
CONTACT INFORMATION	University of Connecticut, Avery Point Department of Physics 1084 Shennecossett Rd Groton, CT 06340 <i>Email:</i> erin.scanlon@uconn.edu	
PROFESSIONAL APPOINTMENTS	<i>Assistant Professor in Residence</i> <i>University of Connecticut, Avery Point</i>	2020 - Present
	<i>Preeminent Postdoctoral Scholar</i> <i>University of Central Florida</i>	2017 - 2020
	<i>Instructor</i> <i>Texas Lutheran University</i>	2012 - 2017
	<i>Lecturer</i> <i>Texas State University</i>	2013
EDUCATION	Ph.D., Developmental Education Texas State University, San Marcos, Texas Dissertation: Introductory Physics Students' Physics and Mathematics Epistemologies	2017
	M.S., Physics Georgia Institute of Technology, Atlanta, Georgia	2012
	B.S., Physics Michigan Technological University, Houghton, Michigan Minor: Mathematical Sciences	2011
GRANTS	Funded:	
	• Course Development Grant: PHYS 1010Q UConn's General Education Oversight Committee, Erin Scanlon (PI), Kenneth Perez (Co-PI), and Matthew Guthrie (Co-PI), \$7,500.	2022
	• Avery Point STEM Faculty Learning Community about Disability Equity, and Inclusion program , Erin Scanlon (PI), Michael Finiguerra (Co-PI), and Jamie Kleinman (Co-PI), \$8,000.	2022
	• Supporting Inclusive Group Work in Studio-Style Physics Courses University of Connecticut College of Liberal Arts and Sciences Scholarship of Teaching and Learning program, Erin Scanlon (co-PI), Xian Wu (co-PI), and Matthew Guthrie (Senior Project Personnel), \$30,000.	2021-2022
	• Women in STEM Scholars Grant ADVANCE Florida Network, Erin Scanlon , \$900.	2018
	• Doctoral Research Support Fellowship Texas State University, Erin Scanlon (PI), \$4,288.	2016
	• Center for Teaching and Learning Pedagogy Grant Texas Lutheran University, Erin Scanlon (PI), Cavlin Berggren (co-PI),	2016

and Toni Sauncy (co-PI), \$3,000.

- **Professional Development Grant** 2014
Texas Lutheran University, [Erin Scanlon](#) (PI) \$600.
- **Instructional Development Grant** 2013
Texas Lutheran University, [Erin Scanlon](#) (PI) \$2,000.
- **Summer Research Grant** 2013
Texas Lutheran University, [Erin Scanlon](#) (PI), \$2,000.
- **Total Funding: \$58,288**

Unfunded:

- **Collaborative Research: Creation of video lessons for GTA professional development designed to support inclusive instruction in postsecondary chemistry courses**, National Science Foundation Improving Undergraduate STEM Education, [Erin Scanlon](#) (PI), \$92,545 (credited-100%).
- **Physics INCLUDES (Physics Instructors' Norms, Conduct, and Logistics of Universal Design Strategies)**, National Science Foundation Improving Undergraduate STEM Education, [Erin Scanlon](#) (PI) (credited- 66%) and Jacquelyn Chini (co-PI), \$599,975.
- **MASS-DPC (Measuring Access and Support for Students with Disabilities in Physics Courses)**, National Science Foundation Improving Undergraduate STEM Education, [Erin Scanlon](#) (PI) (credited- 66%) and Jacquelyn Chini (co-PI), \$299,930.

TEACHING EXPERIENCE

* indicates courses developed, † indicates studio-style courses, ‡ indicates semesters taught in the distance learning format

University of Connecticut

- PHYS 1010Q: Elements of Physics Sp21 ‡, Su21 ‡, Su21 ‡, F21, Sp22
- PHYS 1201Q: General Physics F20 ‡, Sp21 ‡, F21
- PHYS 1202Q: General Physics II Sp21 ‡, Sp22
- PHYS 1401Q: General Physics with Calculus I F21
- PHYS 1402Q: General Physics with Calculus II Sp22
- PHYS 1502Q: Physics for Engineers II † F20 ‡

Texas Lutheran University

- PHYS 141: General College Physics I * F13, Su14, F14, F15, Sp16, Su16, F16
- PHYS 141-L: General College Physics I Lab * F13, Su14, F14, Su15, Sp16, Su16, Sp17
- PHYS 142: General College Physics II * Sp14, Su15, Sp16
- PHYS 142-L: General College Physics II Lab * Sp14, Su15, Su16, F16
- PHYS 143-L: Physics of Modern World Issues Lab * F15
- PHYS 179/144: Conceptual Physics * † S14, Sp15, Sp16, Sp17
- PHYS 279: 20th Century Physics * † F13
- PHYS 279-L: 20th Century Physics Lab * F13
- PHYS 421: Senior Seminar Sp14

Texas State University

- PHYS 1315: General Physics I Sp13

Georgia Institute of Technology (Graduate teaching assistant)

- PHYS 2211: Introductory Physics I Recitation Sp12

- PHYS 2212: Introductory Physics II Recitation and Lab F11

Michigan Technological University (Undergraduate teaching assistant)

- PH 1100: Physics by Inquiry Lab I F08, F09, Sp10, F11, Sp11
- PH 1200: Physics by Inquiry Lab II Sp09

PUBLICATIONS

(*graduate student author, **undergraduate student author)

Refereed Journal Articles:

12. **Bustamante, C., Scanlon, E., & Chini, J. J. (2021). Supporting students with ADHD in introductory physics courses: 4 simple steps for instructors *The Physics Teacher*. <https://aapt.scitation.org/doi/abs/10.1119/10.0006465>
11. Scanlon, E., *Taylor, Z. W., & Chini, J. J. (2021). Physics webpages create barriers to participation for people with disabilities: Five steps to increase digital accessibility. *International Journal of STEM Education*. <https://doi.org/10.1186/s40594-021-00282-3>
10. *Lannan, A., Scanlon, E., & Chini, J. J. (2021). Resources for supporting students with and without disabilities in your physics courses. *The Physics Teacher*. <https://aapt.scitation.org/doi/full/10.1119/10.0003662>
9. *James, W., **Bustamante, C., **Lamons, K., Scanlon, E., & Chini, J. J. (2020). Disabling barriers experienced by students with ADHD in postsecondary introductory physics *Physical Review Physics Education Research*. <https://journals.aps.org/prper/abstract/10.1103/PhysRevPhysEducRes.16.020111>
8. Scanlon, E., *Zamarripa Roman, B., **Ibadlit, E., & Chini, J. J. (2019). A Method for Analyzing Instructors' Purposeful Modifications to Research-Based Instructional Strategies. *International Journal of STEM Education*, 6 (12). <https://doi.org/10.1186/s40594-019-0167-2>
7. Scanlon, E., Legron-Rodriguez, T., *Schreffler, J., **Ibadlit, E., Vasquez, E., and Chini, J. (2018). Postsecondary chemistry curricula and universal design for learning: Planning for variations in learners' abilities, needs, and interests. *Chemistry Education Research and Practice*, 19 (4). <https://doi.org/10.1039/C8RP00095F>
6. Martinez Ortiz, A., Rodriguez Amaya, L., Kawaguchi Warshauer, H., *Garcia Torres, S., Scanlon, E., & Pruett, M. (2018). They Choose to Attend Academic Summer Camps? A Mixed Methods Study Exploring the Impact of a NASA Academic Summer Pre-Engineering Camp On Middle School Students in a Latino Community. *Journal of Pre-College Engineering Education Research (J-PEER)*, 8 (2). <https://doi.org/10.7771/2157-9288.1196>
5. Scanlon, E., *Schreffler, J., *James, W., Vasquez, E., and Chini, J. (2018). Postsecondary physics curricula and universal design for learning: Planning for diverse learners. *Physical Review Physics Education Research*, 14. <https://doi.org/10.1103/PhysRevPhysEducRes.14.020101>
4. Rosen, R., Scanlon, E., & Smith, J. (2016). Aquatic science education pathway from headwaters to ocean is a model for place-based experiential learning for protecting and stewarding gulf states' freshwater and marine resources. *Gulf Coast Association of Geological Societies Transactions*, 66. http://archives.datapages.com/data/gcags/data/066/066001/475_gcags660475.htm
3. Holschuh, J., Scanlon, E., Shetron, T., & Caverly, D. (2014). Techtalk: Mobile apps for disciplinary literacy in science. *Journal of Developmental Education*, 37(3).
2. Caballero, M., Burk, J., Aiken, J., Douglass, S., Scanlon, E., Thomas, B., & Schatz, M. (2014). Integrating numerical computation into the modeling instruction curriculum. *The Physics Teacher*, 52. <https://doi.org/10.1119/1.4849153>

1. Sua, Y., Scanlon, E., Beaulieu, T., Bollen, V., & Lee, K. (2011) Intrinsic quantum correlations of weak coherent states for quantum communication. *Physical Review Letters A*, 83. <https://doi.org/10.1103/PhysRevA.92.022124>

Under Review:

1. Scanlon, E., *Ibadlit, E., **Carolus, S., & Chini, J. J. (Under Review). Changes instructors make while implementing SCALE-UP: Views from instructors and staff at one institution. *Physical Review Physics Education Research*.

Refereed Conference Proceedings:

12. Scanlon, E., Vignal, M., Wilcox, B.R. & Chini, J.J. (2021) Students' use of disability accommodations in emergency remote teaching, Proceedings of the Physics Education Research Conference. <https://www.compadre.org/per/items/detail.cfm?ID=15785>
11. Chini, J.J. Saitta, E.K.H., Kara, A. & Scanlon, E. (2021). Explicating universal design for learning-aligned instructional practices for postsecondary STEM, Proceedings of the Physics Education Research Conference. <https://www.compadre.org/per/perc/conference.cfm?Y=2021>
10. *Oleynik, D.P., Scanlon, E. & Chini, J.J. (2021). Examining physicists' perspectives of career viability and knowledge of impairment, Proceedings of the Physics Education Research Conference. <https://www.compadre.org/per/items/detail.cfm?ID=15769>
9. Scanlon, E., *Oleynik, D., & Chini, J. J. (2020). Practicing physicists' knowledge about disability: Development of the Disability and Physics Careers Survey (DPCS). *Proceedings of the Physics Education Research Conference*. <https://doi.org/10.1119/perc.2020.pr.Scanlon>
8. Scanlon, E., & Chini, J. J. (2019). Physics instructors' views about supporting learner variation: Modifying the Inclusive Teaching Strategies Inventory. *Proceedings of the Physics Education Research Conference*, Provo UT. <https://doi.org/10.1119/perc.2019.pr.Scanlon>
7. *James, W., **Lamons, K., **Spilka, R., **Bustamante, C., Scanlon, E., & Chini, J. J. (2019). Hidden walls: STEM course barriers identified by students with disabilities. *Proceedings of the Physics Education Research Conference*, Provo UT. <https://doi.org/10.1119/perc.2019.pr.James>
6. Scanlon, E., & Chini, J. J. (2018). Ability profiles: A framework for conceptualizing dimensions of ability. *Proceedings of the Physics Education Research Conference*, Washington DC. <https://doi.org/10.1119/perc.2018.pr.Scanlon>
5. Martinez Ortiz, A., Rodriguez Amaya, L., Kawaguchi Warshauer, H., *Garcia Torres, S., Scanlon, E., & Pruett, M. (2017). They Choose to Attend Academic Summer Camps? A Mixed Methods Study Exploring the Impact of a NASA Academic Summer Pre-Engineering Camp On Middle School Students in a Latino Community. *Proceedings of the American Society of Engineering Education Conference*. <https://www.asee.org/public/conferences/78/papers/19230/view>
4. Rosen, R., Scanlon, E., & Smith, J. (2017). Future water stewardship and fact-based water policy: An aquatic science education pathway model. *Proceedings of the XVIIth IWRA World Water Congress*. https://iwra.org/member/index.php?page=286&abstract_id=3748
3. Rosen, R., Scanlon, E., and Smith, J. (2016). Aquatic science education pathway from headwaters to ocean is a model for place-based experiential learning for protecting and stewarding gulf states' freshwater and marine resources. *Proceedings of the Annual Gulf Coast Association of Geological Societies Convention*. http://archives.datapages.com/data/gcags/data/066/066001/475_gcags660475.htm

2. Scanlon, E. (2016). Introductory physics students' epistemological resources. *Physics Education Research Conference Proceedings*, 304-307. <https://doi.org/10.1119/perc.2016.pr.072>
1. Aiken, J., Caballero, M., Douglass, S., Burk, J., Scanlon, E., Thomas, B., & Schatz, M. (2012). Understanding student computational thinking with computational modeling. *Proceedings of the Physics Education Research Conference, USA, 1513*. <https://doi.org/10.1063/1.4789648>

Invited Articles:

3. Chini, J. J., & Scanlon, E.. *Designing for difference: Conceptualizing and planning for variations in learners' needs, abilities, and interests*. American Association for the Advancement of Science (AAAS) Improving Undergraduate STEM Education (IUSE) blog. <https://www.aaas-iuse.org/designing-for-difference/>
2. Bertschinger, E., Brown, E., Esquivel, J., Lollie, M., Pando, J., Plisch, M., Potvin, G., Price, E., Ratcliff III, W., Scanlon, E., & Williams, L. (2021). *Transforming the culture of physics*. APS News Back Page.
1. Scanlon, E. (2019). Physics education research and disability. *Physics Education Research Consortium of Graduate Students (PERCoGS) Newsletter*. <https://drive.google.com/file/d/1Y675eNF8odY5FJbZgVyVd6f6skdnL0z/view>

PRESENTATIONS

Invited Talks:

21. Scanlon, E., Wu, X., & Guthrie, M. (2021, Decemeber). *Fostering effective and inclusive group work*. Invited talk presented at UConn's Center for Excellence in Teaching and Learning.
20. Scanlon, E. (2021, October). *Preparing for learner variation with universal design for learning*. Invited talk presented at University of Texas-Austin's Physics Education Forum.
19. Scanlon, E. (2021, October). *Preparing for the Variety of Learners' Needs, Abilities, and Interests with Universal Design for Learning*. Invited talk presented in UConn's Grad 6000 teaching course.
18. Vignal, M., Wilcox, B.R., Scanlon, E., & Chini, J.J. (2021, August). *Student's Differential Experiences with Emergency Remote Teaching in Fall 2020*. Invited talk presented at the American Association of Physics Teachers conference, virtual conference.
17. Scanlon, E. (2021, June). *Preparing for learner variation with universal design for learning*. Invited talk presented at University of Pittsburgh's dBSERC.
16. Scanlon, E. (2021, March). *What is Discipline-Based Education Research (DBER)?*. Invited talk presented at the Women in Physics Club at University of Connecticut.
15. Scanlon, E. (2021, March). *Engaging PER in Universal Design for Learning and other interests*. Invited talk presented at Kansas State University's KSUPER group.
14. Nissen, J., & Scanlon, E. (2020, November). *Using QuantCrit to Investigate Equity in College Courses*. Invited talk presented at the 2020 International Learning Assistant Conference.
13. Scanlon, E., & Chini, J.J. (2020, June). *Physics and Disability: Supporting the Variety of Peoples' Needs, Abilities, and Interests*. Invited talk presented at Fermilab's Inclusion, Diversity, and Equality Seminar.
12. Scanlon, E. (2019, December). *Physics Instructors' Views about Supporting Learner Variation*. Invited talk presented at the Designing for Equity and Achievement for All Learners: A UDL-IRN Florida Regional Event.
11. Scanlon, E. (2019, October). *Instructors' Purposeful Modifications to SCALE-UP: A Look Across the Country*. Invited talk presented at the Texas Section of the American Association of Physics Teachers conference, Lubbock, TX.

10. Scanlon, E. (2019, October). *Physics and Disability: Supporting the Variety of Peoples' Needs, Abilities, and Interests*. Invited talk presented to Michigan State's PER seminar, East Lansing, MI.
9. Scanlon, E. (2019, October). *Physics and Disability: Supporting the Variety of Peoples' Needs, Abilities, and Interests*. Invited talk presented to University of Central Florida's DBER seminar, Orlando, FL.
8. Scanlon, E., Schreffler, J., James, W., Vasquez, E., & Chini, J. J. (2019, July). *What Are the Supports and Barriers in Introductory Physics Curricula for Students with Disabilities?* Invited talk presented at the American Association of Physics Teachers conference, Provo, UT.
7. Scanlon, E., Schreffler, J., Legron-Rodriguez, T., James, W., Ibadlit, E., Vasquez, E., & Chini, J. J. (2018, April.) *Postsecondary STEM Curricula: Preparing for Diverse Learners*. Invited talk presented at UCF's Physics Women Society Research Symposium, Orlando, FL.
6. Scanlon, E., Schreffler, J., Legron-Rodriguez, T., James, W., Ibadlit, E., Vasquez, E., & Chini, J. J. (2018, February.) *Postsecondary STEM Curricula: Preparing for Diverse Learners*. Invited talk presented at FIU DBER group lunch, Miami, FL.
5. Scanlon, E. (2018, January.) *Physics Education Research*. Invited workshop presented at the Conference of Undergraduate Women in Physics, Jacksonville, FL.
4. Scanlon, E. (2017, April.) *How to Sell Yourself to Prospective Employers*. Invited talk presented at Texas State University's Developmental Education Brown Bag series, San Marcos, TX.
3. Scanlon, E. (2017, February.) *A Graduate Student's Thoughts on Conferences*. Invited talk presented at the University of Texas Physics Education Forum, Austin, TX.
2. Scanlon, E. (2016, November). *Epistemology: This, That, and the Other*. Invited talk presented at the University of Texas Molotov Seminar, Austin, TX.
1. Scanlon, E. (2016, September). *Epistemology: This, That, and the Other*. Invited talk presented at the University of Texas Physics Education Forum, Austin, TX.
0. Scanlon, E. (2013, April). *Family Physics Night: The Good, The Bad, and The Ugly*. Invited talk presented at the University of Texas Physics Education Forum, Austin, TX.

Invited Panels:

2. Scanlon, E., Principato Crane, J., Gillen, D., Osadchuck, L.C., Spiecker, D., & Dounas-Frazer, D. (2021, January). *Making Physics Labs More Accessible: Perspectives of Former Physical Science Students*. Invited panel at the American Association of Physics Teachers Conference, Virtual.
1. Scanlon, E. (2020, January.) *Professional Skills for Students*. Invited panel at the American Association of Physics Teachers Conference, Orlando, FL.

Contributed Talks:

26. Scanlon, E., Wu, X., & Guthrie, M. (2022, January). *Fostering effective and inclusive group work*. Invited talk presented at UConn's Department of Physics.
25. Oleynik, D., Scanlon, E., & Chini, J.J. (2021, August). *Examining Physicists' Perspectives of Career Viability and Knowledge of Impairment*. Talk presented at the American Association of Physics Teachers conference, virtual meeting.
24. Scanlon, E., Vignal, M., Chini, J.J., & Wilcox, B.R. (2021, August). *Students' Use of Disability Accommodations in Emergency Remote Teaching*. Talk presented at the American Association of Physics Teachers conference, virtual meeting.

23. Chini, J.J., Scanlon, E., James, W.D., & Cartagena, S. (2021, August). *The Universal Design for Learning Instructional Practices Observation Protocol (UDL-IPOP)*. Talk presented at the American Association of Physics Teachers conference, virtual meeting.
22. Wu, X., Guthrie, M., & Scanlon, E. (2021, August). *Improving group work in studio-style physics courses*. Talk presented at the American Association of Physics Teachers conference, virtual meeting.
21. Coffie, C., Scanlon, E., & Chini, J. J. (2021, August) *Disciplinary tensions in applying universal design for learning to postsecondary STEM*. Talk presented at the American Association of Physics Teachers conference, virtual meeting.
20. Oleynik, D., Scanlon, E., & Chini, J.J. (2021, January). *Variations in practicing physicists' beliefs about inclusive teaching strategies*. Talk presented at the American Association of Physics Teachers conference, virtual meeting.
19. Scanlon, E., & Chini, J.J. (2020, July) *Practicing Physicists' Knowledge about Disability*. Talk presented at the American Association of Physics Teachers conference, virtual meeting.
18. Oleynik, D., Scanlon, E., & Chini, J.J. (2020, July). *Comparing Attitudes of Students and Faculty About Inclusive Teaching Practices*. Talk presented at the American Association of Physics Teachers conference, virtual meeting.
17. Scanlon, E., Ibadlit, E., Carolus, S., & Chini, J. J. (2020, January) *Instructors' Purposeful Modifications to Group Work: The Case of SCALE-UP at Nine Institutions*. Talk presented at the American Association of Physics Teachers conference, Orlando, FL.
16. Chini, J. J., & Scanlon, E. (2019, July). *Exploring assumptions of dis/ability in physics education*. Symposium talk presented at Physics Education Research Conference, Provo, UT.
15. Scanlon, E., Taylor, Z., & Chini, J. J. (2019, July). *Accessibility Analyses Demonstrate Physics Websites Create Barriers to Participation*. Talk presented at the American Association of Physics Teachers conference, Provo, UT.
14. Scanlon, E., & Chini, J. J. (2019, July). *Postsecondary STEM curricula: Preparing for diverse learners*. Talk presented at the Association on Higher Education And Disability (AHEAD) conference, Boston, MA.
13. Chini, J. J., James, W., Schreffler, J., Vasquez E., & Scanlon, E. (2019, July). *Inclusive teaching strategies can increase accessibility in physics education*. Panel presented at the American Association of Physics Teachers conference, Provo, UT.
12. Scanlon, E., & Chini, J. J. (2018, November). *Ability profiles: Preparing for variation in physics learners' needs, abilities, and interests*. Talk presented at the Discipline-Based Educational Research Seminar, Orlando, FL.
11. Chini, J. J., Scanlon, E., James, W., Schreffler, J., & Vasquez, E. (2018, August.) *Using Universal Design for Learning to Prepare for Learner Variation in Postsecondary Physics*. Talk presented at the American Association of Physics Teachers Conference, Washington DC.
10. Scanlon, E., James, W., Schreffler, J., Vasquez, E., & Chini, J. J. (2018, August.) *Investigation of Introductory Physics Curricula Through an Accessibility Lens*. Talk presented at the American Association of Physics Teachers Conference, Washington DC.
9. Chini, J. J., Scanlon, E., Wilcox, M., Klinger, N., & Von Korff, J. (2018, Jan.) *Variations in introductory studio physics across institutions*. Talk presented at the American Association of Physics Teachers Winter Meeting, San Diego, CA.
8. Scanlon, E. (2017, October.) *Introductory Physics Students' Physics and Mathematics Epistemologies*. Talk presented at the Discipline-Based Educational Research Seminar, Orlando, FL.
7. Scanlon, E. (2017, July.) *Epistemological Resources and Sign Usage*. Talk presented at the Physics Education Research Conference, Cincinnati, OH.

6. Scanlon, E. (2017, July.) *Introductory Physics Students' Mathematics and Physics Epistemological Resources*. Talk presented at the American Association of Physics Teachers Conference, Cincinnati, OH.
5. Scanlon, E. (2017, May.) *Introductory Physics Students' Epistemological Resources and Usage Patterns*. Talk presented at the International Congress on Qualitative Inquiry, Champaign, IL.
4. Scanlon, E. (2017, March.) *Introductory Physics Students' Epistemological Resources - Group Differences*. Talk presented at the Texas Section of the American Association of Physics Teachers Conferences, San Antonio, TX.
3. Scanlon, E. (2016, November.) *Introductory Physics Students' Epistemological Resources*. Talk presented at the International Research Conference, San Marcos, TX.
2. Acee, T., Flaggs, D., Hoang, T., Scanlon, E., & VanderLind, R. (2016, April.) *Value Interventions With Writing and Messages Facilitate Interest and Performance in Undergraduate Physics*. Roundtable session presented at the American Educational Research Association National Conference, Washington, D.C.
1. Scanlon, E. (2015, March). *What is Epistemology and Why Should You Care?*. Talk presented at the meeting of the Texas Section of the American Association of Physics Teachers, the American Physics Society, and the Society of Physics Students, Baytown, TX.

Contributed Posters:

13. Scanlon, E., Vignal, M., Wilcox, B. R., & Chini, J. J. (August, 2020). *Students' use of disability accommodations in emergency remote teaching*. Poster presented at the Physics Education Research Conference, Virtual meeting.
12. Chini, J. J., Saitta, E. K. H., Kara, B., & Scanlon, E. (August, 2020). *Explicating universal design for learning-aligned instructional practices for postsecondary STEM*. Poster presented at the Physics Education Research Conference, Virtual meeting.
11. Oleynik, D. P., Scanlon, E., & Chini, J. J. (August, 2020). 'Examining physicists' perspectives of career viability and knowledge of impairment. Poster presented at the Physics Education Research Conference, Virtual meeting.
10. Oleynick, D., Scanlon, E., & Chini, J.J. (2020, July). *Physicists' Views about Disability and Physics Careers*. Poster presented at the Physics Education Research Conference, Virtual meeting.
9. Scanlon, E., Oleynik, D., & Chini, J.J. (2020, July). *Practicing physicists' knowledge about disability: Development of the Disability and Physics Careers Survey (DPCS)*. Poster presented at the Physics Education Research Conference, Virtual meeting.
8. Scanlon, E., & Chini, J. J. (2019, July). *Physics instructors' views about supporting learner variation: Modifying the Inclusive Teaching Strategies Inventory*. Poster presented at the Physics Education Research Conference, Provo, UT.
7. Scanlon, E., Taylor, Z., & Chini, J. J. (2019, July). *Standards for Web Accessibility and Tips to Make Your Website More Accessible*. Poster presented at the American Association of Physics Teachers conference, Provo, UT.
6. Scanlon, E. & Chini, J. J. (2019, June). *Ability Profiles: A Framework for Conceptualizing Dimensions of Ability*. Poster presented at the Foundations and Frontiers of Physics Research conference, Bar Harbor, ME.
5. Scanlon, E., & Chini, J. J. (2019, March). *Ability Profiles: A Framework for Conceptualizing Dimensions of Ability*. Poster presented at the UDL-IRN International Summit, Orlando, FL.
4. Scanlon, E. (2018, August.) *Ability Profiles: A Framework for Conceptualizing Dimensions of Ability*. Poster presented at the Physics Education Research Conference, Washington DC.

3. Scanlon, E. (2018, April.) *Epistemological Resources and Sign Usage of Introductory Physics Students*. Poster presented at UCF's Research Week Kick-Off, Orlando, FL.
2. Scanlon, E. (2016, July). *Introductory Physics Students' Epistemological Resources*. Poster presented at the meeting of the American Association of Physics Teachers National Conference, Sacramento, CA.
1. Scanlon, E. (2015, July.) *Group Work in an Introductory Physics for Life Science Course*. Poster presented at the meeting of the American Association of Physics Teachers National Conference, College Park, MD.

Workshops:

4. Chini, J. J., Oleynik, D., & Scanlon, E. (2021, August). *Doing physics education research inclusively: Designing for variation in participants' needs, abilities, and interests*. Workshop presented at the Physics Education Research Conference.
3. Scanlon, E. (2021, July). *Preparing for the Variety of Learners' Needs, Abilities, and Interests with Universal Design for Learning*. Workshop presented at the Center for Excellence in Teaching and Learning at the University of Connecticut.
2. Scanlon, E. (2021, May). *Preparing for the Variety of Learners' Needs, Abilities, and Interests with Universal Design for Learning*. Workshop presented at the Center for Excellence in Teaching and Learning at the University of Connecticut.
1. Chini, J. J., Scanlon, E., & James, W. (2019, July) *Using universal design for learning to prepare for variation in physics learners' needs, abilities and interests*. Workshop presented at the meeting of the American Association of Physics Teachers Conference, Provo, UT.

SERVICE
TO FIELD

Avery Point Diversity, Equity, and Inclusion Committee 2021 - Present

I serve as a member of this committee whose charge is to support DEI at the Avery Point campus. I also serve as the chair of the Strategic Planning sub-committee.

APS-IDEA Steering Committee 2019 - Present

I serve as a founding steering committee member of the American Physical Society Inclusion, Diversity, and Equity Alliance (APS-IDEA). I am a member of the Assessment/Evaluation and Teams working groups.

APS-IDEA Online Learning Community Facilitator 2020 - 2021

I served as a facilitator for the APS-IDEA online learning community.

Physics Education Research Leadership and Organizing Council 2019 - 2022

Elected to serve as a PERLOC representative.

2019-2020: PERC Liaison

2020-2021: Vice Chair

2021-2022: Chair

Working Group on Conference Accessibility 2019 - Present

Chair of the Working Group on Conference Accessibility (WGCA)

Referee Ad Hoc

- National Science Foundation Review Panels
- Physical Review: Physics Education Research
- Proceedings of the Physics Education Research Conference

- Chemistry Education Research and Practice
- International Journal of STEM Education
- The Physics Teacher
- California Education Learning Lab Grant Proposals

Family Physics Night Organizer

Fall 2013 - Fall 2016

Organized outreach even at Texas Lutheran University

FORMAL
MENTORING

Undergraduate Students

Rica Moellering - TLU (2014)
Alyssa Johnson - UCF (2017-2018)
Colin Lee - UCF (2018)
Steven Carolus - UCF (2018-2019)
Caroline Bustamante - UCF (2018-2019)
Elijah Ibadlit - UCF (2017-2020)

Graduate Students

Jasmine Byard - UCF (2019)

AWARDS

- 2020 University of Connecticut Provost's Letter of Recognition for Teaching Excellence
- 2020 PERC Proceedings Notable Paper (awarded to 4 out of 99 manuscripts)
- 2018 PERC Proceedings Notable Paper (awarded to 3 out of 113 manuscripts)
- 2018 Physical Review: Physics Education Research Editor's Suggestion Paper
- 2017 Preeminent Postdoctoral Program (P3) award
- 2017 Honorable Mention Best Paper for the ASEE Annual Conference and Exposition
- 2018-2019 Texas State University Outstanding Dissertation Award in the Social Sciences
- 2010 Michigan Technological University's Woman of Promise Award
- 2009 Michigan Tech Physics Department Outstanding Teaching Assistant of the Year