Once again, I am pleased to share with you this annual report highlighting the scholarly and creative activities of the McKendree University full-time faculty. The faculty completed the work described in this document between September 1, 2015, and August 31, 2016. As you will see, they published books, book chapters, case studies, and journal articles; presented papers at professional conferences; gave invited presentations, workshops, and musical performances; and received internally- and externally-funded grants to support their scholarly and creative activities.

Reflected in the faculty work are the four major components of the McKendree University mission statement: R – Responsible Citizenship, E – Engagement, A – Academic Excellence, and L – Lifelong Learning. Our faculty are committed to engaging students in the pursuit of knowledge and helping them develop the skills and habits of mind that will enable them to be lifelong learners. Although this document focuses on faculty activities, we have highlighted with an asterisk (*) those projects in which the faculty collaborated with McKendree University students in the generation, publication, or presentation of their scholarly and creative work.

Because scholarly and creative work informs and strengthens teaching, this document also highlights three faculty members who received teaching awards for their innovative instructional methods and three faculty who were granted sabbatical leaves during the Spring 2016 semester to further their research. 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 delighted to share this record of the scholarly and creative accomplishments of the McKendree University faculty during the past year. I am proud of their work, and I hope that you, too, will be inspired.

Christine M. Bahr, Ph.D.
Provost and Dean of the University
2016 United Methodist Church Exemplary Teacher Award

Given by the United Methodist Church Board of Higher Education to recognize excellence in teaching, concern for students and colleagues, commitment to a values-centered education, and service beyond the classroom.
Dr. Michele (Mickey) Schutzenhofer
Associate Professor of Biology
Chair of the Division of Science and Mathematics
Ph.D., Ecology, Evolution & Systematics,
Saint Louis University
B.S., Biology,
McKendree College

- Faculty member since 2007
- Division of Science and Mathematics Chair, 2014 - present
- Teaching interests: Organismal and population biology, environmental science, ecology, conservation biology, field botany, and animal behavior
- Research interests: Community and population ecology, rare and invasive plant species, prairie restoration, and plant-pollinator communities
- Committees: Higher Learning Commission McKendree Accreditation Criterion Examiner, Ad-hoc General Education Review, Faculty Senate

Students in Dr. Mickey Schutzenhofer’s biology classes know that academic success is more than just learning about science; it’s learning “how to do” science. Her teaching philosophy is built on active learning and the integration of authentic research in class.

“One of my strongest attributes is my enthusiasm, not just for biology, but for teaching and getting students engaged with the material,” she says. “I am eager to share my curiosity about life through the eyes of a scientist, and I bring that excitement to my courses.”

In her ecology classes, Schutzenhofer has utilized that passion to give students an opportunity they wouldn’t typically receive: the chance to develop and pursue their own scientific queries in a real world research environment. “While many lab courses traditionally present a series of short-term experiences focused more on knowledge and techniques, the new model I am using focuses on mastering the scientific method. Through the course of the semester, students execute the scientific method as part of a student research team. As a case study, they focus on plant-pollinator communities in restored grasslands, developing their own independent research questions.”

Schutzenhofer says that her research projects not only give her students unique learning experiences outside the classroom, but they also make her a better instructor and keep her passionate about her field. During her recent sabbatical, she created a new research program to evaluate low diversity grassland restoration practices and their success in supporting diverse pollinator communities and plant-pollinator networks. Her additional research includes evaluating the effectiveness of bees as indicators of restoration success, and designing a program to measure the success of the Natural Resources Conservation Service’s Monarch Butterfly Habitat Development Project. She is also collaborating with Southern Illinois University Carbondale and Monsanto to examine how field margins can serve as habitat for declining butterfly and bee populations.

Schutzenhofer’s teaching is not just limited to her classes; it takes her into the community as well. She has presented at the Henry White Experimental Farm, as well as meetings of the Mascoutah Rotary Club, Girl Scouts, Trenton Garden Club, Adult Nature Club of The Nature Institute, and the Weekend Gardener Workshop hosted by the University of Illinois Extension.

Schutzenhofer accepted the United Methodist Church Exemplary Teacher Award during the Honors Convocation on April 28, 2016.
2015 Emerson Excellence in Teaching Award

Honors educators selected by the faculty and administration for their achievements and dedication to the teaching profession.
Michelle Magnussen
Associate Professor of Theatre
M.F.A., University of Louisville
B.A., Speech Communication and Theatre, Carthage College
• Faculty member since 2006
• Adviser to Alpha Psi Omega honorary theatre fraternity
• Teaching and Research interests: Elizabethan performance and costume, Tennessee Williams, Commedia dell’arte (Italian improvised drama), stage combat styles and weaponry

Whether she is in the classroom, on stage, or traveling abroad, Michelle Magnussen believes success comes from working with others and opening yourself to new experiences. She describes her teaching style as a collaborative effort with students in which they have the opportunity to exercise their creativity and see their ideas come to life in McKendree’s Theatre Department productions.

“In my classes, I often pose a problem we might be having with the current show and ask my students, ‘How would you fix this?’ They research it, come back with an idea, and we decide if it should be integrated into the performance,” she says. “I tell my students it’s okay to take a risk and try something that doesn’t work, as long as you can look back critically and see why. I love it when I challenge them and they surprise themselves.”

Magnussen’s collaboration with her students goes beyond the classroom to the Theatre Department’s major productions. Last year, she and a group of students took on the daunting task of soliciting McKendree students, faculty, staff, and alumni for personal stories related to their experiences on campus. The “Share Your Story” Project came to life when she and her students created a script and turned countless McKendree memories into a play that students performed.

This year, Magnussen is directing “Curtains,” the campus’s first-ever main stage musical. “I’m always researching whatever production we’re working on at the time. For “Curtains,” the setting is Broadway Theater in 1959, so I look at things like what technology was available then and what the costumes were like. Involving students in the production process also gets them excited about learning because they’re applying what they learn.”

Magnussen not only draws students into the world of theatre; she also leads them to step outside of their “own little bubble.” In 2011, she participated in the Technos Trip to Japan, and in 2014, she led a group of students on a weeklong trip to the Stratford Shakespeare Festival in Ontario, Canada. For Magnussen, it’s important to learn from others who are different from you and gain a broader vision of the world as a result.

Magnussen accepted the Emerson Excellence in Teaching Award in November 2015.
2016 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.
What does it mean to be an economic thinker? For students and graduates of Dr. John Watters' classes, it’s a way of thinking that changes how they view the world and themselves. “I strive to teach students how to apply economics to their everyday life and their personal and professional decision-making,” Watters says. “My goal is to create economic thinkers, someone who looks at problems or issues and uses economic analysis to hypothesize possible solutions and critically evaluate them.”

Rather than just focusing on the information in the curriculum, however, Watters has found the perfect way to get students engaged and making connections: asking them what they think. “I've learned that class is far more interesting for me and the students if I do less talking and more listening,” he says. “I often start class by asking questions about some economic issue to get them interested. To me, the whole idea of teaching should be to get students thinking and asking questions. Sometimes we find answers, but even if we don’t, the thinking and asking is the whole point.”

Outside of the classroom, Watters has published four articles in peer-reviewed economics journals and has given 25 presentations at professional conferences. His ongoing research projects seek to explore such topics as the economics of immigration, the economics of the beer and wine industry, and the demand for college. He is currently working to estimate the demand function for college to determine the price elasticity of tuition and scholarships.

Watters not only brings his excitement about his field to class, but also draws upon 25 years of corporate business experience as a research economist for Southwestern Bell and SBC Services (now AT&T). His unique ability to blend this firsthand knowledge with his dedication to students is what makes him stand out in his students' minds for years to come.

“Two of Dr. Watters’ greatest strengths as a teacher are his ability to break complex concepts into small chunks that students can understand, and integrating real-life business examples into his teaching,” said Maria Page, president of the Alumni Association. “He is also highly accessible to students and colleagues, always willing to answer a question or lend a hand.”

Watters accepted the William Norman Grandy Faculty Award at Commencement on May 14, 2016.
A sabbatical leave offers a faculty member the opportunity for scholarship and professional development by focusing exclusively on research or experience outside the classroom for a semester.
Dr. Darryn Diuguid  
Associate Professor of Education  
Ph.D., Educational Studies, Saint Louis University  
M.A.Ed., Elementary Education, Eastern Kentucky University  
B.S., Elementary Education, Eastern Kentucky University  
B.A., Mass Communications, Western Kentucky University  
• Faculty member since 2008  
• Teaches courses in elementary education, teaching the language arts, and children’s literature  
• Research interests: High poverty schools, diverse children’s literature, student teacher attitudes, views on censorship, and the edTPA, a new performance-based assessment that student teachers are required to pass  

From co-authoring grants and research papers with alumni and colleagues to serving on the American Library Association’s Stonewall Book Committee, Dr. Darryn Diuguid spent his spring sabbatical delving into a host of projects that helped him recharge his passion for teaching.  

Diuguid’s interest in diverse children’s literature led him to not only conduct his own research on the topic, but also participate in a national committee to select the best children’s and young adult books with LGBT (lesbian, gay, bisexual, transgender) themes. His presentation “Being an Advocate for the Right to Read: Taking an Inside Look at Teachers’ Views on Censorship” was the result of his recent survey of teacher educators and their use of LGBT literature in schools.  

“The LGBT topic is still taboo in schools, so finding teachers to complete the survey was a challenge,” Diuguid said. “From my point of view, there’s never been a better time to include this literature in the classroom, but teachers face many challenges in doing so.” He presented his findings at the National Council of Teachers of English conference in November 2016.  

As a member of the Stonewall Book Committee, Diuguid read more than 400 novels and picture books with LGBT themes to select the winners for the Midwinter Meeting of the American Library Association. He also collaborated with two colleagues to write a research paper, currently out for review, that evaluates 10 picture books with transgender and gender non-conforming characters.  

Working with former students, he co-authored papers on Native American-themed and Amish-themed children’s literature, as well as a grant for promoting Hispanic heritage through a literacy program.  

“Having a sabbatical gave me a chance to reflect on my career and plan my future path,” Diuguid said. “There aren’t many professions where one can take a professional leave, and I appreciate the sabbaticals which are awarded at McKendree University. A special thanks to the President, Provost, and the Board of Trustees for supporting our academic endeavors.”
For Dr. Ann Collins, exploring the history of American politics is just as important as studying its trends today. It’s why she spent her spring sabbatical working on her next book, *The Dawn Broke Hot and Somber*, an analysis of the eight major race riots that took place in northern U.S. cities in 1964.

“My sabbatical allowed me to focus my attention on researching and writing, although I missed being in the classroom, especially during the presidential primaries!” she said. “I was able to dig into the digital recordings of Lyndon Johnson, as well as the newspapers of the era.”

Set to be published in 2017, Collins’ latest work explains the factors and conditions leading up to the 1964 racial violence and details the government’s response to it. She takes a broad-viewed approach to examining the impacts of the riots on the country’s economic, social, and political issues of the time, most notably the implementation of the Civil Rights Act, War on Poverty, and presidential election between Lyndon Johnson and Barry Goldwater. Collins’ research sheds new light on the causes and effects of racially motivated uprisings at a time when America continues to experience similar tensions, as seen in Ferguson and Baltimore in 2014 and 2015.

Although she was absent from an exciting presidential primary season, Collins recognizes the importance of taking time to sharpen her research and writing skills. During the fall 2016 semester she was heavily involved in leading on-campus voter registration drives, facilitating an atmosphere of open dialogue in the upcoming election, and encouraging students to be responsible citizens by casting their vote.

“Recharging and focusing your energy on other projects outside of the classroom makes you a better professor in general,” Collins says. “By the time my sabbatical was over, I was ready to be back discussing important issues facing our country today.”
Dr. Melissa Barfield
Associate Professor of Sociology
Ph.D., Sociology, Mississippi State University
M.S., Sociology, Mississippi State University
B.A., Sociology/Anthropology and Philosophy/Religion, Northeast Missouri State University
• Faculty member since 2006
• Teaches courses in sociology, social work, social welfare, community action and organization, race and ethnic relations, research methods and analysis
• Teaching interests: Poverty, social welfare, community and rural sociology, and research methods and analysis
• Research interests: Place-based issues influencing the poor, community-based organizations and welfare reform, and human capital endowments of rural welfare recipients

Dr. Melissa Barfield may have been out of the classroom during her sabbatical this past spring, but McKendree University definitely played a central part of her research as a sociologist. For the past three years, she worked with senior sociology majors to conduct a longstanding research project on the quality of life for McKendree students. Barfield spent her sabbatical building on her existing work in the area of community attachment and analyzing the data collected from her sociology students.

"Each year students in their senior capstone course collected data from McKendree students for their own analyses," she said. "My sabbatical provided me the opportunity to conduct my own analysis on how community attachment has changed in the past three years."

While her research is still ongoing, Barfield was able to draw some preliminary conclusions based on the information gathered from McKendree students who were surveyed. "My analysis indicated that African-Americans, women and people who report belonging to another race reported a lower quality of life, while individuals who come from families with higher income reported a higher quality of life," she said. She presented her findings at the 2016 Southern Rural Sociological Association annual meeting in San Antonio, Texas.

Barfield’s passion for conducting research in her field reminds her why she also loves her role as teacher: getting the chance to inspire that same curiosity in her students. After a productive sabbatical and an exciting experience on the Technos Trip to Japan last summer, she is ready to bring her passion for sociology back to the classroom.

"The sabbatical is an opportunity for many of us who are trained to be researchers to refocus our professional identities as a researcher," she said. "It gave me the opportunity to investigate the latest research in my areas, which I can then pass along to students."
Mr. Scott Colby

Dr. Darryn Diuguid

Dr. Elisabeth Erickson

Dr. Brian Frederking


Dr. Halimin Herjanto


Dr. Pamela Manning
Manning, P. (2016). In order to succeed, the superintendent must train the board to lead! Journal of School Business Management, 28(1), 23.

Rice, P., & Manning, P. (2016). In order to succeed, the superintendent must train the board to lead! Illinois Association of School Administrators (IASA) Leadership Matters, 4(2), 16.

Dr. Duane Olson

Dr. Jean Sampson


Dr. Michele Schutzenhofer


Dr. Robb Van Putte
CONFERENCE AND OTHER EXTERNAL PRESENTATIONS

**Dr. Eric Abrams**


**Dr. Janice Albers**

Albers, J. (2016, February). The application of brain-based learning and heutagogy constructs in the development of an online population health course for RN to BSN students. Two invited presentations to the nursing faculty at Southern Illinois University, Edwardsville, IL.

**Dr. J. Alan Alewine**


**Dr. Pamela Barnes**


**Dr. Roxanne Beard**


**Dr. Brenda Boudreau**


**Dr. Guy Boysen**


**Mr. Scott Colby**


**Dr. Ann Collins**


**Dr. Darryn Duguid**


**Dr. Heather Dye**


**Dr. Tami Eggleston**

Eggleston, T. J. (2015, September). The DQP, online education, and engaged teaching and learning. Invited presentation at William Carey University, Hattiesburg, MS.

Eggleston, T. J. (2015, October). Taking the checkered flag in sport psychology consulting. Presentation at the Association for Applied Sport Psychology (AASP) conference, Indianapolis, IN.

Eggleston, T. J. (2015, October). Assessment isn’t that scary: Using the DQP. Invited presentation at the University of Tennessee – Martin, Martin, TN.

Eggleston, T. J. (2015, November). Periodization, plot, and planning. Presentation at the Focus on Teaching and Technology regional conference, St. Louis, MO.

Eggleston, T. J. (2015, November). Engaging online strategies: Online learning can be the happiest place on earth. Invited presentation at the American Association of Colleges of Nursing undergraduate conference, Orlando, FL.
Eggleston, T. J. (2016, January). Outcomes, assessment, program reviews, and action plans. Invited workshop at the University of Tennessee – Martin, Martin, TN.

Eggleston, T. J. (2016, January). The Degree Qualifications Profile, outcomes, general education, and assessment. Invited presentation at Lindenwood University, St. Charles, MO.

*Logan, M., & Eggleston, T. J. (2015, October). Judging a sport psychology book by more than its cover. Presentation at the Association for Applied Sport Psychology (AASP) conference, Indianapolis, IN.

**Dr. Allison Fahsl**


**Dr. George Fero**


**Dr. Brian Frederking**


**Ms. Katy Gayford**


**Dr. John Greenfield**


**Dr. Laura Harrawood**


**Dr. Halimin Herjanto**


**Dr. Bethany Hill-Anderson**


**Dr. Jennifer Hope**


Hope, J. (2016, April). That’s a good question. Workshop presented at the National Science Teachers Association annual conference, Nashville, TN.


Dr. Richard Murphy

Murphy, R. (2015, November). Course design, peer tutoring, facilitated discussion, and STEM. Panel presentation at the National Communication Association conference, Las Vegas, NV.


Murphy, R. (2016, April). Graduate student caucus top panel: Where should I build my foundation? Determining the type of institution that fits you. Panel presentation at the Central States Communication Association conference, Grand Rapids, MI.


Dr. Karee Orellana


Dr. Richelle Rennegarbe


Ms. Amy MacLennan

MacLennan, A. (2016, March). Pinhole photography. Workshop presented at Austin Peay State University, Clarksville, TN.

Ms. Michelle Magnusson

Magnussen, M. et al. (2015, November). Effective teaching: Tips from award winning faculty. Panel presentation at the Focus on Teaching and Technology regional conference, St. Louis, MO.

Ms. Jenny Mueller


Dr. Pamela Manning


Dr. Timothy Richards


Manning, P. (2015, November). All teachers are leaders of what’s taught! Presentation at the Illinois Association of Teacher Educators (IATE) regional conference, Lisle, IL.


*Ms. Amy MacLennan

MacLennan, A. (2016, March). Pinhole photography. Workshop presented at Austin Peay State University, Clarksville, TN.

Manning, P. (2015, November). All teachers are leaders of what’s taught! Presentation at the Illinois Association of Teacher Educators (IATE) regional conference, Lisle, IL.

Dr. Richard Murphy

Murphy, R. (2015, November). Course design, peer tutoring, facilitated discussion, and STEM. Panel presentation at the National Communication Association conference, Las Vegas, NV.


Murphy, R. (2016, April). Graduate student caucus top panel: Where should I build my foundation? Determining the type of institution that fits you. Panel presentation at the Central States Communication Association conference, Grand Rapids, MI.


Dr. Duane Olson


Dr. Karee Orellana


Dr. Jean Sampson


Dr. Michele Schutzenhofer

Schutzenhofer, M. (2016, July). BEE a friend to pollinators. Presentation at the Pollinators in Agroecology field day, Henry White Farm, Belleville, IL.

Dr. Helene Seibert


Dr. Robb Van Putte


Dr. John Watters


Dr. Jennifer Webster


Dr. Janice Wiegmann


Dr. Allison Fahsl


Ms. Michelle Magnussen


Dr. Frank Spreng

Spreng, F. (2015-2016). Economics speaker series and readings course. Grant from the Charles G. Koch Foundation, $8,000.

Ms. Amy MacLennan

MacLennan, A. (2016, April). Voices of the prairie: Midwestern art, poetry, and song. Three paintings exhibited at Knox College (IL), Figge Art Museum (IA), and the Galesburg Civic Arts Center (IL).

MacLennan, A. (2016, August–October). Two paintings exhibited at the University Gallery, Indiana State University, Terre Haute, IN.

Dr. Nancy Ypma


Dr. Melissa Barfield

The social and environmental determinants of quality of life, $287

Dr. Guy Boysen

Trigger warnings and mental illness stigma, $675

Dr. Ann Collins

The dawn broke hot and somber: The 1964 riots, $412.50

Dr. Darryn Diuguid

Exploring teachers’ opinions on censorship and the use of LGBT themed children’s literature in their classrooms, $630

Dr. Angela LaMora

Establishment of behavioral assays for genetics research in fish, $1,000

Dr. Pamela Manning

Soaring to new heights project, $300

*Included McKendree University students