

2017 ♦ 2018

FACULTY SCHOLARLY AND CREATIVE ACTIVITIES



MCKENDREE
UNIVERSITY



MAKE YOUR MARK

CELEBRATING

◆ TEN YEARS OF INSPIRATION ◆



2019 marks the ten-year anniversary that McKendree University saw the arrival and installation of “The Inspiration,” a Rodin-inspired bronze statue created by Julianne Sesti, a St. Louis-based sculptor. Sitting upon a stack of three books, described by the artist as “the foundation of education,” his facial expression, body language and hand held aloft convey an “a-ha!” moment, an idea sparked by contemplation. Today, “The Inspiration” can easily be spotted greeting visitors to the university from his vantage point in front of the Hett, challenging each and every one of us to seek out our own moments of creative genius.



Once again, 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, this document opens with profiles of three faculty who received awards for their innovative teaching during the 2017-2018 academic year. We are proud of these faculty and many others who integrate 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 focus on their scholarly and creative work for one semester during the 2017-2018 academic year. As you will see, both faculty are making important contributions to their respective disciplines.

The final section of the report lists selected scholarly and creative activities that the faculty completed between September 1, 2017 and August 31, 2018. Collectively, they authored books, book chapters, and journal articles; presented papers and led workshops at regional, national, and international conferences; exhibited original works of art; and participated in musical and theatrical performances. Several received internal or external grants to support their work.

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 to real-world issues and problems. Thus, some of the faculty invited students to collaborate with them in the generation, publication, or presentation of their scholarly and creative projects. To highlight faculty-student collaboration, we have marked with an asterisk (*) those activities in which students participated.

As Provost at McKendree, I am impressed not only by the consistently excellent teaching of our faculty, but by the range and quality of their scholarly and creative accomplishments. I hope that you, too, will be inspired by their work.

Christine M. Bahr, Ph.D.
Provost and Dean of the University

2018 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



Terese Kasson

Instructor of Accounting

M.S.B.A., Washington University
in St. Louis

B.B.A., University of Notre Dame

- Faculty member since 1995
- Faculty Athletic Representative, academic advisor, advisor to the Accounting Club
- **Teaching interests:** Principles of accounting, accounting theory taxation, and auditing
- **Research interests:** Individual taxation planning and compliance

Knowledgeable, engaging and accessible are three words that perfectly describe accounting instructor Terese Kasson. Her fast-paced and challenging courses are a favorite among students, and her individualized tips prepare them for a competitive job market.

"I want my accounting students to be independent," said Kasson, who worked as an accountant before becoming an accounting instructor. "I want them to think about what they're doing and not just memorize processes. When they graduate, they need to be prepared to start their careers."

"My favorite part of my job is interacting with students and helping them understand the discipline."

Kasson's teaching philosophy is simple. "I want them to think about the numbers and to do a lot of critical thinking," she explained. "I also come up with ways for them to relate the numbers to whatever business they'll be working in. If you get the big picture, the details will fall into place."

Her commitment to her students doesn't end with graduation. She enjoys following their careers and inviting them back to campus to mentor accountants-in-the-making.

"I love being around the students. You know what the younger ones are up to, and you know you are helping them on their way to success."

"That's why I try to keep in touch with our graduated accountants. Some of them come back and speak at our accounting club meetings. Or they'll be with an accounting firm and come back to McKendree to recruit students for jobs. It's always nice when they see you and they give you a hug."

Kasson takes pride in the fact her graduates are sought after in the workplace.

"The big, regional accounting firms come to our school to interview," she said. "They realize our students know what they're doing and have a good work ethic."

Approximately 60 percent of the university's on-campus students are athletes. As the faculty athletic representative, she is proud of their hard work on and off the field.

"I try to remove barriers to make sure our athletes can be successful students," she said. "I tell them they have two jobs: keeping up with their studies and grades, as well as going to practices, weight lifting and games. As a rule, our athletes tend to be very good students."

Student-athletes from football players to golfers have taken Kasson's accounting classes.

"Soccer, lacrosse, golf, basketball, you name it—almost every sport has had players that have been in my classes," she said, proudly. "I just came out of my Taxation of Individuals class and three-fourths of my students are athletes. Three of the ones who aren't are in the band. Our students are very active."

So is their instructor. As the faculty athletic representative, Kasson regularly attends sporting events throughout the school year. She also enjoys campus plays and concerts. A former college volleyball player herself, she says being around students keeps her young.

"I love being around the students. You know what the younger ones are up to—and you know you are helping them on their way to success."

**2018 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



Dr. Nichole DeWall

Associate Professor of English

Ph.D., English, Northeastern University

M.A., English, University of Nebraska-Lincoln

B.A., English, St. Olaf College

- Faculty member since 2008
- Advisor to the Literary Interest Society, former President of Phi Kappa Phi Honor Society, academic advisor
- **Awards:** Emerson Excellence in Teaching Award, 2016
- **Committees:** Faculty Contract Renewal, Promotion and Tenure; Brown Bag; Academic Excellence Celebration
- **Teaching interests:** Medieval and Renaissance literature, the works of Shakespeare, 17th and 18th century literature, dramatic literature, and English composition
- **Research interests:** Shakespeare

A William Shakespeare doll sits on the leather sofa in Dr. Nichole DeWall's office. Like the late, great playwright, the doll has no hair on his noggin—and therein lies the rub.

"I rub his little, bald head every time I go to teach," DeWall said and smiled. "I guess I'm superstitious that way."

Not that DeWall needs luck when she steps into the classroom. The award-winning associate English professor excels at bringing Shakespeare to life.

She also excels at unpacking "baggage"—a term she uses to describe misconceptions her students might have about the playwright.

"There's this thing called 'Shakes-fear,'" DeWall explained. "A lot of students hear the word 'Shakespeare' and they think of these dusty, 400-year-old-plays written by a stuffy, old man who talks funny."

"Shakespeare's words were meant to be spoken. They're like music. You can see the notes on the page, but until you hear the music, it doesn't come alive."

That "stuffy, old man" is one of DeWall's heroes. Her eyes light up at the mention of his name and his works are never far from her thoughts.

"You know how, if someone is a 'Harry Potter' fan, and they meet someone, they'll put them in one of the houses? Well, I use Shakespeare's plays to categorize people. I'll meet someone that's full of drama and I'll say, 'Oh, what a Cleopatra!'"

Because Shakespeare's language is confusing for newcomers, each semester, DeWall instructs her students to choose a sonnet to memorize and paraphrase. Memorization requires careful and focused attention, she said, and paraphrasing helps break down language barriers.

"Students who memorize poetry can feel it in their bones," said the instructor, who memorizes a piece along with her class. "Once they memorize it, it's there forever. Students hate it at first. They resist it. But they always leave appreciating it."

"Shakespeare's words were meant to be spoken," she added. "They're like music. You can see the notes on the page, but until you hear the music, it doesn't come alive."

DeWall's students watch films and attend live productions. They also act out a Shakespearean scene for their final project.

"I try to get them up and on their feet a lot. Nothing will kill Shakespeare faster than sitting in their desks reading words they don't know. You can feel the air being sucked out of the room."

"Translating Shakespeare's words into everyday context helps make them more relatable," she said.

"For instance, 'Romeo, Romeo, where for art thou Romeo?' I ask them, 'What would you text today if you were texting that to a friend?'"

The daughter of educators, DeWall comes by her teaching passion naturally. Both her parents were public school music teachers. Her brother and sister are teachers. And her grandmother once taught in a one-room schoolhouse.

"At the dinner table, my parents always talked about their day," she said. "They'd say, 'What went well in your classroom today?' And then, 'What was the most frustrating part of your day?' They loved teaching—and I do, too. I was lucky to have them as role models."

2018 Emerson Excellence in Teaching Award

Honors educators selected by the faculty and administration for their achievements and dedication to the teaching profession



Dr. Dawn M. Hankins, LAT, ATC

Chair of the Division of Health Professions

Professor of Athletic Training

Ph.D., Education, Saint Louis University

M.S., Physical Education, Southern Illinois University Carbondale

B.A., Physical Education, Coe College

- Faculty member since 1997
- Adviser to Iota Tau Alpha Athletic Training Honor Society
- **Awards:** United Methodist Church Exemplary Teacher Award, 2015; William Norman Grandy Faculty Award, 2008
- **Teaching interests:** Aquatics, therapeutic modalities, rehabilitation and exercise physiology
- **Research interests:** Student learning styles for didactic and clinical education in athletic training curriculum programs specifically related to the subject areas of immediate care, evaluation and diagnosis, emergency care and rehabilitation

Don't give Dawn Hankins an answer if you can't back it up. The first three words out of her mouth will be, "Are you sure?" Simply responding, "Yes," will just put you on the hot seat.

"I want more than a one word response," explained the long-serving chair of the Division of Health Professions in the School of Nursing and Health Professions, and professor and director of athletic training. "I want students to hone their critical thinking skills."

She also wants to know they understand the process.

"Do they believe in what they're saying or are they just giving me something rote? If they lack self confidence, I try to build them up. I'll tell them, 'You do know something about this subject. You just don't realize it.'"

Every student comes to class with inborn knowledge, Hankins said. It is her job to help them tap into it.

"Take kinesiology, for example. They already understand motion. They know how to move. They just can't refer to this or that as a 'thing-a-ma-bob' anymore. They need to know the real name and they need to know how it works. After that, they can call it a 'thing-a-ma-bob' again if they want."

Hankins' dedication to teaching has gained the attention of her peers. She recently was honored with the 2017 Emerson Excellence in Teaching Award. The annual award is bestowed upon those in the St. Louis region who make an outstanding contribution to the teaching profession and to their students. Recipients are chosen by their institutions' top administrators.

The award makes her proud, but her students make her prouder.

"I am not an easy instructor. I have a standard and I want them to meet it. I'm not going to settle for just 'OK.' But at the same time, you can't beat yourself up if you don't hit that mark."

"It's all about them," she said, "which is why I get to know their personalities and temperaments. They may be struggling personally, which could make them struggle academically. I have to make this a safe place where they can learn and grow."

Some students are afraid they will appear a "know-it-all" if they raise their hand, Hankins said. Others are insecure and fear "slap back" if they answer incorrectly.

"I am not an easy instructor," she admitted. "I have a standard and I want them to meet it. I'm not going to settle for just 'OK.' But at the same time, you can't beat yourself up if you don't hit that mark."

"Students learn by doing," she continued, "whether it's clinical skills or building their cognitive skills. I ask them a lot of questions because by defending their answers they build self-confidence."

The first person in her family to attend college, Hankins admits she wasn't always a straight A student.

"It's not necessarily about perfection," she said. "I tell my students, 'Do your best and don't fret over it.'"

"There are a lot of things I want for my students. But if I can't reach them—if I can't get them to the trough—they aren't going to achieve them. I may have to come up with creative ways to inspire them. But in the end, they will succeed."

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.



Dr. Shelly Lemons

Associate Professor of History

Ph.D., History, Oklahoma State University

M.A., History, Missouri State University

B.A., History, Central Methodist College

- Faculty member since 2010
- Director of the Honors Program, faculty advisor for the McKendree Young Feminists
- **Awards:** William Norman Grandy Faculty Award, 2017
- **Committees:** College of Arts and Sciences Faculty Evaluation Committee
- **Professional affiliations:** Former President of the Southwestern Historical Association, member of the Mother Jones Museum Board, member of the Board of Directors of Women's Voices Raised for Social Justice, and winner of the 2016 Girl Scouts of the USA Volunteer of Excellence Award for her work as a Girl Scout troop leader
- **Teaching & Research interests:** Gilded Age and Progressivism, modern U.S. history, U.S. women's history, gender and sexuality

Jackrabbit round-ups and three-seater outhouses are two highlights of a teaching manuscript Dr. Shelly Lemons worked on during her spring 2018 sabbatical.

"It's a manuscript to teach students about the Dust Bowl era," explained Lemons, who is co-authoring the work with Dr. Stephen Kite, a history professor at the University of Arkansas Fort Smith. The pair first combined their talents on a Dust Bowl research project during their graduate school days at Oklahoma State University—and recently revisited the topic for their present collaboration.

"After graduate school, we went our separate ways," Lemons said, "but we kept coming back together over this research project. It was such a cool experience. We wanted to share the information we gathered."

For the research project, Lemons and Kite interviewed more than a hundred women who lived through the Dust Bowl. "They were teenagers in the 30s," Lemons said. "But when we interviewed them from 1999 to 2001, they were 75 and 80 years old and reluctant to talk."

"When students read this, they'll know all about the 30s. They'll know how climate change affects what people do, how where you grow up affects who you are and what you do."

Many of their anecdotes will be included in the manuscript.

"We'd ask, 'What did you do for fun in the Panhandle of Oklahoma?' They'd say, 'Oh, we'd take our dad's golf clubs out to the golf course and kill rattlesnakes.'"

Jackrabbits met similar fates.

"Farmers were trying to save whatever crops they could," Lemons said. "There was a jackrabbit infestation so they did something called 'jackrabbit drives.' They'd build a triangle fence and get the whole town to herd the jackrabbits in a corner and club them. One woman was telling me that a 'jackrabbit drive' was her first date with her husband."

Lemons' manuscript will bring to life the Dust Bowl era through background and context, she said.

"It's a teaching history resource. It has a section on song lyrics from the 30s, including Woody Guthrie songs that talk about the reality of what happened. It's divided into three sections: personal stories, public images and the public record."

The working title of the book is "Documenting the Dirty 30s" and Lemons and Kite are currently shopping it around to publishers.

"When students read this, they'll know all about the 30s. They'll know how climate change affects what people do, how where you grow up affects who you are and what you do."

During the 1930s in Oklahoma, this included building outhouses.

"The WPA (Works Progress Administration) issued specifications to follow to build outhouses," Lemons said. "The dad of this one family said, 'I want a three-seater outhouse.' Someone said, 'Who in the world is going to sit on a three-seater outhouse?'" He said, "I got lots of kids and they all go together."

"If it gets picked up by a publisher, we could put the outhouse specs in the book."

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.



Dr. Jenny Mueller

Professor of English

Ph.D., English, University of Utah

M.F.A., University of Iowa

M.A., English, University of Chicago

B.A., English, University of Chicago

- Faculty member since 2002
- Faculty advisor to Montage
- **Professional affiliations:**
St. Louis Poetry Center,
Association of Writers and
Writing Programs, Modern
Language Association
- **Teaching & Research interests:**
Creative writing, 20th-century
American and English poetry,
literature

During her fall 2017 sabbatical, Dr. Jenny Mueller travelled to scenic Sirmione, Italy, where she participated in open studios and shared a historic bed and breakfast with other artists-in-residence. But the underlying reason for her journey laid an hour's drive away, in a little town where her late grandfather, Fritz Neumann, lived and worked.

"He taught at a boarding school for German, Jewish children," Mueller explained. "The school was open from 1935 to 1938. There were several schools like that in Italy (just prior to World War II.) They were there so German, Jewish kids could go to school in relative peace."

An educator, Fritz Neumann was what the Nazis called "a politically suspicious person." Blackballed from other jobs, he found work teaching at the school. His daughter—Mueller's mother, Pulitzer Prize-winning poet Lisel Mueller—visited him there as a girl.

"She wrote a little bit about it and that inspired me," said Jenny Mueller, who is incorporating her grandfather's experiences into a long poem. "A lot of my writing has to do with contesting typical ways of seeing natural, scenic places. This boarding school was considered a refuge in a scenic town—but it wasn't safe at all."

"A lot of my writing has to do with contesting typical ways of seeing natural, scenic places."

"I myself feel the same way," she continued. "Like my grandfather before me, I feel like my country has taken a drastic turn under my feet. I traveled there mainly gathering inspiration for my poem."

Mueller also used her sabbatical to stimulate her imagination—a writing tool that, for her, often goes dormant during the school year.

"About halfway through the semester, I kind of shut down imagination-wise," she admitted. Though she enjoys teaching student writers, Mueller uses sabbaticals to get her own creative juices flowing.

Such was the case in New Mexico, where Mueller spent part of her fall 2017 sabbatical living as an artist-in-residence. No stranger to the Southwest, she has written extensively about New Mexico and visits there often.

"This time, I was living by myself and the people who ran the artist-in-residence program were nearby," she said. "The same couple ran both the residence and a goat farm. They would come up to the farm and milk the goats and make cheese."

Children at a nearby youth camp caught the poet's eye. "There was this dog loose and it came up and joined the kids in their play. That actually worked itself into the poem. I write a lot about light and color and skies when I'm in New Mexico."

Mueller's 2017 adventures weren't just limited to Italy and the Southwest. She also lived as an artist-in-residence in beautiful Banff, Canada for 11 days.

"Because I'm a poet, walking is actually kind of important in my process," she explained. "I did a lot of hiking. If you have language in your head and you're walking, you can create a rhythm."

"It often takes a long time to write a good poem or a good essay. Creative writing isn't always easy. But when I'm writing creatively, I do feel happier."

BOOKS AND BOOK CHAPTERS

Garung, R. A. R., Richmond, A. S., & **Boysen, G. A.** (2018). Studying excellence in teaching: The story so far. In W. Buskist & J. Keeley (Eds.), *New directions in teaching and learning*. San Francisco, CA: Jossey-Bass.

Olson, D. (forthcoming). *The depths of life: Paul Tillich's understanding of God*. Macon, GA: Mercer University Press.

Rice, P. (forthcoming). *Equity from the boardroom to the classroom: Transforming districts into professional learning organizations*. Lanham, MD: Rowman & Littlefield. [Chapter 9 written by **Manning, P.**]

JOURNAL ARTICLES

Barnes, P. J., & Richards, T. J. (2018). Presentation synopsis of "Teaching students in poverty: Research based insights into preparing teacher candidates to be successful." *Critical Issues in Teacher Education*, 25, 95-98. ISBN: ISSN 2165-1175

Berkley, R., **Beard, R.**, & Daus, C. (in press). The emotional context of disclosing a concealable stigmatized identity: A conceptual model. *Human Resource Management Review*.

Boysen, G. A. (2017). Statistical knowledge and the overinterpretation of student evaluations of teaching. *Assessment and Evaluation in Higher Education*, 42, 1095-1102.

***Boysen, G. A.**, Jones, C., Kaltwasser, R., & Thompson, E. (2018). Keys to a successful job talk: Perceptions of psychology faculty. *Teaching of Psychology*, 45, 270-277.

Boysen, G. A., & Prieto, L. R. (2018). Trigger warnings in psychology: Psychology teachers' perspectives and practices. *Scholarship of Teaching and Learning in Psychology*, 4, 16-26.

Boysen, G. A., Prieto, L. R., Holmes, J., Landrum, R. E., Miller, R., Taylor, A., White, N., & Kaiser, D. J. (2018). Trigger warnings and psychology students: What do they think? *Scholarship of Teaching and Learning in Psychology*, 4, 69-80.

Hall, N., **Manning, P.**, Rice, P, and Robinson, T. (2018). The mis-education of African-American students. *Illinois School Board Journal*, July/August. https://www.iasb.com/journal/j070818_05.cfm

Kim, Y-H. (in press). Organic shoppers' involvement: Self and identity. *British Food Journal*.

Kim, Y-H., & Kim, Y-K. (2017). A technology-fashion collaborative product: Its impact on consumer attitudes and purchase intention. *Journal of Global Fashion Marketing*, 8(4), 283-297.

Kim, Y-H., & Kim, Y-K. (2018). Organic food consumption: Application of means-end theory. *Health Behavior and Policy Review*, 5(2), 33-45.

McKendree students study local government. *Lebanon Advertiser*, Feb. 28, 2018. [**Collins, A.**, interviewee for article].

Noll, K., & **Diuguid, D.** (2018). Creating more windows to the world: Exploring Amish themed children's literature. *WOW Stories*, 5(4). <https://wowlit.org/on-line-publications/stories/wow-stories-volume-v-issue-4/>

Quinn, S. (2018). The protection silence does not offer. *Dosis: Medical Humanities and Social Justice*, 1(2), 18-22. <https://medhumdosis.com/2018/07/18/feature-the-protection-silence-does-not-offer/>

Sovik, E., **LaMora, A.**, Seehra, G., Barron, A. B., Duncan, J. G., & Ben-Shahar, Y. (2017). *Drosophila* divalent metal ion transporter *Malvolio* is required in dopaminergic neurons for feeding decisions. *Genes, Brain, and Behavior*, 16, 506-514. doi: 10.1111/gbb.12375

Thompson, L. (2017). Escaping the mechanism: Soldier fraternization during the Siege at Petersburg, *Civil War History*, 63(4), 349-376.

Worrell, P. (2017). Research 101: Qualitative research approaches. *The Librarian Parlor*, September 27, 2017. <https://libparlor.com/2017/09/27/research-101-qualitative-research-approaches/>

CONFERENCE AND OTHER EXTERNAL PRESENTATIONS

Abrams, E., & **Watters, J.** (2018, April). Pizza and beer economics: *Lessons learned by using specific industries of interest to students*. Presentation at the IACBE Annual Meetings and Conference, New Orleans, LA.

Albers, J. (2017, August). *Engaging partners in population health*. Webinar presentation for the Illinois Organization of Nurse Leaders.

Albers, J. (2017, September). *Population health: Innovation and EBP in action*. Presentation at the Nurse Leader Shared Governance Boot Camp, St. Joseph's Hospital, Breese, IL.

Albers, J. (2017, October). *Academic – public health partnership pilot project*. Roundtable discussion at the Implementing Successful Public Health Nursing Academic-Practice Partnerships Conference, Peoria, IL.

Albers, J. (2017, October). *Academic – public health partnership pilot project panel: Employee wellness project, STI prevention project*. Panel presentation at the Implementing Successful Public Health Nursing Academic-Practice Partnerships Conference, Peoria, IL.

Albers, J. (2017, October). *Engaging transformational learning through heutagogy and brain-based constructs*. Presentation at the Sigma Theta Tau International Biennial Convention, Indianapolis, IN.

Albers, J. (2018, June). *The future of nursing: Focusing on "what matters": Empowering nurses to thrive while re-envisioning and transforming healthcare*. Webinar presentation for the Illinois Critical Access Hospital Network.

Barfield, M. (2018, March). *Welfare in nonmetropolitan America*. Roundtable presentation at the Midwest Sociological Society Annual Meeting, Minneapolis, MN.

Barnes, P. J. (2018, February). *Beginning teachers' acclimation to teaching students in poverty*. Presentation at the Illinois' New Teacher Collaborative (INTC) 11th Annual Induction and Mentoring Conference, Champaign, IL.

Barnes, P. J., & **Richards, T. J.** (2018, February). *Trauma informed schools: Student needs, teacher training, and current practices*. Presentation at the National Association of Teacher Educators Annual Meeting, Las Vegas, NV.

Bolten, S. (2018, April). *Pediatric trauma*. Webinar presentation for the Illinois Critical Access Hospital Network emergency room nurses.

Boudreau, B. (2018, March). *To love, to live: Post apocalyptic heroines in the Walking Dead*. Presentation at the Popular Culture Association Conference, Indianapolis, IN.

***Boysen, G. A.**, & Jones, C. (2018, April). *Romantic partners' evaluations of people with mental illness as mates*. Poster presented at the Midwestern Psychological Association Annual Meeting, Chicago, IL.

***Boysen, G. A.**, Nieves, T., & Morton, J. (2018, April). *Mental illness as a relationship dealbreaker*. Poster presented at the Midwestern Psychological Association Annual Meeting, Chicago, IL.

Collins, A. (2018, February). *Race riots and Black Lives Matter*. Presentation at New Horizon Community Church, East St. Louis, IL.

DiDonato, M. (2018, June). *Personal values and sport consumer motives: An exploratory study*. Presentation at the North American Society for Sport Management, Halifax, Nova Scotia, Canada.

Diuguid, D. (2017, October). *Dear lecturers: Here's how you increase student involvement in your classes*. Invited presentation to lecturers at Ton Duc Thang University, Ho Chi Minh City, Vietnam.

Diuguid, D. (2017, October). *Techniques to increase student involvement*. Invited presentation to teachers at Huu Nghi Elementary School, Hai Phong, Vietnam.

Diuguid, D. (2017, October). *Including authentic assessments in the university classroom*. Invited presentation to undergraduates and lecturers at Hai Phong Private University, Hai Phong, Vietnam.

Diuguid, D. (2017, October). *Writing, spelling, and word work activities for ESL students*. Invited presentation to ESL teachers at Huu Nghi Elementary School, Hai Phong, Vietnam.

Diuguid, D. (2017, October). *Providing support for LGBT students*. Invited presentation to undergraduates and lecturers at Hong Bang Private University, Ho Chi Minh City, Vietnam.

Diuguid, D. (2017, November). *Here's how to incorporate exciting classroom activities*. Invited presentation at Hoa Sen University, Ho Chi Minh City, Vietnam.

Diuguid, D. (2017, November). *Moving from classroom activities to performance assessments*. Invited presentation at Hoa Sen University, Ho Chi Minh City, Vietnam.

Diuguid, D. (2017, November). *McKendree University's performance assessment and the edTPA*. Invited presentation at Hoa Sen University, Ho Chi Minh City, Vietnam.

Diuguid, D. (2017, November). *Authentic assessments for future teachers and lecturers*. Invited presentation at the University of Social Sciences and Humanities, Ho Chi Minh City, Vietnam.

Diuguid, D. (2017, November). *The edTPA summative performance assessment*. Invited presentation at the University of Da Nang, Da Nang, Vietnam.

Diuguid, D. (2017, November). *Performance assessments for teacher education*. Invited presentation at the University of Da Nang, Da Nang, Vietnam.

Diuguid, D. (2017, November). *Real world authentic assessments in every content area*. Invited presentation at the University of Da Nang, Da Nang, Vietnam.

Diuguid, D. (2017, November). *Authentic assessments for the classroom*. Invited presentation to faculty of English linguistics and literature at the University of Social Sciences and Humanities, Ho Chi Minh City, Vietnam.

Diuguid, D. (2017, December). *Reviewing core classroom management principles*. Invited presentation at Teach for Vietnam, Tay Ninh, Vietnam.

Diuguid, D. (2017, December). *Authentic assessments for English teachers*. Invited presentation at Teach for Vietnam, Tay Ninh, Vietnam.

Diuguid, D. (2017, December). *Interactive activities for English teachers*. Invited presentation at Teach for Vietnam, Tay Ninh, Vietnam.

Diuguid, D. (2018, January). *Classroom management for enhanced teaching and learning quality*. Keynote presentation at the Ho Chi Minh City TESOL Association's Spring Conference, Ho Chi Minh City, Vietnam.

Diuguid, D. (2018, January). *The basics of curriculum design*. Invited presentation at the University of Jember, Jember, Indonesia.

Diuguid, D. (2018, January). *Classroom management ideas for education faculty*. Invited presentation at the University of Jember, Jember, Indonesia.

Diuguid, D. (2018, January). *Performance based assessments in the university experience*. Invited presentation at the University of Jember, Jember, Indonesia.

Diuguid, D. (2018, January). *LGBT+, what it means and how you support your students*. Invited presentation at the University of Social Sciences and Humanities, Ho Chi Minh City, Vietnam.

Dutta, S., & Omolayole, O. (2018, March). *Relevance versus rigor in IS research: A review of major arguments and directions for the future*. Presentation at the South West Decision Sciences Conference, Albuquerque, NM.

Eggleston, T. J. (2017, August). *The Degree Qualifications Profile and best practices in assessment*. Invited presentation at Strayer University, Washington, DC.

Eggleston, T. J. (2017, September). *From dull to dynamic: New ideas for discussion boards*. Presentation at the Focus on Teaching and Technology Conference, St. Louis, MO.

Eggleston, T. J. (2017, October). *Active learning with hands-on survey research in a sport psychology course*. Presentation at the Association for Applied Sport Psychology Conference, Orlando, FL.

Eggleston, T. J. (2018, March). *Mission, outcomes, assessment, active learning, and high impact practices*. Invited keynote speech at the Mississippi Educational Consortium, Jackson, MS.

Eggleston, T. J. (2018, March). *The Degree Qualifications Profile and institutional learning outcomes*. Invited presentation at Southeast Missouri State University, Cape Girardeau, MO.

Erickson, E. (2017, November). *'We're all here for the same reason': Running for breast cancer charities*. Paper presented at the North American Society for Sport Sociology, Windsor, Ontario, Canada.

Fahsl, A., & Hope, J. (2018, January). *Let it snow!* Presentation to teacher participants in the Rural Engagement to Advance Development of Young children for Math (READY 4 Math) Grant, Lebanon, IL.

Fahsl, A., & Hope, J. (2018, February). *Olympic math*. Presentation to teacher participants in the Rural Engagement to Advance Development of Young children for Math (READY 4 Math) Grant, Lebanon, IL.

Fahsl, A., & Hope, J. (2018, March). *Movin' along*. Presentation to teacher participants in the Rural Engagement to Advance Development of Young children for Math (READY 4 Math) Grant, Lebanon, IL.

Fahsl, A., & Hope, J. (2018, April). *Springtime symmetry*. Presentation to teacher participants in the Rural Engagement to Advance Development of Young children for Math (READY 4 Math) Grant, Lebanon, IL.

Fahsl, A., & Hope, J. (2018, July). *Supporting math instruction in rural early childhood centers*. Presentation at the Oxford International Round Table Symposium, Harris Manchester College, Oxford University, Oxford, England.

Fero, G. (2017, November). *Learnings from implementing a new superintendent training program*. Panel presentation at the IASB-IASA-ISBO Joint Annual Conference, Chicago, IL.

***Frederking, B., & Wagner, A.** (2017, November). *Human rights in the UN security council*. Presentation at the International Studies Association Midwest Conference, St. Louis, MO.

Kao, K. (2017, September). Visiting artist for the 2017 DADAH Film & Lecture Series, Webster University, St. Louis, MO.

Kao, K. (2018, July). *50 days at Byrdcliffe*. Presentation at the Woodstock Byrdcliffe Artist Guild, Woodstock, NY.

Lemons, S., & Hill-Anderson, B. (2018, May). *Introducing "Facing History and Ourselves" to your campus community*. Webinar presentation for the DePaul University Collaboration.

Mueller, J. (2017, October). Open studio presentation at the Benaco Arte artist residency, Sirmione, Italy.

Murphy, R. (2018, April). *Traveling with and mentoring student conference presenters*. Roundtable discussion at the Central States Communication Association Annual Conference, Milwaukee, WI.

Nasser, K., & Diuguid, D. (2018, March). *Practicing educators' views on the edTPA: Does the edTPA experience benefit teaching performance?* Presentation at the Critical Questions in Education Conference, Portland, OR.

Nasser, K., & Diuguid, D. (2018, May). *Jumping through another hoop or an effective professional development tool: Surveying recent graduates about their perceptions of the edTPA*. Presentation at the Midwest edTPA Conference, Bloomington, IL.

Piontek, A. (2017, September). *Evidence-based practice: What is it? How is it applied?* Presentation at St. Joseph's Hospital, Breese, IL.

Piontek, A. (2018, April). *Ethical and legal issues in nursing*. Webinar presentation for the Illinois Critical Access Hospital Network.

Quinn, S. (2018, March). *Disability and periphery design: Teaching tech writers to challenge normalizing practices in constructing digital texts*. Presentation at the Association of Teachers of Technical Writing Annual Conference, Kansas City, KS.

Quinn, S. (2018, March). *Disability and normalcy on higher education writing center websites: Interrogating the problematic effects of digital texts*. Presentation at the East Central Writing Center Association Conference, Columbus, OH.

Quisenberry, N. (2017, November). *Why be normal?* Invited presentation at the Ho Chi Minh City University of Education, Ho Chi Minh City, Vietnam.

Quisenberry, N. (2017, November). *Theoretical explanations of crime*. Invited presentation to educators at Ton Duc Thang University, Ho Chi Minh City, Vietnam.

Quisenberry, N. (2017, December). *Sociology: Re-examining mind, self, and society*. Invited presentation at the Ho Chi Minh City University of Education, Ho Chi Minh City, Vietnam.

Quisenberry, N., & Diuguid, D. (2017, November). *How to reach your teenage child*. Invited presentation at the Ho Chi Minh City University of Education, Ho Chi Minh City, Vietnam.

Rennegarbe, R. (2017, September). *How innovative to use innovation*. Presentation for the Nursing Leadership Workshop, St. Joseph's Hospital, Breese, IL.

Rennegarbe, R. (2017, September). *Leading the way: Exploring the journey of nurse to CEO*. Presentation for the Illinois Organization of Nurse Leaders Annual Conference, Lisle, IL.

Rennegarbe, R. (2018, July). *How innovative to use innovation*. Webinar presentation for the Critical Access Hospital Network.

Rennegarbe, R., Whittington, K., & Albers, J. (2017, September). *Immersed in immersion*. Presentation at the Focus on Teaching and Technology Conference, St. Louis, MO.

Richards, T. (2018, April). *Trauma informed schools: Student needs, teacher training, and current practices*. Presentation at the Midwest Association of Teacher Educators Spring Conference, Urbana, IL.

Richards, T. (2018, April). *A study and review of the 2017 State of Illinois education legislation*. Presentation at the Midwest Association of Teacher Educators IATE Executive Council Meeting, Urbana, IL.

Sampson, J. (2018, May). *What to do with your 7-14 additional years*. Commencement speech, Southwestern Illinois College, Belleville, IL.

Schutzenhofer, M. (2018, February). *Pollinator gardens*. Presentation to the Daughters of the American Revolution, Silver Creek Chapter, Highland, IL.

Stewart, K. (2018, January). *Strategies to increase student engagement*. Workshop presented at Ewing Northern Grade School, Ewing, IL.

Stewart, K. (2018, January). *Strategies to increase student engagement*. Workshop presented at Ewing Christopher School District #99, Christopher, IL.

Stewart, K. (2018, January). *Hop on board the energy bus*. Presentation at Granite City Unit School District #9, Granite City, IL.

Stewart, K. (2018, February). *Administrators' Academy #1801: Teacher evaluation retraining, gathering evidence during observations and conferences using the Danielson model*. Workshop presented at Mount Vernon Township High School, Mt. Vernon, IL.

Stewart, K. (2018, March). *Administrators' Academy #3000: Evaluator retraining for student growth*. Workshop presented at Mount Vernon Township High School, Mt. Vernon, IL.

Stewart, K. (2018, August). *Hop on board the energy bus*. Presentation at Dupo School District, Dupo, IL.

Stewart, K. (2018, August). *Hop on board the energy bus*. Presentation at Herrin School District, Herrin, IL.

Stewart, K. (2018, August). *Hop on board the energy bus*. Presentation at North Mac School District, Girard, IL.

Stewart, K. (2018, August). *Hop on board the energy bus*. Presentation at Cairo Elementary School, Cairo, IL.

Stewart, K. (2018, August). *Five factors of success and you control them all*. Presentation at Belleville School District #118, Belleville, IL.

***Stewart, K., & Corzine, E.** (2018, June). *What's up with standards based grading Every?* Workshop presented at Herrin Civic Center, Herrin, IL.

***Stewart, K., Corzine, E., & Hazelhorst, C.** (2018, June). *"Minds-on" – Ways to increase engaged learning*. Workshop presented at Herrin Civic Center, Herrin, IL.

***Stewart, K., Corzine, E., & Hazelhorst, C.** (2018, June). *"Minds-on" – Ways to increase engaged learning*. Workshop presented at Kaskaskia Junior College, Centralia, IL.

***Stewart, K., & Forby, R.** (2018, June). *Growth mindset*. Workshop presented at Kaskaskia Junior College, Centralia, IL.

***Stewart, K., & Forby, R.** (2018, July). *"Minds-on" – Ways to increase engaged learning*. Workshop presented at Massac County High School, Metropolis, IL.

***Stewart, K., & Forby, R.** (2018, August). *"Minds-on" – Ways to increase engaged learning*. Workshop presented at Cypress Elementary School, Cypress, IL.

***Stewart, K., & Hazelhorst, C.** (2018, June). *Every teacher is a literacy teacher*. Workshop presented at Herrin Civic Center, Herrin, IL.

***Stewart, K., & Hazelhorst, C.** (2018, June). *Let's make a hyperdoc!* Workshop presented at Herrin Civic Center, Herrin, IL.

***Stewart, K., & Hazelhorst, C.** (2018, June). *Kagan structures ways to increase cooperation & Every*. Workshop presented at Herrin Civic Center, Herrin, IL.

***Stewart, K., & Ing, K.** (2018, June). *Understanding and applying the Danielson frameworks for teaching*. Workshop presented at Project ECHO, Johnston City, IL.

Suzuki, T., & **Diuguid, D.** (2017, November). *Thinking about the availability of current transgender children's books*. Roundtable presentation at the National Council of Teachers of English (NCTE) Conference, St. Louis, MO.

Thompson, L. (2018, March). *Contextualizing #metoo: Feminism, intersectionality, and deconstructing gender*. Presentation at "Herstory" Women's History Month, Southwestern Illinois College, Belleville, IL.

Tonsing-Meyer, J. (2017, November). *Technology standards and background knowledge*. Virtual presentation to the Associated Colleges of Illinois Professional Development Network.

Tonsing-Meyer, J. (2017, December). *Digital citizenship: Making a difference*. Virtual presentation to the Associated Colleges of Illinois Professional Development Network.

Tonsing-Meyer, J. (2018, January). *All about Google*. Virtual presentation to the Associated Colleges of Illinois Professional Development Network.

Tonsing-Meyer, J. (2018, February). *Awesome apps*. Virtual presentation to the Associated Colleges of Illinois Professional Development Network.

Tonsing-Meyer, J. (2018, April). *Personalizing learning with apps*. Virtual presentation to the Associated Colleges of Illinois Professional Development Network.

Tonsing-Meyer, J. (2018, May). *Telling your story: Digitally*. Presentation at the Regional Office of Education #21, Harrisburg, IL.

Tonsing-Meyer, J. (2018, June). *Amazing apps grades 1-5*. Presentation at the Summer Institute, Regional Office of Education #21, Harrisburg, IL.

Tonsing-Meyer, J. (2018, June). *Amazing apps grades 6-8*. Presentation at the Summer Institute, Regional Office of Education #21, Harrisburg, IL.

Tonsing-Meyer, J. (2018, June). *Amazing apps sandbox*. Presentation at the Associated Colleges of Illinois Summer Institute for Educators, North Central University, Naperville, IL.

Tonsing-Meyer, J. (2018, June). *Digital storytelling*. Presentation at the Associated Colleges of Illinois Summer Institute for Educators, North Central University, Naperville, IL.

Tournier, A. (2018, June). *Benefits of funding higher education*. Presentation to the Illinois Board of Higher Education, Chicago, IL.

Wiegmann, J. (2018, February). *Bedside reporting*. Presentation at Southwestern Illinois College, Belleville, IL.

Wiegmann, J., & Whittington, K. (2018, March). *Nursing: An art and a science*. Webinar presentation for the Illinois Critical Access Hospital Network.

Worrell, P. (2018, May). *Model library instruction lesson*. Presentation at the 6th Annual CARLI Instruction Showcase, River Forest, IL.

FACULTY COLLOQUIA

Frederking, B. (2018, March). *The UN security council and the Iraq war*. Presentation at the McKendree University Spring Faculty Colloquium, Lebanon, IL.

Rennegarbe, R. (2017, October). *Leading the way: Exploring the journey of nurse to CEO*. Presentation at the McKendree University Fall Faculty Colloquium, Lebanon, IL.

PUBLIC PERFORMANCES, RECITALS, AND EXHIBITIONS

Kao, K. (2017, September – October). *2017 Miami University Young Sculptures Competition*. Exhibition at the Hiestand Galleries, Miami University, Oxford, OH.

Kao, K. (2017, September – November). *The Double Down*. Invitational three-person exhibition at the Circle Line Gallery, Chicago Ceramic Center, Chicago, IL.

Kao, K. (2018, May – June). *Warren MacKenzie Advancement Award Exhibition*. Invitational group exhibition at the Northern Clay Center, Minneapolis, MN.

Kao, K. (2018, July – September). *Alumni Works*. Invitational group exhibition at the Downtown Gallery, University of Tennessee – Knoxville, Knoxville, TN.

Kao, K. (2018, August – September). *Innuendos*. Solo exhibition at the Mary Ed Mecoy Hall Gallery, Murray State University, Murray, KY.

Lang, T., & **Kao, K.** (2017, September – November). Invitational two-person exhibition at the Duet Gallery, Krantzberg Art Foundation, St. Louis, MO.

MacLennan, A. (2018, July). *Midwest Paint Group exhibition at the Village Gallery*, Caledonia, NY.

MacLennan, A. (2017, October - November). *East Meets Midwest II*. Midwest Paint Group exhibition at the Andrews Gallery, William & Mary College, Williamsburg, VA.

MacLennan, A. (2018, January - February). *Drawing from Perception VIII*. Juried exhibition at the Robert & Elaine Stein Galleries, Wright State University, Dayton, OH. <https://daytonarts.wordpress.com/2018/02/12/drawing-from-perception>

Magnussen, M. (2017, November). *The Green Bird*. Director and producer, The Hetttenhausen Center for the Arts, McKendree University, Lebanon, IL.

Magnussen, M. (2018, March). *The Importance of Being Earnest*. Director and producer, The Hetttenhausen Center for the Arts, McKendree University, Lebanon, IL.

Magnussen, M. (2018, April). *Endings and Beginnings: A Collection of Student-directed Ten-minute Plays*. Producer, Eisenmayer Auditorium, McKendree University, Lebanon, IL.

Moder, J. (2017, October). *Performance at Metro Academic and Classical High School*. Principal trombonist, Saint Louis Brass Band, St. Louis, MO.

Moder, J. (2017, November). *US Open and Brass Band Contest*. Principal trombonist, Saint Louis Brass Band, Chicago, IL.

Moder, J. (2017, December). *Christmas Concert*. Principal trombonist, Saint Louis Brass Band, Lebanon, IL.

Moder, J. (2017, December). *Christmas Concert*. Principal trombonist, Saint Louis Brass Band, Florissant, MO.

Moder, J. (2018, February). *Performance at SIUE*. Principal trombonist, Saint Louis Brass Band, Edwardsville, IL.

Moder, J. (2018, February). Guest conductor for the MVC Honor Band, Lebanon, IL.

Moder, J. (2018, March). *Performance at Ritenour High School*. Principal trombonist, Saint Louis Brass Band, St. Louis, MO.

Moder, J. (2018, March). *Performance at Concordia Lutheran Church*. Principal trombonist, Saint Louis Brass Band, Kirkwood, MO.

Moder, J. (2018, April). *Performance at The Chapel*. Principal trombonist, Saint Louis Brass Band, St. Louis, MO.

Moder, J. (2018, April). Guest conductor for the Clinton County Junior High Honor Band, Carlyle, IL.

Ypma, N. (2018, January – February). *Historical Happenings, Faith and Music Masterpieces*. Four-week course presented at St. George's Episcopal Church, Belleville, IL.

EXTERNALLY-FUNDED GRANTS

Albers, J., Zibby, G., Holland, M., Kudor, C., & Kessler, K. (2017-2018). *Handicapped accessible van*. Grant from the Healthcare Foundation to St. Joseph's Hospital, Breese, IL, approximately \$50,000.

Hannon, R., Roberts, L, **Albers, J.**, Sztuba, L., Jones, K., & Burnett, G. (2017-2018). *Academic/public health partnership - statewide*. Grant from the Robert Wood Johnson Foundation (RWJF) to Robin Hannon, RWJF Public Health Nurse Leader Project, approximately \$50,000.

Diuguid, D. (2017-2018). *Presentations at Hai Phong Private University*. Grant funded by the Fulbright Association Occasional Lecturing Program, \$500.

Diuguid, D. (2017-2018). *Presentations at University of Da Nang*. Grant funded by the Fulbright Association Occasional Lecturing Program, \$500.

Diuguid, D. (2017-2018). *Presentations at University of Jember, Indonesia*. Grant funded by the Fulbright Association Regional Travel Program, \$500.

Diuguid, D. (2017-2018). *Presentation at the Fulbright Association 25th Gala*. Grant funded by the Fulbright Association Regional Travel Program, \$500.

Fahsl, A., & Hope, J. (2017-2019). *READY 4 Math (Rural Engagement to Advance Development of Young children for Math)*. Two-year grant funded by the Chicago Mercantile Exchange, \$100,000.

Kao, K. (2018). *Artist support grant*. Grant funded by the Regional Arts Commission, St. Louis, MO, \$3,000.

Watters, J. (2017-2018). *Undergraduate and graduate programming*. Grant from the Koch Foundation, \$13,230.

2017-2018 MCKENDREE UNIVERSITY FACULTY ENGAGEMENT RESEARCH AND CREATIVE ACTIVITY GRANTS

Dr. Guy Boysen

Online psychology research projects, \$1,000

Dr. Mark DiDonato

Par for the course? An economic impact of the 2018 Glass Blown Open, \$1,000

Dr. Darryn Diuguid and Dr. Karee Nasser

Jumping through another hoop or an effective professional development tool: Surveying recent graduates about their perceptions of the edTPA, \$372

Dr. Yun-Hee Kim

Organic cotton apparel purchase behavior, \$1,000

Dr. Martha Patterson

Harlem Renaissance Weekly, \$1,000

Dr. Jennifer Webster

Public attitudes toward felon disenfranchisement, \$1,000

**Included McKendree University students*

McKENDREE UNIVERSITY FACULTY FEATURED IN THIS REPORT

Eric Abrams, PhD
Janice Albers, DNP
Melissa Barfield, PhD
Pamela Barnes, EdD
Roxanne Beard, PhD
Brenda Boudreau, PhD
Sara Bolten, MSN
Guy Boysen, PhD
Ann Collins, PhD
Nichole DeWall, PhD
Mark DiDonato, PhD
Darryn Diuguid, PhD
Sameer Dutta, PhD
Tami Eggleston, PhD
Elisabeth Erickson, PhD
Allison Fahsl, PhD
George Fero, EdD
Dawn Hankins, PhD
Brian Frederking, PhD
Bethany Hill-Anderson, PhD
Jennifer Hope, PhD
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Kevin Kao, MFA
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Angela LaMora, PhD
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Amy MacLennan, MFA
Michelle Magnussen, MFA
Pamela Manning, PhD
Jennifer Moder, IPhD
Jenny Mueller, PhD
Richard Murphy, PhD
Karee Nasser, EdD
Duane Olson, PhD
Martha Patterson, PhD
Amy Piontek, PhD
Stephanie Quinn, PhD
Neil Quisenberry, PhD
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Timothy Richards, PhD
Jean Sampson, DMgt
Michele Schutzenhofer, PhD
Kelly Stewart, PhD
Lauren Thompson, PhD
Julie Tonsing-Meyer, EdD
Adam Tournier, PhD
John Watters, PhD
Jennifer Webster, PhD
Kelli Whittington, PhD
Janice Wiegmann, PhD
Paul Worrell, MLIS
Nancy Ypma, DMus

Associate Professor of Economics
Assistant Professor of Nursing
Associate Professor of Sociology
Assistant Professor of Education
Associate Professor of Management
Professor of English
Senior Instructor of Nursing
Professor of Psychology
Associate Professor of Political Science
Associate Professor of English
Assistant Professor of Sport Management
Associate Professor of Education
Assistant Professor of Computing
Professor of Psychology
Assistant Professor of Sport Management
Professor of Education
Professor of Education
Professor of Athletic Training
Professor of Political Science
Associate Professor of Education
Associate Professor of Education
Instructor of Accounting
Assistant Professor of Art
Assistant Professor of Marketing
Associate Professor of Biology
Associate Professor of History
Associate Professor of Art
Associate Professor of Theatre
Assistant Professor of Education
Assistant Professor of Music Education
Professor of English
Associate Professor of Public Relations
Associate Professor of Special Education
Professor of Religion
Professor of English
Assistant Professor of Nursing
Associate Professor of English
Professor of Sociology
Professor of Nursing
Professor of Education
Professor of Management and Marketing
Associate Professor of Biology
Assistant Professor of Education
Assistant Professor of History
Associate Professor of Education
Associate Professor of Physics
Associate Professor of Economics
Assistant Professor of Criminal Justice
Assistant Professor of Nursing
Professor of Nursing
Reference Librarian and Instructor
Professor of Music

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