The Road Ahead

Appalachian Studies Association's
Plan for Action
2008-2013

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Executive Summary

The Appalachian Studies Association (ASA) launched a long-range planning process in September 2006 with the goal of defining "The Road Ahead" for the years 2008-2013. A twelve-member Long Range Planning Committee (LRPC), appointed by 2006-2007 ASA President Chad Berry, worked for 18 months with the assistance of a consultant. The planning process included extensive reviews of ASA's history, mission, and accomplishments; assessments of internal committees and programs; outreach to ASA members; and learning from other associations, journals, and constituencies. LRPC members devoted many hours to reflection and deliberation on the Association's past, present, and future.

The LRPC identified two key themes for the Plan: engagement and sustainability. These themes underlie goals outlined in six strategic areas: Governance and Leadership, Programs, Finance and Development, Infrastructure and Systems, Communications, and Membership. For each of these areas, the LRPC has indicated priority goals, related strategies, and recommended actions. Some priority goals will take longer than others to accomplish. Members of the ASA Steering Committee and standing committees are expected to develop strategies and actions in more depth and detail as they implement the plan.

ASA has the opportunity, with this plan, to build on its reputation as an inclusive membership association hosting a significant conference and publishing a respected journal. When the goals of this plan are fulfilled, ASA will be a stronger, more effective, and influential organization; will enjoy greater stability and member engagement; and will occupy a leading role in the development and exchange of ideas, scholarship, and practice in and about the Appalachian region.

Introduction

In 2005, ASA President Phil Obermiller and Vice President Chad Berry recognized that long-range planning was both necessary and wise, if the organization were going to thrive as an engaged, sustainable entity. The most recent long-range planning process had been undertaken 15 years earlier, in 1990, when the organization was faced with finding a permanent home and hiring an executive secretary. That long-range report was issued in 1991, and bylaws were revised accordingly in 1992. Since 1992, the organization has grown significantly, in conference attendance, membership, and budget, making the need for assessment and planning critical. Working with Phil Obermiller, President Berry proposed that the Association hire a professional facilitator and commit to a long-range planning process. His proposal was unanimously approved by the ASA Steering Committee in March of 2006.

The Steering Committee took the bold step of committing organization funds to hire professional facilitator Nina Gregg, with Communication Resources in Maryville, Tennessee. Gregg, who holds the Ph.D. in Communication from McGill University, has a background in higher education; since 1993 she has worked as an independent consultant on issues such as governance and decision-making, organizational communication, small and large group process and facilitation, work process design, strategic planning, program development and evaluation, skills training, and leadership coaching.

By mid-June 2006, the Long Range Planning Committee was formed and poised to begin its work. ASA President Chad Berry appointed two LRPC co-chairs: Roberta Herrin, Director of the Center for Appalachian Studies and Services at East Tennessee State University; and Deanna Tribe, Emeritus Extension Community Development Specialist with Ohio State University. Tribe was also a member of the ASA Steering Committee. The co-chairs worked closely with the facilitator while serving as active members of the LRPC, whose members represented a wide range of constituencies and included seven past, current, or incoming ASA Presidents. In addition to Herrin and Tribe, LRPC members were Carol Baugh, Chad Berry, Marie Cirillo, Ashley Cochrane, Steve Fisher, Wilburn Hayden, Sandra Hayslette, Phil Obermiller, Shaunna Scott, and Erik Tuttle.

Objective

The main objective of the long-range planning process was to develop a long-range plan that articulates a vision and goals for the organization's future, reflects the needs and expectations of members, and outlines the activities necessary to achieve the organization's goals. It will serve as a working guideline and framework for action of the Appalachian Studies Association.

The Road Ahead takes into account and builds upon the ASA's history, previous planning, and operational bylaws; assesses accomplishments, changes, and trends;

considers demographics, data, and input from current and past membership, leadership and conference participants; and learns from other associations, allies, and grassroots organizations.

The LRPC identified key commitments to ensure the Association's long-term future: engagement and sustainability. These commitments informed the plan's development and are integral to the implementation of the plan.

The LRPC further identified six strategic areas and for each strategic area, the plan indicates goals to be achieved, actions to work toward each goal, and indicators of success that signify standards of progress and accomplishment. The plan addresses six equally important strategic areas: Governance and Leadership; Programs; Finance and Development; Infrastructure and Systems; Communications; and Membership (see pp. 22-36).

Planning Process

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The facilitator had individual telephone conversations with each member of the LRPC to prepare for the project. The LRPC and the facilitator met for face-to-face sessions, met via conference calls (which occurred between the face-to-face meetings), and communicated frequently via e-mail at the committee, sub-committee, task group, and work group levels. Day-long sessions were held in Maryville, Tennessee, in September 2006 and March 2007; Berea, Kentucky, in February 2007; Huntington, West Virginia, in September 2007; and Berea, Kentucky, in January 2008. Additional conference calls and e-mail communication occurred among the entire LRPC, the co-chairs, and the facilitator as the planning project drew to a close.

In the learning phase of our work together, the LRPC created three task groups (ASA History/Accomplishments, ASA Identity, and ASA Membership) and five work groups (ASA Journal, Governance and Leadership, ASA Conference, Administration and Fiscal Sustainability, and Mentoring and Recruitment) to focus on specific assignments that arose from the Committee's deliberations. All LRPC members served on one or more task groups. The work of these committees has been integrated into the Plan, and some proposals from the work groups have already been offered to the Steering Committee for action. Task Group Reports (Appendices A-D) and Work Group Reports (Appendices E-F) are referenced later in this document. Our collective learning, from our review of ASA history and the internal and external scans, is the basis for the goals in the Plan.

Summary of the work undertaken by the LRPC:

- Researched history of organization in archives; developed timeline (Highlights from ASA History/Pre-History [Appendix A]);
- Reviewed a variety of sources discussing history and practices regarding the Association
- Gathered insights and analysis from members/leaders with long experience with ASA;
- Researched articles and conference programs about ASA identity; wrote detailed report (Evolution of ASA Mission [Appendix B]; Identity Group Report [Appendix C]);

- Gathered information from membership and others via on-line web survey and *Appalink*; conference input activities through posters, concurrent session and evaluation; interviews with press editors, and sessions with directors of Appalachian Centers;
- Conducted external scans to learn from other associations and journals (Scan of Other Journals [Appendix W]; Scans of Other Associations [Appendix X]);
- Conducted internal scans for assessment and goal setting through the Steering Committee, *Journal* Editorial Board, and other standing committees;
- Conducted focused reviews, e.g., Administration and Fiscal Sustainability, resulting in some proposals already presented to the Steering Committee for action, several of which have already been implemented;
- Analyzed information gathered through this variety of methods, drafted goals, strategies and actions, and identified indicators of success to enable implementation of the plan;
- Wrote final report (including an action plan) of the LRPC and submitted it to the Steering Committee of the Appalachian Studies Association for its consideration;
- Developed a tri-fold brochure highlighting the key commitments, themes, and goals of *The Road Ahead* for distribution to the membership, exhibitors, affiliates, and interested others at the ASA Conference in Huntington, March 2008;
- Prepared to host a Town Hall session at the March 2008 conference to engage ASA membership in the opportunities presented in the Plan.

Investment of Resources

The resources expended to undertake this nearly two-year planning process included direct financial remuneration paid to the consultant, and costs of conference calls and materials/supplies. Considerable additional resources were donated to ASA through direct expenses incurred by LRPC members. Travel and lodging, telephone, mailing, and copying expenses were donated individually by LRPC members and/or with support of their institutions. To indicate the scope of these contributions, the LRPC provided to the ASA Steering Committee at its March 2007 meeting a summary of the time and financial investment of LRPC members to this planning project from June 2006 to February 2007 (see Financial Report 2007 in Appendix G). Seven LRPC members and their institutions contributed more than 320 hours and $2930 direct costs. Additional direct and indirect expenses of approximately $800 were contributed by members' institutions. LRPC members devoted many hours to the planning process, above and beyond scheduled meetings and conference calls. The Appalachian Center at Berea College hosted two day-long meetings of the LRPC.

We report these expenditures to demonstrate the significance of this investment by LRPC members to the Association and the value they place in the planning process. In

subsequent months (March 2007–March 2008), LRPC members and their institutions contributed more than equivalent resources. The LRPC hopes that our commitment will be a model and motivator for others as they implement the plan in the coming years.

Report Format

The Table of Contents indicates the sections of *The Road Ahead.* The plan is a working document to be read and used as a basis for deliberation and implementation by the ASA Steering Committee during the time frame of the plan.

Following the overview and introduction, the remainder of the report is organized by the components of the Vision to Action Model (University of Missouri Extension North Central Regional Center for Rural Development):

 Learning from the Past–our history, accomplishments, underlying principles, strengths and weaknesses;

 Examining the Present–needs, challenges, opportunities, learning from membership and others;

 Plan for Action, which includes:

- Goals that describe what the Association can become, expected accomplishments for ASA;
- Strategies and Actions to undertake to reach the goals for ASA; the projects necessary to implement the strategies and actions;
- Indicators of Success—standards of progress and accomplishment that will enable determining when the Association has accomplished its goals.

Recommendations to ASA Leadership

The Long Range Planning Committee is pleased to have had the opportunity to focus on the well-being of the Appalachian Studies Association by looking at the organization's history, its present, and what the Association could become in the future. The planning process approached the ASA holistically, and the resulting plan recognizes and affirms that the organization is comprised of many different interdependent components.

The LRPC offers *The Road Ahead* as a resource for present and future members of the Steering Committee who have responsibility for "working the plan" and leading and guiding the Association in the years ahead. The key commitments of engagement and sustainability underlie the entire plan.

Just as the LRPC—collectively and individually—has benefited from this experience, we anticipate the fruits of our labor will be harvested by ASA leadership and membership now and in the future.

To begin implementing this framework, the LRPC makes the following recommendations to the Steering Committee and leaders of ASA:

* Build upon the investment of ASA and the LRPC by becoming very familiar with *The Road Ahead* report and plan;

* Base annual plans of work and reports of accomplishment for the organization upon the planning framework;

* Consider the whole organization and interdependencies while working on various tasks and projects of committees and sub-committees;

* Reach out to engage members in various aspects of the work of ASA;

* Focus on the sustainability of the Appalachian Studies Association by improving board (Steering Committee) and organizational effectiveness.

Consultant's Observations

The LRPC first convened with a call to "harness the power of our intentionality." In multiple meetings and conference calls, composing and reading and responding to countless e-mails, committee members took seriously the charge to devise a plan for ASA's future. It has been a privilege to work with the members of this committee.

The dedication of the LRPC is a microcosm of ASA–an indication of potential awaiting opportunity. ASA has the opportunity, with this plan, to make discrete improvements in "business as usual" or to transform the Association into a vibrant, engaged community.

Through strengthened governance and leadership, intentional engagement of members, innovations in programs and publications, and investments and improvements to operations, communication and procedures, the Appalachian Studies Association will advance its mission by harnessing its own power.

With *The Road Ahead* we invite ASA, under the leadership and guidance of the Steering Committee, to recognize and unleash that potential and move the Association into the future as a stronger, more effective, and engaged organization.

Long Range Planning Committee Members

Carol Baugh, Sinclair Community College, Ohio
Chad Berry, Berea College, Kentucky
Marie Cirillo, Clearfork Community Institute, Tennessee
Ashley Cochrane, Berea College, Kentucky
Steve Fisher, Emory & Henry College, Virginia (Professor Emeritus)

Wilburn Hayden, York University, Canada
Sandra Hayslette, Washington and Lee University, Virginia
Roberta Herrin (LRPC co-chair), East Tennessee State University
Phil Obermiller, Cincinnati, Ohio
Shaunna Scott, University of Kentucky
Deanna Tribe, (LRPC co-chair), Ohio State University
Erik Tuttle, *Wind Magazine*, Kentucky
Nina Gregg (Consultant), Communication Resources, Tennessee

Steering Committee Members 2006-2007

Chad	Berry	Berea College
Don	Davis	Dalton State College
Sharon	Denham	Ohio University
Howard	Dorgan	Appalachian State University(retired)
Mary Jo	Graham	Marshall University
Chris	Green	Marshall University
Anthony	Harkins	Western Kentucky University
Sandra	Hayslette	Washington and Lee University
Kristin	Kant	University of Kentucky
Stephanie	Keener	Lees-McRae College
Phil	Obermiller	Cincinnati, Ohio
Edwina	Pendarvis	Marshall University(retired)
Cassie	Robinson	Mars Hill College
Emily	Satterwhite	Virginia Polytechnic Institute and State University
Renee	Scott	Kentucky State Government
Shaunna	Scott	University of Kentucky
Kathie	Shiba	Maryville College
Mary	Thomas	Appalachian Studies Association
Deanna	Tribe	Ohio State University (retired)
Thomas	Wagner	University of Cincinnati (retired)
Shannon	Wilson	Berea College
Peg	Wimmer	Virginia Polytechnic Institute and State University

Steering Committee Members 2007-2008

Carol	Baugh	Sinclair Community College
Chad	Berry	Berea College
Howard	Dorgan	Appalachian State University, retired
Lawrence	Dukes	Shawnee State University(retired)
Mary Jo	Graham	Marshall University
Chris	Green	Marshall University
Anthony	Harkins	Western Kentucky University

Sandra	Hayslette	Washington and Lee University
Gene	Hyde	Radford University
Kristin	Kant	University of Kentucky
Stephanie	Keener	Chamber of Commerce, Blowing Rock, North Carolina
Amelia	Kirby	Appalshop
Cassie	Robinson	Pine Mountain Settlement School
Shaunna	Scott	University of Kentucky
Renee	Scott	Kentucky State Government
Kathie	Shiba	Maryville College
Mary	Thomas	Appalachian Studies Association
Deanna	Tribe	Ohio State University (retired)
Pamela	Twiss	California University of Pennsylvania
Shannon	Wilson	Berea College
Veronica	Womack	Georgia College and State University

Learning from the Past

In the fall of 2006, the LRPC undertook the task of reviewing the Association's past as a means to understanding its evolution and its current status. Carol Baugh, Phil Obermiller, and Steve Fisher led the survey and analysis of ASA's history, using ASA archival documents such as conference programs, Steering Committee minutes, back issues of *Appalink*, the essay "Where Have We Been? Where Are We Going? A History of the Appalachian Studies Association" (*Appalachian Journal*, 31:1, Fall 2003), and personal collections of ASA materials. They shared their efforts among members of the work groups and with the LRPC as a whole.

ASA History

The Appalachian Studies Association was formally established in 1987, influenced by a variety of past efforts going as far back as back as 1913 when John C. Campbell created the Council of the Southern Mountains (CSM). The immediate impetus for the formation of the current ASA was the 1976 Cratis Williams Symposium, held at Appalachian State University in Boone, North Carolina. That gathering sparked interest and momentum, which ultimately resulted in a 1977 session to plan an Appalachian Studies Conference that was held at Berea College in 1978.

It is important to note that the organization began as a conference, though it quickly took on the shape and identity of an "association." By 1980 the Appalachian Consortium had assumed a major management role as the official organizational home because the conference was growing rapidly. During the 1980s, attendance at annual gatherings grew to more than 400, and the conference proceedings became a journal. A Steering Committee was created in 1985; non-profit [501(c)(3)] status was achieved in 1986.

Interestingly, the conference membership had voted in 1983 to become the Appalachian Studies Association, and the name was formally adopted in 1987 but not made official until 1993.

The fact that it took a decade to effect an official name change is indicative of the organization's ongoing struggle (which continues into the present) to manage and take charge of its business as a formal association. When the Association decided to sever its ties with the Consortium in 1992, records show that the Steering Committee struggled to understand "how the movement had allowed itself to become so helpless in running its own conferences" (Dorgan, et al, "ASA History," *Appalachian Journal*, Fall 2003, 47).

From 1993 to 1994, the Center for Appalachian Studies and Services at ETSU assumed the management role formerly held by the Consortium. In 1995, the Regional Research Institute at West Virginia University took on the management function and effectively held this position until 2001, when Marshall University became the official home. With a membership of over 700 and conference attendance also exceeding 700, ASA has reached a critical point as it transitions into the 21st century.

The 2003 *Appalachian Journal* article on the history of the Association ended with a response from Phil Obermiller, who would become the 2005-2006 ASA president. In this piece, he describes the Steering Committee's attempts to understand the organization's "hodgepodge" structure and "disorganized" nature. "[W]e're great party planners . . . but unskilled at building and running our own Association" (90). Consequently, Obermiller and 2006-2007 President Chad Berry developed a strategy for addressing the Association's needs: they proposed a long- range planning process that the organization endorsed in 2006.

ASA History Timeline

Carol Baugh, Phil Obermiller, and graduate student Kathy Hayes spent the equivalent of three days in the ASA archives at Berea College. Their work produced the document Highlights from ASA's Pre-History/History (see Appendix A), which notes key aspects of ASA's evolution. This document informed the work of the LRPC by helping members understand the Association's roots in community, labor, and activist struggles; close identity with early academic initiatives and periodicals; and its place in the general Appalachian studies movement that spawned heritage festivals, Appalachian centers in institutions of higher education, and a literary renaissance. The face of the Association in 2007 reflects a century of focus on the Appalachian region, its culture, and its future. The face is also shaped by a 30-year desire to be an inclusive and democratic Association that engages in meaningful, applied research and work.

Evolution of the Appalachian Studies Association's Mission

Steve Fisher reviewed thirty years of conference programs, with an eye for the Association's evolving mission. He worked with Phil Obermiller to provide an interpretation of the various articulations and statements of mission, goals, and purposes (see Evolution of the ASA Mission in Appendix B). As the name *Appalachian Studies Conference* implies, the initial focus was simply to deliver an annual conference; goals, objectives, and purposes were published in the January 1978 *Newsletter*, and the purposes of the organization were officially documented in the December 1978 Articles of Incorporation. Various iterations of the purposes were subsequently restated in conference programs and formally revised in the bylaws to include, by 1991, the staging of an annual Youth Conference. By the 2002 conference, which celebrated the 25th anniversary of the organization, the shift in language from purpose to mission was implied, if not directly stated; and by 2006, the ASA website published a formal mission statement. Through thirty years of formal and informal revision of what ultimately evolved as the organization's mission, several touchstone concepts were constant: research that goes beyond mere academic exercise; cooperation and sharing of information, research, data, and resources across the traditional boundaries of disciplines and communities; attention to the region's needs, problems, and strengths; commitment to education, in all of its definitions; nurturing of creative expression; and an inclusive, democratic spirit. Among the evidence of ASA's commitment to inclusivity is the opportunity the Association provides for women to develop leadership skills and occupy leadership positions. In the office of President alone, 13 of 31 (42 percent) presidents through 2007 have been women.

Using the Fisher-Obermiller document and drawing from the overall body of archival materials, the LRPC identified key themes and an LRPC subcommittee (Herrin, Hayden, and Baugh) drafted a mission statement. The full LRPC edited the draft, which was then shared with the Steering Committee. The Steering Committee further edited the mission statement and formally approved it in June 2007:

> **The mission of the Appalachian Studies Association is to promote and engage dialogue, research, scholarship, education, creative expression, and action among scholars, educators, practitioners, grassroots activists, students, individuals, groups and institutions. Our mission is driven by our commitment to foster quality of life, democratic participation and appreciation of Appalachian experiences regionally, nationally, and internationally.**

ASA Conferences Over Time

A review of conference programs from 1978 to 2006 by Steve Fisher, Ashley Cochrane, and Erik Tuttle revealed changes in format, number of sessions, number of attendees,

and, of course, annual rotating locations. The first conference at Berea did not have concurrent sessions; all participants attended all sessions. The current conference format, with multiple concurrent sessions and several plenary sessions over three days, is testimony to the popularity of the conference. Additionally, the conference has outgrown sites such as Jackson's Mill in West Virginia and Unicoi State Park in Georgia, meeting occasionally in locations that some have described as having a "corporate" feel, such as the University of Tennessee Conference Center in Knoxville, Tennessee.

For all of its diversity and growth, however, the conference has also been characterized by consistency and constancy. From the first, there was a sense that the Appalachian Studies Conference should not be "a conventional academic" meeting but a gathering of individuals interested in "a movement of Appalachian Studies people" ("Where Have We Been," *Appalachian Journal*, 31:1, Fall 2003, 42). The published program for the third annual meeting, held at ETSU, described the gathering as "a coalition of academics and grassroots community activists in the region," which implies balance, inclusiveness, and cooperation. While the primary goals of the conference have been academic in nature, the ASA has often looked for ways to make the conference community-friendly and to address some of the key problems facing the region. (see Identity Group Report in Appendix C.)

Examining the Present

LRPC task groups and work groups conducted internal and external scans to gather perspectives, aspirations, and information from those associated with ASA and to learn about operations and best practices from similar professional associations and journals. This information helped the planning committee learn more about ASA's accomplishments, perceived strengths and weaknesses, and challenges and opportunities facing the organization. Analysis enabled the LRPC to integrate this learning into the development of the long-range plan, the implementation of which will result in a stronger Appalachian Studies Association.

Internal Scan—Learning from Membership and Affiliated Others

The LRPC early on determined the necessity to hear from the membership, exhibitors, friends, and affiliates of the Association. Several opportunities were provided for this input, and the LRPC is very grateful for all who took time to participate. A web survey was developed and implemented, albeit with limited response. A LRPC concurrent session at the 2007 Conference was the source of significant input. More than 200 conference attendees completed a questionnaire—functioning as a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis tool—as part of the 2007 Conference evaluation. Additional information was solicited from members through specially-designed posters at the 2007 conference. Appalachian Center directors discussed their views of ASA and centers at a concurrent session. Interviews were conducted with a sampling of press editors exhibiting at the 2007 Conference. Summary reports are as

follows: 2007 Conference Evaluations (Appendix P); Wall Posters from 2007 Conference (Appendix Q); Four Questions (Strengths/Weaknesses/Opportunities/Threats) from 2007 Conference Session (Appendix R); Compilation of 4 Questions on 2007 Conference Evaluation (Appendix S); Appalachian Center Directors Discussion (Appendix T); Composite of Press Editor Interviews (Appendix U); and Analysis of Web Survey (Appendix V).

Website Survey Summary/Implications

According to LRPC member Shaunna Scott, who compiled and analyzed the responses to the website survey, the strongest finding is that ASA needs to work on communication and getting more people involved in ASA work and leadership. Some members are disappointed that ASA is not living up to ideals in terms of regional collaboration and academic/practice/grassroots integration. The respondents identify economic stability, public relations, web site (communication), organizational matters, and diversity as priorities for the immediate future. (see Analysis of Web Survey in Appendix V).

This was ASA's first attempt at a web-based survey. Even with several prompts and reminders, the response rate was small—55 respondents, about 8 percent of the membership. Because of a small and not necessarily representative sample and because no clear consensus emerged in the comments or the scores on questions about priorities, values and mission, this survey was not as useful to the LRPC as we had hoped. Nonetheless, some valuable information and perspectives were acquired and we learned some pointers to improve future web-based surveys.

Four Questions (Strengths, Weaknesses, Opportunities, Threats): Highlights from 2007 Conference Session

The Four Questions approach was utilized as a SWOT assessment tool for member input into ASA's planning process. The four questions were:

1. What should ASA CONTINUE doing?
2. What should ASA DISCONTINUE doing?
3. What should ASA CHANGE?
4. What should ASA ADD?

These four questions formed the focus of a Conference concurrent session facilitated by four LRPC members (Sandra Hayslette, Roberta Herrin, Shaunna Scott, and Deanna Tribe). Twenty-six ASA members attended and actively participated. Information and ideas generated from this session closely corresponded to the findings of the four questions component of the Conference Evaluation Questionnaire. Jessica Overbee at Berea College compiled the data from 213 completed Conference Evaluations. The LRPC co-chairs compiled and categorized the large amount of information gathered through these two methods. Reports on both the Conference session and the Conference

Evaluation appear in the Appendices (see Four Questions (Strengths/Weaknesses/Opportunities/Threats) from 2007 Conference Session in Appendix R and Compilation of 4 Questions on 2007 Conference Evaluation in Appendix S.)

Responses to the Conference Evaluation Four Questions were organized into eight categories (listed alphabetically):

Activism/Advocacy   Conference
Appalachia—Philosophy, Topics, Approach   Journal
ASA/Organization/Products   Membership
Communications   Outreach and Networking

The complete report (Appendix R) includes respondents' specific suggestions for Continuing, Discontinuing, Changing, and Adding by the Association. This information may be very valuable in developing work plans for implementation of the LRP. Following are some generalized statements reflecting the input by category:

- Activism/Advocacy is appreciated for blending and bridging academics and activism with scholarship and research, community service, and social activism for improvements in Appalachia. The importance of community involvement and analysis of diverse perspectives were highlighted.

- A wide range of perspectives was shared in terms of philosophy and approach toward study, research, and activism to keep the knowledge of and about Appalachia alive; acting as a catalyst for critical thinking; focusing on issues important to regional well-being; embracing urban/suburban as well as rural Appalachia; and celebrating the region's arts and heritage.

- ASA is more than a Conference; it is an Association for scholars and practitioners. Respondents made recommendations to streamline and formalize operations and to provide opportunities for others to be involved.

- Communicating with membership and publicity about ASA are important and occur through direct mailings and electronically; there is potential for greater use of the website for this purpose.

- The Conference is valued as a scholarly and informative meeting space/event for scholars, students, artists and activists from a variety of disciplines, interests, and expertise. Scholarships are very much appreciated. Respondents offered suggestions and ideas for improvements in many aspects of the Conference including length of the Conference; acceptance of proposals; encouraging youth, student, and community participation, etc.

- The *Journal*—regularly, timely, and professionally published—is important as a means of supporting and promoting scholarly work and is a very visible part of the ASA.

- Expanding the membership base of ASA is important for the Association's sustainability. Mentoring and engaging members will be necessary for the long-term well-being of the Appalachian Studies Association.

- Outreach and Networking bring diverse individuals and groups together including government, academics, community, and activist groups, allowing a range of ideas for exploring options and answers.

Input from 2007 Conference Wall Posters

Several wall posters were made available in the area with the Silent Auction and Exhibitors at the 2007 Conference. These were designed to elicit input from attendees/ members in response to a few specific questions. A very small number in relation to Conference attendance participated in this activity.

The posters asked:
    Membership
        Who are the members of ASA?
        Who are you?
        Why are you a member of ASA?
    Identity
        The ASA's role in contemporary issues facing the region (like mountaintop removal, increasing racial and ethnic diversity, local effects of globalization, etc.) has been/should be_____?
        When has ASA been doing its best work?
        The ASA's role in the Appalachian region has been and should _____?
        When has ASA been doing its most important work?
    History
        Update the Association's History with Important Events and Accomplishments

Chad Berry arranged for transcription of the wall poster information. In her analysis of the small amount of data generated for the LRPC through this wall poster method, Carol Baugh made this observation: "in the interest to get other professions involved in ASA, it was noteworthy that nearly 40 percent of the respondents indicated that they were affiliated with other professions." (see Wall Posters from 2007 Conference in Appendix Q.)

Press Editor Interviews

Among constituencies important to ASA are the academic publishers who exhibit books at the annual conferences and who provide a fundamental, necessary outlet for

the membership's research. The presses began exhibiting as early as 1981 and their significance to the Association has grown measurably; conversely, the Association has become vital to the presses. At the 2007 conference, four members of the LRPC (Carol Baugh, Sandra Hayslette, Roberta Herrin, and Deanna Tribe) conducted interviews with representatives of Ohio University Press, University of North Carolina Press, University of Illinois Press, University Press of Kentucky, University of Tennessee Press, and McFarland Press. The press representatives spent cordial, unhurried time with the interviewers to address eleven questions (see Composite of Press Editor Interviews in Appendix U). Observations from the interviews include the following:

- Presses publish 2-6 Appalachian titles per year and expect this number to remain steady or increase.

- Presses will continue to solicit and market books on a wide range of Appalachian-related topics and themes, including those that are considered "on the margins."

- Presses enjoy good revenue from Appalachian books, especially those with multi-disciplinary or crossover markets.

- Press representatives see themselves as ASA partners and are invested in the Association.

- The Association has an important role to play in nurturing young researchers and writers, as well as bringing research to the attention of the presses.

Appalachian Centers Directors Discussion—Highlights

At the March 2007 ASA Conference, two sessions focused on Appalachian Centers. On Friday, March 23, Dwight Billings facilitated a panel on "Discussion about Appalachia, the Study of Appalachia, and the Appalachian Studies Association" in which six of seven panelists are or have been center directors. On Saturday, March 24th, a "Roundtable Discussion with Directors of Appalachian Centers" was facilitated by Alan Banks and Chad Berry. Panelists for this session included Carol Baugh, Pat Beaver, Marie Cirillo, James Dougherty, Grace Edwards, Rich Greenlee, Roberta Herrin, Evelyn Knight, Helen Lewis, Tom Plaut, Alice Sampson, Tal Stanley, and Melinda Wagner. Roberta Herrin took notes at both sessions with a view toward what the LRPC could learn about the relationship between ASA and Appalachian centers at academic institutions. A distillation of salient points includes the following:

- ASA is unique—a friendly, student-centered, a place where we can be "honest" about ourselves, a forum for research, a generator of research and publications.

- Centers are involved in various programs and in delivering curriculum to students; some centers bring many students to the conference.

- Centers have made a good effort to work together as a unified force, but continuity of this effort is difficult to achieve.

- ASA is a forum for centers to showcase their work, and the Association can become the place where centers develop common goals that can be achieved collectively, rather than individually, thus bringing continuity to the work of the ASA and of the centers.

See _ in Appendix T for a fuller account.

Assessments—ASA Administration, Steering Committee, Standing Committees

After the 2007 Conference, 2007-08 ASA President Shaunna Scott charged the ASA Steering Committee and the Standing Committees with conducting internal assessments as a component of the long-range planning process. She designated lead people for these assessments and accommodated moving deadlines so that this information could be included in this final report and planning document. The consultant provided ten questions to guide each committee's assessment, the results of which were the basis for later goal, strategy, and action development:

- What is the role of our committee? What are we supposed to accomplish?
- How well do we fulfill our role? What do we do effectively and how can we tell?
- What do we not do well? Where are we less effective and how do we know?
- Do we have what we need to do our job well? Where are we resource-rich; resource-poor?
- What changes can we make now to improve our capacity to perform our role well?
- What changes can we work toward that will improve the effectiveness of our work?
- What do we hope our work accomplishes or makes possible over time?
- How can the work of our committee contribute to the sustainability of the ASA?
- How can the work of our committee contribute to the engagement of ASA members?
- Is there anything that we should be doing that we haven't even considered?

The Steering Committee and most of the Standing Committees completed assessments. Many of the goals and actions developed by these committees are integrated into the Plan. For example, the Steering Committee aims to improve Steering Committee and organizational effectiveness, with four priority goals identified by the Steering Committee:

- providing an orientation and handbooks to new Steering Committee members;
- making Steering Committee meetings more productive;
- further developing the Steering Committee's vision of ASA's purpose, structural organization, and future growth; and
- establishing a Communications/Public Relations Committee.

The detailed work plans of some committees can be found in the Appendices.

Shaunna Scott worked with Chad Berry on an Administrative Assessment and related goal setting for ASA. Assessments and goals developed by the Steering Committee and Standing Committees are as follows: Steering Committee Assessment and Goals (Appendix H); Administrative Assessment and Goals (Appendix I); Finance and Development Committee Assessment and Goals (Appendix J); Awards Committees Assessments (Appendix K); Website Committee and E-Appalachia Award Assessment (Appendix L); and Membership Committee Goals(Appendix N). After reviewing the complete ASA Long Range Plan, these Committees may refine their preliminary goals and identify specific strategies, actions, indicators of success, and implementation plans.

Journal of Appalachian Studies Assessment

Sandra Hayslette, editor-in-chief of the *Journal of Appalachian Studies* and LRPC member, conducted formal interviews with eight members of the Editorial Board and one staff member as well as informal conversations with two members of the Editorial Board. One Editorial Board member submitted written comments. Observations from these interviews include the following:

1. The *Journal* made great strides in the period 2002-2005 in its ability to speak to and help define the field of Appalachian Studies. Opportunities for themed issues and other solicited content in the future will depend on capacity.

2. The *Journal* has a history of overwhelmed editors-in-chief with limited release time and concentration of responsibility at the upper-editorial level, which in the future might be shared in different ways within the editorial staff.

3. Themed issues make the field's scholarship visible beyond the ASA. There is concern about how the *Journal* will continue to improve visibility outside the Association, particularly in speaking to other fields through the publication of material that is relevant to other fields of study, practice, and action.

4. The *Journal* aims to be an outlet for rigorous scholarship in the field, reflecting in a timely way trends in scholarship, accessible to a variety of disciplines and to those non-academic practitioners who choose to read it.

5. The *Journal*'s editors and Editorial Board will work to clarify the *Journal*'s mission, in particular: a) desired range of interdisciplinarity; b) whether anything else ought to be done to increase practitioner/non-academic community/activist

interest in the journal; c) whether features need to be more regular to be effective; and d) how to manage implications for capacity for these three aspects of the mission.

See Journal Assessment and Goals in Appendix M for more details. Goals and related actions for the *Journal* appear later in the Plan.

External Scan–Learning from Others

The Long Range Planning Committee viewed learning from others outside the Association as a useful component of the planning process. Three external scans were identified: learning from other interdisciplinary associations; learning from other interdisciplinary journals; and learning from community people, activists, and practitioners. Members of the LRPC helped identify associations, journals, and community group representatives; they also suggested interview questions.

Interdisciplinary Associations

Phil Obermiller, Shaunna Scott, and Nina Gregg of the LRPC, plus Catherine Herdman, a graduate student of UK's Appalachian Center, served as the subcommittee to learn from other interdisciplinary associations. Twelve organizations of various ages and membership sizes, most of which had some relationship to ASA's mission, were identified. Nine structured interviews with leaders of these associations took place to elicit current policies, operating procedures, issues of concern, and best practices. Prior to each interview, the interviewers examined each organization's website to garner basic information such as mission and vision statements, bylaws, awards categories, publications, etc. Herdman and Obermiller conducted the interviews.

A review of the interview data highlighted what ASA is already doing well:

- Successful conferences that produce revenue;
- A central office with full and part-time staff; and a
- Large and effective conference scholarship program.

The interviews also prompted generation of a list of ideas, practices, and procedures used by other organizations that might make ASA a stronger, more effective, and better functioning organization:

- Review the role of strategic planning and implementation within ASA.
- Manage generational change within ASA's leadership and its membership, particularly with respect to the Association's use of information technology.
- Decide how ASA will communicate its philosophy and values over time.
- Determine which documents ASA should develop to guide its office

operations,
governance procedures, conference organization, policies, journal, etc.
- Plan how ASA can better use its communication tools (website, newsletter, e-mail) and how to integrate the new membership listserv with Appalnet.
- Decide whether an endowment should be raised. If so, how, and how an endowment should be managed and spent.
- Determine how to recruit, reward and retain staff and volunteers, how to prevent
burn-out, and how best to establish cross-training among skill sets.
- With respect to membership, resolve the following issues:
    * How to recruit and retain members;
    * Who should be targeted for recruitment;
    * Is there an optimal number for ASA membership;
    * How to create value for members;
    * How to increase membership input into ASA governance, administration and programs.
- Determine which policies ASA needs to govern the establishment of new awards and conferral of its current awards.
- Design a funding, staffing, and evaluation mechanism appropriate to support the
work of ASA committees.

A summary of the Scans of Other Associations prepared by Scott and Obermiller can be found in the Appendix X. A more detailed complete report is on file in the ASA Office and in the ASA Archives.

Journals of Other Associations

Journal of Appalachian Studies editor-in-chief and LRPC member Sandra Hayslette led this external scan of journals published by other associations. The LRPC assisted in identifying other associations with journals and suggested interview questions. This external scan is in process, with the Editorial Board conducting the interviews. Three observations result from the scan this far:

1. The Journal's editorial process is inefficient in comparison with other journals with the same overall numbers of people involved in the editorial process.

2. Editorial staffing (number of person-hours) is very similar to one journal and considerably lighter (by 50-100 percent) than two others at the upper-editorial levels for vetting manuscripts, communicating with authors, and overall planning**.**

3. The *Journal*'s publication capacity (2 issues/year at 200 pages each) is modest compared to other academic associations that speak to interdisciplinary fields.

Scan of other Journals (Appendix W) provides more details from this ongoing scan.

Community People, Activists, and Practitioners

The goal for this recommended external scan is to learn from community people, activists, and practitioners what they want from and can contribute to the Appalachian Studies Association within the context of the mission of ASA. The LRPC recommends that this scan take place as an action step by the Membership Committee in the implementation of *The Road Ahead*. Steve Fisher and Ashley Cochrane prepared a detailed proposal as to how this might occur. The proposal provides interview questions and identifies people representing a variety of grassroots organizations from throughout the Appalachian region as possible interviewees. This goal of learning from community people is consistent with the Plan's key commitments of engagement and sustainability (see Proposal for Learning from Community People, Activists and Practitioners in Appendix BB).

The Road Ahead:
The Appalachian Studies Association's
Plan for Action
2008-2013

Mission

The mission of the Appalachian Studies Association is to promote and engage dialogue, research, scholarship, education, creative expression, and action among scholars, educators, practitioners, grassroots activists, students, individuals, groups and institutions. Our mission is driven by our commitment to foster quality of life, democratic participation, and appreciation of Appalachian experiences regionally, nationally, and internationally.

Key Commitments: Sustainability and Engagement

Engagement: all the ways that the Appalachian Studies Association reaches out to, involves, and meets the needs of members and potential members—from opportunities to serve on committees to creating space and time for members' interests at conferences and other programs.

Sustainability: everything that is necessary to ensure that the Appalachian Studies Association is vibrant and strong in the years to come—from ensuring fiscal stability and adequate staffing to mentoring and leadership development and fulfilling legal duties of a non-profit [501(c)3] organization.

Purposes

From the ASA bylaws (2007):

- to foster cooperation among Appalachian writers, artists, scholars, and members of Appalachian-oriented organizations, agencies, and communities;

- to further the exchange of information concerning Appalachian people and the Appalachian region, including such items as knowledge of research projects, research data and findings, creative work, academic programs, and community-based programs through such means as conferences and newsletters;

- to further the goals of scholarship, teaching, and learning about Appalachian people and the Appalachian region;

- to stimulate new work of significance in the field of Appalachian studies by communicating research information as well as a concern about research activities that affect public policy regarding Appalachian people and the Appalachian region.

This association shall encourage broad-based participation in all of its activities.

Strategic Areas of the Plan

There are six equally important strategic areas of this plan, which appear below numbered for ease of reference.

1. Governance and Leadership
2. Program
3. Finance and Development
4. Infrastructure and Systems
5. Communications
6. Membership

The five-year plan is presented in the form of **Goals**, **Strategies, Actions,** and **Indicators of Success**, organized by **Strategic Areas**. This format is intended to ease implementation.

Implementation of the plan will reflect priorities as identified by the Steering Committee, available resources and capacity, and interdependencies across the Association. Some goals are more pressing than others; some may be completed quickly, while others will require engagement of different sectors of the organization. The LRPC did not specify years for completion of each goal.

Goals have been crafted as positive statements that may be considered mini-vision statements. They are intended to be broad and inclusive, describing the desired result or accomplishment. Some are long-range while others are immediate and short-term. Suggestions about which part of the Association is responsible for each goal appear in brackets following each goal statement.

Each goal is supported by **Strategies** and **Actions**, which are direct steps indicating what can be done in order to accomplish the goal. Some of the strategies are very general while others describe specific action steps, projects or plans. ASA leadership (Steering Committee and Committees) will identify additional strategies and actions as the plan is implemented.

Indicators of Success are benchmarks of progress and accomplishment (i.e., specific measures of success and achievement related to the goal). These indicators should be considered when specific action plans are further developed for implementation. Indicators are also helpful when the plan undergoes annual review and for the preparation of year-end reports and plans of work.

Strategic Area #1— Governance and Leadership

Goal 1:	**The Appalachian Studies Association will function effectively as a 501(c)3 membership organization, with an engaged, accountable, and representative Steering Committee, regular communication among leadership and membership, and reliable and accessible documentation of operations. [Steering Committee]**
Strategy:	*Evaluate the structure and operations of the Steering Committee (officers, terms, composition, meetings) to address continuity, reflect the needs of the organization, and represent the ASA membership.*
Actions:	Consider establishing an Executive Committee as a Standing Committee.
	Review or revise terms of office to ensure continuity.
	Review the Standing Committees and affirm, revise, or combine their scope and responsibilities.
	Select officers, Steering Committee members, and Committee Chairs to reflect needs of the organization;

identify ex-officio members of Steering Committee.

Create and/or update bylaws, Officer and Committee Handbooks, Procedures Manuals.

Require reports from all officers and committees, on a semi-annual or quarterly basis as specified in manuals or directed by the Steering Committee.

Reconsider Conference planning so that the Steering Committee is engaged in the Conference (for example, establish a Conference Committee with a Chair that is not the President).

Create clear policies governing the conferral of ASA's current awards and the establishment of any new awards.

Formalize a code of operations governing scholarships.

Revise bylaws and 501(c)3 documents to accommodate any restructuring (length of terms, appointment/removal of officers, etc.).

Continue annual review and revision of bylaws, currently done by President Elect.

Indicators of Success   All ASA officers, chairs and committees have access to current Handbooks and Procedures Manuals.

ASA Handbooks and Procedures Manuals are updated regularly.

All ASA officers, chairs and committees understand their roles and duties.

All essential leadership roles and duties are assigned to an appropriate committee or officer.

All ASA officers and chairs turn in reports, as specified by their procedures manuals and / or directed by the Steering Committee.

ASA has a clear policy concerning the conferral and establishment of awards.

ASA has a formal code of operations governing scholarships.

ASA by-laws and 501(c)3 documents are up-to-date and reflect current structures and procedures (including length of terms, appointment/removal of officers, etc.)

Strategy:	*Improve effectiveness of Steering Committee meetings.*
Actions:	Require committee reports to be submitted two weeks prior to meetings to allow more meeting time for substantive issues (planning, implementation, evaluation). Hold more frequent meetings of the Steering Committee; explore holding some meetings via teleconferences. Establish a position of parliamentarian as ex-officio member of Steering Committee (or assign function to Steering Committee member with this expertise).
Indicators of Success	ASA officers and committee chairs file reports two weeks prior to each Steering Committee meeting. Steering Committee meetings address substantive issues to advance ASA's mission and vision.
Strategy:	*Include more members and more diversity in ASA leadership.*
Actions:	Strengthen nomination and election procedures. Examine the nomination and voting process and develop engagement plan to mobilize greater participation across the Association. Develop mentoring program to recruit and support new leadership. Document participant cost of serving on the Steering Committee and identify opportunities to subsidize participation of some or all constituencies.
Indicators of Success	Majority of members participate in elections. Multiple qualified, committed, and broadly representative

candidates stand for election (seats are contested).

Leadership is more diverse.

Candidate statements include their goals and what they want to accomplish in the position they seek.

Strategy:	*Maintain a comprehensive archival record of ASA activities and decisions for future historians.*

Actions: Review policies and procedures concerning submission of documents to Archives. Update and clarify, if necessary.

All officers and committee chairs will submit hard copies of all reports to the Archivist.

ASA minutes, financial reports, conference programs, newsletters and all other documents pertaining to the association will be submitted to the Archives in a timely manner.

Instructions on submission to Archives will be included in all Handbooks and Procedural Manuals.

Indicator of Success   Archives will include all documents identified by the Steering Committee as relevant to the association.

Goal 2:   **The Steering Committee will provide consistent guidance regarding staff roles, responsibilities, and expectations, and oversight and evaluation of the Executive Director. [Steering Committee]**

Strategy: *Conduct Administrative Assessment annually of needs, resources (employees, contracts, student assistants, volunteers), and expected outcomes.*

Actions: Clarify relationship and policies of ASA and Marshall University regarding employment, compensation, and benefits provided to Executive Director and other staff.

Develop emergency succession plan for staff.

Develop/update position and job descriptions for staff (employees, contracts, student assistants, volunteers, etc.) based on needs of ASA including skill sets, etc.

Examine and update procedures related to staff—hiring, evaluation and accountability, compensation and rewarding, etc., and coordinate with Marshall University liaison.

Review volunteerism as related to ASA operations—who are our volunteers, what do they do, etc.

Provide direction to the Executive Director regarding expectations and needs of the organization; identify reports to come from the Executive Director to the Steering Committee of what has been accomplished, tasks remaining, suggestions, etc.

| **Indicators of Success** | Annual Administrative Assessment is completed. |
| | |

Policies regarding ASA/Marshall University relationship are clear.

Succession planning is in place.

Staff job descriptions, including required skills, are current.

Goal 3:	**All ASA committees including the Steering Committee will function according to the roles and responsibilities delineated in the bylaws and/or code of operations. [Steering Committee]**
Strategy:	*Review bylaws for current operations.*
Actions:	Locate and review Charter and Articles of Incorporation, integrate these into Officer Handbooks, and provide copies to every Steering Committee member.

Provide training and orientation for all Steering Committee members regarding roles and responsibilities of nonprofit boards and board members.

Establish a formal code of operation for each standing committee, including how members and the chair are to be selected, their terms of service, a charge to each committee, and a schedule for reporting on the committee's work to the Steering Committee.

| **Indicators of success** | Every Steering Committee member knows roles and |

responsibilities.

Committees function (meet, have annual plans, complete their plans, report to Steering Committee).

Regular self-assessments of committees are conducted (perhaps at an annual retreat).

Goal 4:	**Steering Committee provides visionary leadership for ASA, champions the implementation of the LRP, takes responsibility for LRP outcomes, and commits to continued planning by and for the organization. [Steering Committee]**
Strategy:	*Lead implementation and periodic monitoring of progress on the LRP.*
Actions:	Form a Long-Range Plan Transition Team to aid the Steering Committee in implementation.
	Hold annual Steering Committee retreats to launch and assess implementation of the LRP, to examine the role of the Steering Committee, its function and structure, and advance ASA's vision.
	All committees will set annual goals and develop action plans taking into account the LRP.
Indicators of Success	Steering Committee members have a common understanding of ASA mission and goals of LRP.
	Steering Committee conducts an annual review of LRP to document progress.
	Report/evaluation at annual business meeting addresses major organizational issues.
Goal 5:	**The Appalachian Studies Association will identify and articulate its guiding principles, vision, mission, and values. [Steering Committee]**
Strategy:	*Engage membership in discussion of vision and values.*
Actions:	Design engagement process and timeframe for vision and values discussion (at conference, via website and listerv,

focus groups, etc.).

Identify ad hoc committee to lead vision and values process.

<u>Indicators of Success</u>	ASA membership is actively engaged in discussion and articulation of ASA vision and values.
Strategy:	*Publicize ASA mission, vision, and values.*
Actions:	See <u>Strategic Area 5: Communication</u> on pp. 33-34.

Strategic Area #2 — Programs (Conference, Journal, Website Content, Newsletter)

Goal 1:	**The Conference will be the Association's primary event, annual meeting of the membership, and venue for sharing knowledge and practice. It sustains and supports the organization financially. [Steering Committee, Conference Chair, Program Committee, Local Arrangements Chair and Committee, and Executive Director]**
Strategy:	*Plan the entire Conference to provide an engaging experience for attendees, presenters, visitors, and exhibitors, from submitting proposals and registering to on-site activities, networking, lodging, meals, and departure for home.*
Actions:	Develop Conference Planning & Fundraising Handbook with guidelines for structure, process, and work plans.
	Explore setting conference themes several years in advance, with participation of Steering Committee and attention to ASA mission, vision, and LRP.
	Conduct a community scan to learn what community people and groups, activists, and practitioners want and need from the Conference and ASA and what they can contribute to the organization (see also <u>Strategic Area #6: Membership</u> on pp. 39-41 and <u>Proposal for Learning from Community People, Activists and Practitioners</u> in Appendix BB).

Institutionalize the Conference evaluation process and use the data collected by the Conference Assessment Committee and from future Conference evaluations to improve each Conference.

Explore new approaches to fundraising for the conference and coordinate fundraising among the Steering Committee, Conference Planning Committee, Conference Chair, and Development & Finance Committee.

Ensure that the annual meeting of the membership (business meeting) plays a prominent role in the Conference, addresses all required reports and actions, is an opportunity for members to become informed about and engage with the Association, and is designed and scheduled accordingly.

Use the information collected throughout the long-range planning process to strengthen relationship of Conference theme to Conference content and papers; consider criteria for acceptance/refusal of proposals; develop plenary sessions that advance ASA mission and goals and Conference theme.

Experiment with innovative Conference formats like "Workshops on the Move" (field trips to grassroots groups/ projects to learn how a community is addressing local issues and identify what research or other assistance might be offered through ASA and/or its members).

Explore how to collect and make available examples and resources of community research/problem solving.

Design and schedule opportunities at the Conference for new members to meet and learn about the Association.

Indicators of Success

Conference is the quality showcase of research, practice, performance and new thinking.

Conference planning reflects Steering Committee goals for ASA, and planning process is more widely shared.

Conference evaluations show qualitative change in participants' experiences.

Goal 2:	The *Journal* is one of the quality, timely publications of ASA—a publication venue for rigorous scholarship on the region representing a variety of fields, featuring both stylistic excellence and accessibility across disciplines. [Steering Committee, *Journal* Editor, and Editorial Board]
Strategy:	*Update, identify, publicize, and achieve deadlines for manuscripts and reviews that reflect both timeliness and editorial priorities.*
Actions:	Regularly assess editorial-process efficiency and create plan for improvement of editorial-process efficiency and timeliness of journal publication.
	Incorporate capacity assessment into every level of editorial planning.
	When timeliness goal (two issues/year, approximately 200 pages/issue, publication within six months of date) has been reached, assess costs of expansion of capacity (consistent with capacity goal set by editors and Editorial Board). (*This action is likely to require additional staff [see below].)
Indicators of Success	*Journal* publication is timely. (*Likely to require additional staff.)
	Additional indicators to be determined.
Strategy:	*Create clear job descriptions and divisions of labor for each member of the editorial staff with emphasis on long-term sustainability of the Journal.*
Actions:	Revise job descriptions of all editorial staff and create role for assistant editor.
	*Add staff at the assistant-editor level.
	Regularly review job descriptions and divisions of labor.
	Add staff and adjust assignments, as needed.
	Improve communications within editorial staff.

Create roles within Editorial Board that support and sustain editorial staff.

Consider succession/recruitment/mentoring plan for Editor-in- Chief and Associate Editor.

Encourage ASA members to engage with *Journal* as reviewers, authors, promoters, etc.

Indicators of Success   Added assistant editors.

Recruited additional reviewers.

Strategy: *Continue to improve visibility of the* Journal of Appalachian Studies *both within and outside the Association.*

Actions: Continue to raise the profile of the *Journal* at ASA conferences and through outreach within author and reviewer pools.

Improve interface of *JAS* with website, including assessing and reworking arrangement of content; exploring possibility of dual-publishing some content on website and in print version, web announcement feeds such as RSS (Really Simple Syndication) and interface with discussion boards.

Empower a visibility subcommittee of Editorial Board to assist with creating and implementing over-arching plan.

Plan for and implement strategy to increase library subscriptions.

Increase outreach to other academic associations.

Seek indexing in maximum number of appropriate locations.

Indicators of success   Subscriptions increase.

Indexing and citations increase.

Journal Table of Contents is current on ASA website.

Strategy:	*Examine and strengthen relationship between Steering Committee and* Journal *as a publication vehicle advancing the mission and vision of ASA.*
Actions:	Consider how *Journal* content, promotion and distribution, and relationships can advance the mission, vision, and sustainability of ASA.

Goal 3:	**The Appalachian Studies Association website will be attractive, dynamic, timely, and relevant with accurate content and information. [Steering Committee, Communication and Website Committees]**

Strategies:	*Identify basic information (history, current leadership, contact information, schedule of events) regarding the Appalachian Studies Association to provide on the website; keep it updated and current.*
	Provide links to related and affiliated organizations.
	Investigate which elements of the Journal *should be posted to the web site, for example, Table of Contents of the most recent volume.*
Actions:	Undertake thorough review of entire website content to identify necessary revisions, updating and removals.
	Promote ASA website whenever possible; e. g., on all publications, Conference materials, special reminders such as bookmarks, etc.
	Develop a downloadable brochure (PDF) with basic information about ASA, membership form, etc.
	Contract for web designer/consultant review of ASA website using member input.
<u>Indicators of Success</u>	Website content will be timely and current;
	Website will be reliable portal to ASA leadership, information, programs, publications, resources, and initiatives;
	Downloadable brochure available on website;

Number of "hits" will increase;

Web Consultant recommendations are implemented.

Goal 4:	**ASA newsletter is an effective and engaging communication channel. [Steering Committee, Communication and Newsletter Committees]**

Strategy: *Use multiple methods to solicit member input regarding expectations and suggestions for the ASA newsletter format, content, and frequency.*

Actions: Solicit member input through newsletter, membership renewal/conference registration, website, and e-mail.

Review member suggestions and make decisions about newsletter format, content and frequency.

<u>Indicators of Success</u>   Revisions are implemented.

Goal 5:   **Identify additional ASA "programs" and publications to advance ASA's mission and vision and engage members and the wider public. [Steering Committee, Communication, Membership and Conference Planning Committees]**

Strategies: *To be determined by Steering Committee, Communication, Membership, and Conference Planning Committees.*

Actions: To be determined.

<u>Indicators of Success</u>:   To be determined.

Strategic Area #3 – Infrastructure and Systems

Goal 1:	**ASA operations will be supported by adequate infrastructure (equipment, space, staff) with reliable and efficient financial, records, and communication systems. [Steering Committee and Executive Director]**

Strategies:

Develop plans to secure essential records and resources in the event of fire, theft, or system failure.

Evaluate space and equipment necessary to fulfill the needs of the organization.

Assess current distribution of knowledge and responsibility for membership, finances, conference management, website, and publications.

Develop capacity to take advantage of tax-exempt status for sustainability objectives.

Actions:

Identify and implement regular periodic off-site back-up of essential records and resources (membership data, financial data, account numbers and passwords, etc.). Consider Archives and other off-site storage locations for this purpose.

Identify and acquire equipment and software necessary to support current and future scale of membership and conference operations.

Ensure more than one person has skills and ability to maintain essential systems (membership, finance, communication, etc.).

Establish and maintain clear channels of communication between ASA and its host institution.

Expand ability to accept credit card payment for donations, membership, and conference registration.

Identify opportunities to solicit and accept tax-deductible donations, bequests, and sponsorships.

<u>Indicators of success</u>

Emergency plans are in place.

Staff are cross-trained in essential and critical skills and operations.

Donations increase.

Strategic Area #4 — Finance and Development

Goal 1:	**The Appalachian Studies Association operates with sound financial practices. [Steering Committee, Treasurer, Finance & Development Committee and Executive Director]**

Strategies

Establish procedures for formulating and projecting annual budgets.

Develop timely annual and long-range budgets for ASA, presented for acceptance by Steering Committee at its March pre-Conference meeting and offered to the membership for approval at the annual business meeting.

Provide annual financial report to the membership at the annual meeting and report updates at Steering Committee meetings (showing balanced budgets, carryover, etc., accounted for and its location specified, e. g., certificate of deposit in _____ financial institution).

Identify location and financial implications (costs, interest rates, access, terms of withdrawal, etc.) of all ASA resources.

Manage wisely existing resources for current needs and the future, e. g., scholarship funds, endowed accounts, etc.

Set goal annually for Conference revenue above costs (net revenue). Tied to Conference location, this is short-term development of funds for ASA operations.

Actions:

Identify annually an ad hoc ASA audit committee to function as an internal audit of the financial records and procedures and to provide a report with any findings and recommendations to the Steering Committee and at the annual meeting of the membership.

Identify other audits as required by bylaws, 501(c)3 status,

etc., and see that funds are appropriated for these and they occur or determine that required audits are performed by MURC and secure copies for Steering Committee review.

Work closely with Program Chair regarding net revenue from Conference for ASA operations as sources of fundraising tend to be geographically based with the Conference location.

Make financial literacy training available for Steering Committee and Finance & Development Committee.

Develop a procedure for ASA entities to request funds from ASA and include that procedure in the Handbooks and Procedural Manuals.

Review and specify eligibility criteria for scholarships.

Indicators of Success

Steering Committee receives timely, reliable, and complete financial reports.

Steering Committee members understand revenue sources and expenditures and ASA's finances.

ASA entities understand how to request ASA funding.

Steering Committee oversight of expenditures is improved.

Criteria for scholarship eligibility is specified and included in the Handbooks and Procedural Manuals.

Goal 2:	**The ASA will develop a financial plan for emergencies; e. g., weather impact on Conference attendance, changes in staffing; etc. [Steering Committee, Finance & Development Committee and Executive Director]**

Strategies:

Explore immediately the development of a reserve fund for unanticipated and anticipated (e. g., consultant) expenses and contingencies.

Actions:

Solicit present and past Association presidents for suggestions.

Indicators of Success

Reserve fund and related policies are in place.

Goal 3:	The Appalachian Studies Association leadership views development in terms of sustainability of the organization for the long term and drafts a development plan. [Steering Committee and Finance & Development Committee]
Actions:	Investigate feasibility and decide whether to embark on an endowment or capital campaign.
	Develop bequest opportunities and opportunities for receiving charitable donations, including via the website.
	Enhance/increase funding from traditional sources, e. g., Appalachian Regional Commission, related/affiliated institutions, Silent Auction, higher conference fees for non-members, etc.
	Explore Lifetime Member category.
	Provide reports of development plans and activity to Steering Committee and make these available to membership.
Indicators of Success	Development plan is in place and being implemented.
	Donations increase.
	Revenue from other sources increases.

Strategic Area #5 -- Communications

Goal 1:	ASA uses reliable electronic and other communication tools effectively to connect, communicate with, and engage membership and interested others. [Steering Committee, Membership and Communication Committees, and Executive Director]

Strategies:

Use electronic communication more efficiently and effectively, gradually reducing reliance on paper.

Develop public relations capacity; e. g., about Conference, awards, membership, publications, research, etc.

Improve communication among and between committees, including within the Steering Committee, between Steering Committee and Standing Committees, and between Steering Committee and Conference Planning.

Identify and publicize ASA's activities/benefits to members, potential members, and target groups (community people, grassroots organizations, practitioners, activists).

Publicize widely ASA's Mission Statement.

Actions:

Create a Communications Committee to be composed of the Web Site Chair, Newsletter Editor, a PR specialist, and a facilitator / Chair.

Create policy for email list use and access.

Identify and purchase appropriate software to manage and communicate with membership.

Identify and purchase appropriate software or services to manage Conference.

Determine how best to communicate opportunities to become engaged with ASA; e.g., list on registration/ membership application, on web site, in *Appalink*, etc.

Explore creating linkages with other list serves.

See also Strategic Area #6: Membership (below) and Proposal for Learning from Community People, Activists and Practitioners in Appendix BB.

Indicators of Success   Increased evidence of mass media awareness and coverage of ASA programs and publications and member achievements.

Member management and communication is less labor intensive and more efficient.

Conference management is less labor intensive and more efficient.

Strategic Area #6 -- Membership

Goal 1:   **Diverse membership is fully engaged in various roles on ASA. [Steering Committee, Membership Committee]** [See Membership Committee Goals in Appendix N.]

Strategies: *Identify roles and opportunities for membership to engage with and serve ASA.*

Communicate engagement opportunities to membership.

Identify and purchase appropriate software for management of membership records.

Develop publicity pieces to recruit and serve members' interests (downloadable ASA brochure on web site; press releases regarding participation in Conference, award recipients, committee service, election to office, etc.).

Grow a diverse pool of members for future leadership to the organization through mentoring, engaged activity and service to ASA.

Identify disciplines, occupations, and organizations for targeted outreach.

Identify and publicize ASA's activities/benefits to members, potential members, and target groups (community people, grassroots organizations, practitioners, activists) [see also Strategic Area #5: Communication above and Proposal for Learning from Community People, Activists and Practitioners in Appendix BB].

Foster/strengthen relationship with ARC and other relevant agencies, organizations, nonprofits, etc.

Actions:

Provide guidance (and training if necessary) through the Steering Committee on how to engage and work with committees at a distance.

Develop a mentoring program to identify and build leaders for ASA.

Extend professional courtesies to affiliated members, e. g., press editors who are "our ticket to publication."

Extend courtesies and opportunities to new members and/or those who are attending their first Conference; e. g., 1st-timer ribbon on nametag, special reception, etc.

<u>Indicators of Success</u>

Higher percentage of members are actively engaged in the programs and operations of the Association.

There is evidence of increased diversity, reflecting the diversity of the region (including but not limited to occupation, geography, age, race/ethnicity, religion, class, gender) of members active in ASA events, committees and leadership.

Appendices

Highlights from ASA's Pre-History (1900 - 1977)

and History (1977 - 2006)

Compiled for the LRPC by Carol Baugh, Ashley Cochrane, and Phil Obermiller
Version 1/26/07

Note: This compilation is totally idiosyncratic. We were guided by previous publications and timelines, our personal collections of ASA materials, and archival documents, but in the end we put in items we thought were important or might be helpful to the planning process.

1900   Mountain Workers Conferences, Maryville College, Tennessee.

1902   Hindman Settlement School founded by Katherine Pettit and May Stone (known as the WTCU School until 1915).

"Report of the Secretary of Agriculture in Relation to the Forests, Rivers, and Mountains of the Southern Appalachian Region" is issued by the Government   Printing office.

1905   H. B. Ayres and W.W. Ashe, The Southern Appalachian Forests

1908   Russell Sage Foundation funded John C. Campbell to survey the social and economic conditions of the Southern Mountains.

1913   Council of Southern Mountain Workers and Southern Mountain Workers   Conference organized.

Pine Mountain Settlement School founded by Katherine Pettit.

Horace Kephart, Our Southern Highlands.

1914   Berea College's Mountain Collection (called the Weatherford-Hammond   Collection since 1964) founded.

1921   John C. Campbell, The Southern Highlander and his Homeland.

1925   Council of Southern Mountains Workers move office to Berea.

John C. Campbell Folk School founded by Olive Dame Campbell.

Mountain Life & Work commences publication.

1929   Council of the Southern Mountains hosts a conference of missionaries and educators calling for a "cooperative survey of the mountains."

1930   Southern Highland Handicraft Guild organized.

Elizabeth Hooker, Religion in the Highlands.

1932   Highlander Folk School founded by Miles Horton and Don West.

1935   U.S. Department. of Agriculture publishes its survey: "Economic and Social Problems and Conditions of the Southern Appalachians."

Everett E. Edwards. References on the Mountaineers of the Southern Appalachians

(USDA).

1937   Allen Eaton, <u>Handicrafts of the Southern Highlands.</u>

Grace Leybourne, "Urban Adjustments of Migrants from the Southern Appalachian Plateaus."

1938   Morris G. Caldwell, "The Adjustments of Mountain Families in Urban Environments."

1940   Frank Smith moves from John C. Campbell Folk School to Berea and founds the Country Dancers.

James Still, <u>River of Earth.</u>

1943   Cratis Williams teaches Appalachian Ballads and Songs course at Appalachian State Teachers College.

1948   Richard Chase, <u>The Grandfather Tales.</u>

1950   James Brown's Harvard dissertation on the Beech Creek Community.

Richard Drake teaches Appalachian history course at Berea College.

1951   Perley F. Ayers becomes president of Council of Southern Mountains.

1954   Harriet Arnow, <u>The Dollmaker.</u>

Roscoe Giffin leads the first "Workshop on the Southern Mountaineer" in Cincinnati.

1955   Wilma Dykeman, <u>The French Broad.</u>

1956   Cratis Williams and Beulah Campbell organized workshop on Living Folk Arts of the Southern Mountain Peoples.

1957   Tom and Pat Gish buy and begin publishing *The Mountain Eagle* in Whitesburg, KY.

Ford Foundation grants $250,000 to Berea College to fund an Appalachian regional survey. The survey is organized under the name of "Southern Appalachian Studies," and W.D. Weatherford is named Director of Administration.

1959   Berea College begins summer workshop, The Urban Adjustment of Southern Appalachian Migrants.

1960   Conference of Appalachian Governors formed (precursor to ARC)

1961   Cratis Williams' dissertation, "The Southern Mountaineer in Fact and Fiction."

Robert F. Munn, <u>The Southern Appalachians: A Bibliography and Guide to Studies.</u>

1962   The Ford Foundation report <u>The Southern Appalachian Region: A Survey</u> published. Thomas Ford, editor. University of Kentucky and regional scholars developed the survey.

1963   Harry Caudill, <u>Night Comes to the Cumberlands.</u>

Appalachian Volunteers formed at Berea College and Eastern Kentucky University.

Council of Southern Mountains opens office in Uptown Chicago.

John F. Kennedy appoints the President's Appalachian Regional Commission

1964   First issue of *Appalachian Outlook: New Sources of Regional Information* published.

1964-5 Appalachian Regional Commission established.

1965   Jack Weller, Yesterday's People.

Appalachian Regional Development Act passed by Congress instituting the Appalachian Regional Commission.

1966   Elliot Wigginton and high school students at Rabun Gap, Georgia, begin publication of Foxfire.

Congress for Appalachian Development formed.

1968   W.L. Eury Appalachian Collection at Appalachian State University founded.

United Appalachians Cincinnati (UAC) founded.

1969   Appalachian Film Workshop (Appalshop) begins in Whitesburg, Kentucky.

Helen Lewis at Clinch Valley College and Mike Smathers at Lees College develop Appalachian Studies classes.

Fontana Meeting of Council of Southern Mountains.

First Conference on the Southern Appalachian in Cincinnati is hosted by Xavier University. Myles Horton gives keynote address.

1970   Bill Best organizes an Appalachian Studies Conference with Council of Southern Mountains Committee at Clinch Valley College, Wise, Virginia.

Berea College Appalachian Center developed with Loyal Jones as director.

People's Appalachia published in Morgantown, West Virginia.

Appalachian People's Old Timey Folk-Rock Camp Meeting Music Fair, High Knob Recreation Area, Norton, Virginia.

Second Conference on the Southern Appalachian in Cincinnati is hosted by Xavier University. Michael Maloney gives keynote address.

Appalachian Identity Center opens in Cincinnati with Ernie Mynatt as director.

Annual Appalachian Festival (an exhibition of arts, crafts, and music) begun in Cincinnati.

Lewis M. Killian, White Southerners.

1971   Appalachian Consortium founded.

Appalachian March for Survival Against Unfulfilled Promises (Welfare March on Washington).

Southern Conference Education Fund publishes Appalachian People's History Book.

People's Hearing on Strip Mining, Wise, Virginia.

James Branscome, "Annihilating the Hillbilly."

Gurney Norman, Divine Rights Trip was published as part of *The Last Whole Earth Catalog*, published as a separate book in 1972.

People's Appalachian Research Collective, Morgantown, West Virginia,   publishes Appalachia's People, Problems, Alternatives, An Introductory Social Science Reader.

Schwarzweller, Brown and Mangalam, Mountain Families in Transition: A Case Study of Appalachian Migration.

Third Conference on the Southern Appalachian in Cincinnati is hosted by Xavier University.

A course entitled "Southern Appalachians in an Urban Environment" taught at Xavier University by Frank Foster.

1972   *Appalachian Journal* begins publication.

Urban Appalachian Council founded in Cincinnati.

Our Common Heritage founded in Dayton and immediately begins to sponsor a Mountain Days Festival.

1973   *Appalachian Heritage* published by Alice Lloyd College from 1973-1982, then by Hindman, then at Berea.

Appalachian Notes published at Berea.

1974   Appalshop begins publication of *Mountain Review.*

1976   Cratis Williams Symposium held in Boone, North Carolina.

Charlotte Ross publishes Bibliography of Southern Appalachia.

1977   "A Guide to Appalachian Studies" published by *Appalachian Journal.*

Laurel Shackelford and Bill Weinberg, Our Appalachia: An Oral History.

 University of Kentucky Appalachian Center developed with Doug Arnett as acting director.

1978   Henry Shapiro, Appalachia on Our Mind

ASA Organizational Highlights

1977   Founding meeting of Appalachian Studies Conference convened by Richard Drake at Berea College; Agenda committee established.

1978   ASC ad hoc committee on Research and Public Policy formed;

ASC "Newsletter" begins publication.

Appalachian Journal publishes John Gaventa's essay "Inequality and the Appalachian

Studies Industry"

1st official Appalachian Studies Conference in Berea, KY.
     -John Gaventa's keynote address, "Which Side Are We On? Appalachian Inequality in the Appalachian Studies Industry."
     -"Although activists had a strong presence at this first ASC annual assembly, most sessions appear to be based on academic scholarship."
     Conferences continue annually from this point on.

1979   ASC "Newsletter" becomes Appalink.

       ASC at Jackson's Mill, WV 4-H camp
     -"strong sense of activism emerged," perhaps in response to regional floods and increased questioning of land ownership.
     -decision made to alternate conference sites between academic and non-academic settings

1980   Membership secretary added to ASC agenda committee.

1981   Proceedings of 1980 conference published (precursor of *JAS*).

       During the 1981 conference there was a full day session for teachers titled "Appalachian Education Workshop"

1982   Jim Wayne Miller writes in Appalink:

"Over fifty years ago, when the Vanderbilt University Agrarians were trying to work up a regional program, Allan Tate saw a need to create 'an intellectual situation interior to the South.' For a number of reasons, the Agrarians failed to create the situation Tate thought was needed.

But where the Agrarians failed, it appears that people interested in mounting some similar program for Appalachia have succeeded -- at least initially. For we have created...what has never existed previously: an intellectual situation interior to the region.

In the past Appalachia has experienced change largely as the result of outside intervention...But the new thing we are involved in is an effort on the part of Appalachians to intervene in the life and culture of the region *from the inside* (emphasis in the original).

The Agrarians failed in their effort partly because they remained tied to northeastern publishers; partly because they were too academic and literary, too campus-bound; [and] partly because, as they admitted, they did not know their own region and people well enough."

Education Workshop held again at the 1982 conference.

1983   President Charlotte Ross warns against "the widening chasm between 'action folk' and the 'creative folk'" [academics] in ASA.

1985   "Agenda" committee changed to steering committee.

1986   Ron Eller's chairman's address to the conference indicates his concern that ASC is "becoming too much like a professional academic gathering."

ASC scholarship fund started.

By-laws revision committee appointed by Ron Eller.

Position of vice president changed to vice president/president-elect.

1987   Some members withhold portions of conference fees because it has become too posh (i.e., meals and entertainment are included in fees).

ASC name changed to Appalachian Studies "Association"
Position of "Chair" changed to ASA "President."

1988   Youth Conference begun as adjunct to main conference; outreach to youth added to mission statement in by-laws.

1989   Carl A. Ross Student Paper Award instituted.

Proceedings of the Appalachian Studies Association becomes *Journal of the Appalachian Studies Association.*

1990   Long term planning committee formed to examine need for a home office and an executive secretary.

1991   Long term planning committee issues its report.

Budget committee established.

1992   By-laws revision committee appointed.

1993   Results of survey done at previous conference published in Appalink.

Cratis D. Williams Award instituted.

1994   New ASA office established at WVU's Regional Research Institute with part-time office staff.

Journal of the Appalachian Studies Association becomes a refereed journal.

After great difficulty, ASA obtains independent 501c3 status with IRS.

Steering committee debates possibility of media award but nothing is done.

1995   Youth conference ended.

Journal of the Appalachian Studies Association becomes *Journal of Appalachian*

Studies.

ASA offered participation in grant application by faculty from Indiana University of Pennsylvania entitled "Northern Appalachia in the 21ˢᵗ Century." Steering Committee declines the offer amid debate about whether Appalachia is more properly thought of as a "Southern area."

1997   First ASA conference held "outside the region" in Northern Kentucky.

Cratis D. Williams Service Award becomes Cratis D. Williams/James S. Brown Service Award.

Last series of panels and presentations for secondary teachers and high school students held at 1997 conference.

1998   Howard Dorgan begins tradition of holding a silent auction to raise money for conference scholarships.

Conference theme: Building Sustainable Mountain Communities, with tours to local sustainable development projects.

1999   Website committee formalized in by-laws.
Conference focus on justice, activism, and community.

2001   ASA moves to Marshall University with full-time office manager.

Helen M. Lewis Community Service Award and e-Appalachia Award instituted.

2003   Appalachian Consortium disbands.

2005   Scholarship committee formalized in bylaws.

Media Arts Award instituted.

2006   Finance committee formalized in bylaws.

JAS becomes available online.

First conference held in Ohio with focus on migration and urban Appalachians.

ASA office manager becomes ASA executive director.

Evolution of the ASA's Mission

Compiled for the LRPC by Steve Fisher and Phil Obermiller
Version 1/26/07

Note: Text in black is a direct quote from a document. Text in green is the author's interpretation of what s/he read in the document.

1977 *Source: "Where have we been? Where are we going? A History of the Appalachian Studies Association," Logan Brown, Theresa Burchett-Anderson, et al., pp. 30-92 in Appalachian Journal, Volume 31, No 1, 2003*

The goals of those who met at Berea in 1977 to plan for an ASA are set forth along with a list of attendees. The great majority of those in attendance were associated with academic institutions and the goals/objectives reflect that since they focus on scholarship and research. But there was consensus that the ASC was to foster research that would be more relevant to exploring the many problems that faced Appalachian communities and that it would offer an opportunity for academics and activists to come together to talk about issues of common concern. "The administrative design of the Appalachian Studies Conference (ASC) was a simple one, tied almost exclusively to the task of staging an annual conference, with each conference being largely independent of the one   it followed or preceded." (p.38)

1978a *Source: Newsletter, Appalachian Studies Conference, Volume 1, No.1, Jan. 1978, p.1*

"The Appalachian Studies Conference was born at a planning meeting of 30 Appalachian scholars from 18 institutions in seven states representing twelve different academic disciplines, who met in Berea, Kentucky, on November 4 and 5, 1977. After sharing experiences, ideas and hopes, a final session saw the formal organization of the Appalachian Studies Conference whose purposes were seen to be:
1) to encourage Appalachian Studies through an annual conference, a newsletter, and ad hoc meetings as necessary;
2) to provide a forum for the exchange of research information;
3) to coordinate analysis of the region's problems across disciplinary lines;
4) to increase and spread knowledge of things Appalachian;
5) to be an advocate for Appalachian research;
6) to relate scholarship to regional needs and the concerns of the Appalachian people;
7) to support other organized efforts in harmony with the purposes of the Appalachian Studies Conference."

1978b *Source: Articles of Incorporation of the Appalachian Studies Conference, Inc., Dec 2, 1978*
"The purposes of the corporation are:
(a) To further the exchange of information concerning the Appalachian People and the Appalachian Region, including but not limited to, knowledge of research projects, research data and findings, creative work in progress, academic programs and related support programs, through such means as conferences and newsletters;

(b) To further the goals of scholarship, teaching, and learning about the Appalachian people and the Appalachian Region; and

(c) To foster cooperation among Appalachian writers, artists, and scholars as well as other work of significance in the field of Appalachian Studies, communicate research information as well as concern about research activities which affect public policy regarding Appalachian People and the Appalachian Region."

1978c *Source: Program of the First Annual Appalachian Studies Conference.*

The 1st ASC meeting at Berea in 1978 had a plenary format where all those in attendance attended each major session. What most people remember was John Gaventa's stinging critique of how Appalachian Studies research failed to address the real issues of the region. There was general agreement among those in attendance that there was some truth to his critique and that the ASC would provide an opportunity to begin to address that problem. There was a time set aside for academic discipline meetings at the conference, which underscores the fact that the ASC's major focus was related to issues of research, teaching, and scholarship.

1979 *Source: Program of the Second Annual Appalachian Studies Conference.*

"The conference has several purposes: to share work that is completed or nearly complete; to exchange information about work in progress, to foster cooperation within and between disciplines and to stimulate new work of significance. The program has been structured to reflect these purposes with times for presentations and other times for a more open interchange within disciplines and within groups with common topical interests."

1980 *Source: Program of the Third Annual Appalachian Studies Conference.*

The 3rd meeting was held at ETSU and the conference program began with the statement that the ASC was formed by "a group of scholars, teachers, and regional activists who believed that 'shared community has been and will continue to be important for those writing, researching, and teaching about things Appalachian." This was followed by the specific goals of the conference which were those set forth in the Jackson Mill program. Some version of this description of the conference appeared in many of the future programs (some programs made no mention of the ASC goals).

1991a *Source: Appalink, Vol. 15, No. 2, Fall 1991*

"Statement of Purpose: The Appalachian Studies Association was formed in 1977 by a group of scholars, teachers, and regional activists who believed that shared community has been and will continue to be important to those committed to   improving the quality of life in the Appalachian region and those writing, researching, and teaching about things Appalachian. Today hundreds of members of ASA throughout the mountain region and beyond belong to the Association in order to coordinate analysis of the region's problems across disciplinary lines and to relate scholarship to regional needs and the concerns of Appalachian people."

1991b *Source: Appalachian Studies Association By-Laws, updated March, 1991.*

"The purpose of this organization shall be: (1) to foster cooperation among Appalachian

writers, artists, scholars and members of Appalachian oriented organizations, agencies, and communities; (2) to further the exchange of information concerning Appalachian people and the Appalachian region including such items as knowledge of research projects, research data and findings, creative work, academic programs, and community based programs through such means as conferences and newsletters; (3) to further the goals of scholarship, teaching, and learning about Appalachian people and the Appalachian region; (4) to stimulate new work of significance in the field of Appalachian studies by communicating research information as well as a concern about research activities which affect public policy regarding Appalachian people and the Appalachian region; and (5) to strengthen the involvement of Appalachian Youth in Appalachian studies through a Youth Conference integrated into the annual conference of the Appalachian Studies Association.

This Association shall encourage broad-based participation in all its activities."

2002 *Source: Program of the 25th Annual Appalachian Studies Conference.*

 "It {ASA} also provides a forum for dialogue and action by a coalition of academics and grassroots community activists in the region. The Appalachian Studies Association annual conference brings together scholars, teachers, community and regional activists, entrepreneurs, planners, officials, families, young people, old people—people who care passionately about the region, who want to learn from each other, and who want to make a difference in their communities."

2006a *Source: ASA Website*

"The Appalachian Studies Association's mission is to encourage study, advance scholarship, disseminate information, and enhance communication between Appalachian peoples, their communities, governmental organizations, and   educational institutions."

2006b *Source: By-Laws posted on ASA Website*

"The purposes of this organization shall be: (1) to foster cooperation among Appalachian writers, artists, scholars, and members of Appalachian-oriented organizations, agencies, and communities; (2) to further the exchange of information concerning Appalachian people and the Appalachian region including such items as knowledge of research projects, research data and findings, creative work, academic programs, and community-based programs through such means as conferences and newsletters; (3) to further the goals of scholarship, teaching, and learning about Appalachian people and the Appalachian region; (4) to stimulate new work of significance in the field of Appalachian studies by communicating research information as well as a concern about research activities which affect public policy regarding Appalachian people and the Appalachian region.

This association shall encourage broad-based participation in all of its activities."

Appendix C:
Identity Group Report for the Feb. 2 ASA LRPC Meeting
by
Ashley Cochrane, Steve Fisher, Sandra Hayslette, and Erik Tuttle

These observations and tentative conclusions are based on Steve's review of all conference programs (see attached), relevant reading (see selected bibliography at the end of this report), the timeline from the ASA web page, and our personal experiences with the ASA. In particular, Steve was at the organizational meeting of the ASC, served as Program Chair of the 1st conference, has served ASA in a number of different capacities, and has attended just about all the conferences. Please keep in mind that this is a draft for your consideration. This is in no sense meant to be a formal, conclusive report.

Abbreviations used below: **AJ31** (App Studies History article); **ASC** (Appalachian Studies Conference); **ASA** (Appalachian Studies Association); **CPN** (the attachment with Steve's notes from a review of all the conference programs); **TBB** (Tice, Billings, Banks article); **TL** (ASA Timeline);

The goals of those who met at Berea in 1977 to plan for an ASC are listed in AJ31 (35). The list of attendees is on p. 36. The great majority of those in attendance were associated with academic institutions and the goals/objectives reflect that since they focus on scholarship and research. But there was consensus that the ASC was to foster research that would be more relevant to exploring the many problems that faced Appalachian communities and that it would offer an opportunity for academics and activists to come together to talk about issues of common concern. "The administrative design of the Appalachian Studies Conference (ASC) was a simple one, tied almost exclusively to the task of staging an annual conference, with each conference being largely independent of the one it followed or preceded." (AJ31, p.38)

The 1st ASC meeting at Berea in 1978 had a plenary format where all those in attendance attended each major session. What most people remember was John Gaventa's stinging critique of how Appalachian Studies research failed to address the real issues of the region. There was general agreement among those in attendance that there was some truth to his critique and that the ASC would provide an opportunity to begin to address that problem. There was a time set aside for academic discipline meetings at the conference, which underscores the fact that the ASC's major focus was related to issues of research, teaching, and scholarship. The fact that the keynote address was delivered by the ARC Federal Co-Chair further demonstrates that the ASC was never meant to be an organization with an activist agenda. This can also be seen in the statement of purpose that appeared in the conference program at the 2nd ASC conference in Jackson's Mill, WV:

"The conference has several purposes: to share work that is completed or nearly complete; to exchange information about work in progress, to foster cooperation within and between disciplines and to stimulate new work of significance. The program has been structured to reflect these purposes with times for presentations and other times for a more open interchange within disciplines and within groups with common topical interests."

Note the lack of any specific mention of tying research to address social justice needs in the region. This conference, like the 1st one, had time set aside for disciplinary meetings and also added time for transdisciplinary meetings. Note that there wasn't and has never been general sessions set aside specifically for conversations between academics and activists. This does not

mean that social-action related issues weren't addressed at the conference. In fact, the central program focus was the Appalachian land ownership study then being conducted. Some in attendance noted that a strong sense of activism emerged in this gathering and that "no evidence revealed any marked discomfort with activist sentiments" (AJ31, p. 38-39). The division wasn't between whether there should be activism, but on the type of activism (p. 38). Some (Green, Gaventa, Fisher…) wanted activists to be more involved in the ASC and for the ASC to take positions on important issues in the region (p. 38). This notion in our view was not shared by the majority of the membership at that time or at any future meetings. To seek a balance between scholar-based and activist-based factions, a decision was made at this conference to alternate meeting sites between academic settings and non-academic ones (a policy that didn't last many years for a variety of reasons).

The 3rd meeting was held at ETSU and the conference program began with the statement that the ASC was formed by "a group of scholars, teachers, and regional activists who believed that 'shared community has been and will continue to **be important for those writing, researching, and teaching** about things Appalachian.'" This was followed by the specific goals of the conference which were those set forth in the Jackson Mill program. Some version of this description of the conference appeared in many of the future programs (some programs made no mention of the ASC goals). The one exception was the 25th conference program which added a paragraph that highlighted the academic-grassroots connection:
        "It {ASA} also provides a forum for dialogue and action by a coalition of academics and grassroots community activists in the region. The Appalachian Studies Association annual conference brings together scholars, teachers, community and regional activists, entrepreneurs, planners, officials, families, young people, old people—people who care passionately about the region, who want to learn from each other, and who want to make a difference in their communities." The special academic discipline sessions were dropped from the 3rd conference and did not reappear at future conferences.

Given this background, the reading/research we've done, and our personal experiences, we would argue that the identity of the ASA centers around an annual conference designed to promote research and conversation about things Appalachian. Its primary goals have always been academic in nature. While a minority of members have wanted it to adopt an activist agenda, that has never been a goal shared by the majority of its leaders and members. While community members have been involved from time to time in the running of the ASA, the leadership and committee membership have been overwhelmingly drawn from the academic community. For the most part, the ASA is not viewed outside of academic circles as playing a significant role in social change in the region.

Since the ASA's identity is based mainly on the conference, here is a beginning list of common characteristics of the conference—we don't mean to be inclusive here; the goal is to start a list for committee members to add to.
Some characteristics of the ASA conference
        It is interdisciplinary in scope (see topic-of-interest categories in AJ31, p.67-69 & CPN)
        It is a place where many of the new films on the region are shown
        Music, poetry, and readings play an important role
        Each conference is largely independent of the one it followed or preceded (see list of
        conference themes in AJ31, p.77-82 & CPN)
        It is not purely a professional conference—community people, activists, public school
        teachers and kids attend and participate; there are often opportunities for field trips; it
        is much more relaxed and low key than most professional conferences; it offers a social

space for conversations about the region

There has been an effort to rotate the location of the conference geographically and at times the conference has been held at non-academic sites (CPN).

While it's clear (at least to us) that the conference is geared primarily for academics, the ASA deserves credit for a number of efforts to make the conference community-friendly and to address some of the key problems facing the region. Some examples:

8 years of the Youth Conference

Reaching out to public school teachers (one of whom was ASA President of the 16th annual conference)

Efforts to address issues of diversity—see CPN & the discussion in TBB and AJ31

The number of sessions related to activist concerns--see Topic/Issue Prominence in ASA Program Presentations in AJ31, p. 68 and CPN. For example, "Community Organizing" is the 3rd most popular of individual program topics.

The number of keynote speakers with an activist background. For example, when Pam McMichael delivers the keynote at the upcoming conference she will be the 3rd keynote speaker from the Highlander Center.

The number of sessions in recent years devoted to examples of community-university partnerships—see CPN

A number of the conference organizers have made a concerted effort to highlight community groups and issues relevant to the part of the region where the conference is being held—see CPN

There have been activist and/or community presenters at all the conferences—see CPN

Every conference has had several panels related to issues facing urban migrants

There have been several conferences where the organizers have made conscious and successful efforts to integrate activists and community presenters and sessions throughout the conference (some examples include #6, 20, 21, 22, 23, 24, 25, 27, 28, 29—see CPN)

While most of the officers and committee members have been academics, in recent times we've seem more community members/activists on the committees

Perhaps one of the clearest examples of the ASA's institutional commitment to involve non-academics has been the establishment of the Silent Auction to raise scholarship funds to help cover the costs of the conference for those who need such help.

Another important example of this commitment is the establishment of the Helen Lewis award to honor activist individuals or organizations

See the discussions in TBB, p. 4-6 and AJ31, p. 38-44 for other examples.

In sum, as TBB point out, it has been a long-standing policy of the ASA to bridge academic and community terrains and it has had some success in doing so. But because of organizational dilemmas and other obstacles this effort has been hit or miss. The extent of community/activist involvement depends to a large extent upon the goals and commitments of the Presidents and Program Chairs for each particular conference, along with the type of session proposals they receive for consideration. Rarely have there been sessions that speak to the immediate problems that have appeared in the region during the year since the last conference (the session on the Martin County coal slurry issue at the 26th conference in an exception that proves the rule). There is also the problem noted by TBB and others that when there are sessions designed by local community groups involving people from the community, they are often very poorly attended. As mentioned above, while there are sessions and speeches related to regional problems and social justice and diversity issues, there have been few organized opportunities for activists and academics to engage in conversations as to how we might work together to combine theory and practice to address these problems and issues.

A few other observations.

(1) The <u>Journal of Appalachian Studies</u> (JAS) was established specifically to provide a peer-reviewed outlet for more "serious/scholarly" research and writing on Appalachia. This is another sign that the ASA's primary focus is academic. On the other hand, a quick perusal of the JAS's content reveals how much of the research being done in the region is directly related to activist issues and concerns.

(2) TBB (p. 4) says that the ASA has tended to be more movement-based than discipline-based. Perhaps, but we don't see overwhelmingly convincing evidence in our research to support that conclusion. In fact, we are beginning to question the academic-activist duality. Indeed, we consider ourselves to be both. It appears to us that the ASA is built on a history of a number of academics who understand the potential that their research, teaching and writing have to contribute to social change in the Appalachian region. We wonder whether there is not so much a duality, as there is a strong history of some ASA academics calling for applied academics focused on making information and academic products responsive to community needs and accessible to community activists. Throughout the history of the ASA, there have been various and repeated calls for academic work to both reflect community-identified needs and issues and for academic products to be created in ways that are useful and relevant to the community. We wonder if the historical duality is not reflective on the one hand of the different ways that scholars go about approaching applied academics and on the other hand of some scholars continuously making the case for this kind of engaged scholarship, for fear that this focus will be lost. This would mean that the presence and involvement of activists and practitioners in the ASA would ideally serve to both influence the academic work of the scholars and to benefit the activists by making relationships with academics and academics' work more accessible. In sum, it is possible to understand the ASA as an academic organization with a number of members who have a strong commitment to making sure that its academics remain applied, engaged, responsive, and relevant to the current issues and struggles in the region, with some of these members wanting this to be more explicit than others.

Timeline of events specifically related to the identity of ASA, focusing on events that represent efforts by the ASA to uphold its original goal of including community/activist folks and examples of when/how the ASA may have drifted from its original mission:

1913 – 1940s	Council of Southern Mountains: sought "ways to better coordinate the service activities of a wide range" of folks "working to improve the health, educational, and economic conditions for the Southern mountaineer." (AJ31, p. 31)
1950s – 1960s	Council of Southern Mountains developed a wider range of participants taking on a wider range of regional interests. "The result was a volatile mix of individuals who often saw the nation's social or economic issues of the moment as potentially integrative with the more traditional Southern mountain needs. " (AJ31, p. 32)
1970	Educational Commission of the Council of Southern Mountains "was instrumental in initiating the idea of regular Appalachian Studies conferences. It attempted its first 'Appalachian Conference' at Clinch Valley College in 1970." (AJ31, p. 32)

1976	Appalachian Symposium in Boone, NC, in honor of Cratis Williams. This was an ASU event, often called the Cratis Williams Symposium. No formal connection was made between the 1970 Clinch Valley conference and this symposium.
1977	Planning session for the first official Appalachian Studies Conference. (See AJ31, p.35 for objectives.)
1978	1st official Appalachian Studies Conference in Berea, KY. ○ John Gaventa's keynote address, "Which Side Are We On? Appalachian Inequality in the Appalachian Studies Industry." ○ "Although activists had a strong presence at this first ASC annual assembly, most sessions appear to be based on academic scholarship." (AJ31, p.37) ○ Conferences continue annually from here
1979	ASC at Jackson's Mill, WV 4-H camp ○ "strong sense of activism emerged," perhaps in response to regional floods and increased questioning of land ownership. AJ31, p.38-9 ○ Decision made to alternate conference sites between academic and non-academic settings (AJ31, p. 39)
1980	1st conference proceedings published (AJ31, p. 44)
1981	During conference, there was a full day session for teachers titled "Appalachian Education Workshop" (AJ31, p.40)
1982	Education Workshop again at conference
1986? 1989?	Establishment of scholarship fund for community groups and students to attend conference. (AJ31, p. 43 and AJ31, p. 50)
1988	ASC hosted the first official "Appalachian Youth Conference." (AJ31, p. 56)
1989	Published ASA papers were no longer called "Proceedings," but instead were titled, "The Journal of the Appalachian Studies Association," at least partially because "the term 'Journal' traditionally possessed much more prestige, especially with academic collections." (AJ31, p.46)
1995	Last Youth Conference (AJ31, p. 58)
1997	Last series of panels and presentations for secondary teachers and high school students. (AJ31, p. 59)
1998	First Silent Auction to raise money for the Scholarship Fund (AJ31, p.65)
1998	Conference Theme: Building Sustainable Mountain Communities, with tours to local sustainable development projects (AJ31, p. 43)
1999	Conference focus on justice, activism, and community (AJ31, p. 44)
2002	Establishment of Helen Lewis Community Service Award (AJ31, p.66)

SOME ADDITIONAL PARTS OF THE READINGS THAT ARE RELEVANT

More from the AJ31:

"Eller remembered the founding of the Appalachian Studies Conferences not as the creation of a conventional academic organization but as a movement of Appalachian Studies people who intended to stay involved with Appalachian communities and Appalachian activism, harnessing

the research capabilities of colleges and universities not simply to publish scholarship but to better the future of the region." (AJ31, p. 42)
"Not surprisingly, the Journal proceedings reflect a much more academic/cultural focus than the program presentations do. More community groups and community issues appear in the conference programs than in the proceedings/journals." (AJ31, p. 70)

AJ31, p. 76, first paragraph under the heading: "Becoming a More Influential Organization"

AJ31, p. 87 Richard Drake's take on the "activist" and "college" duality. Third paragraph on the page.

Fisher, Foster, Harnish article in **M**, pps. 153 -160, beginning with "Appalachian Studies must, in our view, become liberating, facilitating, transcendent, grounded, historical, visionary, and committed."

RESOURCES USED

o   Banks, Allen, Dwight Billings, and Karen Tice. "Appalachian Studies, Resistance, and Postmodernism." In Stephen L. Fisher (ed), Fighting Back in Appalachia: Traditions of Resistance and Change (Temple, 1993). **BDT**

o   Brown, Logan, et. al. "Where Have We Been? Where Are We Going? A History of the Appalachian Studies Association." Appalachian Journal 31 (Fall 2003): 30 – 92. **AJ31**

o   Gaventa, John. "Inequality and the Appalachian Studies Industry." Appalachian Journal 5 (Spring 1978): 322-329. **G**

o   McGowan, Thomas, ed. "Assessing Appalachian Studies." Appalachian Journal 9 (Winter-Spring 1982). **M**

o   Tice, Karen, Dwight Billings, and Alan Banks. "Sustaining Our Region-wide Conversation: Founding Hopes and Future Possibilities of the Appalachian Studies Association." In Journal of the Appalachian Studies Association, Vol. 5 (1993): 3-11 **BBT**

I'm Shaunna Scott, the President Elect of ASA and a member of the LRPC. First, on behalf of the Membership Committee of the LRPC, I'd like to thank all of you for attending this session to contribute to the health and future of the ASA. We really appreciate your commitment to the ASA.

In addition to myself, the members of the membership committee are Chad Berry, Sandra Hayeslette, and Marie Cirillio.

A central task to the planning process has been to collect baseline data about our membership so that we can know who our current constituency is and be prepared to set goals and track trends as our organization evolves. When we started our research, we immediately learned that ASA does not have a detailed database concerning the composition of our membership, particularly on sociodemographic variables, such as race/ethnicity and occupational status.

To address that issue, the committee has done two things: first, we devised a short demographic survey for the meeting / membership registration forms in an effort to collect basic demographic information about our current membership (I will report on what we found out from that in a minute); second, the LRPC proposed to the Steering Committee that a standing Membership Committee be formed in order to oversee the collection of membership composition data, examine and report on trends in membership, and to assist in supporting the recruitment of a sustainable and diverse membership base for the organization.

We are currently seeking members to serve on that committee. Please let me or any of the LRPC members know if you are interested in helping the ASA out in this manner. As the soon-to-be President, I am especially interested in recruiting students and young people to this effort, as well as community activists and minorities.

Also, please share your ideas and thoughts on this topic by participating in the poster-writing opportunities on ASA identity and goals in addition to our discussions here today. Remember that LRPC members, those who are wearing these ribbons, are always willing to hear your thoughts throughout the conference. So, feel free to approach us at any time with your ideas or concerns.

OK, now for the results of our 2007 membership survey:

296 ASA members provided basic demographic data to this committee. This was a little less than half of those who registered for the meetings.

Of those, 178 (60 %) were female, 117 (40 %) were male and one was transgender.

222 (75 %) consider themselves to be Appalachian. We asked for county and state of birth to determine of there are sub-regional variations in ASA membership. That prompt did not yield enough responses to be useful.

The survey also indicates that our organization is predominately white (92.9 %). Only 2 African-Americans filled out the survey; there were 5 Hispanics, 4 Native Americans and 10 who chose "other" as their race/ethnicity.

Also concerning to me as the incoming President is the age structure of this admittedly non-random sample. Almost half of the respondents were aged 51 and older (48.9 %), with the most common age group being 51 to 66 (129 or 43.5 %). There were 77 in the 35-50 age group (26 %) and only 74 who were aged 34 or younger (25 %).

University / college instructors and researchers are the largest sub-group in this sample at 124 (41.9%). If we combine this category with independent scholars (8), college staff (33) and graduate (36) and undergraduate students (21), we might conclude that our membership base is largely academic / scholarly (222 or 75 %).

In the academic category, English was the most popular category (42) and, when added to History (36), Humanities are the most popular subject cluster at 26.3 %. Other studies have found that ASA is dominated by Humanities (though, usually, History is the most populous category). Social Science comes in second, as it did with our survey at (17.2 %). And the physical, biological and environmental sciences are under-represented to the point of being non-existent.

I think it is obvious that this sample under-represents non-academics, however, because there were only 7 artist / performers and 14 members of community organizations who responded to this survey. The other responders were 13 retired persons, 5 government workers, 3 business people, 3 health care service provider, and 27 who responded as "other."

In short, based upon the data collected thus far, it appears that the ASA membership is most likely to be female, over 51 years of age, academics, white and Appalachian. The age structure certainly raises concerns about organizational sustainability. Racial/ethnic and occupational diversity are potential issues that the organization should address as well.

Appendix E:
Proposal for Administrative Assessment and Goals

The Steering Committee will conduct a focused assessment of the administrative needs of the Association. The purpose of the assessment is to specify the Association's staffing and collateral office needs for the duration of the Long Range Plan (2008-13). Areas of interest include the number and qualifications of paid personnel, physical resources, the staffing needs of ASA's committees, etc.
The product of the assessment will be a written report presented for SC consideration and action at the 2008 conference meeting.
A draft of the report will be presented for review by the LRPC and the SC at the 2007 mid-year meeting.
The assessment will be carried out by the President, the immediate past president, executive director, and others as shall be named by the SC.

Appendix F:
MENTORING AND RECRUITMENT GROUP

Charge: "Drafting a description of how ASA could undertake mentoring of members for leadership and recruiting new members."

Notes from Conference Call, January 4, 2007: Roberta, Ashley, Marie

General discussion points:

1. The mission of the organization is key; ASA membership and leaders must be guided by the mission.
2. We need to know where the organization wants to go—what it wants to be—before we can develop a strategy to recruit members and develop leaders.
3. What is the difference between a "member" and a conference attendee? At present, these are the same, but if we want to develop leaders for the organization, we need to be able to identify "members" who are invested in the organization, its mission, and its goals as opposed to casual conference attendees.

The consensus of the task group was that strategies for recruitment and mentoring are inherently tied to mission, goals, and objectives.

Additionally, the Membership Task Force has recommended that a standing "Membership Committee" be created. Among other things, this standing committee should "collect information about the ASA members. . . . and report this information to the Steering Committee." "Membership recruitment initiatives and diversity issues" should be central to the work of this committee.

Presently, the Mentoring and Recruitment Task Group can recommend at most that the Steering Committee take into consideration the discussion points noted above and that it **develop strategies for recruiting members and mentoring leaders who are committed to achieving common goals through the work of the organization.** These strategies must of necessity be tied to the mission, goals, and objectives of the organization.

Appendix G:
LRPC Financial Report

	Travel Expenses	Travel Hours	Work Hours	Telephone	Office Supplies	Printing/Copying	Postage	Meals	Fees	Technological Support
*Nina Gregg	$251.72			$278					$5,200	
LRPC Committee Members' Expenditures:										
Roberta Herrin	**$102	12	30							
	$350									
Deanna Tribe	**$510.88	15	27							
	$126	8								
Carol Baugh	**$494.02	11	31							
	**$374.65	6								
Phil Obermiller	$235	8	25							
Wilburn Hayden			20							
Steve Fisher	$143.12	6	45	$15		$15				
	***$115.6	10								
Chad Berry	***$400	5	50					$35		
Institutional Expenditures										
East Tennessee State University			11		$42.80	$79.21	$188.28			
Berea				$15		$114		$110		$250.00
Total	**$3,100.99**	**81**	**239**	**$308.00**	**$42.80**	**$99.21**	**$188.28**	**$145.00**	**$5,200.00**	**$250.00**
					Grand Total:	**$9,334.28**				

*Gregg's espenses are reimbursed by ASA.
**Indicates travel supported by committee member's institution.
***In-kind courtesy lodging

Appendix H:
Steering Committee Assessment Response and Goals
September 1, 2007

1. What is the role of our Committee? What are we supposed to accomplish?

All respondents agreed that the committee has the important task of establishing the long-range goals of the ASA (defined by terms such as mission, vision, strategy, strategic plan) as well as enacting ongoing procedures and ensuring that budgets, conferences, scholarly publications and forums (online and in print) were adequate and well maintained.

2. How well do we fulfill our role? What do we do effectively, and how can we tell we are doing a good job? What are the indicators?

Some argued (correctly I think) that the fact that the organization had survived and grown over the course of 30 years was a mark that the SC had been successful at least at this level. Others pointed to successful and growing conferences, ongoing publications, growing or at least stable membership, staffed and operating committees, and good communication between committee members and the broader organization as signs of effectiveness.

3. What do we not do well? Where are we less effective, and how can we tell we are not doing a good job? What are the indicators?

Although some respondents wrote that the committee (and the ASA more generally) did a good job of communicating with members and potential members and others simply chose not to answer this question, others argued strongly that there were two areas where the Steering Committee was wanting: communication (particularly with those currently outside the organization) and financial stability/security. In terms of communication, respondents argued that the SC needed to do a better job communicating both internally (perhaps setting up a better format than hard to trace emails) and with members and those outside the organization. Specially, they argued that the SC should connect with and work to recruit key funding organizations for regional rural development (such as Kellogg and Ford), nonprofits and those outside academia. They also argued that the SC should help the ASA become more directly involved in other regional development initiatives and that the organization should take a more active stance in trying to impact regional policies and practices – as one put it, to be "the voice of Appalachia" in these areas.

Regarding funding, several respondents argued that the SC needed to help avoid some of the financial mistakes of the past, to establish more long term funding streams such as endowment and donors and to seriously consider whether conference fees and amenities needed to be reexamined in order to make the conferences more profitable.

Finally, some argued the SC needed to work to increase the ASA's diversity –racial/ethnic, occupational (particularly drawing in more members outside academia), and generational.

4. Do we have what we need to do our job well (people, information, knowledge, skills)? Where are we resource-rich and where are we resource-poor?

Respondents generally believed the answer to this question was yes, but that the SC needed to make better use of these assets – above all by establishing a more solid financial footing and by establishing better communication means (such as a share-point page). There also was a desire for more balanced task sharing so that the President and Program Chair were not left to do all the necessary work of the SC.

5. *What changes can we make now that will improve our capacity to perform our role well?*

6. *What changes can we work towards that will improve the effectiveness of our work?*

Answering these in tandem, two ideas that emerged in addition to those listed above were a clearer sense of committee responsibilities (by establishing instructional manuals or online descriptions) and a better record of institutional history and historical purpose (something the ongoing anniversary documentation project will address directly). Better knowledge of past decisions (in terms of the bylaws, conferences, and finances) and the reasons for them would help the SC better plan for contingencies in the future and not have to "reinvent the wheel."

7. *Over time, what do we hope our work accomplishes or makes possible?*

8. *How can the work of our committee contribute to the sustainability of the ASA?*

9. *How can the work of our committee contribute to the engagement of members in the ASA?*

Again answering these at once, respondents clearly believed that the ASA was an essential organization that continued to be much needed and that the SC was key to its success. Some argued that the SC should revisit its mission to update it for current social and economic conditions and that the ASA should attempt more vigorously to impact policy (perhaps with organizational position/advocacy statements on key political and economic issues). Respondents also argued the SC should work to raise awareness of the ASA in regional and even national and international media and public consciousness.

Given these responses, here is a list of possible goals for the SC to discuss and possibly implement in the coming sessions. It is important to emphasize that as an ongoing oversight body, the Steering Committee bears primary responsibility for ensuring that whatever goals are made part of the strategic plan are actually achieved:

Possible Goals for SC:

1) Establish explicit funding goals in terms of creating and building an endowment and an explicit timetable for implementation including organizing and launching an endowment drive and seeking out possible major donors.

2) Establish membership goals over the next several years and discuss means of attaining them

3) Establish more effective and accessible forms of communication for the SC as well as the larger membership (including email database, SC specific webpage, interactive share-point page) so that information about previous meetings, committee responsibilities and membership and institutional history are readily available.
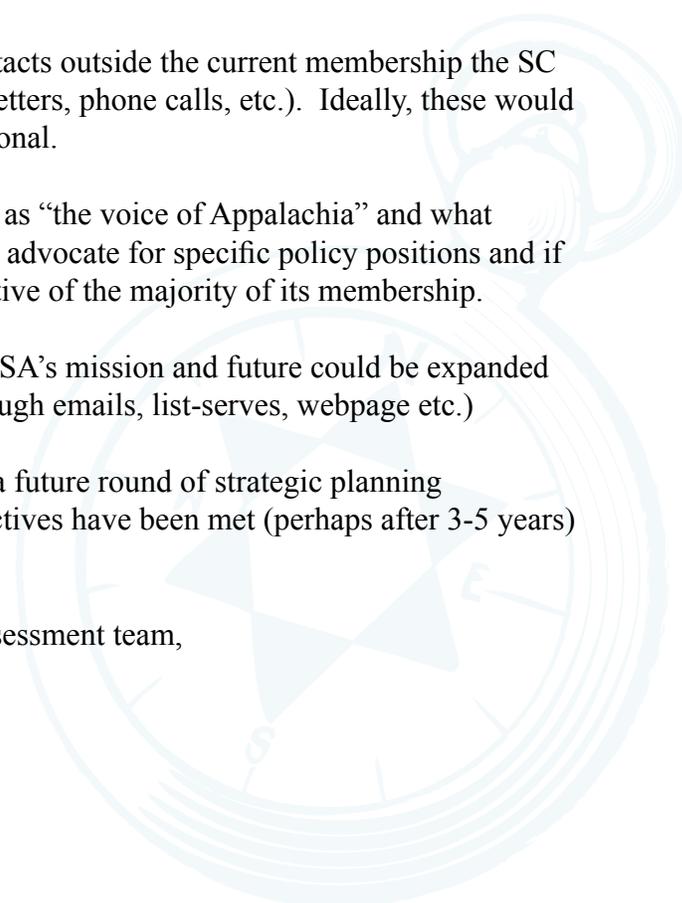
4) Establish list of potential organizations/contacts outside the current membership the SC would like to "recruit" and set up contact (letters, phone calls, etc.). Ideally, these would be national and international as well as regional.

5) Consider whether the ASA should see itself as "the voice of Appalachia" and what exactly this entails. Consider if it wishes to advocate for specific policy positions and if so, how to ensure these are truly representative of the majority of its membership.

6) Consider ways how this discussion of the ASA's mission and future could be expanded beyond the SC to the full membership (through emails, list-serves, webpage etc.)

7) Consider whether the ASA should plan for a future round of strategic planning assessment and goals once the current objectives have been met (perhaps after 3-5 years)

Respectively submitted by Steering Committee Assessment team,
Tony Harkins, Chair
Sharon Denham
Veronica Womack

<u>Goal</u>: The ASA will be annually updated about the duties and responsibilities of those in the Marshall office.

<u>Objective:</u> To annually update the Job Audit conducted during 2006-2007 with the Executive Director and the part-time staff member.

<u>Actions</u>
Year 1, and ongoing:
   a.   The MU liaison and the president-elect will consult with the Executive Director each summer to update changes to the 2006-2007 Job Audit.
   b.   If substantial changes result from the update, the MU liaison and the president-elect will consult with the ASA president about the urgency associated with the changes, possibly recommending to the Steering Committee any changes in staffing and/or reorganization to responsibilities.

<u>Goal:</u> The ASA will have a functional and engaged decision-making team.

<u>Objective:</u> To enhance the effectiveness of decision-making at the Steering Committee level by investigating the possibility of an Executive Committee that would meet more frequently than the entire Steering Committee.

<u>Actions</u>
Year 1:
   a.   The president, past president, president elect, and the executive director will assess ways to enhance the engagement of all Steering Committee members, including working with the Nominations and Membership Committees to ensure that engaged people are nominated.
   b.   The same group will then determine the feasibility of appointing an executive committee to work with the President, Treasurer, and Executive Director more closely between the two Steering Committee times.
Year 2:
   a.   If such an Executive Committee is appointed, it could be implemented in year 2.
Year 3:
   a.   The Executive Committee could be assessed in year 3.

Appendix J:
Finance & Development Committee Assessment Report to the LRCP
(AKA Fiscal Assessment)
June 2007 (prepared by Kristin Kant, Finance & Development Committee Chair)

What is the role of our Committee? What are we supposed to accomplish?
      1. Develop three-year projected budgets for the conference and the association
      2. Recommend and assist in the implementation of fundraising and development
strategies
      3. Respond to special requests from the Steering Committee

What are we going to keep doing?
      1. Project Budgets
      2. Investigate Investment Opportunities

What are we going to stop doing?
      1. Nothing

What are we going to change?
      1. More frequent communication among committee members

What are we going to add?
      1. Three month evaluation of budget (carried out by Executive Director & Treasurer, and/or Finance Committee Chair)
      2. Working with the President on the endowment drive
      3. Formalize the process of reporting projected budgets of all Committees to FC
      4. Formalize the process of other committees making budget requests to the Executive Director who will assess the requests and refer them to the FC.
      5. Send finalized budgets to committee chairs by July1.

Over time, what do we hope our work accomplishes or makes possible?
      1. Financial security and stability for ASA activities
      2. Resources for ASA staff support
      3. Generous scholarship to reduce membership costs

How can the work of our committee contribute to the sustainability of the ASA?
      1. Budgeting will help prevent financial pitfalls and overspending
      2. Developing financial strategies will contribute to ASA's income
      3. Developing and implementing fundraising will build ASA's network of partners
      4. Developing an endowment will cultivate a sense of long term commitment in the membership to the ASA

Goal Setting for the Finance and Development Committee- Report to the LRPC
August 2007 (prepared by Kristin Kant, Finance & Development Committee Chair)

Overall Goals
1. Prevent financial pitfalls and overspending
2. Build ASA's income
3. Build ASA's network of partners
4. Cultivate a sense of long term commitment in the membership to the ASA

<u>Actions</u>

<u>Year 1:</u>
    a. Budget
        i. Conduct three month evaluations of budget
        ii. Develop three-year projected budgets for the conference and the association
        iii. Send finalized budgets to committee chairs by July1.
    b. Cultivate fundraising and development strategies
        i. Investigate investment opportunities
            1. growth funds
            2. planned/estate giving
        ii. Build and initiate endowment drive
            1. introduce drive with letter from ASA President
            2. request funds from membership and agencies
    c. Establish procedures for budgeting:
        i. Formalize the process of reporting projected budgets of all Committees to FC
        ii. Formalize the process of other committees making budget requests to the
        Executive Director who will assess the requests and refer them to the FC

<u>Year 2:</u>
    a. Budget
        i. Conduct three month evaluations of budget
        ii. Develop third-year projected budget for the conference and the association
        iii. Send finalized budgets to committee chairs by July1.
    b. Cultivate fundraising and development strategies
        i. Select and commit to investment opportunities/ growth funds
        ii. Assess and manage endowment drive
            1. report progress to membership and granting agencies
            2. evaluate effectiveness of endowment drive
            3. provide opportunity for more giving without solicitation (open and
            accepting
              account)
    c. Notify procedures for budgeting:
        i. Inform all Committees about the process of reporting projected budgets to FC
        ii. Inform all Committees about the process of making budget requests to the
        Executive   Director who will assess the requests and refer them to the FC

<u>Year 3:</u>
    a. Budget
        i. Conduct three month evaluations of budget
        ii. Develop third-year projected budget for the conference and the association
        iii. Send finalized budgets to committee chairs by July1.
    b. Cultivate fundraising and development strategies
        i. Evaluate investment opportunities
            1. work with growth fund managers to maximize investment returns
            2. investigate stock holdings to assure social and ethical responsibility
        ii. Initiate second round endowment drive
            1. begin drive with letter from ASA President
            2. request funds from membership and agencies

c. Regulate procedures for budgeting:
      i. Evaluate the process of reporting projected budgets of all Committees to FC
      ii. Evaluate the process of other committees making budget requests to the Executive
        Director who will assess the requests and refer them to the FC

Years 4-5:
    a. Budget
      i. Conduct three month evaluations of budget
      ii. Develop third-year projected budget for the conference and the association
      iii. Send finalized budgets to committee chairs by July1.
    b. Assess and revise fundraising and development strategies
      i. Manage investment opportunities/ growth fund
      ii. Manage and build endowment drive
    c. Regulate and adjust procedures for budgeting:
      i. Reporting projected budgets of all Committees to FC
      ii. Process of making budget requests

Student Paper (William Schumann, Chair)

1. We had no hs students this time: have you given thought to (a) increasing
the prize for just college-level entries to increase interest or (2) splitting
the award as grad/undergrad. Admittedly, the winner this year was an undergrad
paper so this may not be the best way forward, unless...
2. We need to increase the visibility of the contest and therefore the number
of applicants. With the ASA's permission, I'd like to mail a flyer adverstising
the contest or do an email version and ask our colleagues at various
institutions to print and circulate on our behalf. Either way, we need a plan
to increase participation...this time around i extended the deadline and still
ended up with 6 entries.
3. Another thought might be to divide between fiction and non-fiction categories
to encourage young writers to develop their craft. This could be poetry or
short stories but could be something the hs-level student in particular may
feel more confident about entering.
4. The way I dealt with past issues of who is/is not a student (as I
understood it, this was a problem in recent contests) was pretty open-ended:
an email from an advisor, a copy of a course schedule for the semester, a
contact email of an advisor I could contact for verification, or anything else
that would 'prove' they were students. This seemed to work but you may want
to codify this for the future as different paper committee chairs may have
different expectations of proof. My vote would be to make it as convenient for
students as possible, but I realize this might allow the one dishonest one to
slide through despite enabling wider participation from the honest ones.
5. Speaking of academic honesty, you may want to think about a system of
checking against plagarism, though I'd like to think this was unnecessary.
Again, a quesiton of how much you want to formalize this process. I googled a
few lines of this year's winner just because is was freakishly good.
6. Paper evaluation: we did a system whereby all members submitted ranked
evaluations of papers with brief comments of strengths and weaknesses. The
paper with the fewest points wins (e.g., scoring a 1, 1, and 2 for 4 pts.
wins) but with the understanding that the committee could debate after the
ranking process rather than let it become purely mathematical. This past year,
we were unanimous so it wasn't really a big deal. The overall point is you may
want to decide if it is important to codify this or another process or leave
it to individual committees from year to year.

Lewis Community Service Award (Pat Beaver, Chair)

10. What is the role of our Committee? What are we supposed to accomplish?
The committee reads nominations for the Helen M. Lewis Community Service Award,
which is given to an individual or an organization that has made exemplary contributions
to Appalachia through involvement with and service to its people and communities. The
committee determines the winner(s).

11. How well do we fulfill our role? What do we do effectively, and how can we tell we are
     doing a good job? What are the indicators?
 The committees have been quite effective; I have mailed and/or emailed applications out
and invited committee members to meet electronically (or if convenient in person) to discuss
the applications and make a decisions. I think we have been careful and fair in weighing
qualifications and recommendations, and we are usually in full agreement about the award.

People aren't reluctant to serve on the committee, and are generally prompt in responding with their evaluations and recommendations. I think the award recipients have been outstanding.

12. What do we not do well? Where are we less effective, and how can we tell we are not doing a good job? What are the indicators?
We don't seem to get the number of recommendations that I think the award deserves. People don't seem to think about this award, and only a few send strong well developed recommendations each year.

13. Do we have what we need to do our job well (people, information, knowledge, skills)? Where are we resource-rich and where are we resource-poor?
We have an abundance of outstanding colleagues deserving of this award. People are deeply honored to receive this award. Yet few people take the time to develop a recommendation.

14. What changes can we make now that will improve our capacity to perform our role well?
We need to publicize this award more effectively, and to encourage people to recommend their respected colleagues.

15. What changes can we work towards that will improve the effectiveness of our work?
Broaden participation in the work of the committee, increase the number of nominations. Perhaps ask a new person to lead the committee.

16. Over time, what do we hope our work accomplishes or makes possible?
Recognition of the excellent work of our colleagues gives honor not only to those individuals, but to the projects they support, the institutions that support them, and importance of service to our communities.

17. How can the work of our committee contribute to the sustainability of the ASA? The recognition and celebration of excellence in community service, while honoring the recipients, nominees, and Helen Lewis, models civic engagement within the ASA and hopefully therefore provides examples of projects that can be replicated, while encouraging the participation in t he ASA of activist groups and individuals. [no response]

18. How can the work of our committee contribute to the engagement of members in the ASA? As above, the ASA provides a forum whereby good works are affirmed.   [no response]

Weatherford Award, fiction (George Brosi, chair)

```
1.      What is the role of our Committee?  What are we supposed to
accomplish?
```

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Name the single most important fiction book about Appalachia for each
calendar year.
```

```
2.      How well do we fulfill our role?  What do we do effectively, and
how can we tell we are doing a good job?  What are the indicators?
```

I think we're doing pretty good! Our last two books before this one also became books of the year from the Southern Independent Booksellers Alliance. One indication is whether other award-givers honor "our" person.

3.   What do we not do well? Where are we less effective, and how can we tell we are not doing a good job? What are the indicators?

I've always sent out the books too late, but I promise I'll send them out before Christmas this year. Indicators of that is committee members griping.

4.   Do we have what we need to do our job well (people, information, knowledge, skills)? Where are we resource-rich and where are we resource-poor?

We need to do a better job of publicizing our award. This year the Berea College News Service sent out a press release but it was AWFUL, and I have no idea whether any papers except the Berea paper printed it AND it was very late. Does the Association have a "press" committee that could serve that function for us and others????

5.   What changes can we make now that will improve our capacity to perform our role well?

 Just #4, get somebody good to do press work for the Ass.

6.   What changes can we work towards that will improve the effectiveness of our work?

Can't think of nothing.

7.   Over time, what do we hope our work accomplishes or makes possible?

Provides recognition for fiction writers and a kind of sign post for the state of the genre for future generations.

8.   How can the work of our committee contribute to the sustainability of the ASA?

Just the opposite – the ASA COULD provide travel money for the writer we honor!

9.   How can the work of our committee contribute to the engagement of members in the ASA?

It can make them feel proud to be part of the ASA

Optional Question:

Is there anything that we should be doing that we haven't even considered?

#8 provide travel money for the winnah!

Appendix L:
Website Committee Assessment
Gene Hyde, Chair

1.   What is the role of our Committee? What are we supposed to accomplish? □□

Officially, the committee's task is to "receive all suggestions from ASA members, deliberate and approve any changes to the website, and communicate such changes to the website overseer." In practice, this means working with the committee and ASA members to keep content current and accurate, and to communicate on a regular basis with the website overseer. It also means monitoring content for currency and contacting appropriate ASA members for updated information to post to the Website. □In effect, this currently includes posting conference information and registration forms, having links to appropriate ASA related sites, and keeping current pages on the site up to date.

2.   How well do we fulfill our role? What do we do effectively, and how can we tell we are doing a good job? What are the indicators?

In terms of deliberating, approving, and communicating to the website overseer, the committee does a good job. The unknown is how effectively we are actually getting suggestions from ASA members. Who is making suggestions, and who is not, but probably should be? How can we better monitor this? A larger question is: what other roles might the website take? It could work more closely with JAS to serve as an outlet for Appalachian scholarship, or perhaps reach out to other regional journals such as the Appalachian Journal, and become a broader platform for dissemination of Appalachian scholarship?

Personally, from a librarian's perspective, I would love for the Website to host a comprehensive, searchable Appalachian bibliography, incorporating the JAS bibliographies that Jo Brown's done, but making them searchable by topic, author, title, etc., using a Google-like search interface. This would require lots of work – a team would need to come up with defined indexing terms, assign them to each and every journal article, book, film, etc, , then put this in a searchable database that would be easy to navigate. To be truly useful, we'd have to index literature going back to the 1960s, and this would be a very large project. But the results would have a major benefit for those in, and especially outside, the field of App Studies. Imagine doing literary research with the MLA index, or psychology research without the PsycINFO database. To a large extent, that's where the field of Appalachian Studies is now. It's difficult for young scholars or those who aren't at schools with Appalachian Collections or knowledgeable scholars of librarians to find good research material on Appalachian Studies. Is this the place of the Website Committee? I'm not sure, but it's one of my biggest concerns as an Appalachian librarian, and I think it's a dire need in the age of web-based information systems. End of spiel!

3.   What do we not do well? Where are we less effective, and how can we tell we are not doing a good job? What are the indicators?

I'm not sure we're getting input from ASA members to the fullest extent that we could, perhaps because this function of the website may be off their radar. Do ASA members view the Website as a vehicle for disseminating information, or as a static online presence of an organization

where they consider communication something that occurs more at conferences and formal and informal discussions with fellow members, rather than through the web?   I think our challenge as a committee is twofold: 1) to keep our website current, meaningful, and useful, so that it accurately reflects the goals and mission of ASA; and 2) to get more input from ASA members. Perhaps we need to develop a websurvey of ASA members to solicit input about what they want from the Website.

4.   Do we have what we need to do our job well (people, information, knowledge, skills)? Where are we resource-rich and where are we resource-poor?

I think we have an excellent website overseer in Boyd, and that he does a great job in working with us to implement changes and keep the site current. The Website committee is very interested in the Website and its possibilities, and understands the place of the Web in communicating the ASA's mission. But this seems to be largely luck of the draw, at this point. Like any committee of volunteers, we're fortunate to have good folks now, but that could change. It has been suggested that we use interns to help with website issues, but we haven't explored how this might work.

5.   What changes can we make now that will improve our capacity to perform our role well?

Following from my previous comment, one of my concerns is: what does the Website Committee do if, say, we lose our professional website overseer and/or no interested volunteers step up to run the committee? Interest in this committee has been relatively modest since I've been involved over the last few years. Perhaps this means more aggressive committee membership recruiting, I'm not sure. Perhaps it might be useful to have someone in the ASA office with website development and maintenance experience, just to keep some continuity in the face of a volunteer Website Committee and an outside, contracted web overseer.

6.   What changes can we work towards that will improve the effectiveness of our work?

We have discussed possibly adding RSS feeds as a method for people to get new content from the website as it is posted. It's important that we continue to investigate new technologies and examine making the website more active and less passive. It's been suggested by LRPC that we better exploit electronic communication formats, and the website is a logical place to do such things. However, as we saw with the discussion lists, simply adding a technology does not mean that it will be used; there's also the process of making people aware of the technology, and, if you will, marketing it.

7.   Over time, what do we hope our work accomplishes or makes possible?

It seems important to increase the visibility of the Website both in and outside of ASA. The more it's used, the better tool it becomes to broadcast and enhance ASA's mission.

8.   How can the work of our committee contribute to the sustainability of the ASA?

For many people, the ASA website is the first (and possibly last) contact they'll have with the ASA and what we do. It's crucial that the website be easy to use, current, accurate, and inviting.

Those who turn to it with an initial interest should be able to find what they need to know easily, whether it's information that's actually on the website, or a good contact to find the information.

9. How can the work of our committee contribute to the engagement of members in the ASA?

As mentioned above, I think the website can become more "active" for users through the use of RSS feeds or other methods to deliver content directly to a member. We also need to work to recruit more folks to the committee.

<div align="center">

Appendix M:
Journal Assessment and Goals

</div>

What we know from internal board scan processes so far:
The editor-in-chief conducted formalized interviews with 8 members of the editorial board (with others to come) and 1 staff member, as well as informal conversations with 2 other members of the editorial board and submitted written comments by one other editorial board member. From these so far:

1. Most sense that the *Journal* made great strides in the period 2002-05 in its ability to speak to and help define the field of Appalachian studies, and we collectively credit that to the leadership of Dwight Billings, the "themed issues" effort he spearheaded, and the tireless persistence of Linda Spatig and Mary Kay Thomas. Most of us *want* that ability to do themed issues and other solicited content *at some point and in some way* in the future; most of us also recognize that there are capacity limitations on doing this, as our current backlog and delays are related partly (but not completely!) to those themed efforts. We have a desire to explore ways of doing this in the future with emphasis on not outstripping our capacity.

2. From editorial staff members and former editor: there's a history of overwhelmed editors-in-chief with limited release time, and a sense that things concentrate at the upper-editorial level that might be better shared in some different ways within the at another editorial staff.

3. Many expressed positive reactions to the ways that our recent themed issues helped make visible some elements of the field's scholarship beyond the ASA/ Many of us are concerned about whether the *Journal* can and will continue to improve visibility outside the association – particularly in speaking to other fields in which the research we publish is directly relevant or comparatively relevant -- in the near- and long-term. Many of us are also concerned about the visibility of the journal *within* the field, given its publication delays. Many editorial board members have ideas for increasing visibility both within and beyond the association.

4. There are some aspects of the journal's mission upon which all members of the editorial staff and board yet interviewed agree : it is an outlet for rigorous scholarship in the field; it reflects in a timely way trends in scholarship; and it is accessible to a variety of disciplines and to those non-academic practitioners who choose to read it.

5. There are aspects of the journal's mission that we would like to work to clarify:
1) desired range of interdisciplinarity; 2) whether anything new/additional ought to be done to increase practitioner/non-academic community/activist interest in the journal; 3) whether our features need to be more regular to be effective and 4) in what ways we should manage

implications for capacity for these three aspects of the mission.

<u>Journal Goals</u>

The *Journal* is one of the quality, timely publications of ASA, a publication venue for rigorous scholarship on the region representing a variety of fields, featuring both stylistic excellence and accessibility across disciplines.

Goal 1: **Update/identify/publicize/and achieve deadlines for manuscripts and reviews that reflect both timeliness and editorial priorities.**

<u>Action steps:</u>
--Assess editorial-process efficiency and create plan for improvement, including mechanisms for continued assessment.
--Incorporate capacity assessment into every level of editorial planning.
--Once timeliness goal (2 issues/year, approximately 200 pages/issue, publication within 6 months of date) has been reached, undertake cost assessment for expansion of capacity toward goal set by editors and ed board.

Goal 2: **Create clear job descriptions and divisions of labor for each member of the editorial staff, with emphasis on long-term sustainability.**

<u>Action steps:</u>
--Refine job descriptions for editor to create roles for assistant editor, and add staff at the assistant-editor level;
--Complete job descriptions for associate and managing editor;
--Improve communications within editorial staff;
--Create roles within editorial board that support and sustain editorial staff.

Goal 3: **Continue to improve visibility of JAS both within and outside the association.**

<u>Action steps:</u>
--Continue to raise profile of journal at ASA conference and through outreach within author and reviewer pools.
--Improve interface of JAS with web, including: assessing and reworking arrangement of content; exploring possibility of dual-publishing some content both on webpage and in print version, RSS announcement feeds, and interface with discussion boards.
--Empower a visibility subcommittee of editorial board to assist with creating and implementing overarching plan.
--Plan for and implement library-subscription boosting strategy.
--Weigh and adopt first-step strategy for increasing outreach to other academic associations.

GOAL 1: More ASA members will engage in the work and activities of the organization.

Objective: To strengthen ASA's capacity and long-term sustainability by increasing the participation of ASA members in committees, governance, outreach, annual conference, publications, on-line forums and other activities.

Actions:

Year 1:
   a. Identify immediate and long-term opportunities for member engagement and use new outreach methods (e-mail list of members, new member welcome at conference, recruitment of individuals to specific committees) to encourage first year and young members to choose a way to become involved.
   b. Assign buddies or mentors to first-year members to welcome them, learn of their interests and suggest ways to become involved in ASA.

Year 2:
   a. Assess effectiveness of methods used in previous year (for ex, look at committees to determine numbers of new members serving; buddies/mentors find out whether and how their partners became involved (and if not, why not).
   b. Revise outreach methods based on assessment of first year effort.
   c. Survey new members to learn what enables their involvement and what the barriers are.
   d. Potentially grow the organization by .05% in Year 2.

Years 3:
   a. Sustain the membership growth achieved in Year 2.
   b. Evaluate Year 2 progress by assessing actual numbers and calculating the percent growth.
   c.

      4 & 5: Continue monitoring effectiveness of engagement strategies and revise as needed.

GOAL 2: Add to the ASA membership to include members from the entire 13 state region. (Regional Engagement).

Objective: Add to the diversity of the organization, and include a wider variety of individuals who work in and/or serve individuals living in Appalachia. Like the current membership, we will seek to include scholars, artists, service professionals and other interested parties in all 13 states.

Actions:

Year 1:
   a. Gain access to the current membership list and prepare a report for the Steering Committee that includes current demographics of the membership.

b. Identify 1-2 ASA members (or potential members) in each sub-region who can assist with ideas for recruitment in their sub region.

c. Obtain or create a list of all colleges and universities in each sub-region for potential marketing with a particular focus on colleges and universities that have active research or programming focused on Appalachia (e.g. Appalachian Studies programs, health research/programming that is focused on the region).

Year 2:

a. Engage the sub-region assistants as members of the membership committee.

b. Market directly to the colleges and universities that were identified in Year 1.

Year 3:

a. Evaluate Year 2 progress by matching the marketing list to the membership list. Did our direct marketing efforts pay off? Did we get more people from each sub region to join or attend the annual meeting than in Years 1 & 2?

Year 4:

a. Sustain the growth achieved in Year 2.

b. Grow the organization by at least .05% in Year 4.

c. Develop membership questionnaire to go out in Year 5 with two special foci: 1. What are the perks of membership in ASA? (probe: what would make this a more attractive organization in terms of perks?)

2. Would you recommend this organization create a Leadership Academy to assist young professionals in obtaining skills in order to lead the region and the organization into the next 5-10 years? (probe: what kinds of resources are needed to achieve this, would your or your organization be willing or able to help with the costs of the Academy?)

Year 5:

a. Sustain the growth achieved in Year 4.

b. Evaluate the growth of the organization over the five year period.

c. Create a report to the organizational leadership that outlines progress across a five year span.

d. Implement member survey.

e. Discern the interest and feasibility of a Leadership Academy for Young Professionals in Appalachia (LAYPA)

Appendix O:
Information about Members from ASA Registration Survey

State and County

1. Pinan, Del Rio, Cuba
2. AL
3. Wood, OH
4. Fayette, KY (9)
5. Greenville, SC (2)
6. Hampshire, WV (2)
7. Breathitt, KY
8. Runnels, TX
9. Wayne, MI
10. Carroll, VA (2)
11. Wood, WV (5)
12. Upshur, WV
13. Cook, IL(3)
14. Marion, IN
15. Hamilton, OH (3)
16. Lawrence, OH
17. Buchanan, VA (2)
18. Jefferson, OH (3)
19. Montgomery, OH (2)
20. Cincinnati, OH
21. Lee, VA
22. Clark, OH (2)
23. Morgan, KY
24. Burke, NC (2)
25. Meigs, OH (2)
26. Monongalia, WV (3)
27. Mercer, WV (2)
28. Scioto, OH (4)
29. Los Angeles, CA
30. Madison, KY
31. Pike, KY (3)
32. Jackson, OH
33. Watauga, NC
34. MO, USA (2)
35. Wayne, MI
36. Harlan, KY(2)
37. Mingo, WV (5)
38. Washington, TN (2)
39. Wise, VA
40. Roanoke, VA (2)
41. Green, PA

42. Cherokee, Iowa
43. Surry, NC (2)
44. Hennepin, MN
45. Cullman, AL
46. Rochester, NY
47. Vigo, IN
48. Brazaria, TX
49. Caldwell, WV
50. Providence, RI
51. Clarke, GA
52. Chester, PA
53. Montgomery, VA (2)
54. Kanawha, WV (3)
55. Lee, VA
56. Fayette, WV (2)
57. Cambria, PA
58. Somerset, MD
59. Coos, NH
60. Athens, OH
61. Wythe, VA
62. Perry, KY (2)
63. McKlennon, TX
64. Greenbrier, WV
65. Marshall WV
66. Vinton, OH
67. Petersburg, VA
68. Dekalb, GA
69. Iredell, NC
70. Jefferson, KY
71. Pickaway, OH
72. MI,USA
73. Belgium (2)
74. Portsmouth, VA
75. Shelby, TN
76. San Francisco, CA
77. Tift, GA
78. Bristol, MA
79. Tacoma, WA
80. Edwards, IL
81. Spokane, WA
82. Tolland, CT

83. Pierre, SD
84. Carter, TN
85. Nassau, NY
86. Wise, VA (3)
87. Mason, WV
88. Denver, CO
89. New York, USA
90. Bexar,TX
91. Blount, TN
92. Raleigh,WV
93. Johnson,KY
94. New Hanover, NC
95. VA, USA (2)
96. Wythe, VA
97. Independence,AR
98. Shannon, TX
99. London, England
100. Cocke, TN
101. Amherst, VA
102. Peoria, IL (2)
103. Ontario, Canada
104. New Haven, CT
105. Baltimore, MD(2)
106. Alamance, NC
107. WV, USA (2)
108. Garrett, MD
109. Summerville, GA
110. Huntingdon, PA
111. OH, USA
112. Campbell, VA
113. Knox, IL
114. Richland, IL
115. James, VA
116. Alleghany, VA
117. Rapides Parish, LA
118. Radford, VA
119. Wyoming, WV
120. Henderson, NC (3)
121. Washington, OH
122. Richmond, VA
123. Greene, TN

124. Archer, TX
125. PA, USA
126. Kenton, KY

127. Calhoun, AL
128. Allen, OH
129. Mt. Vernon, OH
130. Geary, KS
131. Mitchell, NC
132. Butler, OH (2)
133. Lincoln, WV
134. Woodford, IL
135. Arlington, VA
136. Malheur, OR
137. Nashville, TN
138. Rockingham, NC
139. Green, OH
140. Atlanta, GA
141. Rockbridge, VA (2)
142. Rutherford, NC
143. Erie, PA
144. Letcher, KY
145. Fairfax, VA
146. Cabell, WV
147. Floyd, VA (2)
148. Franklin, OH
149. Whitley, KY
150. Santa Clara, CA
151. Carroll, NH
152. Cuyahoga, OH
153. Muncie, IN
154. Onslow, NC
155. Henderson, KY
156. Cobb, GA
157. Blount, TN
158. PA, USA
159. Polk, TN
160. Randolph, NC
161. Montgomery, KY
162. Saginaw, MI

Academic Discipline

1. Communication, Folklore
2. Nursing (4)
3. Comparative Literature
4. English As a Second Language
5. Public Administration, Security/Homeland Security
6. Film Studies (3)
7. Biology
8. Economics
9. Urban Studies and Planning
10. American Studies (2)
11. Sustainable Agriculture

12. Early Childhood Education Curriculum & Instruction Reading
13. Mathematics/Math Education
14. Family and Consumer Sciences
15. Theatre/Jewish Studies/Holocaust/Genocide Studies
16. Cultural Resource Management & Public History
17. Literacy (Reading/Language Arts)
18. Communication
19. Environmental Studies
20. Appalachian Culture/Humanities
21. Engineering
22. Agricultural/Community Development
23. Political Science (6)
24. Art
25. School Counselor
26. Religion
27. Library media
28. Visual Arts
29. American Culture & Literature
30. Counseling Psychology
31. Philosophy
32. Educational Leadership & Library Science
33. Intervention Specialist
34. Career & Technical Education
35. Psychology (5)
36. Music
37. Journalism
38. Folklore
39. Southern Studies/Archival Studies
40. Communication Disorders
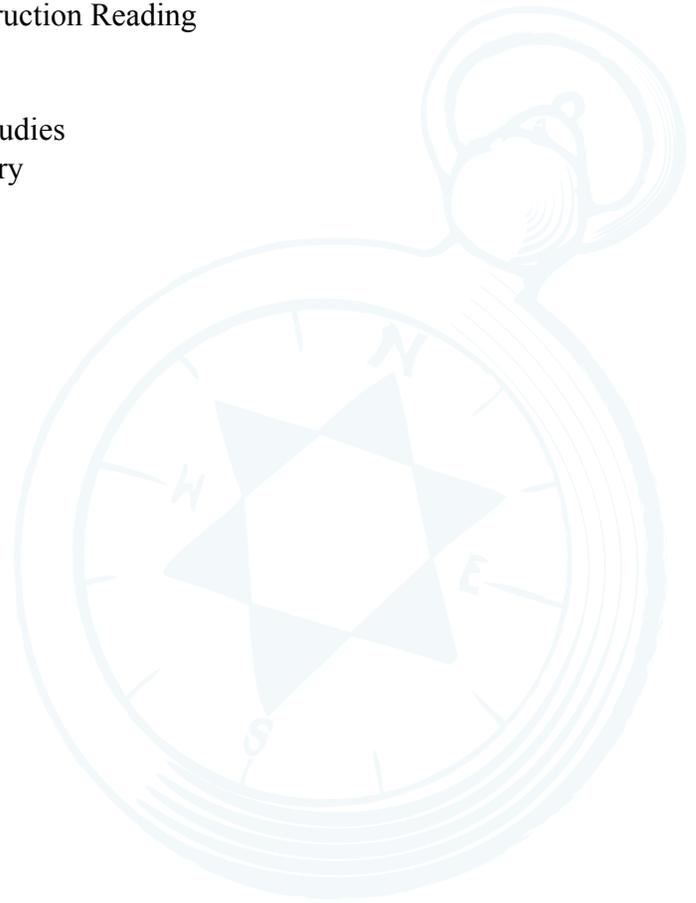
Appendix P:
2007 Conference Evaluations

Appalachian Studies Association
2007 Conference Evaluation Report

Attendance

The 2007 Appalachian Studies Conference was held March 23-25 on the campus of Maryville College in Maryville, Tennessee. A total of 688 individuals attended some portion of the conference: 621 paid participants (including 154 scholarship recipients), 15 waivers, 50 vendor, and 14 guests. The meetings attracted participants from 24 states.

Evaluation Instrument

The president developed a two-page evaluation instrument, based on a template from 2006 to maintain continuity and comparability. The front of the 8 ½ x 11 questionnaire elicited scaled or otherwise quantifiable information. The back of the form offered space for open-ended comments about this conference and suggestions for future conferences. Each conference registration packet was provided with an evaluation form.

Methodology

This year, participants were told that a completed evaluation would serve as their "meal ticket" for the brunch, held at the end of the conference. In addition, participants were encouraged from the podium during the Friday banquet and the Saturday luncheon to submit an evaluation.

Each completed evaluation form was numbered for document-tracking and verification purposes. The quantifiable results from the front page of the evaluation were pre-coded, entered into a computerized database, and error checked. They were then reported as simple frequencies, percentages or rank orders in a spreadsheet format. The qualitative information from the back of the form was also entered into a computerized database and error checked. Seven thematic categories emerged among the narrative comments, and they were subsequently coded and grouped according to those categories.

Results

With 213 completed forms, the 2007 conference evaluation achieved a 32 percent return rate (all registrants and vendors were asked to fill out evaluations; the 14 guests were not surveyed).

Demographics.
The respondents came from 99 counties in 15 states. These respondents described themselves as follows:
        35% were college/university teachers or researchers;
        8% were members of community organizations;
         6% were artists or performers;
         11% were graduate students;
         11% were undergraduate students;
         4% were middle or high school teachers;
         0% were middle or high school students;
         2% were health care providers;
         0% were human services providers;
         2% were business people;
         1% were government workers;
         6% were retired;
         5% were independent scholars;
         6% were social justice activists;
         and
        3% were "other"

Opinions.
A five point scale (where 5 = strongly agree, 1 = strongly disagree) was offered for general reactions to the conference:
        1) Respondent learned new information about Appalachia (86% strongly agreed or agreed)
        2) Conference met respondent's expectations (85% strongly agreed or agreed)
        3) Respondent obtained information s/he could apply back home (84% strongly agreed or agreed)
        4) Presented a broad perspective on Appalachia (86% strongly agreed or agreed)

Activities.
Conference activities and attributes were also assessed (non-exclusive categories in rank order

by percentage of "Excellent" responses where the range was Excellent, Good, Fair, Poor, and Does Not Apply):

	Excellent	Good	Fair	Poor	Does Not Apply
Conference Setting	45%	37%	15%	2%	1%
Banquet & Keynote Address	24%	33%	9%	4%	30%
Exhibit Area	20%	50%	18%	3%	9%
Music & Entertainment	34%	38%	6%	1%	21%
Art, Crafts & Photography Exhibits	17%	27%	6%	1%	49%
Turning Points Sessions	31%	17%	2%	0%	50%
Pre-conference Activities	10%	9%	3%	0%	78%
Poster Sessions	9%	14%	7%	1%	69%
Mentoring Sessions	4%	9%	3%	0%	84%
Printed Program	43%	43%	10%	3%	1%
Online Information & forms	33%	40%	13%	2%	12%
Workshops	23%	27%	5%	1%	44%
Film/Video	19%	18%	3%	1%	59%
Papers, Presentation & Panels	37%	50%	9%	1%	3%
Compared to Other ASA Conferences	31%	32%	10%	3%	24%

Comments and Suggestions
Respondents offered a total of 149 individual comments and suggestions. Some evaluation forms had no written responses, while others offered multiple insights. Many comments duplicated others.

Content analysis indicated the written responses evoked several general themes, and were divided accordingly: Conference organization (registration, sponsors, etc.); Hospitality (food, service, friendliness); Program (substance, content, diversity, speakers, etc.); Conference logistics (building, accessibility, parking, session rooms, hotels, etc.); Exhibits (book publishers, book signings, displays, raffle, art exhibits, silent auction); Entertainment (children's programs, music, etc.); Other (misc.). The salient points in each theme area are synopsized below by representative quotes.

Salient points relating to conference organization:
"Too many great programs competing at the same time."
"Registration closed too early Friday."
"Consider placing registration in exhibit hall."
"Abandon the red/green dot regimentation."

Salient points relating to conference hospitality:

"Food could have included healthier/more vegetarian options."
"Seating for meals handled smoothly."
"Childcare would be helpful."
"Student volunteers were excellent."

Salient points relating to conference program:
"Multiple presenters should communicate before sessions occur."
"Keynote speaker scheduled at awkward time."
"Cell phone reminders for keynote speaker!!"
"More agricultural, entrepreneurial, & scientific presentations."
"The conference was very helpful. Continue including a diverse group of presenters."

Salient points relating to conference logistics:
"Driving directions weren't in easy printable format."
"The web pages were difficult to use and find; needed more info about local hotels."
"Closer sessions/less buildings; transportation for handicap."
"No signs directing late arrivals."

Salient points relating to conference exhibits:
"Books & silent auction should be open longer."
"More art! More student activity!"
"Book exhibits: set up night before."
"Would like to see people selling crafts in a set up like the booksellers."

Salient points relating to conference entertainment:
"Present music sessions and programming that reflects today's music in Appalachia."
"Encourage jam sessions and networking."
"Showcase some traditional Appalachian musicians."
"Always have square dances."

Salient points of a miscellaneous nature:
"The "help" desks manned by students were a nice touch."
"Av/tech equipment & support seemed to all run smoothly."
"I would like to see the conference in a northeast Appalachian state some day."

Feed Back on 20007 Conference, broken into "Conference in General," "Local Arrangements," and "Program"

CONFERENCE IN GENERAL

Quality of Conference
first ASA conference you did an amazing job
Thank You for everything
Great conference! (2)
I'll see Chris Green in person!
It was fun & educational. Great job!
Had a wonderful time
well organized for the amount of people
Keep up the good work!!
Thank you! I feel like certain sections of this conference have for ever changed and challenged my academic interests.
This conference is very informative

This year was awesome conference planning was great!
Had a good time!
Good conference
Excellent!
Sweet, wonderful, great, conference!!
Kathy Shila was efficient
These conferences are a highlight of my year
Thank you for doing all of this hard work for the association!!!
Very good conference—very informative
Attending 3 years now I am impressed each year by the A.S.C. and its work
Work of conference organizers top-notch & much appreciated
fantastic conference!
Great job Susan, Kathie, Chad, etc!

Registration
Registration closed too early Friday
no signs directing late arrivals
online info very helpful
As a first-timer, I needed a little more preliminary information
Driving directions weren't in east printable format
I'd like to have a schedule before the conference
the registration area would have been better if located in the lobby of cooper athletic bldg
I found the web pages difficult to use and find; needed more info about local hotels
the pre-conference communications this year was exemplary
The diverse accommodations were not adequate
More info on public transportation to conference site
The Days Inn is a bit of a "dive"
pre-conference info lacked complete info about schedule
sports complex should be used for registration area;
separate membership from conference registration
A bound copy of published abstracts for sale at registration. Don't print too many; not everyone will want one.

General
attitudes of "event staff" could have improved
The "help" desks manned by students was a nice touch
Record the sessions & make recordings available for purchase
fabulous conference
student workers were great!
student volunteers were excellent
loved the tote bag!
Get out of the visibility closet & get noticed outside of the regional centers, former conferences attendees, etc

Governance
Not as well informed about ASA's activities as I would like to be
I would like to see the conference in a northeast Appalachian state some day
Need to rethink structure & governance
Those running the Association would benefit from clear job descriptions & regular written evaluations; clarify the dues structure; create handbooks for general governance

Informal operations; more like the "give old boy" system for arguing leadership, committee involvement, etc
Leaving students out of the planning. A student committee would be amazing
More direction on activism

Members & Needs

The best thing for me was carpooling with my dept; it changed my whole perception of the conference
important to keep young members
Couples rate
connect with more recent population in the mountains
; scholarships for community people
Students not welcome
restriction on the registration;
Child care
be more single mother friendly;
encourage networking
More student activity!
ascending Appalachians need to open their eyes to those who are struggling in urban centers
pull in high school students;
let the next generation be there if focused on
model a place for people to share a vision
Treating academics & activist components equally. Academics is stronger, more vital, renewing itself; activists are old & tired
By "outsiders" and globalization but we need to preserve our heritage before it is lost. Educate the youth—teach them. Globalize Appalachia!!
broaden membership in scope (not size) and get more members more actively involved
Stop teaching the teachers—get to the grass roots of the problems
I hated that "turn & talk to you neighbor" business after papers
More beyond being program diverse
We are a very homogenous group, politically. That's not necessarily a bad thing, but it means we hold & repeat many assumptions (Appalachian history is defined by exploitation & resistance or our people have been in these hills for umpteen generations that could stand some scrutiny. We say the same things every year, the same on Appalnet, etc. I'm not bored yet, but maybe that's because I only pay attention to the Association for one weekend out of the year
Missed sense of community

LOCAL ARRANGEMENTS

Meals

food was great
abandon the red/green dot regimentation
have water/coffee available throughout the day
Did not like break up of meals
longer meals between sessions
The food wasn't so hot!
Seating for meals handled smoothly
Meals were too short & somewhat small
Please offer vegetarian entrée alternatives (2)
meal schedule was excellent

enhance vegetarian meal options
morning snacks & coffee help academics
disliked dinning hall food at fast pace
have at least 1 Appalachian influenced meal
vegetarian options at lunch
separate lunches bad idea for fellowship
Unfortunate that we could not all eat at the same time
small refreshments between sessions
Including meals in the plan helps keep everyone together to exchange ideas
Food could have included healthier/more vegetarian options (2)
Break up meals
Food was good but not enough time to eat
not enough time to eat
Test drive the food
Regret that we had to eat in shifts
dinner & lunch was too similar
the food was great
The food should be better
Red dot/green dot!
Red dot/green dot dinner/lunch
Splitting away food from plenary sessions
Trying to all eat together
Properly cooked food. Why do cooks not know how to cook?
Snacks at break in the exhibit area.
Appalachian Food-?!

Facilities
classes/workshops too spread out
no central area for gathering
beautiful campus
Great facilities, people, & weather
I wish the sessions hadn't been so spread out over campus
Lovely campus; so nice to be in non-franchised, non-commercialized space
working elevators
no sign to tell that storytelling was cancelled;
handicap access vital
Hold the conference in a "conference center"; if weather was bad movement between sessions would have been difficult
friend had trouble navigating the buildings/campus
Campus is beautiful & had excellent training spaces, dining & parking; should be a shuttle service for older people
Lovely location & facilities adequate for most part;
Place exhibits & registration areas near one another
More directional signs
Seats in Sutton 113 are distracting;
Big space for unstructured music;

Closer sessions/less buildings; transportation for handicap
Layout was difficult this year; rooms were small
Difficulty finding rooms;
Understandable lack of participation from people who don't have access to event
Av/tech equipment & support seemed to all run smoothly
better sound for video
Recycling
Reality space for spread out—try to consolidate all in one (or two) bldgs
Lots of time walking between bldgs left little time to visit network
media center problems in some sessions;
go green at conference
have events closer together
larger, clearer directional signs would help drivers;
If sessions sites are spread out, provide longer breaks in between
The activities & sessions were "spread out" all over campus
handicap access limited
keynote address should be held in the gym;
facilities were lacking
highlight sustainability by using green practices
loved this venue
having multiple buildings compounds & problems
Time to look at books! Also place for central gathering meeting seeing folks
Places to gather-play & sing
Avenue for informed gathering-the weather gave us outdoor space, but might not have happened
Jo Carson reading; perhaps more hand drawn signs posted along sidewalks, although it was from getting lost on campus
Limited opportunity for gathering & networking. Consider having a space for gathering that has seating and refreshments
Because everything was so spread out I didn't do/see all I wanted including meeting people & just went to bed early
Better handicap accessible facilities locations
Central, social area
The campus was so dispersed and fragmented that it was hard to feel the "Commons" Dayton worked much better for this
A more obvious & convenient central gathering place. Better traffic in the exhibit hall & the silent auction (which ideally should be in the same location) (i.e., room)

Exhibit/Book/receptions
Try to have more reception time;
a layer exhibit area
Consider placing registration in exhibit hall
book exhibit & silent auction were lacking
liked to have seen more local community donated items
Exhibit area & silent auction should stay open after sessions are over
Would like to see people selling crafts in a set up like the booksellers
Please give us time to visit booksellers; I didn't get to buy anything
Have you considered scheduling one dedicated period each day for the exhibition hall
displays & exhibits need to be open when no sessions scheduled
Book exhibit had very few studies addressing current things

refreshment breaks in exhibit
book sales hours extended
poor silent auction hems; book vendors were always closed
Book exhibits: set up night before; refreshments; reception early in conference; tables against the wall
RU was not recognized for reception; book vendor was always closed
opportunity to visit posters & books
More thought to integrating book exhibit area into conference; better, organized signings; session involving press reps; conversation areas integrated into book exhibit areas
Put book exhibitors and the silent auction exhibits together-alternatively-
exhibit & silent auction open longer
would like to have book exhibits open when not in conflict with sessions
arrangement of exhibiters may have been tweak able to increase flow to everyone
breaks to allow visiting exhibits;
books & silent auction should be open longer
when a university pays for a reception make it at least a little bit about that university
encourage larger "receptions" by outside sources;
Design & placement of exhibit area needed the eyes of an exhibitor
expensive "publishers reception" excludes small pub
liked the posters in silent auction area
keep book exhibit open for an hour after last session
Advertise/educate/emphasize the silent auction as a fundraiser with prizes
bring entertainment/music to silent auction
Do not close exhibits and auction during conference hours
Have book display open during times other than concurrent sessions
Closing the exhibits when the sessions end—give people a half-hour after the sessions to stop by the exhibits & silent auction
More focus on literature, creative writing
More things showcasing Appalachian artisan work
Better attention to books & book exhibit, which seemed dark & uninviting; also the "book signing" was not well publicized to Press representatives
I was expecting more scholarly research papers and greater variety of music & art at this presentation
It would be good to invite/create spare for more CBOs along with publishers & larger non-profits
More music & a bigger book buying area
Recordings for sale
More exhibiters
More traffic in exhibit hall & at publishers reception
Keynote speaker at the banquet
I was hoping to see craft vendors

Program

Theme
Focus on a regional issue for the conference
Themes are fine, but right now we face critically, important national/global issues
Don't focus on how we changed rather on where we're going from here
More focus on regional descriptions

Entertainment
open mike didn't happen
music started late
Provide more entertainment
encourage jam sessions
hold shape note singing every year!
Always have a square dance
More music/jam sessions
Entertainment might feature music/musicians that highlight music in a modern rein
looking for younger, newer music!
open bar on some type of social beginning the conference;
Great program entertainment
More music
"All together" activities
More artists/musicians/storytellers/artisans (jewelry, weaving, quiltry) cookery
More crafts & art
Square dance, more history session, more social opportunity, more old time music
More music & a bigger range of sessions
A broader range of sessions, more music

Quality of Sessions
sessions were bland
Whether "invited" sessions meant that only invited people could attend;
You might consider a training session or handout of ads & don't for facilitators
Presentation has been impetus for my own direction of research;
Sessions should ensure productive discussion of topic; multiple presenters should communicate before sessions occur
The problem is respect of the "Appalachian identity"
Hold general audience theme panels then do small group discussions
Maybe some guidance to presenters about diversity of audience & structure of presentations
Conference needs to increase diversity of scholarship methods; use multiple tools of inquiry
poor session turnout
content in sessions I attended was excellent
I was incredible impressed by the conference. This was my first year, and as a graduate student I was able to find several sessions that directly contributed to my research
keynote was excellent but not at a common banquet
More discipline in chairing sessions, curbing length of presentations
Loved the sacred harp singing session/workshop;
all films were outstanding
Conferences were simply "book reports" and has zero empirical analysis
Stop Accepting all proposals
Stop Accepting all comers for conference program;
If the keynote is not going to be placed more prominently and be a better, more provocative & memorable speaker, then it might be better to do something else with that time
Becoming too political
Sessions need to have respondents who read the papers in advance
Easy early access to abstracts
More informed discussions
Lots of back-petting, not much constructive criticism; not as productive

Variety of sessions
Turning points sessions were wonderful & valuable
Limit individual participation to one
More agricultural, entrepreneurial, & scientific presentations
Include more art
Disappointed that gay & lesbian issues kept being presented; I'm sensitive to these issues
why are the "Appalachian" Studies presenting panels for Hispanic issues?
Would love to see any teaching ideas
excellent conference-great variety
Need to reach out to sciences
mix of presenters, academics & regular people is good
Appalachian veterans-needs being met? Homelessness in Appalachia?
Have creative writing workshops; include readings of poetry & short fiction
Perhaps organize disciplinary plenary sessions; experience talking to leading scholars
Appreciated the activist element; nothing related to the Appalachian Trail
hold interest caucuses; have reception for first timers
Some type of social hour-old introduce to the new
not enough for creators
Not many poetry/prose/fiction author readings as in the past; heard film sessions were great; session/ workshop for Appalachian film-makers to discuss filming in Appalachia
Reach beyond to cultural core of lit & art to the "hard" sciences & economy issues
creative programs preparing next generation
another category of programs-for beginners
Sounds like turning points sessions were some of the best quality
Too many sessions on similar topics were held at same time
no big group session to pull us all together at least once
Need more scholarship/ideas/broad visions
Introductory session for everyone which explains the conference
Continue including a diverse group of presenters
How or whether to acknowledge need for more spaces for community groups to activists and helping to organize that proactively
showcase some traditional Appalachian musicians
more workshops would be nice perhaps
Need to present music sessions and programming that reflects today's music in Appalachian
More art!
Panelist seem they are here to teach teachers—not telling how their studies are used to help the Appalachians
Use press rep to assemble a panel/workshop on publishing in App. Studies
more tours to allow learning about area
The Studies group is fantastic and needs to continue;
identified strands like the one with education/teaching
add more workshops on the move
We need to diversify more with panels; i.e. gender & race. I realize this may be a challenge, but it needs to happen
Should not let emphasis on literature of the region to be over looked
A poetry reading!
More research on urban Appalachia
More Appalachian children's literature from the booksellers

More sessions focusing on literature-theme were only 6 and twice there were 2 in conflict with each other
More creative writing
Square dance, more history session, more social opportunity, more old time music
Panels of Appalachian citizens that have been on the other side of the research, I would like to see their voices and thoughts represented…directly
A broader range of sessions, more music
Wider range of presentations
More info to help local Appalachians in urban setting
More session related to literature & Appalachia writers. More on Appalachia culture, folklore, humanities areas
More non-academic representations
More representation from Native American population in Appalachia
More sessions on culture & diet
I was expecting more literature
More market sessions, scholars, and activists
I would like to hear more about religious studies in Appalachian

prog. Book
Keynote & other events hidden in program
I would love to see a directory of participants w/contact info published as a resource
The program was patched with info but other than the formal track sessions, other conference activities were buried; include detailed explanation about workshops in program
more detailed option for conference @ a glance
mailing the preliminary schedule in advance was good
More specific info about presentations
Make abstracts more available
Abstracts available sooner
More description of what the sessions were
It was hard to decide beforehand what to go & see
Schedule hid certain events (keynote);
abstract brochures helped but took time from other things
Have a little more info about each session;
the separation of "conference-at-a glance" was confusing
Work on schedule book a bit complicated
confusion about the icons used to designate panels
key things need to featured in the program booklet; liked the session with the long-range planning committee; print abstracts describing sessions
Loved icons in the program
get abstracts volume bound-and-published for sale

Schedule of program
keynote speaker has no place speaking on Sat
Need more time to stop on Sunday
more time between sessions
introductory speech/gathering of everyone
Would like to see the conference spread out over 3-4 days
too many choices among sessions

separate like sessions
have keynote speaker on Fri. night
more time between sessions
too many choices on Friday
move awards & business meeting back to Sat. lunch or Fri. banquet
Start the sessions @ 10 a.m. & go later after supper with a session if need be
keynote at lunch or dinner
Have opening reception first evening
have keynote speaker first evening;
Too many great programs competing at the same time
like to see a quiet pieced & quilted conference
Frustrating, too many good sessions concurrently
awards more appropriate earlier in conference schedule;
Include plenary session each day
business meeting should come before Sunday
Keynote speaker scheduled at awkward time
Sunday morning session—very anticlimactic and too many people leave on Saturday
The problem of overlap in programs is tough to solve
The days are long—and late evening activities may not get good attendance
Too many sessions—too many choices; too few one can attend
Perhaps too many sessions at once?
Quit scheduling so many great panels @ the same—actually a very good thing (choices are great!)
Perhaps a few less sessions
STOP HAVING so many options at once
7 o'clock AM meetings!!! (2)
Time to look at books! Also place for central gathering meeting seeing folks
Couldn't get over to exhibits while open-could have at meals (lunch etc.) but they were closed
Award banquets on Friday
There should be some sort of opening reception so people have a chance to meet & greet before sessions
There were no plenary sessions or many informal "downtime" opportunities to hang out/network
Time to buy books!!! Poor scheduling
Earlier plenary or other opportunities where everyone could be present
More community folks; intentional scholar community discourse caucuses
A session at the beginning with everyone attending-welcome-overview of conference-announce events-a little time for visiting-could be the night before or first event of first day
More social gatherings. More time to meet/talk w/people
More networking opportunities
Limited opportunity for gathering & networking. Consider having a space for gathering that has seating and refreshments
Student-to-student meeting opportunities one for under grads, one for grads

Role of ASA

☐The ASA's role in contemporary issues facing the region (like mountaintop removal, increasing racial and ethnic diversity, local effects of globalization, etc.) has been and should be_____?
☐When has ASA been doing its best work?
☐The ASA's role in the Appalachian region has been and should _____?
☐When has ASA been doing its most important work?

- Has been to serve the region through education & research ® should be…same + more collaborative research
- More advocacy
- Forging some functionally ongoing rels. w/other academic & non-acad. Professional assns. (history, public history, planners, etc).
- Support causes & issues
- That is yet to come
- ASA rarely provides any actual strategies for improving people & everyday life
- When it hasn't arrived overly about boundaries (insider/outsider; academics/activists)
- When it stays focused on "Appalachian"
- To cross cultural & gender barriers
- Helping Appalachian peoples speak for themselves® and, helping non-Appalachians account for their impacts on the region, in hopes that non-Appalachian, females will enlist in our struggles (a different indiv. than the green)
- Radical social change
- When we meet!
- ASA does its most important work when it gets out of its comfort zone to be open to new possibilities® wow, like this. Also, I think the ASA is currently doing great work in the diversity of the body of research going on currently
- To be in the fore front
- To what extent does Appalachian Studies owe anything to social justice struggles in the region?
- Would like to see more on environmental justice
- Now!
- Late 1970's starting Appalachian Studies, helping w/the Appalachian land study, etc.
- To connect those who are well informed on these topics with regional/national media
- Teaching kids
- MTR. ASA-weak, historically. We need to be more proactive & involved
- To connect practitioners with those doing academic research on contemporary issues facing the region so that the work of the practitioners and the academicians is strengthened
- Pushing academics out of the classroom, into the field
- Looking at various "sides" and perspectives of issues
- Learn to encourage & contemplate diverse opinions w/in organization
- Promoting research & education on these topics-informing public policy
- Diversifying our own membership
- Providing a forum for community & social movement groups to meet, share ideas &

network

☐Who are the members of ASA?

- Community development specialist
- Social workers
- Psychologists
- Retired UMW of A lawyer (dist 17)
- Nurse
- Cool people
- Policy makers? If not, why not?
- Activists
- Engineers
- Adjunct humanities instructors
- Scientists
- Gentle warriors
- Teachers
- Artists
- College staff
- Mathematicians
- Academic scholars
- Museum directors
- Writers
- People living, working, reflecting, sharing Appalachian life
- Gardeners
- People committed to understanding Appalachia & promoting its well-being
- Technologists
- Editors

☐Who are you?

- Historian & author writing about the region
- Community organizer
- Native Appalachian & also faculty (retired)
- Black Appalachia
- Graduate student in humanities, FA at ASA
- Retired professor, now history consultant
- 28 year old female from WNC
- Environmental activist-speaking truth to power
- Community-based research liaison
- Native
- A 7th generation returning & recovering & excited about giving & receiving/creating a joyful Appalachia
- Ex-pat who wants to come home
- Angry female at MTR
- Appalachian Studies faculty
- Sociology student ready to change the world
- People who love to share their heritage!
- Museum professional
- Child

- Author
- Native Appalachian retired professor
- Freelance journalist
- Deputy warden
- Faculty in sociology, Appalachian Studies, gender studies, social theory

☐Why are you a member of ASA?

- See the value of a "place" like the ASA in our region—across roads of academics & activists the leaders of the past, present & future
- Learn from others—info re: Appalachian people & place
- To instruct & inspire others
- Interest in connecting study & reality
- I am Appalachian
- Connecting with others learning about interesting new work seeing new books
- Connectiveness
- Press editors & new publications
- Looking to the future
- For the networking
- To learn and spend time with kindred spirits
- Home!
- I am
- To learn about Appalachia, present my research, network, serve region

☐Update the Association's History with Important Events and Accomplishments

- Move to WVU + New Office
- 72% of all Appalachian Art Studies In Schools (AASIS) student participants at Radford University have gone on to higher education
- Publication of numerous seminal books by its members
- We have served more females from across this region than ever before, with 20k$ in scholarship $5 to male this conference more accessible to a wider range of our constituency!
- Appalachian land ownership study (1977-85)
- Scholarships + Howard Dorgan silent auction-yes!
- This conference!
- Development of Appalachian Studies programs & centers
- Journal of Appalachian Studies
- Communication
- Long range plan (2006-2008) + 5 year implementation ® 2013 (+ next plans)
- 25 years of Appalachian Studies at Radford University
- Move to Marshall University

Notes from discussion groups for 4 Questions
(Attendance: 25; S. Hayslette, R. Herrin, S. Scott and D. Tribe served as discussion group facilitators)

What ASA Should CONTINUE
*Conference
       rotate meeting sites throughout region
       Howard Dorgan silent auction
       plenary session
       have TV available for basketball and other news
       connect grad students (receptions, panels, etc.)
       student paper awards
       awards (Appalachian service and new awards, e. g. Golden Corn Cob)
       maintaining socializing space
       scholarship support (and expand)
       book exhibits (more thought to location and process) and relationship with presses, book sellers
*Rural-centricity (continue to value rural)
*_Journal of Appalachian Studies_; themed _Journal_ issues
*Place-based
*Interdisciplinary
*Celebrate music, stories, arts, crafts
*Value activism
*Website
*Open to work from a variety of perspectives (students, activists)
*Provide incentives to participate, provide feedback
*Focus on community development and leadership (in research, education, practice, daily life…)
*Long-range planning /assessment
*Diversity /membership development
*Reflect/ represent real Appalachian diversity
*Seeking sponsors for financial support of ASA
*Honor our history
*Intra/inter-regional linkages
*Reflective processes
*"Broad conversation"

What ASA Should DISCONTINUE
*Having inactive web discussion groups—make more attractive (Is H-Net more active than ours?)
*Our current approach for selecting leadership—opaque staffing? leadership development structure? who picks/appoints/works on committee membership? concern about "shallow pool"
*Fast turnover with leadership, especially presidency; presidency affects leadership—possible re-election?
*Stop meeting always by ourselves—active collaboration meetings with other professions (medical, social work, geologists)
*Staying to ourselves in our own association—connect to other associations?
*Keeping our scholarship so insulated—_Journal's_ roles
*Not critiquing/mentoring each other's scholarship very much
*Loosey-goosey conference themes—more topical focus, e.g. environmentalism
*Stop overworking staff, key volunteers
*Stop thinking of ourselves as conference planners; instead think of an association with relationship to region that happens to have an important conference (grow into association)
*Stop just saying we're inclusive of all professions/groups and DO more of it (or figure out what it means)
*Stop having meetings with no child care—member development
*Stop Sunday paper/presentation panels; Fridays might be problematic, too

*We could be a big player in debates and enrichment, developing models for CBR/participatory action research
*Question: How do colleges/Universities support ASA—could they do more, especially for ASA members?
*Question: Who are the staff, not faculty?

What ASA Should CHANGE
*Explore Environmental Science
*Reach out to youth
*Balance membership—Age; Profession (practitioners community); Gender; Ethnicity
*Emphasize educational aspect
*Better exploit electronic communication
*Build e-mail contacts through membership (ask each member to make ten contacts)
*Public relations in general, but we should treat Presses better
*Track and recruit recent/new grads in Appalachian Studies
*Invite more authors
*Membership—make it possible for participants to "follow" the Conference, regardless of location
*Maintain contact with membership; don't let people "slip through the cracks"
*Give more options for registration
*Make the Conference more student friendly—integration of graduate and undergraduate papers, etc.
*Host student mixers; provide student housing
*Include more experiential contacts—field experience/active research
*Make contact with the Children's Defense Fund
*_Journal_/publications: the language and content need to reflect from practitioners; use real-world language, not academic jargon
*Improve book displays; organize into fields of interests
*Connect practitioners and activists throughout the year, not just at the Conference
*Hire a service learning coordinator
*Make more resources available on the web site
*Change/examine role of Executive Director
*Make the organization more of an association than a conference
*Establish liaisons among groups
*Support connections/ marketing outreach
*Create sub-pods—discussion groups, interest groups
*Focus on publishing and mentoring of young people
*Communication outside the association should be more aggressive. Involve teachers' unions and engage in more aggressive outreach to youth
*Establish a speakers' bureau
*Involve states' Humanities Councils—outreach and linking with Councils. Fundraise to support sending authors into public schools
*Link with governor's schools throughout the region
*Take advantage of "addiction" to new technologies, communication modes, and social networking
*Provide DAYCARE for the Conference
*Have meeting in Pittsburgh or Washington, D.C.

What ASA Should ADD
*Moving to a new level of functioning—would need more staffing, better use of expertise in organization
*Cooperative agreements with other organizations, e.g. National Park Service—an opportunity for work (employment) for people [Appalachia skilled] within the region and better work as a result for the National Park Service.
*More interaction ongoing with other professional groups, e.g. geography, science, public history, etc. [joint annual mtgs., contact related]. This is longer range, won't happen immediately; ASA to reach out, formalize it
*Topics/articles showing up in _Journal_ from other disciplines

*Reinforce our own ties with other organizations/associations [e. g. links on ASA web site]
*Activism; reach out to activist groups
*More folks—healthcare, social workers, front line workers—to be invited to the Conference to present. Issue specific invitations to get them involved in the Conference. Will need lists of these audiences to get in touch; lists probably exist
*A formal nominating committee to function to broaden involvement; more democratic
*More of an advocacy organization [Golden Corn Cob Award = attention, etc.]
*Diversify our membership
*Rethink our structure
*Pursue grants; offer grant writing workshops during Conference
*Scholars do sessions with community groups at Conference
*Newsletter—list people getting degrees, where they're going; also serves as common "place" where Appalachian Studies information is compiled; pull together and make available; a master list [web site]
*What it means to be a movement—keeps us going; a foundation to keep the organization/association going and to interface with community groups; avoid becoming a system
*Hire interns to help with web site, etc.
*Hire an activist liaison; link students to projects, grassroots organizations, etc.
*Provide press releases for awards; list of outlets for releases
*More/multiple ways especially for community people to connect with ASA
*Policy analysis component; 21st century activism methods; link between association, activists and policy makers. Where are policy makers in ASA? Conscientiously invite them, e. g. National Park Service, USDA, ARC, etc.
*Become an informed group; public policy education; developing/enhancing relationships with policy makers
*Add workshop at Conference on publishing
*Training for media relations at Conference
*Add more scholarships
*Without Appalachia, there is no Appalachian Studies [discipline]

Appendix S:
Compilation of Responses to 4 Questions (ASA Conference, March 2007)
N = 213

Organized into the following 8 categories: Conference; Journal; Communications; Activism/Advocacy; Outreach and Networking; Appalachia—Philosophy, Topics, Approach; ASA/Organization/Products; Membership

Q1 What is ASA doing that it should Continue doing?
> There were 115 items for this question, some with more than one suggestion; 41 (36%) directly related to the Conference, 5 (4%) did not know enough about ASA to comment, and 8 (7%) said "all that ASA is doing now"

Q2 What is ASA doing that it should Discontinue doing?
> There were 45 response items for this question, some with more than 1 comment; 25 (56%) directly related to the Conference, 5 (11%) said "not much of anything"

Q3 What is ASA doing that it should Change?
> There were 44 items for this question, some with more than one suggestion; 24 (55%) directly related to the Conference

Q4 What is ASA doing that it should Add?
> There were 82 items for this question, some with more than one suggestion; 27 (33%) directly related to the Conference

Conference

Continue
*Important meeting space/event for scholars, students, artists and activists from a variety of disciplines and a variety of interests and expertise; scholarly and informative
*Bringing together a wide range of participants and attendees; variety; diversity
*Meeting in rural, small town or small college settings and moving around the region
*Students involved in scholarly discussions, presentations, etc.
*Multi-disciplinary approach
*Recognizing contributions, awards
*Silent auction
*Presentations; so many options; caliber of panelists and presenters; speakers engaging attendees
*Keep traditional theme, e. g. music, storytelling, folklife, culture, etc.
*Book exhibit
*Scholarships, especially for students to encourage participation
*Opportunity to connect and network with friends and new people and to focus thinking with others—an Appalachian gathering
*Having some general sessions for all attendees
*Running field trips in conjunction with Conference presentations

Discontinue
*7 AM meetings
*Overlapping of programs, especially when in multiple buildings; so many great panels, presentations at the same time
*Too many programs and sessions; long days with late evening activities
*Food should be better; red dot/green dot; trying to all eat together; food away from plenary sessions
*Leaving students out of planning
*Sunday morning session is anti-climatic; too many leave
*Accepting all proposals
*Hated "turn and talk to your neighbor" after papers
*Book exhibitors not open enough, more than same time as concurrent sessions; suggest arranging by topics not publishers
*Keynote needs to be provocative and memorable; place more prominently in schedule

Change
*Too many sessions at once; increase rigor expected of papers and presentations
*Meals are rushed and cramped
*Academic perspective should not dominate discussions; obvious bias is off-putting
*Bring everyone together more
*Make Conference longer
*Hold exhibitors' reception as lead in to banquet; exhibitors' location in terms of proceeding activities; schedule book signings as optional end-of-day activity
*Exhibitors fending for themselves at end of Conference in terms of shipping items back, etc.
*Better signage at Conference location to find sessions and events
*Invite more "outside" panelists/scholars to learn their views on Appalachia; more diversity on panels
*Support for disabled
*Use Green practices
*More programs needed for Conference newcomers
*Not asking about labor practices of Conference staff
*Move awards banquet to Friday night
*Charge more for Conference
*Be clearer about purpose of mentoring sessions and target audience
*Multi-issue sessions with new subject at each Conference
*Scattering the location of breaks, especially when away from exhibits
*Annual meeting with poster sessions rather than crowded presentation session agendas

Add

*Presenters/presentations—screen proposals for quality; improve presentations; acknowledge presenter bias
*Panels—intersect Appalachia with nation and world; add racial diversity
*Bring back evening dance, especially square dance
*More emphasis on performing and visual arts
*Add topics like child rearing, family life, education, etc.
*Encourage undergraduate participation
*Consider a discount (registration, membership?) for couples, for retirees
*Revive reception or special sessions for graduate students
*Provide child care, programs for children and teens
*Advertise more
*Form Special Interest Group to plan session; include students in planning Conference
*Offer hands-on workshops
*Have more activities with all attendees
*Invited sessions to increase awareness of particular issues
*Hold Conference that focuses on environmental issues facing Appalachia

Journal

Continue
*Continue Journal (11 direct mentions)
*Continue supporting scholarly publications
*Bibliography

Discontinue
*No comments here related to Journal

Change
*Better job
*Get back on schedule and publish regularly
*Spend less on Journal (based on 2005 numbers)
*Place for student research and writing in J and other publications
*Opportunity to be readers for articles to be included in Journal

Add
*Publish regularly, timely, professionally

Communications

Continue
*Outreach through the website
all
*Syllabi on website are great
*Newsletters, especially direct mailings

Discontinue
*Discussion board on website expects to be

         things to all people

Change
*Update the website
*Increase publicity about ASA
*Make website more attractive
policy
*Put more content on website

Add
*Better involvement
*Better publicity
*Spread awareness of urgent issues, public

*Communicate with membership more often

Activism/Advocacy

Continue
*Blending scholarship and regional activism; content which bridges academics and activism
*Continue move toward a more activist and community involvement approach
*Encouraging and bringing together scholarship and research, community service and social activism for improvements in Appalachia
*Advocacy

Discontinue
*Treating academics and activism equally; academics are stronger, activists are old and tired
*Republican bashing by key speakers—may be a turn off for young members
*Homogeneous group politically; becoming too political; hold and repeat many assumptions that could stand some scrutiny

Change
*Don't let activists take over—need to respect others who may not agree with them or want to be militant

Add
*More engagement with activist groups; be more proactive
*Publicize ASA stance, e. g. MTR; pass resolutions; communicate to Congress, ARC, etc.
*ASA to be a "voice" for Appalachia
*ASA to object to discontinuance of Appalachian Cultural Museum at ASU
*More advocacy
*More analysis and activism regarding larger issues affecting Appalachia
*Offer help; have shared knowledge and abilities

Outreach and Networking

Continue
*Broad interests
*Networking with people round our region and with others
*Mixing scholars and genuine Appalachian residents for understanding
*Bringing Centers together
*Welcoming and keeping community members involved
*A spirit of warmth, inclusiveness and critical thinking
*Promoting regionalism
*Providing an essential network for all Appalachian disciplines of learning
*Bringing diverse groups together including government, academics, and activists groups, allowing a range of ideas to explore options and answers

Discontinue
*Get out of the invisibility closet—need to get noticed outside the regional Centers and by former Conference attendees

Change
*Have clusters or groups like Just Connections
*Bring rural/urban together in clusters
*Expand to enjoin other disciplines, e. g. Engineering, Technology, Math, etc.
*Q for a survey—"How have you helped an underprivileged Appalachian?"
*Maybe hold an event with the local community and networks

Add
*Citizen groups and organizations; grassroots
*Other disciplines
*Community groups and institutions including those with differing views from predominant ASA

Appalachia—Philosophy, Topics, Approach

Continue
*Bringing Appalachian stereotypes into the 21st century
*Keeping up with the latest information on Appalachian heritage; preserving heritage before it is lost
*Continuing and expanding promotion of the arts
*Focusing on mountain people; seeking new values important to a different future for today's America

*Keeping the knowledge of Appalachia alive
*Acting as a catalyst for critical thinking
*Providing a forum for discussion and application of social improvement strategies
*Teaching and discussing bad issues in Appalachia
*Educating youth about Appalachia
*Emphasizing literature of the region

Discontinue
*Quit teaching the teachers—get to the grassroots of problems
*Focus on where we're going [region, ASA?] rather than on how we've changed
*Quit arguing about Appalachian identity; if there is no consensus after 30 years, then either it is strongly defined or probably defined wrongly

Change
*Encourage more research on current issues
*Encourage young scholars to enter the field
*Promote the work and studies more
*Embrace all of Appalachia—within region and migrants
*Ongoing muddle: are we academic (yes) or activist (sort of)—may be ok, maybe not

Add
*Help those outside Appalachian Studies to acquire more sophisticated knowledge about Appalachia
*Appeal to those with little current interest in Appalachia
*Consider urban/suburban/rural
*Focus on issues important to regional well being
*Add more diversity than just program
*Globalize Appalachia

ASA/Organization/Products

Continue
*Scholarship and research about the region
*Association for scholars and practitioners
*Long-range planning
*Creating an identity as researcher/facilitator group (supporting scholarship, activism and presentation of heritage)
*Supporting community work
*Gatherings, networking at academic institutions; sponsoring Conference
*Highlighting high points, regional pride, problems and issues of the region
*Educating people about the culture
*Bringing scholars from the area who study the area

Discontinue
*Informal operations; "good ole boy" system
*Turnover in leadership
*Saying the same things year after year (Conference, Appalnet, etc.); not bored yet, but maybe because ASA is only paid attention to once a year (at Conference time)

Change
*Be more open to how tasks are handled
*Provide opportunities for others to be involved, e. g. on committees
*Better publicize nomination process
*Create a more robust ASA office staff to support the organization
*Overworking the executive director
*Evaluating the way memberships are done
*Thinking of the Association as just the Conference; of the Conference as the president's Conference; expecting the president to micromanage the Conference; linking site selection to president

Add
*Become more professional and business-like

*Encourage more sub-groups/regional groups to meet and network on projects
*More student involvement
*More participation in governance
*Mentor and train leaders
*Build an endowment
*Look at projects from the land ownership study
*Provide scholarships to high school students to get a better education
*Raise more $$$ from sponsors
*Work hard with older people to share, teach and pass on traditions and knowledge—culture may be influenced
*Pass on a diversity of applicable information to those with interests in Appalachia
*Mentor students—supporting scholarly publications, involving them in ASA's future, encouraging young researchers and scholars

Membership

Add
*Broaden and diversify membership in scope, not necessarily size
*Get more members actively involved
*Exchange of papers, presentations, membership information
*Educate members on ASA history, purpose, benefits
*Provide orientation for new members
*Establish Life Membership category and invest those funds for good return
*Provide an easier way to renew membership if a Conference is missed
*Mentor members on getting published, influencing policy and making media impact

Appendix T:
Appalachian Center Directors' Discussions at March 2007 Conference

Friday, March 23, 12:30: Appalachian Studies: A Discussion about Appalachia, the Study of Appalachia, and the Appalachian Studies Association (invited panel/presentation)

Dwight Billings, Facilitator

Pat Beaver, The Appalachian Center, Appalachian State University:

Emphasized that ASA is unique. ASA is "part of the landscape of her work and a platform for her research." She does interdisciplinary, collaborative research (cannot teach anthropology without poetry, for example), and she looks to ASA for friends and inspiration.

Appalachian studies curriculum at Appalachian State University: Dismantling the concentration in international studies; building a BA in Appalachian Studies. Appalachian Heritage Council is a student group—gets SGA money. ASU focuses on internships. Cooperates with the School of Music for Appalachian music courses—most of the students interested in Appalachian music are at the graduate level. Sustainable development concentration is going on its own for a master's degree.

Grace Edwards, The Appalachian Regional Studies Center, Radford University:

Many years ago, she was elected treasurer of the ASA. After the conference, someone handed her a bundle of cash, and she opened a bank account from which the conference was run for a

number of years. In the spring of 1988, Radford hosted the conference for the first time.

ASA is a foundation/mother-agency. It is unlike any other organization/conference—family associations, friendliness, networking, values student work (not many academic conferences allow student presentations).

Radford established an Appalachian studies minor in 1981 and has had an Appalachian Events Committee, since 1983. The Graduate Certificate in Appalachian Studies was created in 2005.

ASA provides a venue for students to share the work that Radford does—brought 13 students to this conference.

ASA is a source of publications (mentioned the *Encyclopedia* and the *Handbook*); it generates publications. [My note: We should develop a wish list of books that need to be written.]

The Appalachian Teaching Project also intersects with the ASA conference (14 schools in 10 states, funded by the ARC, led by Roberta Herrin).

Tal Stanley, Appalachian Center for Community Service, Emory & Henry College:

What is distinctive about ASA? It is a place where we can share personal things about each other—Tal keeps chickens, plants potatoes, cultivates apple trees; he could never share these details at other professional conferences. ASA is a place where "we try to exercise a modicum of honesty; we try to be inclusive of a wide range of peoples and groups; we try to be interdisciplinary—not multidisciplinary." ASA takes risks—Tal used the conference at the Southwest Virginia Higher Education Center as an example—it featured a photograph exhibit by Earl Dotter and a concert by Hazel Dickens. It is a place where good questions get raised, but not a place "where you come in, get what you need, and leave." (Tal commented that it took him six years to "get over" being program chair—and he was partially serious.)

Marie Cirillo, Clearfork Valley

Marie focused on "what we do, we do with commitment." We strive toward standards of excellence. In 1998, she became associated with Just Connections, which tries to create a community of learning and addresses the question of how to connect to "college people." Marie stressed the "things that cannot be taught but must be caught" and emphasized combining knowledge and experience and work. This is how new thoughts and new words evolve—through this combination.

Melinda Wagner, Radford University

ASA is different—For example, it is totally unlike the Society for the Scientific Study of Religion. ASA is a venue for bringing important issues to scholars. For example, having Sierra Club reps make a presentation at the Radford Conference made scholars aware of the issues. It is a plus that the conferences move from place to place. Issues at its base: Activists vs. scholars and growth. We need to keep the conference affordable.

Tom Plaut, Mars Hill College

 ASA is a place where groups and individuals can showcase their research and work; it provides

an opportunity for people to listen. Plaut emphasized Tal's point about honesty. ASA helps us to think in new and creative ways. Holding a major conference in a high school in Cherokee, NC, was a bold and risky move that paid off. The community embraced the conference and its goals. It is important that we provide scholarships so that people can attend. He mentioned the Just Connections Conference, as well.

Helen Lewis

ASA is part of a much larger Appalachian studies social movement. New writers, poets, musicians—these have emerged over the years. Other groups before the ASA (CORA, Appalachian Alliance, Council of the Southern Mountains) made recommendations and were advocacy groups. ASA has become the only big regional meeting that brings these diverse peoples together. And the ASA provides leadership: The ARC looks to ASA for guidance and leadership.

Saturday, March 24, 8:30 a.m.: A Roundtable Discussion with Directors of Appalachian Centers

Alan Banks, Eastern Kentucky University, and Chad Berry, Berea College, Facilitators

The following is a summary of the major discussion topics that emerged at this session:

What is the relationship of Centers to the ASA? As Helen Lewis said on Friday, ASA is just one piece of a much larger movement. Each Center tries to find its niche among the group of centers and within that movement. Each Center develops unique programs and curricula.

In the past, there have been many attempts to bring the centers together, but we have never hit upon a plan that creates continuity. Ron Eller, when he was the Whisman Scholar at the ARC, brought center directors together, and common goals and issues were identified (Clearinghouse for Coal, mountaintop removal info, etc.) Later, Jean Haskell continued the initiative, and the Appalachian Teaching Project was created, which may have derailed the initial momentum because the ATP focused on delivering a course related to sustainable development. While the ATP is worthwhile, we need to regain the initial purpose of bringing Centers together.

Someone suggested that we develop standing meetings at the ASA or sub-group meetings/ workshops related to centers.

At the end, Pat Beaver volunteered to host a meeting of all center directors at Appalachian State University, on September 6-7, 2007. The Appalachian Teaching Project participants will meet on the 6th.

Appendix U:
Composite of Press Editor Interviews at Appalachian Studies Conference for LRPC

Presses: Ohio University Press, UNC Press, Univ. of Illinois Press, University Press of Kentucky, University of Tennessee Press, and McFarland Press

Interviewers from LRPC: Carol Baugh, Sandra Hayslette, Roberta Herrin and Deanna Tribe

Q 1.   Do you believe your press will continue to support Appalachian Studies publications?

Yes; important to the presses and to the region

Q 2.   Do you believe Appalachian Studies publications will grow? Hold Steady? Shrink?

Responses ranged from hold steady to grow to hoping they would grow

Q 3.   Is the # of Appalachian Studies manuscripts increasing, stable or decreasing?

Stable to increasing (hopeful); One press is seeing a steady drop off and is concerned about fewer mss coming from the younger scholars (30s and 40s); is also seeing more titles coming from marginal [disciplines] or non ASA members

Q 4.   How do you "market" for Appalachian Studies manuscripts?

There were a variety of responses, but create an interesting list when combined as follows:
Actively solicit, especially for their Gender in Appalachia Series
Word of mouth with senior scholars and current press authors
Networking at ASA Conference generates new manuscript submissions
Attending the ASA Conference raises the press's profile
Combination of approaching scholars and scholars approaching us
Depends on what the hot topic is
Marketing also generates new manuscript ideas
Advertising in the *Appalachian Journal*
Getting books reviewed in Appalachi*an Journal* and *ASA Journal* helps generate more mss.

Q 5.   What themes or aspects of Appalachian Studies is your press considering?

Race, ethnicities, gender
Broad range
Contextualization in the broader South, nation, other fields
Music, labor, religion, women, environment; hot topics
Kentucky themes; history of Appalachia; things in the public eye; movements/activism
Local history

Q 6.   What type of support (e. g. financial, etc.) do you receive from your institution?

Rent and subsidy like an academic department
Self-supporting with its own endowment
Generous operational subsidies; rest from sales
Modest subsidy, rest from sales
About ¾ of salaries come from the state; press generates everything else

NA (not a university press)

Q 7.   Approximately how many Appalachian Studies volumes do you plan for in a given period of
        time?

        2 – 4 per year; 2 – 3 per year but hasn't been able to get that many [mss]; 4 – 6 per year including
        multi and inter-disciplinary volumes; do not plan for any particular number—take them as they
        come

Q 8.   What, if any, financial assistance might be expected from the author/institution to assist with
        publication of a manuscript?

        Not a requirement for a contract, but welcome (helps with additional marketing, more photos, etc.)
        Depends on complexity of book, e. g. lots of colored photos, narrow market, then do request
        assistance
        Did not previously ask for subvention grants, now always do
        No subventions, but may ask author to pay permission costs for photos, etc.

Q 9.   What are the sales volumes for the Appalachian Studies publications from your press?

        About 1,000 copies or more; crossover ones (with other disciplines) sell better
        Crossovers sell well and have to do reprints
        Sales of scholarly monographs have dropped dramatically; may only print 100 hardback copies
        Library sales have dropped
        Variable based on the book and its market; on the book and its author
        For an academic Appalachian Studies book, about 2000 copies are purchased
        Very good; press emphasizes good physical quality in book and markets heavily to libraries

Q 10.   What do you project the future will hold for your press's interest in and commitment to
        publishing in Appalachian Studies?

        More interest
        Will keep at it as long as you do; unclear how many of you are keeping at it
        Will do more books about social issues
        Will continue to publish Appalachian Studies books
        ASA is critical to the press's efforts
        Continue to develop contacts that produce high-quality Appalachian manuscripts. The Press's
        emphasis is on building a good relationship with authors.

Q 11.   Other comments were quite varied with the topics presented below:

        Please share results of your work—Press would like to see a "state of the field/program/Centers
        Report"
        Graduate students need nurturing toward publishing; ASA could do mentoring for this
        Conference planners/local arrangement need to understand what we press people do at
        conferences and facilitate this to occur (location, hours, traffic, etc.)
        Amazing field to be involved in. ASA people are so interested and engaged (has not been the
        experience at other conferences)
        What does ASA determine as an Appalachian book? What are we presses not covering that we
        should? What are the gaps?

Summary:

Because this is a small and not necessarily representative sample AND because no clear consensus emerged in the comments or the scores on questions about priorities, values and mission, this survey may not be as useful to the LRPC as we had hoped.

The strongest message from the survey is that we need to work on communication and getting more people involved ASA work and leadership. Some members are disappointed that we are not living up to ideals in terms of regional collaboration and academic/practice/grassroots integration. The respondents identify economic stability, PR, web site (communication), organizational matters, and diversity as priorities for the immediate future.

General Sustainability Foci (recommended by Scott based on survey, discussions)

- Economic / financial stability
- Sufficient staff support
- Communication (empowerment, involvement, ownership, institutional memory, following through on ideas, 'training' leaders)
- Recruitment / mentorship (next generation, diversity, new/more leaders)

*Organizational structure / processes are important to all of these focal points.

More Details on the Web Survey, FYI

Respondent Profile:

Fifty-five of our members (approximately 8 %) responded to the web survey. Of these, 83 % were current members and 17 % were not. Of the members, the years of membership ranged from 1 to 28 years. It was impossible to calculate an average for this, but there seemed to be a good mix of newcomers and "old-timers."

Those who responded to the survey seemed to have largely positive feelings toward and a strong association with ASA. At least a third of our sample either are or were ASA leaders (perhaps as much as 50 %). (I based this estimate upon responses to #7; since the respondents could choose more than one answer, it is impossible to tell how many individuals are represented in each category.)

Only one of the non-members indicated that s/he had explicitly quit the organization and this was because the "quality of the academic discourse had deteriorated." Other non-members joined only during the years they attended the conference or were unsure about their membership status.

Responses

Change the Mission Statement –but no strong consensus on how (#1 and #2)

About half of the respondents support the mission statement, as currently written. The most popular suggested change was to include advocacy of issues relevant to the region (40 %). The least popular response category was to focus more on education (9%).

There was not a lot of consensus in the comments section pertaining to the mission statement. One person thought that we should state explicitly that academics and advocacy go hand and hand. Another thought we should commit to dismantling racism and sexism in Appalachian communities. Another thought we should discuss the environment and sustainability. A couple of comments focused on the need to emphasize arts and culture in the mission statement. One said that we didn't need to state our values in the statement; our values were reflected in what we do as an organization. Other suggestions included using active verbs and more precise language to explain more specifically what kinds of research we promote; also to discuss what we mean by education and communication more clearly.

Membership Benefits were Conference-Centered (#3-6)

According to these respondents, the most important ASA benefits are related to the conference and to the association's commitment to research / practice / grassroots work.

 "Encouragement and motivation" was the most popular answer to the question concerning the most important benefits you get from ASA at 52 %. This benefit is conveyed exclusively at the conference, according to those who answered this survey.

The next two most popular benefits of ASA membership, "research / practice / grassroots" integration (50 %) and "belonging" (45 %) were also somewhat conference-centered.

The journal was important to those who wanted to keep up with latest in research (39 %) and practice (38%) and share their own research / practices (39%).

The wording of Question #5 was confusing and, therefore, these responses may not be meaningful. According to this section, members need but are not getting enough encouragement (71%), networking (62%), feeling of belonging (62%), and research/practice/grassroots integration (62%).

The comments in these sections were largely positive and emphasized the importance of support, belonging, and networking in ASA. However, respondents also noted that the ASA has an "insider" group that runs things (and can leave some newcomers feeling marginalized), that it is centered on the academic (as opposed to the grassroots), and that it often fails to live up to its ideals of integrating academic and grassroots work. There was some indication that the quality of work presented at conferences is not high.

Contributions to ASA Centered on Membership & Conference (#7-10; #16-17)

The most common forms of ASA contribution were: 1) membership (95%); 2) conference attendance (84%); and 3) conference presentation (72%). These were also the most popular

responses to the question of how the member would like to contribute to the ASA (e.g., membership [53%], conference attendance [53%] and conference presentations [47%]).

The least popular preference of this group was to serve as an officer or committee chair (9%), though significantly more were willing to serve on a committee (35%). These respondents also were willing to contribute to the journal (40%).

About one-quarter of the respondents were willing to recruit new members (26 %) and contribute to scholarships (23 %). About one-fifth were willing to help with conference planning or contribute to the newsletter.

When asked how they would assure the future strength of ASA (#16), 100 % of the respondents indicated that they would continue membership in ASA. Other popular responses to this question were: 1) assist with conference (66%); 2) contribute material to publications (63%); and recruit new members (61%).

Over half (54%) indicated that they would become more involved if they knew about the opportunities and 51 % said they would serve on more committees.

Note: one respondent volunteered to help with the 08 conference in Huntington. Is there any way to determine who that person was so that s/he could be invited to that process?

ASA Strengths: Conference was the #1 strength (#11-12)

The conference was the #1 answer here, chosen by 98 % of the respondents.

The closest competitors were: 1) the journal (57%); 2) newsletter (43%); 3) sharing research (40%); 4) web page (36%); and 5) scholarship (29%).

Only about a quarter of the sample said the ASA keeps the membership informed (26 %), so there is clearly room for improvement there.

ASA did not rate highly on collaboration (21%), advocacy/activism (17%), sharing best practices (17%) or providing opportunities for members to participate (14%).

Room for Improvement in Collaboration, Participation, Activism (#13-14)

The following were the "top picks" for things ASA should do better or differently: 1) collaboration (45%); 2) providing opportunities for membership to participate more actively (36%); and 3) advocacy / activism (33%).

About a quarter of the respondents saw room for improvement in the journal, sharing research, sharing best practices, the web page and keeping the membership informed.

This was the most elaborate "comments" section, with the most consensus around the need for the journal to be published regularly and on time. The second most popular issue of concern seemed to be around good communication and recruitment of members (getting more members, more informed and active members). Respondents suggested improvements in the web site and newsletter as well as a more user-friendly web site.

One person thought the conference should only be held in the region. Another said that the ASA didn't always give adequate thought to the site of the conference or work well with local groups while there. Another person suggested that the ASA attempt to facilitate a region-wide collaborative research / activism project.

Priorities for next 3-5 years: Econ bas, PR, Web/Communication, Organization, Diversity (#15)

If I recall correctly, this question asked us to rank the most important goals from 1 to 9. If I am correct, then there was a 3-way tie for most important goal, all receiving an average score of 1.6: increase economic stability; enlarge public profile as an organization that bridges scholarship & practice; and expand web page for communication and participation. These were followed closely by: strengthen internal organization and mentor new and young members (1.7). Building a diverse membership came next at 1.9. Then, enlarge public profile as an academic organization (2.0), broaden distribution of the journal (2.2) and improve quality of conference papers (2.3).

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Appendix W:
Scan of other Journals

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What we know from Editorial Board external scan processes:

This is a nascent process, with results back from only 2 formalized interviews and 1 informal conversation with editorial staffs of other comparable journals. This is not for lack of effort – obtaining responses from editorial staffs and scheduling interviews has proved quite difficult for the 6 editorial board members and 1 editor who have participated in the process. From the two interviews, three observations can be hazarded:

1. Based upon the limited number of interviews conducted: our editorial process seems inefficient – we are not able to deliver as timely services as other journals with the same *overall numbers* of people involved in the editorial process. There is not enough evidence to establish patterns between levels/types of staffing and specific levels of efficiency for various tasks.
2. However, we can make one observation just by counting numbers of people involved. Based upon the limited number of interviews conducted, our editorial staffing (# of person-hours at the job) is very similar that of one journal and considerably lighter (by 50-100%) than two others at the *upper-editorial levels* for tasks of vetting manuscripts, communicating with authors, and overall planning**.**
3. Our journal's publication capacity (2 issues/year, 200 pages each) is modest compared to other academic associations that speak to interdisciplinary fields. This observation does not take into consideration #s of people in associations; it merely considers similarity of *missions* of

journals.

Appendix X:
Report to the Appalachian Studies Association's
Long Range Planning Committee
on Scans of Other Organizations

ORGANIZATION OF THIS REPORT

A. Introduction
B. Methodology
C. Governance/Leadership
D. Programming
E. Development and Finance
F. Infrastructure and Systems
G. Communication
H. Membership
I. Appendices

A. INTRODUCTION

As part of the process of creating a long range plan, the Appalachian Studies Association opted to seek information from other organizations to assist in formulating its plan. The Long Range Planning Committee will make recommendations to the ASA's Steering Committee based in part on nine structured interviews with leaders of other associations. The purpose of the interviews is to elicit current policies, operating procedures, issues of concern, and best practices from the other organizations.

To this end the LRPC established a subcommittee that included Shaunna Scott (current president), Phillip Obermiller (a past president), Catherine Herdman (GA at the University of Kentucky's Appalachian Center), and Nina Gregg (planning consultant).

B. METHODOLOGY

The subcommittee drafted an interview guide based on recommendations solicited from the Steering Committee, the LRPC, and the executive director. Areas of overlap among recommended questions and with other external scans (e.g., journal editors, community-based organizations) were eliminated, and a final document exploring 38 areas of interest was adopted (Appendix 1). Interviewers were encouraged to follow and record promising threads as they arose, even if they were "off topic" with respect to the guideline.

The subcommittee also elicited a list of twelve organizations from the Steering Committee, the LRPC, and the planning consultant as potential interviewees. Nine organizations were selected from this list based on representativeness and willingness to participate (Appendix 2). Criteria for representativeness included the age of the organization and the size of its membership. The institutional ages of the nine ranged from 11 years to 73 years with a median age of 33 years; membership size ranged from 62 to 3,400 with a median size of 850.

E-mail communication was established with leaders (executive director, president, or secretary-treasurer as appropriate) of each of the nine organizations to solicit their agreement to participate, and to set up appointments for telephone interviews. Upon request, advance copies of the interview guide were provided to the interviewees. Prior to each interview, the interviewers examined the organization's website to garner basic information such as mission and vision statements, bylaws, awards categories, publications, etc. Catherine Herdman and Phillip Obermiller conducted the interviews.

The information in this report is presented in summary fashion and without naming specific organizations in order to protect the confidential nature of some of the responses. Copies of this summary will be provided to each of the interview participants after it is presented to the LRPC.

C. GOVERNANCE/LEADERSHIP

Boards and Officers. The nine organizations have a median board size of 12 (range: 8-20), with member terms being either three or four years. The board terms are staggered to provide continuity in leadership. The boards typically meet twice a year, with other business being conducted by e-mail voting or teleconferencing.

In most cases new officers and board members are personally recruited by current leaders, with previous service to the organization often a key consideration. In one case the prestige of the individuals (based on academic

publications) is a critical factor. Officers generally serve 3-6 years (e.g., in one organization the same person serves two years each as vice president, president, and past president). A recurring concern among many of those interviewed is "leadership burnout" and recruiting "new, active leaders."

Committees. The median number of committees for the organizations interviewed is 6 (range: 1-23) In none of the organizations interviewed are committee chairs *ex officio* members of the board, although in some cases journal editors do attend board meetings. Communication is maintained between the boards and their committees by board members sitting on committees as regular members.

Economies of scale. Among the leaders of smaller and mid-sized organizations there is a sense of "grow or die". Unless membership grows, even a stable membership may not be able to sustain a core group of active volunteers or, due to rising costs, generate needed income over time. Key strategies being used are merging with another group, cost-sharing by combining conferences with other groups having similar interests, and reducing publication costs. Best practice mentioned: "merging efforts with another organization for [a joint] annual meeting" and "absorbing another group into our membership." A downside mentioned is that "sometimes partners don't do their fair share of the work, but expect a full share of the benefits."

Transitions. Several leaders feel it is critical to manage a transition between generations, both in leadership as well as in membership, if their organizations are to survive. A major generational issue is the use of technology, e.g. sending newsletters via listservs, using open access websites for their journals, using electronic voting to elect officers, and using membership management software. Best practice mentioned: "putting the newsletter online…we debated this for years and it has proved to be a really good move."

Centralized operations. Doing things "in-house" seems to work best. The older and larger organizations do everything themselves. The organizations that currently contract for services such as journal publication or conference organization are resolving problems by bringing these operations back under their direct control.

Planning. Best practice mentioned: "creating a development plan by reaching out to members for support and ideas for long-term direction of the organization."

D. PROGRAMMING

Conferences. The median regular (or middle-income) conference fee for the nine organizations is $130 (range: $20 to $300). Some organizations are able to keep their fees low by subsidizing costs with endowment income. Leaders of smaller organizations noted it is increasingly difficult to negotiate with hotels for discounted rates. As expenses rise and fundraising becomes more difficult, some organizations are transitioning from "break-even" conferences to income-generating meetings.

Conference location is determined by easy access for membership, affordable rates, and bylaw restrictions. Conference fees are based on the number expected to attend, underlying administrative and hotel costs, and the number of sponsors, exhibitors, and program ads anticipated. Best practice mentioned "updated conference organizing software" as being quite useful.

None of the organizations interviewed has difficulty in collecting conference registration fees. In almost every case, people registering for the conference are required to hold a current membership in the association.

Conferences are organized in-house (usually by the president and program chair) for four of the groups, another four use part-time paid workers in conjunction with the president and program chair, and one currently uses a professional conference management firm.

One organization reported having twice as many presentations proposed as accepted, and has a mandatory two-year "sit out" period before those most recently accepted for presentations can present at a subsequent conference.

Scholarships. Although every association interviewed provided some sort of reduced or waived conference/ membership fees for students or reimbursed student conference travel costs, none has a comprehensive policy or program for providing scholarship assistance to large numbers of conference participants.

Students. Six organizations had special conference activities for students including paper competitions, awards, mentoring sessions, career workshops, and conference ride/room sharing bulletin boards on their websites. Among the three organizations reporting no special focus on students, one reported that rather than making students "a special class of member" the organization integrates them fully in all of its conference activities and membership benefits.

Awards. The median number of awards given is 4 (range: $0 - 9$), some of which include cash prizes of up to $1,000. Leaders expressed concern about award proliferation and overlap, especially when new awards are instituted for sentimental, fund raising, or public relations purposes. These concerns are balanced by having clear policies on instituting new awards (sometimes ignored in emotional situations) or by presenting some awards only every other year. Some leaders emphasized the need for having and abiding by clear criteria for winning an award (again, sometimes ignored in emotional situations).

Some leaders expressed misgivings about using awards as a fund raising mechanism, i.e., allowing big donors to institute prizes and awards based on their personal interests, while others see this as a legitimate means of

raising money for endowments, annual drives, capital campaigns, etc.

E. DEVELOPMENT AND FINANCE

Annual Budget. The median annual budget for seven of the organizations is $190,000 (range: $10,000 to $447,000). Two organizations operate on a pay-as-you-go basis with no annual budget.

Endowments. The mid-sized and larger organizations have endowments or are working on annual drives or capital campaigns. Endowment interest is used to keep membership and conference rates low and/or to fund new programming. The money is raised from gifts, by grant writing, by direct appeal to members, by members endowing awards, and by bequests from members' estates. Best practice mentioned: "creating an endowment." However, one leader cautioned that it is important "to figure out how to generate more funds in ways that are acceptable to the members and that do not violate the principles of the group."

Finance Committee. The mid-sized and larger organizations have active finance committees responsible for casting budgets, devising and implementing development strategies, and advising on use of endowments and capital campaign funds.

Sales of Mailing List. Three organizations do not sell their mailing lists, two will only trade or barter them with other groups, two sell them (one for a flat fee of $200, the other for $.07 per label, both offer members reduced rates), one makes its membership contacts available in the members-only area of its listserv, and one reports "There's no demand…mailing labels are obsolete."

F. INFRASTRUCTURE AND SYSTEMS

Staffing. Three organizations have two or more fulltime, paid staff as well as part-time workers; three are run by part-time staff and volunteers; and three are run by volunteers only. Staffing appears to correlate directly to the size of the organization. Several leaders spoke of over-worked part-timers and volunteers, the high burn-out rate among these folks, and fear of losing institutional memory when they leave. Full-time staff tend to serve as the *de facto* institutional memory in the face of constant board/officer turnover, but there is concern about the concomitant loss of momentum and memory that results when key staff members retire or move to other jobs. Best practice mentioned: "recruiting and retaining key staff."

Business Meeting. All nine organizations held public business (or "membership") meetings during the annual conference. These gatherings are often used to get membership input on issues facing the association or to elicit new ideas or concerns that members may have.

Voting. For seven of the organizations the median number of votes for officers and board members is 265 (range: 200-900). In two organizations the nominating committee presents a slate of unopposed candidates who are elected by "acclamation" at the business meeting. Several leaders noted that participation in elections rose significantly (ca. 20%) after members were offered the opportunity to vote *via* the organizations' websites.

Bylaws. All nine organizations reported updating their bylaws "infrequently," about every three to five years. One relies instead on a 50-page Policies and Operating Guideline (POG), a kind of practical handbook for running the association. The POG can be changed or updated without legal encumbrances and is easily transmitted across changes in officers and staff. Another organization relies on its strategic plan as a guide for developing new policies and programs.

G. COMMUNICATION

General Communication. Most of the associations interviewed have a conference, a journal, a website, and a newsletter, while several use active listservs as well. One has a magazine instead of a journal, another prints its newsletter in its quarterly journal, and another uses its listserv to publish its newsletter.

Communication of Philosophy. The associations used various means to ensure the communication of their core values and philosophy over time and among new members:

    a) widely circulated vision and mission statements (e.g., in every conference program);
    b) review and discussion of the mission at one board meeting annually;
    c) longer terms for officers and board members;
    d) long range planning is seen as an ongoing process (one group has a standing LRPC
with responsibility for monitoring the implementation of the current plan and
producing a revised plan every five years);
    e) nominees are hand-picked and invited to stand for office; and
    f) nominating committee is sensitive to issues of philosophy & values in recommending
nominees.

Communication of Roles. In one association, a three-page letter describing specific expectations and duties (including the timetable for implementation of assigned tasks) is sent to every new officer, board member, and

committee chair.

Communication with Membership. The nine organizations have some excellent ways of getting membership input on governance:

a) interactive listservs where the board posts issues of concern for feedback;

b) regular surveys of the membership by the membership committee;

c) a dedicated "Members Speak Out" segment at the annual business meeting;

d) a "Town Hall" meeting hosted by the membership committee at every conference;

e) using the newsletter to update members on recent developments within the association;

f) providing a column in the newsletter that solicits member comments and ideas;

g) learning from conference evaluations; and

h) some combination of the above.

H. MEMBERSHIP

Membership Committee. Most of the mid-sized and larger organizations interviewed have active membership committees charged with retaining and recruiting members, advising on dues changes, and providing ideas for improving or expanding member services.

Recruitment and Retention. Respondents indicated conference location and quality was key to finding and keeping members, followed by personal invitations from members to non-members ("word of mouth") and, increasingly, the quality of the associations' websites.

Membership committees send follow-up letters to those not renewing their memberships, and follow-up e-mails to people who indicate an interest via the websites. One organization has a membership committee made up of two representatives from each state in its region who take responsibility for implementing local recruitment and retention strategies. Best practice mentioned: "instituting a New Members Reception [at the conference] to get to know, counsel, and network with [established] members."

Membership Value. Maintaining quality membership services is a key concern of most of the organizations interviewed. Leaders feel it is also imperative to increase the value of their memberships because of the growing number of associations competing for the same interest groups.

Most of the quality and value of membership appears to be associated with technology. For example, some associations provide members with passwords to access special areas of the association's website not open to the public. In these "private" areas members can use a membership directory to find and contact each other, search and download completely digitized back issues of the journal, vote for officers, etc. Some associations maintain very active listservs (akin to Appalnet) that are hybrids of chat rooms, bulletin boards, and newsletters.

One association reports success in maintaining high-quality member services using MemberClicks.com, a fee-based Internet service that provides bulk e-mails to association members (e.g., dues renewal reminders), membership directories, and current membership reports to the association. It can also handle new membership applications, membership renewals, conference registrations, payment processing, and assist in establishing member-only areas on association websites. Average fees run about $110 per month for a basic package of services.

Inclusiveness. Seven leaders described their associations as dedicated to serving professionals, most of whom are academics. Only two leaders noted that their groups actively sought the participation of practitioners, activists, organizers, or community-based people in their membership and conferences. None mentioned artists, craftspeople, dancers, poets, musicians, storytellers, etc. as potential members or conference participants.

Dues. The median annual fee for a regular (or middle-income) membership for the nine organizations was $75 (range: $40 - $110).

Dues are variously set by the executive committee, full board, membership committee, and/or a vote of the membership, usually on an annual basis. Proposed dues are generally based on expected expenses, with journal costs a significant component of those projections. There was no single system of dues assessment among the nine organizations. Examples include:

a) sliding scale fees based on self-reported income;

b) sliding scale fees based on self-reported status (student, new professional, regular, retired, institutional);

c) a flat fee except for a discount offered to students;

d) a flat fee except for a discount offered to those accepting digital copies of journals and newsletters via the Internet;

e) high, one-time fees for "sustaining", "lifetime", or "sponsoring" memberships; and

f) some combination of the above.

Membership Turnover. This is an issue faced by the smaller organizations, while the medium-sized and larger associations report a "stable" membership base. One association reports it is losing its "loyal core" of members to generational change.

I. APPENDICES
    Appendix 1

<div align="center">Guide for LRPC External Scan of Associations</div>

Introduction: The thirty-year-old Appalachian Studies Association has some 700 members involved in community-building, research, teaching, organizing, the arts, and administration. The ASA is creating a long-range plan, and is seeking information from similar organizations to assist us in our planning process. Your organization has been recommended as one we should contact.

1. Name of interviewer _____

2. Name of organization _____

3. Does this organization want to receive a summary copy of our findings? Y   N

4. What is the age of this organization?   _____ years

5. What is the current number of members?   _____members
    (Note: If membership is given by category such
    as regular, retired, student, institutional, etc.,
    please list number by category.)

6. What is the number of your full-time, paid employees?   _____FT employees
    (Note: If FT employees are given by job title
    such as executive director, secretary, editor, etc.,
    please list number by job title.)

7. What is the number of your part-time, paid employees?   _____PT Employees
    (Note: If PT employees are given by job title
    such as consultant, auditor, copyeditor, etc.,
    please list number by job title.)

8. What was your total annual budget for the most
    recent fiscal year? $_____

9. What are current dues for a regular membership? $_____
    (Note: If dues are given by category such
    as regular, retired, student, institutional, etc.,
    please list fee by category. Please do the same
    for sliding scale dues.)

10. How are dues determined?

11. What is included in a full membership?

(e.g., journal, newsletter, conference fees, etc.)

12. What is your current conference fee? $_____

13. How do you determine conference fees?

14. Do you have problems collecting conference fees?   Y   N
   *(Note: If yes, what are they and how have you handled them?)*

15. Does paid staff organize the conference?   Y   N
    (Note: If not, who does?)

16. Is yours solely a professional association?
    or does it interact with the broader community?   Professional   Interactive
    (Note: If interactive, in what ways?)

17. How does your organization ensure the communication
    of its vision, mission, and philosophy among officers,
    board members, and committee chairs over time?
    *(Note: If not on website, please ask to be sent copies
     of vision statement, mission statement, and bylaws.)*

18. How does your organization remain knowledgeable and responsive to member's   needs & concerns?

19. How are new members recruited?
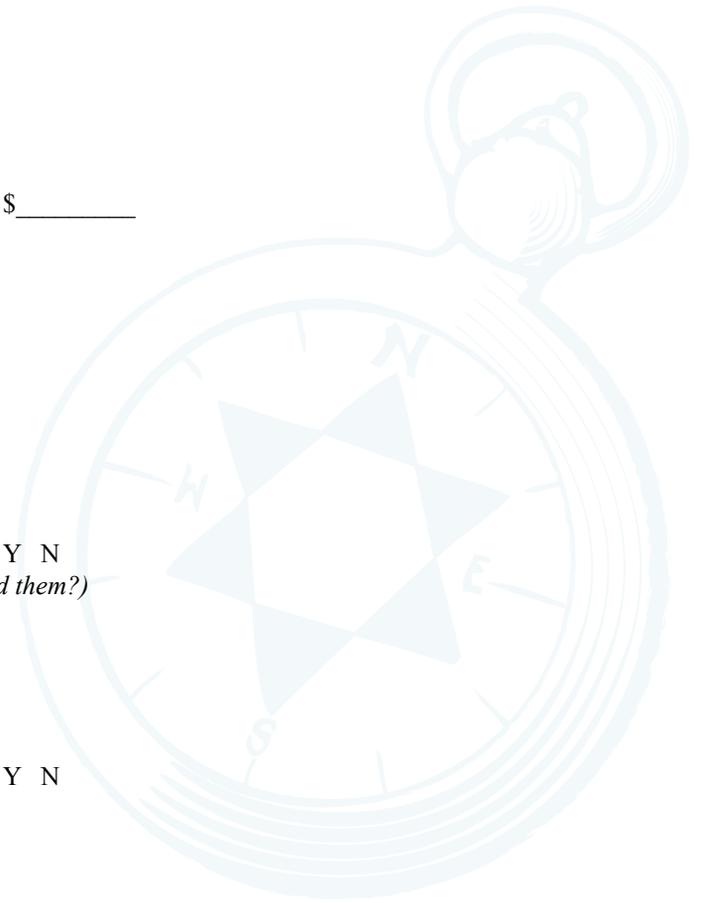
20. How are existing members retained?

21. Is membership turnover a significant problem?   Y   N
     (Note: If yes, how does organization deal with it?)

22. How do you engage the membership in the operation of the organization?

23. Does your organization sponsor a

                                     Conference?   Y   N
                                     Journal?   Y   N
                                     Newsletter?   Y   N
                                     Website?   Y   N

24. Does your organization offer scholarships for
     specific groups of attendees?   Y   N
     *(Note: If yes, please specify who receives
       them and how they are funded.)*

25. Does your organization offer awards?   Y   N
     (Note: If yes, please specify number and kind.)

26. Does your organization offer special programs
     for students?   Y   N
     (Note: If yes, please specify number and kind.)

27. Does your organization offer its mailing lists for
     sale?   Y   N
     *(Note: If yes, please specify rates and
       requirements.)*

28. How is leadership recruited in your organization?
        (e.g., officers, committee chairs, conference organizers)

29. How many members are there on your board of trustees?   _____trustees

30. How often does your board meet in a calendar year?   _____meetings

31. How many committees does your organization have?   _____committees
        *(Note: Please list by name including standing
        and ad hoc committees)*

32. Do committee chairs sit on board of trustees?   Y N
        (Note: If yes, please specify which do)

33. Does your organization hold a public business meeting each year?   Y N
        (Note: If yes, please specify venue, e.g., during conference?)

34. On average, how many votes are cast to elect
        officers each year?   _____votes

35. How frequently are your organization's by-laws updated?
        (Note: Please ask who is responsible for this task)

36. In the past five years, what are the three best practices your organization has implemented?

    a)

    b)

    c)

37. In the past five years, what are the three worst problems your organization has dealt with? How were they resolved?

     a)

     b)

     c)

38. What are the three most critical issues facing your organization in the coming five years?

     a)

     b)

     c)
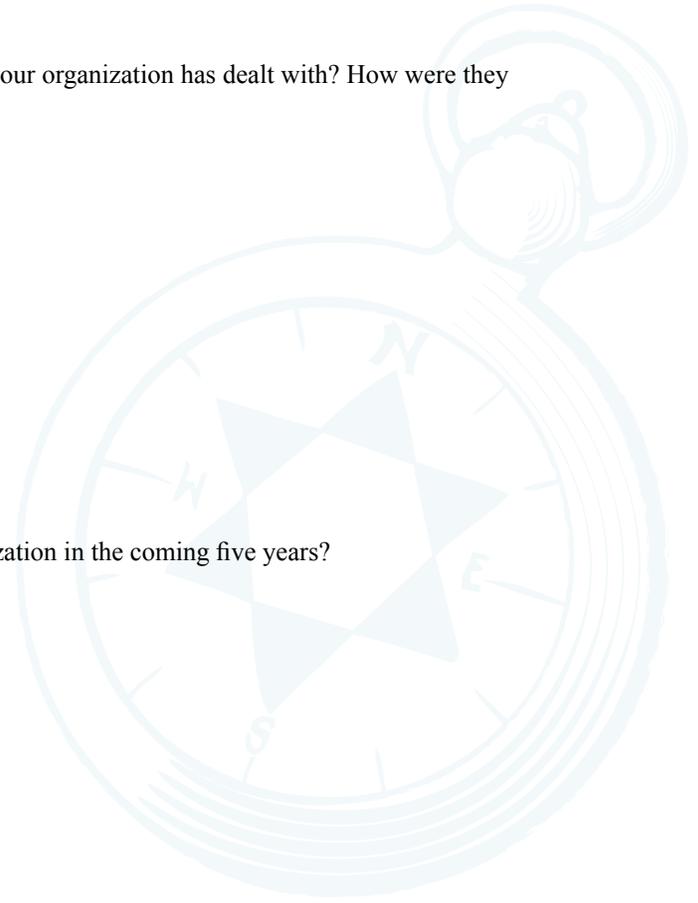
Please be sure to thank interviewees for their time and insights!

INTERVIEWER'S NOTES AND COMMENTS:

TABLE OF INTERVIEWEES

Appalachian Studies Association Long Range Planning Committee	Contact List for External Scan of Selected Associations		Revised 8/1/07
Association	**Contact**	**Age**	**Membership**
Association for Humanist Sociology www.humanistsociology.org	Gina Petronito, PRES petronig@muohio.edu 513-529-8525	31	100
Association for Practical & Professional Ethics www.indiana.edu/~appe	Brian Schrag, EX SEC appe@indiana.edu 812-855-6450	16	800
Community Development Society www.comm-dev.org	Linda Sunde, PRES lsunde@cns.gov 414-297-1118	38	500
Labor & Employment Relations Association www.lera.uiuc.edu	Paula Wells, EX DIR pdwells@uiuc.edu 217-333-1485	60	2,500
Mid-Continent Regional Science Association www.oznet.ksu.edu/mcrsa	John Leatherman, SEC-TR jleather@agecon.ksu.edu 785-532-4492	38	62
National Council on Public History www.ncph.org	John Dichtel, EX DIR jdichtl@uipui.edu 317-274-2716	27	975
Rural Sociological Society http://www.ruralsociology.org	Richard Krannich, PRES Richard.krannich@usu.edu 435-797-1241	11	850
Social Science History Association www.ssha.org	William Block, EX DIR block@socsci.umn.edu 612-624-5818	33	850
Southern Historical Association www.uga.edu/sha	**John Inscoe, SEC-TR jinscoe@arches.uga.esu 706-542-8848**	**73**	**3,400**

**Proposal to the Steering Committee
From the Long-Range Planning Committee
For creation of a Membership Committee
For Consideration at the March 23-25, 2007 Conference Meeting of the
Steering Committee**

The Steering Committee will establish a new standing committee called the "Membership Committee." This committee will be charged with collecting information about ASA members and devising strategies to assure that our membership base remains sustainable and diverse. The committee will be expected to collaborate with the ASA Executive Director and Office Staff in the collection of information about the ASA members, including but not limited to occupational status, geographic location, gender, race/ethnicity, length of membership, and record of conference attendance. The Membership Committee will report this information to the Steering Committee and will work with ASA leaders and staff on membership recruitment initiatives and diversity issues. The Membership Committee should be composed at least 3 members, including at least one scholar with survey, statistical or research methods training, and at least one community/activist representative.
The Mentoring and Recruitment Task Force of the Long Range Planning Committee recommends that the Membership Committee develop strategies for recruiting members and mentoring leaders who are committed to achieving common goals through the work of the organization.
The Steering Committee will establish terms of service, frequency of reporting and additional expectations.

Appendix Z:

Proposal for Conference Staffing and Planning Assessment

In 2008 the Steering Committee will conduct a focused assessment of the Association's annual conferences. The assessment will include interviews of the president, program chair, local arrangements chair, and the principal staff person (executive director) for the four conferences of 2005 - 2008, along with reviews of overall conference staffing (including Executive Director, ASA President, Committee chairs, Program Chair, Local Arrangements Chair, and student volunteers) and of relevant conference documents for those years.
The purpose of this assessment is to provide the Steering Committee with information about conference staffing, information resources for the team organizing each annual conference, site selection, costs and budgeting, program development, community support and involvement, participant evaluations, notable accomplishments, and short/long range impacts on the Association.
 A report on the assessment's findings and recommendations for future action will be presented to the Steering Committee at its first meeting during the March 2009 conference.

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Appendix AA:

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Proposal for an ad-hoc Communication Committee

This committee's purpose is to facilitate communication between leadership and membership, amongst membership, and between ASA and the public.

The committee will propose to the Steering Committee a policy for management and access to the membership email as well as analyze the Appalink survey and develop plans to improve the newsletter.

The Communication Committee consists of the Website Committee Chair; the newsletter editor; a person specializing in press and public relation

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Appendix BB:

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Learning from Community People: Proposal to scan community people, activists and practitioners

Goal: Learn from community people, activists and practitioners about what they want from and can bring to the ASA, within the context of the mission of the ASA.

Engagement and/or sustainability: Learning from community people, activists and practitioners about what they want from and can bring to the ASA will address engagement by potentially bringing new voices from these constituencies to the ASA table, letting people from these constituencies know that their involvement (engagement) is valued, and potentially fostering increased engagement on the part of people from these constituencies. This goal addresses sustainability by potentially increasing memberships and strengthening involvement from community people, activists and practitioners.

Area(s) of the plan the goal fits: This goal fits particularly well into Program, Development, Communication and Membership.

Suggested names for interviews
Diverse Grassroots Community Groups from WV, TN, & NC
Marsha Timpson
Marsha is the person at Big Creek People in Action in Caretta, West Virginia, who oversees the various student groups who do community service at BCPIA. She and other staff members are very intentional about doing App Studies/cultural education with the students.
marshatimpson@hotmail.com

Marie Cirillo
Marie is a member of the ASA Long Range Planning Committee, a founding member of Just Connections, and the leading force for over 3 decades in the innovative efforts to revitalize the Clearfork community in eastern Tennessee. marie@jellico.net

Anne Miller Woodford
One Dozen Who Care is the first 501(c)3 community development organization in far western

North Carolina to be organized and incorporated by Black women. ODWC is a rural Community Development Corporation whose primary goal is to bring together minorities, especially African Americans, to develop the economy in far western North Carolina. ODWC seeks to bring about positive community development through programs that include the annual Multicultural Women's Development Conference, youth mentoring, and cultural projects. Visit One Dozen online at www.odwc.org. **Anne Miller Woodford** is founder and main staff member and has attended the ASA conferences at least twice. Anne's contact information is on the website.

Pigeon Community Development Club.
PCDC is an African American-led organization that operates the Pigeon Community Development Center in Haywood County. The Center is located in an historic African American school, which was closed during desegregation and used as an instructional materials center. Members of the community struggled for more than two years to regain control of the building, which they finally accomplished on January 21, 2002. Now the facility includes a collegiate size outdoor basketball court, a computer lab, a lending library, and space for community events and meetings. PCDC programs include a youth summer program, computer classes, community dinners and holiday festivals. Many of CPC's regional events and meetings are held at PCDC's community center.

MOSAIC Multicultural Center
MOSAIC's mission is to foster the integration of immigrants into Haywood County by providing information, assistance, and advocacy. MOSAIC envisions Haywood County as a place where people maintain personal heritage and individuality. The volunteer-run organization includes Haywood County natives, people from other regions of the U.S., and people from Mexico, Central America, South America, and Asia. Programs include cultural and educational events, interpretation and translation, information and referral services, and other efforts to celebrate the many diverse cultures that are present in Haywood County. In the spring of 2004, MOSAIC was awarded a grant from the Self Development Fund.

Statewide and Regional Organizations
Joe Szakos
Joe helped establish Kentuckians for the Commonwealth (see his essay in Fighting Back In Appalachia) and then came to Virginia and helped establish the Virginia Organizing Project, where he now serves as Executive Director. www.virginia-organizing.org

Susan Williams
Susan is Education Team Coordinator at the Highlander Center which has had a consistent presence at the ASA meetings in recent years. SWilliams@highlandercenter.org

Meredith Dean (Director) or **Edna Gulley** (staff) of the Appalachian Women's Alliance. www.appalachianwomen.org They have attended recent ASA meetings and have a strong grassroots focus on women's issues in Appalachia.

Vivian Stockman
Vivian is the Director of the Ohio Valley Environmental Coalition, which has been playing a major role in fighting mountaintop removal. www.ohvec.org

Burt Lauderdale
Burt is the current director of Kentuckians for the Commonwealth, one of the major multi-issue community organizations in the region. burt@kftc.rog

Gaye Evans

Gaye is Executive Director of the Appalachian Community Fund and has attended a number of ASA meetings. She could help us identify some of the smaller, lesser-known community organizations which have received ACF grants in recent years.

Urban and Migrant Organizations

Maureen Sullivan

Maureen is executive director of the Urban Appalachian Council. msullivan@UACVOICE.ORG

Leslie Lilly

Leslie is executive director of the Foundation for Appalachian Ohio. llilly@ffao.org. Leslie is retiring and beginning Oct 1, 2007, and **Cara Dingus Brook** will be the new executive director for that foundation.

Labor Groups

Laura Gordon

Laura is a long-time officer in the western North Carolina Central Labor Council (AFL-CIO). Sandra Hayzlette has her contact info.

Tom Ritchie

Tom is Vice President and Regional Director of the AFSCME union. He has lots of contact and involvement with Appalachian issues.

It would be helpful to talk to a representative from the **United Mine Workers**

Economic Development Organizations

Justin Maxson

Justin is Executive Director of MACED.   JMaxson@MACED.org

Peter Hille

Peter is Director of the Brushy Fork Institute.   peter_hille@berea.edu

Other Organizations

Mary Steinmaus

Mary is Director of Community Development and Interim Executive Director, Rural Action. info@ruralaction.org

Sandy Elledge

Sandy is executive coordinator of Episcopal Appalachian Ministries. SMElledge@aol.com

Paul Castelloe

Paul works for the Center for Participatory Change. www.cpcwnc.org Paul has presented at the ASA conference before, and he might be able to suggest some of the other member agencies and people whom we might contact.

Beth Bingman

Beth is the director of Appalshop, which has been an active participant on a number of fronts at ASA meetings. www.appalshop.org/

We recommend that some artists and artist organization, novelists and poets, musicians, and some practitioners of various professional fields that address social needs (i.e., educators, legal aid lawyers, mental health practitioners, health care practitioners, etc.) be interviewed. We don't have specific names to recommend—we are confident that members of the membership committee will be able to identify people in these categories.

Questions for community scan

Before contacting the person, do research on their organization and record basic demographic information about it: purpose/mission, membership/staff sizes, how long in existence, service area/location, etc. Begin the interview by acquiring demographic information you were not able to determine through your research. Then get the basic demographic information about the person who you are interviewing. (job title, how long with the organization…) Next ask if they are familiar with the ASA. If so, explain why we want and need their input and then go directly to the questions below. If not, it will be necessary for the interviewer to offer some history of the ASA and its original mission and why we want and need their input. After providing that, begin with question # 5.

1. How did you find out about ASA, and what was your first impression of the organization? What is your current perception of what it is and does?

2. Have you attended the annual ASA conference? If so, how many times and what kind of experiences have you had? What could be done to make the ASA conference more inviting and useful to your organization?

3. Are you aware that scholarships exist to help cover expenses for community members to attend the ASA conference? If so, how did you learn about them? Did you ever apply for or receive one of the scholarships? If so, do you have any suggestions for improving the scholarship process?

4. What does the ASA do that is important to/for the Appalachian region?

5. Given its mission, activities, and history, how could a regional association of scholars and activists such as the ASA help advance the work and mission of your organization? (networking with like-minded people; identifying new members/volunteers; building relationships across the region; relating our concerns to other issues in the region; learning about research related to our issues and concerns …)

6. From the perspective of your organization, what should ASA not be doing?

7. What knowledge, skills and/or experiences could you and/or others in your organization bring to contribute to the work of the ASA?

8. How can our two organizations work together more closely?

9. What regional meetings do you currently attend and why? What do you get out of these meetings? What do you contribute?

10. What regional organizations do you belong to and why? What do you get from these organizations? What do you contribute?

11. Are you familiar with the Journal of Appalachian Studies, the official publication of the ASA? If so, do you find it of value in your work (how or why not)?