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46 The Elon Teacher-Scholar
Elon's teacher-scholar statement was written in 2003 and, like our mission statement, is a defining document for Elon. Much has changed at Elon since 2003, including the hiring of almost 70 percent of Elon's full-time faculty. Nonetheless, we remain steadfastly committed to the teacher-scholar ideal and each year, this publication, along with Elon University's President's Report, proudly celebrate the scholarly and creative achievements of Elon's faculty.

As members of the Elon community, we are called on to regularly consider how our teacher-scholar statement makes Elon unique. Elon's uniqueness arises from the constructive tensions that lie at the intersection of teaching and scholarship. Elon faculty embrace the both-and tension (that is, not either teacher or scholar, but both teacher and scholar), recognizing the valuable outcomes that emanate from that tension. The result of these energies is a distinctive university relentlessly focused on academic excellence and deep student learning.

Elon University was once again recognized as the top Southern master's-level university by U.S. News & World Report, with #1 rankings for excellence in undergraduate teaching and innovation. Additionally, Elon was again recognized by the U.S. News & World Report for excellence in all eight programs that lead to student success, an achievement now repeated for four straight years. Elon was also recognized by the Wall Street Journal/Times Higher Education as a national leader for student engagement. Such honors and accomplishments are only made possible through the dedication and efforts of a truly extraordinary faculty of teacher-scholar-mentors.

We have a faculty that are persistent in the ongoing pursuit of excellence. This commitment to excellence manifests itself through putting the teacher-scholar ideal into action each and every day. Elon faculty have defined that ideal, its values, and its expectations. Elon faculty embrace that ideal, thus, that ideal is Elon University.

Along with Elon's position as the preeminent university in the country for engaged and experiential education, we are driven by a commitment to excellence. Thank you for all you do to make this distinctive learning environment, for your unwavering commitment to Elon's values, for embracing the work of balancing Elon's constructive tensions, and for your dedication to scholarship and student learning. I look forward to working together on our shared goals, as we continue to restlessly pursue excellence in all we do.

Steven D. House
Provost/Executive Vice President
Stephen Bloch-Schulman is regarded as an innovator whose commitment to student learning is inspiring his students as well as advancing scholarship about teaching and learning. His substantial and influential contributions in the field earned him national recognition this year, when he was named the first recipient of the new Excellence in Teaching Philosophy award from the American Association of Philosophy Teachers, the American Philosophy Association and the Teaching Philosophy Association.

Bloch-Schulman joined Elon in 2006 and has established a reputation as a talented, passionate and committed teacher who his colleagues say “is constantly challenging himself to become even more effective in forwarding student learning.” Bloch-Schulman has twice been named a Center for the Advancement of Teaching and Learning Scholar. He has published extensively and has twice been recognized with the Mark Lenssen Award from the American Association of Philosophy Teachers, which recognizes the best article on teaching philosophy.

“Professor Bloch-Schulman is a national leader in teaching and learning as a scholar, a faculty developer and a service provider,” notes a colleague. “The nexus of his teaching and research on teaching and learning is complex and multifaceted, producing outstanding teaching and outstanding research.”

Bloch-Schulman is known for teaching creative and challenging courses, with a prime example the Reclaiming Democracy course he co-teaches with instructors from six nearby institutions as well as community activists. A colleague involved in co-teaching that course notes that Bloch-Schulman is “the kind of teacher-leader who is unassuming in offering transformational opportunities for students. That is, his self-effacing humor allows him to introduce complex information in accessible ways. In doing so, he routinely plants the seeds of extraordinary ideas for students to consider.”

Since the Elon Academy college access and success program launched in 2008, Bloch-Schulman has been a dedicated instructor. A colleague who first worked with Bloch-Schulman as a teaching assistant the year of its launch notes that “while many philosophers see the practice of teaching as work that is independent of their research, Stephen helped me to see how to integrate scholarship in philosophy with the practice of teaching. From him, I learned to think about education philosophically, to question everything I thought I knew about teaching and to think carefully about each pedagogical choice I make.”

Bloch-Schulman has served as a dedicated mentor to his students and a leader in the area of undergraduate research. He has co-authored four published articles and co-presented 14 conference presentations with undergraduate students and has been a leader within the department in mentoring students pursuing undergraduate research projects. Among the comments from his students are that he “encourages me to think critically more than any instructor I’ve ever had,” and “reading and writing in this way has caused me to think and challenge myself in ways I’ve never done before.”
Distinguished Scholar Award

Maureen Vandermaas-Peeler
Professor of psychology and director of the Center for Research and Global Engagement

Maureen Vandermaas-Peeler’s research and scholarship in the area of early childhood development and high-impact practices in higher education has earned her acclaim and established her as a leader in the field of developmental psychology.

Since coming to Elon in 1995, she has published 33 peer-reviewed scholarly articles and has made 55 presentations at international and national conferences, with seven additional manuscripts now under review. Her edited book, “Excellence in Mentoring Undergraduate Research,” was published by the Council on Undergraduate Research in 2018.

Her career has seen her emerge as an internationally recognized expert in her field, with her research relied upon by her peers and providing the foundation for student learning in the classroom. A professor of psychology at Elon, she is also the director of the Center for Research and Global Engagement, which was created in fall 2015 to facilitate, support and promote scholarship on global engagement.

“Her interest in college students’ development is inseparable from her work in undergraduate research training and global engagement, and her experiences in both contexts inform her research,” a fellow scholar noted. “It is clear that Dr. Vandermaas-Peeler has genuine passion for understanding development in early childhood and emerging adulthood, for exploring the role of culture in social interactions, and for integrating this work with her students’ lived experiences. Moreover, her passion is realized in an extraordinary record of research.”

An Elon colleague reinforces the fact that Vandermaas-Peeler lives out the findings of her research as an active and highly regarded research mentor, noting that she has supervised more than 100 students during her time at Elon. Her close work with those mentees has resulted in 31 presenting at professional conferences, 23 publishing in peer-reviewed journals and far more gaining acceptance to competitive graduate programs and jobs.

“Maureen is clearly dedicated to training the next generation of developmental psychologists and was recognized in 2011 with the Ward Family Excellence in Mentoring Award,” an Elon colleague notes. “Indeed, faculty both inside and outside the department view Maureen as a model mentor and seek her guidance on their own mentoring journeys.”

Vandermaas-Peeler directed the Honors Program at Elon from 2008 to 2013 and has led study abroad programs in the United Kingdom, Italy and Turkey. She was a co-leader in a research seminar on Excellence in Mentoring Undergraduate Research with Elon’s Center for Engaged Learning from 2014 through 2016.
Sylvia Muñoz has served as a prime example of civic engagement and social responsibility at Elon and beyond. As an instructor, she has taught multiple Spanish conversation classes at El Centro as well as several sections of Elon 101, using both as opportunities to impress upon students how important it is to be an active participant in the local community.

Muñoz has worked with the Master of Education degree program on international experiences in Costa Rica in a way that one colleague said helped the students understand “the critical role of culture and language in teaching” and the importance of having “global skills in cultural awareness and competence beyond the classroom.”

A leader in the Center for Race, Ethnicity and Diversity Education, Muñoz was the driving force behind the creation of the Latinx/Hispanic Employee Resource Group and the Elon Latinx-Hispanic Alumni Network and has co-led the work of the Hispanic/Latinx Working Group. She has established a connection between the “It Takes a Village” Project, which works with students in the Alamance-Burlington School System, and El Centro, has supported the Latinx-Hispanic Union student organization and has served on the president’s Diversity Council.

Students and alumni point to the extensive support Muñoz has provided to them in multiple ways throughout their times at Elon, with many saying that she became part of their families. “Sylvia was always pushing me to be a better student and a better man — she always demanded the best of me,” one alumnus said. “She taught me important values like respect, hard work and responsibility and she also taught me to always care for others, and most importantly, to live life to the fullest. … Sylvia’s passion and energy to make Elon a better place for everyone is contagious.”

A colleague notes that her work within the CREDE and El Centro speaks to the fact that participatory citizenship is an essential part of Elon’s educational experience. “I am humbled by what I have seen and experienced firsthand in Sylvia’s consistent and ongoing contributions to our community,” the colleague notes. “She is a passionate educator who models the importance of taking interest in wider social issues that have long-standing impact, both here on our campus and beyond our Elon community.”

Muñoz has been very active in the broader community, serving as a coordinator of events such as the “Immigrant Realities” series, of conferences such as “Intersect” and “Perspectivas,” and of workshops such as the ALANAM Women’s Institute.

“One day I hope to have the rapport with students, alumni, parents and community members that Sylvia has been able to establish,” a colleague says, “the type of relationship where alumni and community members visit her constantly at El Centro or the CREDE to introduce their parents, to show her their babies, to ask her to come to their weddings, to thank her for helping them get jobs, to tell her that she has been THE one person who made the biggest difference in their lives while at Elon.”
Ward Family Excellence in Mentoring Award

Shereen Elgamal
Lecturer in Arabic in the Department of World Languages and Cultures

The influence that Shereen Elgamal has had on the lives of her students is evident from the glowing comments and rave reviews they offered in supporting her nomination for the Ward Family Excellence in Mentoring Award. She brings challenge and rigor to her courses while also cultivating in her students a love for what she’s teaching.

“It is noteworthy that every student whom I contacted responded promptly and enthusiastically with comments like ‘YES! She has changed my life,’” a colleague wrote in nominating Elgamal for the award.

A member of the Elon faculty since 2008, Elgamal has taught Arabic courses, coordinated the Middle East Studies program and served as the faculty adviser for the Arabic Language Organization and the Muslim Student Association. “She is prompting her students to think beyond the course, the semester, the year and the Elon experience,” a colleague said. “More than any colleague in our department, Shereen is continuously looking for study abroad, service-learning, internship, volunteer and job opportunities for her students because she sees them as ‘amazing young adults’ (her words) who have remarkable achievements ahead.”

Students and alumni point to the influence that Elgamal has had on their lives and their learning, as she guided them through their coursework as well as helped them look far beyond a specific course or their university education. Elgamal has encouraged students to pursue summer internships and helped students secure application to law school, a Fulbright award or acceptance into Teach for America. Several of her former students point to the countless hours she spent reading application essays for scholarships, internships, study abroad opportunities or jobs. “Every spring semester, she starts class with, ‘So what are my children doing with their summer?’” one former student said. “She asks this to make sure we are having strong academically/professionally relevant experiences during our summers. But she is always there to help us apply for incredible opportunities year-round, and especially post-graduation.”

One student notes that her own “most profound connection to the institution” comes from the relationship that she fostered with Elgamal. “Dr. Elgamal stands as the finest example of professional initiative and personal dedication that I witnessed in my privileged position as her student and mentee,” she said. “Through her diligent mentorship, careful advising and the familiar care she demonstrates for students, Dr. Elgamal is an irreplaceable asset to the Department of World Languages and Cultures and the university as a whole.”

Exemplifying the characteristics of a mentor, Elgamal has provided the motivation that her students need to fully develop and pursue their goals. One student notes that Elgamal “opened my eyes and made me realize that I was not only failing to reach my full potential, but my drive was lacking. Hearing this motivated me to regroup and set all of my priorities in order. By challenging me, she reignited my internal motivation to succeed and I have not looked back since.”
Publications

Books

Amy L. Allocco  
Associate Professor, Religious Studies

Lee A. Bush  
Associate Professor, Communications

Mark T. Enfield  
Associate Professor, Education and Wellness

Steven I. Friedland  
Professor, Law

Mina Garcia Soormally  
Associate Professor, World Languages and Cultures

Charity Johansson  
Professor, Physical Therapy Education

Ryan J. Johnson  
Assistant Professor, Philosophy
Contemporary Encounters with Ancient Metaphysics, with J.A. Greenstine, Edinburgh University Press, August 2018.

Brian A. Kremer  
Assistant Professor, Performing Arts

Paul C. Miller  
Professor, Exercise Science

Jessie L. Moore  
Professor, English

Brian K. Pennington  
Professor, Religious Studies

Rebecca Todd Peters  
Professor, Religious Studies

Laura J. Roselle  
Professor, Political Science and Policy Studies
Publications 2018

Maureen Vandermaas-Peeler  
Professor, Psychology

Karen A. Yokley  
Associate Professor, Mathematics and Statistics

Articles & Book Chapters

Meredith Allison  
Professor, Psychology


Amy L. Allocco  
Associate Professor, Religious Studies


Bill Anderson  
Associate Professor, Communications


Janna Q. Anderson  
Professor, Communications


Bill Andrews  
Professor, Physical Therapy Education


Enrique Armijo  
Associate Professor, Law
Chad Awtrey  
Associate Professor, Mathematics and Statistics


Katherine A.G. Baker  
Assistant Professor, Education and Wellness


Stephanie L. Baker  
Assistant Professor, Public Health Studies


Steven Bednar  
Associate Professor, Economics


Cynthia C. Bennett  
Assistant Professor, Physician Assistant Studies


Jim Bissett  
Professor, History and Geography


Kevin J. Bourque  
Assistant Professor, English


Kevin Boyle  
Professor, English

“After the Fall of the Dictatorship.” Prairie Schooner, 92 (3), (Fall 2018).

“Late 20s, Unmarried.” Prairie Schooner, 92 (3), (Fall 2018).

Vanessa Bravo  
Assistant Professor, Communications


Brittany K. Mercado  
Assistant Professor, Management and Entrepreneurship


David M. Buck  
Associate Professor, Psychology


Ann J. Cahill  
Professor, Philosophy


Susan E. Camilleri  
Assistant Professor, Political Science and Policy Studies

Jennifer J. Carroll  
Assistant Professor, Sociology and Anthropology


Jeffrey P. Carpenter  
Associate Professor, Education and Wellness


Olivia J. Choplin  
Associate Professor, World Languages and Cultures


Amanda J. Chunco  
Associate Professor, Environmental Studies


Justin G. Clar  
Assistant Professor, Chemistry


Geoffrey Claussen  
Associate Professor, Religious Studies


David A. Copeland  
Professor, Communications


Jennifer A. Dabrowski  
Assistant Professor, Chemistry

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<th>Name</th>
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<td>Proceedings of the Tenth International Conference on Teaching Statistics, M. A. Sorto, A. White, and L. Guyot (Eds.), (July 2018).</td>
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<td>Jonathan C. Dooley</td>
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<td>The Moves that Matter in Academic Writing</td>
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<td>Brandon K. Essary</td>
<td>Expanding the Dimensions of Learning a</td>
<td>Interdisciplinary Humanities, 34(2) (Fall 2018).</td>
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2018 Publications
Cynthia D. Fair  
**Professor, Public Health Studies**


Peter Felten  
**Professor, History and Geography**


Mary Jo Festle  
**Professor, History and Geography**


Eric M. Fink  
**Associate Professor, Law**


CJ E. Fleming  
**Assistant Professor, Psychology**


Dianne E. Ford  
**Associate Librarian, Belk Library**


Rochelle L. Ford  
**Professor, Communications**


Alexis T. Franzese  
**Associate Professor, Sociology and Anthropology**


Steven I. Friedland
Professor, Law

Stephen A. Futrell
Associate Professor, Music

Henry D. Gabriel
Professor, Law

Barbara Miller Gaither
Professor, Communications

David E. Gammon
Professor, Biology
“Oil in the Amazon: Is Sustainable Development Possible?” National Center for Case Study Teaching in Science, National Center for Case Study Teaching in Science, University at Buffalo (2018).

Lawrence L. Garber, Jr.
Associate Professor, Marketing

Mathew H. Gendle
Professor, Psychology

Bilal M. Ghandour
Assistant Professor, Psychology

Raj A. Ghoshal
Assistant Professor, Sociology and Anthropology

Andrew J. Haile
Associate Professor, Law

Eric E. Hall
Professor, Exercise Science


Simon Higgins Assistant Professor, Exercise Science


“Interactive associations of physical activity, adiposity, and oral contraceptive use on C-reactive protein levels in young women.” With M.V. Fedewa, E.D. Hathaway, B.M. Das, R.L. Forehand, M.D. Schmidt, and E.M. Evans. Women & Health, 58 (2); (February 2018): 129-144.


Heidi L. Hollingsworth Associate Professor, Education and Wellness


Dugald R. Hutchings Associate Professor, Computer Science


Charles F. Irons Professor, History and Geography


Megan L. Isaac Associate Professor, English


Charity Johansson Professor, Physical Therapy Education

India R. Johnson  
Assistant Professor, Psychology


Ryan J. Johnson  
Assistant Professor, Philosophy


Margarita Kaprielyan  
Associate Professor, Finance


Caroline J. Ketcham  
Professor, Exercise Science


Elena D. Kennedy  
Assistant Professor, Management and Entrepreneurship


Jason A. Kirk  
Associate Professor, Political Science and Policy Studies


Ray A. Knight  
Professor, Accounting


Mary Knight-McKenna  
Associate Professor, Education and Wellness


Ketevan Kupatadze  
Senior Lecturer, World Languages and Cultures

Byung S. Lee  Associate Professor, Communications


Teresa W. LePors  Assistant Librarian, Belk Library


David S. Levine  Associate Professor, Law


Heather M. Lindenman  Assistant Professor, English


Deandra J. Little  Associate Professor, English


“Bringing study abroad back to campus: A collaborative student project on acquiring, researching and exhibiting artifacts.” With X. Duan, S. Williams, S. Wagner, and K. Moritz. Mentoring Undergraduate Research in Global Contexts, a special issue of Perspectives on Undergraduate Research and Mentoring. Vol 6.2.

Buffie Longmire-Avital  Associate Professor, Psychology


Shaun Lynch  Assistant Professor, Physician Assistant Studies


Brian D. Lyons  Associate Professor, Management and Entrepreneurship


Takudzwa A. Madzima  Assistant Professor, Exercise Science


Mark R. Mallon  
Assistant Professor, Management and Entrepreneurship


Kristen L. Mazur  
Assistant Professor, Mathematics and Statistics


Paul C. Miller  
Professor, Exercise Science


Jessie L. Moore  
Professor, English


Robert H. Moorman  
Professor, Marketing and International Business


Linda M. Niedziela  
Associate Professor, Biology

“No Matter If You are Black or White: Race and Skin Color Variation.” With S. Chandrasekaran. National Center for Case Study Teaching in Science, National Center for Case Study Teaching in Science, University at Buffalo (2018).

Tim Norvell  
Assistant Professor, Marketing


Jane O’Boyle  
Assistant Professor, Communications


Sara L. Ochs  
Assistant Professor, Law


Amy A. Overman  
Professor, Psychology


Cora S. Palfy  
Assistant Professor, Music


Rodney L. Parks  
Assistant Professor, Registrar


Paula N. Patch  
Senior Lecturer, English


Brian K. Pennington  
Professor, Religious Studies


Robert T. Perdue  
Assistant Professor, Sociology and Anthropology


Rebecca Todd Peters  
Professor, Religious Studies


Patricia D. Ragan  
Associate Professor, Physician Assistant Studies  

Kirstin Ringelberg  
Professor, Art History  

Anthony Rizzuto  
Assistant Professor, Chemistry  

Kristin C. Roland  
Assistant Professor, Accounting  
“Expected benefit payments and asset allocations in defined benefit plans post-SFAS 132 (R).” With A. Blankley and K. Hong. Accounting Horizons, 32, (September 2018): 71-82.

Laura J. Roselle  
Professor, Political Science and Policy Studies  

Kathryn Rouse  
Associate Professor, Economics  

Joan D. Ruelle  
Associate Professor, Belk Library  

Susanne E. Shawyer  
Assistant Professor, Performing Arts  

Kim Shively  
Assistant Professor, Performing Arts  

Karl D. Sienerth  
Professor, Chemistry  

Barjinder Singh  
Assistant Professor, Management and Entrepreneurship  
Andrea A. Sinn  
Assistant Professor, History and Geography  


Carol A. Smith  
Associate Professor, Education and Wellness  

Megan Squire  
Professor, Computing Sciences  

Safia N. Swimelar  
Associate Professor, Political Science and Policy Studies  

Laura L. Taylor  
Associate Professor, Mathematics and Statistics  


Sabrina L. Thurman  
Assistant Professor, Psychology  


Carri Reisdorf Tolmie  
Assistant Professor, Marketing and International Business  


Ifeoma A. Udeh  
Assistant Professor, Accounting  

Maureen Vandermaas-Peeler  
Professor, Psychology  


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<th>Name</th>
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<tr>
<td>Tedd A. Wimperis</td>
<td>Assistant Professor, World Languages and Cultures</td>
<td>“A Humanist Autograph Lost and Found: Mattia Lupis Anies Geminianenses.” Humanistica Lovaniensia, 67(1), (March 2018): 47-68.</td>
</tr>
<tr>
<td>Rena C. Zito</td>
<td>Assistant Professor, Sociology and Anthropology</td>
<td>“Institutional Anomie and Justification of Morally Dubious Behavior and Violence Cross-nationally: A Multilevel Examination.” Australian and New Zealand Journal of Criminology, online first (June 2018): 1-22. DOI: 10.1177/000486581885653</td>
</tr>
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Presentations 2018

Meredith Allison  
Professor, Psychology


Amy L. Allocco  
Associate Professor, Religious Studies


“Tell us your name and do as we say!: Concealing and Revealing in the Making of Family Gods in Tamil Nadu.” Conference on the Study of Religions of India, University of California at Davis, CA, June 21-24, 2018.


Bill Anderson  
Associate Professor, Communications


Janna Q. Anderson  
Professor, Communications


Bill Andrews  
Professor, Physical Therapy Education


Enrique Armijo
Associate Professor, Law

“Fainthearted First Amendment Lochnerism.” Constitutional Law Colloquium, Loyola University Chicago School of Law, November 2018.


Chad Awtrey
Associate Professor, Mathematics and Statistics


Katherine A.G. Baker
Assistant Professor, Education and Wellness


Stephanie L. Baker
Assistant Professor, Public Health Studies


Steven Bednar
Associate Professor, Economics

“The Effect of Breaks on Student Productivity: Evidence from Physical Education.” With K. Rouse. Association for Education Finance and Policy, Portland, OR, March 15-17, 2018

Cynthia C. Bennett
Assistant Professor, Physician Assistant Studies


Lynne Bisko
Associate Librarian, Belk Library


Julia Bleakney
Assistant Professor, English


“IWCA Mentor Match Special Interest Group.” International Writing Centers Association, Atlanta, GA, October 2018.


Kevin Boyle
Professor, English


Vanessa Bravo
Associate Professor, Communications


Brittany K. Mercado
Assistant Professor, Management and Entrepreneurship

“Bridging the academic–practitioner divide to improve I-O science.” The Annual Conference of the Society for Industrial and Organizational Psychology, Chicago, IL, April 2018.

David M. Buck
Associate Professor, Psychology


Matthew T. Buckmaster
Associate Professor, Music


Lee A. Bush
Associate Professor, Communications

“Student-Run Agencies and Their Role in Accelerating Students’ Careers in Communication.” Carolina Communications Association, Charlotte, NC, September 28-29, 2018.


Ann J. Cahill
Professor, Philosophy


“The Shimmering Moment of Disclosure: Ethics, Vulnerability, and the Role of the Confidant.” The #metoo and Epistemic Injustice Interdisciplinary Conference, sponsored by CUNY Graduate Center Advanced Research Collaborative (ARC), the Center for the Humanities, and the CUNY Philosophy Program, New York, NY, October 5-6, 2018.
Susan E. Camilleri
Assistant Professor, Political Science and Policy Studies


Rozana Carducci
Associate Professor, Education and Wellness


“Using Professional Competencies to Improve Student Affairs Practice.” NASPA Annual Conference, Philadelphia, PA, March 2018.

Chrsytal Carpenter
Assistant Librarian, Belk Library


Jeffrey P. Carpenter
Associate Professor, Education and Wellness

“Is it time for you to go Edcamping?” Learning Forward Annual Conference, Dallas, TX, December 1-5, 2018.


Jennifer J. Carroll
Assistant Professor, Sociology and Anthropology


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


“Magallanes (2015) and the Limits of Reconciliation.” Annual Meeting of the American Comparative Literature Association (ACLA), Los Angeles, CA, March 29 - April 1, 2018.


2018 Presentations
C. Catherine Chiang

Associate Professor, Accounting


Olivia J. Choplin

Associate Professor, World Languages and Cultures


Amanda J. Chunco

Associate Professor, Environmental Sciences


Justin G. Clar

Assistant Professor, Chemistry


“Release of ZnO Nanoparticles from Coated Surfaces: Effect of Particle Size and Surface Age.” American Chemical Society (ACS) 256th Meeting, Boston, MA, August 21, 2018.

Naeemah Clark

Associate Professor, Communications


“Diverse Content on Streaming Sources.” Broadcast Educators Association, April 2018.


Geoffrey Claussen

Associate Professor, Religious Studies


Janet M. Cope

Professor, Physical Therapy Education


David A. Copeland

Professor, Communications

“Censorship, Information Control and Information Technologies from the Printing Press to the Internet.” The Neubauer Collegium, University of Chicago, Chicago, IL, October 2018.

Anthony W. Crider

Professor, Physics


Shaina M. Dabbs

Assistant Professor, Sport Management


Jennifer A. Dabrowski

Assistant Professor, Chemistry

Brooks M. Depro  
Assistant Professor, Economics


Kirsten A. Doehler  
Associate Professor, Mathematics and Statistics


Mark T. Enfield  
Associate Professor, Education and Wellness


L. Kimberly Epting  
Associate Professor, Psychology


Brandon K. Essary  
Associate Professor, World Languages and Cultures

“‘(E-)Life is (not) Strange’: Video Game-Based Learning in Higher Education.” Focus on Teaching and Technology Conference, Saint Louis, MO, September 27-28, 2018.

“Teaching Italian with (Video) Games.” American Association of Italian Studies Conference, The Sant’Anna Institute, June 14-17, 2018.

“Dante’s Inferno, Pop Culture, and Video Games.” The Sant’Anna Institute, June 14-17, 2018.

Elizabeth S. Evans  
Assistant Professor, Physical Therapy Education


“Phase angle and body composition in breast cancer survivors compared to healthy age-matched women.” 65th Annual Meeting of the American College of Sports Medicine, Minneapolis, MN, June 2018.


“Do we need to introduce ultrasound training to our future PAs?” Annual Meeting of the American Association of Physician Assistants, New Orleans, LA, May 2018.

“Comparison of objective and subjective measures of cognitive function in women with and without a history of breast cancer.” Experimental Biology, San Diego, CA, April 2018.


Cynthia D. Fair  
Professor, Public Health Studies


Peter Felten


“Valuing Teaching: Perspectives on Teaching Conference, Western University, Ontario, Canada, August 30, 2018.

“Engaging Students as Partners in Faculty Development on Signature Work.” AAC&U Institute on Integrative Learning and Signature Work, Boston, July 17-20, 2018.


“Imagining the Place of Students in Educational Development.” International Consortium for Educational Development Biennial Conference, Atlanta, GA, June 8, 2018.

“How Do We Partner with Students in Learning and Teaching?” Conference on Teaching and Learning, University of South Alabama, May 7, 2018.

“The Undergraduate Experience.” Celebrate Learning Week, University of British Columbia, Canada, May 3, 2018.

“Mentoring and Transforming.” CNDSL-NHS Mentoring Initiative, Georgetown University, April 9, 2018.

“Partnering with Students in Learning and Teaching.” Faculty Innovations for Student Success Symposium, Florida International University, April 6, 2018.

“Viewing Transformative Learning through the Lens of SoTL.” Transformative Learning Conference, Oklahoma City, OK, March 10, 2018.


Mary Jo Festle


Victoria Fischer Faw

CJ E. Fleming  Assistant Professor, Psychology


Rochelle L. Ford  Professor, Communications

Alexis T. Franzese  Associate Professor, Sociology and Anthropology


Steven I. Friedland  Professor, Law


“Teaching to Promote Deep Learning.” Faculty Presentation, NSU Law Center, Davie, FL, Nov. 16, 2018.


Kelly R. Furnas  Lecturer, Communications
“Covering the Unimaginable.” Journalism Education Association, Chicago, IL, November 2, 2018.

Henry D. Gabriel  Professor, Law


Barbara Miller Gaither  Professor, Communications

Kathleen K. Gallucci  Associate Professor, Biology
“Learning Gains in a Flipped Non-Majors Undergraduate Biology Course.” The Annual Development Conference of the National Association of Biology Teachers (NABT), San Diego, CA, November 9-11, 2018.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Research/Work Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mina Garcia Soormally</td>
<td>Associate Professor, World Languages and Cultures</td>
<td>&quot;El Trato de Argel and the immigrant crisis.&quot; Cervantes Society of America, Calgary, Canada, September 27-29.</td>
</tr>
<tr>
<td>Betty Garrison</td>
<td>Assistant Librarian, Belk Library</td>
<td>&quot;Use Quality Data and Analytics To Identify Donors, Clients and Community.&quot; With C. Hallam and J. Raynor, NC Tech4Good Conference, Solution Center, Durham, NC, June 5, 2018.</td>
</tr>
<tr>
<td>Mathew H. Gendle</td>
<td>Professor, Psychology</td>
<td>&quot;The primacy of consciousness in the universe: Are &quot;funda-mental&quot; theories of consciousness being over-emphasized?&quot; The Science of Consciousness, Tucson, AZ, April 2-7, 2018.</td>
</tr>
<tr>
<td>Bilal M. Ghandour</td>
<td>Assistant Professor, Psychology</td>
<td>&quot;Anorexia and Perfectionism.&quot; International Society for the Scientific Study of Subjectivity, Charlotte, NC, October 11-14, 2018.</td>
</tr>
<tr>
<td>Jessica J. Gisclair</td>
<td>Associate Professor, Communications</td>
<td>&quot;Educational design thinking: Disrupt the familiar narrative of study abroad.&quot; Popular Culture/American Culture Association, New Orleans, LA, October 5, 2018.</td>
</tr>
<tr>
<td>Barbara L. Gordon</td>
<td>Associate Professor, English</td>
<td>&quot;Bridging Modes of Thinking: Traditional vs. Multimodal Composing.&quot; College English Association, St. Petersburg, FL, April 5-7, 2018.</td>
</tr>
</tbody>
</table>
Eric E. Hall  
Professor, Exercise Science


“Academic confidence and grit predict mindfulness in collegiate student-athletes.” American College of Sports Medicine, Minneapolis, MN. May 28 - June 1, 2018.

“Evaluating the effectiveness of applying grief-response models to sport injury in collegiate student-athletes.” American College of Sports Medicine, Minneapolis, MN. May 28 - June 1, 2018.

“Machine versus free weights: Does exercise mode influence affect and perceived exertion?” American College of Sports Medicine, Minneapolis, MN. May 28 - June 1, 2018.

“Integration of a complex balance task into a concussion management protocol specific to dancers.” American College of Sports Medicine, Minneapolis, MN. May 28 - June 1, 2018.

“Test setting and ADHD influence baseline concussion testing neurocognitive performance in collegiate student-athletes.” American College of Sports Medicine, Minneapolis, MN. May 28 - June 1, 2018.

“The effect of acute aerobic exercise on attention and affect in middle-aged women.” American College of Sports Medicine, Minneapolis, MN. May 28 - June 1, 2018.

“No increased lower extremity injury risk following concussion in youth tackle football players.” American College of Sports Medicine, Minneapolis, MN. May 28 - June 1, 2018.


“Machines versus free weights: Does exercise mode influence affect and perceived exertion?” Southeast American College of Sports Medicine, Chattanooga, TN. February 14-16, 2018.

“Depression and satisfaction with life - not influenced by concussion history, but influences reaction time and total symptoms on neurocognitive test.” 2018 Brain Injury Summit, Vail, CO. January 7-10, 2018.

“Examination of the availability and effectiveness of social support systems following a concussion in collegiate student-athletes and dancers.” 2018 Brain Injury Summit, Vail, CO. January 7-10, 2018.


Sana A. Haq  
Assistant Professor, Communications

“Waiting in the Midfield.” University Film and Video Association Conference, New Mexico State University, Las Cruces, NM, July 23-26, 2018.

Nancy E. Harris  
Associate Professor, Biology


Chris R. Harris  
Assistant Professor, Finance

Bryan E. Hedrick  
Lecturer, Education and Wellness


Simon Higgins  
Assistant Professor, Exercise Science

“Sex-specific Mediation Of Physical Activity’s Effects On The Muscle-bone Unit In Active Young Adults.” American College of Sports Medicine, Minneapolis, MN, May 29 - June 2, 2018.

Heidi L. Hollingsworth  
Associate Professor, Education and Wellness


“Innovative technology and coaching to support family interactions.” With M. Knight-McKenna. North Carolina Infant/Young Child Mental Health Association 7th Annual Conference and Meeting, Greensboro, NC, November 5, 2018.

Megan L. Isaac  
Associate Professor, English


T. M. Tonmoy Islam  
Assistant Professor, Economics


Charity Johansson  
Professor, Physical Therapy Education


Ryan J. Johnson  
Assistant Professor, Philosophy

“Reviving Philosophy as a Way of Life.” The National Endowment for the Humanities Summer Institute for College and University Faculty, July 9-21, 2018.


India R. Johnson  
Assistant Professor, Psychology

“Actions speak louder than words: Utilizing allyship and extended contact to attract Black women to STEM.” With S. Foster. The Annual Meeting of the Southeastern Society for Social Psychologists, Raleigh, NC, October 2018.


“Who acts as an identity-safe cue for Black women?” With E.S. Pietri. The 33rd Annual Meeting of the Society for Industrial Organizational Psychology, Chicago, IL, April 2018.

“Exploring allyship and effective role models for Black women.” With E.S. Pietri. Leadership Excellence and Gender Symposium, Purdue University, West Lafayette, IN, March 2018.


Margarita Kaprielyan
Associate Professor, Finance


Lauren W. Kearns
Professor, Performing Arts


Elena D. Kennedy
Assistant Professor, Management and Entrepreneurship


Baris Kesgin
Assistant Professor, Political Science


Caroline J. Ketcham
Professor, Exercise Science


“Integration of a complex balance task into a concussion management protocol specific to dancers.” With C.M. Kenny, L.W. Kearns, and E.E. Hall. American College of Sports Medicine, Minneapolis, MN, May, 2018.


Jason A. Kirk  Associate Professor, Political Science and Policy Studies


Mary Knight-McKenna  Associate Professor, Education and Wellness


Brian A. Kremer  Assistant Professor, Performing Arts


Ketevan Kupatadze  Senior Lecturer, World Languages and Cultures

“Student-faculty Partnerships: Democratizing Higher Education.” Tarleton State University, TX, Service Learning Week, April 25-28, 2018.


Derek Lackaff  Associate Professor, Communications

“Grassroots interactive: Digital engagement with Cherokee.” The 2nd Annual Undergraduate Cherokee Language Symposium, Western Carolina University, Cullowhee, NC, March 2018.


Byung S. Lee  Associate Professor, Communications


“Development of a Journal over 20 Years: Citation Analysis.” With C. Perschau. The 20th International Conference on Social Network Analysis and Mining (ICSNAM), Copenhagen, Denmark, June 11-12, 2018.


Teresa W. LePors  
Assistant Librarian, Belk Library  

David S. Levine  
Associate Professor, Law  
Conference on Trade Secrets and Algorithmic Systems, NYU School of Law, November 16-17, 2018.  

Susan P. Liemer  
Professor, Law  
“Connecting Students and Law Professors to a Plurality of Legal Citation Approaches.” Southeastern Association of Law School Conference, Fort Lauderdale, FL, August 6, 2018.  
“Preparing Our Students and Ourselves for the Impact of Artificial Intelligence on Law Practice.” Western Region Legal Writing Conference, University of California Irvine School of Law, September 28, 2018.

Heather M. Lindenman  
Assistant Professor, English  
“Examining Students Theories of Writing: A Study of Two Types of Community-Engaged First-Year Writing Courses.” Conference on College Composition and Communication, Kansas City, MO, March 2018.

Deandra J. Little  
Associate Professor, English  

Buffie Longmire-Avital  
Associate Professor, Psychology  

Shaun Lynch  
Assistant Professor, Physician Assistant Studies  


**Brian D. Lyons**  
**Associate Professor, Management and Entrepreneurship**  
“Dark Triad leadership and follower motives: Will you follow the devil you know?” With R.H. Moorman. The 33rd annual conference of the Society for Industrial and Organizational Psychology, Chicago, IL.

**Takudzwa A. Madzima**  
**Assistant Professor, Exercise Science**  


**Harlen Makemson**  
**Professor, Communications**  

**Mark R. Mallon**  
**Assistant Professor, Management and Entrepreneurship**  

**Kathryn Matera**  
**Professor, Chemistry**  
“Aggregation patterns of amyloid-beta and insulin peptides.” Southeastern Regional Meeting of the American Chemical Society, Augusta, GA, November 2018.

“Stabilization of Aβ oligomers using serotonin, indole, and catechol and their effects on DNA.” Southeastern Regional Meeting of the American Chemical Society, Augusta, GA, November 2018.

**Kristen L. Mazur**  
**Assistant Professor, Mathematics and Statistics**  


**David J. McGraw**  
**Assistant Professor, Performing Arts**  


“Thriving in Displacement: Facing the Challenges of the Unexpected.” Association of Arts Administration Educators, Houston, TX, May 31-June 3, 2018.

**Sean R. McMahon**  
**Assistant Professor, Management and Entrepreneurship**  
“Evaluating a curriculum: How can we know what our students are really learning?” With E.D. Kennedy. Mid-Atlantic Organizational Behavior Teaching Conference, Conway, SC, June 2018.


**Jen Guy Metcalf**  
**Associate Professor, Performing Arts**  

Jon F. Metzger
Professor, Music
Adjudicator, North Carolina Music Educators Association Central Region Jazz Festival, Hillsborough, NC, April 30, 2018.

Paul C. Miller
Professor, Exercise Science
“Strengths, challenges, and strategies: developing and supporting undergraduate research on your campus.” Summer Institute on AAC&U’s High Impact Practices, Misericordia University, Dallas, PA, May 16-18, 2018.

William J. Moner
Assistant Professor, Communications

Carmen C. Monico
Assistant Professor, Human Service Studies
“Trauma & Family Separation in the U.S. Southern Border: Adverse Childhood Experiences (ACES) and Impact on Well-Being.” The Teach-in @ California State University - Monterey Bay School of Social Work, Monterey Bay, CA, October 16, 2018.

Jessie L. Moore
Professor, English
“Building SoTL Communities Beyond the Single Institution: Multi-institutional SoTL Practices and Outcomes.” 2018 Symposium on Scholarship of Teaching and Learning, Banff, Canada, November 9, 2018.
“Teaching Writing Across the University: Building on What Students Know from First-Year through Graduation.” University of North Carolina Wilmington, Wilmington, NC, February 12, 2018.


Robert H. Moorman Professor, Marketing and International Business

David Moura Lecturer, Management and Entrepreneurship

Melissa M. Murfin Associate Professor, Physician Assistant Studies

Janet C. Myers Professor, English
“Going Out of Fashion: George Egerton’s Unadorned Protagonists in Keynotes and Discords.” Victorians Institute, Asheville, NC, November 9-10, 2018.
“Unlacing the Body and Mind: Fashion and Feminism in George Egerton’s Keynotes and Discords.” British Women Writers Conference, Austin, TX, April 11-14, 2018.

Linda M. Niedziela Associate Professor, Biology

Jane O’Boyle Assistant Professor, Communications

Sara L. Ochs Assistant Professor, Law

Amy A. Overman Professor, Psychology

Cora S. Palfy Assistant Professor, Music
Rodney L. Parks
Assistant Professor, Registrar


Paula N. Patch
Senior Lecturer, English

"Inventing the Global University: Crosscultural Composition as Core Experience." Council of Writing Program Administrators Conference, Sacramento, CA, July 2018.


"Reassessing Information Literacy: Methods and Findings from a Collaborative Assessment of College Writers’ Source Use." International Writing Across the Curriculum conference (IWAC), Auburn, AL, June 2018.


Erin Pearson
Assistant Professor, English


Brian K. Pennington
Professor, Religious Studies

"Religion, Heritage, and Memory in a Developing State." Shri Jai Narain Post Graduate College, Lucknow University, Lucknow, UP, India, Jan. 25, 2018.

"Ethnography in Historical Method." Hemvati Nandan Bahuguna Garhwal University, Srinagar, Uttarakhand, India, Jan. 23, 2018.


Rebecca Todd Peters
Professor, Religious Studies

"In Bona Fide: Reproductive Justice." Invited discussion of Trust Women, Human Rights Film Festival, Zagreb, Croatia, December 8, 2018.


"Abortion is Not the Problem: Why We Need Reproductive Justice." GOODSPEED LECTURE, Denison University, September 13, 2018.

"What’s at Stake if Roe Falls?" Triad Women’s Equality Day, Winston-Salem, NC, August 26, 2018.


April H. Post
Senior Lecturer, World Languages and Cultures


Chris T. Richardson
Assistant Professor, Physics


Kirstin Ringelberg
Professor, Art History


Anthony Rizzuto
Assistant Professor, Chemistry


Laura J. Roselle
Professor, Political Science and Policy Studies


Kathryn Rouse
Associate Professor, Economics


Fredrick J. Rubeck
Professor, Performing Arts


Joan D. Ruelle
Associate Professor, Belk Library


Melissa H. Scales  
*Assistant Professor, Physical Therapy Education*

- "Do 1st year DPT student study skills improve in the 1st year as demonstrated by a pre and post administration of the Learning and Study Strategies Inventory, LASSI 3rd ed.?" Academy of Physical Therapy’s Education Leadership Conference, Jacksonville, FL, Platform Presentation, October 14, 2018.
- "How to Better Use Classroom Time with Flipped Lectures." With S. Vallabhajosula. Shaw University Faculty Development Workshop, Raleigh, NC, September 18, 2018.

Susanne E. Shawyer  
*Assistant Professor, Performing Arts*

- "Reading Boal through Rancière: A Model for Political Praxis." Association for Theatre in Higher Education (ATHE), Boston, August 2018.

Brandon J. Sheridan  
*Assistant Professor, Economics*


Kim Shively  
*Assistant Professor, Performing Arts*


Karl D. Sienerth  
*Professor, Chemistry*


Alfred T. Simkin  
*Assistant Professor, Biology*

- "Classification and Determination of Activity of Transposable Elements." Intelligent Systems for Molecular Biology, Chicago, IL, July 6-10, 2018.

Barjinder Singh  
*Assistant Professor, Management and Entrepreneurship*


Andrea A. Sinn  
*Assistant Professor, History and Geography*


Megan Squire  
Professor, Computer Science


“Analyzing Far-Right Extremist Facebook Group Co-Membership During the "Summer of Hate".” International Conference on Computational Social Science (IC2S22018), Northwestern University. July 14, 2018.

“What happens when you mine far-right extremist groups on social media.” Sociotech Decennial Conference, Ann Arbor, MI, June 30, 2018.

Kathleen S. Stansberry  
Assistant Professor, Communications


“Teaching Students How to Establish a Professional Social Media Presence.” Broadcast Education Association Conference Association, Las Vegas, NV, April 7-10, 2018.

Clay P. Stevenson  
Senior Lecturer, Music


Laura L. Taylor  
Associate Professor, Mathematics and Statistics


Shannon A. Tennant  
Associate Librarian, Belk Library


“Catalogers can be Personal Librarians too!: Recruiting Technical Services Staff as Personal Librarians.” 3rd National Personal Librarian Conference, Cleveland, OH, March 21-22, 2018.

“I coulda been a contender!: Evaluating the Video Collections of a Mid-Sized Academic Library” ALCTS Collection Evaluation Interest Group, ALA Annual Conference, New Orleans, LA, June 22-26, 2018.

“Cataloging in the cloud with WMS - A technical services librarian shares her experience.” OCLC WebEx (online), October 24, 2018.

Sabrina L. Thurman  
Assistant Professor, Psychology


Carri Reisdorf Tolmie  
Assistant Professor, Marketing and International Business

Ifeoma A. Udeh  
Assistant Professor, Accounting


Maureen Vandermaas-Peeler  
Professor, Psychology

“Risk and resilience: A cross-cultural analysis of parents’ beliefs about children’s play and experiences in the natural world.”  

“Preschoolers’ social perspective-taking, storytelling, and art.”  

“The 100 languages of children: Inquiry in a Reggio-Emilia-inspired preschool.”  

“Excellence in mentoring undergraduate research and inquiry.”  

“Developing international partnerships: Benefits and challenges of mentoring undergraduate research in a European context.”  

“You will never have just one home anymore: Facilitating cultural and community integration during study abroad in Europe.”  

“Sociocultural analysis of fostering intercultural understanding through language studies abroad.”  

“Cultivating a culture of learning: Mentoring undergraduate research in global contexts.”  

“Mapping understandings of global engagement.”  

David B. Vandermast  
Associate Professor, Biology

“Soil characteristics and abundances of seeded prairie species in central North Carolina.”  

Ryne C. VanKrevelen  
Lecturer, Mathematics and Statistics

“Using a Virtual World in an Introductory Statistics Class.”  

“Introductory Statistics Projects Using ‘The Islands’ Virtual World Versus Student-Collected Data.”  

“Efficacy of ‘The Islands’-based Projects Compared to Student-Collected Data Projects in Introductory Statistics Courses.”  

“Creating Shiny Apps for In-Class Activities.”  

Catherine J. Wasson  
Associate Professor, Law

“The Helicopter Effect: Connecting with Students & Society.”  
Southeastern Association of Law Schools, Fort Lauderdale, FL, August 5-11, 2018.

Allison R. Wente  
Assistant Professor, Music

“Clearing the Bench: Absolute Music and the Player Piano.”  
Society for Music Theory, San Antonio, TX, November 1-4, 2018.

“A Comeback Role: Nostalgia and the Player Piano in TV and Film.”  

Ted A. Wimperis  
Assistant Professor, World Languages and Cultures

“Foundation Myths and Identity within the Aeneid.”  

“Italus, Italia, and Ethnic Ideology in Aeneid 7-12.”  

Scott Windham  
Assistant Professor, World Languages and Cultures

“Why we still need grammar instruction — but still need to do it better.”  
University of Notre Dame, South Bend, IN, October 10, 2018.

2018 Presentations

42
Marna K. Winter  
Lecturer, Education and Wellness  

Matthew W. Wittstein  
Assistant Professor, Exercise Science  

Qian Xu  
Associate Professor, Communications  

Rena C. Zito  
Assistant Professor, Sociology and Anthropology  

Artistic Exhibitions & Performances

Lynn Beck  
Lecturer, Music  
Greensboro Symphony Orchestra: Masterworks, Pops, and Holiday Series, hornist, 21 concerts, Greensboro, NC, Jan-Dec 2018.  

Kevin Boyle  
Professor, English  
Poetry Reading, Poets House, New York City, November 9, 2018.

Naeemah Clark  
Associate Professor, Communications  

Victoria Fischer Faw  
Professor, Music  
Masterclass; Steinway Galleries, Charlotte NC, April 7, 2018.

Stephen A. Futrell  
Associate Professor, Music  
Artistic Director/Conductor, Voices - The Chapel Hill Chorus, Chapel Hill, NC, Appointment effective June 1, 2018.  
Guest vocalist, Elon University Jazz Ensemble, Elon, NC, April 28, 2018.

Adjudicator, CS Music Vocal Spring Competition On-line Round, April, 2018.

Adjudicator, NCMEA West #1, Solo/Small Ensemble Music Performance Assessment, Charlotte, NC, March 22, 2018.


Mina Garcia-Soormally  
Associate Professor, World Languages and Cultures

Cervantes Interludes Performance, EFE Tres Teatro, Mexico City, October 14-17th, 2018.

Los empeños de una casa, Sor Juana Dramatic Reading, April 20, 2018.

Douglas A. Kass  
Assistant Professor, Communications

AIDS awareness campaign for UNAIDS (United Nations AIDS outreach) in conjunction with FIFA World Cup of Football (soccer), Writer, Director, and Producer. Aired on television during the World Cup June/July, 2018.

Lauren W. Kearns  
Professor, Performing Arts

Guest Artist Residency at Dance Ireland, Dublin, Ireland, October 22-23, 2018.

Jen Guy Metcalf  
Associate Professor, Performing Arts

“Echoes” Spring Dance Concert, Elon University, Elon, NC, March 9-11, 2018.

Fall Dance Concert, Elon University, Elon, NC, November 8-11, 2018.

Divulge Dancers Film Festival, Los Angeles, CA, November 17, 2018.

FAD: Film-Art-Dance Festival, Cary, NC, August, 12, 2018.

Los Angeles Dance Shorts Film Festival, Los Angeles, CA, June 23, 2018.

inHabit-A Festival of Dance on Film, Arroyo Grande, CA, May 19, 2018.

Womens Independent Film Festival, Los Angeles, CA, April 7, 2018.


Jon F. Metzger  
Professor, Music

Masterclasses and Performance, Shepherd University, October 30-November 1, 2018.

Masterclass and Performance, Northern Virginia Community College, November 2, 2018.

Fredrick J. Rubeck  
Professor, Performing Arts


“Over the River and Through the Woods” by Joe DiPietro (Director) Lake Okoboji Summer Theatre, Spirit Lake, IA, July 31-August 5, 2018.

Melissa H. Scales  
Assistant Professor, Physical Therapy Education


Kim Shively  
Assistant Professor, Performing Arts

“Formerly Known As” Actor, ATHE New Play Development Workshop, Boston, MA, August 2-5 2018.

Young Playwrights for Change with American Alliance for Theatre & Education, with Triad Stage, Greensboro, NC March 2018.

Hollins University Playwriting Lab - Guest Adjudicator, Roanoke, VA, July 2018.
Clay P. Stevenson  
Senior Lecturer, Music

FIFA World Cup Public Service Announcements, sponsored by the United Nations – Music Composer, Sound Designer, and Music Editor

Aired on:
- StarTimes networks throughout Africa
- State television networks in China
- United Nations social media networks

Screened at:
- Great Message Film Festival, Pune, India, Sept 22-23
- Urban Mediamakers Festival, Atlanta Georgia, Oct 11-16
- Indie Fest Film Awards, La Jolla, California, Nov 5-6
- Open Window International Film Festival, Kolkata, India, Nov 18, 2018
- Catharsis International Film Festival, Russia, Dec 7-16

Janet L. Warman  
Professor, English

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.