

***VOICES at OHIO UNIVERSITY  
SPEAK about APPALACHIA:***

***Executive Report***

**Survey Conducted by the Appalachian Faculty  
Learning Community, Spring 2004**

Prepared by Sharon A. Denham, DSN  
CHHS, School of Nursing  
Learning Community Facilitator

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## Executive Report

### APPALACHIAN FACULTY LEARNING COMMUNITY

In the fall of 2003, a call went out across the University for faculty members interested in taking part in Faculty Learning Communities. These cross-disciplinary groups of about 8 to 10 members meet together regularly to share ideas, engage in a curriculum of discovery focused on teaching and learning, and participate in activities designed to foster social, intellectual, and reflective discussions. One of these Faculty Learning Communities focuses on teaching and learning in and about Appalachia. These faculty members have been trying to better understand concerns about Appalachia and consider what being in Appalachia means to Ohio University and their work as teachers, administrators, and scholars.

#### The Appalachian FLC

The Faculty Learning Community (FLC) entitled Learning In and About Appalachia began as part of the Provost's initiatives to bring learning communities to Ohio University. Sharon A. Denham, DSN from the College of Health and Human Services' School of Nursing has served as the interdisciplinary group's facilitator. The 2003-2004 FLC members responsible for the creation and distribution of the survey were:

David Bower, EdD, Assistant Professor, College of Education  
 Geoff Buckley, PhD, Associate Professor, College of Arts and Sciences, Geography  
 Lacey Curtis, PhD, Associate Professor, College of Education (Southern Campus)  
 Merle Graybill, MEd, Associate Dean of Students  
 Keith Harris, PhD, Assistant Professor, College of Fine Arts, Film & African Studies  
 Mike Hess, MS, Assistant Green Coordinator, Residence Life, Graduate Student  
 Betty P. Pytlik, PhD, Associate Professor, College of Arts and Sciences, English  
 Jack Wright, MS, College of Fine Arts, Film

Most of the members have continued in the second year. New members joined the group for the 2004-2005 academic year and contributed to the analysis of the survey findings. New group members are:

Frans Doppen, PhD, Assistant Professor, College of Education, Social Studies  
 Gary Ginther, MLIS, Fine Arts Librarian, Alden Library  
 Margaret Manoogian, PhD, Assistant Professor, Human and Consumer Sciences  
 Sarah McGrew, BSN, Coordinator of Clinical Experiences; Adjunct faculty OU-COM  
 Wendy Merb-Brown, MS, Director of Learning Communities, University College

The FLC members completed multiple activities during the 2003-2004 academic year. Monthly meetings included a potluck supper and time spent on discussion about stereotypes elucidated through the book *Back Talk from an Appalachian Region* (Billings, Norman, & Ledford, 1999). Other activities included monthly community meetings, participation in the Provost's Spotlight on Learning Conference, a field trip to learn about the geography and history of the local area, the creation of a web site about Appalachia, a successful retreat that included

other Ohio University and community persons, and the development, administration, and analysis of the information gathered in this survey. The retreat held May 21, 2004 with 21 university and community participants was spent creating a web chart about activities that already exist at OU pertaining to Appalachia, discussing the implications of what was identified, and working in groups to create a vision statement that linked OU with its southeastern Ohio or Appalachian ties.

Plans for the learning communities' 2004-2005 academic year activities have included further development of the web site, participation in the 2005 Spotlight on Learning Conference, a panel presentation at the Appalachian Studies Association March 19, 2005, field trips, conversation with local Appalachian experts, and the continued work related to this report.

## **Appalachia**

Appalachia can be defined in many ways, but it is primarily viewed as the geographic region associated with the Appalachian Mountains and its residents. Defined as such, Appalachia encompasses 200,000 square miles from New York to Mississippi and includes all of West Virginia and parts of 12 other states. A total of 29 counties in southeast Ohio are part of the region designated in 1965 by the Appalachian Regional Commission (ARC) as part of Appalachia. Almost 40 years since the Johnson administration created the ARC to fight the war on poverty in Appalachia; many people continue to struggle for basic food and shelter. According to the 2000 Census, 350 of the 410 counties in the Appalachian Region have experienced a reduction in poverty rates from 31% in 1960 to 13.6% and the percentage of adults with a high school diploma has increased by almost 70%. Nevertheless, problems still exist in much of the Appalachian region and factors such as isolation, dependence on extractive industries, lack of investment in human capital, and problems in educational settings are well documented and create barriers for Appalachians including those in southeast Ohio.

Currently, no central repository or network at Ohio University or any other institution of higher education in southeast Ohio centralizes information about Appalachia pertinent to the region. Currently, little has been done regarding the identification of local expertise in education, community, and research areas, as well as curricula or program areas pertinent to Appalachia. At this time, we have limited knowledge as to the extent of resources and interests at OU about Appalachian *foci*. This survey constitutes an initial attempt to discover more about what has been done by faculty, students, community members, administrators, and staff that is relevant to understanding Appalachia, its culture, and associated stereotypes.

The Appalachian FLC is interested in concerns related to the teaching and learning needs of southeastern Ohio. The FLC has created a web site that can become a storehouse for information pertaining to teaching and learning as well as information about the Appalachian area of Ohio that might be of interest to students, faculty members, administrative staff, community members, and others. FLC members are interested in identifying ways to collaborate with others that increase awareness about the cultural uniqueness of the region and reduce the adverse effects of stereotyping too often associated with its people.

## **OVERVIEW OF THE SURVEY**

The purpose of the survey was to collect information about the knowledge, research, experience, and interests of those associated with Ohio University (OU) in relationship to Appalachia. The development of the survey instrument was a cooperative effort of the FLC. The survey consisted of quantitative and qualitative questions about perceptions, experiences, and expertise in Appalachian issues (Appendix A). The survey was made available electronically on the Appalachian FLC's web site during spring quarter 2004. An e-mail explained the purpose of the survey to all administrators, staff, faculty members, and students from all six Ohio University campuses. Some persons in the community known to have an interest in Appalachia were informed about the survey, mostly by word of mouth, and asked to respond. The initial query about the survey was sent out during April 2004 and a reminder was sent three weeks later. The data presented in this report were obtained during spring quarter 2004. While the FLC facilitator took primary responsibility for the writing of this report, all members of the learning community participated in editing its contents and drawing final conclusions and recommendations.

Writing of this report was truly a group effort. Although all members shared in the writing process, special thanks is attributed to Betty Pytlik, PhD for her continued encouragement and pen ready to assist with needed grammatical corrections and formatting directions. Frans Doppen, PhD and Margaret Manoogian, PhD also provided extensive help in meticulously reading for consistency in content and organization of ideas. All FLC members read repeated iterations of the report, gave thoughtful insights as the reports took shape, and were key to the process of finalizing what is presented.

## **LIMITATIONS OF THE SURVEY**

Although the study findings are rich, it is important to remember that the participants were a self-selected group that was interested in completing the survey. It is likely that participants had interests and biases about the Appalachian region different from those not choosing to participate. Participants completed the survey with few directions; this fact may have influenced how they answered questions. The survey was lengthy, but most provided rather comprehensive responses. It is possible; however, that some participants did not complete the survey because of its length and personal time constraints.

## **SURVEY PARTICIPANTS**

A total of 491 respondents completed the electronic survey. Of those taking part in the survey, 226 reported that they considered themselves to be Appalachians while 259 did not. Table 1 identifies the groups of survey participants. Of the total 62 faculty members who responded to the survey, 30 reported that they were tenured and 22 non-tenured. Of those reporting their faculty rank, 13 reported assistant professor, 10 associate professor, and 23 professors. The largest number of these faculty members indicated that they were from the Athens campus; however, all of the regional campuses had at least one respondent. The majority of those having either administrative or staff positions indicated that they were from the Athens campus with only a few indicating association with a regional campus. Given that some faculty members also serve in administrative roles, it is difficult to clearly identify their positions. More

than half of respondents have been employed at Ohio University for 10 years or more. A total of at least 333 students completed the survey. Table 2 provides an overview of the information about the students who participated.

**Table 1**

**Appalachian Survey Participants**

<b>Survey Participants</b>	<b>Number of Participants</b>	<b>Percentage of Participants</b>
<b>Faculty</b>	62	13%
<b>Administrators</b>	73	15%
<b>Students</b>	297	60%
<b>Community</b>	16	3%
<b>No Answer</b>	7	1%

**Table 2**

**Overview of Students Participating in the Survey**

<b>Student Ranking</b>	<b>Number of Participants</b>	<b>Percentage of Participants</b>
<b>Freshman</b>	48	10%
<b>Sophomore</b>	47	10%
<b>Junior</b>	56	11%
<b>Senior</b>	111	23%
<b>Masters</b>	55	11%
<b>Doctorate</b>	16	3%
<b>NO ANSWER*</b>	158	32%
<b>Students Campus Location</b>	<b>Number of Participants</b>	<b>Percentage of Participants</b>
<b>Athens</b>	241	49%
<b>Chillicothe</b>	25	5%
<b>Eastern</b>	7	1%
<b>Lancaster</b>	19	4%
<b>Southern</b>	20	4%
<b>Zanesville</b>	21	4%
<b>NO ANSWER</b>	158	32%

\* Some of those leaving this question blank were faculty, administrative staff, and community persons.

Sixteen community persons responded to the survey. These participants were mostly from Athens County, but some were from several surrounding counties. These persons represent a wide variety of community sectors based upon their diverse areas of employment that included blue collar workers<sup>[C1]</sup>, social service, health care, youth activities, and community organizations.

To better identify the characteristics of respondents who identified themselves as Appalachian (n = 226), a number of questions related to residence and family were asked. About 64% of these respondents also reported that they were either born or had lived in an Appalachian region all of their lives. Fewer than half (47%) of those reporting themselves as Appalachians said they had moved in and out of the region. Many of those identifying themselves as Appalachians said that they had family from Appalachia with 31% reporting Appalachian parents, 40% Appalachian grandparents, and 27% Appalachian great grandparents from the region. These findings indicate that many of those who viewed themselves as Appalachian made some connections with place and family.

## **ADDITIONAL REPORTS**

The extensive qualitative findings from the report offer a unique insight into the diverse perspectives of those associated with the university about Appalachia. The findings are reported in a series of narrative reports based upon the themes that emerged during the data analysis. A series of four reports provide the reader with access to the findings from which conclusions and recommendations were drawn. Each report allows the reader an opportunity to peruse the responses of the survey participants. The reports allow the voices of the participants to tell their unique and collective stories. It is the hope of the Appalachian Faculty Learning Community that these reports provide an opportunity for dialogue at the Athens campus and among the regional and main campuses about issues pertaining to Appalachia.

### **Report One: Interest in Appalachian Studies**

This report addresses survey respondents' ideas about whether or not Ohio University should have a dedicated program of study that focuses on Appalachia. Even more importantly, it describes ideas about ways the University might enhance its relationships with the region and identifies areas where these connections might occur. Respondents were articulate in suggesting areas of interest and distress related to Appalachia that were of significant consequence. Key concerns about Appalachian Ohio such as high poverty rates, low employment opportunities, literacy levels, and problems with educational prospects afforded youth in the rural counties were repeatedly described by survey participants. Strengths of the region which needed to be built upon were also noted.

Although a high number of responses pertained specifically to Athens County and the University, many were related to concerns about problems in areas throughout Appalachian Ohio. While some respondents conflict as to the need for an Appalachian Studies Program, many have interests in learning more about Appalachia and its people. Despite whether or not an Appalachian Studies Program is created at Ohio University, it was clear that finding ways for the academy and the community to collaborate and learn from one another seems to be necessary and welcomed.

### **Report Two: Perspectives about Stereotypes**

This report provides a descriptive overview of the various points of view about the Appalachian region and its people held by the many constituents at Ohio University.

Respondents seemed aware of stereotypes often associated with Appalachia and provided rich responses that describe personal experiences. While many from the region described great respect for their heritage, others described trying to separate themselves from negative stereotypes. Some from outside the region, but residing in the area had mixed feelings about the area.

Although many viewed being located here as a meaningful experience, others saw the University as a place to get an education and viewed themselves separate from the region. Others not originally from the region had difficulty deciding whether they might be considered Appalachian if they were not born or raised here, even when they had spent many years as a local resident. Issues of the Appalachian stereotype appear to be a topic of concern for those who view themselves as insiders, as well as those who are from outside the region but now reside here, regardless of the duration of residence.

### **Report Three: Expertise about Appalachia at OU**

This report provides a summary of the findings about the different types of scholarship and research pertaining to Appalachia that are being conducted at Ohio University. Many faculty and students described specific areas where they perceived themselves having credible knowledge or life experiences related to the Appalachian region and its people. Discussion about expertise from those who perceive themselves as Appalachian and others is described. Specific areas of faculty and student expertise about Appalachia as well as ongoing pertinent scholarship activities at the main and regional campuses are identified.

Although many sources of information about Appalachia can be found, locating work especially tied to southeast Ohio may be especially difficult to find. In order to learn about scholarly work related to the area – much of which is unpublished, one must contact persons at regional campuses, individual colleges, and schools within colleges to seek faculty members who are conducting research about Appalachia. A repository for locating information and connecting with others sharing similar interests would be an asset to faculty and students trying to complete scholarship and research about the region and its people.

### **Report Four: Diverse Perspectives about Education**

This final report considers relationships between the region and educational experiences occurring at Ohio University. Topics described include differences between students from Appalachia and those from other areas, stereotypes encountered in educational settings, local perceptions of Ohio University's relationship with Appalachia, perceived positive responses to Appalachia by the University, and student engagement. Survey results provide suggestions related to student recruitment and education and ways for the university to improve community connections.

Findings indicated that relationships between Appalachian stereotypes and education still exist. Many survey participants agreed that an opportunity to engage in more learning opportunities for students would be beneficial. Although many faculty members are keenly aware of the region and provide classroom opportunities so that students can thoughtfully

engage with people and places of the region, others are insensitive, sometimes pejorative, and often propagate rather than dispel stereotypes. Orientation of faculty, students, and staff to the region may be important first steps in overcoming these images. Finding ways to connect academic activities and scholarship to the region could be important ways to develop meaningful relationships between the community and the academy.

## CONCLUSIONS

Even though the survey was lengthy, those who completed it provided detailed responses. Many indicated approval some work was being initiated about this topic and viewed it as important part of the University's mission. The experience and wisdom offered by the survey participants may be important signposts for the University, its administration, faculty, staff, and students and serve as possible directions for attaining the five major Ohio University goals. These goals are

- Enhance Ohio University's vision of becoming a premier research university;
- Raise national rankings of academic and research programs;
- Increase diversity among students, faculty, administration and staff;
- Strengthen and expand the base of financial support; and
- Increase partnerships locally, statewide, nationally and internationally.

Some key findings identified in the report are:

### The People and its Region

- The geographical region that is defined as Appalachia cannot be equated with an Appalachian identity.
- The image of Appalachia is contested; one way to frame this is pride versus a pejorative image.
- Ideas about Appalachian stereotypes move beyond what we think we know about the people and culture of this region. Consensus about what it means to be Appalachian does not appear to exist. Whereas some take pride in stereotypical values, others do not. Identifying oneself as Appalachian seems to come from several different perspectives. For instance, some people who are born in the region and have family ties do not perceive themselves as Appalachian, whereas others who have moved into to region may in time see themselves as Appalachian.
- Whether people identify themselves as Appalachian appears also to have been influenced by their background and the role they play in their community, i.e., student, faculty member, etc.
- Identifying as "Appalachian" appears to be a self-identification rather than an ascription by others. It appears to be more than being a citizen of a residential area and perhaps even

more than through heritage. More needs to be known about the criteria folks use when articulating ideas about themselves as Appalachian.

- An inverse relationship appears to exist for some individuals in Appalachia related to sense of location. While some have a strong sense of identification as Appalachian despite the prevailing stereotypes, others reject both the stereotype and the identification. More needs to be known about reasons for these decisions and the factors that create a sense of identification.

### **Responses to Appalachian Associations**

- Many students, faculty, and administrators at OU perpetuate the negative stereotype of Appalachian people; some faculty members apply stereotypical perceptions to Appalachian students.
- Students from southeastern Ohio region who transfer from the regional campuses to the main campus appear to be considered by some as part of or similar to others belonging to minority groups and should be treated accordingly.
- Who is considered 'local' depends on context. While OU is located in the Appalachian region; many associated with University see local persons as outsiders. Those employed as OU employees are insiders to the University, but viewed as outsiders by 'locals.' 'Locals' sometimes make further distinctions between true 'locals' and 'imported locals' - a new sub-category. Important questions exist about how we can identify strengths related to this insider/outsider context to build upon.
- Students come to Ohio University to acquire an education in the field of their choice. Many survey respondents suggested that these students should be offered the opportunity to learn about the Appalachian region and its people, but some questioned whether this information should be imposed upon them.

### **Regional Schools and Ohio University**

- A disconnect appears to exist between students at OU who come from southeastern Ohio and those who come from outside the region.
- Students from secondary schools in southeastern Ohio or transfers from a regional campus to the main campus may need additional supports as they transition.
- Responses about a disconnect between student expectations in regional K-12 schools in southeastern Ohio and other state or national schools could provide an interesting potential area of research.
- Many survey respondents appear to believe that high school students from southeastern Ohio are less prepared to go to college than students from other parts of the state and

nation. If this is true, then it presents Ohio University with unique opportunities for research and educational initiatives.

### **Area Needs**

- Needs of the area (health care, economic development, environmental issues, etc.) should be a priority on Ohio University's agenda and thus incorporated into the academic experience.
- Many respondents made comments that suggest a paradox associated with a large, privileged university in a poor county. OU appears to be perceived by many respondents as a unified and insensitive whole that exists in the midst of local residents, but neither sees nor understands the needs of those living in the region. Identification of steps to increase understanding on all fronts seems needed.

### **Appalachian Studies Program**

- The key reason identified as to why it may be important to have an Appalachian Studies Certificate Program at Ohio University is the need to "celebrate" Appalachia, build awareness, and solve Appalachian issues/problems.
- While some respondents believed a need exists for an Appalachian Studies Program, far more perceived positive benefits linked to incorporating information about the region and its people into the "totality of the university."

## **RECOMMENDATIONS**

Based upon the findings of this survey, the FLC recommends the following:

Create an institutionalized orientation on Appalachia for all incoming students. Work with new students, faculty, and staff to create awareness and encourage sensitivity to regional issues.

Establish OU as a source of information about Appalachia and create a centralized repository for data pertaining to the region. While much is already happening, it often occurs in a disjointed fashion. Centralized efforts might help greatly with the University's goals to create local partnerships.

Continue to work to create sensitive and respectful relationships between OU and its service region. Encourage collaboration among levels of administration, regional campus systems, and regional K-12 schools to identify steps to support the educational needs of the region's students and families.

Identify ways for those interested in Appalachia to share knowledge, resources, and research findings with interested others throughout all six University campuses and those residing in the region. Use the expertise that already exists within the University to foster new scholarship and research in areas of distinction pertinent to southeastern Ohio.

- Further explore the disconnect between students from southeastern Ohio and others on campus. A closer examination to identify whether differences exist among students from regional campuses and those enrolled in Athens is needed.
- Refer specifically to Appalachian students as members of an underrepresented minority in the university's information on diversity. Include Appalachian students in the Office of Diversity's focus to support diversity in all dimensions of University life as we seek to better understand all aspects of human diversity (e.g., racial, ethnic, gender, religious, and cultural differences).
- Use 'Teaching in and about Appalachia' as the theme for carrying out recommendations in accord them the following services from the Office of Diversity:
  - Assist with the recruitment and retention of underrepresented students, faculty, and staff.
  - Encourage the development of curricular and co-curricular programs that enhance intercultural dialogue and understanding.
  - Develop early outreach academic enrichment opportunities for freshman and sophomore high school students from underrepresented populations.
- Integrate studies of the region into curriculum by creating an Appalachian Studies Program or consider some dedicated courses pertinent to Appalachia and various majors to encourage ways students can link their programs of study with the place they are studying.
- Develop a shorter paper/pencil follow-up survey targeted at faculty members at the main and regional campuses to provide more explicit information about existing knowledge, skills, and experience related to Appalachia. Create a way to update this information annually and include scholarly work completed by students at the University. Locate this information on the University web site so that it is easily accessible.

The full reports are available electronically on the Appalachian Faculty Learning Community website: <http://scope.citl.ohiou.edu/FLC/AppalachianFLC/whatis.html>

- Report One: Interest in Appalachian Studies
- Report Two: Perspectives about Stereotypes
- Report Three: Expertise about Appalachia at Ohio University
- Report Four: Diverse Perspectives about Education

## APPENDIX A

SCOPE Ohio: Appalachian Faculty Learning Community (FLC)  
Learning In and About Appalachia Survey

## DEMOGRAPHICS AND PERSONAL INFORMATION

Name: \_\_\_\_\_ E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

1. Do you consider yourself to be an Appalachian: Yes \_\_\_\_\_ No \_\_\_\_\_  
1. Briefly describe why or why not?

2. Select best descriptor of your self:

Ohio University Faculty member: \_\_\_\_\_

Ohio University Administrative personnel: \_\_\_\_\_

Ohio University Student: \_\_\_\_\_

Member of Community near Ohio University campus : \_\_\_\_\_

Other: \_\_\_\_\_ (specify: \_\_\_\_\_)

3. If faculty member:

Tenured: Yes \_\_\_\_\_ No \_\_\_\_\_

Professional Rank: Instructor \_\_\_\_\_

Assistant Professor \_\_\_\_\_

Associate Professor \_\_\_\_\_

Professor \_\_\_\_\_

Other (specify \_\_\_\_\_)

College employed: \_\_\_\_\_

Department employed: (specify \_\_\_\_\_)

Campus: Athens \_\_\_\_\_

Eastern \_\_\_\_\_

Lancaster \_\_\_\_\_

Chillicothe \_\_\_\_\_

Southern \_\_\_\_\_

Zanesville \_\_\_\_\_

Length of time in years at the university: 1-2 years \_\_\_\_\_

3-4 years \_\_\_\_\_

5-6 years \_\_\_\_\_

7-10 years \_\_\_\_\_

11-20 years \_\_\_\_\_

21 years or more \_\_\_\_\_

4. If student:

Grade level: Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_

Masters Graduate student \_\_\_\_\_ Doctoral Graduate Student \_\_\_\_\_

Campus: Athens \_\_\_\_\_

Eastern \_\_\_\_\_

Lancaster \_\_\_\_\_

Chillicothe \_\_\_\_\_  
 Southern \_\_\_\_\_  
 Zanesville \_\_\_\_\_

**5. If administrative personnel:**

Tenured: Yes \_\_\_\_\_ No \_\_\_\_\_

Title/role: Specify \_\_\_\_\_

Campus: Athens \_\_\_\_\_

Eastern \_\_\_\_\_

Lancaster \_\_\_\_\_

Chillicothe \_\_\_\_\_

Southern \_\_\_\_\_

Zanesville \_\_\_\_\_

Length of time in years at the university: 1-2 years \_\_\_\_\_

3-4 years \_\_\_\_\_

5-6 years \_\_\_\_\_

7-10 years \_\_\_\_\_

11-20 years \_\_\_\_\_

21 years or more \_\_\_\_\_

**6. If a community member employed outside of Ohio University:**

Specify role/job in the community: \_\_\_\_\_

Community/town where reside: \_\_\_\_\_

Community/town where employed: \_\_\_\_\_

**7. What is your history of residence in an Appalachian region (choose all that describe you)?**

\_\_\_\_\_ All my life

\_\_\_\_\_ Have parents from Appalachia

\_\_\_\_\_ Born in an Appalachian region

\_\_\_\_\_ Have grandparents from Appalachia

\_\_\_\_\_ Moved in and out of Appalachian

\_\_\_\_\_ Have great-grandparents from Appalachia

\_\_\_\_\_ Only lived in Appalachia since attending school

\_\_\_\_\_ Only lived in Appalachia since employed at Ohio University

**8. Describe your personal interests/concerns related to Appalachia (e.g., what things do you see as problems, cultural areas of interest, historical areas of interest, interest in arts/humanities related to Appalachia, etc.):**

**9. Describe any personal links you have to the Appalachian community (e.g., long-time residence in the region, involvement with professional groups/local projects, activism, community efforts, etc.):**

**PROFESSIONAL INTERESTS AND INFORMATION**

**10. Primary discipline, area of interest, or student major (i.e., identify area(s) of study or topical area(s) of interest related to Appalachia):**

11. Describe your previous teaching/learning experiences related to Appalachia (e.g., courses taken or taught, content areas of interest, workshops attended, professional associations, etc.):

12. When you consider what you currently know about practices at Ohio University and consider what you know personally about Appalachia, what do you believe to be areas of concern related to teaching and/or learning related to Appalachia at Ohio University? What things is the University doing well? What things do you suggest need to be changed?

13. Discuss ways you have distinguished yourself as an expert or have gained valuable experience in working with problems, needs, concerns, issues, etc. specifically related to Appalachia (e.g., academic studies, teaching topics related to Appalachia, humanities, community planning, work experience, service learning activities, etc.):

14. If you have participated in research related to Appalachia (completed or current), please identify topical areas of your work:

16. Describe any community involvement that is linked to concerns about Appalachia that you have not previously addressed in this survey:

## PROJECTS AND ACTIVITIES

17. Would you be interested in seeing Ohio University offer an Appalachian Studies Certificate Program?

Definitely Yes \_\_\_\_\_ Possibly \_\_\_\_\_ Definitely No \_\_\_\_\_ Not sure \_\_\_\_\_

18. Areas of interest related to Appalachia (mark all that apply):

- Join a faculty study group about a local topic pertaining to Appalachia
- Take part in a community/university project related to an issue of concern in Appalachia
- Join a faculty/community activist group related to an issue of concern related to Appalachia
- Keep me informed by e-mail about events pertaining to Appalachia happening at Ohio University
- Appalachian book club discussion group
- Participate in field trips to regional areas of interest
- Enroll in a workshop about Appalachia (topic of interest \_\_\_\_\_)
- Take a class about Appalachia (topic of interest \_\_\_\_\_)
- Teach a class related to Appalachia
- Participate in research about Appalachia (specify area of interest \_\_\_\_\_)
- Attend a workshop about Appalachia (specify topic of interest \_\_\_\_\_)
- Assist in developing an Appalachian Studies Certificate Program
- Other (specify \_\_\_\_\_)

19. Discuss your ideas about an Appalachian Studies Certificate Program. For example, discuss whether such a program might be of interest/use to Ohio University students, ways a program might contribute to the University's offerings, things you might contribute, ways you could be

involved, specific content/coursework to include, ideas about where a program should be associated, need for program, etc.):

20. If you are interested in seeing an Appalachian Studies Certificate Program offered at Ohio University, please describe ways you see yourself being involved or suggest contributions you or others might make.

21. Would you be interested in attending a local retreat or workshop about teaching and learning in and about Appalachia? Yes \_\_\_\_\_ No \_\_\_\_\_

22. If yes, how might you view yourself participating in the retreat (mark all that apply):

- Facilitator
- Presenter
- Attendee
- Assist with organization
- Make a financial contribution to the effort
- Other (specify \_\_\_\_\_)

23. Other comments you would like to add about teaching and learning in and about Appalachia?

Thank you for taking time to complete this survey. If you want more information about the Faculty Learning Community sponsoring this survey or if you have questions or want to discuss the topics further, please contact one of the community members.