Each year, Elon University takes time to recognize, reflect on, and take pride in the accomplishment of its exceptional faculty through the pages of this report. As stated in the opening lines of The Elon Commitment and illustrated in, for example, recognitions by NSSE and U.S. News & World Report, Elon University is clearly recognized as a national model of engaged learning. That achievement is built on the cornerstone of the teacher-scholar ideal embraced by Elon’s deeply dedicated, intellectually engaged faculty.

Elon University is recognized, year after year, for excellence in undergraduate research, senior capstone experiences, academic challenge, and excellence in undergraduate education. The University is one of only seven private universities in the nation with accredited schools of law, business, communications and education along with a Phi Beta Kappa chapter, which promotes the liberal arts and sciences. Such accomplishments and indicators of excellence reflect and rely on a superb faculty. This annual report is one opportunity we have to reflect on and celebrate the excellence of the faculty as a whole and the accomplishments of individual faculty of the University.

“The faculty’s ability to model intellectual engagement,” as explained in the Teacher-Scholar statement, “is based on their intentional and continual development as professionals.” Through their own ongoing, active scholarly and creative activity, faculty model intellectual engagement and stay on the cutting edge of their fields of expertise. Elon faculty members are committed to advancing the state of knowledge and understanding, and as such they are actively involved in scholarship.

As we continue to affirm our place among colleges and universities known for academic excellence and exceptional student achievement, let us recognize and celebrate together the ongoing intellectually engaged work of the Elon faculty, teacher-scholars truly committed to excellence.

Steven D. House
Provost/Vice President for Academic Affairs
B eing a successful scholar means more than publishing a certain number of papers every year. Just ask Toddie Peters, associate professor of religious studies and chair of the Department of Religious Studies, who received the 2012 Elon University Distinguished Scholar Award.

“My philosophy of scholarship incorporates four complementary tasks: writing and publishing, teaching and mentoring, service to the profession and service to society,” Peters says, adding that each aspect is essential to her formation as a “holistic scholar.”

A look at her accomplishments over the past decade certainly suggests that is the case.

Among other things, she has written a book and edited three more, published 11 book chapters, taught and mentored scores of undergraduates, presented at national and international conferences, and served on ecumenical councils and commissions. She has also become the go-to person within the field of Christian social ethics when it comes to addressing issues facing the church and the world.

Peters began her career at Elon in 2001 as the Distinguished Emerging Scholar of Religious Studies. Two years later, she won the Trinity Prize for her book, *In Search of the Good Life: The Ethics of Globalization*, which was lauded by renowned philosopher and critic, Cornel West as “the best treatment of the complex debate on globalization by a religious ethicist now available.” The book is widely used as a textbook in university classrooms as well as book selection for church book groups around the country.

Peters has a master of divinity, master of philosophy and doctoral degree in Christian ethics from the Union Theology Seminary. Her second book, *Solidarity Ethics*, which deals with how Christians and others living in the first world can live integrity in a globalized world, is being considered for publication.

Daniels-Danieley Award

David Copeland
Professor of Communications and Director of the Master of Arts in Interactive Media Program

It’s not often that a professor would ask his students to prepare the syllabus as part of their coursework. It’s also uncommon for a professor to find the time to do mock job interviews with his students or to hold the honor of putting together “the most compelling” PowerPoint presentations students have ever seen.

Uncommon, but not impossible.

David Copeland is such a professor and the recipient of the 2012 Elon University Daniels-Danieley Award for Excellence in Teaching.

Copeland is described by his colleagues and students alike as an extraordinary good, caring, fair, professional and inspirational teacher and mentor who approaches teaching with humor and elegant style.

He came to Elon 11 years ago as the A.J. Fletcher Professor of Communications. A prolific author, he has edited an eight-volume series on American war reporting and written several books, including *The Idea of a Free Press: The Enlightenment and Its Unlucky Legacy*, published in 2006 by Northwestern University Press.

He received Elon’s Distinguished Scholar Award in 2006 and in 2010 was honored with a lifetime achievement award from the American Journalism Historians Association, the highest honor the association bestows upon its members.

Before coming to Elon, he taught at Emory & Henry College, where the Carnegie Foundation for the Advancement of Teaching named him the Virginia Professor of the Year.

“Professor Copeland has been an outstanding teacher for a long time, and he has established both the record and reputation at Elon to merit joining the distinguished list of recipients of the Daniels-Danieley Award,” an Elon colleague says.

Copeland brings an outstanding background to the classroom. Prior to earning his doctoral degree in mass communications research from the University of North Carolina at Chapel Hill and teaching communications at the university level, he worked as a sports editor in Elizabeth City and Wake Forest, N.C.; taught in the public schools in Edenton and Camden, N.C.; and earned his master of divinity and master of theology at Southeastern Baptist Theological Seminary.
A ssociate director of academic advising and director of academic support at Elon, Jim Donathan lives to help students overcome any obstacles that may derail them from achieving their academic goals.

“He’s more than an academic adviser,” says a colleague. “He’s a role model for our students…He also has high ideals and expectations for student success.”

Those who work closely with Donathan say he shows genuine care and concern for the students he advises, whether it is helping them change classes or select classes that align better with their interests, challenging them to get out of their comfort zone or support them during crises.

Besides carrying the largest advising load in his department, Donathan mentors special probationary students (those whose academic future is in jeopardy), meeting with them and monitoring their progress even after a crisis has been averted. His kindness and compassion have greatly impacted the lives of countless students who throughout the years have found themselves in tough academic situations. At least one scholarship has been endowed to Elon in honor of his mentoring.

“His the kind of person who will do everything in his power to help his students be successful,” says a student. “How he helps students create schedules that balance and fit together needs, requirements and goals is true art.”

Outside the classroom, Donathan advised Elon’s chapter of the Kappa Alpha Order for more than 10 years, service that earned him a national award in 2000. He continues to serve the fraternity in an informal advisory capacity.

Donathan arrived at Elon in 1994 and regularly teaches a section of Elon 101 to help freshman acclimate to college life. But his interest in the students doesn’t end after the class is over. He follows up with students as they continue their college journey and encourages them to keep going after their goals. He’s perhaps the only adviser on campus who holds an early May picnic at his house each year for the seniors who were in his class as freshmen.

“His the kind of person who will do everything in his power to help his students be successful,” says a student. “How he helps students create schedules that balance and fit together needs, requirements and goals is true art.”

When Deborah Long helped create the Elon Academy in 2007, she had one goal in mind: to make college accessible to high school students in the community who had financial need and/or no family history of college.

“I’ve always been drawn to working with underresourced students and families,” Long says. “When the opportunity came along to lead the Elon Academy, it felt really right.”

Perhaps what Long did not realize at the time was the far-reaching effect her work was going to have not only on the students who took part in the program but also on those volunteers and professionals who work with her.

As part of her role as director of the Elon Academy, Long has worked with summer program teachers, university student mentors, young researchers, practicing professionals and support staff. She has encouraged them to excel in their own initiatives, thus enriching lives beyond the 136 high school students who have enrolled in the program so far.

“Deborah has been the heart and brains behind the Elon Academy,” say her colleagues. “She has worked tirelessly to make the Elon Academy a comprehensive program that supports not only access to college but also success in college.”

In recognition of her work with the Academy, Long received the 2012 Periclean Award for Civic Engagement and Social Responsibility, which is given each year to a member of Elon’s faculty or staff whose community service exemplifies the ideals of Project Pericles.

Long has a long history of working with at-risk students. After graduating from Colby College in 1970 with a degree in psychology she joined the Teacher Corps from 1971 to 1973. She earned a master’s degree in elementary education from Virginia State University in 1973 and worked as an elementary school teacher in the Durham City School System from 1973 to 1976. She obtained a doctorate in curriculum, instruction and educational leadership from the University of Memphis in 1996. That same year, she joined Elon’s faculty.

Long received the North Carolina College Personnel Association’s Outstanding Service in Support of the Student Affairs Profession Award in 2009. The award recognizes an individual who has made a significant contribution in support of the student personnel/student development field.
Publications

Books

Laurence A. Basrino, Professor, Sociology and Anthropology.

Jeffrey S. Coker, Associate Professor, Biology and Director of General Studies.

David A. Copeland, A. J. Fletcher Professor, Communications.

Polly Butler Cornelius, Senior Lecturer, Music.

Mary Jo Feste, Professor, History and Geography.

Martin Clay Fowles, Professor, Law and Foreign Scholar.

Steven J. Friedland, Associate Professor, Sociology and Anthropology.

Mina García, Assistant Professor, Foreign languages.

Thomas S. Heinrichs, Professor, Sociology and Anthropology and Distinguished University Professor.

Peter Toll Hoffman, Professor, Law.

Maureen Kirchen, Assistant Professor, Foreign languages.

Howard E. Katz, Professor, Law.

Jon F. Mettger, Associate Professor, Music.

Tom Moul, Associate Professor, Sociology and Anthropology.

Rebecca Todd Peters, Associate Professor, Religious Studies.

Anthony E. Weston, Professor, Philosophy and Environmental Studies.


Alexander Yap, Associate Professor, Management.

Articles & Book Chapter

Meredith L. J. Allison, Assistant Professor, Psychology.


Joan Quinney Anderson, Associate Professor, Communications.

A. J. Fletcher Professor, Communications.


Janna Quinney Anderson, Associate Professor, Communications.


Bill Andrews, Associate Professor, Physical Therapy Education.


Mark E. Aschambault, Associate Professor, Physician Assistant Studies.
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2011-2012 Publications

Ferr E. Hoff
Associate Professor, Exercise Science


"Viewing television shows containing ideal and neutral body images while exercising:Does type of body image content influence exercise performance and body image in women?" with M. Mell & W. Baby Journal of Health Psychology, 16 (2011) 938-946.

"Do exergaming achieve the same levels of fitness intensity as unstructured activity." Undergraduate Research Journal for the Human Sciences, 10 (2011).

Anthony E. Hatfield
Associate Professor, Communication


Lynn R. Heinrichs
Associate Professor, Computing Sciences


Thomas S. Henricks
Professor, Sociology and Anthropology and Distinguished University Professor


"Play as Self-Discovery."Play, Policy, and Practice Connections: 13(1)(Fall 2011): 13-17


Peter Toll Hoffman
Professor Law


Joel K. Hollingsworth
Assistant Professor, Computing Sciences


Earl D. Honeycutt
Professor, Marketing and Entrepreneurship


"The value of online friends: Networked resources via social network sites." with M. A. Stefani and K. H. Kwon. First Monday, 16(2) (2011)


Buffalo Longioneer Avisiat
Assistant Professor, Psychology


Susan L. Manning
Associate Professor, Management


Auchelholz, E. L., Palmquist, L. A.
Assistant Professor, Sociology and Anthropology


Age-Related Differences in Biomedical and Folk Beliefs: Causes for Diabetes and Heart Disease among Mexican-Origin Adults. Journal of Immigrant and Minority Health, 11 (September) DOI 10.1007/s10903-009-9622-1.


Samuel E. S. Padline
Assistant Professor, Foreign Languages


Rebecca Todd Peters
Assistant Professor, Religious Studies


Rebecca J. Pope-Ruark
Assistant Professor, English


Aunchalee E. L. Palmquist
Assistant Professor, Sociology and Anthropology


Michael Rodriguez
Assistant Professor, Marketing


Karen A. Sattler
Assistant Professor, Physician Assistant Studies


Michael E. Prengel
Assistant Professor, Religious Studies


The etiology of top tier publications in management: A status attainment perspective on academic career success.

Bad character and leadership: Exploring the consequences of abusive supervision in the armed forces.

Balancing exploration and exploitation in a declining industry: Antecedents to firm adaptation strategy and resilience.


Walking Between the Lines: Nonvisual Cues for Maintaining Heading During Street Crossings.


Presentations

Meredith L. J. Allison
Assistant Professor, Psychology


Janna Quinney Anderson
Associate Professor, Communications


Mark E. Archambault
Associate Professor, Physician Assistant Studies

"Faculty Development Institute presents: Building Your Resources to Support Faculty Development." With E. Asay, B. Quinney et al. Physician Assistant Education Association Annual Meeting. New Orleans, LA, November 2011.

"Physician Assistant Students’ Unconscious Bias and Patient-centered Attitudes: Are They Related?" With J. Bailey, G. Marion, S. Davis, C. Hildebrandt, and S. Standall. Association for Medical Education in Europe (AMEE), Vienna, Austria, August 2011.

Lunarda L. Austin
Assistant Professor, Communication


Chad Avery
Assistant Professor, Mathematics and Statistics

"Hyperfrobenius polynomials and their solvability by radicals." Mathematical Association of America, Lexington, KY, August 4-6, 2011.

"Combining problem solving and writing in single variable calculus courses." Mathematical Association of America, Lexington, KY, August 4-6, 2011.

"Galois group computations via resolvents and subfields." Mathematical Association of America, Lexington, KY, August 4-6, 2011.


Lawrence A. Basisco
Professor, Sociology and Anthropology


Christy Benson
Assistant Professor, Business Law


James S. Bissonett
Professor, History and Geography


Walter R. Boly
Assistant Professor, Exercise Science

"The Impact of an Active Video Game on Academic Achievement." Paper presented at the First Physical Activity, Cognitive Function, and Academic Achievement Conference in Washington, DC, November, 2011. Authors: York, CA, Boly, WR, NAE, EE.


Stephen R. Bloch-Schulman
Associate Professor, Philosophy

"Commutations in Declaring Democracy: Faculty Reflections on a Multi-Campus and Community Course." Presented along with 4 others at the Lilly Conference on College and University Teaching, Greensboro, NC, February 10-12, 2012.


"Exploring Radical Religious Thought." With Maggie Castor (Elon, ’12), and Jessie Moore, a Roundtable discussion at the International Society for the Scholarship of Teaching and Learning, Milwaukee, WI, October 20-23, 2011.

"A chorus of student voices in SoTL: Researching with (not preaching to) the choir." With Peter Felten, Maggie Castor (Elon ’12), Scott Smirks (NC A&T), Karen Hornsby (NC A&T), Carmen Werder (Western Washington State), Tyler Baxter (Western Washington’13), Kara Naragda (Western Washington’,12), Catherine Boyd (University of Glasgow), Alison Cook-Sather (Bryn Mawr College) as a preconference workshop at the International Society for the Scholarship of Teaching and Learning, Milwaukee, WI, October, 20-23, 2011.

L. Kimberly Ettinger
Assistant Professor, Psychology


Benjamin A. Evans
Assistant Professor, Physics


Cynthia D. Fair
Professor, Armen & Sevich Swezey

"This happy January". Intergenerational Service Learning and Reflection among Second Grade Students. Association for "High Permeability Silicone-based Magnetic Microspheres for Microscale Force Spectroscopy." 56th Annual Meeting of "Planning time, topic, type, audience, and feedback as controlling variables of self-editing behavior during writing." With "High Permeability Silicon-based Magnetic Microspheres for Microscale Force Spectroscopy." 56th Annual Meeting of "Planning time, topic, type, audience, and feedback as controlling variables of self-editing behavior during writing." With...
Presentations 2011-2012

2011-2012 Presentations

Amy A. Overman  Assistant Professor, Psychology

“The Value of a Study Abroad Experience for the Cayman Islands: Connecting and Reflecting” Conference on Leadership, Governance, and Empowerment in the Caribbean, Grand Cayman Island, March 25, 2011.


Aunschale E. L. Palmquist  Assistant Professor, Sociology and Anthropology

“Setting an Agenda for Anthropological Research on Childhood Obesity in Hawaii.” Association for Anthropology in Oceania, Portland, OR, February 7-11, 2012.

Samuele F. S. Pandini  Assistant Professor, French Language and Literature


Paula N. Patch  Lecturer, English

“Yielding Boundaries: Constructing a Meaningful Assessment of a Basic Writing Workshop” Reframing Basic Writing and Sites of Learning, New York, NY, October 7-9, 2011.

Rebecca Todd Peters  Assistant Professor, Religious Studies


Rebecca J. Pope-Ruark  Assistant Professor, English

“Team Dreams and Nightmares: Using Scholarship of Teaching and Learning (SoTL) to Study Collaborative Writing in Business and Professional Communication Courses.” Association for Business Communication National Convention, Indianapolis, IN, April 10-16, 2011.


David J. Powell  Professor, Computer Sciences


Michael F. Pragel  Assistant Professor, Religious Studies


Omri Shimron
Associate Professor, Music

Poster Presentation "Tinflure and Direct Allusions in Ravel’s: 36 Variations on The People United Will Never Be Deceived" College Music Society, Mid-Atlantic Chapter Meeting, George Mason University (Fairfax, VA) Feb. 25, 2012

Karl D. Sieranth
Professor, Chemistry


Carol A. Smith
Assistant Professor, Health & Human Performance


"Experience the NC MODE (Macon Outdoor Developmental Education Program)." Southern District of the American Alliance for Health, Physical Education, Recreation and Dance Annual Convention, Orlando, FL, February 8-11, 2012.


Gabie F. Smith
Professor, Psychology


Jason Springer
Assistant Professor, Academic Support


Megan Squire
Associate Professor, Computing Sciences

" Rage Against the Machine" Workshop with Faculty at Reacting to the Past Annual Summer Institute. Barnard College, Chicago, Il., November, 2011.

Amanda F. C. Sturgill
Associate Professor, Academic Support


Laura L. Taylor
Assistant Professor, Mathematics and Statistics


Shawn R. Tucker
Assistant Professor, Art and Art History


H. Jamane Yeager
Assistant Professor, Belk Library

"Skeletons in the Closet." North Carolina Library Association Conference Hickory, NC, October 4-7, 2011.

Karen A. Yokley
Assistant Professor, Mathematics & Statistics


"Investigations on a Mathematical Model for the Simulation of Epileptic Seizures." American Mathematical Society (AMS) Fall Southeastern Section Meeting, Wake Forest University, Winston Salem, NC, September 24-25, 2011.


"Defeated!" College Music Society, Mid-Atlantic Chapter Meeting, George Mason University (Fairfax, VA) Feb. 25, 2012.

Artistic Exhibitions & Performances

Kevin Boyle
Professor English
Poetry Reading, Third Annual Ninth Helm Poetry Festival, Cary, NC, April 17, 2011.

Olsiva J. Choplin
Assistant Professor, Foreign Languages
Director, "Le Bourgeois Gentilhomme" Theatre Audition in Elon University's Center for the Arts, February 4, 2012.

Polly Butler Cornelius
Associate Professor, Music
Performed (by invitation) as a soprano soloist at the French Embassy in Washington D.C. Festival de la Musique Festival June 18, 2011.
Performed selected songs by American Composer, Paul Bowles, as a featured guest artist with the Norfolk Chamber Consort in conjunction with the Old Dominion University Library Festival in Norfolk, October 4, 2011.
Performed as a guest soloist for the Biltmore House Christmas Candlelight Festival in Asheville, NC, November 23, 2011.

Victoria Fisher Faw
Professor Music
Presented at the Festival, with Dan Skidmore and Marigian Skogen, Sparta Presbyterian Church Summer Concert Series, Sparta, NC, August 27, 2011.

Stephen A. Futrell
Associate Professor, Music
Guest vocalist/arranger in "French Youth Choir" join Dr. Eph Ehly (Conductor), Field Studies International, Carnegie Hall, NY, April 4, 2011.
Guest vocalist, Spelman College Department of Music Concert Tribute to Willie T. Johnson and the Golden Gate Quartet, Atlanta, GA. October 17, 2011.
Guest vocalist, Columbia University Department of Music Concert "We Remember," New York, NY, May 3, 2011.

Richard P. Gang
Associate Professor, Performing Arts
"A Musical" presented at a One Man Show, Open Space Cafe Theatre, Greensboro, NC, Month of November, 2011.
"I'm and Scrooge" written by Nick Meglin (Past Editor of Mad Magazine), role of Scrooge with graduate Max Korn as Tim, December 11, 2011, Open Space Cafe Theatre, Greensboro, NC.

Sarah L. Glasco
Assistant Professor, Foreign Languages

Karl D. Green
Assistant Professor, Performing Arts
Start Foster Dance Project Ten Year Anniversary Performance, Start Foster Dance Project, Choreography: Start Foster, "Clutch and Disclave" Grace Street Theatre, Richmond, VA, Oct 6, 2011, as also Charlotte Dance Festival, Charlotte, NC, Duke Energy Theatre, Feb. 24-25, 2012.
Semaine de la Danse, Sponsored by Verdetta Mathiea le and Manufacture, End Game, choreographed by Lauren Kreams, Atlanta, France, March 29-30, 2012.


Lawren W. Koem
Associate Professor, Performing Arts
Artistic Director, "On That Note," an evening of dance Elon University, Department of Performing Arts, McEwen 011, May 7-7, 2011.
Choreographer End Game Elon University, Department of Performing Arts, McClary Theatre, May 7-7, 2011.
Choreographer End Game Semiaine de la Danse, La Manufacture, Atlanta, France, March 28-30, 2012.

Jon F. Metzger
Associate Professor, Music
Residency (including lectures and performances), Duke University: Co-sponsored by the Department of Music, Ludwig Industries, and the Pro-Mark Corporation, Durham, NC, April 6-9, 2011.
Voice of America Radio Broadcast (including interview and performance), Sponsored by US Department of State, Washington, DC, April 27, 2011.
Performance: Cary Academy Jazz Festival (Featured soloist), Cary, NC, October 24, 2011.
Performances: Jazz Education Network International Conference, Louisville, KY. Co-sponsored by JEN, Ludwig Industries and the Pro-Mark Corporation. Featured soloist with the Blue and Green Project, January 4-5, 2012.

Juan D. Obando
Associate Professor, Music

Kevin G. Otos
Associate Professor, Performing Arts

Jean P. Pettitno-Bohe
Associate Professor, Education
Written and Performer Saluted Voices, Featured in the National Black Theatre Festival, Winston Salem, NC, August, 2011.
Performer: Karl Williams Not About Eve at the National Black Theatre Festival, Marriott Winston-Salem Hotel, North Carolina, August 2011.

Owen Shimom
Associate Professor, Music
"6 Variations on The People United Will Never Be Defeated" by Frederic Rzewski, Winthrop University, September 25, 2011.

Clayton P. Stevenson
Assistant Professor, Music
The Elon Teacher-Scholar

Elon strives to attract gifted and well-educated faculty who are deeply committed to the potential of their disciplines to enhance our understanding of the human condition and the world. As teachers, mentors, and scholars, the faculty are dedicated to modeling the intellectual values they seek to impart to students, including a learned, reflective, and critical approach to life. In these roles, the faculty take joy in the process of inquiry and sharing their knowledge with others. As active members of the academy, the faculty participate in professional activities that keep them current and enhance the intellectual and practical opportunities available to students. Finally, as responsible members of the university community, Elon teacher-scholars also dedicate their talents, experiences, and leadership skills to activities that sustain, develop, and improve the entire institution.

Elon University is principally dedicated to teaching undergraduates in and out of the classroom. Faculty strive to instill in their students a commitment to intellectual endeavors and a lifelong devotion to learning and the ideals of citizenship. They share with their students a sense of the history and vitality of scholarly inquiry that emerges from disciplinary depth and expands to interdisciplinary inquiry. All faculty recognize their responsibility to convey a foundation of established knowledge, but their ultimate goal is to cultivate informed critical thinking, creative expression, and a desire to serve the common good.

While classrooms, laboratories, and studios are the traditional focal points of an intellectual community, scholarly inquiry extends beyond these environments. As teacher-scholars, the faculty are committed to improving the content and pedagogy of their teaching. By developing classroom environments in which all persons are respected and informed engagement is valued, faculty challenge students to develop the skills necessary to understand complex issues and topics. Simply stated, the classroom is a place to challenge students to be engaged learners and to establish mentoring relationships that extend interactions beyond the traditional classroom. The challenge to be engaged learners extends not only beyond the classroom but even beyond the confines of the institution.

Elon recognizes, values, nurtures, and provides support for innovative approaches that strengthen the linkages between knowledge and experience through programs such as international study; service learning, cooperative learning, leadership training, undergraduate research, internship experience, and civic engagement. As a consequence of this broader view of faculty engagement with students, the university encourages productive interactions that blur the boundaries separating traditional teaching activity, scholarship, and professional activity. For example, faculty may experiment with service-learning projects that combine classroom learning with direct applications in the local community; use their professional consulting expertise to develop case studies for the classroom; or employ web-based technologies to guide and enhance student internship experiences with employers located across the country. One of the strongest connections between disciplinary expertise and student experience occurs when faculty mentor students in the process of scholarly inquiry, encouraging and supporting presentations at student research forums and professional disciplinary meetings. Scholar-mentor activities combine traditional teaching, experiential education, and professional expertise to mold graduates ready to take their place as working members of their profession or to continue their academic training in graduate or professional school.

The faculty’s ability to model intellectual engagement is based on their intentional and continual development as professionals. While they share common goals, each Elon faculty member possesses unique gifts, skills, training, perspectives, and approaches that enrich the academic community. The university recognizes and values the differences between individual faculty members and encourages each to grow and develop as a teacher-scholar. Thus, the Elon faculty reflect the comprehensive nature of the institution and the variety of their disciplines in that they are scholars, mentors, philosophers, theoreticians, researchers, artists, writers, educators, and professional practitioners.

At Elon, professional activity is broadly defined as any activity involving the serious practice of disciplinary expertise. Scholarship is essential to an intellectually vibrant and en-
Scholarship is a creative process of inquiry and exploration that adds to the knowledge or appreciation of disciplinary or interdisciplinary understanding. It is the serious exercise of what is being taught in the education of students: clear goal setting, adequate preparation, intense inquiry, and critical reflection. Elon University encourages and recognizes a broad array of scholarly endeavors just as it has adopted a broad view of faculty engagement with students. Scholarship adds significantly to our understanding by: 1) discovering or uncovering new knowledge or insights, 2) generating new theories and techniques that guide discovery, 3) integrating knowledge within or across disciplines, 4) applying knowledge responsibly to solve problems, and 5) developing pedagogical innovations that facilitate the dissemination of knowledge.

Distinct differences exist in the types of scholarly activities that are valued both within and between disciplines as a consequence of the unique historical development of each discipline. However, across all disciplines, recognized scholarly work shares some common features:

- It results in a product, presentation, exhibition, or performance that expands knowledge, skills, or understanding that can be shared with others.
- It extends beyond the limits of the institution.
- It develops and/or expands the expertise of the faculty member and lifts the faculty member’s standing within the institution and in his/her greater community (scholars, artists, researchers, professional practitioners).
- The work is reviewed by those outside the institution who have appropriate expertise.

The tangible results of scholarship include academic publications, presentations at professional meetings, grant proposals, artistic performances, musical scores, screenplays, art exhibits, computer software, patented inventions, professional manuals, video productions, and other work determined by each faculty member’s academic department. Scholarship is also reflected in pedagogical innovations (such as textbook ancillaries, laboratory manuals, and experiential activities) that are shared with the academic world outside of Elon. Works of synthesis that translate knowledge for those lacking expertise or summarize current understanding for those with expertise further represent important scholarly work valued by the institution.

Elon University is a rich intellectual community committed to providing a dynamic and challenging curriculum that emphasizes learning across the disciplines and encourages students to put knowledge into practice. Faculty model a life of learning through their engagement with students and their scholarly accomplishments. As a part of a vibrant academic community, they share with their students the joy of mental, physical, and spiritual transformation, guiding them to become informed and caring citizens of the global community.

[Proposed amendments approved 3/20/08]