I am delighted to share this annual report on the scholarly and creative endeavors of the McKendree University full-time faculty. The activities highlighted in this document were completed between September 1, 2013, and August 31, 2014. During that period, the faculty pursued a wide array of activities. Many published academic books, book chapters, book reviews, peer-reviewed journal articles, online publications, or poetry. Others created and exhibited artwork or gave musical performances. Several faculty members received grants to support their teaching, scholarship, or creative activities; and many presented their work to professional audiences. Individually and collectively, their achievements were impressive.

Note that this year several faculty completed their scholarly and creative projects in collaboration with McKendree University undergraduate and graduate students. Embracing the “McKendree Experience,” our faculty’s modeling of the inquiry process is first-rate. They believe in the significance, and indeed the power of, extending student learning beyond the classroom through research, publication, and professional presentations. Our faculty are committed to the value of a liberal arts education and to creating an intellectual climate that engages students in the discovery, creation, and application of knowledge.

Because research, scholarship, and creative activities inform and strengthen teaching, this document also profiles three faculty members who received teaching awards for their innovative instructional methods and two who were granted sabbaticals during the 2013-2014 academic year. At McKendree, teaching and scholarly/creative initiatives go hand in hand, ensuring that our mission “to provide a high quality educational experience to outstanding students” is realized.

I am honored to share this record of the commitment of the McKendree University faculty to excellence in scholarship and creativity. I am proud of the accomplishments documented in these pages, and I hope that you, too, will be inspired.

Christine M. Bahr, Ph.D.
Provost and Dean of the University
Dr. Alan Alewine takes his students and their education seriously, but not himself. In addition to “Music Mondays,” the mathematics professor uses Legos, M&Ms and even chocolate chip cookies to explain complex concepts in memorable ways.

“The stereotypical mathematics class period consists of the instructor lecturing and the students copying notes,” says Alewine, who in 2014 took on a new role as associate dean for curriculum. “With that pedagogical method, the only activity the students are engaged in is the furious scribbling of notes on paper with the occasional question of the type, ‘Is that a t or a +7?’ That approach works beautifully for approximately 1% of any particular group of students.”

“Of course, I still lecture, but I punctuate my lectures with questions I ask of the students, and I often ask for on-the-spot presentations from them. Sometimes I provide ‘teasers,’ as in, ‘Soon in this course, we will study a structure in which 1+1=0,’ which never fails to make at least one student exclaim, ‘Nah-ah!’ I particularly love leaving the teasers for the end of the class period.”

One of the professor’s unique teaching methods caught the attention of other mathematicians at the 2014 MathFest, a national convention held last August in Portland, Oregon. Alewine gave a presentation on how he uses a chocolate chip cookie recipe to convey an important yet often difficult to understand concept in linear algebra. Based on the audience’s enthusiastic response, a journal editor invited him to turn the presentation into an article for publication.

**2013 Emerson Excellence in Teaching Award**

*Pays tribute to educators selected by the faculty and administration for their achievements and dedication to the teaching profession*

**Brenda Doll**
Associate Professor of Elementary Education
Ph.D., Curriculum & Instruction, Saint Louis University
M.A., Elementary Education, College of William & Mary
B.S., Elementary Education, Illinois State University

**Teaching interests:** Classroom management, and methods of instruction in elementary mathematics and elementary social studies

**Scholarly interests:** Math anxiety, integrating social studies into elementary mathematics curriculum and vice versa, teacher mentoring programs, surface management techniques for classroom management, incorporating movement into elementary curriculum

**Co-sponsor, McKendree University chapter of the Student Illinois Education Association**

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Dr. Brenda Doll builds strong relationships with McKendree’s teacher candidates much like she nurtured her elementary school students for 18 years. “Building trusting relationships enables us to set the bar high and produce high-quality teachers,” she says.

The award-winning educator mentors her students not only academically, but also emotionally, for the challenges they will face as professional educators. “My teacher candidates certainly need to be knowledgeable in their content areas, but they also need to be excellent communicators, deep thinkers and professional role models in order to meet the needs of young learners in their future classrooms.”

Doll models the effective instructional methods that she teaches. “I change up my instruction. I never want to be predictable. The students are aware of the content to be covered, but they can never be sure what my instruction will entail.”

She emphasizes the importance of a safe learning environment so students can study, practice and learn to take risks by trying out new and innovative instructional strategies. Comments on student evaluations attest to her high level of commitment, energy, and passion. She spends countless hours meeting with them one on one and resolving issues that arise during their field experiences and student teaching.

“I have office hours, but I am always anxious to answer questions or concerns. Students receive my cell phone number. I try to vary the type of assessments I use to accommodate different learning styles and provide detailed rubrics to explain my assignment expectations. I think that I’m a good cheerleader in motivating teacher candidates to develop their personal style in the classroom.”
2014 William Norman Grandy Faculty Award

Presented at commencement by the Alumni Board for outstanding service to a full-time tenured faculty member recommended by colleagues and graduating seniors

Jean M. Scheller-Sampson
Associate Professor of Management and Marketing
D. Management, Webster University
M.A., Human Resource Development, Webster University
M.A., Management, Webster University
B.B.A., McKendree College

Teaching interests: Management, ethics

Scholarly interests: Advocacy for persons with disabilities, particularly in the workforce

Coordinates the Paris Exchange Program

Works with the Phi Beta Lambda student business organization

Chairs the Student Affairs Committee and the Athletic Oversight Committee

Dr. Jean Sampson’s hands-on teaching style helps McKendree students develop the knowledge and skills they need to become successful business leaders.

“It is my responsibility to instill in my students the need to be ‘lifelong’ learners and the importance of knowing that they have to be effective managers to compete in a global economy,” she says. While she requires them to conduct research, analyze data and communicate the relevance of their findings to professional audiences, Sampson makes sure they enjoy the process.

“I try to have fun in class because I think students learn more when they are relaxed and have their hands at work on projects,” she says. “I try to educate my students in a fun and relaxed atmosphere. They never sit in a desk the entire class time. We do many things such as cases, scavenger hunts, ‘Classroom Feud,’ Q & A, and many other projects to keep them going. I never lecture an entire class period!”

A favorite project of students in Sampson’s Organizational Behavior course is making “trophies” out of cups, chopsticks and a plastic medal.

“There are a lot of steps to it, but it tends to get very competitive, tense and creative. Throughout this one class they are learning about strategy, communication, goal setting, quick paced change, working under pressure, and numerous other management skills they can carry over to the workforce."

She often takes her students to professional conferences and competitions, and invites guest speakers every semester to share knowledge and insight beyond what she can offer. “I think I owe it to the students to bring as much learning to the table as possible, and that means bringing in other experiences and viewpoints,” she says.
Dr. Brenda Boudreau is a literary scholar with a strong research background in film, television and popular culture. In 2014 she spent the spring semester researching and analyzing women in contemporary cable television series and completed a prospectus for a book project, Third Wave Feminism Comes of Age: Cable Television’s Challenge to Postfeminism.

She also finished final revisions on an essay, “Dexter and Breaking Bad: The Post-Feminist (Anti)Hero,” which will be published in a collection called From Backlashes to New Frontiers: Visions of Postfeminist Masculinity in American Popular Culture. She recently finished an essay called “Who’s Wearing the Pants in the Family?: White Male Paranoia in Breaking Bad.” She presented a shorter version last April at the Popular Culture Convention, where her students often present as well.

“I am excited about the research and writing I do and I bring this into the classroom in ways that I hope inspire students to see themselves as part of an intellectual community,” Boudreau said.

Sabbaticals are extremely important to faculty scholarship because longer projects require a lot of careful, sustained research. Most faculty members teach 12 or more credit hours per semester, when responsibility to their students is their foremost concern.

“Having a full semester sabbatical to research and write or present or paint or perform allows for a creative, productive, and energizing time for scholarship,” Boudreau said. It also helps professors connect with students in myriad ways.

“Students see us researching and writing, and faculty often bring this process into their classrooms to help guide students. McKendree faculty have distinguished themselves by completing books and essays during their sabbaticals, contributing to their fields of research and, I would argue, improving the reputation of McKendree University as a serious academic institution. I am grateful that the Board of Trustees recognizes scholarship as being important enough to grant sabbaticals.”
Dr. Heather Dye focused on mathematical knots during her spring 2014 sabbatical. Knot theory is the study of "strings" in three dimensions that are closed loops. The simplest knot, called the unknot, is a circle. Much of knot theory is concerned with attempting to determine if one knot is different from another. This "way" of determination is called an invariant. While knot theory has applications to branches of science such as biology and physics, Dye's research focuses more on invariants rather than applications.

During the semester away from her McKendree classroom, Dye visited Indiana University, Bloomington to study recent developments in knot theory and accomplished several other projects as follows:

- Worked with Matt Hogancamp at Indiana University on Khovanov homology.
- Proved several results about cosmetic crossings.
- Finished the joint paper "Khovanov Homology, Lee Homology, and a Rassmussen Invariant for Virtual Knots" with Louis Kauffman of the University of Illinois at Chicago and Aaron Kaestner of North Park University.
- Attended the spring meeting of the Illinois section of the Mathematical Association of America (MAA) and gave a talk on knot theory.
- Collaborated with a group of researchers to submit a workshop proposal on knot theory at the Banff International Research Station.
- Participated in the Textbook Editorial Board of the MAA, reviewing textbooks on proofs, analysis, and quantitative literacy.

Dye also wrote a 220-page draft of an undergraduate text on knot theory during her sabbatical leave. "Visiting Indiana University allowed me to discuss recent developments in my field with some of the top experts in the United States," she said. "I was also able to get feedback that allowed me to obtain a book contract with CRC Press. I plan to use this text with my Senior Seminar class, where each student is required to write a research paper on a mathematical topic.

"I would like to thank the McKendree University Board of Trustees for this opportunity. Without it, I would not have been able to obtain a book contract or have my text ready for use with my Senior Seminar class."
Dr. Tami Eggleston

Eggleston, T. J. (2013, October). Using the NLQSA transparency framework for engaging assessment webpages. Presentation at the Assessment Institute, Indianapolis, IN.


Dr. George Fero

Ms. M. Terese Kasson

Dr. Pamela Manning

Dr. Jennifer Hope

Ms. VARK learning preferences to master knowledge. Poster presented at the Illinois Association of Teacher Educators Annual Conference, Normal, IL.

Dr. Neil Quisenberry

Dr. Richelle Rennegarbe

Dr. John Watters
Watters, A. (2015, September). Teaching economics by reaching into the community. Session chair for presentation at the 2013 Professors Conference. St. Louis, MO.

Dr. Kelli Whittington

Dr. John Sprenger

Dr. Janice Wiegmann


**PUBLIC PERFORMANCES, RECITALS, AND EXHIBITIONS**

Ms. Amy MacLennan

MacLennan, A. (2013, September – October). *Of color and rhythm*. Midwest Paint Group, Jacoby Art Center, Alton, IL.


Mr. David Ottinger


Dr. Jennifer Moder

Moder, J. (2013-2014). Solo trombonist for the St. Louis Brass Band, St. Louis, MO.


Moder, J. (2013, November). Guest conductor for the St. Louis Wind Symphony, St. Louis, MO.

Dr. Nancy Ypma

Ypma, N. (2013, December). *Advent lessons and carols*. Performed in concert at Christ Church Cathedral, St. Louis, MO.

**EXTERNALLY-FUNDED GRANTS**

Dr. Darryn Diuguid


Dr. James Feher


Dr. Jennifer Hope


Ms. Debbie Houk


Dr. Pamela Manning

Manning, P., & Calhoun, E. (2013). *Healthcare for homeless female veterans*. Grant/contract awarded to Opal’s House, Department of Veterans Affairs, $10,926.00-$531,732.00 for five years.

Dr. I. Kay Mueggenburg


**2013-2014 McKENDREE UNIVERSITY FACULTY ENGAGEMENT RESEARCH/CREATIVE ACTIVITY GRANTS**

Dr. Guy Boysen

Two online social science research projects: Teaching evaluations & mental illness stigma, $545

Dr. Heather Dye

Surfaces and quandles, $690

Dr. Ben Jellen

Northern Copperhead (Agkistrodon contortrix) hibernation site selection at Stemler Cave, $1,000

Dr. Pamela Manning

“Soaring to New Heights” program, $1,000

*Included McKendree University students*
Cover photo:
*The Inspiration* (2009) on the
McKendree University campus
in Lebanon, Illinois