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40 The Elon Teacher-Scholar
Since 2003, the Elon Teacher-Scholar Statement has served as a guide for faculty work. As articulated in the statement, “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.”

As we shifted operations in the face of the COVID-19 pandemic in 2020, Elon University’s commitment to the teacher-scholar model and, consequently, to our institutional commitment to intellectual and student engagement has never been more important. It is through these commitments that Elon emerges as a national model of engaged learning. Our dedication to the teacher-scholar ideal is paramount to bolstering the student- and learning-centered culture that faculty bring to life each day through challenging and innovative academic programs.

This was an exciting year at Elon University as we were recognized among the nation’s best universities as the #88 National University by U.S. News & World Report, with a #2 ranking for undergraduate teaching. Additionally, not only was Elon the only university or college to be ranked by the U.S. News & World Report for excellence in all eight programs that lead to student success, an achievement now repeated for six straight years, we earned a top-20 ranking in each category. Elon was also recognized by the Wall Street Journal/Times Higher Education as a national leader for student engagement and for student interactions with faculty and staff. Such honors and accomplishments are only made possible through the dedication and efforts of a truly extraordinary faculty of teacher-scholar-mentors.

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. Thank you for all you do to make this distinctive learning environment and for your dedication to scholarship and student learning.

It is an honor and privilege working with and for you all.

Aswani Volety, Ph.D.
Provost/Vice President for Academic Affairs
A founding member of the Elon School of Law faculty, Steven Friedland has been repeatedly recognized at Elon, in the legal academy and across the country for his devotion to his students, to his teaching, to his scholarship, to his profession and to Elon. As a teacher, he has been committed to superior achievement and continual improvement.

“Steve's success as a teacher stems from his profound belief that his role is that of a mentor and friend who believes that his talents are best used as a guide for students to take ownership of their education,” a colleague noted when nominating Friedland for the award. “In this, he has been truly successful to the benefit of a generation of law students.”

During his teaching career at Elon Law, Friedland has demonstrated versatility in his ability to teach many complex subjects in the curriculum, along with a willingness to cover gaps in faculty coverage of important subject areas. His students have repeatedly commended him for his dedication to their development, to legal education and to the practice of law.

Friedland has been a member of the faculty since Elon Law’s founding in 2006, having come to the school from Shepard Broad College of Law at Nova Southeastern University in Florida. At Elon, he was a member of the law school committee that redesigned the curriculum, which has since been recognized as one of the most innovative and effective American law school programs. He helped design the new introductory course at the law school for entering students and continues to lead workshops and other projects to assess and improve the curriculum.

His work in the classroom has led to him being recognized as teacher of the year by the Elon Law School Student Bar Association for three out of the four years the award has been offered. He was one of only 26 professors profiled in the book, “What the Best Law Teachers Do,” which recognized his engagement with his students.

One former student notes that in Friedland’s courses, “the classroom became a learning lab, where ‘experiential learning’ was defined during the early days of Elon Law.” That included visits from the Greensboro Crime Scene Investigation team, visits to the Guilford County detention center and other activities that put students in direct contact with the criminal justice system.

As a scholar, Friedland has focused much of his scholarship on the teaching of law with publications on legal education spanning a significant part of his teaching career. He helped bring the second national symposium of the Alliance on Experiential Learning in Law to Elon Law in 2014 and he co-chairs the law school’s standing committee on faculty development and engaged learning.

“Professor Friedland embodies the spirit of an Elon education and of excellence in teaching,” the student noted in supporting the nomination. “Always available to students who need extra help or have questions, Professor Friedland works with the class at the students’ pace of learning and refuses to leave students behind.”
With an impressive portfolio of books, articles, book reviews and other work, Professor of Religious Studies Lynn Huber stands as a pre-eminent scholar in the area of religious studies. Her work is highly influential among her peers, and she continues to break new ground in her field of study, which is the New Testament and the Book of Revelation.

Huber examines “how Revelation, a first-century writing eventually included in the Christian scriptures, participates in the construction of Roman and early Christian gender ideals, as well as the ways that Revelation’s gendered metaphors are deployed by later interpreters, especially female and LGBTQ interpreters.”

In her research, Huber has focused not just upon historical interpretation, but with “an eye toward the present and future as it contributes to our understanding of how biblical texts are shaped by specific historical situations and discourses, providing a way for contemporary interpreters to make meaning with the text.”

Huber started at Elon in 2004 as a visiting professor of religious studies, and in her time at the university has served as program director of the Women’s and Gender Studies Program, founding director of the Elon Center for the Study of Religion, Culture and Society and chair of the Department of Religious Studies. Since 2018, Huber has served as director of the Honors Program.

She is the author of two books, 2007’s “Like a Bride Adorned: Reading Metaphor in John’s Apocalypse,” and 2013’s “Thinking and Seeing with Women in Revelation,” with a new book, “Revelation” in the Wisdom Commentary Series, now in the works with Gail R. O’Day. She has edited and co-edited multiple special issues and is the author of numerous articles, essays and book chapters.

“Professor Huber’s scholarship stands apart for its interdisciplinarity excellence,” wrote a peer from another institution in support of Huber’s nomination. “Its core involves the interpretation of New Testament texts by attending to visual and material culture, and it has expanded to include attention to the Bible’s material appropriation in medieval and modern contexts and to gender and queer hermeneutics. Multi-textured and multi-contextual, her research lies on our discipline’s leading edge.”

Huber is often praised for her commitment to being a mentor in her field to her peers and her students alike. She has been involved in building and sustaining intellectual communities, and is committed to engaging in best practices in the classroom while sharing that work with her peers beyond Elon.

Huber has a growing international reputation that one colleague said is due to her ability to bring new energy and insight into the field, particularly into new readings of the Book of Revelation.

“No doubt her generosity as a scholar and her strength in collaborative work are part of why she continues to receive invitations to contribute to important scholarly projects and to work on interesting and innovative new collaborative ventures,” an Elon colleague wrote. “Dr. Huber has built a strong scholarly identity and her future plans promise to build her work in new directions.”
A member of the Elon faculty since 2006, Tomasek was the inaugural faculty-in-residence for the Elon School of Education Center at the University of Otago in New Zealand and also serves as the faculty in residence for the Colonnades Residential Neighborhood.

“Dr. Tomasek’s legacy is one of tireless and selfless devotion to servant leadership,” her nominator said in support of her receiving the Periclean Award. “She has inspired and mentored countless undergraduate students and yet her influence goes far beyond the ‘Elon Bubble’ to positively impact the local and global community.”

As a teacher, she has practiced engaging and selfless mentoring. One former student recounted how Tomasek gave him “the comfort and confidence to pursue the career I had always wanted” while providing a model for how to be an effective teacher in the classroom. “Throughout my student teaching journey, she challenged me to go above and beyond my own expectations because she saw my capabilities and gave me every opportunity to reach them,” the former student wrote in support of the nomination. “I am indebted to Dr. Tomasek’s caring and nurturing approach as an advisor for leading me and so many others toward our calling as educators.”

Tomasek moved from teaching in the Elon Academy, the university’s flagship college access and success program for Alamance County students, to being named its second director, a role her peers say she has filled with determination and grace. “Her leadership has strengthened the program in many ways, visible and invisible, deepened partnerships within Elon and the local community, and inspired hundreds of young people to pursue their college dreams,” her nominator wrote.

She has led “Science in the Village” for Elon’s “It Takes a Village” Project and is engaged at local schools weekly as she supports student teachers as they learn how to teach science.

Tomasek helped establish the longstanding “Warm Heart of Malawi” course that brings together Elon University students and primary school students attending Namasimba School in Blantyre, Malawi. Through this partnership, hundreds of school children have increased their English language learning and have been provided access to essential learning materials such as books and learning games.

“She has served as a model of global engagement and appropriate approaches to service for both students and colleagues,” her nominator wrote.

Tomasek is the 18th recipient of the Periclean Award for Civic Engagement and Social Responsibility, which is given each year to a member of Elon’s faculty or staff whose community service exemplifies the ideals of Project Pericles.
Steven and Patricia House Excellence in Mentoring Award

Colin Donohue
Director of School of Communications
Student Engagement and Alumni Affairs and Instructor in Journalism

With a “laser focus” on student growth and development, Colin Donohue has been described as “the epitome of a mentor,” with his students and peers frequently calling him an inspiration in their lives and careers.

Director of School of Communications student engagement and alumni affairs and instructor in journalism, Donohue is a steadfast believer in co-curricular education who has long sought to enhance the student experience for all involved in Elon’s wide variety of student media organizations. His nominator notes that Donohue has developed training programs, partnered with other universities for pre-professional workshops and heightened a sense of camaraderie among disparate organizations.

“Mentorship is not simply a box he checks or a to-do list item,” his nominator wrote. “Mentorship runs through his veins and drives him to work harder each day.”

One alumna noted that Donohue recognizes his students’ strengths and works to support them as they develop them further. She pointed to his work with her at a Journalism Education Association conference where she was invited to lead a workshop about Elon’s School of Communications programs. “Colin supported me and elevated my experience by allowing me to be a primary voice at our booth,” the alumna wrote in support of his nomination. “He empowered me by affirming that my expertise as a student was worthy and valuable. It was an experience I’ll never forget, and I was glad to have a mentor like him support me in that unique opportunity.”

Donohue is known for the long-lasting relationships he develops with students during their time at the university. “He’s my first call when mulling a career decision, and the first person I text when I’m coming back to visit campus,” one alumnus wrote in support of the nomination. “I’ve learned from him the importance of being fair and impartial in your judgment, of being forward-thinking in your leadership and support, and of not being afraid to try out a new idea or rethink the way we do something.”

Beyond his leadership in the classroom and with student media organizations, Donohue has been active in residence life on campus, serving first as faculty in residence in the Danieley Neighborhood before becoming faculty in residence in the Oaks Neighborhood. In those roles, he’s focused on new, engaging programming that provides students opportunities to connect with each other, the campus and the surrounding community.

“Having attended several of these events, I have been most impressed with the sense of community that Colin has helped develop,” his nominator wrote. “He solicits inputs from a wide array of students and then enables casual but meaningful conversations at the events themselves.”

Donohue is the first person to be honored with the Steven and Patricia House Excellence in Mentoring Award. The award is supported by a gift from Executive Vice President Steven House and his wife, Patricia, to celebrate excellence in student mentoring, one of the markers of quality that has fueled Elon’s reputation as the national leader in engaged, experiential learning.
# Publications

## Books

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<tr>
<th>Author</th>
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<tbody>
<tr>
<td>Thomas R. Erdmann</td>
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<td>Edwin Mellen Press, Lewiston, New York, Queenston, Ontario, and Lampeter, Ceredigion, Wales, 2020</td>
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<td>Haya Ajjan</td>
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Stephanie L. Baker  Assistant Professor, Public Health Studies


Steven A. Bednar  Assistant Professor, Economics


James Beuerle  Associate Professor, Mathematics and Statistics


Kelsey S. Bitting  Assistant Professor, Environmental Studies


Damion K. Blake  Assistant Professor, Political Science


Julia Bleakney  Assistant Professor, English


Matthew Antonio Bosch  Assistant Professor, Education

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Lisa B. Buchanan  Associate Professor, Education and Wellness


Ann J. Cahill  Professor, Philosophy


Mike Carignan  
**Associate Professor, History and Geography**


Jeffrey P. Carpenter  
**Associate Professor, Education and Wellness**


Jennifer J. Carroll  
**Assistant Professor, Sociology and Anthropology**


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| Pablo G. Celis-Castillo     | Assistant Professor, World Languages and Cultures | "The First Steps Towards Reconciliation: Memory Work, Critical Consciousness, and Emancipation in Renato Cisneros's La distancia que nos separa," A Contracorriente: Una revista de estudios latinoamericanos, 18(1) (Fall 2020): 57-78.  
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Henry D. Gabriel  
Professor, Law


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Prachi B. Gala  
Assistant Professor, Marketing and International Business


David E. Gammon  
Professor, Biology


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Associate Professor, Marketing


Mina Garcia  
Associate Professor, World Languages and Cultures


Betty L. Garrison  
Assistant Librarian, Carol Grotnes Belk Library


Mathew H. Gendle  
Professor, Psychology

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Raj A. Ghoshal  
Assistant Professor, Sociology and Anthropology


Sarah L. Giasco  
Associate Professor, World Languages and Cultures


Joann F. Gruber  
Assistant Professor, Public Health Studies


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Young Do Kim
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Mary Knight-McKenna
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Ketevan Kupatadze
Senior Lecturer, World Languages and Cultures
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<td><strong>Scott Morrison</strong></td>
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**Amy A. Overman**  
*Professor, Psychology*


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


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**Rodney L. Parks**  
*Assistant Professor, Education*


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**Brian K. Pennington**  
*Professor, Religious Studies*


**Federico Pous**  
*Associate Professor, World Languages and Cultures*


**Crystal R. Ramsey**  
*Assistant Professor, Physical Therapy*


**Jean Rattigan Rohr**  
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Hwayeon Ryu  
Assistant Professor, Mathematics and Statistics


Leyla Savloff  
Assistant Professor, Anthropology


Melissa H. Scales  
Assistant Professor, Physical Therapy Education

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Elen M. Schoonmaker-Gates  
Associate Professor, World Languages and Cultures


Alan C. Scott  
Associate Professor, Psychology


“Effect of Tactile Walking Surface Indicators on Travelers with Mobility Disabilities”, with B.L. Bentzen, R. Wall-Emerson, & J.M. Barlow, Transportation Research Record, 2674(7) (July 2020): 410-419.

Brandon J. Sheridan  
Assistant Professor, Economics


Vicki L. Siler  
Assistant Librarian, Carol Grotnes Belk Library


Barjinder Singh  
Assistant Professor, Management


Andrea A. Sinn  
Associate Professor, History and Geography


2020 Publications


Carol A. Smith  
Associate Professor, Education and Wellness

“Can mental health be impacted by adventure programs?”, Research Quarterly for Exercise and Sport, 91(1) (June 2020): A-31-32.

Aaron C. Sparks  
Assistant Professor, Political Science and Policy Studies


Megan Squire  
Professor, Computer Science


Amanda F.C. Sturgill  
Associate Professor, Journalism

“Getting the most out of your graduate assistantship”, in The Graduate Student Guidebook: From Orientation to Tenure Track, K. Foss (Ed.), Lanham, MD, Rowman & Littlefield, (2020).

Jonathan T. Su  
Assistant Professor, Physics and Engineering


Safia N. Swimelar  
Professor, Political Science and Policy Studies


Hani Tadros  
Assistant Professor, Accounting


Shannon A. Tennant  
Associate Librarian, Library


Sabrina L. Thurman  
Assistant Professor, Psychology


Milla Titova  
Assistant Professor, Psychology


“Supporting one’s own autonomy may be more important than feeling supported by others,” with K. Sheldon and M. Corcoran, Motivation Science, (December 2020).


Brant W. Touchette  
Professor, Biology and Environmental Studies

Ifeoma A. Udeh  
Assistant Professor, Accounting


Srikant Vallabhajosula  
Associate Professor, Physical Therapy Education


Matthew Valle  
Professor, Management and Entrepreneurship


Maureen Vandermaas-Peeler  
Professor, Psychology


Robert Vick  
Associate Professor, Biology


Aswani Volety  
Professor, Biology


Mark A. Weaver  
Assistant Professor, Mathematics and Statistics


Scott Windham  
Associate Professor, World Languages and Cultures  

Pamela D. Winfield  
Professor, Religious Studies  

Matthew W. Wittstein  
Assistant Professor, Exercise Science  

Scott D. Wolter  
Associate Professor, Physics  

Yidi Wu  
Assistant Professor, History & Geography  

Qian Xu  
Associate Professor, Strategic Communications  

Karen A. Yokley  
Professor, Mathematics and Statistics  


"Lessons Learned from a Virtual Summer Undergraduate Research Program", with N. Luke, Scholarship and Practice of Undergraduate Research (SPUR), 4 (Fall 2020): 76-77.

Rena C. Zito  
Associate Professor, Sociology and Anthropology  

Presentations

Haya Ajjan  
Associate Professor, Management


Jesse L. Akman  
Assistant Librarian, Carol Grotnes Belk Library


"From Trepidation to Enthusiasm: Introductory Data Literacy Instruction", Southeast Data Librarian Symposium, Virtual, October 6–9, 2020.

"Unlikely Partners: Harnessing Student Enthusiasm to Create an OER Grant", Open Education Conference, Virtual, November 9–13, 2020.

Meredith Allison  
Professor, Psychology


"Using a mobile event app for organizing a campus-wide undergraduate research forum", Council on Undergraduate Research, June 2020.

Amy L. Allocco  
Associate Professor, Religious Studies

"Living with the Dead in Hindu South India", Asia-Orient Institute, University of Tubingen, Germany, December 9, 2020.


Bill Anderson  
Associate Professor, Strategic Communications


Janna Q. Anderson  
Professor, Journalism


Enrique Armijo  Professor, Law

Chad Awtrey  Associate Professor, Mathematics and Statistics

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

Kelsey S. Bitting  Assistant Professor, Environmental Studies

Dillan F. Bono-Lunn  Assistant Professor, Political Science and Policy Studies

Matthew Antonio Bosch  Assistant Professor, Education

Vanessa Bravo  Associate Professor, Strategic Communications
"Education with an equity lens: What democracy looks like to next-gen Public Relations leaders," Public Relations Society of America (PRSA)'s Educators Academy, October 22, 2020.
"The cultural relations approach to network diplomacy," NACDI International summit Cultural Diplomacy as Critical Practice, organized by the universities of Southern California (USA), Queens (Canada), Carleton (Canada), Iberoamericana (Mexico) and the Royal Ontario Museum (Canada), online summit, September 24-25, 2020.
"New Puerto Rican residents in Florida: Media coverage and media portrayals after Hurricane Maria," Association for Education in Journalism and Mass Communication (AEJMC), August 6-9, 2020.
"Understanding public relations and public diplomacy in Latin America: Challenges and Opportunities in 2020," Association for Education in Journalism and Mass Communication (AEJMC), August 6-9, 2020.
"Making the most of a #PRProfs sabbatical," Public Relations Division (PRD) of the Association for Education in Journalism and Mass Communication (AEJMC), February 4, 2020.

Lisa B. Buchanan  Associate Professor, Education and Wellness
Stephen Byrd  
Associate Professor, Education and Wellness


Ann J. Cahill  
Professor, Philosophy

"How Can Wounds of Sexual Assault Heal?", InVisible: Interdisciplinary Voices on Vulnerability, Vulnerance and Human Rights, Julius Maximilian University of Würzburg, Germany, October 27, 2020.


Chryystal D. Carpenter  
Assistant Librarian, Carol Grotnes Belk Library

"How to evolve and work together during times of growth and transition", LAUNCH-CH 2020 Annual Conference, Chapel Hill, NC, March 2020.

Jeffrey P. Carpenter  
Associate Professor, Education and Wellness

"HyperDocs in the Classroom: Worth the Hype?", International Society for Technology in Education Annual Conference, November 29-December 5, 2020.


"Time after time: Continuity and Change in Teaching-Related Subreddits", Association for Educational Communications & Technology Annual Conference, November 2-7, 2020.


"For the Longest Time: Continuity and Change in One Teaching-Related Subreddit", Society for Information Technology in Teacher Education Conference, April 7-10, 2020.


Jennifer J. Carroll  
Assistant Professor, Sociology and Anthropology


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

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<tr>
<th>Name</th>
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<tr>
<td>Olivia J. Choplin</td>
<td>&quot;'Coming back I just felt like a more authentic version of myself': Identity and Global Experiences&quot;</td>
<td>Associate Professor, World Languages and Cultures</td>
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<tr>
<td>Justin G. Clar</td>
<td>&quot;Release and Transformation Nanoparticle Additives from Surface Coatings on Pristine &amp; Weathered Pressure Treated Lumber&quot;</td>
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<td>Geoffrey D. Claussen</td>
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<td>Associate Professor, Religious Studies</td>
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<td>Janet M. Cope</td>
<td>&quot;Avoid the Bundle! Comparison of Dry Needling Approaches for Tibialis Posterior&quot;</td>
<td>Professor, Physical Therapy Education</td>
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<tr>
<td>Anthony Crider</td>
<td>&quot;Improving Your Teaching: Applications of Evidence-Based Practices for Astronomy Education&quot;</td>
<td>Professor, Physics</td>
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<tr>
<td>Shaina M. Dabbs</td>
<td>&quot;Scaffolding academic service-learning in the Department of Sport Management: Application of corporate social responsibility and sport for development models&quot;</td>
<td>Assistant Professor, Sport Management</td>
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<tr>
<td>Kirsten A. Doehler</td>
<td>&quot;Implementing a Senior Statistics Practicum: Lessons and Feedback from the First Offering&quot;</td>
<td>Associate Professor, Mathematics and Statistics</td>
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<tr>
<td>Vanessa L. Drew-Branch</td>
<td>&quot;Tiptoeing through Landmines: The Suppression of Inclusion and Equity&quot;</td>
<td>Assistant Professor, Human Service Studies</td>
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<td>Kim Epting</td>
<td>&quot;Feminine and freaks: Linguistic framing impacts perceptions of hypothetical individuals&quot;</td>
<td>Professor, Psychology</td>
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Brandon K. Essary  
Associate Professor, World Languages and Cultures


Elizabeth S. Evans  
Assistant Professor, Physical Therapy Education


Cynthia D. Fair  
Professor, Public Health Studies

"HIV is the easy part?: A qualitative study on perceived biopsychosocial needs among U.S. parents who have internationally adopted children with HIV", with R. Olivero, C. Crowell, Y. Bryant, M. Piper, S. Alger, & A. Bingaman, International Workshop on HIV Pediatrics, November 2020.

"Hey, Empathy where are you?", with A. Moore and J. Esposito, Physician Assistant Education Association, October 2020.

"What we want you to know: Advice to clinicians from adoptive parents raising a child with HIV", with M. Turner, J. Wiederholdt, & M. Onawu, 2020 National Ryan White Conference on HIV Care & Treatment, August 2020.


Peter Felten  
Professor, History and Geography


C.J. E. Fleming  
Assistant Professor, Psychology


Alexis T. Franzese  
Associate Professor, Sociology and Anthropology


Steven I. Friedland  
Professor, Law


Preston B. Fuller  
Assistant Professor, Journalism


Henry D. Gabriel  
Professor, Law


“Letters of Credit and Bills of Lading”, University of Vienna Law School, October 27, 2020.


Barbara M. Gaither  
Professor, Strategic Communications


Prachi B. Gala  
Assistant Professor, Marketing and International Business


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<tr>
<th>Name</th>
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| Karen A. Gangloff           | Assistant Professor, Management                  | *Eliminating Shiny Objects: Technology Committee Presence, Composition, And Innovation*, Academy of Management, August 7-11, 2020.  
*Does Instagram lead to conspicuous consumption? The Mediating roles of envy, narcissism and self-promotion*, 42nd ISMS Marketing Science Conference, June 2020. |
| Mina Garcia                 | Associate Professor, World Languages and Cultures | *Creating Networks and Support in the Humanities: Getting Things Done: How to Navigate Publishing and Service Requirements*, Panel: Collaborative Research Round Table: Creating Networks and Support in the Humanities, 2020. |
| Mary C. Hannah              | Assistant Professor, Physical Therapy Education  | *An Investigation of Factors Predicting Injury Among Adolescent Softball Players*, Annual Meeting of the American College of Sports Medicine, San Francisco, California, May 2020.  
*Avoid the Bundle! Comparison of Dry Needling Approaches for the Tibialis Posterior*, APTA Annual Conference Abstracts, NEXT Conference and Exposition, June 1-3, 2020.  


Daniel M. Haygood  
Associate Professor, Strategic Communications  

Simon Higgins  
Assistant Professor, Exercise Science  


Heidi L. Hollingsworth  
Associate Professor, Education and Wellness  


Mussa S. Idris  
Associate Professor, Sociology and Anthropology  

T. Tonmoy Islam  
Assistant Professor, Economics  

David S. Jiang  
Assistant Professor, Management and Entrepreneurship  

Charity A. Jongman-Sereno  
Assistant Professor, Psychology  


Elena D. Kennedy  
Assistant Professor, Management and Entrepreneurship  

**Caroline J. Ketcham**  
Professor, Exercise Science


**Mary Knight-McKenna**  
Associate Professor, Education and Wellness


**Mark R. Kurt**  
Associate Professor, Economics


**Danielle Lake**  
Associate Professor

- “Participating in the Pluriverse from within the Academy”, PIVOT Conference, Tulane University, New Orleans, LA, June 4, 2020.

**Leo M. Lambert**  
Professor, Education

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<tr>
<td>Relationships Matter: Supporting Transfer Students Through Relationship-Rich Experiences</td>
<td>Danielle J. Lane</td>
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<td>Assuring Equitable Access to Quality: What Board Members Need to Know and Do</td>
<td>Danny Lanier, Jr.</td>
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<td>Relationship-Rich Education: Centering Human Relationships in Undergraduate Education</td>
<td>Kara Michele Lashley</td>
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<td>Developing Strong Faculty-Student Relationships to Support Learning and Belonging</td>
<td>Prudence C. Layne</td>
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<td>Creating Relationship-Rich Classrooms and Institutions</td>
<td>Teresa W. LePors</td>
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<td>Research with Children: Context, Power, and Representation</td>
<td>Susan P. Liemer</td>
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<td>Supply Chain Power and Real Earnings Management: Stock Market Perceptions, Financial Performance Effects, and Implications for Suppliers</td>
<td>Deandra J. Little</td>
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<td>Using Design Thinking to Facilitate More Strategic Thinking in Communications Students</td>
<td>Alex Luchsinger</td>
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<td>Not Just Differently-Abled, but Enabling Difference to Enhance Study Abroad for Faculty and Students</td>
<td>Cara Lucia</td>
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<td>Librarians as Critical Partners in First-Year Student Academic Success</td>
<td>Brian D. Lyons</td>
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<td>Creating Evidence-Based Reflective Writing Assignments across Experiential Learning Opportunities</td>
<td>Ariela Marcus-Sells</td>
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<td>The Multi-generational Teaching of Legal Writing</td>
<td>Professor, Law</td>
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<td>Help Students Get Their Writing Done: Hold a Virtual Law Student Writing Boot Camp</td>
<td>Professor, English</td>
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<tr>
<td>The Greater U: Broadening Your Reach Elsewhere in the University</td>
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<td>TV News and the Military: Exploring Media Frames of an American Institution</td>
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<td>Passage through the Leadership Labyrinth</td>
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<td>Coping with a Dark Triad leader: Using follower resilience to reengage</td>
<td>Assistant Professor, Religious Studies</td>
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<td>Sorcery or Science: Contesting Practice in the Work of the Kunta Scholars</td>
<td>Assistant Professor, Education &amp; Wellness</td>
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<tr>
<td>Name</td>
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<tr>
<td>Sandy D.J. Marshall</td>
<td>Assistant Professor, History and Geography</td>
</tr>
</tbody>
</table>
| David J. McGraw               | Assistant Professor, Performing Arts       | "Road Trips: Student Tours to Study Arts Communities", Southeastern Arts Leadership Educators Conference, Charleston, SC, January 31 - February 2, 2020.  
<p>| Robert H. Moorman             | Professor, Management and Entrepreneurship | &quot;Coping with a Dark Triad Leader: Using Follower Resilience to Reengage&quot;, Society of Industrial and Organizational Psychologists, Austin, TX, April 2020. |</p>
<table>
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<tr>
<th>Name</th>
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<th>Presentations</th>
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<tbody>
<tr>
<td>Christopher A. Nelson</td>
<td>Assistant Professor, Marketing</td>
<td></td>
<td>“It Will Not Happen Again”, Society for Marketing Advances, virtual, November 4-7, 2020.</td>
</tr>
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</table>
Rebecca Todd Peters  
Professor, Religious Studies  

Federico Pous  
Associate Professor, World Languages and Cultures  

Crystal R. Ramsey  
Assistant Professor, Physical Therapy Education  
"Do Concussive Symptoms Differ in Older Adults and Adolescents?", University of North Carolina at Chapel Hill’s Human Movement Science Research Symposium, March 2020.  

Christopher Richardson  
Associate Professor, Astrophysics  

Kirstin Ringelberg  
Professor, History and Geography  
"The flower that thinks, the flower that suffers: Anthropomorphization as Art and Science in the Belle Epoque", Interdisciplinary Nineteenth-Century Studies, Los Angeles, CA, March 5-8, 2020.

Anthony M. Rizzuto  
Assistant Professor, Chemistry  

Patrick D. Rudd  
Assistant Librarian, Carol Grotnes Belk Library  
"Librarians as Critical Partners in First-Year Student Academic Success", Triad Area Teaching Librarians Retreat, July 9, 2020.

Joan D. Ruelle  
Associate Professor, Carol Grotnes Belk Library  

Hwayeon Ryu  
Assistant Professor, Mathematics and Statistics  
Melissa H. Scales  
Assistant Professor, Physical Therapy Education


Elen M. Schoonmaker-Gates  
Associate Professor, World Languages and Cultures


William B. Schreiber  
Assistant Professor, Psychology


Alan C. Scott  
Associate Professor, Psychology


Susanne Shawyer  
Associate Professor, Performing Arts


“Theatrical Intimacy Training as Ethical Dramaturgy Practice”, Mid-America Theatre Conference (MATC), Chicago, IL, March 2020.

Brandon J. Sheridan  
Assistant Professor, Economics


Vicki L. Siler  
Assistant Librarian, Carol Grotnes Belk Library


Barjinder Singh  
Assistant Professor, Management


Andrea A. Sinn  
Associate Professor, History and Geography

“Tracing the Legacy of Nazi Persecution: Jewish Emigration from Nazi Germany, 1933-1945”, The 50th Annual Scholars’ Conference on the Holocaust and the Churches, Ackerman Center for Holocaust Studies at the University of Texas at Dallas, March 7-10, 2020.


Carol A. Smith  
Associate Professor, Education and Wellness


Aaron C. Sparks  
**Assistant Professor, Political Science and Policy Studies**

"Logging on to Political Consumerism: How Digital Media Use and Pro-Environmental Attitudes Drive Boycotting and Buycotting", Midwest Political Science Association Annual meeting, Chicago, IL, April 2020.

"Show and Tell Advocacy: How organizations convince policymakers by showing them the work they do", Midwest Political Science Association Annual meeting, Chicago, IL, April 2020.

"Activism and advocacy: how climate organizations have built political power in CA", Midwest Political Science Association Annual meeting, Chicago, IL, April 2020.

Megan Squire  
**Professor, Computer Science**


"Why Telegram? Key features that make it so appealing to terror groups", Tech Against Terrorism, March 31, 2020.

"Using Data Science to Understand Online Hate", TEDx Furman University, Greenville, SC. February 8, 2020.

"Using Data Science to Tackle 3 Big Challenges in Online Hate", Southern Poverty Law Center Intelligence Project Convening, Montgomery, AL, January 10-11, 2020.

Amanda F.C. Sturgill  
**Associate Professor, Journalism**

"Social Media Helped Pull Us Apart but Can Also Help Us Seek the Truth", TedX Greensboro, October, 2020.


"Humans vs. Robots: Enacting and Fighting the Spiral of Silence with the AltGov Movement on Twitter", Broadcast Education Association Research Symposium, April 2020.

"Learning About the YouTube Audience from the Comments They Leave: The Case of Parasocial Interaction", with R. Brown and N. Seay, Broadcast Education Association Annual Conference, April 2020.

Shannon A. Tennant  
**Associate Librarian, Carol Grotnes Belk Library**


Sabrina L. Thurman  
**Assistant Professor, Psychology**


Shawn R. Tucker  
**Associate Professor, Art**


Kay C. Usry  
**Assistant Professor, Political Science and Policy Studies**


Srikant Vallabhajosula  
**Associate Professor, Physical Therapy Education**


"Is There A Difference In Strength, Flexibility, Range Of Motion Between Postpartum And Nulliparous Runners?", Annual Meeting of the American College of Sports Medicine, San Francisco, California, May 2020.


“Assessment of Pre-Season Body Composition, Meal Patterns, Food Choices and Preferences in NCAA Division 1 College Athletes”, Annual Meeting of the American College of Sports Medicine, San Francisco, California, May 2020.


Matthew Valle
Professor, Management and Entrepreneurship


Alison C. Van Norman
Assistant Librarian, Carol Grotnes Belk Library


“From Trepidation to Enthusiasm: Introductory Data Literacy Instruction”, Southeast Data Librarian Symposium, October 7-9, 2020.

“Remixing Novels: Pairing YAL with Predominantly Taught Texts in Secondary English/Language Arts”, Summit on the Research and Teaching of Young Adult Literature, Las Vegas, NV, June 11-12, 2020.

Maureen Vandermaas-Peeler
Professor, Psychology


“Coming back, I just felt like a more authentic version of myself: Identity and global experiences”, AAC&U Global Learning, October 8-10, 2020.

Lauren F. Walker  
*Assistant Professor, Exercise Science*


Darrell B. Warner  
*Associate Professor, Human Service Studies*


Pamela D. Winfield  
*Professor, Religious Studies*


Marna K. Winter  
*Senior Lecturer, Education and Wellness*


Yidi Wu  
*Assistant Professor, History & Geography*

"Late-Breaking Session: Hong Kong in Crisis", American Historical Association (AHA) annual conference, New York, January 3-6, 2020.

Qian Xu  
*Associate Professor, Strategic Communications*

"Are you passing along something true or false? Dissemination of GMO messages on social media", with Y. Song, N. Yu, & S. Chen, the 103rd annual conference of the Association for Education in Journalism and Mass Communication, August, 2020.

"Effects of information veracity and message frames on information dissemination: Examining Zika epidemic on Twitter", with S. Chen, & L. Safarnejad, the 103rd annual conference of the Association for Education in Journalism and Mass Communication, August, 2020.


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<tr>
<th>Artist Name</th>
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<th>Event/Performance Description</th>
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<tr>
<td>Vanessa Drew-Branch</td>
<td>Assistant Professor, Human Service Studies</td>
<td>Power and Place Collaborative: Stories of Alamance County digital exhibition, with S.D.J. Marshall, and D. Lake, in partnership with the Mayco Bigelow Center and Alamance County's African-American Cultural Arts and History Center, Elon, NC, November, 2020.</td>
</tr>
<tr>
<td>Michael Fels</td>
<td>Professor, Art</td>
<td>Inauguration of public sculpture walk, City of Beaver Island, Beaver Island, MI, September 9, 2020.</td>
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</table>
| Alex Luchsinger             | Assistant Professor, Journalism              | First Chances, Impact Docs Film Festival, 2020.  
San Diego Film Week, 2020.  
Miami Independent Film Festival, 2020.  
Harlem International Film Festival, 2020.  
Oceanside International Film Festival, 2020.  
| Sandy D.J. Marshall         | Assistant Professor, History and Geography   | Power and Place Collaborative: Stories of Alamance County digital exhibition, with V. Drew-Branch and D. Lake, in partnership with the Mayco Bigelow Center and Alamance County's African-American Cultural Arts and History Center, Elon, NC, November, 2020. |
| Julio Agustin Matos, Jr.    | Associate Professor, Performing Arts         | In the Heights, Choreography (SDC Academic Tier B Contract, Chari Arespacochaga, Director), Tallahassee, FL, January 11-29, 2020.                                                                                                                                               |
| Jen Guy Metcalf             | Associate Professor, Performing Arts         | 4th Annual Film Festival, Los Angeles Dance Shorts Film Festival, Los Angeles, California, November 13-15, 2020.  
The Roughcut 60 Second Film Challenge, o-region in association with the School of Film & Television at Falmouth University, Truro, England, October 16, 2020.  
ScreenDance Festival at Dansmuseet Stockholm, ScreenDance Festival, Stockholm, Sweden, September 1-6, 2020.  
60 Second International Film Festival, Islamabad, Pakistan, August 14, 2020.  
The World is Our Stage: 60 Second Video Dance Challenge, American Dance Festival, Durham, North Carolina, June 13-14, 2020.  
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.