SUMMIT 2023
SCHEDULE OF SESSIONS
(FULL PROGRAM OF EVENTS)

September 21-22, 2023

Knoxville Convention Center
Knoxville, TN
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**WELCOME**

Welcome to the 2023 Summit, as we again bring together faculty, staff, and administrators from across the ACA to share effective practices and programs among our 33 member institutions. We are so pleased you have decided to join us in Knoxville for this year's annual conference! With nearly 100 presentations and nearly 180 total presenters and co-presenters from almost all our member institutions, this year's Summit furnishes participants great opportunities to collaborate with and learn from colleagues from across Central Appalachia. Our members share similar missions, opportunities, and challenges - most especially our commitments 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 grow professionally and enhance our students' educational experiences - both in and out of the classroom. We hope this year's Summit is a valuable and enriching experience for you.

**GENERAL INFORMATION**

**Registration and Help Desk**
The Summit Registration and Help Desk is on the third floor, at the corner of the Henley and Clinch Concourses. Please stop by the registration desk if you have any questions or concerns during the conference. Hours of operation:
- Wednesday, September 20—4:00 pm – 7:00 pm
- Thursday, September 21—8:30 am – 5:30 pm
- Friday, September 22—7:30 am – 3:00 pm

**Wireless Internet Access for the Conference**
There is wireless internet service available in the Convention Center. Details on accessibility in the conference area will be furnished upon check-in at the registration table and on the Whova mobile app.

**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.

**THE CONFERENCE SCHEDULE**

**Registration and Conference Assistance**
All Summit attendees must register prior to or upon arrival at 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 lunches on Thursday and Friday, and breakfast on Friday. Summit attendees will dine on their own for Thursday evening dinner (and downtown Knoxville offers many eating options within walking distance). Coffee/tea will be furnished throughout the day, with additional food and drink breaks on Thursday afternoon and Friday 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 six themes of practice:
- Classroom Teaching & Learning
- Student Success & Advising
- Student Life and Co-Curricular Learning
In crafting the schedule, we sought to diversify concurrent sessions as much as possible regarding these themes and the institutional affiliations of the presenters. These presentations are scheduled as single, 40-minute sessions. Options include standard presentations and roundtable discussions. Unless otherwise noted, all sessions are open to all attendees. To assist attendees in selecting options, each session includes a brief abstract of the presentation, furnishing a description of the session, its learning objectives, and its most likely audience.

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<thead>
<tr>
<th>Session</th>
<th>Thursday, September 21</th>
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<tbody>
<tr>
<td>Summit Begins</td>
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<td>Lunch</td>
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<td>Food &amp; Drink Break</td>
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<td>Session</td>
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<td>Breakfast</td>
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<td>2:50-3:30 pm</td>
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<tr>
<td>Summit Ends</td>
<td>3:30 pm</td>
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**Summit Programs**

A hard-copy abridged edition of the 2023 Summit is available to attendees who wish a copy upon registration check-in. 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.

*However, we encourage everyone to go “paperless.”* 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/on the Whova website.
- **Meals** will be served in Grand Ballroom BC, on the third floor facing Henley Street. As part of Summit registration, attendees will have access to lunches on Thursday and Friday and breakfast on Friday. Additionally, registrants may enjoy food and drink breaks each day on Thursday afternoon and Friday morning outside the 200 suites and adjacent to the outdoor Plaza Terrace.

- **Summit Registration/Help Desk** is at the corner of the Henley and Clinch concourses (3rd floor).

- **Sponsor/Information Tables:** Each 2023 Summit sponsor will have an information table in the concourse hallways on the 3rd floor during the conference on Thursday and Friday. We encourage you to stop in and explore their educational work and thank them for their support of the Summit! In addition, we anticipate information tables for representatives from the National Endowment for the Humanities, for our ACA’s Center for Teaching & Learning, and for our Bowen Central Library of Appalachia.

- **Concurrent Sessions:** The Summit’s concurrent sessions will occur on two floors. On the third floor (facing outward to Henley Street), we will have sessions in 301A; 301B; 301C; 301D; and 301E. On the opposite side of the Center, on the second floor, presentations will occur in 200A; 200B; 200C; and 200D. For ease of accessibility, both escalator and elevator are available.

- **Parking for Summit:** Summit attendees staying at the adjacent Marriott Hotel or Cumberland House have access to valet parking at the hotels. For registrants staying elsewhere or commuting to the Summit, there are several nearby parking garages, the most convenient being the Locust Street Parking Garage at 540 Locust Street. (There is a Pedestrian Bridge that allows passage across Henley Street directly to the Center.) Cost is $1 per hour with a $7 maximum daily rate; the lot is free after 6:00 pm Monday-Friday.
# Schedule of Events

## Wednesday, September 20, 2023

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<th>Time</th>
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<tr>
<td>4:00 PM – 7:00 PM</td>
<td>Registration &amp; Help Desk Open</td>
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Convention Registration Desk

*We encourage early arrivals to check in Wednesday afternoon to avoid the Thursday morning rush!*

## Thursday, September 21, 2023

<table>
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<th>Time</th>
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<tr>
<td>8:30 AM – 6:00 PM</td>
<td>Registration &amp; Help Desk Open</td>
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Convention Center Registration Desk

301A (8:30 AM – 10:00 AM) TLI Leadership Track Summer Project Presentations (Continued)

- Larry Hall, Vice President for Academic Programs, Appalachian College Association
- Matt Roberts, Provost, King University
- Kattie Fisher, Dean of Student Life (Retired), Lenoir-Rhyne University

*Please Note:* This session is open only to faculty and staff who participated in the ACA's Teaching and Leadership Institute's Leadership Development track in June 2023 at Maryville College. The cohort will share their summer leadership projects with their track cohorts.

301C (8:30 AM – 10:00 AM) Workshop: Strengthening Undergraduate Research (Continued)

*Please Note:* This session is open only to campus teams who have been accepted to participate.

10:00 AM 2023 Annual Summit Begins

*Forty-minute concurrent sessions are provided throughout the two days of the Summit, with 15-minute breaks between sessions. During the conference, if you have any questions or issues, ACA staff will be available to assist you at the Registration/Check-In desk.*
301B
Igniting Faculty Engagement in Global Learning: Let the Adventure Begin!
Kirsten Sheppard, Director of Global Engagement, Maryville College
Lori Schmied, Global+ Director, Maryville College

The session showcases two strategies of the UISFL-funded Global+ program at Maryville College, emphasizing the importance of infusing global competency into the classroom, curriculum, and co-curricular activities. This session will explore the benefits of and gain insights and practical ideas for implementing or enhancing faculty fellows training programs and faculty mini-grant programs. The purpose is to provide insights, strategies, and practical examples for preparing faculty to effectively engage in global learning and create culturally inclusive learning environments. This session would benefit faculty or international education offices who would like to provide greater integration of global competency in the curriculum.

301D
The Pain, The Terror, The Horror: Group Projects – Overcoming Student and Teacher Dread
Kelsey Trom, Associate Professor of English, Tusculum University
Kurtis Miller, Associate Professor of Communication, Tusculum University

Students dread group projects. Teachers find them hard to coordinate and grade. Yet group projects, well-directed, can encourage initiative and mastery, foster student investment in courses, connect students, embed them in our programs, and teach interpersonal and planning skills. Multi-disciplinary faculty will share their experience scaffolding group projects so no one is left behind or overburdened, creating rubrics that clarify goals, teaching group communication, and coaching recorded presentations in Hyflex and Online classes. We will consider barriers to effective group projects—first-generation students, traveling athletes, student anxiety—and potential solutions. In small and large group conversations, attendees—faculty and learning support professionals—will share their own triumphs and failures marshaling group projects.

200A
The Impact of and Response to ChatGPT in the Classroom
Jennifer Burris, Provost, Lenoir-Rhyne University
Jess Bellem, Dean of Library, Lees-McRae College

Since ChatGPT was launched in November 2022, faculty have been increasingly faced with the realization that many of their students are relying on this AI tool to complete coursework. This panel brings together faculty from several institutions to discuss issues and solutions related to the use of AI by our students as we chart these new waters together.

200B
Traditional Demographics and Disparate Narratives: A Case Study of The Assisted Stories Project
Jerod Hollyfield, Associate Professor and Director of Film Studies, Carson-Newman University

"The Assisted Stories Project" is a series of visual essays aiming to preserve and promote the stories of seniors living in the American South that received support from the ACA’s summer fellowship in 2022. This presentation focuses on the series’ potential for regional collaboration, community outreach, and service-learning opportunities. By sharing the project and the team’s experience directing episodes for its second season, we provide a forum to foster connections with local senior communities as well as generate content that will help the project thrive as a regional resource for the ACA community and seniors in the region. The presentation and corresponding discussion will benefit colleagues at other ACA institutions and furnish resources for students interested in narrative and digital media.

200C
Stop! Collaborate and Listen: Building a Collaborative Team
Elise Syoen, Dean of Students and Executive Director for Student Services, Lincoln Memorial University
Dawson Delph, Assistant Dean of Students, Lincoln Memorial University

Join the presenters as they share their experience working in a small Division of Student Affairs at a small institution. Presenters will provide an overview of how they have built a culture and environment of shared responsibility and collaboration to help ensure team members feel supported and encouraged in their day-to-day work. This session will include an overview of techniques as well as an opportunity for discussion to allow participants to create, brainstorm, and develop applicable ways of returning these ideas to their current institutions with hope that participants feel empowered to return to their campus and find a sense of harmony in their work and personal lives.
301E
“Democracy Demands Wisdom” - An Introduction to the National Endowment for the Humanities for Library Directors
Hannah Schell, Program Officer, Division of Education, National Endowment for the Humanities

This special presentation provides a brief introduction to the National Endowment for the Humanities, with an emphasis on how the NEH supports library-related initiatives at colleges and universities. Attendees will learn about the different divisions of the NEH, the kinds of projects it funds, and how to pursue specific grant opportunities. There will be time to ask questions and learn more about programs of interest to you. (Please note: While this presentation will be tailored to Library Directors and librarians, it is open to any interested Summit attendees.)

301A
TLI Leadership Track Summer Project Presentations (Continued)
Larry Hall, Vice President for Academic Programs, Appalachian College Association
Matt Roberts, Provost, King University
Katie Fisher, Dean of Student Life (Retired), Lenoir-Rhyne University

Please Note: This session is open only to faculty and staff who participated in the ACA’s Teaching and Leadership Institute’s Leadership Development track in June 2023 at Maryville College. The cohort will share their summer leadership projects with their track cohorts.

301C
Workshop: Strengthening Undergraduate Research (Continued)

Please Note: This session is open only to campus teams who have been accepted to participate.

10:55 AM – 11:35 AM (THURSDAY)
CONCURRENT SESSION 2 (9.21)

200A
A Higher Education Law & Policy Update
Blaze Bowers, Assistant Vice President for Academic and Student Support Services, Lincoln Memorial University

This presentation will provide a higher education legal, regulatory, and policy update. Attendees will receive updates on race-conscious admissions, Title IX, the First Amendment, disability compliance, employment law, and various other areas of law pertinent to colleges and universities—crafted for all student affairs, academic affairs, compliance, and administrative personnel.

200B
Remote Learning Policy for Face-to-Face Classes
Jeanette Parker, Associate Vice President for Academic Affairs, Campbellsville University
Donna Hedgepath, Provost and Vice President for Academic Affairs, Campbellsville University

How can the proliferation and increased accessibility of remote meeting options be leveraged to support learning when students are absent from face-to-face classes? This session outlines the steps used to develop and implement a Remote Learning Policy designed to allow students some flexibility in class attendance and participation. Successes and challenges will be reviewed, integrating both the student and the faculty perspective, along with discussion of how other schools are addressing these opportunities. This session will be most applicable for administrators and faculty who are interested in facilitating student success by allowing remote access to class for students who are absent.

200C
Games Professors Play – Using Competition for Learning and Assessment
Jeff Bryson, Director of Graduate Studies & Assistant Professor of Criminal Justice, Bethany College

For years I was frustrated that students could not seem to remember the most basic, but important, details of the course content. When they complete essay questions, they did not remember the information necessary to critically analyze the content. The problem was not student motivation. Students were over-anxious about their grades. Something else was needed. Competition and other games were the answer. This session will explore how one professor helped students succeed through game shows and scavenger hunts. This session will be useful to instructors - especially those seeking creative approaches to cultivating students' knowledge retention.
200D
Title IX Solutions: A Collaborative Approach
Amy Kittle, Title IX Coordinator - Davis & Elkins College and West Virginia Wesleyan College

This presentation will examine the challenges, solutions, and considerations of a collaborative approach to Title IX compliance. In addition to identifying challenges of Title IX compliance, participants will also be able to explore and analyze the possibility and nuances of a shared Title IX Coordinator between institutions based on the experience of a Title IX Coordinator who is currently serving two – previously three - small ACA schools nestled in the mountains of West Virginia. The presentation will be followed by an opportunity for attendees to ask questions and would be most useful to College and University administrators wrestling with Title IX compliance concerns.

301B
The Importance of Celebrating and Recognizing First-Generation Students on Campus
Shena Shepherd, Project Coordinator, ACE Program, University of Pikeville
Kay Burke, Academic Coordinator, ACE Program, University of Pikeville
Cecil Williams, Project Director, ACE Program, University of Pikeville

First-generation students are the first in their family to go to college and institutional processes can be difficult to navigate. Barriers such as lack of knowledge of college processes, lack of support, and financial issues can play a part in student success. All faculty and student support staff are invited to learn how to celebrate first-generation students on campus and how to support them through their college journey.

301C
Facilitating Student Success in General Education Mathematics Courses: From Course Placement to Classroom Support and Strategies
Kathryn Rasmussen, Professor of Mathematics, Brevard College
Kerri Jamerson, Instructor of Mathematics, Mars Hill University

Attendees will discuss current and best practices for student placement into general education mathematics courses (and any developmental prerequisites) and methods to promote student success in those courses. Participants should come ready to share their experiences and learn about other opportunities for supporting students in general education math. The session organizers will (1) facilitate the sharing of classroom techniques and strategies to support students enrolled in math courses that satisfy general education requirements; (2) share the inventory of ACA institution approaches for placement and support as previously gathered via a Qualtrics survey; and (3) encourage a community of support and learning amongst participants. Math faculty and those involved in the placement of students into math courses are encouraged to attend.

301E
ACA Library Directors Meeting: Final Session

Closed session for ACA Library Directors only.

11:35 AM-1:00 PM  (THURSDAY)
LUNCH  (9.21)

Grand Ballroom BC
Thursday lunch is included in attendees’ registration fees.

1:00-1:40 PM  (THURSDAY)
CONCURRENT SESSION 3  (9.21)

301A
AI Pathways Forward for Fall 2023 and Beyond: A Roundtable Discussion
Rick Ferris, Associate Professor of Business, University of Charleston
Beth Pauley, Associate Provost for Academic Affairs, University of Charleston

In the spring of 2023, the phrase Artificial Intelligence (AI) became widely used on campuses across Appalachia. We are inspired by both our failures and successes in learning about, leveraging, and detecting unauthorized use of AI during the spring semester. This discussion includes our experiences, current best practices for Incorporating AI in the classroom, and strategies for detecting
unauthorized use of AI. We will share our experience adjudicating suspected unauthorized use of AI and the navigation of a process that was unmapped, confusing, unsure, and finally used some common sense to create positive outcomes for all.

301C
Enhancing Undergraduate Research: A Collaborative Network for Smaller Appalachian Institutions

Adam Rollins, Dean of the School of Mathematics & Sciences, Lincoln Memorial University
Shinjini Goswami, Assistant Dean, May School of Natural and Health Sciences, Lees-McRae College
Susan Monteleone, Associate Professor of Natural Sciences, Tusculum University
Sunil Karna, Associate Professor of Physics, Union College
Jessica Evans, Assistant Professor of Biology, Carson-Newman University

This presentation explores the goal of establishing a collaborative network leveraging campus’ unique niches and resources to support faculty and student research. We seek to promote cooperation and knowledge sharing by creating undergraduate research programs through faculty mentoring. Utilizing the teacher-scholar model, faculty can enhance teaching, institutional research capacity, and student engagement without incurring significant additional expenses. The network will (a) connect those with similar research interests, (b) provide access to specialized equipment and facilities, (c) list potential field sites, and (d) develop grants seeking extramural funding. We aim to encourage partnerships within institutions and among different campuses through novel research programs and the integration of other high-impact practices across curricula.

301D
Mentoring and Evaluating Graduate Student Contributions to Research Work

Joshua Ray, Associate Professor of Business & Director of the DBA Program, Lincoln Memorial University
Petra Brnova, Assistant Professor of Management, Lincoln Memorial University
Cheryl Hild, Assistant Professor of Decision Science, Lincoln Memorial University
Kelsey Metz, Dean of the School of Business, Lincoln Memorial University
Wanda Morgan, Assistant Professor of Marketing, Lincoln Memorial University

This session is a panel discussion session reflecting our work on developing and refining guidance for graduate level research and writing. Structure for both the advisor and advisee is necessary for positive collaboration and to ensure that quality and consistency are maintained during the research and creative work processes. Often advisors of creative work and student research struggle with assessing progress and clearly articulating appropriate milestones for students. We share materials and insights into the advising process based on our concerted efforts to improve our personal advising capabilities. This panel discussion will benefit graduate student advisors engaged in research and writing with particular focus on those chairing dissertations and theses.

301E
Building a Successful Co-curricular Program with Internships and Academic Seminars

Nancy Cade, Distinguished Professor of Political Science Emeritus, University of Pikeville

This presentation will focus on the increasing importance of professional internships and academic seminars in developing the career-ready student. When students participate in internships and academic seminars away from campus, they cultivate skills that are transformative and essential in the future workplace. Participants will learn how to supplement traditional classroom learning by establishing a successful career-focused co-curricular program that includes internships and/or academic programs. Available internship and academic seminar programs will be introduced and explored. This presentation will benefit administrators and faculty members who are interested in encouraging co-curricular experiences for their students to enhance their career readiness.

200A
The Pandemic in 2023: The Lingering Effects of the Pandemic on College Students with Disabilities

Amy Mason, Academic Success & Student Accessibility Support Services Coordinator, Emory & Henry College

Research conducted in recent years has noted a variety of ways in which the pandemic affected colleges and students. More recently, research has begun to narrow to focus on the impact on special populations, including highlighting some of the specific challenges faced by students with disabilities and those who provide access and support for them on college campuses. This presentation focuses on the lingering effects of the pandemic on this population of students and campus service providers, while also considering how support and service may need to change to continue to address these challenges. Participant discussion will be encouraged as an opportunity for practitioners to gain insight and ideas that might be useful for their own institutional setting.
On the Hunt for Experiential Learning

Holly Perleoni, Lecturer in Marketing & Interim Director of Graduate Studies in Business, Lee University

As the educational landscape evolves, educators strive to create innovative and engaging methods to enhance student learning outcomes. This presentation is focused on integrating scavenger hunts as an experiential learning tool in the college classroom. By bridging the gap between theory and practice, scavenger hunts offer a dynamic learning experience that stimulates critical thinking, collaboration, and knowledge acquisition. Educators who are interested in implementing creative methodologies would benefit from this presentation.

Translating Teaching Practices into Publishable Research

Bryan Poole, Associate Professor of Psychology, Lee University
Kelly Brenner, Professor of Theatre, Emory & Henry College
Heather Taylor, Associate Professor of English, Bethany College

Many faculty have tried and true methods to which we repeatedly turn in the classroom because we know they work, whether it be a simple icebreaker activity, a particular way we approach creating community, or a more complex project outline. In this presentation we will discuss practical ways to turn these types of teaching practices and techniques into publishable research. Specifically, we will define the scholarship of teaching and learning (SoT), identify simple research methods used in SoTL, and provide various examples of how faculty can engage SoTL in their own discipline. Faculty who are looking for ways to enhance their teaching practices and publish in pedagogy-centered journals will benefit from this session.

1:55-2:35 PM
CONCURRENT SESSION 4

301A Promising Practices: Compliance and Supportive Measures for Pregnant and Parenting Faculty, Staff, and Students
Blaze Bowers, Assistant Vice President for Academic and Student Support Services, Lincoln Memorial University
Elise Syoen, Dean of Students & Executive Director for Student Services, Lincoln Memorial University

Join the presenters as they discuss promising practices to provide supportive measures for pregnant and parenting faculty, staff, and students and efforts to comply with applicable federal and state laws and regulations. This session will address the Troy University resolution with the Office of Civil Rights and how institutions can proactively respond to support pregnant and parenting students. Additionally, the session will cover the most recent Pregnant Workers Fairness Act and how institutions will be expected to provide support for pregnant and parenting employees. The presenters will discuss practical approaches, compliance expectations, and how to go beyond compliance and promote an environment that is inclusive for all faculty, staff, and students.

301B Inclusive Practices in the College Classroom
Bethany Powers, Assistant Professor of Education, Lincoln Memorial University
Julia Kirk, Assistant Professor of Education, Lincoln Memorial University

This presentation will include inclusive principles and practices for excellence in college teaching. The presenters will include evidence supporting inclusion and its major principles, along with real life practices, and guidance on sustaining a culture of inclusion. Attendees will learn how to design an inclusive course, how to make students feel welcome, and how to conduct an inclusive classroom. Educators facilitating teaching and learning in the college environment will benefit most from this presentation.

301C Re-envisioning the Freshman Seminar through Conversation, Questions without Answers, and Growth Mindset
Sara Denny, Director of Student Success, Tennessee Wesleyan University
John Seltz, Assistant Professor of History, Tennessee Wesleyan University

This session will explore the revisions made to the First Year Experience class at Tennessee Wesleyan as a case study and entry point into a broader conversation with participants about similar classes at their own institutions. In addition to presenting the history of the changes made, the session also offers participants the chance to participate in and reflect upon some of the activities in the class, and finally space for overall discussion on this type of class at ACA institutions. Participants will leave with a better understanding of the how and why of how the First Year Experience is constructed and the values underpinning curriculum decisions. This session will be beneficial for faculty and staff at ACA institutions who teach or who are designing similar courses.
301D
Enhancing a Special Education Course through Open and Affordable Resources: A Case Study
Jessica Bucholz, Associate Professor of Education, Tusculum University

This presentation showcases a case study of a special education course that integrated open and affordable resources (OAR) to enhance student learning experiences. The goal was to use these resources to reduce financial barriers and increase access to quality educational materials. This session will explore the benefits, challenges, and strategies employed in implementing OAR. Attendees will gain insights into how to effectively incorporate open and affordable resources into their own courses.

200A
Engage Students with Community Impact Projects
Julia Castleberry, Associate Professor of Physical Therapy, Emory & Henry College

This presentation provides the tools to connect students effectively and efficiently with their communities to enact change. Entice students to investigate challenges through the community-based research approach, Photovoice. Grow your instructional toolbox with collaborative learning strategies which include Photovoice techniques with practical and efficient grading methods coupled with dissemination of community-centered projects. Photovoice methods can be incorporated into a variety of undergraduate and graduate curriculums to facilitate applied critical thinking and problem-solving.

200B
Ungrading in the Sciences and Humanities: Getting Started and Student Perspectives
Eric Werth, Research and Innovation Associate Faculty, University of Pikeville
Amanda Slone, Assistant Provost, University of Pikeville

Student success is the goal of every college instructor. Normally measured through assessments, the impact of traditional grading on students has come into question recently. This session describes the experience of two faculty members who taught using ungrading in the fall of 2022, one within biology and the other in creative writing. Qualitative research was conducted to gain insight on the impact of grading on students and their impression of ungrading. This presentation will help attendees understand why an instructor may want to consider ungrading. This will involve describing ungrading, background on the theories and techniques, how the presenters employed ungrading, and an overview of initial research results. Attendees will consider how they might use ungrading in their classes and consider next steps.

200C
Exploring Initial Best Practices for Incorporating AI into Teaching and Learning
Robb Blackaby, Coordinator of Instructional Technology and Online Curriculum, Lee University
Madison Jett, Curriculum and Faculty Support Specialist, Lee University
Allie Thomas, Instructional Design and Technology Specialist, Lee University

As we are learning to make sense of the new reality of AI, this presentation will explore what could be some initial “best practices” for incorporating AI into teaching and learning. The presenters will review the current landscape of artificial intelligence in higher education and attempt to point to some possible directions forward in reflecting on how AI can assist learning in the classroom. This presentation will discuss a variety of ways artificial intelligence can be used in the physical and online classroom, both in content generation and assessment. There will also be a time of dialogue at the end among attendees. Instructors, Instructional Designers, as well as administrators working closely with faculty would benefit from this presentation.

2:50-3:30 PM
CONCURRENT SESSION 5 (THURSDAY)
(9.21)

200A
Artificial Intelligence Robotic Teaching Assistant (AITA): Enhancing Classroom Engagement and Promoting Undergraduate Degree Completion
Andy Shome, Assistant Professor of Business, Ferrum College

This presentation explores the potential of Artificial Intelligence (AI) powered Teaching Assistant (AITA) in improving college students’ success. With the increasing availability and advancements in AI technology, Chat GPT for example, there is a growing interest in utilizing AI systems to address the challenges faced by college students. Through literature review and analysis, the presenter examines the challenges of undergraduate student retention and whether the combined benefits of AI tutoring and personalized adaptive learning experiences can enhance classroom engagement and help undergraduate students, on low motivation, to succeed.
200B  
**Higher Ed or Related Field**  
*Elise Syoen, Dean of Students and Executive Director of Student Services, Lincoln Memorial University*

The Great Resignation has significantly impacted the depth of candidate pools and required that institutions get creative when managing vacancies. Join me as we walk through the challenges, opportunities and strategies regarding the hiring, training, and developing a team of high-energy, passionate individuals who have not necessarily taken a "traditional" path to the field of student affairs.

200C  
**Collaboratively Redesigning Curriculum – Doing Chemistry Together**  
*Sarah Schlosser, Associate Professor of Chemistry, Lee University  
Allison Sneed, Associate Lecturer in Chemistry, Lee University  
Paul DeLaLuz, Distinguished Professor of Chemistry & Chair of Natural Sciences, Lee University  
Makenzie Zawisza, Undergraduate Student – Chemistry Education Major, Lee University*

This presentation examines the process by which chemistry faculty collaboratively redesigned the first year General Chemistry courses to incorporate focused curricular decisions, purposeful scaffolding of learning skills, student-centered active learning, and a team-teaching collaboration approach. The presentation will include an overview of the redesign process, challenges and benefits of this approach, and findings (including those of a student researcher comparing different active learning techniques). Attendees will learn ideas and techniques to involve a variety of shareholders in a collaborative approach to student-centered curriculum redesign. This presentation will be helpful for faculty and administrators seeking curriculum design ideas to better support students’ learning of complex, foundational concepts.

200D  
**The Librarian Link: Expanding Community Engagement across Campus and Beyond**  
*Elisha Taylor, University Archivist and Reference Librarian, University of Pikeville  
Haley Fannin, Reference and Instruction Librarian, University of Pikeville  
Melinda Robertson, Assistant Library Director for Health Sciences, University of Pikeville  
Angela Donner, Medical Librarian and KYCO Liaison, University of Pikeville*

Academic librarians discuss recent initiatives to engage the community outside of the library walls. From the roaming reference desk to collecting oral histories in an amateur theater, UPIKE librarians are connecting with the campus and local communities one event at a time. Attendees will learn about the benefits and challenges of working outside of their departments and generate ideas for engagement that can be implemented within their own communities. Attendees would include anyone who values collaboration and wishes to extend their reach beyond the typical confines of their departments.

301A  
**Joining Forces to Prepare Students for the Creative Economy**  
*Charles Goolsby, Professor of Art and Chair of Division of Visual & Performing Arts, Emory & Henry College  
Betsy White, Executive Director, William King Museum of Art*

This presentation explores how two accredited institutions, the Emory & Henry College Art Department and the William King Museum of Art in Abingdon, Virginia, have partnered to provide rich opportunities and direct connections for art students exploring studio, graphic design, museum studies and art education. The missions of the two institutions support the strength of the partnership. The main objective of this effort is to get students thinking about the myriad of career paths as early in their studies as possible. The learning objective of this presentation is to open possibilities for participants to explore options in their own communities. The presentation will include discussion on many of the successes and challenges of this partnership, how it can be replicated/adapted in a variety of disciplines, and the realities of staffing.

301C  
*Jeff Russell, Associate Professor of Writing, Pellissippi State Community College  
Kellee Vess, Associate Professor of Nursing and Online Program Director, Tennessee Wesleyan University*

This session presents current research on the reconceptualization of a student-centered wellness model first developed by Russell and Vess in 2014. This timely reexamination of the current higher education literature on the following concepts of well-being (self-compassion, intentionality, and self-regulation) expands our understanding of the dynamic interplay between proactive coping and transitional life skills within the current climate of higher education. Those attending this session will gain new insights for promoting student success and retention, especially for first-time college students.
College of the Future: Financial Sustainability through Collaboration

Kevin Harrington, Chief Executive Officer, Rize Education
Dylan Fogarty, Head of Partner Success, Rize Education
Maggie Batsford, Academic Partnerships Lead, Rize Education

Between declining enrollment, changing student interests, and rising costs, it's more challenging than ever to lead your institution through uncertainty. In this session we’ll explore a model for the College of the Future, where peer institutions collaborate to deliver the quality degree programs that students want, at a fraction of the traditional cost. In this session you’ll learn how you can affordably add new academic programs that drive revenue using this model to invest in your institution’s unique mission while growing enrollment. Presidents, provosts, VPAAs, and other academic and enrollment leaders will benefit most from this session.

3:30 PM – 4:00 PM
EXTENDED BREAK (WITH FOOD & DRINK)

Food and drink break is included in attendees’ registration fees.

4:00 PM – 4:40 PM
CONCURRENT SESSION 6

200A
The Power of Storytelling: Transforming the College Classroom Experience
James King, Professor of Education, University of Pikeville

This presentation explores the integration of didactic storytelling as an instructional strategy in the college classroom. By harnessing the power of storytelling, educators can create engaging learning experiences that foster critical thinking, empathy, and deep understanding among students. The presenter will share practical examples of its implementation across disciplines and discuss the benefits and challenges of incorporating this approach into higher education. Attendees will be given a chance to participate in some short group activities, and they will be encouraged to participate with questions or examples of their own. They will leave with actionable strategies and hopefully a renewed enthusiasm for utilizing storytelling as a transformative educational tool.

200B
Shifting Pedagogy for Holistic Learning in Higher Education
Crystal Brown, Visiting Assistant Professor of Arts & Director of the Sleeth Art Gallery, West Virginia Wesleyan College
Robert Howsare, Associate Professor and Chair of Art, West Virginia Wesleyan College

As professors at West Virginia Wesleyan College, a small private liberal arts institution, we have had to practice the art of unlearning the traditional roles of the professor. We both received our MFAs from R1 universities and our BFAs from private art institutions. Even before the pandemic, there was an enormous leaving curve between our training and previous experience of teaching at a private art school and teaching at our current SLAC. We are partners with young kids and we would like to share our experience of unlearning our previous educational training to become holistic educators. We are open about being parents/artists/academics and this has had a positive impact on our student’s education and has informed our pedagogical approach. Although we are partners we do take different approaches to teaching and we would like to share our experiences and learn strategies from other academics engaging in the boundaries of care and pedagogy.

200C
The New Faculty Academy: Empowering Your Faculty for the Complex, Dynamic, Unique Nature for Effective Teaching
Ashley Stanley, Associate Professor of Education, Lincoln Memorial University
Chessica Cave, Associate Professor of Education, Lincoln Memorial University

In this presentation, participants will learn how to train new university faculty members to be successful in their roles as instructors. They will discover key ideas and strategies to help develop new faculty teaching persona by empowering them to be transformational teachers and leaders. Participants will be guided through a new faculty training framework and given ideas on how to challenge them to explore innovative ways of instruction through the presenters' incorporation of a slideshow, multimedia, and discussion. The provided framework and ideas will help new faculty achieve success in their role as faculty inside and outside the university classroom. University faculty who strive to implement a way to train instructors in the best teaching practices at the program, school, or university level will benefit from this session.
200D
Supporting Remote Faculty: Pitfalls and Best Practices

Genesia Kilgore-Bowling, Professor and Chair of Social Work, University of Pikeville
Mamie Futrell, Assistant Professor of Social Work, University of Pikeville
Kathryn Gould, Assistant Professor of Social Work, University of Pikeville

This presentation will focus on supporting remote faculty members teaching in an online program. For the purposes of this presentation, remote faculty will be defined as faculty members who are geographically located away from campus and work exclusively in an online synchronous and asynchronous format. Utilizing the experience of the University of Pikeville (UPIKE) School of Social Work in hiring the University's first remote faculty members, this presentation will explore best practices in supporting remote faculty members, as well as lessons learned. Perspectives of both administrators and remote faculty members will be offered.

301E
Partnering for Success: Recruitment and Retention

Jennifer Antoniotti-Neal, Director of Education, Lindsey Wilson College

Small private colleges and universities have battled recruitment and retention issues for years, competing with larger institutions for space to provide an intimate, yet robust and engaging experience for students. Over the last two years, Lindsey Wilson’s Education program is making strides to combat this issue by explicitly focusing on increasing the strength of internal and external partnerships. This presentation will focus on those partnerships formed between the faculty and students, districts, and state partners, to provide innovative solutions for recruitment, retention, and mentoring to assist students with overcoming barriers that keep them from succeeding and entering education preparation programs. These innovations, while created specifically for our education programs, can be modified for other institution programs.

301D
Life Cycle of an Early Alert

Sam Davis, Director of New Student Advising, Emory & Henry College
Carleigh Blaylock, Coordinator of Student Success Coaching, Emory & Henry College
Lauren Harding, Director of Academic Support, Emory & Henry College

Presenters will walk the participants through a sample Early Alert student referral. We will discuss how the referral process works and how our team works collaboratively to meet the needs of the student holistically as well as how our shared space helps facilitate this process. Then we will open the space for group discussion about holistic approaches to student success coaching and advising, as well as problem-solving strategies. We hope participants will come away from the discussion with an understanding and appreciation for the holistic approach to supporting students, as well as ideas for how they could implement parts of our structure and/or process into their own institutions’ student success initiatives. This session is open to anyone, but especially those looking to implement similar student support structures.

301C
Town and Gown: Healing Relationships between College and Community

Jayme Kilburn, Assistant Professor of Theatre, Union College

Dating back to the Middle Ages, "town and gown" relationships have often been complicated, if not tenuous. Academic faculty and staff who work in public-facing programs often navigate community resentments stemming from the university’s disproportionate economic power and the increasing disparate political discord between liberal colleges and conservative communities. This roundtable invites academic faculty/staff to consider the ways in which we can more robustly integrate the community into our programs, as well as fold community-based work into our undergraduate and graduate curriculum without compromising our inclusive values. During this frank discussion, we will swap practical ideas for creating a more robust, community-engaged university.

301B
The Personal Finance Ecosystem – Applying the Framework in the Classroom

Greg Fischer, Senior Manager of Strategic Partnerships, National Endowment for Financial Education
Beth Bean, Senior Vice President, Research and Impact, National Endowment for Financial Education

The National Endowment for Financial Education (NEFE) is a nonprofit organization that champions effective financial education. This presentation will highlight NEFE’s current contributions to the field of Financial Education, including the ongoing partnership with the ACA. It will cover how this work centers around the Personal Financial Ecosystem (PFE), a framework that holistically evaluates the factors and influences on one’s financial well-being. The presenter will lead an activity demonstrating how the PFE can be utilized in higher education classrooms. Attendees will better understand how NEFE continues to impact Fin.Ed. across nationally and apply its research in relevant ways for their undergraduate students.
301A
No More Boring Classes: Experiential Learning Exercises for the College Classroom
Benton Jones, Assistant Professor of Business and DBA Director, Bryan College

In this session, participants will be presented with the theory behind the use of Experiential Learning in the college classroom, building on the work of educational theorists like Dewey, Piaget, and Kolb. Participants will experience activities discovered, adapted, and created by the instructor. Participants will be offered several archetypes for Experiential Learning activities, then coached in how they might adapt those common approaches to classroom activities to their own subject matter. By the end of the session, each participant should gain the information, confidence, and skills to find, adapt, or develop their own exercises to make their own courses more engaging, educational, and enjoyable for students.

301B
Classroom Pedagogy: Three Examples of Library Leadership in Academics
Ruth Castillo, Director of the Library, Emory & Henry College
Edna Fugate, Director of Library Services, University of Pikeville
Heather Ricciuti, Director of Libraries & Learning Resources, Bethany College

Library services are evolving, and the ways in which libraries across the ACA engage with faculty and students are evolving as well. Designed for instructional faculty, librarians, and staff working in academic support units, this session will highlight virtual and in-person strategies used on three ACA campuses: Bethany College, Emory & Henry College, and the University of Pikeville. Topics will include information and digital literacy, textbook initiatives, learning management system integration, and other instruction tools.

301C
Teaching Emerging Technologies at the University of Pikeville: A Hands-on Approach
Praveen Guraja, Assistant Professor of Information Technology Management, University of Pikeville
Jaxen Smith, Undergraduate Student - Information Technology Management Major, University of Pikeville
Dalton Cure, Undergraduate Student - Information Technology Management Major, University of Pikeville
Bryston Conley, Undergraduate Student - Information Technology Management Major, University of Pikeville

Many universities have incorporated courses related to emerging technologies into their undergraduate curriculum to address national needs for education in emerging technologies. In the Information Technology Management (ITM) Program at the Coleman College of Business, University of Pikeville (UPIKE), we have introduced several courses, including cybersecurity, machine learning, business analytics, cloud computing, and Python programming for IT Management students. Undergraduate students can discover information technology skills effectively if the concepts are communicated using an activity-oriented teaching method. A hands-on approach has been proposed to increase students’ academic achievement. The ITM hands-on model at UPIKE describes the process, experiences, and lessons learned from teaching ITM courses using a hands-on approach.

301D
A Unified Scene: Leveraging Boundary-Spanning EPP and LEA Partnerships to Improve Recruitment and Retention of Teacher Candidates
Joshua Tipton, Assistant Professor of Education & Director of Secondary Education, Tennessee Wesleyan University
Kyle Butler, Professor of Education, Union University

In response to increased rates of teacher attrition, educators at the K-12 and university levels have worked to address the urgent need for certified classroom teachers. Traditional divisions between university Educator Preparation Program (EPP) and Local Education Agency (LEA) have been increasingly blurred via boundary-spanning activities. Approaches to teacher candidate training, program design, clinical experiences, professional development, recruitment, and retention efforts have incorporated reflective and meaningful boundary-spanning methods to support perspective teacher candidates through more effective, symbiotic school-university partnerships. This session will provide opportunity for discussion of boundary-spanning strategies as a “bridge” toward stronger EPP/LEA communities of practice, thereby, strengthening student support.

200A
Supporting STEM Students on a Budget: Programming from under $2,000 to $50,000
Maria Siopsis, Professor of Mathematics, Maryville College
Angelia Gibson, Professor of Chemistry, Maryville College

STEM faculty often recognize the need to support STEM-interested students, especially early in their college career. However, resource limitations can be a barrier to developing and implementing programs to increase student engagement and retention. Since 2014, the
Scots Science Scholars program has been providing STEM majors at Maryville College with enrichment and support that has improved retention and graduation rates, especially for students with high financial need and those from underrepresented groups. Individual components of the program could be implemented for as little as $2000 per year and as much as $50,000. Participants will learn about programming that has been implemented at Maryville College and actively consider how elements of that programming could be adapted for and adopted at their home institutions.

200C
Course Mapping to OAR
Heather Tompkins, Director of Library Programs, Appalachian College Association
Sara Parme, Project Director, Open & Affordable Resources Initiative, Appalachian College Association

Identification and discovery of appropriate, high quality, open educational resources (OER) is a significant challenge for faculty and is often a barrier to adoption. A course map is a tool that aligns your course’s learning objectives, assessments, and instructional materials. This session will frame OAR discovery from a learning objective and assessment focus, not materials availability. Because course mapping places course elements side-by-side, it’s a very powerful tool to facilitate backwards design and OAR discovery. In this session, participants will first consider course learning objects and assessment and then take that information to locate OAR.

200B
What We Are Learning about Student Success and Retention from Moving the Needle
Sean McGreevey, Senior Consultant for Student Success, Credo

This session offers philosophy, strategy, and insight by the team at Credo Higher Education Consulting evolving from our student success and retention work with partner campuses. Moving the Needle is a five-year retention project, and we are currently partnering with 30 campuses. Our learning will be shared through multiple aspects of the project: driving a student success culture, engaging staff and faculty towards change, and improving critical success systems (Clearance, Advising, Intervention, Academic Support). As a result of participation in this session, colleagues will discuss relevant student success topics they encounter on their own campus and identify strategies to promote retention. Participants who are in a position to deploy success programs or design campus retention strategies would benefit most from this session.

**Friday, September 22, 2023**

| 5:35 PM – 7:30 AM | Registration & Help Desk Open | (Thursday) | (9.21) |

**Informal Networking/Dinner on Your Own**

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**Friday, September 22, 2023**

| 7:30 AM - 3:00 PM | Registration & Help Desk Open | (Friday) | (9.22) |

Convention Center Registration Desk

| 7:45 AM – 8:45 AM | Breakfast | (Friday) | (9.22) |

Grand Ballroom BC
*Friday breakfast is included in attendees’ registration fees.*
301A
External Assessment Results: Not What We Expected
Lisa McCool, Assistant Professor of Management, University of Charleston
Melissa Farrish, Associate Professor of Management, University of Charleston

To demonstrate that students satisfy learning outcomes, institutions seek high-quality data from meaningful assessments to improve the quality of instruction and satisfy accreditation requirements. To that end, the University of Charleston (UC) has administered a standardized assessment as a direct measure of student proficiency for business core learning outcomes. In reviewing overall results, we’ve seen that UC undergraduates consistently outperform their peers at similar institutions by as much as 10%. This begs the question of why. With 169 students completing this test, there is a substantial group by which we can analyze the link between a number of factors and assessment results. Attendees will understand the relationship between select demographic data and performance on the Peregrine business administration exit assessment.

301B
Adult Education in the Metaverse
Julia Price, Associate Professor of Education, Carson-Newman University
Kelly Price, Associate Professor of Marketing, East Tennessee State University

The Metaverse (MV), an immersive virtual reality space where users socialize and interact with other users, has become a serious consideration for organizations as they strategize for long term success. Education is one entity that has entered the MV with hopes to engage and interact with students in a new way. Most research about education and the MV has been conducted with a pedagogical lens. However, as in traditional educational settings, adult learners require different teaching strategies. This presentation will explore andragogical theory and practical application to the MV. The learning objectives are to investigate new relationships between the MV and andragogy useful to educators in the online environment and who teach adult students. The presentation will include discussion and resources for teaching adult students in the MV.

301C
Active Learning Pedagogy Can Produce High Performance Classrooms for Business Students If We Partner Digital Natives and Co-Create Personalized Pedagogy
Andy Shome, Assistant Professor of Business, Ferrum College

This presentation explores the process and results of experimentation conducted in college classrooms with High Performance Active Learning (HiPAL) pedagogy. The pedagogy is co-created by the presenter and the Digital Natives, and it has demonstrated remarkably high completion rates. Through extensive literature review and collaboration with students in Business courses, the author has developed and implemented this pedagogical process over a span of six years. The consistent and impressive completion rates have been observed across multiple courses in recent semesters. This presentation explores the motivation, development, implementation challenges, and research strategy associated with this approach.

301D
Using the Game Wingspan™ to Foster Interest and Learning in Experimental Inquiry, Biology, and Nature
Joseph Niederhauser, Assistant Professor of Biology and Environmental Science, West Virginia Wesleyan College
Matthew Reid, Assistant Professor of Biology, Hendrix College

Game-based learning (GBL) is an effective teaching tool to help students learn difficult or controversial concepts by actively engaging with the material. In most GBL courses, teachers have modified existing games or developed games unique to their course because most popular games do not support their specific learning outcomes. We will discuss the use of a popular board game about birds, Wingspan™, in a first-year general education undergraduate course. Our goal was to introduce the value of experimental inquiry by investigating the biological basis of the game, integrating knowledge through bird watching activities in the field, discussing recent literature about birds, and having students research and present unique bird cards. This presentation should interest those interested in using GBL, especially with already-established games.

301E
Multicultural and Multidisciplinary Practice in the Classroom
Marisa Hsu, Assistant Professor of History & Chinese, Lenoir-Rhyne University

This presentation shows how interdisciplinary and comparative approaches can effectively make students’ learning experience more engaging, interactive, and multicultural in the humanities and social sciences classrooms through a variety of formats such as visual...
representation, lecture, and discussion within a cross-cultural and global framework. A specific topic, "China’s Ancient Women Warriors and Their Modern-Day Worldwide Media Representation," will be used in the presentation as an example. Attendees will gain first-hand experience of how elements of cultural studies, history, film and media studies, international relations, and human rights can be integrated into a class to broaden students' worldviews and enhance their cross-cultural awareness, and to be able to create a similar multidisciplinary experience in their classrooms.

200A
Developing and Implementing a Teacher Apprenticeship Program at the Graduate Level
John McCook, Associate Professor and Chair of the Graduate School of Education, Lincoln Memorial University
Susan Wagner, Associate Professor of Education and Director of the Master of Education with Teacher Licensure, Lincoln Memorial University

Most colleges and universities are experiencing fewer students entering the area of initial teacher licensure. This is confounded by more teachers leaving the profession early, creating a critical shortage of classroom teachers for school districts. Many potential solutions have been proposed; however, one that shows promise is the Grow Your Own Apprenticeship model. Lincoln Memorial University is honored to have been chosen, after three years as a Tennessee state funded Grow Your Own program, to be one of the initial four EPPs to offer an apprenticeship model for graduate students that are aspiring teachers at no cost to the student. The presenters will share an open discussion of this path's trials, successes, and tribulations.

200B
"Democracy Demands Wisdom" – An Introduction to the National Endowment for the Humanities
Hannah Schell, Program Officer – Division of Education, National Endowment for the Humanities

This presentation furnishes a brief introduction to the National Endowment for the Humanities and the kinds of projects that it funds. This session will introduce specific grant opportunities that may be of interest to faculty (to support both teaching and research) and offer some general strategies for writing strong applications. This presentation is tailored to faculty members.

200C
Awareness to Action: A Framework for OAR Collaboration
Heather Tompkins, Director of Library Programs, Appalachian College Association
Sara Parme, Project Director, Open & Affordable Resources Initiative, Appalachian College Association

Affordable learning that is sustainable and effective is done collaboratively. This presentation will share a framework for identifying available resources – content and people – to assist course redesign for affordability. We will discuss guidance and tools for effectively collaborating with your team. At the end of the presentation, participants will be able to clearly identify the content needs of their course and engage teammates more meaningfully to facilitate change. This presentation will benefit anyone who is interested in affordable learning, including faculty who are redesigning their courses and librarians who partner in this work. Appropriate for beginners and those who are already engaged in affordable resources.

9:40-10:20 AM
CONCURRENT SESSION 9  (FRIDAY)  (9.22)

200A
Living the Lesson
Jessica Evans, Assistant Professor of Biology, Carson-Newman University

Students enrolled in non-majors biology courses at Carson Newman University spend the latter half of the semester challenging themselves to live out a lesson they learned during the first half of that semester’s course. As part of the assignment, students journal about a change they have made to a daily task that either focuses on bettering their health or bettering the environment, depending on the course they are enrolled in. This presentation will outline a relatively stress-free method for implementing this type of project into any course that aims to make students aware that small daily changes can make a lasting impact.

200B
A Multi-Course Design Experience with Open Education Resources
Jason Caudill, Professor of Business, King University

Open Education Resources (OER) are gaining attention throughout higher education, with many studies identifying benefits to their adoption. The presenter recently designed a multi-course graduate concentration utilizing only OER texts for the learning materials. The unique advantages of this approach will be explored, along with the limitations of working exclusively with OER as opposed to commercial materials provided by major publishers. The roundtable session will include discussion of OER sources, learning outcomes
achieved by OER adoption, and an active discussion to share best practices and challenges encountered in the design process. Participants will also receive reference guides to help with future OER adoption and course design.

200C
Effective Teaching Strategies for Underprepared Students
La-Juan Bradford, Director of Academic Support, Lee University

Some students come to college academically under-prepared while other students are college-ready but have underdeveloped time management skills. For under-prepared students, it is essential they learn test-taking strategies, note-taking strategies, and study strategies. For students who are prepared for college but struggle to manage time, they must learn time management strategies, how to effectively use a calendar, and how to create useful lists. Professors have the opportunity to influence learners and teach them these strategies. In this workshop participants will learn ways to naturally teach these strategies without taking time from content instruction.

200D
Finding Your Way: Partnership to Explore Vocation in the Classroom
Rob Musick, Chaplain and Instructor of Religion, University of Pikeville

Many students are struggling to engage with the standard introduction to Bible courses that are required by historically affiliated universities. This presentation will explore one attempt to reinvent a Bible course in partnership with the career and professional development/vocation office on campus. This presentation will explore the REL: 215 course Finding Your Way and seeks to appraise its values while also offering insights from the course for others seeking to include a similar course to their offerings. Those most benefited by this presentation are faculty members seeking to partner with staff offices on campus, or those who are seeking to incorporate vocational aspects into their syllabus.

301E
Idea Exchange: Creating a Learning Community for Honors Programs in the ACA
Sandra Weems, Associate Professor of English & Director of Honors Scholars Program, Lincoln Memorial University

How might honors programs across the ACA establish a learning community that allows us to collaborate on ‘high-impact practices’ (HIPs) and achieve goals that benefit both our students and the wider Appalachian community? In other words, how can ACA honors students interact to collectively problem-solve and achieve common goals? This roundtable discussion offers honors deans, directors, and faculty (or anyone interested in honors education) an opportunity to share their insights as we consider co-creating collaborative service projects and/or common intellectual experiences that would enable our students to work and learn together.

301D
Gary Smalley’s and John Trent’s The Blessing as a Framework for Effective Mentoring in Higher Education
Drew Randle, Professor of Christian Ministry, Bryan College

This presentation will focus on Gary Smalley’s and John Trent’s book The Blessing as a framework for effective mentoring in higher education. The elements of the blessing, as described by Smalley and Trent are “Meaningful Touch, Spoken Words, Expressing High Value, Picturing a Special Future, and An Active Commitment” (Smalley and Trent, 1986). The objectives for this presentation are, first, for participants to gain an understanding of Smalley and Trent’s framework of the blessing and its applicability to higher educational mentoring, and, secondly, to evaluate this framework through practicing the given mentoring techniques and engaging in a group debrief on the learning activity. All attendees would benefit from this presentation in honing skills in mentoring students on an academic and personal level, respectively.

301C
Gute Reise! Faculty Collaboration and Embedding International Travel into Interdisciplinary Coursework
Brittany Goetting, Assistant Professor of History, University of Pikeville
Brigitte Anderson, Professor of English, University of Pikeville

International travel is deeply beneficial to undergraduate students. It helps students to build confidence and foster self-sufficiency, develop cultural sensitivity and empathy, expand their networks, and increase their knowledge of history, geography, languages, etc. However, it can be challenging to plan such a trip abroad. This presentation will provide a framework for others by discussing the initial planning of the trip, its incorporation into a course, recruitment and fundraising, and other lessons learned from the planning and eventual implementation of the course and trip. It will consider the benefits of inter-departmental and intergenerational cooperation on a project of this nature and the ways in which different knowledge and experiences can create a well-rounded experiential learning opportunity.
What Your Student’s Therapist Wished You Knew

Hannah Newsome, Operations Coordinator, Appalachian College Association, MSW Student at the University of Kentucky, & Student Counselor at Centre College

As faculty's traditional role of teaching expands with students grappling with the ever-present mental health crisis, teaching with empathy has emerged as a pivotal evidence-based component in supporting this generation effectively. While empathy is the foundation for student wellness and success, faculty and staff should be aware that a student's mental health should not be a source of detriment to their own. Empathy and boundaries should therefore co-exist. Attendees will learn different skills and techniques that mental health therapists use to increase motivation and cultivate connection and change inside and out of the classroom. This presentation will benefit those who are interested in increasing their effectiveness in communication when working directly with individuals who are suffering from a decline in mental health.

10:20 AM – 10:50 AM
EXTENDED BREAK
(FRIDAY)
(9.22)

Lobby outside 200 Session Rooms/Plaza Terrace

Food and drink break is included in attendees’ registration fees.

10:50 AM – 11:30 AM
CONCURRENT SESSION 10
(FRIDAY)
(9.22)

301E
Humor & Collaboration in Institutional Assessment Practices

Molly Duggan, QEP Director, Lincoln Memorial University
Jacob Carver, Director of Institutional Research and Accreditation, Lincoln Memorial University

This session will review lessons learned from institutional assessment perspectives. Learning Outcomes include examination of current organizational structures and collaboration opportunities. We will discuss the value of working together, the use of humor, and reaching out across divisional lines for a more productive and inclusive campus. Statistics and research can be fun! We are greater together and we will share some of our lessons and give audience members a chance to share some of their experiences.

301D
Outsmarting AI: Using Artificial Intelligence in the Classroom

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

This presentation will explore the use of artificial intelligence (AI) chatbot text generation technology in the classroom to enhance learning. While the use of AI chatbots seems to threaten the foundations of academic integrity, the technology also offers tremendous opportunities to facilitate learning and critical thinking. As with any technological advancement, it is essential for educators to leverage its use to assist students in their academic and professional lives. Presenters will share results from a qualitative study in which students used AI as part of a course assignment. Participants will learn how AI technology can be implemented to deepen learning and achieve learning outcomes. This presentation will benefit instructors and administrators who are struggling with how to address the new wave of technology that is AI.

301C
Incorporating Oral Components into Classroom Assessment

Dan Ross, Associate Professor of Mathematics, Maryville College

We have been facing a variety of issues in higher education that are challenging traditional approaches to assessment of our students. Using oral components in classroom assessments can help with these issues, align with best practices, and bring benefits to both instructors and students. Participants will learn why oral assessment is valuable and several techniques for incorporating it into their instruction. Anyone teaching courses will benefit most from the presentation.
301B
Composition as Conversation: Using the Virtues of Meaningful Conversation to Teach Writing
Heather Hoover, Professor of English, Milligan University

This presentation will offer strategies to re-frame writing instruction using virtues of effective conversation, such as curiosity, generosity, and open-mindedness. Attendees will learn how the art of conversation can be applied to the art of writing to inspire more meaningful engagement with research, writing, and revision. Any faculty who assign writing or teach writing can benefit from this presentation.

301A
Student Choice and Motivation: The Power of a Resource Repository
Susan Divita, Assistant Professor and Program Director of Education, University of Charleston

This presentation is an interactive mini-lesson reflective of a week in EDUC 372 Fundamentals of Reading Instruction, a student-centered education course utilizing an online resource repository. This session provides instructors of all content areas a glimpse into the repository process, its accessibility and flexibility, as well as an opportunity to discuss the quality of student work and growth during the course and the findings of a student survey related to course construction and effectiveness.

200C
Student Financial Knowledge and Financial Wellbeing
Beth Rushing, President, Appalachian College Association
Nancy Sowers, Professor of Finance, Berea College
Angela DeLazer, Senior Lecturer in Mathematics, Maryville College
Neeley Satzer, (Formerly) Associate Professor of Business and Dean of the College of Business, Alderson Broaddus University

In this presentation, we will share information from our 2023 study of ACA students’ financial knowledge and financial wellbeing and also discuss the launch of ACA’s financial education partnership with the National Endowment for Financial Education. Participants will learn about readily available resources for supporting student financial education and financial wellbeing.

200B
Improving Retention by Elevating Student Success Intervention Strategies
Matt Bosivert, President, Pharos Resources
Rachel Phillips-Buck, Vice President of Student Success, Pharos Resources

Retention is becoming more and more important for our campuses, communities, and financial wellness. This presentation will equip practitioners and administrators to impact student success and increase retention in significant ways. Join us as we explore the Student Success Funnel, a strategic framework for creating effective student intervention strategies. We will provide real world examples of data-driven identification of at-risk students, personalized support, effective and efficient interventions, and continuous assessment for refining strategies.

11:30 AM-1:00 PM (FRIDAY)
LUNCH (9.22)
Grand Ballroom BC
Friday lunch is included in attendees’ registration fees.

12:20-12:50 pm
Special Information Session

301A
NSF Advance Partnership Project: Informational Session
Beth Rushing, President, Appalachian College Association

Join Beth Rushing to learn more about the ACA's grant from the National Science Foundation for an ADVANCE Partnership project titled Appalachian Colleges Collaborating for Equity. This initiative aims to address the significant challenge of hiring and retaining women and underrepresented minorities in STEM faculty positions, particularly at small rural institutions in the Appalachian region. This session will be of particular interest to faculty in the natural, physical, or social/behavioral sciences, as well as for faculty and academic administrators interested in examining policies and procedures for hiring and retaining faculty.
1:00 –1:40 PM  (FRIDAY)
CONCURRENT SESSION 11  (9.22)

200A
Gen Z as Supervisors: A Zoomer’s Approach to Supervision
Dawson Delph, Assistant Dean of Students, Lincoln Memorial University

The new generation of student affairs professionals no longer subscribe to longstanding approaches that have guided supervision and are in turn leaving the field in droves. The conversation surrounding burnout in the field of student affairs and struggling to find fulfillment in our work has never been more robust. Unfortunately, long-standing members of the field continue to come up short in keeping their promise of a shift or evolution in supervisory approaches and workplace culture. This roundtable discussion is designed to provide tangible, actionable strategies that supervisors can enact that will appeal to an up-and-coming generation of professionals who know their worth and are not afraid to find fulfillment elsewhere. While this session will be especially useful for student affairs/support staff, it will be relevant to anyone leading teams in higher education.

200B
Course Content Mapping: The Synergy of Principle, Procedure, and Practice in a Nutshell
Rhonda Fawbush, Associate Professor of Accounting & Business Law, Tusculum University

A common issue across all disciplines, particularly in upper-division courses, is keeping new information grounded and connected to the guiding principles established in the introductory courses. Visual organization and linkage of course concepts through mapping ensure that principle, procedure, and practice remain in sync. This session will provide sample course content maps to illustrate the synergistic benefit of mapping as a student-centered learning tool; the facilitator seeks collaboration with participants concerning best practices for effective map structure, layout, and organization. While the examples are drawn from two distinct disciplines (education and business), the visual organization would be applicable to any course and any discipline.

200C
Empowering Students through Contract Grading: Enhancing Engagement in General Education Courses
Rachel Reneslacis, Professor of English, Lee University
James Wilkins, Professor of French, Lee University

In this session, we will explore the concept of contract grading as a means to increase student engagement in general education courses. While “ungrading” has gained attention in academia, its implementation in introductory core courses can pose challenges due to limited student interest and motivation. Attendees will learn effective strategies for implementing contract grading in core courses, as well as some challenges and strategies to avoid. The session will benefit participants who are interested in ungrading or contract grading but are uncertain as to its implementation in their courses.

200D
Enhancing Postsecondary Instruction through Science of Reading Principles
James King, Professor of Education, University of Pikeville
Coletta Parsley, Professor of Education & Interim Assistant to the Dean of the College of Arts & Sciences, University of Pikeville

In this session we will explore the integration of Science of Reading (SOR) principles into college classroom instruction to improve reading comprehension and overall student learning outcomes. Drawing upon the growing body of research on effective reading instruction and practical classroom experience, this presentation will provide an overview of key SOR principles and their application in higher education settings across disciplines. Attendees will gain valuable insights into evidence-based strategies that promote deep reading comprehension, address diverse needs and exceptionalities that have an impact on literacy, enhance critical thinking skills, and foster academic success among all college students.

301A
Addressing Health Inequities through Community Programs and Partnerships
Rose Pignataro, Associate Professor & Assistant Director of Physical Therapy, Emory & Henry College
Megan Hamilton, Coordinator of Civic Engagement Projects, Appalachian Center for Civic Life, Emory & Henry College

Emory & Henry College (E&H), located in Southwest Virginia, has strong ties to the community and our Appalachian heritage. The community surrounding E&H is home to a number of vulnerable populations and health inequities, including disparate trauma risks and exposures. This is exacerbated by an extreme shortage of health professionals. Over the past three years, E&H’s physical therapy program, the Appalachian Center for Civic Life, the local health system, and community services board partnered to create a trauma-informed health initiative designed to address these inequities. This presentation will describe the initiative and its intended goals,
highlighting the value of community partnerships in preparing students to address health disparities by leveraging the inherent strengths and resilience of the people we serve.

301B
Service Learning through Community-centered Media Projects

Adam Dean, Assistant Professor & Program Director of Communications and Media, Lincoln Memorial University

This session centers on building creative media projects into courses across disciplines and in a variety of community settings. It provides an adaptable model for collaborative media creation made with community partners in need of podcasts, documentaries, instructional videos, websites, and social media campaigns. Among the learning objectives, students demonstrate ethical and truthful storytelling strategies that seek to educate and inform, while also demonstrating care for accurate representation and sensitivity to community-based topics. The session will provide project examples from digital media production courses and study abroad programs, and attendees can share courses that may be suitable for community-based media projects.

301C
Creating Post-Graduation Transition Plans to Support Graduate Success

Kelly Fitzgerald, Director of Disability Resources & Compliance, Maryville College

Post-graduation transition plans can support students with disabilities as they leave undergraduate institutions and are required to navigate new policies and procedures for requesting workforce accommodations. Attendees in this presentation will learn how to identify student needs for post-graduation transitions and how to develop plans to support student success. This presentation will most benefit disability service officers and career services providers.

1:55-2:35 PM
CONCURRENT SESSION 12  (FRIDAY) (9.22)

200A
Watching to Learn: Student Use and Perceptions of Video Content in College Courses

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

This presentation will examine how students use video content in their courses, including lecture capture, instructor recordings, and links to external videos. The use of video content is viewed by instructors as a pedagogical tool to connect students to the curriculum and class overall. However, what do students think of receiving instruction via video capture/content? Presenters will share results from a survey that explored student use and their perceptions of video content in their classes. Participants will learn how to best incorporate video content in their course design. This presentation will benefit course designers, professors, and administrators who are interested in how video content can best reach students to achieve learning outcomes.

200B
Artificial Intelligence in the Classroom: Strategies for Using AI to Enhance Teaching and Learning

Stephen Joiner, Assistant Professor of Political Science, Carson-Newman University

Artificial Intelligence (AI) is capable of increasingly impressive academic feats. AI programs can write essays, summarize articles, and even improvise new research ideas. Given the capability of this technology, it is no surprise that college students are using it in their coursework. Recent studies have shown that around a third of students have used AI to help write an essay, while some students confess to using the technology on over half of their college assignments. It is likely this trend will increase as AI becomes more capable over time. Given this reality, this presentation seeks to develop an understanding of what AI is and what it is capable of so that as instructors we can integrate AI into our classes and implement strategies that will utilize AI to enhance our teaching as well as our students’ learning.

200C
Experiential Learning to Enhance the Business Curriculum

Sheree Schneider, Assistant Professor of Computer Information Systems, Lincoln Memorial University
Petra Brnova, Assistant Professor of Management, Lincoln Memorial University
Lisa Blair-Cox, Assistant Professor of Business, Lincoln Memorial University

This presentation will share current research to support experiential learning for business schools and offer recommendations based on the use of various forms of experiential learning to enhance business courses within a school of business. Although basic experiential
learning designs for use in analyzing business decision-making are not new to the academic literature, reporting on many of these experiments are sparsely discussed and there is a strong need to define and employ efficient designs. One of the benefits of experiential learning is the elevated level of knowledge transfer to reflect business concepts and skills as they are applied in real world environments. Faculty who teach courses for business students would benefit from this presentation.

200D
Five Days in East Kentucky: Warren Wilson College’s Alternative Spring Break 2023
Sarah Himmelheber, Associate Professor & Field Director of Social Work, Warren Wilson College

This presentation details a Warren Wilson College alternative break trip from the spring of 2023. During a four-day work period, seven students and two faculty members contributed to the Highway 7 Community Action organization, an outreach effort launched in Letcher County following the extreme floods of July 2022. Session attendees will be able to describe how integrating cultural appreciation and group volunteer experiences can support critical thinking in community engagement. Those considering alternative spring break opportunities may benefit from attendance; those developing partnerships in the Eastern Kentucky region may also be interested.

301E
Professional Mentorship Program and Partnerships
Gable Kerr, Assistant Professor of Management, Maryville College
Niklas Trzaskowski, Director of the Career Center, Maryville College

Using internal and external partnerships can increase student confidence and engagement, employment outcomes, and professional networking. In partnership with the Maryville College Career Center and 21st Mortgage, we have created a Professional Mentorship Program that is designed to bring current students and young professionals together to build connections, to help navigate life after graduation in the professional world, and to build confidence in communication and professionalism. We engage in mentorship training, service-related learning and engagement, weekly touchpoints, and professional skills development. The presentation will discuss the mentorship program history and specifics along with the importance of mentors and collaboration with private sector companies to create and encourage student’s career success.

301D
Forming a Peer Mentorship Program to Promote Retention and a Sense of Belonging among Education Majors
Samantha Ringl, Associate Professor of Education, Alice Lloyd College
Sydney Duncan, Research Assistant, Alice Lloyd College

In this presentation, we will discuss the process of designing our new peer mentorship program for education majors and the program’s impact on our students after implementation. Learning objectives for this presentation include learning to solicit feedback and ideas from students regarding the program, learning how to implement such a program on a limited budget, learning how to plan relevant activities for students in the program, and learning how this program has impacted our students. Faculty who may be concerned about student success or retention due to their feelings of isolation would benefit from learning about the mentorship program.

301C
Using a Title III Grant to Develop Cross-Departmental Partnerships and Resources for First-Year Student Success
Sara Denny, Director of Student Success, Tennessee Wesleyan University
Miranda Collins, Success Coach Coordinator, Tennessee Wesleyan University

Tennessee Wesleyan University was awarded a “Strengthening Institutions” Title III grant in 2018 with a goal to improve first-year student success. This session will provide an overview of the resources and services that TWU was able to offer due to the grant, discuss how the grant helped to break down silos between departments, and provide advice to ACA institutions interested in applying for a Title III grant. Participants will leave the session with a better understanding of the value of a Title III grant in breaking down silos, and how a Title III grant may support student success at their institution. This session will be beneficial for faculty and staff at ACA institutions who work in student success or closely with freshmen, or anyone interested in applying for a Title III grant.
301A
Time to Spice Up the Dry Didactic Lecture

Muhammad Nabeel Ghayur, Assistant Professor of Pharmacology, University of Pikeville
Ayesha Ghayur, Assistant Professor of Pathology, University of Pikeville

Lectures tend to be a passive mode of learning. During this interactive presentation, we would discuss, with examples, the many tools we use to spice up the lectures. Lecturing requires content expertise and organization: balance of text and pictures; use of learning aids like roadmaps, drawing, memory palaces, personification of concepts, summary tables, etc. Mind maps involve active learning, and following up the lecture with practice questions motivates self-directed learning. The presenters will also discuss testing effect, spaced repetition, concrete examples, elaborative interrogation and multimedia learning theory. All participants who are involved in didactic teaching may benefit from this presentation.

301C
Inclusivity and Power Equitability in Student-Mentor Undergraduate Research Relationships

Susan Monteleone, Associate Professor of Natural Sciences, Tusculum University

Engaging students in undergraduate research is challenging, especially when students struggle to balance school and life. How experiential learning is valued is an important consideration when we promote research opportunity. This presentation provides a forum for dialogue on best practices in research relationships with consideration of how power dynamics influence student-mentor interactions, and what institutional frameworks support inclusive and equitable practices. An experiential learning initiative at Tusculum University is offered as an actionable model that could support academic researchers. A modified research syllabus that includes DEI-centered policies is presented for consideration. New and seasoned educators may benefit from this collaborative discussion. Participants are encouraged to share experiences and research syllabi.

301D
Mindset, Metacognition, and Learning Strategies

Megan Hoffman, Professor of Biology, Berea College

Incoming college students often face academic challenges in transitioning from high school, including over-confidence in their study skills. We can improve the academic success of our students by providing focused instruction on mindset, learning strategies, and metacognition (thinking about their own thought processes). Presentation attendees will participate in short, hands-on activities that help students be more aware of their academic mindsets and the types of learning strategies they can adopt. This presentation is relevant for all classroom instructors as well as those who provide academic support for students, especially students in their first year of college.
ACA Programs and Opportunities: A Primer  
Larry Hall, Vice President for Academic Programs, Appalachian College Association

For over 30 years, the Appalachian College Association 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 faculty, staff, and students 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.

| 3:30 PM | (FRIDAY) |
| 2023 ANNUAL SUMMIT ENDS | (9.22) |

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. Next year, the Summit continues at the Knoxville Convention Center in Knoxville, TN. More details will follow later.

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

The Appalachian College Association is a non-profit consortium of 33 private four-year liberal arts institutions located across the Central Appalachian Mountains in Georgia, 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.

The ACA presently sustains a staff of seven 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. In summer 2023, the consortium formally established a council structure designed to support colleagues working in various student affairs and student success areas on our member campuses.

ACA MEMBER INSTITUTIONS

Georgia
Young Harris College

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

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

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

Virginia
Bluefield University
Emory & Henry College
Ferrum College

West Virginia
Bethany College
Virginia Wesleyan College
Davis & Elkins College
Wheeling University
University of Charleston West
ACA Programs of Interest to Faculty & Staff

Center for Teaching & Learning
The consortium-wide virtual Center for Teaching and Learning serves as a forum for faculty and staff members to learn about and share innovative and effective 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. It furnishes a robust web portal that serves as 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. In addition, the Center provides webinars/workshops drawn from ACA faculty and staff designed to support and inform the work of our member institutions.

Faculty Fellowship Program
The Appalachian College Association’s Faculty Fellowship Program is its longest running program, preceding even the incorporation of the consortium. Since its initiation, the ACA has distributed over 550 awards for over $9.6 million. The Fellowship Endowment, supported by foundations, members, and individual contributions, provides support for pre-doctoral completion of terminal degree, or 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).

To be eligible to receive a fellowship, 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 ACA institution to teach for at least one additional academic year, and (as necessary) arrange leave/release time for the fellowship. Fellowship recipients are selected by the Fellowship Review Committee of the Council of Chief Academic Officers. Fellowship funds, dispersed to the institution, may help 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 made by early December by the Fellowship Review Committee.

Annual Summit
Each fall, the ACA’s Annual Summit provides an opportunity to bring together faculty, staff, and administrative leaders from across the consortium to engage in ongoing collaboration and to share information and best practices in the ever-evolving effort of preparing students for success. The two-day conference showcases outstanding ACA members across a broad spectrum of teaching, research, and service. It furnishes opportunities to share proven strategies to implement in the classroom and/or other areas of campus life and to network with colleagues from member schools with comparable missions facing similar opportunities and challenges. The Summit’s call for presentation proposals normally opens each year around the beginning of April.

Teaching & Leadership Institute (TLI)
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 on a member campus 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 Institute began in the summer of 2003 to provide professional development for faculty on pedagogical techniques, which remains an emphasis of the TLI today. In 2017, the Institute added a much-needed additional track focusing upon leadership development in the ACA context designed to benefit practically all parts of the campus but especially valuable to faculty or staff new to their leadership positions.

Open Appalachia: Open & Affordable Resources
The Open Appalachia initiative, launched in the summer of 2021, 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.

We seek to achieve several interrelated goals through the Open Appalachia project. First, it cultivates greater informed engagement with and utilization of OAR-related opportunities among individual faculty members. Second, it creates ongoing dialogue and information sharing through communities of practices focused on OAR. Third, it publicizes the ACA’s engagement with OAR as part of its overall strategies to enhance opportunities for collaboration in support of institutional vitality and to support meaningful diversity, equity, and inclusion pedagogical practices. Finally, the project facilitates institutional policies and individual practices that leads to substantial textbook/course costs savings for students at member schools.
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.

ACAConnect: Communities of Practice/Faculty Learning Communities
Through its online collaborative platform, ACAConnect, the ACA facilitates many virtual “Learning Communities” or “Communities of Practice,” networks of faculty and staff who share similar responsibilities on their campuses, or faculty from similar disciplinary backgrounds or interests. Presently, ACAConnect hosts about 120 groups, with over 1650 active members among faculty, staff, and administrators.

Ledford Scholars Program
The ACA’s Colonel Lee B. Ledford Scholars Program offers financial assistance for summer or fall research projects to undergraduate students enrolled at ACA member institutions. Undergraduate students from Appalachian Regional Commission-designated or contiguous counties, from any disciplines, are eligible, and a wide variety of fields of study are supported each year.

The Ledford Scholarship provides stipends for students ($3,600 maximum) over the course of the summer or fall 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. Upon completion of their projects, the Scholars share their research findings on their home campuses and by recorded video on the ACA website.

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 furnishes its qualified undergraduate students and alumni more affordable opportunities to achieve their educational goals while remaining in the Central Appalachian region. Each year participating member institutions that offer graduate education may provide tuition discounts on selected programs to qualified employees, students, and alumni from ACA institutions. Individual institutions that offer graduate degrees determine how and to what extent they wish to participate in the ACA discount program. Any persons who begin a provider’s program and remain in good standing are ensured the initially determined discount rate.

Currently, over half of members furnish discounted programs, with over 120 degree options with discounted tuition available to students, alumni, or full-time employees at ACA schools.

Workshops & Webinars
Over the course of each year, the ACA facilitates and/or hosts multiple (face-to-face or virtual) workshops designed to furnish professional development or special training for various communities of practice across member institutions. In the recent past, the ACA has hosted dozens of webinars or workshops. We encourage any ACA Community of Practice to consider collaborating with ACA staff to develop these important collaborative opportunities. For example, our schools’ disability services officers have met for a daylong workshop each of the past three years. Our goal is to do all we can to support our faculty and staff. If you have any ideas regarding potential workshops/webinars, please contact the ACA.

Study Away Network
In Fall 2022, the ACA established a new initiative, the Study Away Network. To date, 25 members have joined the Network. The Network furnishes consortial sharing of study abroad or domestic study away experiences offered by a member school with other participating members in the consortium. The Network is designed to benefit participating schools through increasing the number of study away experiences available to their students, and to enhance the viability and efficiency of study away experiences offered by host institutions. It is also designed to benefit students at participating institutions by increasing the number of study away experiences available and to diversify exposure to students and instructors from other institutions.
SUMMIT SPONSORS

We thank our 2023 Summit sponsors for their support. These sponsorships help the ACA keep Summit registration fees low, while furnishing attendees access to organizations dedicated to important issues in higher education, with specific attention to matters affecting our member institutions.

Each sponsor will have an information table in the main concourse during the conference on Thursday and Friday. We encourage you to stop in and explore their educational work and thank them for their support of the Summit!

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**Credo’s** mission is to help higher education thrive to impact the success of students. Credo partners with higher education leaders to create transformational student experiences and outcomes. Since its founding in 1995, it has worked with over 460 institutions, partnering with independent colleges and universities to furnish customized, integrated solutions across almost all major areas of institutional strategy and operations. With a focus and commitment to the entire institution, it seeks to lift colleges higher—by developing holistic strategies; by seamlessly integrating practical tools to meet enrollment issues, control financial challenges, and address facility concerns; while embracing traditions, history, and culture.

**Figshare** is a repository where users can make all of their research outputs available in a citable, shareable and discoverable manner. Its mission is to change the face of academic publishing with the improved dissemination, discoverability, and reusability of all scholarly research - specializing in building best of breed software to securely and permanently store, manage, and visualize data in a robust and scalable manner.

The **National Endowment for Financial Education** (NEFE) champions effective financial education, providing leadership, research, and collaboration to advance financial well-being. As one of the first organizations to wholly dedicate its efforts on improving the effectiveness of financial education, it continues a legacy of strengthening action-oriented research agendas, mobilizing intermediaries, and creating better solutions for researchers, educators, practitioners, and policymakers. To understand and meet the changing financial education needs of all Americans, NEFE joins forces with thought leaders across the country and worldwide to help improve financial well-being, facilitating rigorous financial literacy and behavioral research, convening experts on various personal finance topics, and commenting and engaging in national public policy efforts.
**Pharos Resources** provides a comprehensive and holistic approach to improve student outcomes, applying tools to enhance student success by identifying at-risk students, eliminating organizational silos, connecting students with touchpoint relationships, and improving student care, retention, and graduation. Its technology and consulting processes are shaped by a deep knowledge of institutional processes, student support practices, technology ecosystems, departmental and practitioner needs, and resource gaps.

**Rize** is a higher education company working in partnership with the Lower Cost Models for Independent Colleges (LCMC) Consortium. The LCMC, formed in 2015, is pioneering an innovative course-sharing model to help private colleges and universities grow enrollment through new degree programs while streamlining and lowering institutional costs. Rize provides the LCMC with the platform that powers this collaborative model, allowing member institutions to adopt high-demand majors, minors and certificates that are built to get students ready for careers in the fastest-growing fields.
Our mission is to serve Appalachian communities through the transformational work of our 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.

Thank you for joining us at the 2023 ACA Summit!