GREETINGS

FROM THE ACA PRESIDENT
BETH RUSHING

We are pleased you are joining us at the 2019 Appalachian College Association Summit. One of the fundamental tenets of our association is the recognition that we are stronger and better when we work together. The Summit offers an important environment within which faculty, staff, and students from ACA institutions can learn from each other, find common cause, and take home innovative ideas that will support our campuses’ work.

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

FROM THE ACA VICE PRESIDENT FOR ACADEMIC PROGRAMS
LARRY M. HALL

Welcome to the 2019 ACA Summit. This year continues our intentional efforts both to expand and to diversify conference attendance. Participants come from practically every corner of campus life, and the variety of presentations furnishes discussions of both interest and relevance to any ACA faculty and staff charged with student learning and/or student success.

With 130 presentations, over 260 total presenters and co-presenters, and over 30 Ledford Scholar presentations, this year’s Summit shatters previous records both for number of presentations and (we anticipate) for overall attendance. We have the incredible opportunity for widely diverse conversations among our faculty and staff colleagues built around our member institutions’ common missions to support student learning and success—emphasizing this year’s central theme of collaboration.

ACA colleges and universities are special places. Through the Summit specifically and the many other ACA programs more generally, we learn from each other to enhance our students’ educational experiences—both in and out of the classroom. Our goal is to make Annual Summit the event for ACA colleagues to network, to learn, and to share teaching and programmatic innovations and best practices. We are very pleased you have joined us this year!

FROM THE CHAIR OF THE 2018 SUMMIT PLANNING COMMITTEE
AIMÉ SPOSATO, FERRUM COLLEGE

On behalf of the Summit Planning Committee, it is my pleasure to welcome you to the 2019 Summit. The sessions over the next two days will offer a wide range of innovative classroom pedagogies and initiatives that highlight the importance of collaboration and partnerships in this highly competitive higher education market. It is an excellent opportunity for faculty and staff to share their knowledge and experience with colleagues throughout the ACA institutions. You will have a chance to observe the outstanding and relentless work of student researchers during the Ledford Scholars poster sessions. Over the next two days, I hope that you take the time to celebrate excellence, seek inspiration from creative ideas, and feel free to “dream” at the beautiful DreamMore Resort and Conference Center.

I welcome you to the beautiful Great Smoky Mountains and the 2019 Summit!
MAP OF THE DREAMMORE CONFERENCE CENTER

- **The Meadows** (where Summit meals will be served) is outside under tent, directly adjacent to the DreamMore restaurant (one floor below the “Peaks” rooms in the conference center).

- **Registration/Help Desk** is located in the pre-function hallway of the conference center, outside the entrance to Salon D.

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

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

Registration and Help Desk
The Summit Registration and Help Desk is located just inside the conference area to the right upon entry. Hours of operation:
- Thursday, September 19—4:00 pm – 8:00 pm (we encourage Thursday evening registration for our early arrivers to avoid the Friday morning rush)
- Friday, September 20—7:00 am – 5:00 pm
- Saturday, September 21—7:00 am – 12:00 pm

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

Photo Release
Photographs and video may be taken by ACA staff during the conference. Registration and attendance constitutes 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 brief online evaluation of this year's conference. It is our ongoing commitment to utilize your feedback to continually improve the Summit each year. Please stop by the registration desk if you have any questions or concerns during the conference.

THE CONFERENCE SCHEDULE

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

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

Registration and Conference Assistance
All attendees to the Summit must register prior to or upon arrival to the conference. Admission to any conference activity requires appropriate credentials, which should be worn at all times while attending Summit events. Several meals are included in the registration fee, including breakfasts on Friday and Saturday mornings, Friday lunch, and Friday evening dinner. Various beverages will be furnished throughout the day, with morning and afternoon breaks from the sessions—including a more substantive break with food on Saturday morning.

If you have any questions or concerns while at the Summit, please stop by the registration desk during the day (registration hours are included in the program), or speak with an ACA staff member, and we will do all we can to answer your inquiry and/or address your concerns. We always appreciate any suggestions you can furnish regarding improvement of the Summit, as well.

Concurrent Sessions
The conference's concurrent sessions focus upon four themes of practice, with emphasis on this year's Summit theme, collaboration:

A. Collaboration in the Classroom
B. Collaboration outside the Classroom
C. Collaboration in the Larger Community
D. Pedagogical and Co-Curricular Innovations and Best Practices (General Category)

These presentations are scheduled as single, 40-minute sessions. To help attendees navigate their options, this program provides the emphasis of each presentation related to these four categories. Of course, all sessions are open to all attendees (unless otherwise
noted); these denotations are simply to assist in the selection of presentations that may be of most interest and/or relevance to you. Each session also includes a brief abstract of the presentation, furnishing a description of the session, its learning objectives, and its most likely audience. Each of the four themes is represented with at least one presentation in each bloc of the fifteen concurrent session—helping to ensure topics of relevance to all Summit attendees each hour. Attendees will have eight or nine options during each concurrent session.

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**Ledford Scholar Presentations**
Each year, the ACA provides Ledford Scholarships to worthy ACA undergraduate students to support summer research projects. Undergraduate students from all disciplines are eligible, and a variety of fields of study have been supported in the past. This year, ACA is pleased to provide support to over 30 students who have worked on their projects across the summer. A very special thanks goes to each of our students’ faculty mentors who have worked with these Scholars. (In gratitude to their commitment to their students, our mentors receive complimentary registration to the full Summit.) The students, their mentors, and their research are recognized later in this program.

The final component for the Ledford Scholars is their presentations of their research findings at the Summit. We hope you will stop in and see these students’ poster presentations on Friday evening immediately following dinner (with dessert served at the session) and also consider attending the Ledford Scholars recognition ceremony immediately following the presentations. Our students have done some exceptional work!

**The Appalachian College Associations wishes to thank our sponsor for the 2019 Annual Summit.**

A **NimblyWise** representative will host a table display in the Conference Center’s main hallway during the Summit. We encourage attendees to stop by and learn more about our sponsor.

**An additional ACA partner, the Washington Internship Institute, will also host a presentation table. The ACA has established a relationship with WII that makes available to all member institutions a discount on standard program fees.**
SCHEDULE OF EVENTS

THURSDAY, SEPTEMBER 19, 2019.................................

4:00 PM – 8:00 PM
REGISTRATION & HELP DESK OPEN
(THURSDAY)
(9.19)

Convention Center Hallway

FRIDAY, SEPTEMBER 20, 2019.................................

7:00 AM – 5:00 PM
REGISTRATION & HELP DESK OPEN
(FRIDAY)
(9.20)

Convention Center Hallway

7:00 AM – 7:50 AM
BREAKFAST BUFFET
(FRIDAY)
(9.20)

The Meadow (for all Summit Registrants)

7:50 AM – 8:30 AM
CONCURRENT SESSION 1
(FRIDAY)
(9.20)

1-A (1): To University and Beyond: Librarian-Faculty Collaboration to Prepare Students for Graduate or Professional School
Salon A
Faythe Thurman: Lincoln Memorial University, Access Services Librarian
Bonnie Price: Lincoln Memorial University, Assistant Professor of Veterinary Health Science

This presentation examines how faculty-librarian collaboration can enhance students’ academic work and prepare them for the next phase of their education. Attendees will learn strategies for integrating information literacy and research skills into the classroom. By incorporating these skills into the classroom, we can prepare upper-level students for graduate-level research and writing and provide them with skills needed for future academic and professional endeavors. Co-curricular activities, such as seminar series, can also provide opportunities for collaboration. These activities can help prepare students to further their academic and professional careers. This presentation will help instructors and librarians find ways to instill research and information literacy skills in students and prepare them for careers after graduation.

1-A (2): Collaboration to Enhance Student Reading and Critical Thinking
Salon B
Debbie Elliott: Kentucky Christian University, Assistant Professor of Reading
Calvin Lindell: Kentucky Christian University, Associate Vice President of Academic Affairs (not attending)

As KCU saw a need to reach our underprepared students in the area of reading, we developed a class that we call Reading Lab that was co-curricular with our bible classes. Through this Reading Lab, we assist students in developing text comprehension by using vocabulary enrichment as well as strengthen their reading skills that may be lacking. Participants who work with underprepared or conditionally admitted students will see workable strategies through co-curricular classes to help students enhance their reading levels that contribute to their success.

1-B (1): Collaboration with the University Community to Create a Program to Enhance Student Learning
Salon C
Suzanne Byrd: Tusculum University, Associate Professor of Sport Studies

This presentation will share ideas for using collaboration among university or college constituencies to create a plan or program to enhance student learning. Attendees will participate in discussions on how to include input from all areas of a higher education
institution through surveys, open forums, and committee discussions in order to define the needs of a particular institution and build a program that benefits students with "buy-in" from the entire university community.

1-B (2): From MIA to Here-To-Stay: Using OEPs to Enhance Student Engagement in Higher Education
Salon E

Katherine Williams: University of Pikeville, Faculty Development Educator
Eric Werth: University of Pikeville, Professional Development Manager

This session will take a pragmatic approach to incorporating Open Pedagogy and Open Educational Resources into the students’ learning experiences. It is vital to recognize the need for incremental change to begin enhancing and developing a student-centered approach to classroom interaction and course development. The idea of accessibility and student-centered narrative is further supported by organizations, such as the United Nations, indicating that equal access to higher education is a human right. Through the lens of OER and Open Pedagogy, this session will engage learners in multiple scenario-based, discussion-based, and practical-application exercises that requires them to put OERs and Open Pedagogy into context with their own student interactions.

1-B (3): Knowledge That Lasts; Creating Quality Workshops through Interdepartmental Collaboration
Salon F

Jessica Harris: University of Pikeville, Student Success Advisor
Fallon Tallman: University of Pikeville, Student Success Advisor
Amanda Stacy: University of Pikeville, Student Success Advisor (not attending)
James Briscoe: University of Pikeville, Assistant Professor of Communication
Amanda Slone: University of Pikeville, Associate Professor of English and Director of First-Year Experience

University of Pikeville faculty and staff collaborate to promote student success by holding a series of workshops known as Motivational Monday. The objective of each workshop is to provide skills and tools needed to help students of all types succeed in college. This presentation is aimed at higher education professionals who seek to motivate their students toward success through topics such as time management and study skills, balancing academics and athletics, studying abroad, etc.

1-C (1): Creating an Entrepreneurial Ecosystem at Your University
Salon D

Martha Maddox: Tennessee Wesleyan University, Associate Dean and Professor of Business Administration
Anne Montgomery: Tennessee Wesleyan University, Assistant Professor of Business Administration and Director of the LITE House

The presentation will focus on developing an entrepreneurial ecosystem. The university, community members and private and public donors focus to further the entrepreneurial spirit of the area. The learning objectives are to assist higher education institutions with developing an entrepreneurial ecosystem within their communities. The presentation will benefit those individuals who see a need for entrepreneurship in their institutions and/or in their communities.

1-C (1): Community Engagement: Connecting the University with Local Needs
Salon G

John Stricklen: Johnson University, Affiliate Faculty for Business and Leadership

This presentation uses the experience of designing and executing a community engagement project centered around the topic of human trafficking in order to shed light on the process of engaging the local community. Attendees will gain an understanding of the need for universities to engage effectively with their communities, as well as some strategies for such engagement. This presentation is for faculty, staff, and administration of colleges and universities who want to learn how to effectively collaborate with their communities.

1-D (1): Metamorphosis from Traditional Pedagogy to Synchronous and Asynchronous Learning
Salon H

Patricia Murphree: Lincoln Memorial University, Professor of Education
Cherie Gaines: Lincoln Memorial University, Associate Professor of Education

This presentation explores the roles of new technology and how it is impacting the traditional classroom by advancing a system called “e-learning”. E-learning can be divided into two categories. Synchronous, incorporating online learning though video conferencing, webcasts, interactive learning models and chat rooms by supporting learning and teaching through multiple ways of interacting, sharing, collaborating and asking questions in “real-time”. Asynchronous can be offline because it involves coursework delivered through web activities, email, on-line forums, electronic portfolios, and message boards. How may e-learning be incorporated into effective pedagogy? Can e-learning be designed to share pedagogical and/or co-curricular innovations without compromising content rigor? The presentation will benefit anyone teaching Generation "Z" students.
1-D (2): Term Project Scaffolding
Eagle Board Room
Margaret Knight: King University, Associate Professor of Healthcare Administration

This presentation describes my process developing a scaffolded term project for the Healthcare Administration classes at King University as part of our Write Well, Finish Well initiative. Attendees will consider the strategies used in scaffolding, the rationale behind scaffolding, interventions included in scaffolding, benefits to both students and professors, and expected outcomes of scaffolding. This presentation will be useful to faculty teaching courses with intensive writing and research components.

8:40 AM – 9:20 AM
CONCURRENT SESSION 2
(FRIDAY)
(9.20)

2-A (1): A Problem Based Model for Integrated and Multi-Disciplinary Teaching and Learning
Salon A
Deborah Spencer: Emory & Henry College, Associate Professor, Economics
Shelley Koch: Emory & Henry College, Associate Professor of Sociology

How can we, as the next generation, plan for sustainable development given our current consumer culture and the apparent capitalist imperative for growth? This is The Big Question given to our Geography, Sociology, and Economics students each Spring. We will discuss the evolution of this problem based and multidisciplinary project and present the high impact activities and best practices we have identified as vital to faculty collaboration and student success. The primary learning objectives are to showcase collaborative techniques used to model problem-based learning across disciplines and to demonstrate the multi-dimensional space needed to solve complex societal problems and thus the necessity of collaborative efforts across the Social Sciences. This presentation is suitable for those interested in new techniques for interdisciplinary collaboration.

2-B (1): Harnessing Campus Communities to Jumpstart a Study Abroad Program in Mongolia
Eagle Board Room
Robin Antepara: Lincoln Memorial University, Director of International Programs
Mark Tichon: Lincoln Memorial University, Associate Professor of Education
Duran Williams, Lincoln Memorial University, Assistant Professor of Education

Get energized for starting a study abroad program! Presentation focuses on how LMU faculty and staff collaborated to develop a study abroad program by utilizing international experiences and unique skill sets of campus personnel. Faculty and staff interested in promoting study abroad will benefit from this “nuts and bolts” presentation featuring lessons learned and firsthand student experiences of a culturally immersive, 10-day study abroad experience with a service learning component.

2-B (2): Academic Institutional Collaboration Allows Students Access to Nursing Program
Salon G
Lisa Kirkland: Tennessee Wesleyan University, Associate Professor of Nursing
Jennifer Oody: Maryville College, Assistant Director of Exercise Science

This presentation will outline the recent development of a dual-degree arrangement between Maryville College (MC) and Tennessee Wesleyan University (TWU) to offer a Bachelor of Arts degree in health care and a Bachelor of Science in Nursing degree. Attendees will learn about the current challenges and issues surrounding nurse preparation, including the demands for nurse education programs among MC and TWU students. Further, this presentation will highlight student outcome data from the first year of the partnership as well as the challenges and lessons learned. This presentation will be helpful to colleges and universities who are interested in avenues to collaborate and expand upon existing curriculum opportunities.

2-B (3): Collaborating to Create Core Competencies for the Undergraduate Curriculum
Salon C
Gregory Linton: Johnson University, Vice Provost for Academic Services

This workshop will define core competencies and describe their role in improving coherence in the undergraduate curriculum. Participants will learn how to implement a collaborative process to identify, define, develop, and assess core competencies. The information will be relevant for all faculty members and academic administrators.

2-C (1): Royal Explorers: A Collaborative Science Camp for Urban Middle School Youth
Salon E
Nikki Votaw: Johnson University, Director of Graduate Studies of the Templar School of Education
Kenny Woodhull: Johnson University, Executive Director for Center for Urban Alliance

This presentation will describe a collaborative model used to plan and run a summer science camp for urban middle school students. The collaborative effort spans across three Schools within Johnson University as well as a community partner, the Emerald Youth...
Foundation. The camp is also an experiential learning opportunity for graduate education students as a required course in their program. Attendees will learn about the model that has evolved over the course of the program, successes and lessons learned in the process, and hear reactions from middle school and graduate student participants in the program. This session would be beneficial for universities and instructors seeking to partner with community organizations to implement an effective experiential learning course in their programs.

2-C (2): Designing and Implementing Academic and Applied Agricultural Programs at Small Liberal Arts Colleges
Salon F

Robert Cabin: Brevard College, Professor of Ecology and Environmental Studies
Gina Raicovich: Brevard College, Assistant Professor of Environmental Studies

Rising interest in agriculture, sustainability, and hands-on learning has created a dynamic “student farm movement.” We will provide an overview of the state of the art of agricultural programs at small liberal arts colleges in the United States. We will also share our experience designing, launching, and refining our new campus farm and academic agriculture program at Brevard College. Attendees will gain a better understanding of the challenges and opportunities associated with academic and applied agriculture programs. This presentation will be especially valuable to anyone considering creating new agricultural programs on their campus, optimizing the value of their existing agricultural programs, and/or interested in networking with other agricultural programs at ACA institutions.

2-D (1): BINGO!: Creating a Choose-Your-Own-Adventure Co-Curricular First Year Experience
Salon B

Michael Bodary: Tusculum University, Assistant Professor of English
Ronda Gentry: Tusculum University, Executive Director of Student Persistence and Engagement and Assistant Professor of Religious Studies

Tusculum University re-invented its traditional orientation program by creating a semester-long BINGO! assignment that combines multiple co-curricular activities and a contract-grading system that lets students choose their paths to success and work for the grade they want to obtain for this major assignment. Attendees will be introduced to Tusculum’s First Year Experience (FYE) innovation and then create and share the beginnings of their own BINGO! project. This presentation should be of interest to those who teach or coordinate Orientation/FYE courses or who are interested in co-curricular projects, student engagement/retention, or contract grading.

2-D (2): Group Rescue: Mending Deterrents to Collaboration
Salon D

J. Michael King: University of Pikeville, Professor of Education

Sometimes groups do not work the way they should, even when all the best, research-based strategies have been implemented. This presentation will explore root causes of the issues that hinder working as a group, and it will propose recommendations to prevent and combat these issues. Participants will be provided with ways to recognize issues that prevent groups from working optimally and concrete strategies to deal with them. Attendees who want to implement group projects in their classes or who have groups that aren’t working as well as they should will have an opportunity to explore solutions.

2-D (3): Teaching Chemistry to Nursing Students: A Collaborative Effort across Disciplines
Salon H

Brent Ferrell: Lee University, Assistant Professor of Chemistry
Sarah Schlosser: Lee University, Associate Professor of Chemistry

Since the inception of the nursing program at Lee University in 2014, the nursing and chemistry faculty have worked closely together to provide a one-semester chemistry course which encompasses many aspects of general, organic, and biochemistry considered to be vital for nursing students. This presentation will focus on the aspects of collaboration, teaching methods in the course, and a research poster presentation required by all students in the course. Attendees will learn about which topics of chemistry we feel are most important for nursing students, some of the challenges we have faced teaching this course, and strategies for engaging students of this course. Nursing and science faculty will especially benefit from this presentation.

9:30 AM – 10:10 AM (FRIDAY)
CONCURRENT SESSION 3

3-A (1): Collaborative Course Design
Salon A

Wendy Beavers: Bluefield College, Assistant Professor of History

In this presentation we will explore how students and faculty can collaborate in the design of courses. We will examine how this worked in a few courses and discuss different ideas for student collaboration in course design. The objective is to explore more meaningful
course design through collaboration with students in those courses. Those interested in creating more student investment in courses are invited to attend.

3-B (1): The Mossy Creek Documentary Arts Festival as a Site of Collaborative Learning
Salon C
Mark Borchert: Carson-Newman University, Professor of Communication, Director of Film Studies

A documentary arts festival provides a campus with a showcase for professional and student documentary filmmakers and photographers, a venue for students’ artistic development, a site of collaborative learning, and a source for campus-wide dialog. This session presents a model for a one-day campus film festival based on Carson-Newman's Mossy Creek Documentary Arts Festival, now in its tenth year. Attendees will review the budgeting, programming, promotion, management, and assessment of a campus-wide documentary arts event and formulate festival possibilities for their own campuses. This session is especially appropriate for faculty in the arts, humanities, and social sciences and for staff in student services and programming.

3-B (2): Cross-campus Collaboration on OER: A Library and Student Success Partnership
Salon F
Ruth Castillo: Emory & Henry College, Library Director
Jolie Lewis: Emory & Henry College: Associate Provost and Dean of Student Success and Retention

This presentation will share what starting an OER program through the OTN looks like. Discussion will cover early successes, challenges, and opportunities for future growth. We will also be emphasizing the added value of bringing the resources of the Library and the perspective of Student Success to the discussion of OER on our campus, which has already led to strong engagement with faculty. The impact of OER initiatives for students and campuses in Appalachia cannot be overstated. ACA Faculty and Staff interested in OER, cross-campus collaborations, student success initiatives, and the impact of libraries should join us to learn how a very modest start has already led to a projected $75,000 savings in textbook costs for our students in the coming academic year.

3-C (1): Ready, Set, Go! It Takes a Village: Incorporating Servant Leadership in a Collaborative Community Service Project among Faculty and Communities in First-Year Experience Courses
Salon D
Wes Auberry: Campbellsville University, Assistant Professor of Business
Chrys Hines, Campbellsville University, Associate Professor of Business

This presentation will focus on how to utilize collaboration among faculty and community in First Year Seminar/Experience courses and how to link classes within a learning model that enhances the student experience, helps students choose a major, and facilitates student success and retention. We will discuss the collaborative approach developed at Campbellsville University that incorporates servant leadership within the framework of a shared community service project. Attendees will learn about the program rationale, curriculum, objectives, how it works, how to gain buy-in, how it was executed, what went well, what could be improved, and overall outcomes. This presentation will be helpful to those stakeholders seeking ways to collaborate and improve first-year student success and retention rates.

3-C (2): Using Springshare Lib Apps to Collaborate across Campus
Salon B
Lori Mattace: Lee University, Assistant Director of Library Services
Julie Burchfield: Lee University, Distance Librarian
Amy Mercer: Lee University, Technical Services Librarian
Diette Ward: Lee University, Instruction and Electronic Resources Librarian

Participants will be provided examples of how to incorporate Lib Apps into various areas of academic librarianship in collaboration with students and faculty to promote learning and research. We will review how we have integrated LibGuides, LibCal, LibAnswers, and LibWizard into library interaction across campus to better serve the needs of students and faculty. Librarians and classroom faculty would benefit from this presentation.

3-C (3): Swinging for the Fences: A Partnership between Tusculum University's Sport Sales Class and the Greeneville Reds Baseball Team
Salon G
Tim Wilson: Tusculum University, Assistant Professor of Sport Management

This presentation will discuss how a newly developed Sport Sales and Revenue Generation course within the Tusculum University Sport Management department is partnering with the Greeneville Reds Minor League Baseball team to provide students with “real world” ticket sales experience. Based on previous partnerships, the presenter will show how collaborating with community organizations can enhance the students' learning opportunities while providing valuable “real world” experience. Attendees will leave this presentation with ideas of how to develop partnerships within the community to enhance their academic programs.
**3-D (1): Interdisciplinary Capstone Seminar for the Natural Sciences**  
Salon H  
*Jason Powell: Ferrum College, Professor of Chemistry and Physics and Dean of Arts, Humanities, Sciences, and Business*

The Natural Sciences and Mathematics seminar course sequence was developed as a capstone for programs in agriculture, biology, chemistry, environmental science, environmental studies, and pre-professional health sciences at Ferrum College. Participants in this session will learn the rationale behind the course sequence, see the assessment tools developed to continuously improve the course, and have the opportunity to give feedback for future development. Faculty, assessment professionals, and administrators will all benefit from attending the presentation.

**3-D (2): Pedagogical Innovation: Use of Peer-Student Validation (PSV) for Skills Check-offs**  
Salon E  
*Dawnetta Marcum: University of Pikeville, Associate Professor of Nursing*

Peer-Student Validation (PSV) is an innovative means of performing skills check-offs to ensure clinical competence. PSV promotes active student involvement which impacts learning. In this session, attendees will be able to describe and implement a collaborative approach to enhance student competence in skills. Target audience are new and seasoned nursing educators; deans, directors, and programs directors; skills coordinators and other faculty interested in a collaborative approach to enhance student competence in skills.

**10:10 AM – 10:30 AM**  
BREAK  
**(FRIDAY)**  
**(9.20)**

**10:30 AM – 11:10 AM**  
**CONCURRENT SESSION 4**  
**(FRIDAY)**  
**(9.20)**

**4-A (1): Collaborative teaching practices for student groups: Experiences in team teaching an upper level biology laboratory class**  
Salon A  
*Lori West: Lee University, Professor of Biology  
Jonathan Cornett: Lee University, Associate Professor of Biology*

This session will describe strategies to effectively team teach a laboratory course. Attendees will recognize effective practices for managing student groups in a laboratory setting using a collaborative teaching environment. Science faculty will benefit most from the presentation.

**4-A (2): Multi-modal Instructional Collaboration among Faculty in Different Disciplines: Bringing Climate Change Out of the Classroom & Engaging Campus & Community**  
Salon B  
*Adrienne Schwarte: Maryville College, Associate Professor of Design & Coordinator of Sustainability Studies  
Mark O’Gorman: Maryville College, Professor of Political Science and Coordinator of Environmental Studies*

Two environmental sustainability faculty, with specializations in different disciplines, will explain three different approaches they have used (co-teaching, hybrid project development, and shared internship and mentoring) to improve and enhance environmental learning, while empowering their students, on their campus and in their local community. Our objective is to enhance teaching to create environmental sustainability projects for campuses and community audiences through hybrid curricular collaboration. This presentation will be of benefit to instructors in any discipline looking for ways to incorporate environmental sustainability into their classroom instruction, and/or in their academic and/or staff departments to engage students in campus sustainability activities.

**4-B (1): Meeting NCAA Requirements and Enhancing the Student Athlete Experience: Cross Collaboration between Athletics and Counseling Services**  
Salon G  
*Jenny Smith: Lenoir Rhyne University, Associate Dean of Students and Director of Counseling Services  
Jennifer Drum: Lenoir-Rhyne University, Assistant Director of Counseling Services  
Michael Spivey: Lenoir-Rhyne University, Counselor*

This presentation will discuss the value of collaboration between Athletics and Counseling Services at Lenoir Rhyne University. The NCAA has made significant changes over the last several years to include education and training for student athletes, around mental health, sexual assault and dating violence, and substance use and abuse. Due to these changes, collaboration between Athletics and Counseling Services on our campus has allowed for more open discussion and treatment around subjects which are often seen as taboo in nature. As a result, more and more student athletes are seeking help when in need, as well as utilizing skills learned to enhance their
lives. Discussion will center upon the varying ways in which these two offices are able to meet requirements of the NCAA, while also enhancing the student athlete experience.

4-B (2): Increasing Student Survey Response Rates by Fostering Interdepartmental Collaboration
Salon C
Kala Perkins-Holtsclaw: Lincoln Memorial University, Assistant Vice President for Planning and Institutional Effectiveness

This presentation summarizes the results of a case study performed at Lincoln Memorial University on increasing student survey response rates by fostering interdepartmental collaboration. The presenter will share details of the interdepartmental communication process utilized in the study, details of obtaining interdepartmental buy-in, copies of communication materials, and a summary of the results. Participants will learn how to increase student survey response rates at their institutions via the LMU example. Administrators, institutional effectiveness/institutional research personnel, and academic affairs personnel would benefit most from this presentation.

4-B (3): Living to Learn and Learning to Lead: A Co-Curricular Approach to Honors
Salon D
Chandra Massner: University of Pikeville, Associate Professor of Communication
Stephen Budney: University of Pikeville, Professor of History
Johnny Fleming: University of Pikeville, Associate Professor of Mathematics

This session will share the achievements of a new co-curricular honors program. Discussion will include the design of the program, its initial implementation, and baseline assessment of the program. The session will examine the benefits of a co-curricular honors program, including an honors living-learning center supervised by a faculty in residence. The session will be most useful for stakeholders associated with honors programs, including directors, administrators, and faculty.

4-C (1): Serving the Underserved in Rural Appalachia: Engagement of Students and Faculty with Community Partners to Address Health Care Needs
Salon F
Jean Irion: Emory & Henry College, Professor and Chair of Physical Therapy Program
Julia Castleberry: Emory & Henry College, Associate Professor of Physical Therapy and Director of Falls Prevention Center
Ashlee Medley: Emory & Henry College, Clinical Assistant Professor of Physical Therapy

This presentation will describe the connection of service learning and civic engagement activities to course objectives and assignments within classes and throughout the program while addressing the mission of the college, community needs and benefits, yet still addressing discipline-specific academic accreditation criteria. Attendees will engage in dialog to assist in the development of such activities in their own classes and programs. The objectives for this presentation will entail the benefits to all parties, planning of learning activities, and assessment of the outcomes of such programming. Those interested in the development of academic programs which include student and community-valued collaborative activities will desire to attend this session.

4-C (2): "The Pen is Mightier than the [Microscope]": Collaborating with the Community to Empower the Literary Arts
Salon E
Donna Summerlin: Lee University, Professor of English

This session will provide examples of two service-learning initiatives successfully implemented into an introductory major course and a pre-professional young adult literature class. While serving local schools and communities, promoting engagement with literature, and enhancing understanding of the power of words to transform our world, these projects simultaneously encourage my students to internalize key values and content of the discipline and help to equip them as future agents of change in their classrooms and communities. Participants will be introduced to collaborative projects that engage students outside the classroom, serve the community, and enhance course content. Breakout groups will brainstorm ideas that can be applied to their own disciplines. This session is most relevant for teachers of writing, literature, and film.

4-D (1): Back to Basics: Writing at Johnson University
Eagle Board Room
Kendra Fullwood: Johnson University, Assistant Professor of English

My teaching philosophy has been to accept the literacies, as well as discourses, that students bring into the writing classroom. The teaching of writing analyses, arguments, etc., to college students can be subjective; additionally, the grading criteria created can be an impediment to a student’s success of the writing task—it can be nebulous (to a beginning college student who is trying to navigate discourses but not necessarily to the writing professor who has a doctorate degree in rhetoric & composition). An objective of this presentation is to suggest writing criteria speaking more to student need as opposed to showing professorial acumen of the discipline. Anyone interested in the writing skills of college students is invited and this is particular to those in English Studies (rhetoric & composition or literature professionals).
4-D (2): Let’s Talk About the Wide World: Teaching the Novel
Salon H
Kelsey Trom: Tusculum University, Assistant Professor of English
Vicky Johnson: Tusculum University, Assistant Professor of English

This session will explore the challenges and rewards of teaching novels to non-English majors. We will share our triumphs and fails and solicit your experience teaching the novel in an era of decreased book readership. Of particular interest are the challenges of choosing the right texts, using novels as springboards to discussions of societal issues, and dialoguing about narratives with challenging content. We have taught novels in general composition courses, literature surveys, and special offerings: Literature of Sexuality; The Southern Novel; Great Works You Should Have Read by Now; Literature of the Wilderness; Irish Literature; Beach Reads; and Appalachian Literature. Like most English teachers, we love novels and believe the experience of reading them with a group can be transformative for our students and ourselves.

11:20 AM – 12:00 PM
CONCURRENT SESSION 5 (FRIDAY)

5-A (1): Examining Self-Directed Learning Readiness Growth among Doctoral Candidates through Sequential Core Curriculum
Salon A
Andrew Courtner: Lincoln Memorial University, Assistant Professor of Education
Julia Kirk: Lincoln Memorial University, Adjunct Professor of Education

To help students gain skills to be ready for the dissertation phase, a sequential core curriculum was developed by faculty in an EdD program. EdD faculty measured students’ self-directed learning readiness three times throughout the first year of the program to determine if their readiness changed throughout the first year in the sequential core curriculum to better prepare them for the dissertation phase. Attendees will gain knowledge on the purpose of the sequential core and how doctoral candidates’ self-directed learning readiness changed through the curriculum. This session is beneficial for graduate program directors and faculty.

5-A (2): Seven Instructors – One Lesson: How to Maintain Continuity of Instruction across Multiple Sections of the Same Course
Salon B
Jeannie Duff: Lee University, Lecturer of Nursing

Consistent instruction of material when multiple instructors are teaching the same content of the same course is a challenge that can be overcome. This presentation will address and provide examples of organization of the syllabi, calendars, lesson plans, concepts, assignments, learning management system, question bank, and quizzes to provide students with an equitable learning experience no matter who is teaching the section. Communication among the faculty will also be covered. This continuity provides a firm foundation for the scaffolding of learning that is needed as student’s progress in the curriculum. Attendees will learn how to keep continuity among faculty presentations and student learning when multiple instructors are teaching the same course. Lead instructors and new faculty will benefit from this presentation.

5-B (1): Reaching Out with Outreach: Building a Collaborative Community
Salon D
Amanda Peach: Berea College, Assistant Director of Library Services
Delilah Gibbons: Berea College, Reference Associate

This presentation will examine innovative ways that Hutchins Library has moved beyond their traditional partnerships with freshman composition teaching faculty to foster new relationships across campus. Seeking to provide outreach beyond their longstanding information literacy program, Hutchins Library has utilized zine and graphic novel collections, a cup library, and even rubber duckies to engage their community. Attendees will learn from our experiences, both good and bad, as well as share their own experiences around collaboration, including ideas on effective marketing and assessment strategies. The result of the discussion will be a master list of ideas to take back home after the conference. This presentation would benefit both librarians and teaching faculty looking for ways to partner with their library.

5-B (2): Breaking Down Silos, Building Up Spirit: New Faculty Mentoring
Salon C
Pamela Gilliam: University of Pikeville, Assistant Provost

In this presentation you will hear how UPIKE created a mentoring program for new faculty that has expanded thanks to a grant from the Lily foundation. Started in 2018, the program currently includes medical school faculty as well as undergraduate faculty across disciplines. Attendees will learn about the challenges of creating a new faculty mentoring program, how the program is uniting faculty
across campus, and how to instill the university's mission in new faculty. The session will be of interest to academic leaders and faculty seeking to begin a new faculty mentoring program and improving the onboarding experience for faculty members.

5-B (3): Using Digital Media to Give Voice to Stories Unearthed in the College Archives
Salon F
Mei Mah: Warren Wilson College, Catalog Librarian and Digital Storyteller
Diana Sanderson: Warren Wilson College, College Archivist
David Bradshaw: Warren Wilson College, Electronic Resources Librarian and Sound Lab Director

This presentation will describe a digital storytelling project that brought together existing resources on our campus to create a short documentary video. We will show the video as part of the presentation. Such a project can be achieved at relatively low cost, with equipment such as smartphones, inexpensive USB microphones, and free or low-cost digital media editing software. Digital storytelling has the potential to involve students in new ways of engaging in research and writing, while cultivating digital literacy skills. This session may be useful to teachers, librarians, archivists--any staff members who are interested in using digital media to facilitate student engagement and learning.

5-C (1): Collaborating in Urban Knoxville
Salon G
Kenny Woodhull: Johnson University, Professor, Intercultural Studies & Director of Urban Alliance

My presentation covers the mission, vision, and values of Johnson University's Urban Alliance, the occasion of its launch in 2014, the operational structure and financial models that undergird the various initiatives, and a critique of its strengths and weaknesses since its inception five years ago. The primary learning objectives are oriented around increasing participants' understanding of the Urban Alliance as a radically collaborative initiative and how the principles of this project might be realized in attendees' contexts. This presentation will be particularly resonant among University leaders, academic deans, community outreach personnel, nonprofit leaders, and profs and students who are willing to become servant leaders in their context in a way that makes both dollars and missional sense.

5-C (2): Beyond the Lesson Plan: How Collaborative Partnerships with Educational Learning Sites Builds Teacher Candidate Experience
Eagle Board Room
Susan Wagner: Lincoln Memorial University, Associate Professor of Education

As a professor in the Masters of Education in Initial Teacher Licensure program, I have partnered with two educational sites, The East Tennessee History Center and The Great Smoky Mountains Institute at Tremont, for our teacher candidates' real-world preparation in teaching social studies and science content areas. These specific partnerships allow teacher candidates to learn about our state and local history and our natural science resources through onsite hands-on experiences designed in collaboration with these education partners. Through our work with these educational sites, we enable our graduates to continue these partnerships and establish additional collaborations from their future schools and classrooms.

5-D (1): Assess without the Stress: Redesigning a Science Course so Students Can Learn
Salon E
Elizabeth Thomas: University of Pikeville, Assistant Professor of Chemistry
Mathys Meyer: University of Pikeville, Dean of Student Success

The science, technology, engineering, and mathematics (STEM) curriculum present many challenging subjects for students, and these courses are required for acceptance in various healthcare professions, as well as, many other careers in STEM fields of study. Yet the failure rate for these courses is notoriously high. One factor maybe the role stress plays in the students' classroom performance. To redesign the classroom to reduce stress, we implemented metacognitive exercises such as exam wrappers and generated a modified specification grading system. This presentation will enable STEM educators to create exam wrappers and design a grading system that reduces students' stress within the classroom.

5-D (2): Crisis in critical thinking and research
Salon H
Kathy Walczak: Union College, Associate Professor of Psychology
Katie Flynn: Union College, Assistant Professor of Psychology

Well researched and collaborative decisions based on facts, statistics, and critical thinking are now more important than ever. Making decisions based on “gut instinct”, common knowledge, expediency, emotions, political popularity or "fake news" can result in flawed outcomes, and serious financial and social cost. This presentation will discuss the crisis in critical thinking with not only our students but also in our schools, colleges, and society. We will explore how to teach appropriate decision-making skills, the effective decision-making models and how to make appropriate decisions. This workshop will explore a variety of situations where research has been misinterpreted with faulty critical thinking skills and how to reinterpret the results from a critical thinking perspective. This workshop would be appropriate for all attendees.
12:00 PM – 1:40 PM
LUNCH AND KEYNOTE SPEAKER

The Meadow (for all Summit Registrants)

Join colleagues from ACA member institutions for lunch, to get an update on current and new ACA programs, and--most especially--to hear a stimulating talk from Dr. Elizabeth Catte, the 2019 Summit Keynote Speaker.

Dr. Catte is a writer and historian from Knoxville, Tennessee who now lives in Staunton, Virginia. She holds her Ph.D. in public history from Middle Tennessee State University. Catte is the author of What You Are Getting Wrong about Appalachia and the forthcoming Pure America. She has written about rural America for many publications including The Guardian, Washington Post, Boston Review, and The Nation. She is the co-founder of Passel, an applied history consulting firm, and also acquires work in history and Appalachian Studies for West Virginia University Press.

1:40 PM – 2:20 PM
CONCURRENT SESSION 6

6-A (1): Using math activities for formative assessment, collaboration, and discussion
Eagle Board Room

Ian Lundholm: Milligan College, Assistant Professor of Mathematics

Collaboration in the math classroom is difficult to manage but beautiful when accomplished. I will introduce strategies for facilitating productive math discussions and using the Desmos activity builder. This session is designed for math educators but friendly enough for anyone. Please bring a laptop, as this presentation is interactive.

6-A (2): Classroom Collaboration Strategies to Maximize Student Satisfaction, Success, and Skills
Salon G

Susan Weaver: University of the Cumberlands, Professor of Education, Assistant Director of Assessment
Kim Miller: University of the Cumberlands, Associate Professor of Theatre
Glenda Warren: University of the Cumberlands, Professor of Health
Chris Lockhart: University of the Cumberlands, Associate Professor of Mathematics (not attending)

This session models an approach to a group presentation that incorporates aspects of math, theater, health, and human services but that can be adapted for any discipline(s). The presenters share strategies to develop collaboration in the classroom to truly engage each student in group work without forcing a “library research, write, present/read” format. The theater prof will talk about scaffolding assignments, the human services prof will talk about sources of data, the math prof will talk about the understanding of data, and the health prof will talk about analyzing cause and implications. The objective is to demonstrate a format that provides structure, options, and individual accountability while cultivating professional collaboration and presentation skills. This session will be useful for in-seat and online courses.

6-B (1): Good Health-Share Coverage: The Medical Humanities Initiative at Lincoln Memorial University
Salon F

Sandra Weems: Lincoln Memorial University, Assistant Professor of English
Rick Slaven: Lincoln Memorial University, Coordinator of Student Advancement, DeBusk College of Osteopathic Medicine

What is “medical humanities”? We invite you to attend this introduction to the multi-disciplinary field of medical humanities and discussion about the ways we’re collaborating across programs to bring its practice to our students at LMU and the DeBusk College of Osteopathic Medicine. We will discuss teaching these concepts and show you how we have found interdisciplinary collaboration essential for helping students grow, whether as health-care professionals or simply as consumers who use or will use health-care in the U.S. By sharing details of our initiative, we hope to spark some ideas for you to use and to illustrate ways that the many benefits of this field of study will extend beyond our campus to our local community. The presentation is intended for anyone interested in humans and health!

6-B (2): Engaging Students in Public Art Projects
Salon D

Angelia Wilson: Lees-McRae College, Assistant Professor of Communication Art and Design

Art is often looked at as a second thought or not a necessity to the education of those in society. I have begun a new course called mural painting and public art where the students are taught about artists who create in places and on surfaces that go beyond what they are taught in the classroom. The students learn about the artists, their techniques and the methods. They take ownership in the development and creation of a mural or public art for the local community. All Professors who want to engage their students on a new level and get them excited about their education through creative development will benefit from this presentation.
Remote Operated Vehicles to Engage and Retain Students

Salon E

Michael Castelaz: Brevard College, Associate Professor of Physics
Maureen Drinkard: Brevard College, Associate Professor of Environmental Studies
Jennifer Frick-Ruppert: Brevard College, Professor of Biology
Tim DeLisle: Pisgah Astronomical Research Institute, Field Study Officer (not attending)

Undergraduate introductory science and math students at Brevard College control remote rovers with sensors exploring a 200-acre habitat at the Pisgah Astronomical Research Institute in the Pisgah National Forest in western North Carolina. We will present the project, use the rovers, and work with participants to expand the project to other colleges and universities. Faculty teaching introductory STEM courses may find the use of remote sensing a welcome addition to the tools for engaging their students. By using broadly applicable, transformational technology - remote control robots - this project is meant to engage and inspire math and science undergraduate students. ROVERS is supported by NSF DUE 1607952.

Support of Adjunct Faculty: A Critical Collaboration

Salon B

Janet Painter: Lenoir-Rhyne University, Professor of Education and Director of Engaged Scholars Program

This presentation addresses the current state of part-time faculty in higher education in the United States and shares ideas of how institutions can support adjunct faculty in meeting their both needs and those of the larger academic community. Participants will assess their understanding of the current status of adjunct faculty in higher education, their institution's interactions with and support of adjunct faculty, and they will be given the opportunity to create action statements to support adjunct faculty. Attendees who would most benefit from this presentation are faculty, staff, or administrators who work with part-time faculty.

Replacing Silos with Bridges - Interprofessional Education at Emory & Henry College

Salon C

Steven Bitticker: Emory & Henry College, Associate Professor of Physical Therapy
Eric Coley: Emory & Henry College, Director of Clinical Education
John Graham, Emory & Henry College, Professor of Physical Therapy
Ashlee Medley, Emory & Henry, Clinical Assistant Professor of Physical Therapy
Stephanie Williams: Emory & Henry College, Clinical Assistant Professor of Occupational Therapy

Presenters will discuss both philosophy and mechanics of interprofessional education as applied to health professions. Learning objectives will address settings and methods where IPE is utilized to prepare future clinicians for collaborative practice. Those who will benefit from this presentation include administrators and faculty representing institutions that have, or are developing, graduate health profession programs; undergraduate pre-professional advisors; and any educators who recognize current environmental demands that call for interprofessional training.

Trial and error: Contract grading in freshman composition courses

Salon H

Michael Bodary: Tusculum University, Assistant Professor of English

Transitioning from a traditional grading model to a contract grading model can be challenging yet rewarding for both teachers and students. Attendees will be introduced to a contract grading system used in a first semester freshman composition course, allowing them to evaluate its effectiveness while considering its potential for further adaptation into other courses. While this presentation is focused on contract grading in first semester freshman English courses, it may be of value to instructors interested in using contract grading in other disciplines.

1:40 pm – 5:00 pm

TLI Leadership Forum (CLOSED SESSION) (FRIDAY) (9.20)

TLI Track II Leadership Session (open only to 2019 TLI Track II attendees)

Salon A

Katie Fisher: Lenoir-Rhyne University, Assistant Provost and Dean of Student Life
Joan Probst: Alderson Broaddus University, Provost (not attending)
Larry Hall: Appalachian College Association, Vice President for Academic Programs

Participants from the 2019 Leadership Track will discuss the findings of their post-Institute research projects regarding specific leadership issues.

Please note: this is a closed session, open only to faculty and staff who attended the TLI Track II in June.
2:30 PM – 3:10 PM
CONCURRENT SESSION 7

7-A (1): Collaborative Huddle Engaging Magnification: CHEM
Salon E
Kay Johnson: University of Pikeville, Assistant Professor of Chemistry

Participants will be engaged in an experiment using household goods to explore team-based collaborative learning laboratory techniques in science. Faculty can learn ways to engage students in science using team-based collaborative learning practices and ways that collaboration provides more than content knowledge. Faculty members in the laboratory sciences would benefit the most from this presentation.

7-B (1): Fostering Leadership and Improving Morale through an Annual Student Achievement Symposium
Salon B
Dustin Hixenbaugh: Bethany College, Assistant Professor of English
Diane Snyder: Bethany College, Assistant Professor of Psychology

The co-founders of Bethany College's annual Symposium of Scholarship discuss the event's genesis, the challenges of organizing it at a school with limited financial resources and facing low faculty morale, and the inspiration it has provided as the college has devised a new strategic plan. We expect the presentation to be of particular interest to faculty and administrators from colleges that are small and/or located in rural contexts, who will gain a deep understanding of how a cadre of professionals at one school have successfully executed an inspiring, large-scale event by encouraging cross-departmental collaboration and igniting the leadership of individual students, student groups, tenured and untenured faculty, and staff.

7-B (2): Managing Up ≠ Sucking Up: How to Lead by Following
Salon C
Haley Fannin: University of Pikeville, Reference and Instruction Librarian
Edna Fugate: University of Pikeville, Director of Library Services
Tyler Kroon: University of Pikeville, Digital Outreach and Instruction Librarian

This presentation will explore the concept of "managing up" or how to manage those that lead us in the context of higher education. Participants will identify and assess both their own and their boss' workstyle personalities. Are you a harmonizer like Michael Scott or more of an energizer like Leslie Knope? Based on these workstyle personalities, participants will develop strategies of intentional interaction and relationship building. The presentation will also delve into the most common difficult behaviors bosses exhibit and methods for dealing with these behaviors. All faculty, staff, and administration (anyone with a boss or supervisor) can benefit as two employees and their Director share their experiences in managing up.

7-B (3): Breaking Out into Collaboration: Learning More in Community
Salon D
Sarah Schlosser: Lee University, Associate Professor of Chemistry
Alissa Jackson: Lee University, Student

This presentation will examine the impact of Lee University's NSF S-STEM iMASS (integrated Math and Science Scholars) grant on collaboration among students and faculty to enhance student retention and preparation. It will provide examples of ways in which learning in community creates opportunity for acquiring deeper and broader knowledge. Attendees will learn a variety of ideas for developing a collaborative framework (or creating community) to support students of related disciplines, using specific examples for STEM students. This presentation will be helpful for faculty considering ways of increasing collaboration within student populations and between students and faculty in a department or related departments.

7-B (4): Trends of College Admission from One Tennessee Rural School District after Tennessee Promise
Salon G
Cherie Gaines: Lincoln Memorial University, Assistant Professor of Education
Andrew Courtner: Lincoln Memorial University, Assistant Professor of Education

As educators, it is imperative that we understand the change in the trends of college enrollment prior to and subsequent to the Tennessee Promise scholarship program. Understanding these trends will help public school educators focus their attention on the students' needs and will help re-focus based on academic match rather than solely program suggestions. Identifying these trends will benefit higher education staff as they consider new applicants; higher education professors as we guide public school educators; and public school administrators, counselors, and teachers as they provide guidance to their own students.
7-C (1): Living Learning Communities in Rural Appalachia
Salon F

Sharon Perot: Bluefield College, Dean of the Caudill School of Business & Co-Founder of the Appalachian Summit Center

This presentation is about a rural Appalachia community, McDowell County, a local college and a newly created start-up, Appalachian Summit Center, that found a way to work with community leaders to address issues around inadequate access to quality healthcare services and nutrient-rich food, rising addiction rates, and lack of employment opportunity. The learning objectives focus on applying design thinking to enhance community engagement and illustrating how action learning models can lead to innovative community outcomes. Attendees who are interested in learning about social change entrepreneurs and how living-learning communities can drive innovative solutions will find this presentation valuable.

7-C (2): Collaboration in Course Design and Instruction: Creating a Theatre for Social Change Course
Eagle Board Room

Christie Connolly: Union College, Assistant Professor of Theatre

Based on artist residencies with theatre companies in Abuja, Nigeria, and Memphis, TN, I designed and instructed a Theatre for Social Change course that incorporates strategies that foster dialogue among students with different academic disciplines, skill levels, and social justice interests. Participants will consider effective course design focused on interdisciplinarity and will practice collaborative in-class student activities. Classroom instructors interested in creating and/or teaching courses that focus on community engagement initiatives and staff in Community Engagement, Diversity Enhancement, or Service-Learning Departments will benefit most from this presentation. Although the course is specific to theatre, its goals are applicable to anyone interested in collaborating more effectively with marginalized communities.

7-D (1): Online Professor Presence: Strategies for Success
Salon H

Julia Price: Carson Newman University, Associate Professor of Education
Kelly Price: East Tennessee State University, Associate Professor of Marketing

Presenters will demonstrate concrete examples and supporting research regarding professor presence within online courses. Additionally, the presentation will address the skill of transforming this content into practice, valuable practical applications, the importance of professor presence in the online classroom, and why such presence is important in building a learning community in the online environment. The presentation is appropriate for all instructors of blended and exclusively online environments.

3:10 PM –3:30 PM
BREAK

3:30 PM –4:10 PM
CONCURRENT SESSION 8

8-A (1): Using Graphic Novels to Teach Critical Social Issues
Salon B

Holly Hillgardner: Bethany College, Associate Professor of Religious Studies
Chryst Cobb: Wingate University, Assistant Professor of Religion

Graphic novels provide a unique opportunity for college students to think critically and empathetically about social issues. Many of us--across disciplinary boundaries--are interested in pedagogies that encourage students to become engaged and compassionate citizens of the world. In this presentation, professors from two different colleges collaborate to explore the uses of graphic novels across the curriculum. With the help of graphic novels, we aim to guide students as they wrestle with complex topics, such as gender, race, religion, sexuality and the environment, for example, as well as their crucial intersections. We hope to attract participants from all disciplines—not just the humanities—so we especially invite those in the sciences, social sciences, arts, and beyond to collaborate as we think together about using graphic novels.

8-B (1): From Community to Transcripts: How ePortfolio Can Transform a College Identity
Salon C

Bradley Hartsell: Emory & Henry College, Integrative Learning Technology Coordinator

This presentation will outline how Emory & Henry recently used ePortfolio to expand its academic transcript, as now students have community-focused projects officially recorded to their transcripts. In addition, this presentation will show how to use ePortfolio and civic involvement at varied levels. This presentation will show how even one proactive professor could use ePortfolio in their class, requiring their students to develop projects that have a community-focus. This presentation can be considered adjacent to project-based learning and its advocacy. However, it will also provide something of a roadmap for how institutions with the requisite
infrastructure may 1) evolve their campus-wide ePortfolio initiative; 2) expand their student transcript; and 3) apply to be a designated institution for community engagement.

8-B (2): Coaches and Faculty on the Same Team: Collaborating to Address Student Athletes and Their Unique Challenges
Salon D
Marisa Greer: Union College, Dean of Nursing, Health, and Natural Sciences
Tim Curry: Union College, Athletic Director
Melinda Rice: Union College, Director of QEP
Sam Lee: Union College, Assistant Athletic Director

Union College is making efforts to forge a partnership between Athletics and Academic Affairs in order to benefit student athletes. This roundtable will feature leaders from Union’s Athletic and Academic areas who will address the particular challenges and adversity that student athletes sometimes face and will propose strategies for meeting their needs and helping them overcome their struggles. The audience will be encouraged to participate in this open discussion and develop actionable suggestions to bring to their campuses.

8-C (1): Engaging Undergraduates in Research through DPAL (Distributed Pharmaceutical Analysis Laboratory): Screening for Low Quality Pharmaceuticals in an Undergraduate Laboratory Setting
Eagle Board Room
David Park: Ferrum College, Assistant Professor of Biology
Laura Grochowski: Ferrum College, Associate Professor of Chemistry (not attending)
Maria Puccio: Ferrum College, Associate Professor of Chemistry (not attending)

DPAL is a citizen scientist group which partners with pharmacists in low- to middle-income countries (LMICs) to obtain samples for potentially low quality or falsified medicines. These samples are then distributed to undergraduate institutions in the DPAL network for analysis. This offers a real-world, interdisciplinary problem for undergraduate students to tackle. Faculty and students across the disciplines at Ferrum College are currently developing methods for active pharmaceutical ingredient (API) analysis of samples obtained through the DPAL program. This presentation will discuss how the method development and sample analysis will be incorporated into various courses in the department such as analytical chemistry, medicinal chemistry, biopharmaceuticals, and independent research.

8-C (2): Overcoming Fear of the Religious 'Other': Benefits of a Christian Muslim Interfaith Partnership
Salon E
Brent Brewer: Johnson University, Professor of Intercultural Studies
Zaynab Ansari: Tayseer Seminary, Professor and Resident Scholar of Islamic Studies

We created an Interfaith partnership to address the fear of the religious ‘other’ in our current socio-political environment. Johnson University is a conservative Christian college and most of the students come from families and communities that identify as white Evangelical. They have a very limited knowledge about the religion of Islam and few connections with American Muslims. Tayseer Seminary is a conservative Islamic school with many second-generation American students from a variety of ethnic backgrounds, and most have limited interaction with Evangelical Christians. Even though they come from very different backgrounds the students have responded very positively to this collaboration of interfaith education and dialogue. The partnership has significantly improved their religious literacy, changed negative attitudes and removed false stereotypes. Attendees interested in sociology, religion and cross-cultural engagement will learn how the partnership developed, the benefits of the collaboration and the positive outcomes.

8-D (1): Using Concept Inventories to Assess Student Learning at the Course Level
Salon F
Luke Huggins: West Virginia Wesleyan College, Associate Professor of Biology

D’Avanzo (2008) defined concept inventories as research-based instruments that measure students’ conceptual understanding of topics where students share common misconceptions and faulty reasoning. A concept inventory is administered as a low-risk, pre- and post-test to determine student learning gains. We will discuss the challenges and successes of administering content inventories to students in biology courses at the 100- through 300-level. The objective of content inventory use is to track, in a meaningful way, the durability of student learning gains across a semester. Concept Inventories were first used to assess learning in Newtonian physics, but now have been developed and verified for many STEM fields.

8-D (2): Ten Tips for Teaching and Serving Students with Disabilities
Salon G
La-Juan Bradford: Lee University, Director of Academic Support

The National Center for College Students with Disabilities suggests that 19% of all college students have some type of disability (learning, ADHD, psychiatric, health/chronic, and/or mobility). With 1 out of 5 college students having a disability, college faculty need training on how to teach students with diverse challenges. In addition, college staff need to learn strategies on how to work with students with varied needs in offices and dorms. The responsibility to serve students with disabilities is not the responsibility of one office but rather the entire campus. In this workshop, participants will learn ten (10) ways to positively interact and assist college students with disabilities. Participants will leave this workshop ready to implement what they learned on Monday morning.
### 8-D (3): Weaving the Story: Curriculum as Narrative
**Salon H**

**James Browning:** University of Pikeville, Professor of Religion  
**Amanda Slone:** University of Pikeville, Associate Professor of English/ Director of First-Year Experience

This session focuses on how to use narrative as a strategy and form for both curriculum planning and for broader institutional goals. Participants will discuss how narrative can shape curriculum planning and shape course structure. This session will be useful for those involved in curriculum design (particularly General Education) and those seeking to increase student engagement.

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<th>Time</th>
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<tr>
<td>4:20 PM</td>
<td><strong>CONCURRENT SESSION 9</strong></td>
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<td><strong>(FRIDAY)</strong></td>
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<td><strong>Salon B</strong></td>
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| **Kelly Bremner:** Emory & Henry College, Associate Professor and Chair of Theatre  
**Bethany Taylor:** Bethany College, Director of the McCann Learning Center  
**Rebecca Hergert:** Lee University, Assistant Professor of Nursing  
**Katherine Everhart:** Tusculum University, Assistant Professor of Sociology  
**Susan Monteleone:** Tusculum University, Associate Professor of Biology  
**Maria Zalduondo:** Bluefield College, Associate Professor of Languages |

The changing landscape of higher education has many of us thinking and re-thinking about what it means to be an effective educator with an increasingly diverse student body. The diversity we encounter in our classrooms ranges from identity-based diversities, to diversity more broadly defined such as learning styles and college preparedness. Through learning and applying Dr. Rupert Nacoste's concept of "Neodiversity," Track I participants at this year's TLI were able to deeply reflect on engaged pedagogies to directly address the diverse student populations we all find in our classrooms. In this presentation professors from multiple ACA institutions will describe what they brought back to their home institutions after the TLI and offer tangible ideas for other professors looking to address diversity in their own setting.

### 9-B (1): Student Research: The Importance of Collaboration between Student Researchers, their Research Advisors, Administration, and the University’s Institutional Review Board (IRB)
**Salon F**

**LeAnne Epling:** University of Pikeville, Professor of Psychology  
**George Asimellis:** University of Pikeville, Associate Professor of Optometry and Director of Research  
**Michael Carnes:** University of Pikeville, Associate Professor, Osteopathic Principles & Practices (not attending)

As university faculty and staff we must create an environment that encourages more students to conduct research projects. This high-impact student experience provides numerous benefits for students, their research advisors, and the university as a whole. These experiences instill in our students a variety of important skills like critical thinking, writing skills, and oral communication skills, which are crucial in preparing our graduates for either continuing their education or entering the workforce. This session will discuss how students, research advisors, administration, and the Institutional Review Board (IRB) must work together to accomplish this goal. Due to the broad nature of this presentation, it will be appropriate for any department on campus that are interested in increasing research opportunities for students.

### 9-B (2): College and Community Collaboration in an Intercultural Communication Course
**Salon C**

**Daniel Koger:** Lindsey Wilson College, Associate Professor of Communication  
**Sabine Eastham:** Lindsey Wilson College, Director of the International Student Program (not attending)

The international students at an ACA college or university are a priceless learning resource for all students, but especially for those trying to master the challenges of intercultural communication. We show how a member of the communication faculty successfully collaborates with the Director of the International Student Program and members of the surrounding community to bring intercultural awareness to our American students, many of whom have limited understanding of the world outside their home regions.

### 9-B (3): Collaborative Poetry, or, How a Professor and Recent Graduate Invented a New Verse Form
**Eagle Board Room**

**Doug Van Gundy:** West Virginia Wesleyan College, Director of the MFA in Creative Writing  
**Kevin Chesser:** West Virginia Wesleyan College, MFA Graduate

This presentation will center on the creative friendship between a poetry professor and his former student as an example of an under-explored avenue for collaboration. Attendees will learn how these two identified common poetic interests while in the traditional
teacher/student relationship, cultivated a working friendship after the student graduated, and eventually came to collaboratively write over one hundred poems in a new verse form of their own creation. The presenters will read a small selection of the finished poems as part of the presentation and offer suggestions to attendees interested in building teacher/student collaboration beyond the classroom and the commencement ceremony.

9-C (1): Twelve Years of Teaching and Six Community Needs Assessments
Salon D
Peg Wimmer: Ferrum College, Assistant Professor of Sociology

During my career at Ferrum College, beginning in 2007 the Social Work and Sociology Programs have worked closely with a local community services agency called Solutions That Empower People (STEP). As part of this collaboration students in the senior level research methods course have conducted a multiple county needs assessment across the local area surveying the needs of residents in Franklin, Patrick and Henry Counties and the towns of Rocky Mount, Stuart, and the City of Martinsville in Virginia. The involvement of these students allowed them to apply not only the theoretical principles of good research methods but to develop the skill sets necessary in open public recruitment of survey participants and the analytical skills to determine the significant outcomes of the data collected.

9-C (2): Collaboration done the 'WRITE' way
Salon E
Shane Brown: Lee University, Assistant Professor of Education
Jesse Wood: The University of Tennessee, Doctoral Student & Teacher, Bradley County Schools

Education is driven by progress and change and with this come new methods of instruction, curriculum requirements, and sometimes accelerated initiatives. School-university partnerships have become state mandated initiatives that require effective collaboration efforts between the university and the local school systems. This presentation discusses the challenges and successes of an effective collaborative partnership between a writing teacher and faculty member of an educator preparation program. This presentation will engage participants using activities, group discussions, and time for questions on how educator preparation faculty might stay well-informed on changes in school-university partnerships. Faculty involved in teacher training and collaborative partnerships with school districts would benefit from this presentation.

9-D (1): Dissertation Homeroom in a Doctoral Program
Salon G
Cherie Gaines: Lincoln Memorial University, Assistant Professor of Education
Andrew Courtner: Lincoln Memorial University, Assistant Professor of Education
Shannon Collins: Lincoln Memorial University, Professor of Education

Last year LMU faculty discussed a new sequential core curriculum, offered across concentrations (Instructional Leadership, Curriculum and Instruction, and Higher Education) to better prepare students for completion of dissertation work. In this presentation, faculty will discuss an innovative Dissertation Homeroom, where students across curricula concentrations are provided collaborative instruction from all faculty, which is then supported in core research courses and individual concentration courses by faculty. This collaboration effort has supported faculty cohesiveness in teaching writing for the dissertation, provided students the opportunity to learn about research and assignments in a large group with other faculty, and supported in-class assignments and the sequential core for individual concentration work.

9-D (2): Micro-credentialing: Learner Focused Design
Salon H
Amy Rottmann: Lenoir-Rhyne University, Assistant Professor of Education
Molly Duggan: Lenoir-Rhyne University, Associate Professor of Educational Leadership

This session will assist faculty and instructional designers in creating an inclusive, authentic, and innovative approach to curriculum design. Micro-credentialing is an instructional approach that engages today’s learners through bite-sized information in a cost effective manner. Join this session to hear a first-hand experience of how two faculty members transitioned traditional courses into a micro-credentialing format. The presenters will share a micro-credentialing template that can be modified to meet your program needs. Participants will engage in a discussion concerning the benefits and challenges of micro-credentialing.

5:30 PM –6:45 PM (FRIDAY)
DINNER & FELLOWSHIP (9.20)

The Meadow (for all Summit Registrants and registered Ledford Scholar guests)
DESSERT

“Skies” Lobby (outside Salons G & H)

Enjoy a lovely dessert following the evening meal while exploring the Ledford Scholar’s summer research projects and findings.

LEDFORD SCHOLARS POSTER PRESENTATIONS

“Skies:” Salons G & H (open to all Summit attendees and Ledford Scholar guests)

All Summit attendees are encouraged to join us as we highlight the ACA Ledford Student Scholars summer research projects. This year, 31 students from ACA member institutions received support to work on research, with their findings shared in these poster presentations. A special thanks goes to each student’s faculty mentor from home institution, who oversaw the student’s work.

Monitoring the Movement and Burrowing Behavior of Endangered Epioblasma brevidens, the Cumberlandian Combshell mussel, in Relation to Rearing Conditions and Substrate Type

Justin Anderson-Woodard: Lincoln Memorial University
Mentor: Aggy Vanderpool, Associate Professor of Biology

Maintaining Virtue in the Seat of Empire: Debating Virtue in New York’s Ratification Contest

Shelby Bolton: University of the Cumberlands
Mentor: Nathan Coleman, Associate Professor of History

Correlation of Core Stability, Fundamental Movement Patterns, and Incidence of Lower Extremity Injury in Collegiate Athletes

Lauren Campbell: King University
Mentor: Scott Landis, Clinical Assistant Professor of Athletic Training (Washington State University)

Quality of Life in Adults with Autism

Amanda Catzo: Bethany College
Mentor: Diane Snyder, Assistant Professor and Chair of Psychology

White Washed: The History of Urban Renewal in Asheville and Its Ongoing Impact on the Black Community

Tashia Ethridge: Warren Wilson College
Mentor: Jeffrey Keith, Professor of Global Studies

Community-level physiological profile and lignin degradation of microbial assemblages associated with Epifagus virginiana

Desiree Evans: University of Charleston
Mentor: Aida Jimenez Esquilin, Assistant Professor of Biology

Detecting Abnormalities in Lithium-ion Batteries: A Closer Look at a Battery’s Waveform”

Andrew Franklin: Lee University
Mentor: Debra Gladden, Associate Professor of Mathematics

Identity in Lycanthropy: A Clinical, Cultural, and Literary Examination

Alisha Helton: Lincoln Memorial University
Mentor: Sandra Weems, Assistant Professor of English

Identification of Presence of Eastern Hellbenders (Cryptobranchus alleganiensis) in the Cumberland Gap Region utilizing environmental DNA detection methods

Hana Hess: Lincoln Memorial University
Mentor: Whitney Kistler, Assistant Professor of Conservation Biology

Courting Martyrdom: A Study on the Use of Invective in the Writings of Lucifer of Cagliari"

Hannah Holley: Lee University
Mentor: Aaron Johnson, Associate Professor of Humanities
Species Composition of Small Mammals at Happy Hollow Research Site
Joshua Isaacs: University of the Cumberlands
Mentor: Sara Ash, Professor of Biology

Characterization of Novel TMEM67 Gene Variants Associated with Joubert Syndrome
Alissa Jackson: Lee University
Mentor: Jonathan Cornett, Assistant Professor of Biology

Comparison of Bat Detection Methods in the Monongahela National Forest
Jasmine Kyle: Alderson Broaddus University
Mentor: Kelley Flaherty, Assistant Professor of Biology

An Investigation of cellulose degradation by haustorium associated microorganisms (HAMs) inhabiting Epifagus virginiana
Jasmine Lafferty: University of Charleston
Mentor: Aida Jimenez Esquilin, Assistant Professor of Biology

Burrowing success of endangered juvenile Epioblasma capsaeformis in relation to rearing conditions and substrate type
Jacob Lanning: Lincoln Memorial University
Mentor: Aggy Vanderpool, Associate Professor of Biology

Range and Habitat Analysis of the Conasauga Blue Burrower
Paul Montgomery: Lee University
Mentor: Michael Freake, Professor of Biology

Distribution of Woodland Salamanders in Greene County, Tennessee.
Levi Morgan: Tusculum University
Mentor: Conor Keitzer, assistant Professor of Environmental Science

Solid Phase Organic Synthesis of an Antibody Conjugate Linker
Haley Osborne: University of Pikeville
Mentor: Elizabeth Thomas, Assistant Professor of Chemistry

The Prevalence of Refractive Error of Adults in the Appalachian Region and El Salvador
Jacob Plumley: University of Pikeville
Mentors: Eilene Kinzer and Benjamin Konig, Assistant Professors of Optometry

How Therapeutic Riding Benefits Physical and Social Functioning for People Affected by Autism
Eden Rice: Bethany College
Mentor: Melanie Sinclair, Professor of Social Work

Canada Geese (Branta canadensis) as Mechanical Vectors of Bacterial Pathogens and Parasitic Protozoa
Liberty Sheppard: Emory & Henry College
Mentor: George Argyros, Associate Professor of Biology

Identification of Lampenflora in Bristol Caverns
Bonnie Smith: King University
Mentor: Laura Ong, Associate Professor of Biology

Early Diabetes Ocular Measurements by Double Pass Aberrometry and Scheimpflug Imaging: a Case Control Study of Appalachian Adult Population
Maddie Smith: University of Pikeville
Mentor: George Asimellis, Associate Professor of Optometry and Director of Research

Attitudes toward Mental Health in Congregants of the United Methodist Church
Alexandra Sprinkle: Emory & Henry College
Mentor: Celeste Gaia, Professor of Psychology

Assessing nesting box location preferences to improve conservation of Northern Saw-whet Owls (Aegolius acadicus) in the Highlands of West Virginia
Levi Summe: Alderson Broaddus University
Mentor: Kelley Flaherty, Assistant Professor of Biology
**Ixodid ticks associated with horses in eastern Tennessee**  
Matilda Tate: Lincoln Memorial University  
Mentor: Barbara Shock, Assistant Professor of Biology

**Family and Mental Health**  
Amanda Ward: Alice Lloyd College  
Mentor: Devorah Kennedy, Associate Professor of Education

**Quest for the Mathematically Ideal Font**  
Rachel Wood: Lee University  
Mentor: Richard Moy, Assistant Professor of Mathematics

**Methodological Development of the use of Biofluorescence to Assess Living Coral Densities**  
Laurel Woodward: Maryville College  
Mentors: Dave Unger, Associate Professor of Biology & Nathan Duncan, Associate Professor of Chemistry

**Estimating bat species richness using recorded echolocations**  
Hunter Wyatt: Lincoln Memorial University  
Mentor: LaRoy Brandt, Associate Professor of Conservation Biology

**Assessment and Recovery of an Appalachian Hellbender (Cryptobranchus Alleganiensis) Population in a Unique Mountain Community**  
Carson Yates: Montreat College  
Mentor: Joshua Holbrook, Instructor of Environmental Science

8:00 PM – 9:00 PM  
**LEDFORD SCHOLARS RECOGNITION CEREMONY**  
(FRIDAY)  
(9.20)

"Peaks:" Salons D-F (open to all Summit attendees and Ledford Scholar Guests)  
Aimé Sposato: Ferrum College, Provost and Vice President for Academic Affairs (Facilitator)  
Beth Rushing: Appalachian College Association, President

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**SATURDAY, SEPTEMBER 21, 2018.................................**

7:00 AM – 12:00 PM  
**REGISTRATION & HELP DESK OPEN**  
(SATURDAY)  
(9.21)

Convention Center Hallway

7:00 AM – 7:50 AM  
**BREAKFAST BUFFET**  
(SATURDAY)  
(9.21)

The Meadow (for all Summit Registrants)

7:10 AM – 8:30 AM  
**SPECIAL DOCUMENTARY PRESENTATION**  
(SATURDAY)  
(9.21)

Showing of the documentary *Slavery in Black and White*  
Salon F  
Lewis Brogdon, Bluefield College, Dean of Institutional Effectiveness and Research and Associate Professor of Christian Studies

Christian Colleges have a responsibility not only to educate students on our campuses but also to be active members of learning that is happening outside our classrooms and campuses. Partnering with church leaders, educators in other institutions, and national initiatives or projects provide one avenue for Christian Colleges to do this important work. As a Christian Studies professor, Dr. Brogdon wanted
Bluefield College to be a part of the national conversation underway around the four hundred-year anniversary of blacks in America--a history that began in the state of Virginia. To these ends, he produced this documentary as a product of a national movement among Baptists. Viewers will be challenged to think about the impact of slavery and racism in America, the role of Christian churches and institutions in addressing these issues, particularly educational institutions, why media is an important and neglected tool among scholars, and ways our schools can advance Christian Scholarship outside the classroom.

*Slavery in Black and White* provides a local look at the legacy of slavery. The documentary is a small part of a larger effort among Baptists, *The Angela Project*, to address the history of slavery. The collaboration entails three national bodies and a small Baptist Historic Black College University (HBCU): the National Baptist Convention of America International (NBCA), the Progressive National Baptist Convention (PNBC), the Cooperative Baptist Fellowship (CBF) and Simmons College of Kentucky. The documentary tells a story about the church's role in this history and steps we can take as Christian leaders and educators to address the injustices linked to slavery's legacy in America.

**7:50 AM – 8:30 AM**
**CONCURRENT SESSION 10**

**10-A (1): The Yin and Yang of Team Teaching**

*Salon A*

**Eric Stephens: University of the Cumberlands, Professor of Psychology**

**Anita Bowman: University of the Cumberlands, Professor of Health, Exercise, and Sport Science**

In the spirit of a liberal arts education, our institution added a general education requirement known as integrated studies courses. These are upper level courses with a cross-curricular approach. There are approximately 20-25 of these courses and 5-7 are taught by professors of different departments. The session will focus on interactive team teaching in an interdisciplinary course. In the chosen method of course delivery, the design and organization of the course and the delivery of course content during class sessions is done by both professors simultaneously. Attendees will gain insights into lessons learned across numerous years of team teaching the course. The presentation will be useful to anyone interested in learning more about this non-traditional approach to teaching and professional growth.

**10-A (2): Connecting: by Design**

*Salon B*

**Lydia Kitts: Union College, Instructor of Communications**

Networking has allowed a learning community to develop and thrive by using design to connect students across disciplines - creating beautiful graphics, audio, video, and websites to communicate what they learn with their peers. Examples include math, design, and social media students who discovered the power of data visualization through interactive campus bulletin boards. Explore how strategic planning and design can provide real-world experiences for students across curriculum. If you aren't in communications or design, have no fear - all projects shared will be easy to replicate without a design student!

**10-B (1): Collaboration and Composition**

*Eagle Board Room*

**Irina Rodimtseva: Alderson Broaddus University, Associate Professor of English**

**Kayla McKinney: Alderson Broaddus University, Assistant Professor of English**

For mandatory composition courses (Freshman and Advanced), we want students across sections to be prepared for effective writing in college and beyond and to learn the same set of skills, such as basic academic essay structure; critical reading; analyzing, developing, and supporting an argument; research, documentation, and citation. With this goal in mind, English faculty work together to determine expected student outcomes for each course and class activities that would lead students to the desired results. We collaborate on developing assignments, evaluation rubrics, handouts, and other instructional materials. In addition, we work closely with the university’s instructional designer who helps us with online (Moodle) course content. This presentation will mostly benefit composition instructors.

**10-B (2): Collaborating Across Divisions to Promote Community across Campus**

*Salon C*

**Megan Childress: University of Pikeville, Center for Student Success Director**

**Luke Kopp: University of Pikeville, Director of Student Activities and Leadership Development**

Each year first-time students move into residence halls across the country and begin a new life. In 2011, the Center for Student Success (CSS) at the University of Pikeville began to explore ways to connect with students who are struggling with that transition and identified the quickest way to most hearts – food. As a result, What's Up Wednesday (WuW) was developed to combat homesickness and promote connections across campus through home-cooked meals. In 2017, the CSS and Student Activities forged a system of shared governance to create consistent, quality programming with WuW events and gain support from the campus community. Join us to hear our reflections on the successes and difficulties of this collaboration between Student Success and Student Affairs to combat issues students experience outside the classroom.
10-B (3): “Learning by Doing” Through a Collaborative Approach
Salon D

Hongyou Lu: Milligan College, Instructor of East Asian Studies & Engineering Program Associate

This presentation focuses on how to engage students to learn by practicing “hands-on” projects through a collaborative approach. Projects such as “E-pen pal” between college students in two different countries, providing clean water to local residents through collaboration with the city council and a local ministry, and learning sustainability by visiting a local power plant are introduced. The learning objective is to understand what factors contributed to the success of these collaborative projects, what are the lessons learned, and what could be further improved. The goal is to share experiences and brainstorm ideas and opportunities on how to provide engaging experience for students through collaboration. This presentation will benefit all the faculty--especially those interested in interdisciplinary studies.

10-C (1): Collaboration is KEY - Unlocking the Power of Partnerships
Salon E

Shane Brown: Lee University, Assistant Professor of Education
Delia Price: Lee University, Associate Professor of Education

School-university partnerships have become state mandated initiatives that require effective collaboration efforts between the university and the local school systems. Imagine the power of these partnerships when both entities discover the keys to unlocking collaborative strategies that ensure success of both the community school and the university. This presentation discusses keys discovered in our work with P12 schools to unlock the collaborative power of partnership. Faculty involved in teacher training as well as any program that attempts to connect students with their local community would benefit from this presentation.

10-C (2): How to Resuscitate an Online Program: A Creative Approach to Collaborative Partnerships
Salon G

Emiley Button: Lindsey Wilson College, Assistant Professor of Nursing/Director of Nursing
Angie Johnson: Lindsey Wilson College, Assistant Professor of Nursing and RNBSN Coordinator

This presentation discusses the current recruitment challenges in a competitive online market. In order to address this challenge, one strategy was for Lindsey Wilson College's Online RNBSN program to begin reaching out to the community of interest and develop partnerships with regional healthcare agencies. A clearly defined community healthcare partnership significantly strengthens the relationship between both organizations. While an institutional and community healthcare partnership does create professional collaboration, the collaboration does come with risks to both participating organizations. If wanting to intensify relationships within the community, nursing program and higher education administrators would benefit most from this presentation.

10-D (1): Utilizing Open Educational Resources for Course Design and Delivery
Salon H

Jason Caudill: King University, Associate Professor of Business

This workshop will introduce participants to Open Educational Resources (OER) and how they can be integrated into the course design and delivery process. These resources are licensed for free reuse and are often authored by high-level experts in their fields. The session will present information about OER as a resource as well as how to find and utilize these resources. Participants will learn about what OER is, how to locate OER materials, and how to integrate these materials into their courses. The hands-on portion of the session will be an opportunity to search for and review OER for use in a course. The goal of this exercise will be open discussion and a collaborative search process followed by discussion about application. Participants who are teaching and designing courses would benefit most from this workshop.

8:40 AM – 9:20 AM
CONCURRENT SESSION 11 (SATURDAY)

11-A (1): Form a Posse: Models of Collaborative Teaching
Salon C

James Browning: University of Pikeville, Professor of Religion
Katherine Williams: University of Pikeville, Faculty Development Educator
Jenna Steigerwalt: University of Pikeville, Associate Professor of English
Darla French: University of Pikeville, Associate Professor of Biology (not attending)

This session focuses on a variety of models for collaborative teaching and discusses the benefits and challenges of each model. The presenters will share experiences in using the models and offer practical suggestions for implementation. Participants join the discussion and consider applications to their own settings. Participants interested in co-teaching and innovative collaboration with colleagues will benefit from this presentation.
11-A (2): Gastropedagogy: Food Studies and Collaborative Instruction
Eagle Board Room
Tom Bragg: Lincoln Memorial University, Associate Professor of English

Whether posed by the over-fed or the starving, "What's for Dinner?" may well be humanity's longest-lived and most basic question. In the United States, we are all too apt to ask it without understanding its implied questions: Where will our next meal come from, literally and otherwise? What does it mean to have to worry (or not) about the answer? Why do we share food, as family, religious and national communities do? What does food have to do with happiness, morality, or democracy? "Gastropedagogy" will discuss and examine a template that will allow faculty from many disciplines to plan collaborative courses on the topic of food. The presentation will provide a brief rationale for food studies generally before looking at a variety of possible course combinations and learning objectives, emphasizing the benefits of each approach.

11-A (3): Collaboration between Faculty and Staff in a Graduate-Level Teaching Human Anatomy Class
Salon B
Adam Kolatorowicz: Lincoln Memorial University, Assistant Professor of Anatomy
Stanley Iliff: Lincoln Memorial University, Director of Anatomy Lab Facilities

This session will demonstrate how teaching and learning is enriched by the collaboration between faculty and staff. A medical school faculty and staff member will describe a graduate-level human anatomy teaching course that is team-taught by anatomy professors, assessment staff, and laboratory staff. Attendees will develop methods to break down the faculty-staff divide, recognize their organizational culture, and reach out to staff members to take part in classroom instruction. This session will be of interest to faculty whose departments or administrative units have staff with expertise in helping students develop their non-cognitive skills, particularly in laboratory, field, or practicum-based courses.

Salon A
Janice McKeel: Lenoir-Rhyne University, Instructor of Nursing
Michael McGee: Lenoir-Rhyne University, Professor of Health, Exercise, and Sport Science and Dean of the College of Health Sciences

This presentation will prepare the educator to introduce students to the clinical world in a controlled setting through the creation of mock patient cases. Students will work in a team approach with other health-care providers using cases tailored specifically to the educational topic desired. Through collaboration and discovery of each discipline's scope of practice, students are better prepared to enter the clinical aspect of their education with greater confidence and skill. Instructors from any field that collaborates with other healthcare providers will find this model of teaching vital to their educational program.

11-B (1): Collaboration in Advancing Democratic Citizenship and Engagement
Salon F
Mary Cooper: Tusculum University, Assistant Professor of Political Science, Director of Honors Program
Katherine Everhart: Tusculum University, Assistant Professor of Sociology
Courtney Washburn: Tusculum University, Bonner Program Director and Assistant Director of the Center for Civic Advancement

In this session, the presenters will share our experiences with collaboration in student voter registration and service learning. Voter registration is only the first step in strengthening democratic citizenship. Democratic citizenship also requires engagement as a citizen outside of voting, such as through social justice/activism, community service, or work with local non-profit organizations. We highlight these connections in courses and campus activities to intentionally engage students, faculty and staff outside of election season. Participants in this session will gain knowledge on promoting voting and community engagement, both of which are essential aspects of civic engagement. This session will be beneficial to faculty, staff or administrators who are interested in promoting civic engagement in their campus communities.

11-B (2): We Will Rock You: Collaboration for Student Success
Salon D
Heather Ricciuti: Bethany College, Director of Libraries & Learning Resources
Heather Taylor: Bethany College, Director of the McCann Learning Center

What happens when the McCann Learning Center and T.W. Phillips Memorial Library teams join forces? The books start rockin'! Teaching and learning form the mission of Bethany College and "Rock the Books" is a weekly event that provides Bethany College students with a collaborative study hall atmosphere, bringing together learning center and library resources into one central location. This presentation will describe the program from inception to implementation, and its evolution, including challenges and successes. Presenters will demonstrate student engagement methods and share individual student success stories. Attendees will be encouraged to share their own examples of collaboration for student success. This session will be useful for any attendees looking for opportunities to reach students outside of the traditional classroom.
11-C (1): Think Win-Win: Authentic Assessment through Collaboration and Partnerships
Salon E
Susan Blevins: Campbellsville University, Assistant Professor of Education

Think Win-Win is part of Stephen Covey’s habit number 4, and is based on life being more cooperative and less competitive. This session will focus on how collaboration and partnerships can build authentic assessments into courses using a Think Win-Win approach. Attendees will witness three examples from actual courses during this workshop. The session will include a gallery walk with actual photographs from these authentic assessments and a video containing interviews and group discussions with students and collaborative partners. Authentic assessment provides a teacher with a proven pedagogy that benefits both teacher and student (Win-Win).

11-D (1): What We Learned from the ACUE Modules
Salon G
Brandi Gaertner: Alderson Broaddus University, Assistant Professor of Environmental Science
Kari Sisk: Alderson Broaddus University, Dean of the College of Humanities and Social Sciences (not attending)
Erin Brumbaugh: Alderson Broaddus University, Dean of the College of Education and Music (not attending)

Faculty from three (3) distinct areas will be sharing the strategies, materials, and examples that were obtained from completing the Effective Teaching Practices online course from the Association of College and University Educators modules. Participants will be able to: list specific strategies of effective teaching; identify effective teaching strategies to use in their own settings; and reflect upon strategies from the presentation that are pertinent to their own teaching. Faculty who are currently teaching and those who evaluate them would benefit from this presentation.

11-D (2): Discussing Discussions: Exploring Alternatives to Online Forums
Salon H
Bethany Sargent: Lee University, Faculty Coordinator of Instructional Technology

Online communication has become as typical as talking—so why are discussion forums still difficult for both students and faculty alike? In this session, we will look at new apps that encourage ongoing discussion, exercise learning, and provide meaningful take-away moments. Attendees will leave with six apps that can be utilized as alternatives to traditional discussion forums, as well as techniques for evaluating the usefulness of future applications. Any instructor wanting to encourage more student interaction, especially those teaching online, will leave with a new perspective on out-of-class discussion.

9:30 AM – 10:10 AM
CONCURRENT SESSION 12
(SATURDAY)
(9.21)

12-A (1): All Things Collaboration: An Audience-driven Q&A Panel
Salon A
Jessica O'Brien: Lenoir-Rhyne University, Associate Librarian and Coordinator of Instructional Technology

Join faculty from different ACA schools who will face off to provide the best answers to questions proposed by the session attendees on all things collaboration. Attendees will vote after each panelist answers the same question, and the panelist with the most votes at the end of the session will win a small prize. Posing their own questions related to collaboration, participants will identify new pathways to collaboration and cite challenges and opportunities in order to consider and apply these strategies and outcomes to their own teaching and learning. Anyone interested in collaboration is invited to attend.

Salon B
Keri Magana: Lees-McRae College, Director, Burton Center for Student Success
Justin Kitts: Lees-McRae College, Dean of Students

The word “silo” has been used (maybe overused) in recent years when describing how various departments in a college can often feel disconnected from the rest of the campus. In this session, we’ll discuss the best ways to build meaningful relationships between offices --- and the people in them --- that allow for true collaboration, support, and impact. Participants will learn how we’ve nurtured a strong internal network to increase retention while serving our students and campus community. If you’ve ever been curious about how to bridge the silos between your campus offices and the people in them, this session is for you!
12-B (2): Close the Back Door: A Collaborative Approach to Online Retention
Salon D
Adina Scruggs: Bryan College, Associate Vice President of Academics and Dean of Adult & Professional Studies
Annette Watt: Bryan College, Coordinator of Academic Operations

While online learning is increasingly popular, and the number of online students is steadily growing, student retention rates are significantly lower than those in the traditional environment. The purpose of this presentation is to explain the identified critical factors affecting student retention in graduate online courses and present recommended strategies for improvement. Such improvement strategies include effective orientation, academic advising, online organizational structures, and institutional policies and activities.

12-B (3): Embracing One Health across Campus to Instill Problem Solving and Collaboration in Students and Faculty
Salon C
Karen Gruszynski: Lincoln Memorial University, Assistant Professor of Epidemiology
Bonnie Price: Lincoln Memorial University, Assistant Professor of Veterinary Health Science
Marybeth Babos: Lincoln Memorial University, Professor of Pharmacology

One Health is the recognition that the health of humans, animals, plants, and their shared environment are interconnected. One Health provides a framework to develop collaborative, interdisciplinary solutions to many complex problems faced in today's world. One Health also instills valuable teamwork skills in both students and faculty across the university. The goal of this presentation is to introduce the concept of One Health to participants, provide an overview of One Health projects and initiatives at LMU, and identify ways a One Health educational approach can be implemented at other universities. This session may be of interest to faculty involved in human health, public health, animal health, biology, social sciences, etc. and for anyone wanting to break free from the silo mindset.

Salon E
Caroline Maher-Boulis: Lee University, Professor of Mathematics
Bryan Poole: Lee University, Associate Professor of Psychology

The Student Exchange Program (SEP) is a student-participatory program designed to integrate the disciplines of social sciences and mathematics, fostering positive attitudes toward and experiences in statistics and research. In this presentation we will give an overview of the SEP, focusing on specific classroom interventions and activities in which students have engaged. Participants attending the session will learn about research supporting the SEP model and learn practical steps to create a similar program at other institutions. Participants interested in developing high-impact practices, enhancing students' statistical literacy, and/or providing collaborative learning opportunities will benefit from this presentation.

12-C (1): Hosting a Film Festival on Campus
Eagle Board Room
Andrew Reed: University of Pikeville, Associate Professor of Film and Media Arts

For the past five years, I have overseen an international film and screenplay festival at the University of Pikeville. In this presentation, I will show you how you can start your own film festival or screenplay competition on your campus with the free platform Film Freeway and even build an academic course around the event as we did. The festival can be used to engage your community with your college and promote filmmaking in your region.

12-C (2): Clubs on Campus: A Sustainable Model Enabling Children and Young Adults to Achieve Success
Salon G
Kateena Haynes: Union College, Executive Director of External Operations

Boys & Girls Clubs offer disadvantaged youth a tangible measure of hope as well as opportunities for success by providing them with adults who respect and listen to them; a safe and fun environment where they are accepted; and interesting activities that channel youthful energy into challenging and educational pursuits. This presentation will outline the transformative powers of a Club on the community it serves. It will also detail the benefits of starting a campus-based Club as opposed to a community-based Club, including increased sustainability and improved outcomes for youth. Faculty and staff interested in providing students with a variety of resume-quality work experiences as well as community leaders interested in building programs for disenfranchised youth would benefit from this session.

12-D (1): Increasing First-Year Student Connections through Overnight Orientation
Salon F
Sara Denny: Tennessee Wesleyan University, Director of Student Success
Kyle Blassingame: Tennessee Wesleyan University, Student
Jasmine Maxwell: Tennessee Wesleyan University, Student

During the summer of 2018, Tennessee Wesleyan University implemented a mandatory overnight component into first-year student orientation as a means to increase peer connections and ultimately improve freshman retention. This presentation will discuss why the
change was made, the challenges to implementation, and how and why Overnight Orientation has been so successful. This presentation will be helpful for faculty and staff working in orientation, FYE, and/or freshman retention.

**12-D (2): Quantitative Analysis/Management Science (QA/MS) courses in MBA programs**

Salon H

Joshua Ray: Tusculum University, Associate Professor of Management  
Eva Cowell: The University of Tennessee, Lecturer of Management (not attending)  
Melissa Brewer: Tusculum University, Student (not attending)  
Chetina Cunningham: Tusculum University, Student (not attending)  
Christopher Grubb: Tusculum University, Student (not attending)  
Cassie Hiles: Tusculum University, Student (not attending)  
Emily Melson: Tusculum University, Student (not attending)

The rigor and relevance of Quantitative Analysis/Management Science (QA/MS) courses in MBA programs have been in question for at least 30 years (Carraway & Freeland, 1989). As such, interested faculty have looked for ways to improve the design and delivery of QA/MS courses in order to boost receptivity. Our round table discussion examines QA/MS course design, implementation, student and instructor responsibilities, and best practices in QA/MS and other quantitative disciplines. This session would be of interest to faculty, administrators, and students interested in quantitative disciplines, particularly those courses in MBA programs.

**10:10 AM – 10:40 AM** (SATURDAY)  
**EXTENDED BREAK (WITH FOOD)**  
(SATURDAY)  
9.21

Skies Lobby

**10:40 AM – 11:20 AM** (SATURDAY)  
**CONCURRENT SESSION 13**  
(SATURDAY)  
9.21

**13-A (1): Collaboration is the NEW Competition: Fostering Generous Interactions for 21st Century Success**

Salon F

Jonna Kwiatkowski: Mars Hill University, Associate Professor of Psychology  
Ann Peiffer: Mars Hill University, Associate Professor of Psychology  
Yael Baldwin: Mars Hill University, Professor of Psychology

Surveys of potential employers have established that collaboration is a highly desirable skill for new hires (e.g., AACU, 2015). Similarly, psychological research of business environments has shown that people who value and practice collaboration enhance productivity and profits (Grant, 2013). While there are many models for structuring collaborative assignments, there is less available for how to foster appreciation for collaboration as an approach to life and work. This presentation will review psychological research-based approaches for encouraging a generous collaborative mindset.

**13-B (1): Real Time Physics: Active Learning Labs for Scientists and Engineers**

Eagle Board Room

Irene Guerinot: Maryville College, Lecturer of Physics  
Jordan Woodward: Maryville College, Student  
Sarah Woodward: Maryville College, Student

The goals of introductory physics laboratories have been evolving over the past seventy years. To design effective instruction and excellent laboratory programs, we need to listen to the students and find ways to learn and understand how they process Physics concepts. We will discuss a new suite of laboratory exercises and class demonstrations designed by two undergraduate engineering students in collaboration with their Physics professor. The new labs will be benefiting our engineering, math, biochemistry, and teacher licensure students. We will also discuss the challenges and successes we encountered during this effort.

**13-B (2): Creative Collaborations: Learning that Benefits Students and Communities**

Salon A

Mary Mathias-Dickerson: Lee University, Associate Professor of Art

This session will cover the development of off-campus service-learning projects that help students make cognitive connections between theory and practice and forge excellent relationships between the school and the community. Classroom abstractions, solidified by concrete experiences that benefit others, can ignite a student's passion for a discipline, inspire higher-level thinking, and result in greater classroom and program engagement. This session will highlight the collaborations that Lee University's art program has developed with local partners to provide discipline-specific service-learning opportunities for students that meet real needs within the community. Participants, especially teachers, will benefit from learning the key components to consider when developing meaningful service-learning collaborations in any discipline.
13-B (3): Encouraging Diversity throughout Campus
Salon B

Benton Jones: Bryan College, Interim Chair of Business and Economics

Diversity is beneficial to learning, socialization, and character development. College campuses, and especially campus groups, are ideal venues for diversity training and experience. In this session, we will review literature on diversity education and training and relate diversity training to life skills for use in the classroom, in campus groups and in the post-college workplace. Representatives from colleges with (or with the desire to begin) diversity initiatives and from colleges with more homogeneous populations would benefit from this presentation.

13-C (1): Grant Funded Summer Programs – A Road Map to Collaborative Success
Salon E

Robyn York: Montreat College, Assistant Professor of Exercise Science
Dorothea Shuman: Montreat College, Professor of Outdoor and Environmental Education

What do marketing, collaborative academics, summer camp, and grant funding have in common? If you’ve ever wondered how to bring potential students to campus or thought cross-disciplinary collaboration could produce a fun academic summer camp, then this interactive presentation is for you. We'll provide an overview of our MYLES of Science and EXER*Science camps that serve High School students at Montreat College. Key financial benefits to the college and experiential benefits for students will be described, as well as funding opportunities used to support the initiatives. Participants will gain insight to the programs and leave with a road map of how to move forward at their own institutions. Participants looking for innovative ideas for cross discipline projects to serve potential students are invited to attend.

13-C (2): Academic and Community Partnerships with an Inter-Professional Educational Program
Salon D

Rhonda Haley: Wheeling University, Assistant Professor of Physical Therapy and Director of Clinical Education
Kristine Grubler: Wheeling University, Clinical Associate Professor of Physical Therapy (not attending)
Maryanne Capp: Wheeling University, Chair of Nursing and Health Sciences (not attending)
Bryan Raudenbush: Wheeling University, Professor of Physical Therapy (not attending)
Dave Dennis: Wheeling University, Clinical Associate Professor of Athletic Training (not attending)
Marybeth Emmerth: Wheeling University, Associate Professor of Respiratory Therapy (not attending)
Meghann Kolb: Wheeling University (not attending)

This session will focus on a team-style inter-professional educational event that occurred at a small university in Appalachia. The presenter will describe the intentional design used for this specific program, discuss the results of the student participation survey, and illustrate how it connected the classroom to the community at large. Learning objectives will focus on applying knowledge from this event to individualized, inter-professional collaborative education. This presentation can most benefit individuals wanting to bring real-world, active learning to their classrooms.

13-C (3): Using secondary data to enhance the undergraduate research process: Collaboration resources from governmental and non-governmental databases
Salon C

Trini Rangel: Milligan College, Associate Professor of Exercise Science

Multiple data sets are available to researchers and to students through projects that have been federally funded or simply made available for others to use. This presentation will include some personal experiences with secondary data for the dissertation process as well as examples of research questions that can be answered at the undergraduate level in multiple areas of interest including health, athletics, psychology, and education. Those attending will primarily be introduced to potential research questions that can be answered by undergraduates using a handful of data sets available for public use. This session is appropriate for those who teach research methods courses or who mentor research at their institution.

13-D (1): Collaboration Strategies for Engaged Adult Online Learners
Salon G

Nathan Fortney: Alderson Broaddus University, Instructional Designer and Adjunct Instructor of Communication

In this session we will explore industry best practices for the on boarding of adults into the world of online education. By the end of this session attendees will be aware of these best practices, be cognizant of who may direct these efforts at their schools, and begin to develop plans to update these strategies as needed for their home institutions. This session is designed for those who oversee or teach in the online environment, as well as those who may work with incoming students.
13-D (2): World languages matter: Making the case for Spanish for the professions in central Appalachia
Salon H

Ela Smith-Justice: University of Pikeville, Associate Professor of Spanish
Genesia Kilgore-Bowling: University of Pikeville, Associate Professor and Chair of Social Work
Ashton Bartley: University of Pikeville, Assistant Professor and Director of Undergraduate Social Work Program

Did you know that nearly 700 university world language programs were eliminated across the United States in only three years? In an era of ever-increasing global contact, world language education should be at its height, instead of fighting for its life. Second language learning is an invaluable skill for our university students. As they learn how to communicate in a second language, it directly impacts their abilities to express their ideas, convey information, and make meaningful connections with others. Such skills are vital for our students’ professional preparation. In this session you will hear from UPIKE Spanish and Social Work faculty who are collaborating to develop a certificate for Spanish for the Professions that will be open to all UPIKE students of any discipline. This presentation is open to all university roles.

11:30 AM – 12:10 PM
CONCURRENT SESSION 14

14-A (1): Collaborating across classrooms, disciplines, and time
Salon A

Lydia Kitts: Union College, Instructor of Communications
Joseph Pearson: Union College, Assistant Professor of History

By using digital collaboration tools and in-person strategies, we combined disciplinary techniques from history and communications to give students the chance to share history in a unique way. History students conducted original scholarly research while communications students designed and developed a website to share the research in an easily consumable format. Learn how faculty facilitated, cross-program collaboration can be used to allow students to create real-world and portfolio building projects. Faculty interested in building bridges to connect disciplines to benefit student learning outcomes would benefit from this presentation.

14-B (1): Teddy Bear Triage, Treatment and Transport: A Collaborative Approach to Inter-professional Education
Salon F

Tauna Gulley: University of Pikeville, Associate Professor of Nursing
Tansy Hall: University of Pikeville, Assistant Professor of Nursing
Connie Workman: University of Pikeville, Assistant Professor of Nursing

This presentation will describe the development of an inter-professional education team among various health related disciplines including nursing, medical, optometry, pharmacy and social work. Learning objectives focus on understanding the importance of the activities and ways one could develop successful inter-professional teams at their academic institution. The focus will be on the inter-professional activity that was completed this past spring. This statement was included in the evaluation results, “One of my best academic experiences.” Attendees who would benefit most from this presentation include faculty who teach in health-related disciplines.

14-B (2): Nursing Faculty Collaborating to Prepare Students for the NCLEX Exam
Eagle Board Room

Kathy Rose: Lee University, Assistant Professor and BSN Chair
Jessica Price: Lee University, Lecturer of Nursing

Well written items for nursing exams will ideally prepare the graduate to pass the NCLEX licensing exam on the first attempt. The focus of this presentation is to assist nursing faculty to increase the rigor of exam items. This session will include a discussion of major criteria for writing application NCLEX style exam items, a process of faculty collaboration, and practice writing exam items. All nursing faculty can profit from this presentation and will receive take-home tips to share with their colleagues.

14-B (3): The Use of Manipulatives in the Classroom: An Outcome of Collaboration between the Department of Mathematical Sciences and College of Education
Salon B

Caroline Maher-Boulis: Lee University, Professor of Mathematics
Jason Robinson: Lee University, Associate Professor of Education
Amanda Jones: Lee University, Lecturer of Mathematics

In this interactive session we will discuss collaboration between the mathematics department and the College of Education at Lee University in light of research-based interdisciplinary cross-talks. Participants in the session will learn how to create and use manipulatives in delivering course material and training future teachers. The presentation will benefit educators from all grade levels who are interested in the use of mathematics manipulatives in the classroom.
14-C (1): Empowering Students through Collaboration with Industry Leaders, Business Owners, and Alumni

Salon C

Anna Rae Dutro: Carson-Newman University, Assistant Professor of Family and Consumer Sciences

As a professor in a small Christian University, I discovered that collaboration with alumni, professional organizations, and industry leaders empowers our students to succeed in today's competitive job market. From this discovery, I am reporting five successful avenues of collaboration to include real-life projects with client/student collaboration and obtaining monetary/mentoring support from alumni/industry leaders. Using this report, we will explore ways to apply these avenues to enrich classroom experiences and obtain monetary support from the larger community. This presentation will encourage Departmental/Program leaders and faculty to develop avenues of support from alumni/industry leaders and provide information to empower students to successfully compete for professional positions.

14-C (2): WVWC Tick Team: Research collaboration across biological disciplines and the community

Salon D

Melanie Sal: West Virginia Wesleyan College, Associate Professor of Biology
Kimberly Bjorge-Thorne: West Virginia Wesleyan College, Associate Professor of Biology

In this presentation, we describe initiating a research endeavor for undergraduates to collect, identify, and test ticks for a Lyme disease pathogen. Multilevel collaboration is required for the tick project, including: Mentor collaboration between ecology and microbiology; Student collaboration as the Tick Team; Funding collaboration with WVWC SURE grant; Professional collaboration with experts in the field; and Community collaboration with vets, groomers, and residents to obtain specimens. Attendees will learn how to identify possible new collaborative research projects and employ multilevel collaboration to demonstrate collaborative skills to research students. Undergraduate research mentors or instructors seeking interdisciplinary collaborative projects extending beyond their own expertise would benefit from the presentation.

14-D (1): When We Include Average and Marginal Students in Academic Research, Can We End the Brain Dump by Using a Simple Rubric?

Salon E

Karen Mountain: Lee University, Associate Professor of Marketing
Michaelia Black: Lee University, Lecturer of Accounting and McNair Scholars Program Director

We teach students new tools every day. Many of us choose the best and brightest to help with academic research. But this leaves the average to marginal students finding their own advanced learning experiences. With academic research being a step by step process, the question becomes “Can a simple rubric help the average to marginal students to excel?” The rubric itself can be written as a pass/fail checklist. This would allow the average to marginal students to organize themselves as they are learning a new skill. The rubric can also assist in developing Academic Research as POGIL formatted projects. Here students begin by re-analyzing vocabulary and actively applying words in a research setting. At the conclusion, students are challenged by divergent questions. Attendees teaching undergraduates in Business Programs would most benefit.

14-D (2): Entitlement Culture is Secondary: Addressing the Primary Culture and the Antidote

Salon G

Megan Clunan: Montreat College, Assistant Professor of Psychology and Human Services

Through the lens of psychology, this presentation will unpack why Entitlement Culture, as seen within the college classroom, is actually a secondary culture. Entitlement Culture is simply a cover up for the more vulnerable primary culture, that of Victimhood Culture. Unpacking where such a culture has originated and what the antidote (a Dignity Culture) to such may be is done within this presentation. Identifying ways in which primary and secondary cultures are at play in the college classroom; describing how Victimhood Culture impacts college students’ thought, learning, and active engagement; as well as how to begin to establish the antidote for Victimhood Culture are each addressed. Professors, as well as staff involved in College Life, will be further equipped to engage students in ways which empower thought, learning, and engagement.

14-D (3): Opportunities and Challenges of MBA Programs

Salon H

Joshua Ray: Tusculum University, Associate Professor of Management
Eva Cowell: The University of Tennessee, Lecturer of Management (not attending)
Nancy Scott: The University of Tennessee, Director of the Leadership Development Program (not attending)

MBA programs in the United States have been criticized for years with observers citing the inability of programs to establish empirical links to important outcomes (e.g., salary, promotion; Pfeffer, 1977; Pfeffer & Fong, 2002). More recently, changes in the demographics of applicant pools and a dip in overall applications have added stress to MBA programs (GMAC Application Trends Survey, 2018). This session seeks to convene a conversation about the difficulties faced by MBA programs generally, and small programs in particular. Topics include (but are not limited to): academic-practitioner divide; career prospects; and correlations between salary and promotion.
12:20 PM – 1:00 PM
CONCURRENT SESSION 15

**15-A (1): If they're talking, am I teaching?**
Salon E

*Delia Price: Lee University, Associate Professor of Education*
*Jason Robinson: Lee University, Associate Professor of Education*

We all want our students to learn our content. We know the content, so we tell them the things they need to know. BUT are they remembering beyond the test or the course? This session will provide research-based strategies that encourage students to be learners of the content, not just recipients of the content. Learners of the content develop skills that allow them to reconstruct the content as well as newly construct future content learning. Teachers of any discipline at any level will find something they can incorporate into their classes immediately.

**15-A (2): A Collaborative Approach to Career Development in the Classroom**
Salon A

*Gable Kerr: Maryville College, Lecturer of Management*
*Sarah Yeaple: Maryville College, Assistant Director of the Career Center*

Developing future leaders at Maryville College is a deliberate team effort of career services personnel and social sciences faculty to ensure and enhance one of the elements of the institution's purpose; “to enhance career opportunities and develop a true sense of vocation.” One example of this collaborative approach is illustrated by the SLS 299 course: Issues in Professional Development – a sophomore level course required for the majority of Social Science majors. We will discuss the importance of collaboration in student career development, the benefits of community engagement in the classroom, and tips for how to launch and/or enhance collaborative efforts on your college campus. We will also share Maryville College's successes, challenges and next steps for these collaborative efforts.

**15-B (1): Women Mentoring Women: "Mean Girls" can't sit with us!**
Salon F

*LeAnne Epling: University of Pikeville, Professor of Psychology*
*Chandra Massner: University of Pikeville, Associate Professor of Communication*
*Rachel Little: University of Pikeville, Assistant Professor of Communication*
*Nancy Cade: University of Pikeville, Professor of History and Political Science*

This presentation will discuss the oppressive “mean girl” culture that discourages women from achieving success. Mentoring creates a nurturing and supportive environment in which young women can develop and thrive professionally and personally which can foster the development of strong servant leaders for the future. This presentation will discuss challenges to women’s success as well as the strategies and benefits that are achieved through mentoring. This presentation would benefit all attendees who work with women and students in general to prepare them for their future after graduation.

**15-B (2): Crucial Conversations and Finding Shared Meaning in Higher Education**
Salon D

*Mathys Meyer: University of Pikeville, Dean of Student Success*
*Michael Pacheco: University of Pikeville, Director of Human Resources*

Work in higher education is often marked by opposing opinions, strong emotions, and high stakes. Daily interactions can include emotionally charged disagreements with faculty, coaching a defensive student, or disagreeing with an administrator who only sees one side of a problem. It is likely that if you find yourself stuck around one of these issues, there is a crucial conversation you should be having. In this presentation we will introduce the Crucial Conversation Model and discuss how to identify crucial conversations. We will explain the phases of the model and illustrate the use of crucial conversations as a tool. This presentation is for faculty, staff, and administrators who want to communicate better through shared meaning.

**15-B (3): One Big Team: Academics and Athletics Working Together**
Eagle Board Room

*Eric Stephens: University of the Cumberlands, Professor of Psychology*
*Anita Bowman: University of the Cumberlands, Professor of Health, Exercise, and Sport Science*
*BJ Temple: University of the Cumberlands, Assistant Professor of Health, Exercise, and Sport Science (not attending)*

Most Appalachian College Association (ACA) institutions historically have a large percentage of student-athletes, and campus environment can have a climate of academics versus athletics. This session will focus on a collaborative effort between academic and athletic personnel to engage university athletic staff in professional development opportunities. This enterprise is part of a campus-wide initiative on being “one big team.” Attendees will gain insight into strategies used to develop and implement programming involving representatives from multiple entities across campus. The presentation will be beneficial to anyone interested in establishing collaborative partnerships across campus which focus on the best interest of our student-athletes.
**15-C (1): Integrating University and Community Theater**

*Salon B*

*Starr Garrett: Campbellsville University, Associate Professor of Theater and Theater Director*

*Alia McClendon: Campbellsville University, Community Theatre Manager*

A thriving theater environment enriches both the community and the academic program. Let's look at the benefits a theater collaboration can bring to both the community and the academic program. Discover how a university theater can collaborate with a community partner, how collaborating with a community partner benefits the university's academic program, and how this partnership positively impacts the community. This presentation is geared towards those who want to learn about beginning a community partnership, as well as those interested in learning about maintaining and fostering growth within an existing collaboration.

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*Salon G*

*Luis Almeida: Lee University, Associate Professor of Communication*

By empowering students to make decisions with minimal guidance, students of a Christian University in Tennessee were able to plan a public campaign while taking an undergraduate course in digital media. The objectives of this presentation are to convey that when students are empowered to make their own decisions along with technology, outstanding results are obtained. Attendees will benefit from this presentation by being exposed to an unorthodox yet effective and pedagogical technique using modern education technologies.

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**15-D (2): Jedi, Wizards, and Indigenous Futurism: Popular Culture in Research-Based/Multidisciplinary Seminars**

*Salon H*

*Amy Sturgis: Lenoir-Rhyne University, Assistant Professor of Liberal Studies*

This presentation will explore successful strategies for leveraging student interest in popular culture topics (Star Wars, Harry Potter, The Lord of the Rings, Indigenous Futurism) to frame multidisciplinary seminars and inspire student research. Attendees will consider strategies for creating courses with built-in student enthusiasm, organizing them to highlight different academic approaches to the topics, and building in one-on-one opportunities to support independent student scholarship. Attendees who are interested in designing multidisciplinary, research/writing-intensive, and/or first-year/capstone general studies courses are encouraged to attend.

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1:00 PM  
2019 ANNUAL SUMMIT ENDS (SATURDAY 9.21)

Please watch for an email soon to all Summit attendees directing you to a feedback survey regarding 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.

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Safe Travels and best wishes for an exceptional academic year!
**ABOUT THE APPALACHIAN COLLEGE ASSOCIATION**

The Appalachian College Association is a non-profit consortium of 35 private four-year liberal arts institutions spread across the central Appalachian Mountains in Kentucky, North Carolina, Tennessee, Virginia, and West Virginia. The mission of the Association is to serve Appalachian communities through the transformational work of its faculty, staff, and students. Programs offered by the Association are designed to promote cooperation and collaboration among member institutions, and to support scholarly and creative activities of faculty, staff, and students.

The consortium is self-governed by a board comprised of the presidents of all member institutions, with an executive committee with representation from presidents and chief academic officers. In addition, the Council of Chief Academic Officers (CCAO) and the ACA Library Directors each meet regularly to support existing programs, to explore opportunities for new initiatives, and to address challenges facing our member institutions.

The assets of the ACA have grown to approximately $30 million due primarily to the generosity of the foundations that have continued to fund its programs to benefit central Appalachia. Member institutions also contribute annual general dues as well as fees in support of the collaborative Bowen Central Library.

ACA member institutions are critical contributors to their local and regional communities. Each campus serves as a "beacon" for its particular region, providing its students and its surrounding community access to exceptional educational and cultural experiences, often in areas facing serious economic distress and lacking in relative educational attainment. Serving approximately 65,000 students annually, with over 3,000 full-time faculty, ACA schools collectively generate approximately $1.3 billion in direct annual expenditures, further supporting Central Appalachia.

The colleges and universities of the Appalachian College Association work diligently to make higher education accessible to the students of this region. According to the most recent IPEDS data, over 77% of member institutions furnished institutional aid to all or virtually all of its undergraduate students; over 91% provided aid to more than 90% of these students. Member institutions are also dedicated to making post-secondary education available to students with financial need. Nearly half of the ACA schools had first-year cohorts receiving federal Pell grants at levels greater than 50%; 80% of our institutions had rates greater than 40%.

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**ACA MEMBER INSTITUTIONS**

**Kentucky**
- Alice Lloyd College
- Kentucky Christian University
- University of Pikeville

- Berea College
- Lindsey Wilson College
- University of the Cumberlands
- 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 College

- Emory & Henry College
- Ferrum College

**West Virginia**
- Alderson Broaddus University
- Ohio Valley University
- Wheeling University

- Bethany College
- University of Charleston
- Davis & Elkins College
- West Virginia Wesleyan College
The Teaching and Leadership Institute (TLI)
June 1-5, 2020 at Maryville College

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

2020 will mark the TLI’s eighteenth year. At the request of the ACA Deans’ Council, 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, upon the recommendation of the Council of Chief Academic Officers, the Institute added a much needed additional track focusing upon leadership development. Track II is designed to benefit practically all parts of the campus but is especially valuable to faculty or staff new to their leadership positions.

Going forward, the plan is to sustain two tracks at the newly conceptualized Teaching and Leadership Institute: Track One will continue our traditional focus upon teaching and learning, while Track Two will furnish opportunities for leadership development.

We encourage all ACA faculty and staff to consider participating in the TLI. The workshops are inexpensive and (according to previous attendees) exceptionally valuable learning experiences! The theme for Track I in 2020 has been tentatively chosen, with an emphasis on the relationship of teaching excellence and student success/persistence. Track II will focus upon higher education leadership from the context of the ACA institution and will be relevant to any campus leader. More details on the 2020 TLI, including registration information, will be provided in the spring. Note also that many of our ACA institutions may apply their ACA professional grant support to send faculty or staff to the TLI. (Check with your CAO for further details.)

The Faculty Fellowship Program

The Appalachian College Association's Faculty Fellowship Program is the longest running program of the ACA. The Fellowship Endowment is supported by foundations (notably the Andrew W. Mellon Foundation, the William Randolph Hearst Foundation, and others), member schools, and individual contributions.

The fellowships provide from $3,000 to $30,000 for pre- or post-doctoral study. Fellowships are awarded for a short term (generally summer, maximum $6,000), one semester (maximum $15,000), or an academic year (maximum $30,000).

To be eligible to apply for and 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 twice the term of the fellowship (a minimum of one academic year), and arrange leave time for the fellowship. Fellowship recipients are selected by the Fellowship Review Committee of the Council of Chief Academic Officers (CCAO). Fellowship funds are paid to the institution, not to the fellowship recipient. For one-and two-semester fellowships, the funds help to cover the costs of adjunct faculty replacements and other expenses while the fellowship recipient is not teaching. The institution continues to pay the recipient’s salary. Funds for short-term fellowships are also sent to the school and are distributed in accordance with that institution’s policies. Applications require the endorsement of the institution's CAO.

Applications for the Faculty Fellowship program are currently open. Deadline for full applications for the 2020-2021 academic year is October 31, 2019. Please review the ACA website for further information.

The Bowen Central Library of Appalachia

The Bowen Central Library of Appalachia (BLCA) has been and 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, which could be estimated to be the equivalent of 120,000 volumes or more in print format.
The BCLA provides a shared catalog on an Innovative Interfaces technology platform for 28 institutions. As a combined unit, more than 1.5 million unique holdings are represented reflecting almost seven million physical and virtual items. Beyond the Core Collection listed above, the BCLA also provides ebook collections and databases through group purchasing. The BCLA constantly strives to seek out new options for group purchasing that will benefit as many member institutions as possible.

The Library Directors and other campus librarians are essential to the success and ongoing expansion of the BCLA. Oversight of the Shared Catalog is provided by the BCLA Shared Catalog Group, which includes all of the directors of BCLA libraries that participate in the Shared Catalog.

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.

Finally, through the BCLA, library faculty and staff has access to several development opportunities each year, including mini-grants, support for conferences, and professional development workshops.

For more details on the BCLA, please visit the ACA website.

Ledford Scholars Program
The ACA's Ledford Scholarship, named for Colonel Lee B. Ledford, offers financial assistance for summer research projects to undergraduate students enrolled at ACA member institutions. Undergraduate students from any disciplines are eligible, and a variety of fields of study have been supported in the past in the natural and health sciences, the social sciences, the humanities, and so forth, applying various methodologies.

The Ledford Scholarship provides stipends for students at a rate of $10.00/hour for up to 360 hours ($3,600 maximum) over the course of the summer (which may be allocated in a reasonable manner during the summer period) and an allotment of up to $1,000 for reasonable research-related equipment and/or travel needs. Applications must have the support of a faculty member who will agree to serve as a mentor to the student throughout the project.

The application period for the 2020 summer period opens following fall semester. For full details, including application protocols, please visit the ACA website.

Workshops
Over the course of each year, the ACA coordinates and/or hosts multiple short workshops designed to furnish professional development or special training for various communities of practice across member institutions. For example, in recent years, ACA has hosted workshops focused on grant writing with the National Endowment for the Humanities, multiple Community of Practice workshops for disability services coordinators from member campuses, a training workshop for persons responsible for coordinating campus emergency planning, and its ongoing professional development workshops for ACA librarians.

We encourage any ACA community of practice to consider collaborating with ACA staff to develop these important development opportunities. Our goal is to do all we can to provide opportunities for collaboration and development among our faculty and staff. If you have any ideas regarding potential workshops, please contact the ACA.

Faculty Tuition Discount Program
The ACA is pleased to announce the establishment of a graduate-level tuition discounting program among participating member institutions to encourage greater educational attainment and professional development among its members’ faculty and staff and to furnish its qualified undergraduate students enhanced and more affordable opportunities to achieve their educational goals while remaining in the Central Appalachian region. Current discounts are in place for the 2019-2020 admissions cycle and will take effect for students entering the specified program in the 2020-21 academic year.

Each year participating member institutions that offer graduate education may provide tuition discounts on selected programs to qualified applicants from ACA institutions. The levels of discount may vary among three categories of potential students:
• ACA full-time faculty seeking terminal degree credentials;
• All other ACA member institution full-time employees (including faculty seeking other degrees); and
• Students who have completed/are completing an undergraduate degree from an ACA member institution.

Individual institutions that offer graduate degrees determine whether and to what extent they wish to participate in the ACA discount program. An institution’s willingness to furnish any part of its degree offerings to ACA faculty, staff, and/or students at discounted amounts is purely voluntary, and a school may determine to add discounted options and/or withdraw wholly or in part from the program at the designated time each year. Moreover, member institutions may specify certain programs for which a discount rate would only be available if there is excess capacity in a particular cohort of students entering the program. In these cases, members will set a date in which they will review availability of spaces in which these students may be drawn from a waiting list to fill the cohort to chosen capacity (at the established discount rate). However, any persons who begin a provider’s program and remain in good standing will be allowed to continue at the initially determined discount rate (even if the program discount is removed in later years). The program discount applies only to tuition rates, and it may not be combined with any other discounts a specific institution may furnish students in its graduate programs.

In its first year, nearly 60% of member schools offering graduate degrees are participating in the discount program, with nearly 80 programs available for possible reduced tuition. For details on program policies and procedures, please visit the ACA website.

Course Sharing Consortium
Through the special partnership of the ACA and the College Consortium (CC), participating member institutions have access to consortial online course sharing among ACA schools. Through an online portal, students from the “home institution” can easily register for online courses offered by the “host institution.” (Availability of options is strictly controlled by the particular home or host institution.) CC facilitates the admissions and registration processes for the students, provides syllabi for all courses and necessary documentation for “home” institutions to satisfy all federal and regional reporting and quality controls, and helps the students remain enrolled in their home institutions and graduate on time. ACA institutions sustain full discretion—in specific cases and generally—regarding when and how they participate in the partnership.

Through this collaboration/academic sharing, ACA colleges and universities can accomplish a number of strategic goals, including, among others:

• Developing new degrees and programs
• Combining (and making viable) under-enrolled sections (and possibly even programs) on our campuses
• Helping students retain eligibility and/or make progress toward graduation (enhancing retention)
• Providing students access to courses in which we have greater confidence regarding quality and mission “fit”
• Generating additional tuition revenue and grant possibilities
• Offering more hybrid and online options across our communities
• Providing our students access to courses that otherwise would not be available at our institutions, e.g., foreign languages.

The ACA Course Sharing Consortium is managed by the Council of Chief Academic Officers through its Executive Committee. As a special consortium, schools are able to apply grades, credit hours toward full-time status, and financial aid to courses shared across our members as if the course were offered internally. Currently, more than half of the ACA member institutions have joined this partnership.

Exploring New Initiatives
From resource sharing efforts, to grant opportunities, to a myriad of supportive networks across our colleges and universities, to spotlighting our members’ essential educational and cultural roles in our communities, the Appalachian College Association continually seeks to locate new means to support our member institutions’ educational missions. Our recent strategic planning efforts capture our purposes well—as well as alliteratively!

• Collaborate: Building on the success of the Bowen Central Library, offer member institutions new opportunities to collaborate with one another to support institutional vitality.
• Cultivate: Promote scholarship and student learning that supports our colleges’ capacity to address challenges and opportunities in Appalachia.
• Communicate: Publicize the transformational work of ACA institutions, both collective and individual.
• Connect: Leverage partnerships with other organizations and entities focused on Appalachia and higher education.

We have several new and exciting initiatives underway at the ACA. And we always welcome feedback from our ACA faculty, staff, and leadership. If you have any ideas for new programs or for improving the ACA’s current work, please let us know.
HIGHLIGHTED ACA PROGRAM:
COMMUNITIES OF PRACTICE & FACULTY LEARNING COMMUNITIES

One of the major recent initiatives of the ACA is the establishment of “Communities of Practice,” virtual networks of staff who share similar responsibilities on their campuses, or faculty from similar disciplinary backgrounds. Presently, the ACA hosts and maintains “CoPs” for various staff groupings in an effort to cultivate networks of support and information-sharing among ACA colleagues. The consortium sustains 13 larger communities of practice for faculty in similar disciplinary backgrounds, providing opportunities to share updates and other information with all full-time faculty at member schools. Current ACA Communities of Practice include:

<table>
<thead>
<tr>
<th>Administrative Communities of Practice</th>
<th>Faculty Communities of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Success Directors</td>
<td>Business &amp; Entrepreneurship</td>
</tr>
<tr>
<td>ADA Compliance Officers</td>
<td>Counseling &amp; Human Services</td>
</tr>
<tr>
<td>Alumni Directors</td>
<td>Education</td>
</tr>
<tr>
<td>Campus Chaplains/Ministers</td>
<td>Engineering &amp; Technology Studies</td>
</tr>
<tr>
<td>Chief Advancement Officers</td>
<td>Health Science &amp; Professions</td>
</tr>
<tr>
<td>Chief Information Officers</td>
<td>Humanities</td>
</tr>
<tr>
<td>Chief Security Officers</td>
<td>Mass Communication</td>
</tr>
<tr>
<td>Chief Student Life Officers</td>
<td>Mathematics &amp; Computing Sciences</td>
</tr>
<tr>
<td>Counseling Services Directors</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Financial Aid Directors</td>
<td>Religious Studies/Theology</td>
</tr>
<tr>
<td>Human Resource Directors</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Institutional Research Directors</td>
<td>Visual &amp; Performing Arts</td>
</tr>
<tr>
<td>Instructional Technologists</td>
<td>World Languages</td>
</tr>
<tr>
<td>Marketing Directors</td>
<td></td>
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<tr>
<td>Registrars</td>
<td></td>
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<tr>
<td>Title IX Officers</td>
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</tr>
</tbody>
</table>

In addition to the general CoPs, the ACA furnishes faculty opportunities, through virtual “learning communities” (LCs), for full dialogue and collaboration among colleagues who choose to join and participate. These LCs admit members by request only and are constructed around broad disciplinary areas and three general focus areas: teaching; scholarship; and administration.

**Faculty Learning Communities**

<table>
<thead>
<tr>
<th>Appalachian Studies: General</th>
<th>Health Sciences/Professions: Teaching</th>
<th>Mathematics/Computing Sciences: Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Entrepreneurship: Teaching</td>
<td>Health Sciences/Professions: Scholarship</td>
<td>Pre-Law Studies: General</td>
</tr>
<tr>
<td>Business &amp; Entrepreneurship: Scholarship</td>
<td>Health Sciences/Professions: Administration</td>
<td>Religious Studies/Theology: Teaching</td>
</tr>
<tr>
<td>Business &amp; Entrepreneurship: Administration</td>
<td>Humanities: Teaching</td>
<td>Religious Studies/Theology: Scholarship</td>
</tr>
<tr>
<td>Counseling &amp; Human Services: Teaching</td>
<td>Humanities: Scholarship (General)</td>
<td>Religious Studies/Theology: Administration</td>
</tr>
<tr>
<td>Counseling &amp; Human Services: Scholarship</td>
<td>Humanities: Scholarship (Writing/Comp)</td>
<td>Social Sciences: Teaching</td>
</tr>
<tr>
<td>Counseling &amp; Human Services: Administration</td>
<td>Humanities: Administration</td>
<td>Social Sciences: Scholarship (Psychology)</td>
</tr>
<tr>
<td>Education: Teaching</td>
<td>Natural Sciences: Teaching</td>
<td>Social Sciences: Scholarship (Economics, Politics, and Sociology)</td>
</tr>
<tr>
<td>Education: Scholarship (Educ. Assessment)</td>
<td>Natural Sciences: Scholarship (Ecology)</td>
<td>Social Sciences: Administration</td>
</tr>
<tr>
<td>Education: Scholarship (Educ. Technology)</td>
<td>Natural Sciences: Scholarship (Biology)</td>
<td>Visual &amp; Performing Arts: Teaching</td>
</tr>
<tr>
<td>Education: Scholarship (Higher Education Leadership &amp; Administration)</td>
<td>Natural Sciences: Scholarship (Physics &amp; Earth Sciences)</td>
<td>Visual &amp; Performing Arts: Scholarship</td>
</tr>
<tr>
<td>Education: Scholarship (K-12 Leadership/Adm.)</td>
<td>Natural Sciences: Scholarship (Chemistry)</td>
<td>Visual &amp; Performing Arts: Administration</td>
</tr>
<tr>
<td>Education: Scholarship (Pre-K/Elementary Education)</td>
<td>Natural Sciences: Administration</td>
<td>World Languages: Teaching</td>
</tr>
<tr>
<td>Education: Scholarship (Middle/Secondary Education)</td>
<td>Mathematics/Computing Sciences: Teaching</td>
<td>World Languages: Scholarship</td>
</tr>
<tr>
<td>Education: Administration</td>
<td>Mathematics/Computing Sciences: Scholarship</td>
<td>World Languages: Administration</td>
</tr>
<tr>
<td>Ethic, Gender, and Group Studies: General</td>
<td>Mathematics/Computing Sciences: Scholarship</td>
<td>World Languages: Administration</td>
</tr>
</tbody>
</table>

We believe these communities find their value organically and self-defined from the “bottom up”—with whatever “light handed” coordinating support the ACA central office can furnish. Our 35 member institutions share many similarities: student profiles, opportunities, challenges, and constraints. The networks provided through these CoPs and LCs furnish colleagues access to important information and other supports that enhance individual professional development and institutional improvements.

If you are not currently enrolled, we encourage you to join through our ACA website (through the “Opportunities” heading on the main web page). Simply complete the short web form and, upon verification, the ACA will add you to your chosen CoP s or LCs. If you have ideas and interests for additional networks, please let us know.