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From the Provost

The Boldly Elon strategic plan states that “an Elon education revolves around powerful relationships with exceptional educators.” This statement, along with Elon’s commitment to “nurture a rich intellectual community characterized by active student engagement with a faculty dedicated to excellent teaching and scholarly accomplishment;” speaks directly to the value of the ideals described within the Elon teacher-scholar statement. We remain steadfastly committed to the teacher-scholar ideal and each year, this publication proudly celebrates the scholarly and creative achievements of Elon’s faculty.

Through ongoing, active scholarly and creative endeavors, Elon faculty are able to demonstrate intellectual engagement and lifelong learning. These energies enable faculty to remain on the leading edge of their disciplines, and to create the type of engaged, high-quality learning environment that has become Elon’s calling card.

Elon University was once again ranked among the top 100 National Universities (#83) by U.S. News & World Report, earning top-10 rankings for excellence in undergraduate teaching (#1) and for innovation (#9). An achievement now repeated for seven straight years, Elon was the only university or college to be recognized by the U.S. News & World Report for excellence in all eight programs that lead to student success. Additionally, Elon was recognized by the Council on Undergraduate Research with the 2021 Campus-Wide Award for Undergraduate Research Accomplishments, and 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-scholars.

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 every day. Elon faculty have defined that ideal, its values, and its expectations. Elon faculty embrace that ideal, thus, that ideal is Elon University.

Thank you for all you do to make this learning environment distinctive, for your commitment to Elon’s values, and for your dedication to scholarship, teaching, and learning. It is an honor and privilege working with and for you all.

Aswani Volety, Ph.D.
Provost/Vice President for Academic Affairs
Daniels-Danieley Award for Excellence in Teaching

Janet Cope
Professor of Physical Therapy Education

Janet Cope has demonstrated excellence in the classroom and dedicated support for her students as she educates them about human anatomy within Elon’s School of Health Sciences. Cope is an anthropologist and clinical anatomist with expertise in skeletal pathology and disorders of the musculoskeletal system. She came to Elon in 2006 and has taught clinical and gross anatomy for more than 20 years to students from a wide variety of health care backgrounds. She is integral to the human donor anatomy lab and played a leading role in the creation of Elon’s Anatomical Gift Program.

In a letter supporting Cope’s nomination, a current student noted that her classes include a variety of riveting lectures, complementary projects, engaging review games and challenging exams. As a professor, Cope “has the ability to teach complex concepts to students not only in a way in which we can better understand, but also in a way we can apply it in the future.”

The student observed that in the anatomy lab, Cope focused not just on teaching the anatomical structures, but on instilling a deep respect for life, and for the human donors students are learning from. That includes a Donor Memorial Service that is part of the physical therapy education curriculum to honor those donors.

“She taught us to appreciate how different anatomical structures may have appeared a certain way based on the different life experiences of each individual donor,” the student wrote.

An alumna of the Doctor of Physical Therapy program said Cope’s approach to teaching helped put her at ease, particularly in the anatomy lab. “Her ‘don’t get caught in the weeds’ teaching mantra paired with her ability to easily explain challenging concepts not only helped me understand the complexities of human anatomy, it became a mantra that I’ve adopted and implemented throughout my entire graduate school career,” the former student wrote.

A current colleague said Cope’s role as a teacher and mentor extends to her peers as well. “Not only did Dr. Cope encourage and mentor me prior to my serving on the full-time faculty, she has continued to support my research agenda using human donors in the anatomy lab and included me on survey research surrounding the ethics of anatomy lab education,” the colleague wrote.

Cope has partnered with the Physician Assistant Studies program to facilitate interdisciplinary skills that students will rely upon within health care settings. An innovator as a teacher, Cope uses ceiling-mounted cameras in the anatomy lab to create instructional videos, uses body painting to help students visualize underlying anatomical structures, and employs online electronic resources and projects to enhance student learning.

“Dr. Cope is a holistic educator, making sure that her curriculum allows for multiple learning styles and bringing details into the lab from practicing physical therapists, surgeons and other professionals,” one colleague wrote. “I cannot recommend Dr. Cope highly enough for receipt of this award. She truly is the embodiment of excellence in teaching for me.”
A professor of English and director of the Center for Engaged Learning since 2016, Jessie Moore is a leading scholar in the field of writing studies, particularly the transfer of writing knowledge and practice, and in the study of engaged learning in higher education.

Moore has researched the writing lives of students and alumni for more than a decade to better understand how writing courses and programs can support the development of students as writers. Additionally, Moore has studied how curricular revisions and other initiatives within writing programs can support students as they develop as writers.

Moore has planned, implemented and assessed the Center for Engaged Learning’s international, multi-institutional and multi-disciplinary research seminars that have brought together experts in the field to tackle engaged learning topics. Each three-year seminar identifies gaps in the research and utilizes a team-based approach with typically more than two dozen participants resulting in publication of significant scholarly outcomes.

“As regular participants in many of the same national scholarly conversations, we know well how her superb work has shaped our field and how her scholarship is uniquely linked to her efforts to create new opportunities for college students as well as researchers and educators across the country,” a colleague from another institution wrote in recommending Moore for this award.

Since joining Elon, Moore has published three co-edited collections and 35 articles or chapters in peer-reviewed journals and edited collections. She has co-edited a special issue of a journal and has authored a book, “Key Practices for Fostering Engaged Learning,” that will publish in 2022. Moore has two additional co-edited collections now under contract and six additional articles or chapters that have been accepted for publication.

Moore began at Elon in 2004 as an assistant professor of English in the areas of professional writing and rhetoric. She was promoted to associate professor of English in 2010 and then became a full professor in 2018. Moore began her tenure with the Center for Engaged Learning in 2012 as associate director and became director in 2016. Along with planning and supporting the research seminars, Moore has planned and managed events including the “Integrating Global Learning with the University Experience” conference at Elon in 2017 and the “Residential Learning Communities as High-Impact Practice” conference in 2019.

“It’s hard to overestimate the impact that Jessie’s writing transfer research over the past 16 years has had on the fields of writing studies, composition and rhetoric, professional writing, and education in general,” an Elon colleague said.

A colleague from another institution and participant in one of the Center for Engaged Learning’s research seminars said that Moore “is adept at identifying an important field of inquiry, at contextualizing and synthesizing what we know in that field, at bringing international scholars together, at facilitating their research into that field of inquiry such that our knowledge is both increased and enhanced, and at sharing that knowledge widely.”
Mary Morrison, who served as assistant dean of campus life and director of the Kernodle Center for Civic Life before her retirement in May 2021, is the embodiment of the mission of Project Pericles — to raise the level of civic engagement and social responsibility of the entire campus community.

Since joining Elon in 2006, Morrison led the Kernodle Center to become a national model for service-learning and civic engagement. With Morrison’s guidance and vision, Elon became one of the nation’s first universities to receive the Carnegie Classification for Civic Engagement and regularly appears on the President’s Higher Education Community Service Honor Roll from the Corporation for National and Community Service.

“I can think of no university leader who has done more to elevate that work at Elon and in our broader local and regional community than Mary Morrison,” wrote one of Morrison’s nominators.

Morrison has been the visionary behind the Kernodle Center’s ongoing growth over the past 15 years. When she arrived in 2006, the Kernodle Center was a small office with a handful of student leaders. Today, the center is home to anywhere from 80 to 125 student leaders who plan, implement and evaluate the center’s operations each year. And, among seniors in the Class of 2020, 88 percent said they participated in service as part of their Elon experience.

“She is deeply committed to students and their search for meaning and purpose through civic engagement and shares how transformative this work can be with faculty, staff and community partners so everyone is able to see their influence and impact,” wrote one administrator.

Elon now works with more than 80 community partners and offers more than 60 Academic Service-Learning classes. These efforts have earned the university national recognition, as the past two years, Elon has been ranked #2 in the nation for institutions with excellent service-learning programs by U.S. News & World Report.

Morrison’s 15th year at Elon marked the end of a decorated, 43-year career in education, public service and volunteer management, as she retired at the end of the 2020-21 academic year.

“As a champion of service-learning, Morrison has worked across the state to promote its power, and for that reason, nominators say it would be difficult to find someone more deserving of the Periclean Award.

“Mary has inspired countless students, faculty, staff, alumni and community members to think more deeply about their role in civic life and to engage in public action to help create a more just society,” wrote a group of nominators. “We are deeply in debt to her, and she serves as a shining light during this unique time in our history when the fragility of democracy has been exposed as we work towards a more equitable future.”
Steven and Patricia House Excellence in Mentoring Award

Kate Upton
Associate Professor of Finance and Director of the William Garrard Reed Finance Center

Associate Professor of Finance Kate Upton has inspired countless students, alumni and fellow faculty through her dedication to the growth, success and well-being of students at Elon.

“Kate’s commitment to her students is found in every aspect of her work at Elon, both in and out of the classroom,” wrote colleagues in support of her nomination for the award. “An exceptional teacher, her courses reflect the Elon ideal of engaged learning.”

Upton has created and redesigned finance courses with students in mind. Each course focuses on preparing students for their specific careers but also helps them develop broader skills while teaching resilience and critical thinking. These courses speak to Upton’s commitment to the success and overall well-being of her students. Those who know or have learned from her say that commitment begins in the welcoming yet challenging environment she creates in the classroom.

“Dr. Upton not only made class and the subject enjoyable, but would spend countless hours after class with a line of students out her door and sitting on the floor just to review a few more problems and prepare for an exam,” wrote one former student. “I believe her students wanted to succeed because of the environment she fostered in class.”

Upton has also served as a mentor for student research, advising Honors theses, a Love Award for Excellence in Business Leadership winner, and independent research projects focused on gender bias, diversity and inclusion in business. These instances of mentorship have inspired some students in their career decisions.

“Her excitement for research has sparked my own interest in a career in academia,” said a 2018 graduate who worked with Upton to study gender bias in venture capital funding decisions.

Upton’s mentorship extends beyond the classroom. She has spent two years as director of the Reed Finance Center, transforming it into a hub for Elon finance majors. In her time as director, Upton has hosted mock interviews for students, invited speakers to campus, and also hosted career panels and other engaging events for the campus community.

Upton created and still advises Elon’s Women in Finance student club, which leads workshops and invites guest speakers to shed light on the male-dominated industry. Her dedication to promoting diversity and inclusion have made her a crucial role model to the students she’s taught.

In her nomination letter, one former student described herself as “very shy” upon beginning her first year at Elon. The 2018 graduate said Upton’s strength, passion and influence inspired her to find her voice. She credits Upton as the faculty member and mentor who inspired her to follow her dreams.

“Words cannot fully explain the impact she made on not only my years at Elon University but my entire life,” the nominator wrote. “The mentoring relationship that I developed with Dr. Upton while at Elon has shaped me into the individual I am today.”
### Books

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td><strong>Vanessa Bravo</strong></td>
<td>Associate Professor, Strategic Communications</td>
<td>Latin American Diasporas in Public Diplomacy, with M. De Moya (Eds.), Palgrave-Macmillan, 2021.</td>
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<td><strong>Ann J. Cahill</strong></td>
<td>Professor, Philosophy</td>
<td>Sounding Bodies: Identity, Injustice, and the Voice, with C. Hamel, Bloomsbury (Methuen Drama), London, 2021.</td>
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<td>Associate Professor, World Languages and Cultures</td>
<td>Social Justice in the Spanish Comedia, with E. Cowling, T. de Miguel Magro and G. Nieto Cuebas, University of Toronto Press, 2021.</td>
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<td><strong>Lynn R. Huber</strong></td>
<td><strong>Professor, Religious Studies</strong></td>
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**Kevin S. Agnew**  
Assistant Professor, Accounting  

**Haya Ajjan**  
Associate Professor, Management  

**Amy L. Allocco**  
Associate Professor, Religious Studies  

**Janna Q. Anderson**  
Professor, Communications  
"Experts Doubt Ethical AI Design Will Be Broadly Adopted as the Norm Within the Next Decade: A Majority Worries That AI Evolution Will Continue to Be Focused on Profits and Social Control", with L. Rainie, Pew Research Center, (June 2021).

**Bill Andrews**  
Professor, Physical Therapy Education  

**Enrique Armijo**  
Professor, Law  

**Renay L. Aumiller**  
Associate Professor, Performing Arts  

**Stephanie L. Baker**  
Associate Professor, Public Health Studies  
"Understanding the racialized breastfeeding experiences among Black millenials", with Y. Lee, Breastfeeding Medicine, 16(6) (May 2021): 481-486.
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<th>Name</th>
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<tbody>
<tr>
<td>Eryn E. Bernardy</td>
<td>Assistant Professor, Biology</td>
<td>Biology</td>
<td>“Cystic Fibrosis Sputum Impairs the Ability of Neutrophils to Kill Staphylococcus aureus”, with K. Fantone, S.L. Tucker, A. Miller, R. Yadav, R. Fricker, A.A. Stecenko, J.B. Goldberg, and B. Rada Pathogens, 10(6) (June 2021).</td>
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**Ann J. Cahill**  
Professor, Philosophy


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


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


**Catherine Chiang**  
Professor, Accounting


**Olivia J. Choplin**  
Associate Professor, World Languages and Cultures


**Justin G. Clar**  
Assistant Professor, Chemistry


**Janet M. Cope**  
Professor, Physical Therapy Education


**Jennifer A. Dabrowski**  
Assistant Professor, Chemistry


**Alexandra N. Darby**  
Professor, Psychology


**Brooks M. Depro**  
Assistant Professor, Economics


**Cassandra E. DiRienzo**  
Professor, Economics

Kirsten A. Doehler
Associate Professor, Mathematics and Statistics

Catherine R. Dunham
Professor, Law
"Reputation Evidence in the Age of Instagram", 92 TEMPLE L. REV. 575 (Spring 2021).

Thomas R. Erdmann
Professor, Music

Elizabeth S. Evans
Associate Professor, Physical Therapy Education

Benjamin A. Evans
Professor, Physics

Cynthia D. Fair
Professor, Public Health Studies

Peter Felten
Professor, History and Geography

CJ E. Fleming
Associate Professor, Psychology

Stephen Folger
Professor, Physical Therapy Education
Steven L. Friedland  
Professor, Law


Preston B. Fuller  
Assistant Professor, Journalism


Mina Garcia  
Associate Professor, World Languages and Cultures


Evan A. Gatti  
Associate Professor, History and Geography


Mathew H. Gendle  
Professor, Psychology


Joann F. Gruber  
Assistant Professor, Public Health Studies


Eric E. Hall  
Professor, Exercise Science


Jennifer A. Hamel  
Associate Professor, Biology


Sirena C. Hargrove-Leak  
Associate Professor, Physics

“A Project-Based Case Study for Students Interested in Biomedical Engineering,” with E. Walker and S. Hargrove-Leak, Proceedings of the 2021 ASEE Southeastern Section Annual Conference (March 2021).

Anthony E. Hatcher  
Professor, Journalism

Daniel M. Haygood  Professor, Strategic Communications


Simon Higgins  Assistant Professor, Exercise Science


“Visceral Fat and Arterial Stiffness in Youth with Healthy Weight, Obesity, and Type 2 Diabetes”, with B.S. Zemel, PR. Khoury, E.M. Uribina, and J.M. Kindler, Pediatric Obesity, (2021).


Heidi L. Hollingsworth  Associate Professor, Education and Wellness


Lynn R. Huber  Professor, Religious Studies


Duke Hutchings  Professor, Computer Science


Megan L. Isaac  Professor, English


Anne-Marie R. Iselin  Assistant Professor, Psychology


Tamiz M. Tonmoy Islam  Assistant Professor, Economics


Charity Johansson  Professor, Physical Therapy Education


Ryan J. Johnson  Associate Professor, Philosophy


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<th>Name</th>
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<tbody>
<tr>
<td>Margarita Kaprielyan</td>
<td>Assistant Professor, Finance</td>
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<td>“CEO social capital and asset sell-offs”, with Charles Danso and Md Miran Hossain, Managerial Finance, V 47 n11 (2021): 1571-1587</td>
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<td>Mary Knight-McKenna</td>
<td>Professor, Education and Wellness</td>
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<td>“Family and coach responses to a program for fostering infant language”, with H. L. Hollingsworth, J. Esposito, and C. Redd, Infants and Young Children, 34 (September, 2021): 204-224.</td>
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<td>“Emergent, Relational Revolution: What more do we have to learn from Jane Addams?”, Hypatia, 36(3) (2021).</td>
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</table>
Dani Lane
Assistant Professor, Education and Wellness


Teresa W. LePors
Associate Librarian, Carol Grotnes Belk Library


Chris R. Leupold
Professor, Psychology


David Levine
Professor, Law


Sue Liemer
Professor, Law


Buffie Longmire-Avital
Associate Professor, Psychology

"She does not want me to be like her": Exploring maternal communication around eating pathology risk for collegiate Black women, with J. Finkelstein, Women & Therapy, (2021).


Cara Lucia
Associate Professor, Sport Management


Takudzwa A. Madzima
Associate Professor, Exercise Science

"The Acute Effects of a Relative Dose of Pre-Sleep Protein on Recovery Following Evening Resistance Exercise in Active Young Men", with J.V. Costa, and J.M. Michel, Sports, 9 (March 2021): 44.

"The Personal Food Systems of Pre-Season NCAA Division 1 High-Contact, Low-Contact, and Non-Contact College Athletes", with J. Peluso, S. Christoph |er and S. Nepocatych, Nutrients, 13 (October 2021): 3670.

Julio Agustin Matos, Jr.
Associate Professor, Performing Arts


Ryan S. Mattfeld
Assistant Professor, Computer Science


Kristen L. Mazur
Assistant Professor, Mathematics and Statistics


Sean R. McMahon
Associate Professor, Management and Entrepreneurship


Brittany K. Mercado
Assistant Professor, Management and Entrepreneurship

"In with the old to catalyze the new: A prescriptive framework for ICT research", with C. Giordano, Industrial and Organizational Psychology, 14 (September 2021), 414-418.

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“Rhetorical Training Across the University: What and Where Students and Alumni Learn about Writing,” with J. Bleakney, Li Li, E. Holland, and P. Rosinski, Composition Forum, 47 (Fall 2021).  
| Scott A. Morrison       | Associate Professor, Education and Wellness   | “Culturally Responsive Teacher Education: Do We Practice What We Preach?,” with C. B. Thompson and J. Glazier, Teachers and Teaching: Theory and Practice, (2021).  
“I just want to stay out there all day’: A Case Study of Two Special Educators and Five Autistic Children Learning Outside at School,” with S. Friedman, Frontiers in Education, 6:668991 (2021).  
Svetlana Nepocatych  
**Associate Professor, Exercise Science**

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Jane O’Boyle  
**Assistant Professor, Strategic Communications**

"How Twitter drives the global news agenda: Tweets from Brazil, Russia, India, China, the UK and US and online discourse about the 2016 US presidential election", with C. J. Pardun, Global Media and Communication, 17 (3, August 2021): 363-384.

Amy A. Overman  
**Professor, Psychology**


Pratheep Kumar Paranthaman  
**Assistant Professor, Computer Science**


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


Robert T. Perdue  
**Assistant Professor, Sociology**


Rebecca Todd Peters  
**Professor, Religious Studies**


"Is All Protest Work Morally Equal?", Journal of Political Theology, (March 2021).


Aaron T. Piepmeier  
**Assistant Professor, Exercise Science**


Devin A. Proctor  
**Assistant Professor, Sociology and Anthropology**


Paula M. Rosinski  
**Professor, English**

"Rhetorical Training Across the University: What and Where Students and Alumni Learn about Writing", with Li Li, J. Moore, J. Bleakney, and E. Holland, Composition Forum, 47.1 (2021).

Joan Ruelle  
**Associate Professor, Carol Grotnes Belk Library**

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<tr>
<th>Name</th>
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<tr>
<td>Andrea A. Sinn</td>
<td>Associate Professor, History and Geography</td>
<td>&quot;Jüdisches Leben in der alten Bundesrepublik,&quot; Informationen zur Politischen Bildung Heft 348: Jüdisches Leben in Deutschland nach 1945 (2021): 12–23. [<em>Jewish Life in the Old Federal Republic</em>]</td>
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<tr>
<td>Carol A. Smith</td>
<td>Professor, Education and Wellness</td>
<td>&quot;Hiking in the Shadow of Mt Doom: How Outdoor Adventure Programs can Impact Locus of Control in University Students&quot;, with E.M. Thomas, Journal of Adventure Education and Outdoor Learning (December 3, 2021).</td>
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<tr>
<td>Aaron C. Sparks</td>
<td>Assistant Professor, Political Science and Policy Studies</td>
<td>&quot;Climate change in your backyard: When climate is proximate, people become activists&quot;, Frontiers in Political Science, 3, 75 (2021).</td>
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Ifeoma A. Udeh  
Associate Professor, Accounting  

Matthew Valle  
Professor, Management and Entrepreneurship  

Maureen O. Vandermaas-Peeler  
Professor, Psychology  
"'The authentic me': New understandings of self and the world as a result of global learning experiences", with O. Choplin, K. Doehler, A. Sturgill, N. Namaste and M. Buckmaster, Teaching & Learning Inquiry, 9 (September 2021).  

Aswani K. Volety  
Professor, Biology  

Lauren F. Walker  
Assistant Professor, Exercise Science  

Mark A. Weaver  
Assistant Professor, Mathematics and Statistics  

Pamela D. Winfield  
Professor, Religious Studies  
Matthew W. Wittstein  
Associate Professor, Exercise Science


Yidi Wu  
Assistant Professor, History and Geography


Qian Xu  
Associate Professor, Strategic Communications

“Television vs. social media: Examining the effects of media platforms on audiences emotion and sense of social solidarity during a media event”, with X. Cui, Western Journal of Communication, 85(5)(2021): 632-653.


### Presentations

**Haya Ajjan**  
Associate Professor, Management  

**Meredith Allison**  
Professor, Psychology  

**Amy L. Allocco**  
Associate Professor, Religious Studies  
- *Expanding the Boundaries of What Counts*: Unwritten Hinduism in Tamil-Speaking South India, Emory University, Atlanta, GA, August 13-14, 2021.  

**Janna Q. Anderson**  
Professor, Communications  

**Enrique Armijo**  
Professor, Law  
- *Section 230: Where to Go From Here*, Regent Law Review Symposium, Regent University School of Law, October 2021.  

**Renay L. Aumiller**  
Associate Professor, Performing Arts  

**Stephanie L Baker**  
Associate Professor, Public Health Studies  

**Steven Bednar**  
Associate Professor, Economics  

**Christina Benson**  
Associate Professor, Management  
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<th>Kelsey S. Bitting</th>
<th>Assistant Professor, Environmental Studies</th>
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<td>&quot;TA Teaching Beliefs, Undergraduate Interest, and Learning in Introductory Geology Courses: Preliminary Results from the Pandemic&quot;, X-DBER Conference, virtual, March 1-3, 2021.</td>
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<td>&quot;Fostering Agents of Change: Can a local water crisis shift students values, goals, and priorities?&quot; Earth Educators Rendezvous, virtual, July 11-15, 2021.</td>
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<td>&quot;Changes in TA Beliefs from Teaching Inquiry-Based Activities in Introductory Geology Labs&quot;, Earth Educators Rendezvous, virtual, July 11-15, 2021.</td>
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<tr>
<td>&quot;Making Sense of Interest and Learning in Introductory Geology Courses: Teaching Assistant and Student Perspectives&quot;, Earth Educators Rendezvous, virtual, July 11-15, 2021.</td>
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<td>&quot;Fostering Institutional Sustainability as Educational Developers&quot;, POD Network Annual Conference, virtual, November 8-17, 2021.</td>
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<th>Julia Bleakney</th>
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<td>&quot;Teaching and Researching Writing Within and Beyond the Curriculum: One Universitys Initiatives to Encourage Faculty Collaboration and Further Writing Transfer Research&quot;, with P. Rosinski, M. Carignan, and J. Moore, International Writing Across the Curriculum conference, July 2021.</td>
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<td>&quot;Second Generation Writing Beyond the University Research: Understanding Student and Alumni Writing Lives and Implications for Writing Education&quot;, with P. Rosinski, Conference on Engaged Learning, Elon University, July 2021.</td>
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<th>Vanessa Bravo</th>
<th>Associate Professor, Strategic Communications</th>
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<td>&quot;New Cuban-American narratives about the homeland: Moving away from traditional storylines shared by hardliners via Twitter&quot;, with Dr. M. De Moya, Association for Education in Journalism and Mass Communication, Mass Comm &amp; Society Division, virtual, Aug. 4-7, 2021.</td>
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<td>&quot;Twitter messaging by the ‘hardliners’ versus the ‘new Cuban diaspora’&quot;, with Dr. M. De Moya, Southeast Colloquium of Association for Education in Journalism and Mass Communication, virtual, March 18-20, 2021.</td>
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Bethany M. Brinkman

Associate Professor, Physics and Engineering


Lisa Buchanan

Associate Professor, Education


Examining the racial violence, coup, and economic impact of the 1898 Wilmington Race Massacre with 4-12 pre-service teachers”, with C.F. Ward, D. Roseboro, & D. Ousley, Teaching Black History Conference Annual Meeting, virtual, July, 2021.


Ann Bullock

Professor, Education


Nicholas W. Bussberg

Assistant Professor, Mathematics and Statistics

Incorporating an Accessible Reproducibility Workflow into Entry-Level Courses”, Project TIER Symposium on Instruction in Reproducible Research: Educational Outcomes, virtual, March 5 - May 21, 2021.

Earl S. Byrd

Associate Professor, Education and Wellness


Ann J. Cahill

Professor, Philosophy

Comment on Consent and Presupposition by Jonathan Jenkins Ichikawa, the Pacific Division of the American Philosophical Association, virtual, April 8, 2021.

Teaching the Philosophy of Race and Gender: A Metacognitive Focus on Discussion Skills,” APA Teaching Hub at the Meeting of the Pacific Division of the American Philosophical Association, virtual, April 7, 2021.

Comment on Helga Vardens Sex, Love, and Gender: A Kantian Theory, author-meets-critics panel sponsored by the Society for the Philosophy of Sex and Love, meeting of the Central Division of the American Philosophical Association, virtual, February 24, 2021.

Jeffrey P. Carpenter

Associate Professor, Education and Wellness

Teacher collaboration with technology: The case of co-teaching in the Global Read Aloud”, EdMedia + Innovate Learning Conference, virtual, July 6-9, 2021.


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


“Los matices de la reconciliación en Ojos de pez abisal”, XXVII Congreso Internacional de Literatura y Estudios Hispánicos (CILEH), virtual, March 4-6, 2021.

Catherine Chiang
Professor, Accounting


Jennifer A. Dabrowski
Assistant Professor, Chemistry


Andrew E. Dellinger
Assistant Professor, Mathematics and Statistics

“DRB1*11:04 is associated with liver injury due to nitrofurantoin: results from the drug induced liver injury network (dilin) studies”, 2021 AASLD- The Liver Meeting Conference, 2021.

Kirsten A. Doehler
Associate Professor, Mathematics and Statistics


Elizabeth S. Evans
Associate Professor, Physical Therapy Education


“Relationship among Sensation, Quality of Life and Postural Control in Cancer Survivors”, American Physical Therapy Association Combined Sections Meeting, virtual, February, 2021.

Peter Felten
Professor, History and Geography


Presentations 2021


Mary Jo Festle  
Professor, History and Geography


CJ E. Fleming  
Associate Professor, Psychology


Steven L. Friedland  
Professor, Law


Henry D. Gabriel  
Professor, Law

“Principles for a Data Economy,” European Law Institute, Vienna, Austria, October 2021.

Lawrence L. Garber, Jr.  
Associate Professor, Marketing


Mina Garcia  
Associate Professor, World Languages and Cultures


Evan A. Gatti  
Associate Professor, History and Geography


Jennifer A. Hamel  
**Associate Professor, Biology**  

Sirena C. Hargrove-Leak  
**Associate Professor, Physics**  
"A Project-Based Case Study for Students Interested in Biomedical Engineering", 2021 ASEE Southeastern Section Annual Conference, virtual, March 8-10, 2021.  

Daniel M. Haygood  
**Professor, Strategic Communications**  

Simon Higgins  
**Assistant Professor, Exercise Science**  
"Behavioral mechanisms through which suboptimal sleep is related to cardiometabolic risk factors", Carolina Exercise Science and Kinesiology Research Symposium, virtual, March 2021.  

Heidi L. Hollingsworth  
**Associate Professor, Education and Wellness**  

Lynn R. Huber  
**Professor, Religious Studies**  

Anne-Marie R. Iselin  
**Associate Professor, Psychology**  

Charity Johansson  
**Professor, Physical Therapy Education**  

Frederick L. Johnson  
**Lecturer, Music**  

Presentations 2021  
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<tr>
<th>Name</th>
<th>Title</th>
<th>Presentation</th>
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<tr>
<td>Ryan J. Johnson</td>
<td>Associate Professor, Philosophy</td>
<td>“Teaching Philosophy as a Way of Life”, Talking Teaching Returns Series, American Association of Philosophy Teachers, October 18, 2021.</td>
</tr>
<tr>
<td>Caroline J. Ketcham</td>
<td>Professor, Exercise Science</td>
<td>“Mentoring Undergraduate Research in Global Contexts: A Mentoring Constellation Model”, with E.E. Hall, Association for American Colleges and Universities (AAC&amp;U) Global Learning Reimagined, virtual, October 2021.</td>
</tr>
<tr>
<td>Young Do Kim</td>
<td>Associate Professor, Sport Management</td>
<td>“Marketing and Communicating Sustainability through College Athletics: The Effects of Pro-Environmental Initiatives on the Belief-Attitude-Intention Hierarchy”, Sport Marketing Association Conference, Las Vegas, NV, October 20-22, 2021.</td>
</tr>
<tr>
<td>Derek Lackaff</td>
<td>Associate Professor, Communication Design</td>
<td>“Framing the landscape of digital product development in minoritized languages”, with D. Cunliffe, 18th International Conference for Minority Languages, Bizkaia Aretoa, Bilbao, Spain, March 24-26, 2021.</td>
</tr>
<tr>
<td>Danielle Lake</td>
<td>Associate Professor, Center for Design Thinking</td>
<td>“Design and Systems Thinking: Moving Towards a Sustainable Food Systems”, Silo to Spoon Author Meets Critic Symposium, La Jolla, California, December 18, 2021.</td>
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<td></td>
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<td>“Design For America Fall 2021 Kick Off”, DFA, virtual, August 7, 2021.</td>
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<tr>
<td>Author</td>
<td>Title</td>
<td>Conference, Institution, Date</td>
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<td></td>
<td>&quot;Complex Roles in Qualitative Inquiry: Researcher, Professor, and/or Mentor?&quot;, with K. Baker</td>
<td>TQR 12th Annual Conference: 30 Years as a Learning Community, virtual, January 2021.</td>
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<tr>
<td></td>
<td>&quot;Experiences with the Special Education edTPA From Teacher Candidates and Teacher Educators&quot;, with K. Baker</td>
<td>Council for Exceptional Children Annual Conference, virtual, March 2021.</td>
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<td>&quot;Incorporating Well-Being into Any Class,&quot; AALS Section on Balance in Legal Education webinar,</td>
<td>July 26, 2021.</td>
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<td>Kathryn Matera</td>
<td>&quot;Mechanisms of Linoleic Acid Oxidation by Myeloperoxidase&quot;, with C. Powell, Presented at the Southeastern Regional Meeting of the American Chemical Society, Birmingham, AL,</td>
<td>November 2021.</td>
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<td></td>
<td>&quot;Modeling and Investigating the Molecular Basis of Tay-Sachs Disease&quot;, with M. Denish and T. Train, Presented at the Southeastern Regional Meeting of the American Chemical Society, Birmingham, AL,</td>
<td>November 2021.</td>
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Presentations 2021

*People First: How to Create Equitable Workplaces,* Arts Midwest Conference, virtual, September 9, 2021.


*Stage Management on an International Stage,* United States Institute of Theatrical Technology, virtual, March 12, 2021.

Shayna R. Mehas  
Assistant Professor, History and Geography


Jessica A. Merricks  
Assistant Professor, Biology

*Fostering Agents of Change: Can a local water crisis shift students' values, goals, and priorities?,* Earth Educators Rendezvous, virtual, July 2021.


*Can a local water crisis shift students frame of reference towards civic engagement?,* Society for the Advancement of Biology Education Research annual meeting, virtual, July 2021.

Paul C. Miller  
Professor, Exercise Science


Smaraki Mohanty  
Assistant Professor, Marketing and International Business


Jessie L. Moore  
Professor, English


*Cultivating Capstones: Defining Moments for Engaged Learning,* 2021 Kemper Speaker on Excellence in Teaching and Learning, Webster University, virtual, March 26, 2021.

*Designing for Student Transformation and Degree Completion: Closing the Loop with Assessment,* 2021 Kemper Speaker on Excellence in Teaching and Learning, Webster University, virtual, March 26, 2021.


Thibaut G. Morillon  
Assistant Professor, Finance


Phillip M. Motley  
Associate Professor, Communication Design


David Moura  Lecturer, Management and Entrepreneurship


Amy A. Overman  Professor, Psychology


Pratheep Kumar Paranthaman  Assistant Professor, Computer Science


Drew Peabody  Assistant Professor, Finance


Brian K. Pennington  Professor, Religious Studies


Rebecca Todd Peters  Professor, Religious Studies


Aaron T. Piepmeier  Assistant Professor, Exercise Science


Devin A. Proctor  Assistant Professor, Sociology and Anthropology


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


“Virtual Physical Assessments and Dance Intervention for Parkinsons Disease”, Annual Meeting of the American College of Sports Medicine, Washington, DC, June 2021.


**Chris T. Richardson**  
Associate Professor, Physics


**Kirstin Ringelberg**  
Professor, History and Geography


**Paula M. Rosinski**  
Professor, English


“Preparing Students for Writing Beyond the Academy”, Conference on College Composition and Communication, virtual, April 7-10, 2021.

“Behind the Scenes of WAC Administration and Types of WAC Initiatives”, Conference on College Composition and Communication, virtual, April 7-12, 2021.

“Teaching and Researching Writing Within and Beyond the Curriculum: One Universitys Initiatives to Encourage Faculty Collaboration and Further Writing Transfer Research”, IWAC: International Writing Across the University Curriculum Conference, virtual, August 2-6, 2021.

**Katy Rouse**  
Associate Professor, Economics


**Patrick D. Rudd**  
Assistant Librarian, Carol Grotnes Belk Library


**Joan D. Ruelle**  
Associate Professor, Carol Grotnes Belk Library


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2021 Presentations
Hwayeon Ryu  Assistant Professor, Mathematics and Statistics


“Bifurcation and Sensitivity Analysis in a Model of Macrophage Polarization”, California State University at Channel Islands Graduate Seminar, virtual, February 22, 2021.


“Bifurcation and sensitivity analysis reveal key drivers of multistability in a model of macrophage polarization”, Virginia Commonwealth University Biomath Graduate Seminar, virtual, September 17, 2021.

Leyla Savloff  Assistant Professor, Sociology and Anthropology


Melissa H. Scales  Assistant Professor, Physical Therapy Education

“Two-Way Street: A Qualitative Case Study on Enhancing Communication Skills between a Clinical Instructor (CI) and a Student Physical Therapist (SPT)”, Academy of Physical Therapy’s Education Leadership Conference, Atlanta, Georgia, Oct 2021.


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

“Variable cue perception in L2 Spanish”, Hispanic Linguistics Symposium, Wake Forest University, virtual, October 7-9, 2021.

Kim Shively  Assistant Professor, Performing Arts

“Re-Visiting and Re-Imagining Practice Through Publication”, ATHE Virtual Conference 2021, August 6, 2021.


Andrea A. Sinn  Associate Professor, History and Geography


“Jewish Life In Germany Today And The Role of History”, The Leo Baeck Institute, Jerusalem, and the Embassy of the Federal Republic of Germany, Tel Aviv, virtual, June 30, 2021.

Carol A. Smith  Professor, Education and Wellness

“Is Locus of Control impacted by Outdoor Adventure Education Study Abroad Program?”, AEE Annual International Conference, virtual, November 11-14, 2021.


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


Scott R. Spurlock  Associate Professor, Computer Science


Megan Squire
Professor, Computer Science
"Using Data Science to Understand Online Hate", Minnesota Library Scholar Series, virtual, January 26, 2021.
"Using Data Science to Understand Online Hate", OASIS at Johns Hopkins University, virtual, March 15, 2021
"Using Data Science to Understand Online Hate", Duke University, virtual, April 8, 2021.
"The Grift: Using Data Science to Understand Right-Wing Extremist Finances", iDrama Lab, virtual, April 19, 2021.
"Panel on social movements and extremism: Extremist funding", Beyond Misinformation Workshop, iSchool at Syracuse University, virtual, August 5, 2021.
"Panel on Role of Technology in Fighting Extremism", Eradicate Hate Global Summit, October 18, 2021.
"Using Data Science to Understand Online Hate", CSCW workshop, virtual, 2021.

Clayton P. Stevenson
Senior Lecturer, Music

Amanda F.C. Sturgill
Associate Professor, Journalism

Shannon A. Tennant
Associate Librarian, Carol Grotnes Belk Library

Alison Van Norman
Assistant Librarian, Carol Grotnes Belk Library

Maureen O. Vandermaas-Peeler
Professor, Psychology

Ryne C. VanKrevelen
Lecturer, Mathematics and Statistics

Lauzen F. Walker
Assistant Professor, Exercise Science

Pamela D. Winfield, Professor, Religious Studies
What’s In A Nāma? A Rūpa Would Smell As Sweet: Reflections on Sensational Buddhism, Keynote Address for United Kingdom Association for Buddhist Studies (UKABS) Annual Conference, July 2, 2021.

Yidi Wu, Assistant Professor, History and Geography

Qian Xu, Associate Professor, Strategic Communications
Fighting misinformation on social media: The roles of evidence type and presentation mode, with Y. Song, S. Wang, and J. Liu, The 104th annual conference of the Association for Education in Journalism and Mass Communication, virtual, August 2-7, 2021.
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<th><strong>Artistic Exhibitions &amp; Performances</strong></th>
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<td><strong>Renay L. Aumiller</strong>&lt;sup&gt;Associate Professor, Performing Arts&lt;/sup&gt;</td>
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<tr>
<td>A Brief Interruption, Stay at Home Film Festival, New York City, NY, January 2021.</td>
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<tr>
<td>A Brief Interruption, Opine Film Festival, Philadelphia, PA, March 2021.</td>
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<td>Triggered, Spring Dance Concert, Elon University, Elon, NC, March 2021.</td>
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<td>Surveillance, Minute Madness Toronto Film Festival, Toronto Canada, May 2021.</td>
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<tr>
<td>Holding Space, Contact Dance International Film Festival, Toronto, Ontario, June 2021.</td>
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<tr>
<td>A Brief Interruption, Mister Vorky Festival, Ruma, Serbia, June 2021.</td>
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<tr>
<td>Surveillance, Mister Vorky Festival, Ruma, Serbia, June 2021.</td>
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<tr>
<td>Good Enough, Weymouth in Motion, Southern Pines, NC, July 2021.</td>
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<td>Sitting Tight, Dancing in the Landscape, Elon University, Elon, NC, September 2021.</td>
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| **Lynn Beck** <sup>Lecturer, Music</sup> |
| Wicked, hornist with the national touring company, 24 performances, Broadway Series at the Tanger Center, Greensboro, NC, October 2021. |
| Sting in Concert, hornist with the Greensboro Symphony, two performances, at the Tanger Center, Greensboro, NC, November 2021. |
| Mixtapes and Mary Starling educational video recordings, hornist with Winston-Salem Symphony, Winston-Salem, NC, Feb and May 2021. |

| **Olivia J. Choplin** <sup>Associate Professor, World Languages and Cultures</sup> |
| L'enfer, c'est...: Méditations contemporaines sur l'existentialisme, Director, French Theater in Production final showcase, Elon University, YouTube Premier, February 9, 2021. |

| **Natalie Hart** <sup>Associate Professor, Performing Arts</sup> |
| The Bluest Eye, Synchronicity Theatre, Atlanta, October 2021. |

| **Julio Agustin Matos, Jr.** <sup>Associate Professor, Performing Arts</sup> |
| Director: Elliot, a Soldiers Fugue by Quiara Alegria Hudes, Theatreworks, Colorado Springs, spring 2021. |

| **Jen Guy Metcalf** <sup>Associate Professor, Performing Arts</sup> |
| Between the Lines, San Francisco Dance Film Festival, San Francisco, CA, October 15-26, 2021. |
| Between the Lines, Marina del Rey Film Festival, Los Angeles, CA, July 16, 2021. |
| Between the Lines, Golden State Film Festival, Los Angeles, CA, March 19, 2021. |
| A Brief Interruption, Mister Vorky, Ruma Film Festival, Serbia, June 9, 2021. |
| A Brief Interruption, Opine Dance Film Festival, Philadelphia, PA, March 25, 2021. |
| A Brief Interruption, 60 Second Short Film Fest, Richmond, VA, April 24, 2021. |
| Surveillance, Mister Vorky, Ruma Film Festival, Serbia, June 9, 2021. |
| Surveillance, Minute Madness Toronto Film Festival, Toronto, Canada, May 3, 2021. |
Another Love, FLICKFAIR Film Festival, Los Angeles, CA, May 1, 2021.
The End of the Ramp, Dance Project Artist in Residence Choreography Showing, Greensboro, NC, December 17, 2021.

Kirby R. Wahl  
Professor, Performing Arts

Karen A. Yokley  
Professor, Mathematics and Statistics
Joint Mathematics Meetings Exhibition of Mathematical Art, Bridges Organization, Virtual, January 6-9, 2021.
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 engagement 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.