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36 The Elon Teacher-Scholar
A community of engaged teacher-scholars continues to be the solid foundation on which Elon University rests. Annually, this publication, along with Elon University’s President’s Report, celebrates the achievement of Elon’s faculty through scholarship and highlights the important connection between exceptional teaching and excellent scholarship.

A leader in engaged and experiential education, Elon University once again was recognized by the *U.S. News & World Report* for excellence in teaching, innovation, and high-impact academic programs that lead to student success in college, ranking #1 in teaching and appearing on all eight lists of high-impact practices. Elon is also an institution with a conscience, being recognized as a top producer of Fulbright recipients and earning distinction on the President’s Higher Education Community Service Honor Roll. Such honors and accomplishments are only possible through excellent teaching, mentoring, and scholarship by a superb faculty.

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

Elon University’s commitment to the Teacher-Scholar model and, consequently, to excellence in both scholarly/creative activity and teaching is distinctive and noteworthy. It is through this commitment that Elon emerges as a national model of engaged learning. Our dedication to the teacher-scholar ideal is paramount to bolstering the learning-centered culture that faculty bring to life each day through challenging and innovative academic programs.

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/Executive Vice President
Tony Crider’s love of learning is transparent to anyone who knows him. His colleagues describe him as “deeply attentive” and “devoted, persistent and electric.” His former students call him “fiercely supportive” and “energizing.”

Crider’s personal energy and eagerness is infectious. “I don’t ever recall leaving a class feeling frustrated because I couldn’t understand a new concept. More often than not, I walked out of class still in discussion with my classmates about what we had been talking about that day,” said a student.

Crider has the unique ability to effectively communicate science to both experts and non-experts alike, ensuring each student that they are capable of handling the material. This outlook creates an empowering and inclusive classroom environment for all majors, even in the potentially intimidating field of astrophysics.

Through his mentorship, students recognize that their doubts serve as an important step in their own learning, and that their questions will be met with openness and encouragement.

“Professors will fade into one or two memorable quotes, and courses will be condensed into one of the many papers that I might be lucky enough to remember. But this is not at all the case with Tony Crider. When asked to recount my favorite class or teaching experience from college, I immediately come back to the ‘Life in the Universe’ course,” said a student.

The course challenges students to think critically and existentially about human life and the potential existence of extraterrestrial intelligence. The course ends with another interesting aspect of Crider’s teaching style: his approach to the final exam.

“Tony realized that final exams should be starting points not ending points, uplifting rather than anticlimactic. He has redesigned many of his classes to reflect this philosophy, pondering seriously the question: ‘What do I want my students to remember six months, one year, three years from now?’ It’s a kind of long-term thinking that we too often ignore,” said a colleague.

Instead of a written test, students are instructed to create a role-play simulation to secretly construct alien civilizations based on plausible biological and cultural backstories.

“Seeing the students immersed in discussion and applying all of the knowledge they learned throughout the semester makes me rethink my preconceived ideas pertaining to the purpose of a final exam,” a colleague said.

Daniels-Danieley Award for Excellence in Teaching

Tony Crider
Associate Professor of Physics
Concussions in sports continue to receive a lot of attention and remain a public health concern. It’s why research in the field remains timely and important.

Eric Hall, a professor of exercise science, has made great strides in conducting original and high-impact concussion research and is a known contributor to the field. As a collaborator of Elon BrainCARE, a Concussion Assessment, Research and Education program, along with Caroline Ketchum, associate professor of exercise science, Hall continues to keep the topic relevant.

“(Eric Hall’s) position as faculty athletic representative as well as his ability to build relationships with coaches, administrators and sports medicine staff across campus made this opportunity beneficial to all constituents,” an Elon colleague said.

“One of the most known difficulties in concussion research is buy-in from athletics and Elon BrainCARE has had support from the beginning because of Dr. Hall.”

Since BrainCARE’s inception six years ago, every varsity athlete and club athlete receives a baseline test so in the event the athlete has a concussion there is a test on record to use as a comparison. Hall’s work and his collaborative spirit has helped make Elon a leader in establishing concussion management guidelines for return-to-play and return-to-learn. The model is now being instituted in all NCAA programs across the nation.

Hall is a prolific researcher with a publication record that includes almost 50 peer-reviewed scholarly articles and hundreds of presentations. His publications are often co-authored with students and colleagues from Elon and within the discipline at other institutions.

“Perhaps Dr. Hall’s greatest attribute is his ability to serve as a mentor; one who is there for support and guidance, yet does not smother his mentee’s curiosity and potential for growth by micromanaging throughout the process,” said a former student who has gone on to do graduate work in the field. “This balance is exceedingly rare in academia. He encourages his students to peel back an extra layer of the ‘problem’ to ask deeper questions while also keeping them on task.”

Hall finds the right balance of driving his own scholarship while encouraging and challenging the students he mentors to excel in undergraduate research.

“I have learned a lot from Eric by the way he guides his students to excel in both academics and scholarship,” an Elon colleague said. “He conducts weekly journal clubs and asks students to take leadership in leading and discussing the articles. The very fact that many of his undergraduate students have published peer-reviewed articles under his tutelage speaks high.”

Distinguished Scholar Award

Eric Hall
Professor of Exercise Science
To the friends, colleagues and students she mentors, it is clear that the storyline in Elizabeth Bailey’s life is to start every morning committed to making a positive contribution.

Her life’s work epitomizes the Periclean paradigm of humble, selfless service to others and establishes a model of personal civic engagement and social responsibility that acts as a benchmark to those in her community.

In 2006 Bailey received a grant for Girls In Motion, a program focused on mentoring young girls and healthy lifestyle choices. When research findings provided evidence that the program had positive results, Bailey developed Alamance-Girls In Motion. The eight-week program matches college women, one-on-one, with young girls ages 9-11 in a mentoring relationship for health education and skill building in sports and fitness with the purpose of increasing self-esteem and sets the stage for future healthy lifestyles.

Soon after word got out about the success of the program, Elon students approached Bailey about starting a similar program for girls in middle school. Through this collaborative effort, Girls to Empowered Teens was successfully launched.

In an effort to create a mentoring program for young boys, Bailey worked with students to organize Coaching Health and Mentoring Positive Students in 2010. This program brought together fraternity brothers and university athletes to mentor young boys on nutrition education, being a team player, handling peer pressure and sports skills training.

Bailey is committed to serving as many kids as possible and focuses on underrepresented populations. Sometimes this means literally driving the bus herself in order to ensure transportation when children or parents can’t make it to a group program. “Liz is always going the extra mile no matter what it takes, to make sure the children, parents, community partners and mentors have a positive, meaningful experience,” a colleague said.

Bailey’s focus on social responsibility extends beyond Alamance County. She helped develop a study abroad course focused on improving the living conditions and life prospects of children living in Honduras. She also serves as a board member for Alamance Citizen’s For Education, is on the developmental committee at Peacehaven Farms and offers exercise programs at Twin Lakes Community.

In addition to a full teaching load, scholarly pursuits and extracurricular programming, she serves on the General Studies Council, Sexual Assault and Gender Issues Council, the Leadership Advisory Board and the Faculty Research and Development Committee. She also serves on the board of directors for Ralph Scott Lifeservices, Inc., a nonprofit organization that provides residential services and community support to people with developmental disabilities.
Heidi Frontani was a champion for each and every one of her students. She inspired them to open their eyes to the world beyond their local communities in a way they had never seen before.

“She put empathy in my heart by the way she taught. She made it impossible for me to see injustices, and then disconnect. She made me feel connected to the world and responsible for how I would leave it once I was gone,” said a former student.

Her guidance helped them find courage and self-worth. “She empowered us to pursue our dreams,” said a former student. Her students knew that no matter what question or concern they had, they could trust her to guide them through it.

“She cultivated each individual’s unique skills to facilitate impact in their respective paths,” a former student said.

Frontani, who died from a sudden illness in February 2016, was an advocate for students. Once she came into one’s life, the bonds of generosity took root and remained firmly grounded. She felt most passionately about teaching her students how to make an impact in the world, and recognized that collectively, the whole is stronger.

“There have been numerous people in the Elon community she’s connected to one another, people from all walks of life. This, to me, is one of Dr. Frontani’s greatest gifts – the ability to understand the strength of each individual and bring those people together for a bigger purpose,” said a former student.

Frontani did not let go of her students after graduation. She kept up with their progress and regularly made phone calls and checked in long after they had left campus. Her leadership and energy encouraged her students to maintain a balance of focus and curiosity.

“Heidi managed to push each of us out of our comfort zones, which allowed us to achieve things we never imagined possible,” said a former student.

Many of Frontani’s former students are now physicians, epidemiologists, lawyers, educators and scholars within their fields. With her help, many have presented their research at various academic conferences and have gone on to win scholarships, grants and prizes.

“I hope Dr. Frontani knew the degree to which she impacted my life,” a former student said. “She was without a doubt one of the most important people in my life. She fundamentally changed the way I see the world and shaped who I have become. I hope to live my life in a way that would make her proud, challenging myself to do more, to do better, and to make the world a better place.”
Publications

Books

David Bockino  
Assistant Professor, Communications  
Greetings from Myanmar: Exploring the price of progress in one of the last countries on earth to open for business,  
Amazon Digital Services, New York, NY, 2016

Vic Costello  
Associate Professor, Communications  

Thomas R. Erdmann  
Professor, Music  
How Jazz Trumpeters Play Music Today: Twelve Interviews On Technique, Style, And Aesthetic, Edwin Mellen Press,  
Lewiston, New York, Queenston, Ontario, and Lampeter, Ceredigion, Wales, 2016

Peter Felten  
Professor, History  
The Undergraduate Experience: Focusing Institutions on What Matters Most, with John Gardner, Charles C. Schroeder,  

Intersectionality in Action: A Guide for Faculty and Campus Leaders for Creating Inclusive Classrooms and Institutions,  
with Brooke Barnett, editors, Sterling, VA: Stylus, 2016

Steven I. Friedland  
Professor, Law  
Criminal Law: A Context and Practice Casebook, with Catherine Carpenter, Kami Chavis, and Catherine Arcabascio,  
Carolina Academic Press, Durham, NC, 2016

Teacher's Manual for Criminal Law: A Context and Practice Casebook, with Catherine Carpenter, Kami Chavis, and  
Catherine Arcabascio, Carolina Academic Press, Durham, NC, 2016

Recent Developments in Administrative Law and Alternative Dispute Resolution, Editor, with R. Weaver, co-Ed. Global  

Principles of Criminal Procedure: Concise Hornbooks, with R. Weaver, Burkoff, Hancock, J. Hoeffel and S. Singer, West  
Publishing Co. MN, 5TH Ed. 2016

2016 Supplement to Constitutional Law: Cases, Materials & Problems, with R. Weaver, C. Hancock, B. Fair, J. Knechtle, and  

2016 Supplement to Criminal Procedure: Cases, Problems & Exercises, with R. Weaver, J. Burkoff, D. Lively, C. Hancock, J.  

Scott W. Gaylord  
Professor, Law  
Cases and Materials on Federal Constitutional Law 2d ed., with Christopher Green and Lee Strang, Carolina Academic  
Press, Durham, North Carolina, 2016

Ryan J. Johnson  
Assistant Professor, Philosophy  
The Deleuze-Lucretius Encounter, Edinburgh University Press, December 2016

Carmen C. Monico  
Assistant Professor, Human Service Studies  
Implications of child abduction for the human rights and child welfare systems: An interpretive study of the experiences  
of Guatemalan women reporting child abduction and trafficking for intercountry adoption, Women's Institute of the  
University of San Carlos: Guatemala City, Guatemala, 2016

Jessie L. Moore  
Associate Professor, English  
Critical Transitions: Writing and the Question of Transfer, co-edited with Chris Anson, The WAC Clearinghouse and  
Janet C. Myers  
Professor, English  
The Objects and Textures of Everyday Life in Imperial Britain, Deirdre H. McMahon and Janet C. Myers, Editors, Ashgate Publishing, Burlington, Vermont, 2016

Samuele F.S. Pardini  
Associate Professor, World Languages and Cultures  
In the Name of the Mother: Italian Americans, African Americans and Modernity from Booker T. Washington to Bruce Springsteen, Dartmouth, NH: UP of New England/Dartmouth College Press

Megan Squire  
Professor, Computing Sciences  

Shawn Tucker  
Associate Professor, Art and Art History  
Pride and Humility: A New Interdisciplinary Analysis, Palgrave, New York, 2016

Janet Warman  
Professor, English  

Karen Yokley  
Associate Professor, Mathematics and Statistics  

Articles & Book Chapters

Bill Anderson  
Associate Professor, Communications  
“What Gramsci can tell sport communication scholars about how civic leaders sell sports to their communities: A look at the Braves' move to Atlanta.” International Journal of Sport Communication, 9 (2016): 261-277

Susan E. Anderson  
Professor, Accounting  

Chad Awtrey  
Associate Professor, Mathematics and Statistics  

Stephanie Baker White  
Assistant Professor, Public Health Studies  

Laurence A. Basirico  
Professor, Sociology and Anthropology  

Stephen Bloch-Schulman  
Associate Professor, Philosophy  
“Beyond‘Add Teaching and Learning and Stir’: Epistemologies of Ignorance, Teaching and Learning in Philosophy, and the Need for Resistance,” with Meagan Carr, Teaching Philosophy 39/1, March 2016, pp. 25-42  
“Arts and Humanities in SoTL: A Return to the Big Tent.” Editor with Sherry Lee Linkon, a special section of Teaching and Learning Inquiry: The Journal of the International Society for the Scholarship of Teaching and Learning, vol. 4, no. 1, 2016  
“Scholarship of Teaching and Learning in the Arts and Humanities: Moving the Conversation Forward” (Special Section Editors’Introduction) with Sherry Lee Linkon, Teaching and Learning Inquiry: The Journal of the International Society for the Scholarship of Teaching and Learning, vol. 4, no. 1, 2016, pp. 1-3  

Publications 2016

Kevin Boyle  
Professor, English

Poems:
“The Song of the Tang’s Li Yu.” Atlanta Review, Spring 2016  
“Unbutton” and “Stopping by the Crematorium.” Terminus, Fall 2016

Ann J. Cahill  
Professor, Philosophy

“Unjust Sex vs. Rape.” Hypatia 31(4), 2016, 746–761  

Jeffrey P. Carpenter  
Associate Professor, Education

“Teachers at the wheel” Educational Leadership, 73, no. 8 (2016): 30-35  
“Why Social Media Should have a Place in Schools.” With D.G. Krutka. Kappa Delta Pi Record, 52, no. 1 (2016): 6-10

C. Catherine Chiang  
Associate Professor, Accounting


Amanda J. Chunco  
Assistant Professor, Environmental Studies


Geoffrey D. Claussen  
Assistant Professor, Religious Studies


Janet M. Cope  
Associate Professor, Physical Therapy Education


Anthony W. Crider  
Associate Professor, Physics


Jennifer A. Dabrowski  
Assistant Professor, Chemistry


2016 Publications
Pranab K. Das  
Professor, Physics


Cassandra Elizabeth DiRienzo  
Professor, Economics


Kirstie Doehler  
Associate Professor, Mathematics and Statistics


Jonathan C. Dooley  
Assistant Vice President for Student Life/Dean of Campus Life


Thomas R. Erdmann  
Professor, Music

“Jeff Coffin.” “Daniel Gordon.” Saxophone Today. 3.6 (November/December 2016), 20-28, 44-52

“Emily Jane Loboda.” “Kris Allen.” Saxophone Today. 3.5 (September/October 2016), 18-26, 44-52

“Jeffrey Loeffert.” “Hailey Niswanger.” Saxophone Today. 3.4 (July/August 2016), 24-33, 58-64


“Gregory Tardy.” “Daniel Schryder.” Saxophone Today. 3.3 (May/June 2016), 18-27, 48-57

“Brian Landrus.” “Stacy Wilson.” Saxophone Today. 3.2 (March/April 2016), 22-31, 42-51

“Avishai Cohen On Focus, Air, And Sound.” International Trumpet Guild Journal. 40.3 (March 2016), 21-31

“Extension Of Your Soul.” WomenArts Quarterly Journal. 6.1 (January 2016), 7-16


Benjamin A. Evans  
Associate Professor, Physics


Elizabeth S. Evans  
Assistant Professor, Physical Therapy Education


Cynthia D. Fair  
Professor, Human Service Studies and Public Health Studies


“Self-reported sexual and reproductive health information/services received by adolescents and young adults with perinatally-acquired HIV: What are their needs?” With Albright, J., & Houpt, B. Child and Vulnerable Youth Studies. 11, (2016): 78-88


**Peter Felten**


**Mary Jo Festle**


**CJ E. Fleming**

"Do as I say, not as I do? An examination of the relationship between partner behaviors and help seeking for alcohol related issues." Substance Use & Misuse, 51(9), (2016), 1185-1194

"Professional vs. personal resource utilization in survivors of intimate partner violence." With Resick, P.A., Psychological Trauma: Theory, Research, Practice, and Policy, 8(3), (2016), 319-324

"Motivating action and maintaining change: The time-varying role of homework following a brief couples' intervention." With Hawrilenko, M., Goldstein, A. S., & Cordova, J. V. Journal of Marital and Family Therapy, 42(3), (2016), 396-408

"Professional vs. personal resource utilization in survivors of intimate partner violence." With Resick, P.A., Psychological Trauma: Theory, Research, Practice, and Policy, 8(3), (2016), 319-324

**Alexis T. Franzese**


**Jane E. Freund**


**Steven I. Friedland**


**Stephen A. Futrell**

"Vocal Jazz Hot 10." Volume 17/Issue 3, The Carolina Caroler, NC ACDA newsletter, (Fall, 2016)


**Barbara Miller Gaither**


Lawrence L. Garber  
Associate Professor, Marketing


Mina Garcia  
Associate Professor, World Languages and Cultures


Scott W. Gaylord  
Professor, Law


Mathew H. Gendle  
Professor, Psychology


Neeraj J. Gupta  
Associate Professor, Finance


Gregory J. Haenel  
Professor, Biology


Eric E. Hall  
Professor, Exercise Science


Anthony E. Hatcher  
Associate Professor, Communications


Thomas S. Henricks  
Professor, Sociology and Anthropology


Heidi L. Hollingsworth  
Assistant Professor, Education


Dugald R. Hutchings
Associate Professor, Computing Sciences

Charles F. Irons
Professor, History and Geography

Ryan J. Johnson
Assistant Professor, Philosophy

Katherine J. Johnson
Assistant Professor, Public Health Studies

Lauren W. Kearns
Professor, Performing Arts
“Dance Critique as Signature Pedagogy.” Arts and Humanities Journal in Higher Education, 0(0): 1-11, (2016)

Caroline J. Ketcham
Associate Professor, Exercise Science
“Transcranial direct current stimulation (tDCS) to the supplementary motor area (SMA) influences performance on motor tasks.” With K.E. Hupfeld and H.D. Schneider, Experimental Brain Research, (2016)

Mary Knight-McKenna
Associate Professor, Education

Derek Lackaff
Associate Professor, Communications

Brian D. Lyons
Associate Professor, Management and Entrepreneurship

Cara W. McFadden
Assistant Professor, Sport and Event Management
Sean R. McMahon  Assistant Professor, Management and Entrepreneurship

Jon F. Metzger  Professor, Music

Paul C. Miller  Professor, Exercise Science

Yuko J. Miyamoto  Associate Professor, Biology

Carmen C. Monico  Assistant Professor, Human Service Studies

Jessie L. Moore  Associate Professor, English

Robert H. Moorman  Professor, Marketing and International Business

Scott A. Morrison  Assistant Professor, Education
“Creating a Solar-Powered Classroom with 4th Graders.” With Aaron Sebens. Social Studies and the Young Learner, 28:3, 5-10, (2016)

Amy A. Overman  Associate Professor, Psychology

Cora S. Palfy  Assistant Professor, Music

Samuele F. S. Pardini  Associate Professor, World Languages and Cultures

Rodney L. Parks  Assistant Professor, Registrar
“Registrars and Admissions Officers: Invest time into building undergraduate research experiences in your offices.” With M. Holmes, College and University, 91(1), (2016)
“Should institutions expand the academic record?” With C. Book, College and University, 91(3), (2016)
“Gender pronouns: Recommendations from an institution that has solved the problem.” With M. O’Connor, & J. Parrish, College and University, 91(4), pp. 83-86, (2016)


Paula N. Patch

Senior Lecturer, English


Brian K. Pennington

Professor, Religious Studies


Patricia D. Ragan

Associate Professor, Physician Assistant Studies


Laura Roselle

Professor, Political Science

“Giving Credit When Credit is Due: Credit Giving to the President in the United States Congress.” With Mileah Kromer. Journal of Legislative Studies. Published online 2 February 2016.


Elisha C. Savchak-Trogdon

Assistant Professor, Political Science and Policy Studies


Susanne Shawyer

Assistant Professor, Performing Arts


Alfred T. Simkin

Assistant Professor, Biology


Carol A. Smith

Associate Professor, Health and Human Performance

“I teach Jim and Jane; I don’t teach gym.” (2016) In M. Shoffner (Ed.), Saviors, Scapegoats and Schoolmarm: Examining the Classroom Teacher in Fiction and Film for Teacher Education (103-107). Oxon, UK: Routledge Press/Taylor & Francis Group


Scott R. Spurlock

Assistant Professor, Computing Sciences


Publications 2016

Megan Squire  
Professor, Computing Sciences


Deborah M. Stetts  
Associate Professor, Physical Therapy Education


Richard Barth Strempek  
Associate Professor, Management


Laura L. Taylor  
Associate Professor, Mathematics and Statistics


Tonya L. Train  
Associate Professor, Biology


Ifeoma A. Udeh  
Assistant Professor, Accounting


Matthew Valle  
Professor, Management


Maureen O. Vandermaas-Peeler  
Professor, Psychology


“Mentoring undergraduate research: Student and faculty participation in communities of practice.” Transformative Dialogues: Teaching and Learning eJournal, 9 (1), 1-10, (2016)


**David B. Vandermast**
Associate Professor, Biology

**Pamela D. Winfield**
Associate Professor, Religious Studies

**Scott D. Wolter**
Associate Professor, Engineering

**Qian Xu**
Associate Professor, Communications


**Rena C. Zito**
Assistant Professor, Sociology and Anthropology


Presentations 2016

Meredith Allison
Associate Professor, Psychology


Amy L. Allocco
Associate Professor, Religious Studies


Bill Anderson
Associate Professor, Communications


Susan E. Anderson
Professor, Accounting


Janna Q. Anderson
Professor, Communications


Robin Attas
Assistant Professor, Music


“A First Step Toward Analytical Diversity in the Classroom” Scholars for Social Responsibility Interest Group meeting, Society for Music Theory Annual Meeting, Vancouver, BC, Nov.3-6, 2016.


“Music Writing that Works: Strategies for Incorporating Writing into Undergraduate Music Theory Teaching” Canadian University Music Society annual conference, Calgary, AB, June 1-3, 2016.

Chad Awtrey  
**Associate Professor, Mathematics and Statistics**

“Galois theory: history, recent research, and open problems,” UNCG Colloquium Series, University of North Carolina, Greensboro, NC, November 9, 2016.

“Symmetries of polynomials,” JMU Mathematics Colloquium Series, James Madison University, Harrisonburg, VA, October 12, 2016.

“When is a polynomial isomorphic to an even polynomial?” MathFest, Columbus, OH, August 3-6, 2016.


“Groups of order 16 as Galois groups over the 2-adic numbers,” AMS/MAA Joint Meetings, Seattle, WA, January 6-9, 2016.


Stephanie Baker White  
**Assistant Professor, Public Health Studies**


Lynne Bisko  
**Librarian**


Julia Bleakney  
**Assistant Professor, English**


Stephen Bloch-Schulman  
**Associate Professor, Philosophy**

“Whose World is This?: Troubling Whose Stories are Welcomed into the Academy by Bringing Rap into the Classroom,” with Alonzo Cee and Mary Frances Foster, International Society for the Scholarship of Teaching and Learning, Los Angeles, CA, Oct. 2016.

David Bockino  
**Assistant Professor, Communications**


Kevin Bourque  
**Assistant Professor, English**


E. Stephen Byrd  
**Associate Professor, Education**

Jeffrey P. Carpenter  
Associate Professor, Education


“What is a Professional Learning Network (PLN) and Why is It Valuable?” With T. Trust & D.G. Krutka, The International Society for Technology in Education Annual Conference in Denver, CO, June 26-29, 2016.


Pablo G. Celis-Castillo  
Assistant Professor, World Languages and Cultures


“Memory, Spectatorship and Society in Renato Cisneros’s La distancia que nos separa (2015)” The Power of Memory: Perspectives from Latin America Conference, Latin American and Iberian Network for Academic Collaboration, University of Tokyo, Tokyo, Japan, June 10-12, 2016.

“Brutal Invisibility: Graffiti, Fear, and Subjectivity in Rosario García-Montero’s Las malas intenciones (2011)” Mid-America Conference on Hispanic Literature (MACHL), University of Kansas, Lawrence, KS, November 3-6, 2016.

Jeffrey W. Clark  
Professor, Mathematics and Statistics

“Exploring the Fibonacci Word,” MathFest, Columbus, OH, August 5, 2016.

“No Fractions: Integer Solutions of Linear Equations,” Southeastern Section of the Mathematical Association of America, Birmingham, AL, March 25, 2016.


Geoffrey D. Claussen  
Assistant Professor, Religious Studies

Janet M. Cope


Polly B. Cornelius

Senior Lecturer, Music

Adjudicator for the Classical College Freshmen Women Category, National Association of Teachers of Singing Mid-Atlantic Regional Conference and Competition, College of Charleston, Charleston, SC, March 17-19, 2016.

Faculty-In-Residence, Guest Voice Professor, The Performing Arts Project, Wake Forest University, June 27-July 19, 2016

Vic Costello

Associate Professor, Communications


Anthony W. Crider

Associate Professor, Physics


"The Epic Finale and Other Experiential Activities for Teaching SETI." National Astronomy Teaching Summit, San Francisco, CA, August 7-9, 2016.

"Experiential SETI Activities for the Science Classroom." Florida Section of the American Association of Physics Teachers. St. Leo, FL, October 14-15, 2016.

Pranab K. Das

Professor, Physics


Joyce A. Davis

Professor, Exercise Science


Kirstie Doehler

Associate Professor, Mathematics and Statistics

"A Randomization-Based Activity to Introduce ANOVA while Reinforcing Knowledge of Sampling Distributions." Joint Statistical Meetings. Chicago, IL, July 29 - August 4, 2016.


Colin M. Donohue

Instructor, School of Communications


Jonathan C. Dooley  
**Assistant Professor, Student Life**

"Pathways for Effective Partnerships Between Academic Affairs and Student Affairs."  With B. Barnett, National Association for Student Personnel Administrators (NASPA) Annual Meeting, Indianapolis, IN, March 2016.


Xiaolin Duan  
**Assistant Professor, History and Geography**


Kim Epting  
**Associate Professor, Psychology**


Brandon K. Essary  
**Assistant Professor, World Languages and Cultures**


Benjamin A. Evans  
**Associate Professor, Physics**


Elizabeth S. Evans  
**Assistant Professor, Physical Therapy Education**

"Examination of Clinical and Laboratory Measures of Static and Dynamic Balance in Breast Cancer Survivors."  63rd Annual Meeting of the American College of Sports Medicine, Boston, MA, May 31-June 4, 2016.


Cynthia D. Fair  
**Professor, Human Service Studies and Public Health Studies**

"It’s what I have, it’s not who I am: The relationship between social support in education and employment settings and transition readiness for AYA with ESRD."  With S. Rupp, Health Care Transition Research Consortium. Houston, TX. October 26, 2016.


“Was that all I got? ‘You’re too young to have sex’: Adolescents’ experiences accessing sexual and reproductive health services and recommendations for providers.” With A. Moore & J. Nelson, Society of Adolescent Health and Medicine, Washington, DC, March 9-12, 2016.

Peter Felten


“Students as Partners in Learning and Teaching.” Student Engagement for Quality Assurance of University Education, University of Tsukuba, Tokyo, Japan, January 23, 2016.


“Student-Staff Partnerships in Learning and Teaching.” University College London ChangeMakers Institute, London, UK, April 15, 2016.


“Students as Partners in Learning, Teaching, and Assessment.” With Kelly Swaim and Sophia Abbot. McMaster University Institute on Students as Partners, Hamilton, Canada, May 2-5, 2016.


Mary Jo Festle

“Reducing Stereotype Threat and Creating Connections in Inclusive Classrooms,” Scholarship of Teaching and Engagement Conference, Utah Valley University, April 1, 2016.

C J E. Fleming


Linda M. Formato

Presented master classes in theatre dance for Dance Masters of America’s National Teachers’ Training School on the campus of the University at Buffalo.


Presented master classes in theatre dance for Carolina Dance Masters in Raleigh, NC, February 2016.

Alexis T. Franzese

“Contemplative writing to facilitate student engagement and deepen learning.” The annual meeting of the Association for Contemplative Mind in Higher Education. Amherst, MA, October 8th, 2016.

Presentations 2016

**Jane E. Freund**

Associate Professor, Physical Therapy Education


“Immediate Effect of Vibrotactile Feedback on Postural Sway in Healthy Older Adults.” American College of Sports Medicine Annual Meeting, Boston, Massachusetts, May 31-June 4, 2016.


“Higher Variability in Power Seen in Older Adults with Increased Fall Risk During Functional Tasks.” American College of Sports Medicine Annual Meeting, Boston, Massachusetts, May 31-June 4, 2016.


“Focused Stepping Training Improved Balance, Gait and Quality of Life in a Person with Chronic Severe Stroke.” American Physical Therapy Association Combined Sections Meeting, Anaheim, California, Feb 17 - 20, 2016.

“Trunk Muscle Endurance is Related to Gait and Postural Control in Persons with Multiple Sclerosis.” American Physical Therapy Association Combined Sections Meeting, Anaheim, California, Feb 17 - 20, 2016.

“Dance May Improve Quality of Life But Not Gait in Individuals with Parkinson’s Disease.” American Physical Therapy Association Combined Sections Meeting, Anaheim, California, Feb 17 - 20, 2016.

“Older Adults at High Fall Risk Take Longer on Walking and Sitting Phases of the Timed Up and Go Test.” American Physical Therapy Association Combined Sections Meeting, Anaheim, California, Feb 17 - 20, 2016.

**Steven I. Friedland**

Professor, Law


“Using Signature Pedagogies and Learning Science In Law School, Faculty Colloquium, St. Thomas University School of Law, Miami, FL, November 12, 2016.

“Alternative Assessment In Law School.” Faculty Colloquium, St. Thomas University School of Law, Miami, FL, August 23, 2016.


“Engaging Students Differently In Law School.” Faculty Colloquium, Barry University School of Law, Orlando, FL, August 10, 2016.


**Stephen A. Futrell**

Associate Professor, Music


Barbara Miller Gaither
Associate Professor, Communications

“Campaign and corporate goals in conflict: Exploring corporate social initiative types and company issue congruence.” With L. Austin. Public Relations Society of America International Conference, Educators Academy Conference, Indianapolis, IN, 2016.

Kathy Gallucci
Associate Professor, Biology

“Lessons Learned from a Flipped Class,” the National Association of Biology Teachers (NABT), Denver, CO, November 3-6, 2016.

Lawrence L. Garber
Associate Professor, Marketing


Mina Garcia
Associate Professor, World Languages and Cultures

“Reimagining the Spanish Comedia in the Transmedia Age.” Contributor and Round Table participant, Ohio Wesleyan University and Denison University, Ohio, September 23-24, 2016.

Scott W. Gaylord
Professor, Law


Matthew H. Gendle
Professor, Psychology


Jessica J. Gisclair
Associate Professor, Communications

“Keeping pace with China’s progress towards intellectual property law.” Popular Culture/American Culture Association South, Nashville, TN, October 14, 2016.


Neeraj J. Gupta
Associate Professor, Finance


Gregory J. Haenel
Professor, Biology


Eric A. Hairston
Associate Professor, English


Eric E. Hall
Professor, Exercise Science


Jennifer A. Hamel
Assistant Professor, Biology


“Examining the effects of parasitism on mate choice and copulation duration.” With D. Nance, Association of Southeastern Biologists, Concord, NC, Apr 1, 2016.

“Assessing viability and development of hybrid offspring from two closely-related insect species.” With P. Stover, Association of Southeastern Biologists, Concord, NC, Apr 1, 2016.
“Costs of between-species mating for individuals in secondarily sympatric and allopatric populations.” With T. Lehmann, Association of Southeastern Biologists, Concord, NC, Apr 1, 2016.

Natalie Hart Assistant Professor, Performing Arts


Anthony E. Hatcher Associate Professor, Communications


Thomas S. Henricks Professor, Sociology and Anthropology


Heidi L. Hollingsworth Assistant Professor, Education


“Growing your knowledge and amplifying your voice by preparing for and teaching an early childhood policy and advocacy course,” with M. Knight-McKenna. National Association of Early Childhood Teacher Educators Conference, Baltimore, MD, June 6, 2016.

Dugald R. Hutchings Associate Professor, Computing Sciences


Charles F. Irons Professor, History and Geography


Ryan J. Johnson Assistant Professor, Philosophy


Elena D. Kennedy Assistant Professor, Management and Entrepreneurship


Caroline J. Ketcham Associate Professor, Exercise Science

“Effects of transcranial direct current stimulation (tDCS) to the dorsolateral prefrontal cortex (DLPFC) on neurocognitive performance and balance in combat military personnel.” With K.E. Hupfeld, Society for Neuroscience Conference, San Diego, CA, November, 2016.


Michael B. Kingston
Professor, Biology and Environmental Studies

Predatory Fish and Invasive Species Effects on Early Fouling Community Succession in Beaufort, NC. North Carolina Academy of Science 113th Annual Meeting, Fayetteville, NC, April 1-2, 2016.

Mary Knight-McKenna
Associate Professor, Education


Growing your knowledge and amplifying your voice by preparing for and teaching an early childhood policy and advocacy course. With H. Hollingsworth, National Association of Early Childhood Teacher Educators (NAECTE), Summer Conference, Baltimore, MD, June 6, 2016.

Brian A. Kremer
Assistant Professor, Music Theatre


Derek Lackaff
Associate Professor, Communications


Teresa W. LePors
Librarian


Heather M. Lindenman
Assistant Professor, English


Brian D. Lyons  
Associate Professor, Management and Entrepreneurship


Cara W. McFadden  
Assistant Professor, Sport and Event Management

“New Directions: Student Leadership in Collegiate Recreation.” The NIRSA Annual Conference, Orlando, FL, April 3-6, 2016.


“A Practical Approach to the Collegiate Recreation Student Employee as Student Leader.” With J. Wallace Carr, Educational session presented at the NIRSA Annual Conference. Orlando, FL, April 3-6, 2016.


Sean R. McMahon  
Assistant Professor, Management and Entrepreneurship


Jen G. Metcalf  
Assistant Professor, Performing Arts


Jon F. Metzger  
Professor, Music


Paul C. Miller  
Professor, Exercise Science


Yuko J. Miyamoto  
Associate Professor, Biology


Carmen C. Monico  
Assistant Professor, Human Service Studies

“The voices of mothers interviewed and the support to the research: Constructivist study about International Adoptions and Child Abduction in Guatemala.” Colloquium on the Adoptions, Human Trafficking, and the Related International Conventions, Guatemala City, Guatemala, March 8, 2016.

**Steve R. Moore**  
Lecturer, Environmental Studies


**Jessie L. Moore**  
Associate Professor, English


“Using the CEL-SoTL Data Archive to reexamine Scholarship of Teaching and Learning Evidence.” Symposium on Scholarship of Teaching and Learning. Banff, Canada, November 11, 2016.

“Fostering Evidence 3 Scholarship of Teaching and Learning with a Data Archive.” International Society for the Scholarship of Teaching and Learning. Los Angeles, California, October 14, 2016.

“What We Know about Student Learning from Undergraduate Research.” With Jenny Olin Shanahan. Pre-ISSOTL Council on Undergraduate Research Workshop. Los Angeles, California, October 12, 2016.


“Multiple Perspectives on Institutional Initiatives that Foster Writing as a High-Impact Practice Across and Beyond the University.” With Mike Carignan and Paula Rosinski. International Writing Across the Curriculum Conference, Ann Arbor, Michigan, June 23, 2016.


**Robert H. Moorman**  
Professor, Marketing and International Business


**Scott A. Morrison**  
Assistant Professor, Education

“Introducing Students to Environmental Justice” Worldview Symposium, Chapel Hill, NC, November 9, 2016.


**Janet C. Myers**  
Professor, English


**Amy A. Overman**  
Associate Professor, Psychology


“Applying neuroscience to enhance learning.” Lilly Conference, Austin, TX, January 7-9, 2016.

Samuele F. S. Pardini
Associate Professor, World Languages and Cultures


Rodney L. Parks
Assistant Professor, Registrar

Annual Meeting of the Southern Association of Collegiate Registrars and Admissions Officers, Oklahoma City, Oklahoma, February 11-15, 2016. Session Title: The registrar toolbox: “Next Level” electronic credentials

Annual Meeting of the Southern Association of Collegiate Registrars and Admissions Officers, Oklahoma City, Oklahoma, February 11-15, 2016. Session Title: Extending the transcript: An update on the AACRAO-NASPA Lumina Project

Annual Meeting of the Southern Association of Collegiate Registrars and Admissions Officers, Oklahoma City, Oklahoma, February 11-15, 2016. Session Title: Serving today’s student veteran: Challenges on the front line

Annual Meeting of the Southern Association of Collegiate Registrars and Admissions Officers, Oklahoma City, Oklahoma, February 11-15, 2016. Session Title: Curriculum visualization: Vision for the future

Annual Meeting of the Southern Association of Collegiate Registrars and Admissions Officers, Oklahoma City, Oklahoma, February 11-15, 2016. Session Title: Assessing the value and utility of Elon University’s CeDiploma

Parchment Summit, Washington, D.C., February 18. Session Title: Innovations in the transcript panel discussion


American Association of Collegiate Registrars and Admissions Officers, Phoenix, Arizona, March 20-23, 2016. Session Title: Co-curricular records: It takes a village to capture the student experience

American Association of Collegiate Registrars and Admissions Officers, Phoenix, Arizona, March 20-23, 2016. Session Title: Bridging student systems to impact event attendance

American Association of Collegiate Registrars and Admissions Officers, Phoenix, Arizona, March 20-23, 2016. Session Title: Transitioning challenges for international student athletes

American Association of Collegiate Registrars and Admissions Officers, Phoenix, Arizona, March 20-23, 2016. Session Title: Sending and receiving all of your academic credentials

American Association of Collegiate Registrars and Admissions Officers, Phoenix, Arizona, March 20-23, 2016. Session Title: Let’s STOP diploma fraud and offer international students the documents they need, all the while developing an alternative to the apostille

PESC Spring Data Summit, Washington, DC, April 13-15. Session Title: Evolution of data records management for credentialing & experiential learning

UNC General Administration CBE Summit, Chapel Hill, NC May 17. Session Title: Transfer and articulation of military credit and PLA

UNC General Administration CBE Summit, Chapel Hill, NC May 17. Session Title: Redesigning a student-centered transcript

WCET Leadership Summit, Salt Lake City, June 8-9, 2016. Session Title: Case study, institutional innovations for the 21st century
AACRAO Technology & Transfer Conference, Anaheim, California, July 10-12. Session Title: Great Scott! Transcript model extensions hit 88mph

EDUCAUSE, Anaheim, California, October 25-28, 2016. Session Title: Digital credentials for digital learners

Lumina Foundation’s Beyond the Transcript: Capturing Learning Wherever it Occurs, Indianapolis, Indiana, November 28-29, 2016. Session Title: Introduction to new comprehensive student records models

Paula N. Patch
Senior Lecturer, English
"Re-Tooled: Revising a Grammar Competency Exam for Education Majors into a Learning Opportunity for Everyone." With Patrick Rudd, Conference on English Leadership, Atlanta, Georgia, November 2016.


"Tracking the Invisible Faculty: Using Institutional Ethnography to Determine the Material Conditions of Non-Tenure Track Lecturers." Carolinas Writing Program Administrators Fall Meeting, Little Switzerland, NC, September 2016.

"A Real-Time Conversation with Campus Partners: What We Learned from Collaborating on Our Residential Campus Initiative." With Patrick Rudd, Council of Writing Program Administrators Conference, Raleigh, NC, July 2016.

"Co-Owners in Engaged Learning: Reimagining the Library-First Year Writing Partnership as a Community of Practice." The Innovative Library Classroom annual conference, Radford University, Radford, Virginia, May 2016.

Brian K. Pennington
Professor, Religious Studies


"Reform and Revival, Innovation and Enterprise: A Tale of Modern Hinduism."


Patricia D. Ragan
Associate Professor, Physician Assistant Studies


Kirstin Ringelberg
Professor, Art and Art History


Laura Roselle
Professor, Political Science

Melissa H. Scales
Assistant Professor, Physical Therapy Education

Susanne Shawyer
Assistant Professor, Performing Arts


Alfred T. Simkin
Assistant Professor, Biology
Andrea A. Sinn  
Assistant Professor, History and Geography

“Germans, Jews, and Other Europeans: Modern Encounters,” International Graduate Student Workshop, Center for Jewish Studies, Center for German and European Studies, and Institute for European Studies, UC Berkeley, December 14-16, 2016.


Carol A. Smith  
Associate Professor, Health and Human Performance

“Educating the “whole” child: Adventure in physical education.” SHAPE America Annual Convention half day pre-conference workshop, Minneapolis, MN, 5-9 April 2016.

“The ABCs of adventure based learning in physical education.” SHAPE America Annual Convention, Minneapolis, MN, 5-9 April 2016.

“Possible solutions to bullying in schools.” SHAPE America Southern District Annual Convention, Williamsburg, VA, 10-13 February, 2016.

“Social dance for ALL.” SHAPE America Southern District Annual Convention, Williamsburg, VA, 10-13 February, 2016.


Deborah M. Stetts  
Associate Professor, Physical Therapy Education


Laura L. Taylor  
Associate Professor, Mathematics and Statistics


Shawn R. Tucker  
Associate Professor, Art and Art History


“Humility, Pride, and Fear (with reference to King Lear)” Mormon Scholars in the Humanities, Orem, Utah, April 7-9, 2016.

Maureen O. Vandermaas-Peeler  
Professor, Psychology


David B. Vandermast  
Associate Professor, Biology


Janet L. Warman  
Professor, English


Pamela D. Winfield  
Associate Professor, Religious Studies

“Material Theory, Visual Culture, and Dōgen’s Vision for a New Zen Monastery.” Vision and Visuality in Buddhism and Beyond Symposium, University of Zurich, SWITZERLAND, November 24-26, 2016.


“Materializing the Zen Monastery.” Association of Asian Studies, Seattle, WA, April 1, 2016.

Scott D. Wolter  
Associate Professor, Engineering


Qian Xu  
Associate Professor, Communications


Karen A. Yokley  
Associate Professor, Mathematics and Statistics


Rena C. Zito  
Assistant Professor, Sociology and Anthropology


Artistic Exhibitions & Performances

**Robin Attas**
Assistant Professor, Music
Performance of three labor songs at Elon University Labor Day Presentation, Whitley Auditorium, Elon University, September 5, 2016

**Kevin Boyle**
Professor, English
Poetry Reading, Elon University, February 17, 2016
Poetry Reading, Prairie Lights Bookstore, Iowa City, IA, May 25, 2016
Poetry Reading, The Bookworm Bookstore, Omaha, NE, May 26, 2016
Poetry Reading, Brockman-Campbell Book Award Reading, NC Poetry Society, Southern Pines, NC, September 17, 2016
Poetry Reading, Two Writers Walk into a Bar, West End, Durham, NC, October 11, 2016
Poetry Reading, Carrboro’s West End Poetry Festival, Firefly Bookstore, October 14, 2016

**Polly B. Cornelius**
Senior Lecturer, Music
Fiddler on the Roof, The Municipal Theatre Association of St. Louis (MUNY), St. Louis, MO, performance of “Gossip Villager” and a featured ensemble member, July 18-August 6, 2016
Solo Recital of Spanish and American Music, University of Alabama at Birmingham, Birmingham, AL, September 23-24, 2016
Vocal Technique and Styles Masterclass, University of Alabama at Birmingham, Birmingham, AL, September 24, 2016
American Music and Musical Theatre solo Recital, St. Mark’s English Church, Florence, Italy, October 6, 2016
Masterclass on American Music and Musical Theatre, vocal technique and styles, Accademia Firenze di Europa, Florence, Italy, October 8, 2016

**Samantha DiRosa**
Associate Professor, Art and Environmental Studies
Live performance event, “ProMusica” Concert Series. This concert featured the work of COLLAPSS ensemble. My video/live music piece “Ricochet” was a part of the program. Cameron Art Museum, Wilmington, NC, March 31, 2016

**Linda M. Formato**
Associate Professor, Performing Arts
“Disney’s The Hunchback of Notre Dame,” Choreographer, The Fredericia Teater in Denmark, 2016
“Sweet Charity,” Director & Choreographer, The Danish Musical Academy Showcase, Fredericia, Denmark, 2016
“Heaven’s Got Hake-oke,” Guest Artist, The Zodiaque Dance Company, University at Buffalo, February 2016
“Working,” Director & Choreographer, Roberts Studio Theatre, Scott Studios at Arts West, Elon, NC, April 28-May 2, 2016

**Stephen A. Futrell**
Associate Professor, Music
Conductor, Company Shops Band, Burlington 4th of July Concert, NC, July 3, 2016
Adjudicator, LMEA East 1A Choral Festival, Raceland, LA, April 21-23, 2016

**Ben H. Hannam**
Associate Professor, Communications

**Natalie Hart**
Assistant Professor, Performing Arts
“Fences,” Scenic Designer, Triad Stage, Greensboro, NC, April, 2016

**Lauren W. Kearns**
Professor, Performing Arts

**Jen G. Metcalf**
Assistant Professor, Performing Arts
“Outside the Wall” Dance Premiere, Commissioned by Florida Southern University, Lakeland, Florida, April 22-24, 2016
“Motion Pictures” Photography Exhibition, Elon University, Elon, North Carolina, August 29-October 25, 2016
“Touch and Go” Dance Premiere, Elon University Fall Dance Concert, Elon, North Carolina, November 10-13, 2016
“Convergence” Dance Premiere, Greensboro Performing Arts Center, Greensboro, North Carolina, November 19, 2016
“Elsewhere” Dance Film Screening, Citizen Jane Film Festival, Columbia, Missouri, November 3-6, 2016
“Elsewhere” Dance Film Screening, Jahorina Film Festival, Pale, Bosnia and Herzegovina, September 21-25, 2016
“Elsewhere” Dance Film Screening, The Cottier Chamber Project-Dance on Screen, Glasgow, Scotland, June 11, 2016
“Elsewhere” Dance Film Screening, Jacksonville Dance Film Festival, Jacksonville, Florida, April 30, 2016
“Elsewhere” Dance Film Screening, filmSPARK, Cary, North Carolina, September 18, 2016
“le passage du temps” Dance Film Screening, The Midwest RAD Fest, Kalamazoo, Michigan, March 18-20, 2016
“le passage du temps” Dance Film Screening, Philadelphia Screen Dance Festival, Philadelphia, Pennsylvania, February 16-21, 2016
“le passage du temps” Dance Film Screening, New York City Independent Film Festival, New York, New York, April 27-May 1, 2016
“le passage du temps” Dance Film Screening, ScreenDance Festival at Dansmuseet Stockholm, Stockholm, Sweden, April 28-29, 2016
“le passage du temps” Dance Film Screening, Pittsburgh, Independent Film Festival, Pittsburgh, Pennsylvania, July 17, 016
“le passage du temps” Dance Film Screening, Sans Souci Festival of Dance Cinema, Lafayette, Colorado, November 9 & 16, 2016

Jon F. Metzger
Professor, Music
Modern Jazz Quartet Retrospective, the Betchler Museum of Modern Art, Charlotte, NC, April 1, 2016
Residency: the University of Central Arkansas at Conway, Jazz Vibraphone master classes, workshops, and recital performance.

Susanne Shawyer
Assistant Professor, Performing Arts
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 enlarge 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.

The Elon faculty embrace the idea that scholarship and teaching are inseparable because scholarship is the foundation of teaching. The scholarly and professional activities of faculty connect them to a vital intellectual community beyond the walls of Elon, ensure their continuing development as enlightened seekers, contribute to the body of knowledge and wisdom, and renew their enthusiasm to engage students. The Elon community is committed to creating an environment that allows the faculty to excel as teachers, scholars, and mentors.

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 enriching community, and so it represents the most fundamental form of professional activity. Other forms of professional activity include service to the profession, developing new research skills, taking special courses, attending workshops related to one’s discipline, attending
workshops on teaching pedagogy and attending conferences, performances, or exhibits. As they mature professionally, faculty may serve as consultants and accept leadership roles in disciplinary organizations.

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.