It is my pleasure to share with you this annual report documenting the scholarly and creative activities of the McKendree University full-time faculty. Because excellent teaching is at the heart of the McKendree experience, the document opens with profiles of three faculty who received awards for their innovative instructional methods during the 2016-2017 academic year. We are proud of these faculty and many others who incorporate active learning strategies, instructional technology, research, and community-based experiences in their teaching.

Because excellent teaching is informed by research, also included are profiles of two faculty who were awarded sabbatical leaves to pursue their scholarly work during the Spring 2017 semester. As you will see, both faculty used their focused time to make important academic contributions to their respective disciplines.

The final section of the report lists numerous scholarly and creative activities that the faculty completed between September 1, 2016 and August 31, 2017. Collectively, they authored books, book chapters, and journal articles; presented papers and led workshops at regional, national, and international conferences and meetings; exhibited original works of art; and participated in musical and theatrical performances. Several received internal or external grants to support their scholarly and creative endeavors.

In support of the four key components of our mission statement – Responsible Citizenship, Engagement, Academic Excellence, and Lifelong Learning, several faculty invited students to collaborate with them in the generation, publication, or presentation of their scholarly and creative activities. To highlight faculty-student collaboration, we have marked with an asterisk (*) those activities in which students participated.

As you will see, the scholarly and creative activities of the McKendree University faculty this past year were impressive! I am very proud of their accomplishments, and I hope that you, too, will be inspired by their work.

Christine M. Bahr, Ph.D.
Provost and Dean of the University
2016 Emerson Excellence in Teaching Award
 Honors educators selected by the faculty and administration for their achievements and dedication to the teaching profession.
Dr. Nichole DeWall's passion for the works of Shakespeare began when she was a freshman in high school. After reading one of his plays in class for the first time, she thought it was so beautiful she couldn't sleep well for days. Years later, she has channeled her appreciation for Shakespeare's writing into not only teaching her fellow literature-loving students about his work, but perhaps even more importantly, introducing non-majors to the linguistic beauty that still inspires her.

“"I got into this profession because I believe people who read literature are fundamentally better human beings: more compassionate, more responsible, and more alive," DeWall said. "I chose to make a career at a liberal arts institution like McKendree because I didn't want to spend a lifetime teaching English majors only. Instead, I wanted to hook students who had, for one reason or another, decided that literature wasn't for them."

Encouraging learning beyond the classroom is one way that DeWall seeks to reach her students in new ways, while also furthering the intellectual climate at McKendree. A member of the Brown Bag Series committee, she helps select speakers from a wide range of backgrounds to offer their insights on topics that expand students' view of the world. In the fall semester, DeWall led the Hett Distinguished Speaker seminar, which exposed students to the written works of speakers featured in the 2017-2018 McCammon Distinguished Speaker Series. The new honors course gave students a stronger understanding and appreciation for each speaker in the Hett's thought-provoking series.

In the same way, DeWall incorporates outside learning experiences in her Shakespeare classes through live productions. "Studying Hamlet without attending a production of it is like studying a musical score of Handel's Messiah without ever hearing it played," she said. "His plays were meant to be performed! The wonderful thing about living near St. Louis and Chicago is that there are so many opportunities to see world-class productions of Shakespeare's plays. I hope that by introducing students to live theater during college, they'll be more likely to become lifelong playgoers and patrons of the arts."

DeWall's research also adds new layers of depth to her classes as she explores the different ways filmmakers continue to portray Shakespeare's plays over time. Currently, she is investigating the role of Shakespeare filmmakers over the last 50 years, and the way the film industry's commercialization has affected the cultural currency of his plays.

DeWall accepted the Emerson Excellence in Teaching Award in November 2016.
2017 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.
As students in Dr. Shelly Lemons’ classes know, history is about more than dates, names, and facts. It’s about gaining a glimpse into the lives of real people and the thrill of uncovering how their experiences shaped who they were.

Lemons has always had a passion for bringing history to life. Outside of the classroom, she served as a lead field investigator for a research project at Oklahoma State University, where she interviewed more than 100 women who lived through the 1930s Dust Bowl. Now she is taking her original recordings of primary source data and developing a book-length manuscript on interpretations for teaching the Dust Bowl. She plans to make this the focus of her spring 2018 sabbatical.

For Lemons, the driving force behind her newest scholarly endeavor is ultimately about teaching students how to think like historians. Her work in the field spills over into her classes as she challenges her students to examine history in innovative ways. “I want to meet students where they are and help them to stretch to meet high expectations,” she said. “My courses are geared toward teaching the methods historians use, as well as the content and interpretations of the past. Students experience the ‘detective work’ of the discipline with in-class activities, discussions, film responses, and, at the upper level, original research projects using primary and secondary sources.”

In one of her introductory courses, Lemons gives her students a culminating project that allows them to creatively explore how ordinary people might have responded to major events in U.S. history. By utilizing research skills and their own perspective, they write a dialogue that could have occurred between the fictional characters they have created, giving a personal voice to Americans who experienced historical events as they happened.

In another class, called “America by Ear,” she gives students the opportunity to explore events in modern U.S. society through popular songs and lyrics. Lemons again taps into her students’ creativity by having them record podcasts to educate listeners on the history of a certain period, while using a playlist of songs that were popular at the time to illustrate their points.

Whether it is through her own work with primary historical sources or her means of teaching history in the classroom, Lemons inspires students to see the personal side of history and recognize their own connection to the broader human experience. She accepted the William Norman Grandy Faculty Award at Commencement on May 13, 2017.
2017 United Methodist Church Exemplary Teaching 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.
For Dr. Guy Boysen, pursuing his fascination with psychology is just as important as ensuring his students learn and grow into effective researchers. He balances his own scholarly projects with a fierce dedication to improving students’ learning experience and furthering best teaching practices among all college educators.

Involving students in actual research projects is central to Boysen’s philosophy as a psychology professor. Last spring, seven of his students presented their original scholarly work at the annual ILLOWA Undergraduate Research Psychology Conference, one of the oldest conferences of its kind in the nation.

In his own research, Boysen is currently working with students to explore two different topics. One involves the effect that politicians have on attitudes toward mental illness by their tendency to focus on the mental health of violent gun offenders. Another examines the question of whether mental illness is a deal-breaker in a potential date or partner. “In both of these projects, students help create the surveys, administer them, and then typically present them at research conferences,” he said. “They learn how to do research and how to make professional presentations, which are both very impressive things to have on a resume.”

In addition, Boysen also focuses much of his research on enhancing the education process for students and instructors. Most recently, he began paving the way for research in an area that has yet to see any published studies, with the exception of his own work with McKendree students. By surveying psychology students and teachers around the country, he is exploring whether instructors should use trigger warnings in psychology class to prepare students for distressing topics that might be discussed. “Overall, my research is showing that students are not very distressed by topics covered in psychology courses,” he said. “Both students and teachers think that warnings are a good idea for topics related to serious traumas, like sexual assault, but neither teachers nor students think that psychology education should avoid tough topics like that just because they are sensitive.”

With one book on university teaching published in 2016, Boysen is already at work on another manuscript that leads prospective psychology professors through the ins and outs of graduate school, interviewing, and getting hired. This thorough guidebook under contract with the American Psychological Association helps put instructors on the right track for teaching at a liberal arts institution, research university, or community college.

In honor of his dedication inside and outside the classroom, Boysen received the United Methodist Church Exemplary Teaching Award during the Honors Convocation on April 27, 2017.
Sabbatical

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.
From writing a new book to singing at New York's Carnegie Hall, Dr. Duane Olson made the most of every moment during his spring 2017 sabbatical. The extended time for research, writing, and growth enabled him to shed new light on 20th century philosopher and theologian Paul Tillich's work, while also performing a contemporary composer's interpretation of the Gospel on the side.

As a professor of religious studies, Olson enjoys exploring different perspectives in humanity's understanding of God. His completed draft of The Depths of Life: Paul Tillich's Understanding of God extracts several of Tillich's revolutionary ideas from his collected writings and brings them to life for 21st century readers. "My claim is that Tillich's understanding of God is groundbreaking and significant for the contemporary period," Olson said. "The problem is that his idea of God is housed in his larger work, which makes it difficult to understand and access. I abstract his understanding of God and show potential directions of meaning to which it can be applied, given changes in the cultural context from the early 1960s, when he completed his work, and our own day."

A few years ago, Olson also used his first sabbatical to write the majority of his first book. The process of writing a large work is an experience all its own, he says, and one that benefits from the sustained time for reflection that a sabbatical allows. It also has enabled him to learn new material and grow as a person, which in turn, brings more to his classes.

One such personal experience for Olson was being able to sing a contemporary piece called "The Gospel According to the Other Mary," as part of his 14th season with the St. Louis Symphony Chorus. This artistic rendition of the Gospel story includes texts from mostly women writers, giving a unique musical perspective to an aspect of Olson's own field of study. The chorus performed the piece in St. Louis and New York this past spring.
Dr. Brian Frederking is proof that just one semester-long sabbatical can open countless doors of opportunity and set the direction of one’s career for years to come. This past spring, Frederking drew upon his interest in the work of the United Nations Security Council (UNSC) to create a Collective Security Dataset that measures the UNSC’s linguistic efforts to maintain international peace. The dataset tracks more than 5,000 UNSC meetings since the end of the Cold War, generating a measurable picture of how the council has sought to preserve collective security for nearly three decades.

“It includes 5,057 cases (or meetings of the UNSC) and 66 variables, each of which codes for a certain characteristic of those meetings: an issue discussed, a document produced, a vote taken, a rule invoked, a rule-violator accused, or a practice authorized,” he said. Frederking further analyzed the data through tables, chronicling trends in UNSC collective security practices by agenda item, region, and rule violation.

With this important tool, the possibilities are endless for continued research, teaching material, and scholarly publications. “This dataset will be at the core of my research efforts for the rest of my career,” Frederking said. “It will also immeasurably improve my teaching. I learned so much! I have new lecture notes and updated class exercises in literally every world politics class I teach. I hope to annually update the dataset and use it for future research opportunities with students.”

Frederking plans to utilize his work in two future book projects, one evaluating the UNSC’s practices related to different critiques and another serving as a college textbook. By publishing his dataset on the McKendree website, he also believes it will add to the university’s reputation for excellence as publications refer to McKendree as the original source.

“This sabbatical significantly advanced my research agenda,” he said. “I would not have been able to put this dataset together without having the time offered by a sabbatical.”


Jennifer Funk


JOURNAL ARTICLES

Dr. Pamela Barnes


Dr. Guy Boysen


Dr. Ann Collins

Someone you should know: O’Fallon poli-sci professor wants students to listen to each other, get involved. *O’Fallon Progress, Feb. 16, 2017.* (Interviewee for article)

Dr. Nichole DeWall


Dr. Sameer Dutta


Dr. Elisabeth Erickson


Dr. Brian Frederking


Dr. Laura Harrwood


Dr. Halimim Herjanto


Dr. Timothy Richards


Dr. James Rosborg


Dr. Jean Scheller-Sampson


Dr. Michele Schutzenhofer


Dr. Peter Sigilo


Conference and other external presentations

Dr. Eric Abrams

Abrams, E., & Watters, J. (2016, November). Real economics: Pizza and beer – Using interesting industries to teach economics. Presentation at the Professor’s Conference, Federal Reserve Bank, St. Louis, MO.

Dr. Janice Albers


Albers, J. (2016, October). Promoting transformational learning through heutagogy and brain-based learning. Presentation at the Teaching Professor Technology Conference, Atlanta, GA.

Dr. J. Alan Alewine

Alewine, J. A. (2017, July). Assessment in 10 minutes! Presentation at MathFest, Chicago, IL.

Dr. Pamela Barnes

Richards, T. J., & Barnes, P. J. (2017, April). Teaching students in poverty: Research based insights into preparing teacher candidates to be successful. Presentation at the Midwest Association of Teacher Educators (ATE) Spring Conference, West Lafayette, IN.
Richards, T. J., & Barnes, P. J. (2017, February). Teaching students in poverty: Research based insights into preparing teacher candidates to be successful. Presentation at the Association of Teacher Educators (ATE) Annual Meeting, Orlando, FL.

Richards, T. J., & Barnes, P. J. (2016, November). Preparing our teacher candidates to work with today's impoverished students. Presentation at the Illinois Association of Teacher Educators Fall Conference, Normal, IL.

**Dr. Melissa Barfield**


**Dr. Roxanne Beard**

Beard, R., & Kompa, N. (2016, November). OER = open minds: Utilizing open educational resources to stimulate student engagement. Presentation at the Focus on Teaching and Technology Conference, St. Louis, MO.


**Dr. Brenda Boudreau**


**Dr. Guy Boysen**


**Dr. Ann Collins**


**Dr. Nichole DeWall**

DeWall, N. (2016, November). Effective teaching: Tips from award winning faculty. Panel presentation at the Focus on Teaching and Technology Conference, St. Louis, MO.

**Dr. Darryn Diuguid**


**Dr. Sameer Dutta**


**Dr. Tami Eggleston**


Eggleston, T. (2017, May). Engaged teaching, technology tips, and theory. Invited presentation at the Mississippi University for Women Teaching Workshop, Columbus, MS.


Eggleston, T. (2016, November). It takes an e-village: Using collaboration, creativity, and compelling content in an online class. Presentation at the Focus on Teaching and Technology Conference, St. Louis, MO.


**Dr. Allison Fahsl**

**Dr. George Fero**


**Dr. Brian Frederking**

Frederking, B. (2016, November). *Discourse analysis, constructivism, and international studies*. Chair and discussant for panel presentation at the International Studies Association Midwest Conference, St. Louis, Missouri.


**Dr. John Greenfield**


**Dr. Jennifer Guillén**


**Dr. Stephen Hagan**


**Dr. Dawn Hankins**


**Dr. Halimin Herjanto**


**Dr. Bethany Hill-Anderson**


**Dr. Jennifer Hope**


**Dr. Shelly Lemons**


**Dr. Pamela Manning**


**Dr. Jenny Mueller**


Richards, T. J., & Barnes, P. J. (2017, February). Teaching students in poverty: Research based insights into preparing teacher candidates to be successful. Presentation at the Association of Teacher Educators (ATE) Annual Meeting, Orlando, FL.

Richards, T. J., & Barnes, P. J. (2016, November). Preparing our teacher candidates to work with today’s impoverished students. Presentation at the Illinois Association of Teacher Educators Fall Conference, Normal, IL.

Dr. Joy Santee


Dr. Michele Schutzenhofer


Dr. Helene Seibert


Dr. Kelly Stewart

Stewart, K. (2017, August). Hop on board the energy bus. Presentation at Signal Hill School District #181, Belleville, IL.


Stewart, K. (2017, August). Gathering evidence during observations and conferencing using the Danielson model. Training session presented at the Administrator Academy, Benton, IL.


Stewart, K. (2017, June). Gathering evidence during observations and conferencing using the Danielson model. Training session presented at the Administrator Academy, Mascoutah, IL.


Stewart, K. (2016, October). Hop on board the energy bus. Presentation at Fairfield Grade School District, Fairfield, IL.


Michelle Magnussen


Dr. Nancy Ypma


Ypma, N. (2016, December). Advent lessons and carols. Director, Christ Church Cathedral, St. Louis, MO.

EXTERNALLY-FUNDED GRANTS

Dr. Janice Albers


Dr. Darryn Diuguid


Dr. Heather Dye


Dr. Allison Fahsl


Dr. Jennifer Hope


*Included McKendree University students