating a Community of (Multidisciplinary) Scholarship in the College of Arts & Sciences  
Salon F  

*Ella Smith-Justice, Assistant Dean of College of Arts & Sciences/Professor of Spanish, University of Pikeville*

Anecdotally perceived by students - and sometimes faculty and staff! - as a process that occurs strictly in scientific laboratories, research helps us to explore our world and make significant conclusions about it. Conducting and publicly sharing one’s scholarship is an important process that highlights the value and relevance of any discipline, and it is vital that members of academic communities at our ACA institutions engage in this practice meaningfully and professionally. Learn how the College of Arts & Sciences at the University of Pikeville is actively embracing and promoting academic scholarship as a high-impact practice for students, faculty, and staff and cultivating a college-wide community of inclusive scholarship from all disciplines. This session is suitable for all university roles.

12-D (1): Fostering Community, Building Relationships that Connect from Application to Employment and Beyond  
Salon D  

*Nancy Brubaker, Associate Professor of Animal Science, Ferrum College*

This presentation focuses upon work on a collaborative S-STEM project implementing best practices & activities developed independently at the partner schools to assess their impact on student retention in the biology major and on the rate of graduation with a biology degree. This collaborative project brings elements used by partner schools & the YWMC together, ensuring that students at all schools are participating in the same set of interventions and shared activities. The project has successfully recruited 114 SSB students. Persistence and retention rates for scholars after Year 1 were 84% & 88%, respectively across all four partnering institutions. Several valuable lessons will be furnished alongside best practices.
Please watch for an email soon to all attendees directing you to share feedback on this year’s Summit. We hope you will take a few minutes and complete the survey. Our goal is to continue to improve the Summit experience each year. And we hope by Fall 2022 (when we return to DreamMore for a third and final year before rotating to a new venue in Central Appalachia), our world will be place devoid of pandemic and pandemic protocols!

Safe travels and best wishes for an exceptional academic year!
THE APPALACHIAN COLLEGE ASSOCIATION

The Appalachian College Association is a non-profit consortium of 34 private four-year liberal arts institutions located across the central Appalachian Mountains in Kentucky, North Carolina, Tennessee, Virginia, and West Virginia. The mission of the Association is to serve Appalachian communities through the transformational work of its faculty, staff, and students. Programs offered by the Association are designed to promote cooperation and collaboration among member institutions, and to support scholarly and creative activities of faculty, staff, and students.

Over its thirty years of history, the assets of the ACA have grown to over $35 million due primarily to the generosity of the foundations that have continued to fund its programs to benefit central Appalachia. Member institutions also contribute annual general dues as well as fees in support of the collaborative Bowen Central Library of Appalachia.

The ACA presently sustains a staff of eight persons to manage consortium operations. It is governed by its Board of Directors, which entails each of the members’ presidents. In addition, the Council of Chief Academic Officers (encompassing the CAOs from each campus), working with the ACA’s Vice President for Academic Programs, supports the implementation of the ACA’s various academic programs and opportunities, and the Council of Library Directors (in concert with the Association’s Director of Library Services) possesses similar duties regarding the Bowen Central Library.

ACA MEMBER INSTITUTIONS

Kentucky
Alice Lloyd College          Berea College          Campbellsville University
Kentucky Christian University Lindsey Wilson College Union College
University of Pikeville

North Carolina
Brevard College          Lees-McRae College          Lenoir-Rhyne University
Mars Hill University Montreat College Warren Wilson College

Tennessee
Bryan College Carson-Newman University Johnson University
King University Lee University Lincoln Memorial University
Maryville College Milligan College Tennessee Wesleyan University
Tusculum University University of the South

Virginia
Bluefield University Emory & Henry College Ferrum College

West Virginia
Alderson Broaddus University Bethany College Davis & Elkins College
Ohio Valley University University of Charleston West Virginia Wesleyan College
Wheeling University
ACA Programs of Interest to Faculty & Staff
(In Addition to the Annual Summit)

Center for Teaching & Learning

The Center for Teaching & Learning serves as a conduit for faculty and staff to learn about and share innovative practices in pedagogy, student development, and student support with their colleagues across the ACA. The Center aspires to cultivate student-centered, evidence-based, innovative, and inclusive approaches to teaching and learning and to foster a culture of excellence in the scholarship of teaching and learning among our consortium's faculty and staff. The CTL web portal is a repository for resources on best practices in teaching and student learning and development. Through these resources, faculty and staff have central access to effective strategies for supporting students in an out of the classroom; they also have an excellent forum to share with colleagues in similar educational settings their own pedagogical and/or professional research and experiences, promoting the scholarship of teaching and other forms of professional development.

Faculty Fellowship Program

The Faculty Fellowship Program is the longest running program offered by the ACA, preceding even the incorporation of the consortium. The Fellowship Endowment, supported by foundations, members, and individual contributions, provides support for pre-doctoral completion of terminal degree, or for post-doctoral research. Fellowships are awarded in three categories: full semester fellowship (maximum award of $20,000); summer research fellowships (maximum of $7,500); and in-year fellowships (maximum of $10,000).

Eligible applicants must be full-time faculty members at an ACA institution, have held their current teaching position for at least two years, agree to return to their institution to teach for at least one additional academic year, and arrange leave/release time for the fellowship. Fellowship funds may be used to cover the costs caused by the awardee’s absence and/or other direct research expenses related to the project. Applications for the Faculty Fellowship program open in August each year with a deadline of October 31, and final decisions on awards are normally made by early December by the Fellowship Review Committee.

Teaching & Leadership Institute (TLI)
June 6-10, 2022

The colleges and universities of the Appalachian College Association share a common commitment to support their students through exceptional teaching and learning opportunities. To these ends, each summer, the ACA hosts an intensive, week-long workshop delivered by national experts and master-teachers from ACA institutions, designed to promote pedagogical development and innovation among member institution faculty. The Institute emphasizes integrated learning, student-centered learning theories, and best teaching practices.

The Leadership Institute focuses on the development of knowledge and skills in support of campus leadership specifically from an ACA member context. This track is especially focused on the knowledge and skills necessary for those who are new to academic or non-academic campus leadership roles, such as department chairs, deans, and directors of programs.

Open Appalachia: Open & Affordable Resources

The Open Appalachia initiative seeks to inform and support ACA faculty in adopting high-quality Open and Affordable Resources (OAR) for students for use in their classes. As ACA instructors implement OAR materials, we anticipate several interrelated benefits: reduction of the cost of attendance, more accessible education, improved student outcomes, and increased equity through the reduction of barriers to obtaining course materials. To amplify this consortium-wide endeavor, the endeavor encourages ACA members to develop complementary campus initiatives to incentivize and support faculty to adopt OAR.
Bowen Central Library of Appalachia

The Bowen Central Library of Appalachia (BCLA) remains a centerpiece of the ACA, furnishing member institutions access to resources through cooperative purchasing and other collaborations that would otherwise not be available to faculty, students, or staff. The Bowen Library has a core collection of more than 100,000 ebook titles, estimated to be the equivalent of 120,000 volumes or more in print format. It provides a shared catalog for 28 institutions. In combination, more than 1.5 million unique holdings are represented reflecting almost seven million physical and virtual items. The BCLA also provides ebook collections and databases through group purchasing, and it constantly strives to seek out new options for group purchasing that will benefit member institutions.

The Digital Library of Appalachia provides online access to archival and historical materials related to the culture of the southern and central Appalachian region. The contents of the DLA are drawn from special collections of Appalachian College Association member libraries.

The Library Directors and other campus librarians are essential to the success and expansion of the BCLA. The BCLA Shared Catalog Group, which includes all the directors of BCLA libraries who participate in the Shared Catalog, furnishes oversight of this resource. Through the BCLA, library faculty and staff have several development opportunities each year, including mini-grants, conference support, and professional development workshops.

Ledford Scholars Program

The ACA’s Colonel Lee B. Ledford Scholars Program offers financial assistance for summer research projects to undergraduate students enrolled at ACA member institutions. Undergraduate students from Appalachian or contiguous counties, from any disciplines, are eligible, and a variety of fields of study have been supported in the past.

The Ledford Scholars Program provides stipends for students at a rate of $10.00/hour for up to 360 hours ($3,600 maximum) over the course of the summer and an allotment of up to $1,000 for research-related equipment and/or travel needs. Applications must have the support of a faculty member who agrees to serve as a mentor to the student throughout the project.

Graduate Tuition Discount Program

The ACA’s graduate-level tuition discounting program encourages greater educational attainment and professional development among members’ faculty and staff and enhances opportunities for students and alumni of ACA schools to achieve their educational goals while remaining in the Central Appalachian region. Participating member institutions that offer graduate education provide tuition discounts on selected programs to qualified employees, students, and alumni from ACA institutions. Individual institutions determine how and to what extent they wish to participate in the ACA discount program.

Course Sharing Consortium

Through a special partnership of the ACA and Acadeum, member institutions have access to consortial online course sharing among ACA schools. Through an online portal, students from the home institution can easily register for online courses offered by the host institution. Acadeum facilitates the admissions and registration processes for the students, helping them remain enrolled in their home institutions and graduate on time. As a special consortium, member schools can apply grades, credit hours toward full-time status, and financial aid to shared courses as if they were offered internally. ACA institutions sustain full discretion regarding when and how they participate in the partnership.

Through this collaboration, ACA colleges and universities can accomplish multiple strategic goals, including: developing new degrees and programs; combining under-enrolled sections; enhancing retention through helping students make progress toward graduation and eligibility; generating additional tuition revenue; and providing students access to courses that they would otherwise not be able to take at their institution.
Workshops & Webinars

Each year, the ACA facilitates multiple face-to-face or virtual workshops designed to support professional development or special training for various faculty and staff groups at member institutions. For example, ACA has hosted workshops focused on grant writing with the National Endowment for the Humanities, multiple workshops for disability services coordinators, a training workshop for persons responsible for coordinating campus emergency planning, and ongoing professional development workshops for ACA librarians. In the summer of 2020, the consortium hosted a series of virtual workshops called Bridging the Distance, designed to support faculty and staff regarding the teaching and learning challenges brought about by the COVID-19 pandemic. These 40 sessions had nearly 3250 registrants encompassing all ACA institutions. In total, nearly 1250 faculty and staff registered for one or more of the web sessions.

Communities of Practice/Faculty Learning Communities

The ACA facilitates many virtual communities of practice, networks of faculty and staff who share similar responsibilities on their campuses, or faculty from similar disciplinary backgrounds or interests. With the establishment of the new Center for Teaching & Learning, we anticipate significant proliferation of these affinity groups.

Our 34 member institutions share many similarities: student profiles, opportunities, challenges, and constraints. Together, through the collaboration, communication, and support that can occur through our consortium, we can all be stronger as institutions and more effective in cultivating our students’ educational experience and success.

Supporting Student Success

The ACA supports member institutions’ efforts to enhance student retention and success on their campuses via a partnership with Credo Higher Education in its Moving the Needle project. Small cohorts of colleges and universities engage in deep institutional change to strengthen capacities to support students from matriculation to graduation. These cohorts of ACA schools research their challenges and opportunities regarding student retention, identify the most promising areas for impact on student outcomes, and implement proven strategies for success.

A second recent student success initiative was Project PROMISE, intended to support ACA institutions’ strategic focus on diversity, equity, and inclusion. This project was funded by the Arthur Vining Davis Foundations. Project PROMISE helped participating member institutions to identify their own strengths and weaknesses regarding diversity and inclusion and to develop a community of knowledgeable partners who can learn from and support each other as they develop strategies to institutionalize equitable campus cultures. Our plan is to build upon these and other efforts to address DEI opportunities and challenges across Central Appalachia.

APPALACHIAN COLLEGE ASSOCIATION
www.acaweb.org

ACA’S CENTER FOR TEACHING & LEARNING
ctl.acaweb.org