A MESSAGE FROM THE PROVOST

Once again, I am delighted 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 innovative teaching during the 2018-2019 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 is the profile of a faculty member who was awarded a sabbatical leave during the 2018-2019 academic year to study the impact of African American newspaper writers on key debates of the Harlem Renaissance period. Her historical research makes an important contribution to understanding the roots of today's social division.

The final section of the report lists selected scholarly and creative activities that the faculty completed between September 1, 2018 and August 31, 2019. Collectively, they authored books, book chapters, book reviews, 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 also received internal or external grants to support their work.

McKendree University 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. 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 by 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
Dr. Guy Boysen  
Professor of Psychology

Ph.D., Psychology, Iowa State University  
M.S., Psychology, Iowa State University  
B.A., Psychology, St. John’s University

- Faculty member since 2012  
- Received the United Methodist Church Exemplary Teaching Award in 2017  
- Chapter advisor to Psi Chi Honor Society  
- Chair of SLATE (Student Learning, Assessment, and Teaching Effectiveness) Committee  
- Teaching Interests:  
  - Research methods in psychology, abnormal psychology, psychological tests and measurements  
- Research Interests:  
  - The professional development of psychologists, including how to prepare for academic job searches and find a job  
  - Stigma toward mental illness, including how people dehumanize individuals with mental illness  
  - Stereotypes about people who major in psychology or pursue psychology careers  
  - Effective teaching and instruction of psychology courses  
  - Evolutionary explanations for people’s perceptions of people with mental illness as potential romantic partners  
- Books:  
  - Becoming a Psychology Professor: Your Guide to Landing the Right Academic Job (published by the American Psychological Association; 2019)  
  - An Evidence-Based Guide for College and University Teaching: Developing the Model Teacher (2016)  
- Member of American Psychological Association taskforce producing national guidelines for the instruction of introductory psychology  
- Member of a Society for the Teaching of Psychology taskforce investigating effective methods for mentoring undergraduate research

Whether he is writing his next book to help university professors become the best they can be or giving his students research opportunities they couldn’t find elsewhere, Dr. Guy Boysen has found that some of the most fulfilling work involves equipping others with the skills to achieve their dreams.

Last year, the American Psychological Association published Boysen’s second book just three years after the release of his first. His 2016 work, An Evidence-Based Guide for College and University Teaching: Developing the Model Teacher, focused on guiding current professors in best teaching practices to improve student learning experiences. Boysen’s most recent book looks beyond the classroom and instead seeks to help would-be psychology faculty as they navigate the murky waters of obtaining a job in academia. Becoming a Psychology Professor: Your Guide to Landing the Right Academic Job blends research and firsthand experience in a thorough guidebook designed to serve those who, like Boysen, find purpose in spreading their passion for psychology to the next generation.

In addition to his book project and class load, Boysen has continued to pursue even more scholarly projects, including investigating particular stereotypes and perceptions of people with mental illness. His current research examines factors that may predict whether a person sees an individual with mental illness as less than human, as well as how people perceive mental illness in a potential romantic partner. Always keeping student learning in mind, Boysen is also analyzing a national survey of instructors of introductory psychology classes to find common standards applied when teaching the course.

A strong focus on student learning is one of the most important aspects of the job to Boysen, and something he constantly works to improve through active learning and evidence-based teaching methods. “I try to have students learn by doing what psychologists actually do,” he said. “For example, in my Tests and Measurements class, I have students consult with departments on campus who are having assessment problems. In the last few years, the students have helped the Counseling Service identify new client screening tools. This year they are helping Career Services revamp their questionnaire about what students get out of career consultation meetings.”

He also places a big emphasis on mentoring his students in research. Each semester, he oversees two or three students in his Research Practicum course, where they collect data, plan studies, present their results, and write professional papers. Many of those students go on to present at professional conferences, and recently, most of them have also been authors on professional papers. Through advanced learning experiences such as these, Boysen provides his students with the opportunities for achievement that graduate schools prize so highly in their student candidates.

His accomplishments not only in the field of psychology but also in scholarly service to students and faculty are what make Boysen truly stand out. He accepted the William Norman Grandy Faculty Award at Commencement on May 11, 2019.

2019 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.
When it comes to teaching, Dr. Nancy Ypma lives by the words of William Butler Yeats: “Education is not the filling of a pail, but the lighting of a fire.” In her impressive 32 years of instructing, mentoring, and inspiring McKendree music students thus far, she has made it her mission to connect them to the arts on a much larger scale than the classroom alone.

Students in Ypma’s classes are introduced very early on to music, theatre, dance, and art in a real-life context that extends across cultures. Even in her Introduction to Fine Arts course, which includes students from a variety of majors, she makes it a point to have them complete a project at the Saint Louis Art Museum and see all the city has to offer in terms of the arts. She also enjoys taking her students to watch the Saint Louis Symphony Orchestra perform at Powell Hall every semester. On a broader scale, she is collecting instruments from around the world to showcase in her Music and World Cultures class.

Ypma’s love for both music and history coincide in the organ concerts she performs for the community. Last spring, she prepared and performed a concert featuring composers who were influenced by the music of Johann Sebastian Bach, many of whom were among the earliest female composers. Such programs as this have allowed her to give voice to composers who might not be as well known, but who have made their own difference in the art of music.

Whether through her lectures, hands-on learning activities, or her own performances as McKendree’s pianist and organist for more than 30 years, Ypma embodies the core values of the university for her students. She has served on nearly every committee on campus, was named a Distinguished Service Professor in 2018, and teaches University 101 to help students from all majors start their college experience off on the right foot.

In addition to her McKendree career, Ypma carries her passion for music and talent as a musician into the wider community as well. She has served as the organist and music director of St. George’s Episcopal Church in Belleville, Illinois, since 1989. As a result of her dedication to McKendree students and commitment to exemplifying the university values in the community at large, she was presented with the United Methodist Church Exemplary Teaching Award during the Honors Convocation on April 25, 2019. The special recognition was unexpected for Ypma. “After you’ve been here as long as I’ve been here, you feel like you’re part of the furniture,” she said. “You know you are needed, but you’re somewhat in the background—you’ve just always been there. So, I was very surprised when my name was announced, and at the same time, extremely delighted to be recognized with the award.”
Dr. Brian Frederking
Professor of Political Science
Ph.D., Political Science, Syracuse University
M.A., International Relations, Syracuse University
B.A., International Relations, McKendree College
• Faculty member since 1998
• Director of the Honors Program from 2011-2017
Honors Council; College of Arts and Sciences
Faculty Evaluation Committee
• Teaching interests:
  + World politics
  + International Law
  + Transnational Security Issues
  + Global Governance
• Research interests:
  + United Nations Security Council
  + Collective Security
  + Conflict Resolution
  + Foreign Policy
• Books:
  + The United States and the Security Council: Collective Security since the Cold War (2007)
• Data:
• Faculty advisor to the Public Affairs Forum, Model United Nations, and Scholars: The McKendree University Online Journal of Undergraduate Research
• Member of the American Political Science Association, International Studies Association, American Association of University Professors, and International Peace Studies Society

Dr. Brian Frederking has found that education, like politics, is ultimately a conversation. Whether it’s a conflict between countries or a classroom debate, politics and education are about posing questions, making a case for one’s own views, and evaluating others’ arguments. The ability to discern fact from bias, to communicate effectively, and to become a truly informed citizen is what Frederking seeks to instill in his students from the moment they walk into class.

“We make claims and counter claims about how the world works, who we are, and what our relationship with others should be,” he said. “In many cases, there are no right answers; there is only reflection about what kind of country and what kind of world we want. I thus ask students to convey and evaluate arguments through a variety of ways: exams, research papers, simulations, debates, and presentations.”

Such an array of teaching methods acts as an accelerator to help his students hone this important skill. Some students may learn better by writing, others by speaking, or still others by acting out a situation in a mock environment. Frederking gives each of them the opportunity to learn in a way that suits him or her best.

Simulations are one of the most innovative, hands-on learning experiences he utilizes. “In my American Politics course, I regularly simulate the U.S. Senate, where each student plays the role of a senator and tries to pass a bill in certain areas,” he said. “In World Politics courses, I have simulated an international peace conference to end the Syrian civil war. In the International Law course, we have done war crimes tribunals, putting people like the president of Sudan on trial for genocide in Darfur.” By placing his students in another person’s shoes, whether they are acting as a senator or a member of the International Court of Justice, Frederking challenges them to think, plan, and argue in new ways.

Beyond the classroom, Frederking makes it a point to collaborate with students on scholarly research projects. He has co-presented papers at professional conferences alongside students 14 times and has worked together with them to publish research five times. Recently, he co-wrote a book chapter on transitional justice and human rights with his former student Max Aviles ’17, who is now a diplomat in the State Department and a recipient of the prestigious Thomas R. Pickering Award. In addition, Frederking is currently working with three more students on a paper about the evolving nature of United Nations peacekeeping missions and their potential impact on international law. Involving students in outside-the-classroom scholarly activities is yet another way he helps to prepare them for life after college and to recognize the value of their own contributions.

As if his class duties and research with students do not keep him busy enough, he has also submitted two papers for publication based on a massive dataset he created while on sabbatical in 2017. The dataset analyzes more than 5,000 meetings of the United Nations Security Council over the last 30 years, tracing trends in collective security practices using 66 variables.

Frederking accepted the Emerson Excellence in Teaching Award in November 2018.
Dr. Martha Patterson began her sabbatical project involving the Harlem Renaissance and African American newspapers. It soon led her to a scholarly discovery that opened the door to a collaboration with renowned Harvard professor Henry Louis Gates, Jr., and New York University professor Gene Jarrett.

Patterson is fascinated by the often-overlooked newspapers written and published by African Americans at the turn of the 20th century. These publications gave black writers a vehicle for protest, pride, and creative expression at a time when their literary opportunities were limited.

She hopes that her book, The Harlem Renaissance Weekly, will shed new light on key debates of the period, as defined and discussed in black newspapers. Topics include the Great Migration, the New Negro and Negro Woman, prohibition, eugenics, the fight against Jim Crow degradations and violence, and the development of an African American aesthetic. Two chapters from her book have been published in The New Woman International: Representations in Photography and Film, 1890s-1930s, and the Journal of Modern Periodical Studies.

A central theme of her research is the term the “New Negro.” Originating in 1887, the figure of speech was used by African American writers to reject racist stereotypes and to promote a more positive self-image in politics, education, business, religion, and literature during a time of intense racism and discrimination. Patterson began examining the history of the New Negro trope as she reviewed Marcus Garvey’s newspaper The Negro World. She found that no researcher had adequately documented its use over time.

“I worked for months to research and craft a book proposal which would do just that,” she said. “As part of my research, I found two previously unknown essays by W.E.B. Du Bois, arguably the most important African American intellectual of the 20th century. In addition, I was able to trace back the first usage of the New Negro seven years before any other scholar figure. (It) first appeared in a newspaper article responding to Henry Grady’s famous New South speech.”

In the course of these discoveries, Patterson chanced to hear an interview with Harvard professor Henry Gates, Jr., who discusses the term in his work The New Negro: Readings on Race, Representation, and African American Culture, 1892–1938. She contacted him and he immediately invited her to co-edit a new edition of his anthology with Princeton University Press. Gates also made Patterson a Harvard Non-Resident Fellow, giving her access to the university’s vast libraries.

She has already revised several lectures and changed teaching materials based on her findings over sabbatical. Her research has given her a better understanding of how past social divisions relate to those still in existence. “Now I’m better informed to address the roots of those divisions with my students,” she said. “I cannot thank McKendree enough for giving me this opportunity to learn and reflect.”

Dr. Martha Patterson
Professor of English
Ph.D., English, University of Iowa
M.A., Literary Studies, University of Iowa
B.A., English, Carleton College
• Faculty member since 2004
• Serves as Coordinator of Prestigious Fellowships & Scholarships
• Fulbright Lecturer/Scholar at University of Agder, Norway in 2010
• Student Affairs Committee; Honors Council
• Teaching / Research Interests:
  - American late-nineteenth and early twentieth century studies
  - Women’s Studies
  - African American literature and culture, and composition
• Books:
  - The Harlem Renaissance Weekly: Literature in Black Newspapers, 1895-1935 (in progress)
  - The American New Woman Revisited: A Reader, 1894-1930 (2008)
  - Beyond the Gibson Girl: Reimagining the American New Woman, 1895-1915 (2005)
  - Co-editing a volume of period pieces on the topic of the New Negro with Henry Louis Gates, Jr. and Gene Jarrett to be published by Princeton

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.
Books and Book Chapters


Published Book Reviews


Journal Articles


Conference and Other External Presentations


Eggleston, T. J. (2018, September). Goals, grit, and gratitude: Ways to combat boredom, banality, and burnout [Conference session]. Focus on Teaching and Technology Conference, St. Louis, MO, United States.

Eggleston, T. J. (2018, December). What is a quality university and how do we know we have one? [Invited presentation]. University of Tennessee Governance: Positioning Tennessee Higher Education for the Future, Memphis, TN, United States.

Eggleston, T. J. (2019, March). The Degree Qualifications Profile, assignment design, and assessment initiatives [Invited presentation]. SUNY Orange, Middletown, NY, United States.

Eggleston, T. J. (2019, April). The Degree Qualifications Profile assessment myths and best practices [Invited presentation]. California Baptist University, Riverside, CA, United States.

Eggleston, T. J. (2019, August). The assessment tool box: Student learning outcomes, measures, and data [Invited presentation]. Southeast Missouri State University, Cape Girardeau, MO, United States.

Eggleston, T. J. (2019, August). What is a quality university and how do we know we have one? [Invited presentation]. University of Tennessee Innovative Governance: Positioning Tennessee Higher Education for the Future, Memphis, TN, United States.


Fahsl, A. & Hope, J. (2018, October). Falling for math! Presentation to teacher participants in the Rural Engagement to Advance Development of Young Children for Math (READY 4 Math) Grant, Lebanon, IL, United States.

Fahsl, A. & Hope, J. (2018, December). Transition to addition. Presentation to teacher participants in the Rural Engagement to Advance Development of Young Children for Math (READY 4 Math) Grant, Lebanon, IL, United States.

Fahsl, A. & Hope, J. (2019, March). Show me the data! Presentation to teacher participants in the Rural Engagement to Advance Development of Young Children for Math (READY 4 Math) Grant, Lebanon, IL, United States.


Hope, J. & Fahsl, A. (2019, February). Things are shaping up! Presentation to teacher participants in the Rural Engagement to Advance Development of Young Children for Math (READY 4 Math) Grant, Lebanon, IL, United States.


Manning, P. (2019, August). Adverse childhood experiences (ACEs) impact culture [Invited presentation]. Calumet Elementary School, Calumet Park, IL, United States.


Martin, P. (2019, March). Starting an OER revolution on your campus [Conference session]. St. Louis Regional Library Network Tech Expo, Logan University, St. Louis, MO, United States.


Richards, T. (2019, February). At-risk students living in trauma: What teachers can do to meet their needs [Conference session]. Association of Teacher Educators Annual Meeting, Atlanta, GA, United States.

Richards, T. (2019, April). At-risk students living in trauma: What teachers can do to meet their needs [Conference session]. Midwest Association of Teacher Educators Spring Conference, West Lafayette, IN, United States.


Stewart, K. (2018, October). Hop on board the energy bus [Invited presentation]. Harmony-Emsge School District #175, Belleville, IL, United States.

Stewart, K. (2018, October). Integration of technology – rigor and relevance [Keynote address]. Marion Unit #2 School District Technology Bootcamp, Marion, IL, United States.


Stewart, K. (2019, February). Hop on board the energy bus [Invited presentation]. Lebanon Community Unit School District #9, Lebanon, IL, United States.


Stewart, K. (2019, August). Five factors of success and you control them all [Invited presentation]. Sesser Valier High School, Sesser, IL, United States.

*Stewart, K., & Corzine, E. (2019, June). Introduction to standards based grading [Invited presentation]. Regional Office of Education #21, Marion, IL, United States.


*Stewart, K., & Haselhorst, C. (2019, June). All things technology [Invited presentation]. Regional Office of Education #21, Marion, IL, United States.

*Stewart, K., & Haselhorst, C. (2019, July). Increasing rigor in instruction [Invited presentation]. Regional Office of Education #21, Marion, IL, United States.

*Stewart, K., & Haselhorst, C. (2019, July). Back to school boot camp [Invited presentation]. Regional Office of Education #21, Marion, IL, United States.


Thompson, L. K. (2018, October). Between the lines: Soldier fraterrnization throughout the American Civil War [Invited presentation]. Sherwood Speaker Series, Missouri Southern State University, Joplin, MO, United States.


**Faculty Colloquia**

Beard, R. (2018, October). The emotional context of disclosing a concealable stigmatized identity: A conceptual model. Presentation at the McKendree University Fall Faculty Colloquium, Lebanon, IL, United States.

Bolten, S., & Thompson, M. A. (2019, February). 1918 influenza epidemic at Camp Taylor, Kentucky. Presentation at the McKendree University Spring Faculty Colloquium, Lebanon, IL, United States.

Dye, H. (2018, October). Parity virtual alexander polynomials. Presentation at the McKendree University Fall Faculty Colloquium, Lebanon, IL, United States.

Lemons, S. (2019, January). Documenting the dirty thirties. Presentation at the McKendree University Spring Faculty Colloquium, Lebanon, IL, United States.

Lousion, M. (2018, October). Cool it: Physiological response of fish to being caught by winter ice-anglers. Presentation at the McKendree University Fall Faculty Colloquium, Lebanon, IL, United States.
Public Performances, Recitals, and Exhibitions


Externally-Funded Grants


Salar, M. & Rovnak, D., Strein, T., & Krout, M. (2018-2021). Collaborative research: RUI: Mechanism of high enantiomeric resolution with bife micelles. Three-year grant funded by the National Science Foundation to Bucknell University with $43,448 subaward to McKendree University.

2018-2019 McKendree University Faculty Engagement Research and Creative Activity Grants

Dr. Guy Boysen
Trigger warnings and mental illness stigma, $1,000

Dr. Michael Louison
Physical and genetic response to winter ice-angling in sportfish, $1,000

Dr. Kareth Nasser and Dr. Daryn Diuguid
Analyzing the long-term impact of the edTPA as a professional development tool for special education teachers, $625

Dr. Martha Patterson
Voices of the New Negro: 1895-1945, $500

Dr. Michele Schutzenhofer
A comparison of bee species richness in prairie remnants and restorations, $750

*Included McKendree University students