

15th *Annual* **NAEAA Conference**

May 28-30, 2024

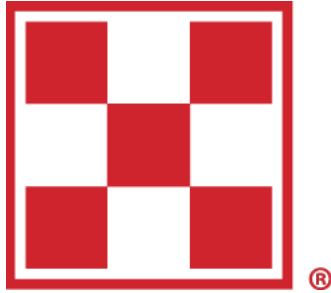


Hosted by Delaware Valley University, Doylestown, PA



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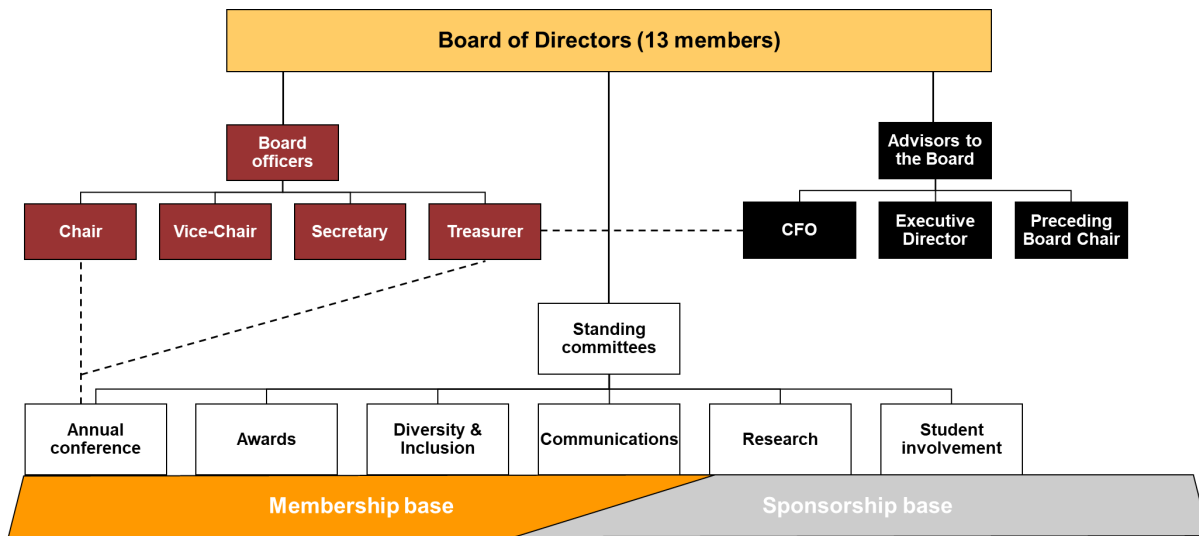
Welcome!

Conference attendees,

It is my pleasure to welcome you to the 15th Annual Conference of the National Association of Equine Affiliated Academics (NAEAA)! As we gather in Pennsylvania, I'd like to draw your attention to NAEAA's mission:

“Our mission is to strengthen post-secondary equine academic programs, provide networking opportunities, and facilitate increased cooperation and information sharing among our members.”

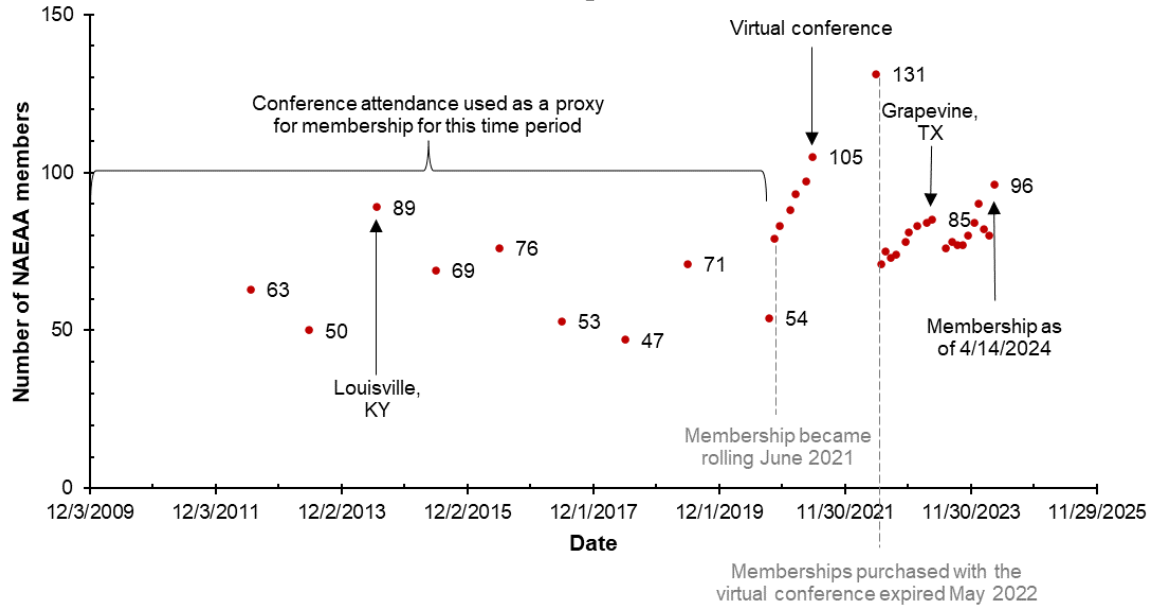
You, the members, along with our sponsors are the foundation of our organization and make accomplishing this mission possible (see organizational chart below).



The Board and the committees have undertaken quite a few initiatives since the last conference. Here's the past year in a snapshot.

1. Our [by-laws](#) have been updated to reflect the growth of the committee structure and now define NAEAA's standing committees.
2. This conference includes impressive tour options and our first graduate student mixer.
3. This is only the second time most of our awards have been awarded, as the offerings were only recently expanded in 2022 and are on a 2-year cycle.
4. The Diversity and Inclusion committee spearheaded awareness efforts through social media campaigns and webinars. They also developed a mission statement and goals.
5. The Research committee's first published article has been nominated for an award by the NACTA Journal Associate Editors:
Splan, R. K., C. A. S. Porr, A. S. Biddle, L. Luck, K. Cole, and C. J. Stowe. 2023. Instructor Perceptions of Teaching in Undergraduate Equine Programs During the COVID-19 Pandemic. NACTA Journal 66(1)doi: [10.56103/nactaj.v66i1.31](https://doi.org/10.56103/nactaj.v66i1.31)
6. Our first ever Student Ambassadors, Sidney Midler & Ibbly Rodgers, pioneered the program and launched our public facing [Facebook page](#) and [Instagram](#).

7. We appointed Danielle Smarsh as an official liaison with the Equine Science Society as part of her service on both Boards.
8. The Communications committee hosted the 3rd annual summer Book Club. Membership increased over this past year from 76 members in July 2023 to 96 as of mid-April 2024. Below is a historic view of our membership numbers.



9. Last, but not least, the Board rolled out a [Reciprocal Organization Membership](#) option to promote cross-organizational collaboration and awareness among scholarly and educational equine organizations with complementary missions. Special thanks to Vice Chair, Grey Parks, who spearheaded this initiative!

We have a wonderful line up of conference content and tours this year. Many thanks to our Annual Conference Committee, especially co-chairs Dr. Rebecca Splan & Dr. Cory Kieschnick! Just as important as the content are the conversations. As a result of the conversations this year, I challenge you to do the following:

- Take something back to implement in your classroom or at your organization. Improvement of learning for equine students everywhere improves our industry.
- Make a new acquaintance of someone who also has a passion for horses.
- Consider joining a committee, the Board, and/or participating in activities beyond the conference (e.g., Book Club, webinars). These are a great excuse to see one another, at least virtually, more than just once a year!

Come for the Conference, stay for the community.

Have a wonderful time,

Sara L. Mastellar, PhD
Chair, NAEAA Board of Directors



Making this conference possible

Annual Conference Committee

- **Co-Chair:** Cory Kieschnick, EdD, Delaware Valley University
- **Co-Chair:** Rebecca Splan, PhD, Delaware Valley University
- Jacquelyn Bowser, PhD, DVM, Johnson & Wales University
- Karin Bump, PhD, SaddleUpNY!
- Amy Burk, PhD, University of Maryland
- Betsy Greene, PhD, University of Arizona
- Karl Hoopes, DVM, Utah State University
- Aubrey Jaqueth, PhD, Wright State University
- Trinette Jones, PhD, Tarleton State University
- Lena Luck, PhD, University of Nebraska
- Sara Mastellar, PhD, Ohio State ATI

2024 NAEAA Board of Directors (year joined the board)

- **Chair:** Sara Mastellar, PhD, Ohio State ATI (2020)
- **Vice-Chair:** Grey Parks, MS, Tennessee Farmers Cooperative (2019)
- **Secretary:** Jessica Suagee-Bedore, PhD, Virginia Tech (2021)
- **Treasurer:** Lena Luck, PhD, University of Nebraska (2022)
- Leslie Janecka, BS, Kentucky Equine Management Program (KEMI) (2016)
- Rebecca Splan, PhD, Delaware Valley University (2019)
- Betsy Greene, PhD, University of Arizona (2021)
- Karl Hoopes, DVM, Utah State University (2021)
- Aubrey Jaqueth, PhD, Wright State University (2022)
- Crystal Smith, EdD, West Virginia University (2022)
- Katheryn Cerny, PhD, Abraham Baldwin Agricultural College (2023)
- Michelle Kibler, PhD, Illinois State University (2023)
- Danielle Smarsh, PhD, Penn State University (2023)

Advisors to the Board:

- **Executive Director:** Karin Bump, PhD, SaddleUpNY!
- **Chief Financial Officer:** Tim Williams, MBA, Equine Academics and CJC Adventures
- **Preceding Board Chair:** Rebecca Splan, PhD, Delaware Valley University

Graduate Student Ambassadors:

- Sydney Midler, BS, Tarleton State University
- Ibbly Rodgers, BS, University of Nebraska

About NAEAA



Founded in 2007, NAEAA is a non-profit professional organization representing individuals from public and private institutions and the equine industry that strive to educate undergraduates within an equine academic program.

Our core belief is that there is educational and societal value in the equine disciplines of study.

Our mission is to strengthen post-secondary equine academic programs, provide networking opportunities, and facilitate increased cooperation and information sharing among our members.

More about NAEAA on our organization website: <https://www.naeaa.com/>



Past conferences

2023 Grapevine, TX
2022 Logan, UT
2021 Virtual
2019 Asheville, NC
2018 Stephenville, TX
2017 Minneapolis, MN
2016 Hackettstown, NJ

2015 St. Pete Beach, FL
2014 Louisville, KY
2013 Mescalero, NM & Newark, DE
2012 Bozeman, MT
2011 Murfreesboro, TN
2010 Cazenovia, NY
2009 Keystone, CO

Current standing committees

Annual Conference

Cory Kieschnick (Co-Chair)
Rebecca Splan (Co-Chair)
Aubrey Jaqueth
Betsy Greene
Amy Burk
Karl Hoopes
Jacquelyn Bowser
Trinette Jones
Lena Luck
Karin Bump
Sara Mastellar

Awards

Crystal Smith (Co-Chair)
Michelle Kibler (Co-Chair)

Communications

Danielle Smarsh (Co-Chair)
Lena Luck (Co-Chair)
Cory Kieschnick
Jennifer Earing
Sara Mastellar
Michelle DeBoer

Diversity, Equity & Inclusion

Jessica Bedore (Co-Chair)
Camie Heleski (Co-chair)
Grey Parks
Sarah Rigg
Karin Bump

Research

Rebecca Splan (Co-Chair)
Lena Luck (Co-Chair)
Amy Biddle
Jill Stowe
Kim Cole
Clarence Edward Ferguson

Student Involvement

Crystal Smith (Co-Chair)
Leslie Janecka (Co-Chair)
Casie Bass
Katheryn Cerny
Karen Wimbush

Graduate Student Ambassadors

The NAEAA Student Ambassador Program is designed to advance graduate student skills in teaching, outreach and organizational leadership. Ambassadors will work alongside the NAEAA Board during a one-year term to promote the organization's mission including planning, marketing and producing educational events including the annual conference and taking part in NAEAA sponsored research. Ambassadors will take the lead on developing student-focused activities (e.g., the graduate student mixer at the annual conference every other year). Networking opportunities with equine faculty, industry leaders and peers will be a key feature.

2023-2024 Graduate Student Ambassadors

Sydney Midler, B.S.

Sydney was born and raised in West Palm Beach, Florida. She received a BS in Animal Science with an equine specialization and a minor in agribusiness from the University of Florida. She is currently working on a MS in Animal Science from Tarleton State University (Go Texans!) researching the correlation between equine colic and winter weather changes. Her career goals are to earn a PhD and continue in academia with a special focus in extension and outreach. Sydney is proud to have helped launch NAEAA's public social media and design posts for important events such as Hispanic Heritage and Black History month. She is grateful to work with NAEAA and all its members.

Ibby Rodgers, B.S.

Ibby Rodgers is from Des Moines, Iowa but has traveled across state lines to pursue a BS in Animal Science with a minor in business from the University of Nebraska-Lincoln. She is currently working on an MS in Animal Science researching the effect of turn out time on stereotypic behavior in horses. Ibby is the current assistant-coach of the Equestrian Team at UNL. Her career goals are to obtain her PhD and continue into academia and a head coaching position for a University IHSA or NCEA equestrian team. Ibby is very grateful for the experiences she was able to gain while serving as a student ambassador for NAEAA. "I was able to work with Sydney on multiple major projects and it was a blast to see all of our imagined ideas come together. I was also able to work closely with faculty outside of my current University which was a great opportunity to network and learn from new and different people. I had a great time!"



Conference Schedule

Delaware Valley University
Doylestown, PA

Tuesday, May 28, 2024

*NAEAA Board Meeting – Life Sciences Building Room 201
Registration and Welcome Reception – Life Sciences Building Lobby*

5:00 pm – 6:00 pm	Registration open
3:00 pm – 5:00 pm	NAEAA Board Meeting
6:00 pm – 8:00 pm	Welcome Reception <i>Welcome by NAEAA Board Chair, Local Host Team</i>

Wednesday, May 29, 2024

*Breakfast and Registration – Life Sciences Building Second Floor
Sessions 1 and 2, Lunch – Life Sciences Building Room 201/202
Session 3 – DVU Equestrian Center*

7:30 am – 8:00 am	Breakfast available
7:30 am – 8:30 am	Registration open
Session 1 Moderator: Sara Mastellar, Ohio State ATI	
8:00 am – 9:00 am	Keynote Presentation – Higher education in the age of generative AI <i>Sid Dobrin, University of Florida, Gainesville, FL</i>
9:00 am – 9:45 am	Workshop 1 – Social license to operate in the equine industry: Policies, statements, and methods in undergraduate equine programs (Part 1) <i>Cory H. Kieschnick and Angelo Telatin, Delaware Valley University, Doylestown, PA</i>
9:45 am – 10:00 am	Break
10:00 am – 10:15 am	Diversity, equity, and inclusion in equestrian sport: An analysis of history, present circumstances, and policy related to minority representation and the sport’s future <i>Lily Crouch, Harrison Goode, Olivia Nuñez, and Camie Heleski, University of Kentucky, Lexington, KY</i>

10:15 am – 10:30 am	Making connections: Bridging the gap between pedagogy and practice for urban equines Courtney E. Berne, <i>Temple University, Philadelphia, PA</i>
10:30 am – 11:30 am	Panel 1 – Providing tools to promote equestrian fitness and wellness for undergraduate students inside and outside the classroom Lynn Taylor, <i>Centenary University, Hackettstown, NJ</i> , Ifa Simmonds, <i>Equestrian Fitness Academy, West Orange, NJ</i> , and Karen Brittle, <i>Centenary University, Hackettstown, NJ</i>
11:30 am – 12:30 pm	Workshop 2 – Finding the balance: Fitness and BMI parameters and diversity, equity, and inclusion Tara Clausen, <i>Centenary University, Hackettstown, NJ</i>
12:30 pm – 1:30 pm	Lunch and NAEAA General Meeting
Session 2 Moderator: Jacquelyn Bowser, Johnson & Wales University	
1:30 pm – 1:45 pm	Optimal terminology for equine-assisted services (EAS) Lissa D. Pohl, <i>Optimal Terminology Workgroup, Lexington, KY</i> , and Karin D. Bump, <i>SaddleUpNY!, Cazenovia, NY</i>
1:45 pm – 2:00 pm	Recreational trail riding for veterans with addictive disorder Karl H. Hoopes, <i>Utah State University, Logan, UT</i>
2:00 pm – 2:30 pm	Equine Assisted Services - Who, What, Where... and pathways for engagement Pebbles Turbeville, <i>Horses & Humans Research Foundation, Huntsburg, OH</i>
2:30 pm – 3:00 pm	Break and Travel to DVU Equestrian Center (meet in front of Life Sciences Building)
Session 3 Moderator: Trinette Jones, Tarleton State University	
3:00 pm – 4:00 pm	Workshop 3 – Using unmounted kinesthetic learning to enhance rider awareness Stephanie Barberra and Breann DePietro, <i>Delaware Valley University, Doylestown, PA</i>
4:00 pm – 5:00 pm	Workshop 4 – Social license to operate in the equine industry: Policies, statements, and methods in undergraduate equine programs (Part 2) Cory H. Kieschnick and Angelo Telatin, <i>Delaware Valley University, Doylestown, PA</i>
5:00 pm	Travel back to Life Sciences Building
Thursday, May 30, 2024 <i>Breakfast and Poster Session – Life Sciences Building Second Floor</i> <i>Morning Sessions and Committee Meetings – Life Sciences Building Room 201/202</i> <i>Lunch and Awards – Terrain Gardens at DelVal</i>	
7:30 am – 8:00 am	Breakfast available
Session 4 Moderator: Betsy Greene, University of Arizona	

8:00 am – 8:15 am	Measuring student self-perception against practical performance assessment Tara Clausen, <i>Centenary University, Hackettstown, NJ</i>
8:15 am – 8:30 am	Impact of horse experience level on assessment of equine personality Savannah M. Rivers, <i>Murray State University, Murray, KY</i> , Carrie J. Hammer, <i>North Dakota State University, Fargo, ND</i> , Maverick C. Guenther, <i>North Dakota State University, Fargo, ND</i> , and C.A. Shea Porr, <i>Murray State University, Murray, KY</i>
8:30 am – 8:45 am	Comparison of perceived learning outcomes among undergraduate students engaged in Standardbred horse industry experiences Jenna K. Reigle, Allison A. Buskirk-Cohen, and Rebecca K. Splan, <i>Delaware Valley University, Doylestown, PA</i>
8:45 am – 9:00 am	Taking the field trip back to the classroom: A qualitative approach to understanding how classroom reflection relates to experiential learning Megan P. Greenwood, <i>Texas A&M University, College Station, TX</i> , Rafael E. Martinez, <i>Tarleton State University, Stephenville, TX</i> , and Theresa P. Murphrey <i>Texas A&M University, College Station, TX</i>
9:00 am – 9:30 am	Break and Yankee Swap
9:30 am – 10:15 am	Networking Session and NAEAA Committee Meetings
Session 5 (Poster Session)	
Moderator: Amy Burk, University of Maryland	
10:15 am – 11:00 am	Evaluating the influence of participation in the American Collegiate Horsemen's Association national convention on career preparedness Adrianna C. Dunbar, <i>West Virginia University, Morgantown, WV</i> , Katheryn L. Cerny, <i>Abraham-Baldwin College, Tifton, GA</i> , Emily R. Perdue, <i>West Virginia University, Morgantown, WV</i> , Crystal E. Smith, <i>West Virginia University, Morgantown, WV</i> , and Kilee R. Davis, <i>West Virginia University, Morgantown, WV</i> Strengths-based activities increase confidence in career preparedness of equine studies students Kilee R. Davis, Crystal E. Smith, Emily R. Perdue, Cate A. Schlobohm, Jessie M. Barclay, and Whitney L. Godwin, <i>West Virginia University, Morgantown, WV</i>
11:00 am – 12:30 pm	Workshop 5 - Making experiential learning possible: Leveraging multi-institutional and interdisciplinary resources to bring study abroad and course-related travel to a new level Michelle L. Kibler, <i>Illinois State University, Normal, IL</i> , Jennie L.Z. Ivey, <i>University of Tennessee, Knoxville, TN</i> , and Olivia M. Watson, <i>Pennsylvania State University, University Park, PA</i>
12:30 pm – 12:45 pm	Travel to Terrain Gardens at DelVal (meet in front of Life Sciences Building)
12:45 pm – 2:00 pm	Lunch and NAEAA Awards
3:00 pm	Depart for Devon Horse Show & Country Fair (bus will leave from Welcome Center by Lot A)



2024 Optional Excursions

(Buses for all excursions will depart from DVU Welcome Center adjacent to Parking Lot A)

Philadelphia Urban Horse Tour

Tuesday, May 28th (9am - 3pm)

Includes breakfast and lunch

With visits to:

Northwestern Stables, home to the nationally acclaimed **Work to Ride** community-based program that aids under-resourced urban youth through constructive activities centered on horsemanship, equine sports and education.

Pegasus Therapeutic Riding Academy, dedicated to providing therapeutic horseback riding programs and equine-assisted services (EAS) for children and adults with disabilities, diagnoses, and those in at risk populations.

Devon Horse Show and County Fair

Thursday, May 30th (4pm - evening)

Join us for an afternoon at the **oldest and largest outdoor multi-breed horse show in the United States** while shopping at over 50 unique vendors. Evening entertainment includes the **FEI Sapphire Grand Prix of Devon** for paid ticket holders. Buses will leave the DVU campus approximately 30 minutes after the NAEAA conference awards luncheon concludes and return to the DVU Campus at 8pm and 10pm.

University of Pennsylvania School of Veterinary Medicine

Friday, May 31st (9am - 5pm)

Includes breakfast and lunch

We will spend the day at **Penn Vet's New Bolton Center**, an internationally recognized center of excellence for veterinary medicine education, research, and clinical care. To include a tour of the Havemeyer Equine Behavior Lab and other equine-related centers, and the main Veterinary Hospital. Additionally, discussions are planned with Center personnel on topics such as how we as equine educators can better prepare pre-professional students, how we can support and collaborate with practicing veterinarians, and best practices for collaboration between equine and veterinary programs.

Invited Speakers

Higher Education in the Age of Generative AI

Dr. Sid Dobrin

Professor and Chair, Department of English, University of Florida, Gainesville, FL

Dr. Sid Dobrin is a nationally recognized expert in generative artificial intelligence and we are delighted to welcome him as our Keynote Speaker. His research focuses on aspects of the Digital Humanities (DH) and Environmental Humanities (EH). Specifically, his work considers the relationship between writing and emerging technologies, such as Artificial Intelligence (AI), Augmented Reality (AR), and Virtual Reality (VR). He recently published “AI and Writing”, the first college-level textbook to integrate generative AI in writing intensive classrooms. He also examines the ecological properties of writing, as well as ecocriticism and ecomposition, including questions of oceanic criticism. Dr. Dobrin is the Founding Director of the Trace Innovation Initiative, a research hub that studies emerging writing technologies such as AI, AR, and VR. Dr. Dobrin has been named a Digital Thought Leader by Adobe and is a member of the Florida Institute for National Security (FINS), part of UF’s AI Initiative.

Equine Assisted Services - Who, What, Where... and Pathways for Engagement

Dr. Pebbles Turbeville

Executive Director, Horses & Humans Research Foundation, Saint Helena Island, SC

Dr. Pebbles Turbeville holds a Doctorate in Sports Management with an emphasis in Leadership. She received her master’s degree from NC State, and her BA from Columbia College. Previously, she was the Associate Professor and Chair of the Sport Studies Department at St. Andrews University where she has taught students in the field of Therapeutic Horsemanship. She is and has been an adjunct professor and consultant for other higher education institutions in the field of Equine Studies. Pebbles serves as Executive Director for the Horses & Humans Research Foundation and served on the NARHA Board as well as on several committees for PATH Intl. She has certifications from PATH Intl. as an Advanced Instructor, a Mentor Faculty, as Associate Faculty for the PATH Intl. Advanced certification and Lead Faculty for Registered On-Site Workshop/Certification and Mentor Training. She has presented at different national, regional, and state conferences on several topics in the Therapeutic Horsemanship field. Dr. Turbeville’s work appears regionally, nationally, and internationally in publications such as American Horse, Dressage Today, Horse Illustrated, PATH Intl. Strides, and others.

Workshops 1 and 4

Social License to operate in the equine industry: Policies, statements, and methods in undergraduate equine programs

*Cory H. Kieschnick, Delaware Valley University, Doylestown, PA
Angelo Telatin, Delaware Valley University, Doylestown, PA*

*Moderator (Part 1) – Sara Mastellar, Ohio State ATI
Moderator (Part 2) – Trinette Jones, Tarleton State University*

In recent years, social media has drastically increased exposure of the equine industry to the general population. Equine educators have a responsibility to familiarize students with responsible and ethical horsemanship practices. Since the viral video of the show jumping phase in the Modern Pentathlon at the 2020 Olympic Games, equestrian sports have been under ever-increasing public scrutiny. The FEI has created a special commission to design guidelines for equestrian sports. The USEF and USHJA have focused on this topic at annual meetings and in virtual town halls. Their common focus is to introduce evidence-based practices into horse training and husbandry and to increase more formalized educational programs for professionals throughout the industry.

With an increasing emphasis on social license to operate, this is a pivotal moment for undergraduate programs in equine science and management to demonstrate leadership in the industry. As equine educators, we have the tools, the familiarity, and the knowledge to provide evidence-based information and to train the next generation of horse professionals. In this workshop, we will: 1) share policies, statements, and methods employed at Delaware Valley University (DelVal) in our equine program, 2) incorporate a brainstorming session of policies, statements, and methods utilized in equine programs of NAEAA members, 3) invite collaboration on best practices, 4) demonstrate evidence-based practices of equine behavior with a specific focus on the difference between positive punishment and negative reinforcement, and 5) allow NAEAA conference attendees to practice timing of positive reinforcement with DelVal school horses. It is anticipated that NAEAA conference attendees will leave the workshop with new ideas about policies and strategies to better implement and teach evidence-based practices in our equine programs.



DELAWARE VALLEY
UNIVERSITY

Social License to Operate in the Equine Industry: Policies, Statements, and Methods in Undergraduate Equine Programs

**C. H. Kieschnick and A. Telatin
Delaware Valley University, Doylestown, PA**

What does AI think about Social License to Operate (SLO)?

Microsoft Bing's Copilot

PROMPT: Write a brief description of social license to operate in the equine industry.



Copilot

Certainly! **Social License to Operate (SLO)** is a concept that has gained prominence in the equine industry. Let me provide you with a brief description:

- **Definition:** SLO refers to the **public acceptance** of an industry's practices, allowing it to continue its activities. In the context of equestrian sports, it means ensuring that the general public approves of how horses are used in sport and related activities [1](#) [2](#).
- **Importance:** The equine industry relies on the support and understanding of both horse enthusiasts and the broader public. SLO ensures that the industry's practices align with societal values and expectations.

What does AI think about SLO?

- **Challenges:** Achieving SLO involves addressing various aspects, including **animal welfare**, **sportsmanship**, and **coaching practices**. It requires transparency, responsible management, and a commitment to continuous improvement¹.
- **Examples:** To illustrate the concept, consider how public opinion has influenced other industries:
 - **Orcas at SeaWorld:** After the documentary film “Blackfish” highlighted the consequences of keeping orcas in captivity, public disapproval led to changes in SeaWorld’s practices.
 - **Greyhound Racing:** The near-extinction of greyhound racing in the U.S. resulted from changing public attitudes toward the treatment of racing dogs¹.

What does AI think about SLO?

In summary, SLO emphasizes the need for the equine industry to operate in a way that garners public support and ensures responsible horse management and training practices. By proactively addressing these issues, the industry can maintain its social license and thrive ¹ ². If you have any more questions, feel free to ask! 😊

Learn more

1



[chronofhorse.com](https://www.chronofhorse.com)

2



[feif.org](https://www.feif.org)

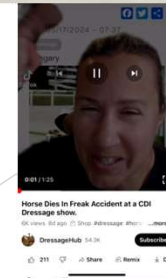
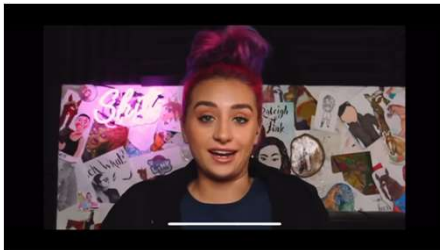
3



[inside.fei.org](https://www.inside.fei.org)

Some Examples for Discussion

(with some disturbing footage and colorful language...)



TASK #1: 5 minutes

With your table group, discuss social license to operate as you think it pertains to undergraduate equine programs.

1 Social License To Operate Dominates USHJA Town Hall

This year there was one topic that dominated discussion at the annual Fédération Equestre Internationale and U.S. Equestrian Federation ...

[www.chronofhorse.c...](http://www.chronofhorse.com)

2 USHJA March Town Hall: Welfare Talks Continue

But all conversation at the town hall didn't center around issues of horse welfare and social license to operate. Betsy Checchia, the vice chair of the ...

[www.chronofhorse.c...](http://www.chronofhorse.com)

3 Horse sports must deal with social license to operate; thoughts ...

A discussion on the threat to horse sport from social license to operate (SLO) drew 200 very concerned people to a U.S. Hunter Jumper Association ...

nancyjaffer.com

WE ARE PART ZOO

A group of zoo animals including 6 horses, an elephant, a lion, a tiger, and a panda in the herd in front of a barn



DelVal Equine & Social License to Operate

What do WE do?



Equine Undergraduate Programs & SLO DelVal Equine, Policies

Rules and Dress Code

Cruelty/physical and/or verbal abuse of ANY horse stabled at the Equine Facilities WILL NOT be tolerated. Students who physically or verbally abuse a horse will automatically fail their riding or management class and be excused from the equine facilities for the remainder of the semester. Serious incidents will be brought before the Provost and could result in dismissal from the program.

Equine Undergraduate Programs & SLO DelVal Equine, Policies

Rules and Dress Code

By all Equine Science & Management faculty or staff member. Friends and visitors accompanying students to the Equestrian Center are to stay ONLY on the Mezzanine/Gallery level or bleacher area unless accompanied by an equine student or staff member.

5. No running or shouting anywhere in the Equine Facilities.
6. Crude behavior and the use of profanity will not be tolerated.
7. **NO RIDING** is permitted outside of the perimeter fencing (except the outdoor ring) unless directed by a faculty member and **NO JUMPING** is permitted without an instructor or authorized person present.
8. All students **ARE REQUIRED** to fill out an appropriate waiver form before participating in any activity in the Equine Facilities. Students are not permitted on facility grounds outside of normal operating hours (7:30am to 5pm) without explicit permission

Equine Undergraduate Programs & SLO DelVal Equine, Policies

Social Media Policy

DelVal Equine students are expected to follow the same rules for conduct online as are expected offline. For example, negative or abusive language about other students, staff or faculty members, or horses will not be tolerated. Videos and pics of other students or faculty should not be taken or posted without the approval of the individual.

Misuse of social media is considered a violation of the DelVal Equine rules, and as such, can result in dismissal from the program and/or be brought to the Provost for review.

TASK #2: What do YOU do?



a small group of horses chatting and some holding notepads and pens

SPOILER ALERT

Part 2, This Afternoon

- ▶ Brief overview of positive reinforcement, negative reinforcement, and positive punishment
- ▶ Practical demonstration of operant conditioning and use of the whip
- ▶ Clicker training as a method to teach practical use of learning theories
 - ▶ Clipping
 - ▶ Mounting
- ▶ Practical management strategies
 - ▶ Behavior modification in the stall
 - ▶ Signage for safety
- ▶ Clicker training practice

Resources, Social License to Operate

- ▶ Dr. Heleski (University of KY) Social License Presentation, USEF (2023)
<https://files.usef.org/assets/ZcgC1yxFS3I/heleski---social-license-to-operate---equine-ethic.pdf>
- ▶ Rowly Owers's (World Horse Welfare) Social License Presentation, USEF (2023)
[Microsoft PowerPoint - USEF social licence - Jan 23](#)
- ▶ FEI Sports Forum 2023
<https://www.youtube.com/live/RRQHsv9leuM?feature=share>
- ▶ [Social Licence to Operate: What Can Equestrian Sports Learn from Other Industries? - PMC \(nih.gov\)](#)

Resources, Learning Theory

- ▶ [The application of learning theory in horse training - ScienceDirect](#)
- ▶ The role of associative and non-associative learning in the training of horses and implications for the welfare (a review)
[ANN_15_01_08.pdf \(iss.it\)](#)
- ▶ <https://www.horseclass.com/about-horseclass/>
- ▶ <https://www.equitation-science.com/equitation>
- ▶ <https://www.theclickercenter.com/>



Equine Husbandry Utilizing Learning Theories

A. Telatin and C.H. Kieschnick

Delaware Valley University



Sheath Cleaning



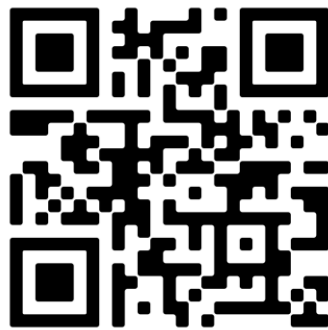
Mounting Block Behavior



Behavior Board



Clipper Training



Training to the Whip/Crop



Feeding Time Behavior



**DelVal Equine Social Media Policy
2024-2025 Academic Year**

DelVal Equine recognizes that the use of social media is integral to the daily life of the majority of our students. While it can be a useful tool, both personally and professionally, it is important that our students engage in responsible and constructive behaviors when posting and interacting on social media platforms. In alignment with the departmental mission statement, the Equine Science and Management (ESM) program seeks to create well-rounded and hardworking graduates and professionals with marketable resumes and maximum employability. This is accomplished through many educational avenues, including an emphasis on the thoughtful use of social media. DelVal Equine encourages students to use social networking/media as a way to connect with others and to engage with the department; however, it is important to remember to keep personal safety and security in mind while connecting online with others.

DelVal Equine students are expected to follow the same rules for conduct online as are expected offline. For example, negative or abusive language about other students, staff or faculty members, or horses will not be tolerated. Videos and pics of other students or faculty should not be taken or posted without the approval of the individual.

Misuse of social media is considered a violation of the DelVal Equine rules, and as such, can result in dismissal from the program and/or be brought to the Vice President for Academic Affairs for review.

I acknowledge that I have read the DelVal Equine Social Media Policy and I agree to abide by the guidelines and the spirit of the policy.

Name _____

Signature _____

Date _____



DELAWARE VALLEY UNIVERSITY

BREEDING CENTER DRESS CODE

1. Jewelry should be kept to a minimum. Bracelets and single necklaces must be breakable and may only be worn under clothing. **NO** neckties, chains, rings (except engagement or wedding rings), drop/hoop earrings, or multiple earrings are to be worn while working in the Breeding Center.
2. The use of **WORK GLOVES** is encouraged when handling horses outside of the stable (i.e. turning out horses) and it is suggested that they also be worn for protection while performing manual chores (i.e. cleaning stalls, sweeping, stacking hay).
3. An appropriate **WORKING BOOT** is to be worn while working in the stable. Sneakers, Hey Dudes, Sperrys, Uggs, etc. **are not acceptable.**
4. **Long pants** are recommended for working in the stable. Jeans or khakis are suitable, and may **NOT** have tears, holes, etc. in them. Pants should maintain the professional and workmanlike appearance required of the equine industry. Shorts (jean or khaki) that are no shorter than finger length when arms are draped at your sides, may be worn in hot weather, but must also maintain the professional appearance required of pants. Belts must be worn with both pants and shorts.
5. **SHIRTS** are to be tucked into breeches or pants at all times. To maintain a professional appearance, collared shirts with belts are required when in the stable for work, riding or driving, or other classes. In colder weather, students should wear warm, professional attire as per industry standard. Appropriate dress will be addressed in course syllabi and with the Stable Manager. Please see Equine Science & Management faculty and staff with questions.
6. **LONG HAIR** is to be tied back at all times.

Students who violate the dress code will not be permitted in the stable
If students are then late or absent for a class, it will be unexcused.



EQUESTRIAN CENTER
DRESS CODE

1. Jewelry should be kept to a minimum and should be breakable.
2. Appropriate **RIDING GLOVES** must be worn while lunging and may be required for certain riding classes.
3. The use of **WORK GLOVES** is encouraged when handling horses outside of the stable (i.e. turning out horses) and it is suggested that they also be worn for protection while performing manual chores (i.e. cleaning stalls, sweeping, stacking hay).
4. A **RIDING HELMET** with strap fastened is to be worn at all times while riding or driving. The helmet must be ASTM and SEI approved, inspected by a DelVal riding instructor, and have a tag dated within the last five years.
5. **RIDING BREECHES with DRESS, FIELD BOOTS, or PADDOCK BOOTS WITH HALF CHAPS** must be worn while riding. An appropriate **WORKING BOOT** is to be worn while working in the stable. Sneakers, Hey Dudes, Sperrys, Uggs, etc. **are not acceptable.**
6. **Long pants** are recommended for working in the stable. Jeans or khakis are suitable, and may **NOT** have tears, holes, etc. in them. Pants should maintain the professional and workmanlike appearance required of the equine industry. Shorts (jean or khaki) that are no shorter than finger length when arms are draped at your sides, may be worn in hot weather, but must also maintain the professional appearance required of pants. Belts must be worn with both pants and shorts.
7. **SHIRTS** are to be tucked into breeches or pants at all times. To maintain a professional appearance, collared shirts with belts are required when in the stable for work, riding or driving, or other classes. In colder weather, students should wear warm, professional attire as per industry standard. Appropriate dress will be addressed in course syllabi and with the Stable Manager. Please see Equine Science & Management faculty and staff with questions.
8. **LONG HAIR** is to be tied back at all times.
9. When jumping, a **PROTECTIVE BODY VEST** must be worn by any student with any pre-existing back condition(s).

Students who violate the dress code will not be permitted in the stable
If students are then late or absent for a class, it will be unexcused.

June 13, 2022

Dear students,

In an effort to ensure the safety of the University's students and horses, it is important we have all necessary medical history on our students enrolled in riding skills courses. If you are interested in riding as part of your curriculum, a medical form (Fit to Ride Form) must be completed by your family doctor and returned to Taylor Adams at taylor.adams@delval.edu or your course instructor before you will be permitted to ride.

You will find details attached concerning the Equine Program Health and Safety Standards which is applicable to all riders. Please return a signed copy of the policy to Taylor.Adams@delval.edu to signify that you have received and understand the policies regarding weight limits and the Fit to Ride Form requirement.

If you have concerns about this policy or potential accommodations which may need to be discussed, please contact me at Cory.Kieschnick@delval.edu.

We're looking forward to seeing you on campus soon!

Sincerely,

A handwritten signature in black ink that reads "Cory Kieschnick". The signature is written in a cursive style with a large, stylized initial "C".

Cory Kieschnick
Chair, Equine Science & Management Department
Delaware Valley University

Equine Program
Health and Safety Standards
6/13/2022

Delaware Valley University recognizes that the safety, health, and wellbeing of the Equestrian Center's riders, instructors, and horses are of paramount concern. Accordingly, the University has implemented standards to safeguard these priorities.

Rider Weight Limits

It is generally accepted that a rider's weight should not exceed 20% of the weight of their horse. Based on this standard and the horses owned/leased by the University, in order to best promote the safety of riders, instructors, and horses at the University, the University has determined that a rider's weight, combined with their helmet, boots, and riding clothes ("Combined Weight"), cannot exceed 250 pounds. Riders weighing between 200 and 250 pounds will be assigned to specific horses, if available. If no such horses are available, the University will offer alternative accommodations within the rider's academic course plan. This weight limit shall be in effect for students matriculating in the fall of 2022 and thereafter. Currently-enrolled students whose Combined Weight exceeds 250 pounds are encouraged to engage with the Chair of the Equine Science & Management Department about available accommodations.

In order to facilitate this policy, the Equestrian Center will provide a scale on which all potential riders will be weighed twice during the semester in full riding gear immediately prior to mounting a horse for the Equine Management Program or the intercollegiate riding teams. Weigh-ins for riding skills classes will take place on or just prior to the first day of the class, and again at mid-semester. Weigh-ins for intercollegiate riders will take place on or just prior to team tryouts, and again before the spring season begins. Data collected during this process is intended to determine whether or not a rider's Combined Weight exceeds 200 pounds in order to assign appropriate horses. In all cases, weight information will be kept confidential and viewed only by University personnel on a need-to-know basis.

Fitness to Ride Physical Form with Physician Signature

Horseback riding requires a commitment to physical fitness outside of riding lab hours. Riders are expected to maintain a high level of physical fitness to ensure optimum well-being while riding. Prior to using Equestrian Center horses each year, riders shall provide the Chair of the Equine Science & Management Department a signed Fitness to Ride Physical Form with Physician Signature ("Physical Form").

Failure to provide a Physical Form will result in the rider's inability to participate in mounted activities at the Equestrian Center until such a form is received. Such students are still welcome to participate in unmounted activities. Other accommodations may be available and students are encouraged to engage with the Chair of the Equine Science & Management Department to see what options are available. Riders are responsible for immediately notifying the Chair of the Equine Science & Management Department or the Chair's appointee in the event of any change in health status that could affect their ability to ride safely. Riders temporarily unable to safely ride due to injury or other condition, shall be required to obtain an updated Physical Form prior to restarting mounted activities.

At any time, a riding instructor, in consultation with the Chair of the Equine Science & Management Department, reserves the right to not mount a rider if they feel the safety of the rider and/or horse is at risk.

This policy incorporates and does not supersede the University's accommodation policies as set forth in the University's student handbook.

**Equine Program
Health and Safety Standards
Signature Page**

By signing below, I acknowledge the following:

- I have received and read the Equine Program Health and Safety Standards and understand that the weight policy and the required documentation from a physician is required for the health and safety of both horse and rider.
- I can confidently do the physical work required which includes being physically fit to groom, do basic barn work and safely mount and dismount unassisted and ride a horse at my level of horsemanship skill. I understand that if I cannot complete these tasks safely I may be prohibited from riding in the program.
- I understand that I am responsible for providing a Fit to Ride Form (to be completed by a physician) before I am permitted to ride on campus.
- If I feel I need support with health and fitness I can make an appointment and speak to Chair of Equine Science and Management, my riding skills class instructor, my academic advisor, or a school nurse for guidance and support.
- If I require accommodations due to a documented disability, I will contact Kelly Hojnacki, Assistant Dean of Student Development at Kelly.Hojnacki@delval.edu / 908.852.1400 ext. 2251.

STUDENT NAME- PRINTED: _____ DATE: _____

STUDENT SIGNATURE: _____

MAJOR: _____

PARENT SIGNATURE IF STUDENT IS UNDER 18: _____



DELAWARE VALLEY UNIVERSITY

EQUESTRIAN CENTER & BREEDING CENTER **RULES OF CONDUCT/SAFETY**

1. Absolutely **NO SMOKING OR VAPING** anywhere inside the Stable, Student Lounge, or anywhere inside the perimeter fencing.
2. Absolutely **NO ALCOHOLIC BEVERAGES OR ILLEGAL SUBSTANCES** inside the stable or anywhere on the Equine Facility properties.
3. Cruelty/physical and/or verbal abuse of **ANY** horse stabled at the Equine Facilities **WILL NOT** be tolerated. Students caught abusing a horse will automatically fail their riding or management class and be excused from the Equine Facilities for the remainder of the semester. Serious incidents will be brought before the Vice-President for Academic Affairs and could result in dismissal from the program.
4. Students are not to bring friends and visitors to the **Breeding Center** unless accompanied by an Equine Science & Management faculty or staff member. Friends and visitors accompanying students to the **Equestrian Center** are to stay **ONLY** on the Mezzanine/Gallery level or bleacher area unless accompanied by an equine student or staff member.
5. No running or shouting anywhere in the Equine Facilities.
6. Crude behavior and the use of profanity will not be tolerated.
7. **NO RIDING** is permitted outside of the perimeter fencing (except the outdoor ring) unless directed by a faculty member and **NO JUMPING** is permitted without an instructor or authorized person present.
8. All students **ARE REQUIRED** to fill out an appropriate waiver form before participating in any activity in the Equine Facilities. Students are not permitted on facility grounds outside of normal operating hours (7:30am to 5pm) without explicit permission from the Stable Managers or course instructors. Individuals found on the premises outside of facility operating hours without permission will be escorted from the property by campus security.

9. All personal tack and equipment (i.e. brushes, polos, etc.) is to be visibly and permanently marked with the student's name and kept in your assigned locker or the Breeding Center lab. All personal equipment/clothing found in the Equine Facilities will be taken to the Equine Office. Clothing, book bags, etc., may not be left anywhere in the stable except in your assigned locker or the Breeding Center lab. The Equine Facilities are not responsible for the loss of personal items or equipment.
10. The Equine Facilities' tack and equipment are to be maintained in accordance with established procedures and then placed back in the proper place. Tack or equipment is not to be left out in the cleaning areas, indoor or outdoor rings, or other community stable areas. Theft of university property will not be tolerated and will be reported to Security and the Vice-President for Academic Affairs and could result in dismissal from the university.
11. Students are to keep all community stable areas neat and orderly in accordance with established Equine Facility procedures.
12. Use of cell phones is permitted in the Equine Facilities only if the student is not handling or riding a horse. Phone calls should be taken outside of the barn area or in the lab or mezzanine level. Appropriate music can be played at a low volume while students are working independently in the stable. Students should be prepared to stop using their phone if asked by faculty or staff.
13. Use of headphones (including air pods) are **NOT PERMITTED** while in the Equine Facilities.
14. When classes are in session, all dogs must be on a leash attached to a person while in the Equine Facilities. Disruptive dogs will be asked to leave and may not be allowed at the Equines Facilities.

Panel 1

**Providing tools to promote equestrian fitness
and wellness for undergraduate students inside
and outside the classroom**

Lynn Taylor, Centenary University, Hackettstown, NJ
Ifa Simmonds, Equestrian Fitness Academy, West Orange, NJ
Karen Brittle, Centenary University, Hackettstown, NJ

Moderator – Sara Mastellar, Ohio State ATI

This panel discussion will focus on providing ways that equine programs can promote fitness and wellness for different populations of undergraduate college equestrian students, specifically highlighting previously identified needs, strengths and areas of improvement that can be addressed in both curricular and co-curricular settings. Equestrian fitness goals include improving strength, aerobic capacity, suppleness, and stability, among others, which all contribute to improved cognitive ability of students, increasing focus, attention span and overall safety. Wellness goals include promotion of the regular practice of accessible, healthy habits to support physical and mental health in college equestrian students, with unique consideration given to the important role of the human-animal bond (HAB) for young adults. Forming a relationship with the horse can help regulate emotions and often results in a higher level of self-esteem, and greater self-confidence in students. Discussion will include both developed classroom curriculum and assessments, as well as activities and exercises that can be used in multiple student life or team formats for all levels of riders and workouts. Best practices for effective language use, physical competencies, and sustainable self-care will also be covered. The identification of perceived barriers to the practices of fitness and wellness for the collegiate equestrian athlete will also be highlighted, along with actionable solutions and techniques for instructors, educators, and coaches to help students overcome these barriers.

Resources from NAEAA Panel Discussion #1 (Taylor, Simmonds and Brittle)

Books about rider physical and mental health/well-being:

Batton, Sally. *The Athletic Equestrian: Over 40 Exercises for Good Hands, Power Legs, and Superior Seat Awareness*. North Pomfret VT: Trafalgar Square. 2022.

Benedik, Linda and Veronica Wirth. *Yoga for Equestrians: A New Path for Achieving Union with the Horse*. North Pomfret, VT: Trafalgar Square. 2000.

Glosten, Beth, MD. *The Riding Doctor: A Prescription for Healthy, Balanced, Beautiful Riding, now and for Years to Come*. North Pomfret, VT: Trafalgar Square, 2014.

Meyners, Eckart. *Rider Fitness: Body and Brain*. North Pomfret, VT: Trafalgar Square. 2011.

Monsarrat Waldo, Andrea. *Brain Training for Riders*. North Pomfret, VT: Trafalgar Square. 2016.

Swift, Sally. *Centered Riding*. NY: St. Martin's Press, 1985.

Wanless, Mary. *Ride with Your Mind Essentials: Innovative Learning Strategies for Basic Riding Skills*. North Pomfret, VT: Trafalgar Square, 2022.

Article:

Dimensions of wellness: Change your habits, change your life, by Debbie L. Stoewen, DVM, LSW, PhD; *Can. Vet. J.*, Vol. 58, August 2017.

Peer-reviewed abstracts and articles:

Perfect Riders: Personality, Perfectionism, and Mental Health in Norwegian Competition Riders – Traeen et al., *JEVS* 75, 2009

Physical Activity and Mental Health in Undergraduate Students – Rodriguez-Romo et al., *IJERPH*, Vol. 20, 2023

Rider Energy Expenditure During High Intensity Horse Activity – O'Reilly et al., *JEVS* 102, 2021

University Students may be Better Prepared for Life after Working with Horses – Evans et al., *JEVS* 29 (5), (Abstract #31643), 2009, 451

Does short-term equine interaction within a collegiate environment provide students with perceived coping skills for test anxiety during examination periods? – Hilliard et al., JEVS 124 (Abstract #175), 2023

Investigating the benefits of low- and mid-level equine assisted activities on university students' mental health – Skelly et al., JEVS 124 (Abstract #65), 2023

Equine-assisted counseling as an intervention for undergraduate female college students experiencing anxiety – Hammer et al., JEVS 76 (Abstract #173), 2017

Potential Impacts of Body Image Perception in Female Equestrians – Forino et al., JEVS 107, 2021

Fitness Resources:

Ifafit.com – Equestrian Fitness Academy

Global Physical Activity Questionnaire (GPAC), version 2, 2005

Equestriancoach.com

USEF Resources: Safe Sport and True Sport

Workshop 2

Finding the balance: Fitness and BMI parameters and diversity, equity, and inclusion

Tara Clausen, Centenary University, Hackettstown, NJ

Moderator – Sara Mastellar, Ohio State ATI

How can today's college and university riding programs and riding teams address fitness and BMI concerns for the rider while remaining an inclusive and equitable environment? This is a struggle that has been an ongoing challenge for institutions seeking to welcome and serve all students while still managing the physical demands of horses, minimizing the risk of liability, and most importantly, ensuring the overall safety of both horses and riders.

In 2021, Centenary University revised its Fitness and BMI Policy in an effort to be more inclusive and promote participation of all individuals in the riding program. Prior to 2021, all students were required to complete physical testing and obtain a BMI measurement. Under the current policy, students are now required to self-report height and weight within a series of categories and to verify ability to perform physical tasks required in the sport of riding. While the current policy represents an improved effort to promote DEI within our program, it is not without new challenges and ongoing struggles to balance inclusion and equity with the overall safety, health, and soundness of horses and safety of the rider.

This struggle is likely shared among similar institutions and has also been a source of debate at the USEF and other governing organizations. A panel discussion or workshop on this topic would offer conference attendees an opportunity to expand knowledge on current DEI initiatives, share ideas, and explore best practices related to addressing concerns related to rider fitness.

Workshop 3

Using unmounted kinesthetic learning to enhance rider awareness

Stephanie Barberra, Delaware Valley University, Doylestown, PA

Breann DePietro, Delaware Valley University, Doylestown, PA

Moderator – Trinette Jones, Tarleton State University

Riders with self-awareness are better equipped to make positive changes in the saddle, which promotes improvement, therefore making the job of the horse easier and increasing the likelihood of sustained soundness. This leads to an increased ability to feel the horse, which translates to better riding and happier horses. Horse welfare is always a concern, so improving rider performance is an important goal for this reason alone.

Harmonious communication reduces frustration for both horse and rider. Taking the time to have students experience the concepts unmounted where they can process the information without the complication of the horse and repeat as often as necessary creates some muscle memory before mounting. It can give learners confidence that they will be able to apply the new information successfully once mounted. For example, beginner students may practice mounting on a vaulting barrel to gain strength and muscle memory while sparing the backs of the lesson horses.

This workshop will take place at the Equestrian Center where NAEAA members will participate in multiple unmounted proprioception and kinesthetic exercises which include key concepts of visualization, breath work, centering and energy. Discussion of how to transfer those skills to ridden practice and assessment methods of students' progression will follow the unmounted exercises using demo riders. As a result of this workshop, participants will be able to apply these concepts and exercises to their riding coursework to improve their students' ability to follow movement and effectively use their bodies to influence horses, while also improving welfare of their school horses.

**UNMOUNTED KINESTHETIC LEARNING ENHANCES RIDER
AWARENESS
NAEAA 2024 Workshop Outline**

*Stephanie Barberra, Delaware Valley University, Doylestown, PA
Breann DePietro, Delaware Valley University, Doylestown, PA*

- I. Centered Riding® Basics (<https://www.centeredriding.org/>)
 - a. Breathing
 - b. Soft eyes
 - c. Centering
 - d. Building Blocks

- II. DVU Balanced Equitation riding skills course
 - a. An introduction to basic concepts of balanced seat equitation for all disciplines, using the principles of Centered Riding®. Emphasis will be placed upon acquiring a balanced, supple position on the flat and over poles with limited work over fences. Centered Riding techniques use body awareness and imagery to decrease tension and increase effectiveness.

 - b. Quotes from past students' final reflection journals
 - i. "My overall mindset has shifted towards one of confidence and resilience. I approach each ride with a clear focus and determination, ready to tackle any challenges that may arise. This newfound mindset has not only improved my riding but has also positively impacted other areas of my life, instilling a sense of perseverance and dedication."
 - ii. "I have learned ways to help from a visual, physical, and mental standpoint all about basics. Although these are basic factors to riding, I believe these are all things that need to be mastered for every great rider to succeed in their career. Some of these were tedious at first because we had the mindset that this wouldn't be helpful or when would I ever use this technique but in reality, we had just not thought of it at all yet it would be life-changing for our riding!"

Workshop 5

Making experiential learning possible: Leveraging multi-institutional and interdisciplinary resources to bring study abroad and course-related travel to a new level

Michelle L. Kibler, Illinois State University, Normal, IL

Jennie L.Z. Ivey, University of Tennessee, Knoxville, TN

Olivia M. Watson, Pennsylvania State University, University Park, PA

Moderator – Amy Burk, University of Maryland

International and domestic experiential learning opportunities can be transformative and encourage participants to discover new cultures, sections of an industry, perspectives, and improve student confidence and marketability. However, for instructors, developing program proposals and implementing the experience may prove daunting and overwhelming. Further, institutional differences can be both an asset and challenge when working collaboratively to offer team-taught study abroad opportunities. The main objectives for this workshop are to (1) discuss the development of, planning for, and execution of equine industry domestic or study abroad offerings; (2) provide alternatives to the traditional method of study abroad course offerings; (3) develop a living resource document for future experiential learning course implementation. Presenters will begin the workshop sharing their experiences with domestic and international equine-related trips, and how they have worked collaboratively to offer interdisciplinary, multi-institution approaches. Workshop participants will discuss prompts in small groups and share perspectives with the larger audience, including any personal experiences with domestic or international trips, challenges and setbacks preventing participants from offering these experiences, successes and opportunities for improvement, and student learning assessment. Participants will network with colleagues from varied appointments, institution-types, and roles to gain insight into connecting resources and opportunities from multiple institutions. At the conclusion of the workshop, presenters will develop a “best practices” document containing tips from the roundtable discussion for strategic program planning, resource development, implementation of interdisciplinary courses, and justification for intercollegiate collaboration. Additionally, this document will include current and past domestic and international experiential learning trips offered by institutions and interest for future programs from multiple institutions. Furthermore, this workshop will increase considerations for forward-thinking approaches to cultivate successful equine programs and bring a broader domestic and/or global perspective to target audiences and stakeholders.

NAEAA Experiential Learning Survey Results

This survey was administered at the conclusion of the workshop titled, MAKING EXPERIENTIAL LEARNING POSSIBLE: LEVERAGING MULTI-INSTITUTIONAL AND INTERDISCIPLINARY RESOURCES TO BRING STUDY ABROAD AND COURSE-RELATED TRAVEL TO A NEW LEVEL” at the 2024 NAEAA Annual Conference. The intention of the survey was to connect faculty and instructors of experiential learning courses for the purpose of potential mentorship, collaboration, and support for future course offerings.

Michelle Kibler, Illinois State University

Jennie Ivey, University of Tennessee – Knoxville

Olivia Watson – Pennsylvania State University

June 17, 2024

Table 1. Contact List for Those Interested in Experiential Learning Courses and Travel

Name	Institution	Email
Jacquelyn Bowser	Johnson & Wales University	jbowser@jwu.edu
Camie Heleski	University of Kentucky	camie.heleski@uky.edu
Janice Holland	Wilson College	Janice.holland@wilson.edu
Jennie Ivey	University of Tennessee	jzivey@utk.edu
Michelle Kibler	Illinois State University	mkible1@ilstu.edu
Cory Kieschnick	Delaware Valley University	Cory.kieschnick@delval.edu
Lindsey McNeill	Keiser University	Lindsey.mcneill@keiseruniversity.edu
Shea Porr	Murray State	Cporr@murraystate.edu
Danielle Smarsh	Penn State University	dxs1172@psu.edu
Crystal Smith	West Virginia University	Crystal.Smith@mail.wvu.edu
Rebecca Splan	Delaware Valley University	rebecca.splan@delval.edu
Crystal Taylor	Johnson & Wales University	Ctaylor@jwu.edu
Paxton Turner	Tarleton State University	pturner@tarleton.edu

Table 2. Domestic experiential learning trip location interest and previously taken

This table is a list of individuals that have traveled or have interest in traveling to the following **domestic** locations.

Domestic Travel	Has Traveled	Would like to Travel
Arizona	---	Paxton Turner
Florida	Jennie Ivey, Danielle Smarsh, Crystal Taylor, Jacquelyn Bowser	Janice Holland
Indiana	Jennie Ivey, Michelle Kibler	---
Kentucky	Shea Porr, Crystal Taylor, Crystal Smith, Jacquelyn Bowser, Jennie Ivey, Michelle Kibler	Paxton Turner, Rebecca Splan
Maryland	Crystal Smith	---
New England States	---	Jacquelyn Bowser
New York	Danielle Smarsh	---
Oklahoma	Jennie Ivey, Michelle Kibler, Olivia Watson	Janice Holland
Pennsylvania	Crystal Smith, Cory Kieschnick	---
Puerto Rico	Camie Heleski	---
Texas	Jennie Ivey, Michelle Kibler, Olivia Watson	Janice Holland, Crystal Taylor, Jacquelyn Bowser, Camie Heleski
Virginia	Crystal Smith	---
West Virginia	Jennie Ivey, Crystal Smith	---
Western States	---	Janice Holland

Table 3. International experiential learning trip location interest and previously taken

This table is a list of individuals that have traveled or have interest in traveling to the following **international** locations.

International Travel	Has Traveled	Would like to Travel
Australia	----	Crystal Smith, Danielle Smarsh, Rebecca Splan
Austria	Rebecca Splan	---
Brazil	Rebecca Splan	---
Canada	---	Jacquelyn Bowser
Czech Republic	Rebecca Splan	---
France	---	Paxton Turner, Crystal Smith
Germany	Crystal Taylor, Jacquelyn Bowser, Rebecca Splan, Cory Kieschnick	Danielle Smarsh, Crystal Smith
Great Britain (England, Scotland, Wales)	Janice Holland, Crystal Taylor, Crystal Smith, Rebecca Splan, Cory Kieschnick	Danielle Smarsh, Janice Holland
Ireland	Danielle Smarsh, Janice Holland, Crystal Smith, Camie Heleski, Rebecca Splan, Cory Kieschnick, Jennie Ivey, Michelle Kibler, Olivia Watson	Paxton Turner, Janice Holland, Crystal Taylor, Jacquelyn Bowser
Italy	Cory Kieschnick	Paxton Turner, Crystal Taylor
Kenya	Jennie Ivey	---
New Zealand	---	Danielle Smarsh, Rebecca Splan
Northern Ireland	Danielle Smarsh, Crystal Smith, Camie Heleski	---
Panama	Janice Holland	---
Spain	---	Crystal Smith
Switzerland	Danielle Smarsh	---

Table 4. Interest in collaboration among Institutions and disciplines

This table includes self-reported interest in collaborating with other institutions and multi-discipline for future experiential learning courses and trips. Collaboration between disciplines refers to working with a faculty member outside of your discipline (ie - animal science faculty working with agricultural economist).

Collaboration between Institutions		Collaboration between Disciplines	
Domestic	International	Domestic	International
Lindsey Mcneill	Lindsey Mcneill	Lindsey Mcneill	Lindsey Mcneill
Paxton Turner	Paxton Turner	Paxton Turner	Shea Porr
Shea Porr	Shea Porr	Shea Porr	Crystal Taylor
Danielle Smarsh	Crystal Taylor	Danielle Smarsh	Janice Holland
Crystal Taylor	Janice Holland	Crystal Taylor	Jacquelyn Bowser
Janice Holland	Jacquelyn Bowser	Janice Holland	Rebecca Splan
Jacquelyn Bowser	Rebecca Splan	Jacquelyn Bowser	---
Rebecca Splan	---	Rebecca Splan	---

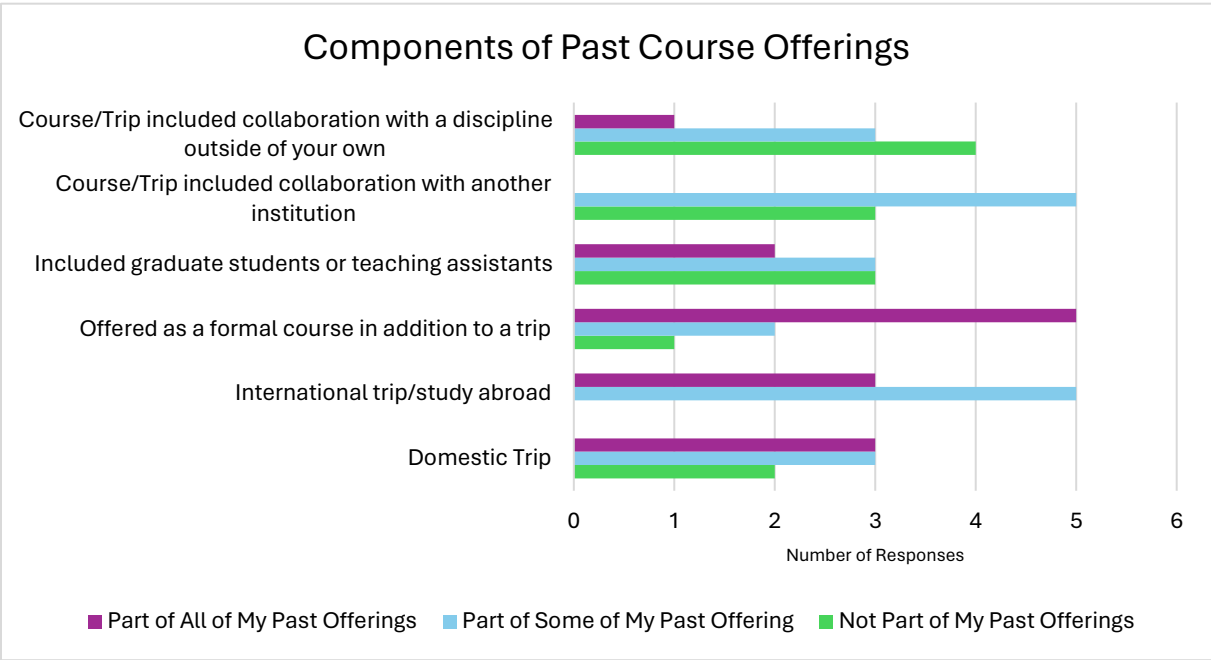


Figure 1. Number of individuals reporting specific components of past course offerings (n=8)

Respondents (n=8) were asked if the following components (domestic trip, international/study abroad, offered as a formal course in addition to a trip, included graduate students or teaching assistants, course/trip included collaboration with another institution, course/trip included collaboration with a discipline outside of your own) were included in past course offerings. This graph shows the number of individuals that incorporated these components in their previous courses/trips.

Table 5. Areas of focus for experiential learning courses/trips

This table has information about the areas of focus for previous trips and interest in area of focus for potential future trips.

Past Trips	Future Trips
Breeding	Breeding
British Horse Society Certification	Genetics
Equine Supporting Businesses (marketing, retail, etc.)	General management (comparison between US and other countries)
Gaited Industry (including Saddlebred, Paso Fino, etc.)	Racing
General animal/equine science	Rehabilitation
German Reitabzeichen Riding & Knowledge Test	Rodeo
Native breeds	Sales
Nutrition	Soft skill development
Racing	Sport Horse Industry
Rehabilitation	Stock Horse Industry
Sales and Consignment	Training
Sport Horse Industry (including Dutch Warmbloods, Irish Sport Horse, etc.)	Veterinary
Stock Horse Industry	Welfare
Thoroughbred Industry	Western disciplines
Training (including second career)	---
Veterinary	---
Westphalian Riding & Driving School	---

Table 6. Benefits and concerns for offering experiential learning trips for youth (such as 4H) or the general public (non-students such as past alumni, etc.)

There has been interest expressed in including individuals outside of the institution with interest in the equine industry. This can include extension programs, such as 4-H clubs or adult education, past alumni, donors, stakeholders, etc. This table shows respondent reported potential benefits and concerns for offering experiential learning courses/trips for youth or the general public.

Benefits	Concerns
Great exposure	Age
Increasing visibility and reputation of the institution	Chaperones
Networking/recruitment	Institutional policies
Potential reduction in cost for students	Levels of uncertainty and potential difficulty with people who are not as well known
Prior requests from adults and alumni	Liability
---	Logistics
---	Time (is this the best use of faculty time?)

Oral Presentation

Diversity, equity, and inclusion in equestrian sport: An analysis of history, present circumstances, and policy related to minority representation and the sport's future

*Lily Crouch, University of Kentucky, Lexington, KY
Harrison Goode, University of Kentucky, Lexington, KY
Olivia Nuñez, University of Kentucky, Lexington, KY
Camie Heleski, University of Kentucky, Lexington, KY*

(This is the introduction of a White Paper that was submitted for an Equine Capstone Class taught by C.R. Heleski and J.N. MacLeod at the University of Kentucky.)

The UK Equine Science and Management program has worked intentionally to enhance diversity and inclusivity. Over the past decade, the percentage of Underrepresented Minority Groups has risen from 6.5% to 12.6%.

The Kentucky Derby, once a domain where African American jockeys thrived, has transformed into a notably homogeneous and exclusive realm. In the 19th century, African Americans held influential roles in the racing industry, but today, the sport is criticized for its lack of diversity, accessibility, and cultural representation. We will identify some of the industry's specific issues and discuss how these challenges can be overcome. Awareness is a significant and necessary first step, but futile unless followed by meaningful and effective action. Of note, of the top 25 jockeys in 2023, only one was African American; though, notably, 80% were Latino.

The evolution of equestrian sport into an exclusive domain prompts questions about when and how this shift occurred. The renewed focus on these principles during the COVID-19 pandemic and incidents like the murders of Breonna Taylor and George Floyd compelled many sectors, including the equine industry, to confront long-ignored issues. While the industry responded with forums, boards, and action plans, the challenges persist. To align with societal standards, efforts must extend beyond superficial measures and encourage ongoing commitment. This work acknowledges the industry's specific problems and emphasizes the need for tangible actions to enhance accessibility, elevate minority representation, and shift cultural attitudes. Based on our research, only a select few breed associations/discipline groups have established DEI subcommittees. One of the most noteworthy is the USEF DEI committee <https://www.usef.org/about-us/diversity-inclusion>.

To secure the sport's future and attract new participants, a comprehensive approach is vital. Raising awareness is a crucial first step, but it must be followed by substantive and effective measures. By acknowledging important history, identifying industry-specific challenges and proposing solutions, the presentation aims to spur meaningful change across disciplines, the participants, and stewards in the equestrian sport.

Oral Presentation

Making connections: Bridging the gap between pedagogy and practice for urban equines

Courtney E. Berne, Temple University, Philadelphia, PA

As a PhD candidate in the Geography and Urban Studies Department at Temple University, my research in more-than-human feminist geography focuses on black horsemen and women in urban spaces. Most black stables in Philadelphia rescue retired racehorses from auction and relocate them to urban stables. Since 2022, first as a guest lecturer and then as primary instructor, I brought undergraduate classes from both Thomas Jefferson University (East Falls) and Temple University to the Fletcher Street Urban Riding Club in North Philadelphia for experiential learning. These visits were preceded by a film viewing and full lecture/discussion. They were then followed by reflective writing assignments. Students were encouraged to return to the stables as volunteers. Student responses from such field trips have been effusive. In personal reflections and course evaluations, they write that this experience stood out as impactful, memorable, and important. However, these were not future veterinarians who could volunteer holistic services to potentially help horses within the non-profit. I propose that undergraduate students from Delaware Valley University concentrating on pre-veterinarian, or equine centric course work could visit black owned stables like the ones on Fletcher Street to form relationships with previously out-of-reach clients. Currently, the divide between black urban horsemanship and equine professionals is vast. Bridging that gap as educators in the social and hard sciences can be beneficial to all practitioners, community members, and horses.

My presentation will include a brief background on the black stables in Philadelphia and the ways in which they invaluablely contribute to the neighborhoods in which they are located. I will share photos and written reflections from former students who spent time in these spaces. I will close by recommending future programming that includes relationship building between undergraduate equine scholars and black urban stables, to potentially facilitate future cross-cultural collaborations.

Oral Presentation

Optimal terminology for equine-assisted services (EAS)

*Lissa D. Pohl, Optimal Terminology Workgroup, Lexington, KY
Karin D. Bump, SaddleUpNY!, Cazenovia, NY*

The purpose of this presentation is to recommend (1) the adoption of optimal terminology for referring to services in the United States that incorporate horses and other equines to benefit people, and (2) the discontinuation of especially problematic terminology.

Along with the exponential growth of services that incorporate horses to benefit people has come the proliferation and use of unclear and imprecise terms for naming and describing these services. Use of ambiguous language has generated serious problems that include confusion and inadequate protection of consumers, reimbursement obstacles for certain types of legitimate therapies that incorporate horses, misinformed policies, and barriers to scientific advancement through research.

To mitigate confusion concerning terminology for referring to equine-assisted services in the United States, a consensus building summit with a consortium of experts and representatives from prominent organizations associated with equine-assisted services was convened in July 2018. The summit culminated in terminology recommendations that were further refined by the Optimal Terminology Workgroup. In November 2020 an article titled, “Optimal Terminology for Services in the United States That Incorporate Horses to Benefit People: A Consensus Document” was published in the *Journal of Alternative and Complementary Medicine*.

Terminology recommended for adoption clearly describes and distinguishes 12 distinct types of services that relate to one of three broad areas of professional work: therapy, learning, and horsemanship. Terms recommended for discontinuation include equine therapy, equine-assisted activities and therapies, equine-assisted therapy, equestrian therapy, hippotherapist, hippotherapy clinic (program), horse therapy, horseback riding therapy, and therapy riding.

Utilizing Optimal Terminology in EAS will enhance the professionalism and viability of specific identified services and will advance their future scientific development and reliable measurement of effectiveness.

Oral Presentation

**Recreational trail riding for veterans with
addictive disorder**

Karl H. Hoopes, Utah State University, Logan, UT

Recreational equine activities have proven to be of value for the physical and emotional wellbeing of many populations. However, it is often difficult to quantify or describe how horses do help mental wellbeing. Recently, we conducted a study in partnership with the Salt Lake City VA's inpatient addiction recovery unit. The aim of the study was to assess the safety, feasibility, and preliminary outcomes of recreational trail riding for Veterans with addictive disorders. Veterans were taken on a recreational trail ride of approximately two hours duration. Assessment of safety and pre- and post-intervention instruments, The State-Trait Anxiety Inventory, Craving Experience Questionnaire, Positive and Negative Affect Scale and Conner-Davidson Resilience Scale were utilized to assess changes in anxiety, craving, affect, and resilience, respectively. The intervention was feasible to utilize for the population studied. In addition, it was possible to conduct the rides in such a way as to minimize risk to participants and there were no serious adverse outcomes to patients, staff, or equines. There were significant pre- to post-intervention decreases in anxiety, negative affect and craving as well as increased positive affect. These results indicate that recreational trail riding is, at least in some settings, feasible to utilize for this population. The safety assessment indicated that this intervention can be conducted in a manner such that risk can be mitigated. However, trail riding is a dangerous activity that can result in serious injury or death to participants. Thus, such activities should only be considered by programs that have the ability to implement stringent safety protocols. Preliminary outcomes suggest that this intervention has the potential to be beneficial to for Veterans with addictive disorders.

Oral Presentation

Measuring student self-perception against practical performance assessment

Tara J. Clausen, Centenary University, Hackettstown, NJ

All students in an Equine Studies degree program at Centenary University are required to complete a management practicum in the sophomore year. Assessment of the soft skills that students are expected to exhibit during the practicum experience is often considered to be somewhat subjective. In an effort to measure self-perception and performance expectations of the student against actual performance assessment provided by the supervisor during the practicum, students were required to complete the performance rubric as a self-assessment tool at the start of the semester.

During the study, all students enrolled completed the self-assessment tool prior to participating in the management practicum at the University Equestrian Center. The assessment tool included a Likert scale that required students to assess individual strengths and weaknesses in the following skills: 1.) attitude and interaction 2.) proactivity 3.) time management 4.) quality of performance. At the completion of the management practicum, each student was rated by the supervisor using the assessment rubric and Likert scale.

At the conclusion of the study, data was analyzed to determine the degree to which student self-perception agreed with ratings provided by the supervisor. Agreement was found to be relatively high in all areas and students were scored favorably by the supervisor in the four skills. The strongest variation was demonstrated in proactivity, with 25% of the students having indicated a favorable expectation on the self-assessment tool but receiving an unfavorable rating from the supervisor. Although the study yielded minimal evidence of variations in perception, individual results provided students with a measurable comparison between self-perception and observed performance during the management practicum. In the cases of strong disagreement, students were able to utilize the data to identify skills potentially in need of improvement and to re-evaluate perception of strengths in the areas rated unfavorably by the supervisor.

Oral Presentation

Impact of horse experience level on assessment of equine personality

Savannah M. Rivers, Murray State University, Murray, KY
Carrie J. Hammer, North Dakota State University, Fargo, ND
Maverick C. Guenther, North Dakota State University, Fargo, ND
C.A. Shea Porr, Murray State University, Murray, KY

Understanding a horse's personality is vital to appropriately utilizing an animal. People with more equine experience are generally considered more capable of accurately assessing equine behavior, which is linked to personality. However, participants' experience level with horses has not been considered within several instruments used to assess equine personality. This includes the Equine Personality Assessment (EPT) repeatedly validated in peer-reviewed publications. This study was designed to evaluate whether the experience level of the individual responding to the EPT altered their assessment of equine personality. It was hypothesized that those with more horse experience would respond differently than those with limited experience. The EPT survey was sent to 49 North Dakota State University individuals who fit the inclusion criteria. These included Equine Faculty (FAC; n=3), Equine Center Workers (ECE; n=12), and Equine Team Members (TEAM; n=37). TEAM members were grouped into 3 levels based on experience using Intercollegiate Horse Show Association divisions. Respondents were asked to complete the EPT for 3 horses common to all groups. Data was analyzed using the general linear model procedure of SAS. The response rate was 71.4% (n=35/49; ECE, n=7/12; TEAM, n=29/37; and FAC, n=3/3). Four respondents fit into multiple groups (ECE and TEAM). No difference was noted between respondent groups ($P \geq 0.09$) or between experience levels ($P \geq 0.19$). It must be noted that the sample size of this study was small and leaned heavily towards one group (TEAM). Therefore, it should be repeated with a larger subject group before making generalized conclusions. This research will serve as the foundation for a follow-up research project at Murray State University, which will compare personality assessment results and hair cortisol concentrations to gain knowledge on equine program fitness.

Oral Presentation

Comparison of perceived learning outcomes among undergraduate students engaged in Standardbred horse industry experiences

Jenna K. Reigle, Delaware Valley University, Doylestown, PA
Allison A. Buskirk-Cohen, Delaware Valley University, Doylestown, PA
Rebecca K. Splan, Delaware Valley University, Doylestown, PA

While positive outcomes related to personal and professional growth have been reported in undergraduate students engaged in hands-on activities training young horses and preparing them for sale, more research is needed to identify the types of authentic experiences that are most meaningful. The purpose of this pilot study was to compare learning outcomes among undergraduate equine students participating in two different learning experiences within the Standardbred horse industry during the Fall 2023 semester. Students either 1) worked for consignment companies during a large Standardbred horse sale (n=11), or 2) participated in the same experience during the Standardbred sale, but only after completing an intensive 11-week course related to the sales preparation of Standardbred horses (n=9). Learning outcomes were assessed through an online survey containing questions related to perceived gains in equine skills and experiences. Participants were asked to reflect on their experiences with Standardbred horses during the semester and rate the value of their experiences on ten items using a 5-point Likert scale. The items were based on prior research by Layton and colleagues (2022) evaluating equine internships. From 30 possible participants, 10 students selected to complete the questionnaires for a 33% response rate. Of the 10 participants, the majority were female (n=9), and most have been students at the institution for 3-4 years (70%). Of the participants, 50% had completed the equine course in the Fall 2023 semester (n=5). A Mann-Whitney U test indicated that students who participated in the course reported significantly higher levels of agreement with the value of their experiences (Mdn=80.00) than students who participated in the sale only (Mdn=66.00), $U = 0.00$, $p < .01$. While further study is warranted, the results of this survey suggest there were additional benefits from the structured experiential learning and instructional investments inherent in the 11-week course.

Oral Presentation

**Taking the field trip back to the classroom:
A qualitative approach to understanding how
classroom reflection relates to experiential
learning**

*Megan P. Greenwood, Texas A&M University, College Station, TX
Rafael E. Martinez, Tarleton State University, Stephenville, TX
Theresa P. Murphrey Texas A&M University, College Station, TX*

Kolb's Experiential Learning Theory holds that learning results from a concrete experience followed by a period of reflection that ultimately leads to transformation. This qualitative study explores the relationship between experiential learning opportunities and guided in-class reflection. During the Fall 2023 semester, a field trip to the National Reined Cow Horse Association Snaffle Bit Futurity® Sale was offered as supplement to traditional didactic learning in an advanced Equine Sales & Marketing course. Students (n=23) were encouraged, but not required to attend this event. Ten students (43.5%) attended the sale. Following the field trip, sale results were analyzed by the professor to shed light on the correlation between sale price of animal, pedigree, age, earnings, and other descriptive factors of the animal. Results were discussed in class with all students. Following the course, semi-structured, voluntary interviews were conducted virtually with the students by an individual unrelated to the course. Qualitative analysis of interview data (n=15) revealed that all students perceived benefits to attending the sale, with scheduling conflicts being expressed as the main cause of not attending the sale. Students who attended the sale in person expressed that it was an eye-opening experience that brought the course material full circle. Even still, all students interviewed, regardless of their attendance at the sale, felt that they gained valuable information from the analysis offered in class. Students expressed that the recap provided them valuable insight into the western performance horse market and that this information would prove valuable to them in the future. This study supports the perceived value of field trips to Equine Science students and the need for guided reflection and conceptualization following an active learning event. Further, it reveals an opportunity to engage all students, regardless of travel attendance, by utilizing classroom activities after the travel event.

Poster Presentation

Evaluating the influence of participation in the American Collegiate Horsemen's Association national convention on career preparedness

*Adrianna C. Dunbar, West Virginia University, Morgantown, WV
Katheryn L. Cerny, Abraham-Baldwin College, Tifton, GA
Emily R. Perdue, West Virginia University, Morgantown, WV
Crystal E. Smith, West Virginia University, Morgantown, WV
Kilee R. Davis, West Virginia University, Morgantown, WV*

American Collegiate Horsemen's Association (ACHA) is a national equine student organization that works to unify collegiate horsemen of all levels and disciplines through the promotion of leadership, education, service, and national affiliations. National convention brings together members from across the country in service of this mission. Faculty advisors, student members, and alumni of ACHA anecdotally cite national convention as one of the most impactful professional development opportunities of their college career. In 2023 the national convention was hosted by West Virginia University. Attendees took part in horse industry demonstrations, team building activities, a professional development day that included keynote and panel discussions, social activities, and an awards banquet. A post-convention survey was administered via Qualtrics at the conclusion of convention to assess the impact of attendance. Results indicated that attendees strongly to moderately agreed that the national convention fostered opportunities to interact with peers from different schools, positive relationships with other club members, and development of professional skills like communication, collaboration, flexibility, networking, and critical thinking. Respondents reported they strongly to moderately agreed that national convention fostered awareness of issues facing the horse industry, the diversity of the horse industry, strategies they can employ to advocate for the horse industry, and opportunities to educate the public about the horse industry. Respondents indicated that national convention made them think critically about their current skill set, career paths, plans to improve marketability leading up to graduation, desired work-life balance, and life goals. Students rated the horse industry demonstrations, team building activities, and the professional development day as the activities they felt best fostered their development. Results suggest that the ACHA national convention serves as a crucial professional development opportunity for equine studies students.

Poster Presentation

**Strengths-based activities increase confidence
in career preparedness of equine studies
students**

*Kilee R. Davis, West Virginia University, Morgantown, WV
Crystal E. Smith, West Virginia University, Morgantown, WV
Emily R. Perdue, West Virginia University, Morgantown, WV
Cate A. Schlobohm, West Virginia University, Morgantown, WV
Jessie M. Barclay, West Virginia University, Morgantown, WV
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Clifton Strengths identifies the unique traits that drive how we think, feel, and our behavioral patterns work. Employees engaged with their strengths show increased levels of engagement, retention, and well-being (Gallup, 2011). West Virginia University is committed to being a strengths-based, purpose-driven institution. Discovering strengths early allows students to foster their greatest talents and maximize their potential. Clifton Strengths were implemented in all three required classes in the equine studies minor. In Intro to Equine Care and Use students learned how their strengths are represented in different careers in the horse industry. Students learned about turning up or dialing down strengths to achieve effective communication with their peers and the horse in Equine Handling & Training. An equine-assisted learning activity was utilized to practice effective communication to move their horse as a team through an obstacle course with one team member unable to see, hear, and speak respectively. In Advanced Horse Management students learned how their strengths can be highlighted for effective networking. Student reflections were captured at the conclusion of the activities and the end of each course through electronic student evaluations of instruction (eSEI). Of the eSEI respondents, 73% (n=11) of Intro to Equine Care & Use students and 100% (n=4) of Equine Handling & Training students agreed that they had increased confidence in their ability to navigate challenges (communication, team conflict, etc.) as a result of the Clifton Strengths assessment and associated class content. These activities show promise in developing career readiness skills, increasing student confidence, and helping students utilize their strengths to meaningfully discover, secure, and stay in careers in the equine industry.

2024 NAEAA Awardees



Congratulations awardees!

The National Association of Equine Affiliated Academics (NAEAA) is pleased to honor the following individuals at this year's conference. The NAEAA Don Henneke Educational Impact Award was created in 2013. The other faculty and staff awards were first awarded in 2022, and the inaugural DEI travel award is given this year. Please join us in congratulating the awardees.

Junior Faculty Award

Dr. Chelsie Huseman, Texas A&M University

Dr. Huseman plays a pivotal role in teaching, research, and service in Texas. She spearheads the Texas A&M Summer Horsemanship School Program, hosted an Equine Reproductive Management Short Course to serve a critical need, and is instrumental in the Texas 4-H Horse Program. Also impressive is the Texas 4-H Homes for Horses program, which has connected 24 youth with at-risk Texas horses, sparking a profound increase in awareness about this vulnerable population. Her involvement in the American Horse Council's National Economic Impact Study underscores her engagement in research that directly benefits the equine industry. She involves undergraduate students in her teaching, research, and service efforts and includes them in various projects. She sparks early interest in this discipline among students who often respond by participating in undergraduate research with many actualizing their expressed interest in pursuit of graduate degrees. Her leadership serves as an inspiration to colleagues, learners, and industry stakeholders, showcasing her commitment to advancing the equine industry.

Senior Faculty Award

Dr. Crystal Smith, West Virginia University

Dr. Crystal Smith has had considerable impact upon the equine industry through a career in teaching, extension, and service. Her contributions include securing over \$6.9 million in support of the equine studies program, which experienced a ten-fold increase in the number of

students after she took over. She has taught courses in equine care and use, advanced horse management, equine facility development and management, equine handling, riding theory, industry tours, and study abroad trips to Ireland. In her role as advisor of the equine studies students and horse unit manager, she mentors students on course selection, career planning, internships, and through hands-on experiences. With student interests in mind, she developed equine studies internships in social media, communications, and events management. Additionally, she advises two equestrian teams and the Collegiate Horsemen's Association. Under her advisement, these student organizations hosted shows, community events, clinics, and fundraisers including ISHA semifinals and the American Horsemen's Association annual convention. She has developed extension programming in equine nutrition, risk management for equine enterprises, pasture and manure management, senior horse care, preparing for equine emergencies, and truck and trailer safety. Finally, she serves as the national advisor for the American Collegiate Horsemen's Association, a committee member for Equine Science Society, and on the NAEAA board.

Don Henneke Educational Impact Award

Dr. Sue McDonnell, University of Pennsylvania

Sue McDonnell is a world renowned expert and pivotal member of the Equine Behavior Program at the University of Pennsylvania School of Veterinary Medicine. Her multifaceted role encompasses clinical practice, cutting-edge research, and dedicated teaching, all centered around equine behavior. In her extensive research pursuits, she explores various aspects of equine physiology, behavior, and welfare. Her endeavors have taken her around the globe, studying equids in diverse environments. Notably, she maintains a semi-feral herd of ponies, providing a unique opportunity for students to observe equine social dynamics and developmental behavior in a natural setting. She has penned several seminal works, most notably *The Equid Ethogram: A Practical Field Guide to Horse Behavior*. Her contributions to the field have been recognized with prestigious accolades, including The George Stubbs Award from the American Association of Equine Practitioners underscoring her invaluable contributions to equine science and veterinary medicine.

Teaching Award

Dr. Lena Luck, University of Nebraska

Lena Luck demonstrates outstanding teaching both in and out of the classroom, instructing graduate and undergraduate students, leading 4-H youth programming, and youth extension programming. She has taught courses in the areas of equitation, equine management, companion animal and equine behavior, equine exercise science, and biological systems through a combination of in-person and online modalities. Leveraging technologies, she employs innovative and diverse teaching methods through the use of videos, online learning activities, and hands-on laboratories to promote student learning in a variety of ways. Through her role as academic advisor to equine focused students majoring in Animal Science, she builds and maintains relationships throughout and after a student's academic career, helping them navigate graduation requirements, identifying internship opportunities, and supporting post-

graduation career development. She continues to seek ways to improve her teaching methods and her academic advising by participating in seminars, trainings, and various professional development opportunities and has demonstrated so much success in her advising role that she serves as chair of an advising improvement committee for animal science advisors. In addition to her role as an instructor and academic advisor, she is the faculty advisor to the equestrian team of more than 60 students. Numerous student comments describe her as supportive, personable, caring, and instrumental in students' academic and career success.

Research Award

Dr. Rebecca Splan, Delaware Valley University

Rebecca Splan has published several works related to the scholarship of teaching and learning in the equine area. Her research support includes over \$1.4 million in funding, including projects with the National Science Foundation and United States Department of Agriculture. She helped lead the NAEAA-based research project, "Educator perceptions of teaching in undergraduate equine programs before and after the onset of the COVID-19 pandemic," which was presented at the 2022 NAEAA Annual Conference and published in the NACTA Journal, earning recognition as one of the top 20 NACTA Journal articles of 2023. She has served as the co-chair of the NAEAA Research Committee since 2020, and co-presented a workshop on undergraduate equine certificate programs at the 2023 NAEAA Annual Meeting. As a co-investigator, she secured NSF S-STEM grant funding for nearly \$750,000 for a project focusing on strengthening the community college transfer pipeline, and co-lead an NSF-STEM Faculty Mentoring Session for her university. In addition to her scholarly output, she has provided mentorship to numerous undergraduate and graduate students including multiple master of science students from the University of Edinburgh in Scotland.

Service Award

Dr. Amy Burk, University of Maryland

Amy Burk is an expert in equine nutrition and pasture management, and a Professor of Animal and Avian Sciences and Extension Horse Specialist at the University of Maryland. In the last two years she has organized, led, or presented at nearly 20 equine events engaging over 1,000 equine stakeholders. Whether she is teaching a group of Pony Clubbers about equine anatomy, leading a pasture walk at a county extension event, helping Maryland Animal Control officers learn about equine nutrition, or sharing strategies for feeding performance horses at the United States Eventing Association's annual conference, she delivers insightful and relevant material designed to meet participants' needs. She serves on the Maryland Horse Industry Board where she helps advise Maryland's Governor and Secretary of Agriculture about important health-related matters of importance to the equine sector. Beyond her teaching and administrative roles within her home institution, she has long-standing and substantial involvement with the Equine Science Society (ESS) and NAEAA, and has been instrumental to the success of both organizations.

DEI Travel Award

Olivia Nuñez

Olivia Nuñez, of Monument, Colorado, is a recent graduate from the University of Kentucky with a degree in Equine Science and Management. Olivia is pursuing a career in the Thoroughbred industry and then hopes to move into sales. Olivia is the presenting co-author for the abstract “Diversity, equity, and inclusion in equestrian sport: An analysis of history, present circumstances, and policy related to minority representation and the sport’s future”.

This annual award grants \$250 as either a travel scholarship or registration award to a student, at any level of higher education, that self identifies as a member of an under-represented group or historically marginalized community, including but not limited to persons of color, those with a disability or with special needs, students of under-represented ethnic backgrounds, transgender and/or non-binary individuals, non-heterosexual orientation, and applicants from developing countries.

***Thank you for attending the
2024 NAEAA Annual Conference!***

*We look forward to seeing everyone in 2025 at Colorado State University
in Fort Collins, CO!*