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Lindenwood Academics 2009: We Succeed When Our Students Succeed

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LINDENWOOD UNIVERSITY
ACADEMICS 2009

We Succeed When Our Students Succeed

Lindenwood Mission Statement

Lindenwood University offers values-centered programs leading to the development of the whole person — an educated, responsible citizen of a global community.

Lindenwood is committed to

- providing an integrative liberal arts curriculum,
- offering professional and pre-professional degree programs,
- focusing on the talents, interests, and future of the student,
- supporting academic freedom and the unrestricted search for truth,
- affording cultural enrichment to the surrounding community,
- promoting ethical lifestyles,
- developing adaptive thinking and problem-solving skills,
- furthering lifelong learning.

Lindenwood is an independent, public-serving liberal arts university that has a historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.



A Message from President James D. Evans

The Lindenwood Professor

This edition of Lindenwood Academics appropriately recognizes Lindenwood University's outstanding corps of professors. These talented professionals are regularly hailed by their students for providing inspiration, knowledge, and mentorship. They also have been characterized by an accrediting commission as "one of the hardest-working and most dedicated teaching faculties in American higher education."

"Teaching faculty" members they are! Providing instruction and insights for university students is what they love and why most of them chose to work at Lindenwood rather than elsewhere. As this booklet will assert and illustrate, however, our faculty members are complete professionals who do much more than simply convey information in an interesting and clear fashion.

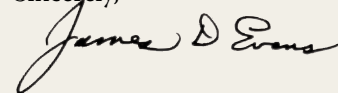
What is a professor, and why are university-level teachers often called "professors" rather than "teachers"? Although the two terms have overlapping meaning, there is a significant distinction between the respective roles. Many contemporary dictionaries describe a teacher as one who formally instructs in a subject matter or who conveys knowledge to students in a school setting. Most professors are teachers in those respects. The definition of professor, however, adds a distinguishing trait: the expectation of being an "expert" who creates or reformulates knowledge in his or her field. Professors are expected not just to effectively communicate information but to contribute to the emergence and refinement of knowledge in a discipline. In short, he or she develops a theory, motif, model, or extraordinary approach to "profess." That unique and evolving expert knowledge becomes part of the professor's day-to-day work and persona.

Many universities take the "expert" idea to the extreme. At the premier research institutions, teaching and student learning too often take a back seat to scholarly knowledge production. Professors at those schools can keep their jobs only through compiling a record of scholarly publications at a high rate, with teaching and mentoring carrying much less weight.

At Lindenwood we believe in the scholar-teacher concept: Our professors are expected to be actively involved in the investigation, analysis, creation, and reformulation of knowledge so that they contribute to their fields and have something unique to "profess." However, our ideal is that professorial activity should be conducted in the service of teaching and mentoring students. That is, we expect our scholar-teachers to use their professional-development activities to enrich the students' classroom experiences as well as to advance the field of study. On this campus, scholarship enhances teaching and learning as well as boosting intellectual advancement.

This release of Lindenwood Academics will give you an interesting sample of just how the scholar-teacher model is actualized in the work of Lindenwood professors. I hope you are as pleased by these vignettes as I am.

Sincerely,



James D. Evans, Ph.D.

President

Growing up with a family active in sports and living in an area with the mountains literally as his back yard, Joseph Lovell developed a love for recreational activities, so much so that he pursued an undergraduate degree in physical education and recreation administration from Southern Virginia University. Through his experiences of coaching and working in the municipal field, Lovell saw firsthand the influence that recreation can have on youth.



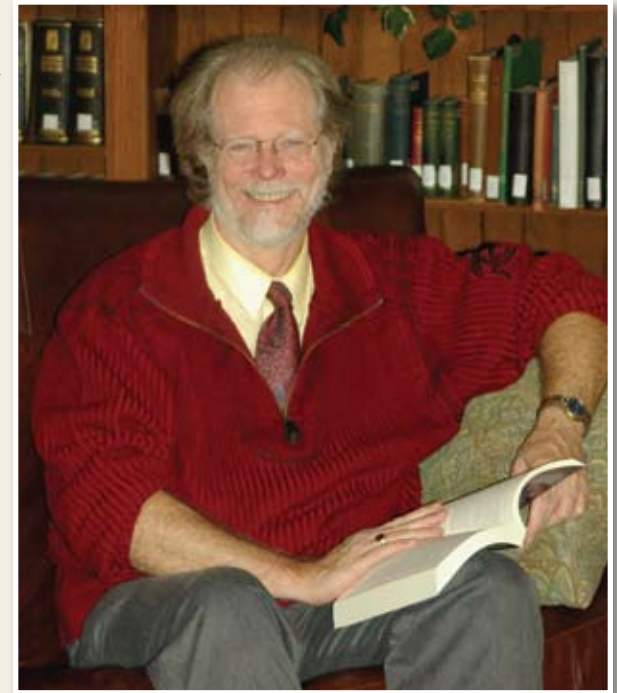
“Recreation and sport can prepare children for a lifetime of success,” Lovell said. “They learn a variety of values and characteristics but none more valuable than knowing that they won’t always win but they can always learn from the experience. Can they accept failure and move on? Can they pick themselves up? Do they know where to improve? Recreation and sport teaches them to answer ‘yes’ to those questions.”

Lovell subsequently completed a master’s degree in recreation from the University of Idaho. It was there that Lovell enjoyed his first experiences with teaching on the college level.

“I began to realize that there were three titles in life that impacted society more than any other,” he said. “They were simply ‘Mom’ or ‘Dad,’ ‘coach’ and ‘teacher.’”

Lovell joined the Lindenwood faculty in 2008 as an assistant professor of recreation in the School of American Studies.

As with many American studies scholars, Andy Thomason stumbled into his chosen field. He received a bachelor’s degree in writing from Lindenwood University in 1995, then a master of liberal arts and an master of arts in American culture studies from Washington University. He is currently pursuing a Ph.D. in American studies at Saint Louis University.



“I didn’t care for the constraints traditional disciplines put on my education,” he said. “I’m interested in a wide assortment of topics. That’s why I majored in writing as an undergraduate—I could research and write about anything I wanted.”

The master of liberal arts offered the same flexibility. He has taken graduate courses in law, biology, literature, history, sociology, anthropology, Greek literature, and American philosophers. While pursuing the liberal arts degree, Thomason realized that many of his courses were directly related to American studies. He decided to complete that degree as well and has been involved in it ever since.

“The interdisciplinary nature of gathering knowledge appeals to me,” he said, “and its broad scope allows me to make connections that more specialized scholars often miss. Therein lays the strength of American studies.”

Thomason is an associate professor of American studies and English writing and literature courses.

Elaine Tillinger

Tillinger Masterfully Weaves German-American Studies

Professor Elaine Tillinger has always been interested in German-American studies. She earned a bachelor's degree in history and German at the University of Missouri–St. Louis. One course in particular, *American Art and Architecture*, “opened my eyes and made history come alive,” she said. “I would never look at academics the same.”

While pursuing graduate studies in art history at St. Louis University, Tillinger discovered American studies and humanities as the field around which she wanted to develop her career. This was further affirmed while doing post-graduate work in German American studies and immigration history at the University of Missouri–Columbia. Her interest in history, German-American culture, immigration history, local history, and women's studies came together perfectly to fulfill the diversity of her interests, all woven together like an old time quilt.

“I could not pinpoint just one discipline of interest,” she said. “With American studies, I discovered I did not have to limit myself. Instead, as Ralph



Waldo Emerson so elegantly stated, ‘Our knowledge is the amassed thought and experience of innumerable minds.’”

Coming to Lindenwood University to teach made it possible for Tillinger to apply her diverse background through teaching art history, American studies, and American history.

“It has proved to be the perfect place for someone with the varied, but related disciplines I have studied throughout my career in higher education,” she said.

Sue Tretter

Fulbright Scholar Helped Develop American Studies Program

Upon graduation from Maryville University with a bachelor's degree in English and philosophy, Sue Tretter set the goal of continuing her studies through a doctorate and teaching on the university level. She enrolled in Saint Louis University for her master's in English and worked as a teaching assistant in the English department.

“After completing a master's in English, I began working on a Ph.D. in English but discovered I was attracted to American studies,” Tretter said.

Her coursework included American religion, history, sociology, and literature—especially African American literature. Prior to completing her doctorate, she secured a full-time teaching position with Lindenwood University.

At Lindenwood, she co-developed a proposal for an American studies program that supported the newly acquired Daniel Boone Home. She is an active member of the American Studies Association and makes frequent presentations at its annual conventions.

“I have recently developed an interest in baseball literature and have the opportunity to presents reviews on



Lindenwood's TV program *Books and Strikes*.”

Last summer, she presented a paper at The Sports Literature Association. Her other interests are African American literature, literature of the American West, and nature literature.

“All of this diverse interest paid off when I received a Fulbright Scholarship and will be teaching as the Leipzig Distinguished Chair at Leipzig University in Germany during the spring 2009 semester,” said Tretter.

*H*ow does Dr. Jim Boyd relate his home project of converting vinyl albums to CD's to his work project of teaching students to think critically in the area of finance?

He attacks them both with systematic eagerness. Boyd joined Lindenwood University after 24 years in academic research and finds the students to be "a breath of fresh air."

With a son who recently graduated, Boyd empathizes with the pressure of working while studying, a predicament faced by many students. Also, as a military child, Boyd was "raised all over" and relates well to the many international students in the School of Business and Entrepreneurship.

For the graduate program, Boyd believes that people pursue an MBA because they are committed to a career in management. He therefore approaches his teaching as in a professional school, training students to "walk into a business environment and start functioning as managers right away."

Boyd is a strong addition to the School of Business and Entrepreneurship, and as the finance program manager, he is



focused on making the core curriculum as accessible as possible to students. Like his vinyl albums, Boyd has also fallen in love with the beauty of the campus, which he describes as "postcard perfect."

A person who thinks "economics rocks" must be a little different, but Dr. Anthony Clark feels that being infatuated with economics is a good way to be different.

He teaches students that "economics is not black and white, but shades of grey," something he learned working as a telecommunications economist.

Clark is the economics program manager at the School of Business and Entrepreneurship. He brings a deep commitment to the view that economics provides the best framework for analyzing some of the biggest issues of our day. For that reason, he is thrilled by Lindenwood University's recent approval of an economics major and the focus on ethics in all its business courses.

Clark believes that the rigorous coursework of this major will provide a solid foundation whether students go straight into the workforce or choose to pursue graduate work.

Clark also heads the Institute for Study of Economics and the Environment and envisions getting students more



involved in local economic research. Clark is certainly a professor with a difference, and if his hobbies of throwing knives and telling ghost stories do not convince you of this, then his award-winning children's music CD, "Coughin' in Your Coffin: Sing-Along Songs for a Smoke-Free Planet," certainly will.

Mira Ezvan

Ezvan Fashionably Explains Info Tech

Information technology may be universal, but Dr. Mira Ezvan can explain it in five different languages.

Born in Poland, Ezvan has worked her magic at Lindenwood University for 24 years as she seeks to teach business majors to critically evaluate quantitative data and use numbers to make business decisions.

“Quite often numbers speak louder than words,” said Ezvan, “and although students today are coming in more technologically savvy, they need skills in understanding production, inventory, and forecasting models used by business.”

Ezvan fully understands the career-oriented approach of today’s students, and she works hard to make them proficient in practical skills, such as linear programming and the use of mathematical business tools and software like MS Excel. She hopes that instead of looking for quick-fix solutions, they will become “better problem solvers” as a result of taking her information systems and management science courses.

In the classroom, students are challenged by her standards of perfection,



but as they walk out of class together, conversation easily turns to European culture, or dancing, or music, or cooking. What every female student often talks about, though, is Ezvan’s stylish dressing. Her incredible sense of fashion reflects the personality of one who is always young at heart.

Dr. Renee Porter

Porter Finds Students’ Potential and Possibilities

Dr. Renee Porter is the eternal optimist, a warm-hearted encourager who sees students for what they can become.

Learning from her bluecollar background, Porter developed an appreciation for the transformative power of education. Her diverse work experiences, including serving as an Air Force staff sergeant, have buttressed her view that the professor’s role is to teach students how to learn.

“Our students will be working in a collaborative, ever-changing, global environment,” she said, “and my job is to provide them with the ability to succeed.”

For Porter, success means Lindenwood University students become “the innovators, critical thinkers, and problem solvers of tomorrow.”

Porter is the management program manager in the School of Business and Entrepreneurship, and with her drive for excellence in all the business programs, she is aptly suited to her job of leading the school’s ACBSP accreditation process.

“Accreditation fosters external quality benchmarking and pushes towards continuous improvement in all areas of stakeholders’ interests,” said Porter.



With her full workload and three girls dragging her around to gymnastics, band, and other activities, Porter still manages to carve out a little quiet time for her favorite hobby—refinishing wooden antiques. Even in dead wood she sees only “potential and possibilities.”

Communication

Curtis Billhymer 'Going Through Billhymer' Requires Consistency



No Communications student at Lindenwood graduates without “going through Billhymer.”

Dr. Curtis Billhymer is one of the senior faculty members in the School of Communications. He has high expectations for his students.

“I reward reliability,” Billhymer said. “People think I am rigorous because I give a lot of assignments and a lot of tests, and to do well requires steady and consistent application.”

He is a native Arizonian who earned a degree in English at the University of Utah and a master’s degree and doctorate from Northwestern University. Billhymer’s professional career is an intriguing collage of teaching and communications. He served on the faculty at Minnesota State Morehead and Northwestern and then worked as the spokesperson for agricultural banking in the Farm Credit System. Just before coming to Lindenwood in 1991, he spent a year in the direct mail industry.

Because of his extensive professional background, Billhymer was hired to teach public relations to communications and business majors at Lindenwood. He maintains his professional ties as a member of the International Association of Business Communicators.

Billhymer believes that technological change is a major issue for educators.

“It’s my biggest challenge as a teacher,” Billhymer said. “How do I keep up with the media preferences of my students? In commercial terms, that’s the name of the game—all relationship marketing. Public relations is about building relationships. If employees are indeed any company’s most important asset, the name of the game for them is satisfactory communications. That’s what corporate communications is all about.”

He has clear-cut view of the future for LU students. “Young people won’t tolerate non-targeted messages,” he said. “Older people are very threatened by the learning curve to target messages, moving content across different platforms. Young people do it as a matter of course. That’s where the opportunities lie for them in the future. The downside is whoever doesn’t, or chooses not to, is like the Dodo Bird.”

It's Not Rude to Call Him 'Dr. Dude' Jason Lively

You might think a student was being rude if you heard him call his professor “Dude,” but that would not be the case if he were talking to Lindenwood University’s interactive media and web design program manager. Dr. Jason Dude Lively was born in Denton, Texas. He enrolled at Howard Payne University as a computer science major and was given responsibilities to assist other students.

“I felt that as I was helping students that were struggling, I could see when the light went on for them, and when that happened, that was a real reward for me,” Lively said. “I just felt, ‘Hey, this is really neat. This is better than a paycheck! That’s when I knew that I wanted to do.’”

After receiving his degree in computer information systems, Lively went to Tarleton State University for an MBA. He then enrolled in Nova Southeastern University where he completed a doctorate in computing technology in education. Lively started his career as a college instructor at his alma mater, Howard Payne, but in the summer of 2007, he was interested in moving to a larger university and that led him to Lindenwood.

His insatiable curiosity about ever-emerging technology drives him to stay current in academic areas that are changing at breakneck speeds.

“As a university, we must always adjust,” Lively said. “We have to be ready to adapt to changing technology, and we can never, ever teach a class with the previous year’s notes.”

Students in Lively’s classes are both engaged and challenged.

“I really like student-centered learning and the constructivist approach,” Lively said. “When you give students the locus of control in the classroom—when you don’t stand up and simply lecture for 45 minutes, but rather you carry on a dialog with the class as a whole—that learning may go in the direction that it needs to rather than in the direction that you think it should go.”

And yes, they do call him “Dr. Dude.”



Counseling

Marsha Andreoff

Andreoff Central to Counseling Team's Success

Marsha Andreoff joined the School of Professional and School Counseling in August 2006 after having served as an adjunct professor for several years. Andreoff continues to rotate teaching *Family Counseling, Marital Counseling, and Crisis Intervention* and teaches an internship class.

Andreoff was instrumental in developing Lindenwood University's Student Counseling and Resource Center, a counseling service for all Lindenwood students. She supervises the interns who service the SCRC.

Andreoff will defend her dissertation this fall at Saint Louis University, where she is studying women in recovery from alcohol addiction. This qualitative study promises to shed light on the issues and behaviors of women who have dealt with addictions and have found effective ways to rebuild their lives.

Andreoff has been a Licensed Professional Counselor in the State of Missouri since 1978. Her scholarship as well as her experience and dedication to



clinical work have made her a key player for the counseling department. In her "spare time," she joins colleagues for a quiet lunch on Main Street, the wonderful backdrop for Lindenwood.

Invariably on those outings, she states, "I love my job!"

Andreoff and her husband love to spend time with her four grandchildren, age 4 months to 6 years, who live nearby.

Dr. Holly Karraker joined the School of Professional and School Counseling in August 2007 after serving as director of the special learning clinic at Saint Louis University, where she obtained her doctorate in educational studies in 2005.

Karraker's area of expertise is in psycho-educational evaluation, and she heads up Lindenwood University's program in School Psychological Examiner Certification. She teaches *Individual Intelligence Testing, Individual Diagnostic Assessment, and Internship in Individual Diagnostic Assessment*.

Karraker also avails herself to the university's need for testing individuals with suspected learning disorders. She works with Lindenwood's Disability Office to be sure that students who may need services get the proper documentation so they can receive appropriate accommodations.

Karraker was a central figure in the School of Education's successful report for Lindenwood's site visit last March by a team from the Missouri Department of Elementary and Secondary Education sent to evaluate Lindenwood for renewal of the state accreditation of its teacher education



program. Karraker hit the ground running when she arrived at LU and has not slowed down since—except when she puts hundreds of miles on her car transporting her three daughters and a son, who attend schools from St. Ann to Webster Groves.

"I want to provide the best-trained psych examiners who can be found in the State of Missouri," she said, "and I would love to develop a testing center in the University as well."

She is gaining a reputation to accomplish both.

Ken Kubicek

Belleville Students Give Kubicek Hope for the Future

Dr. Ken Kubicek joined the School of Professional and School Counseling in July 2006 after working as a counselor and clinical supervisor at Memorial Hospital in Belleville, Ill. He teaches and advises at Lindenwood's Belleville campus.

In addition to his teaching duties, Kubicek serves on the Memorial Hospital Critical Incident Stress Debriefing Team, which helps first responders (police, firefighters, emergency workers) cope with stress following an incident involving severe trauma. He teaches *Introduction to Substance Abuse, Family Therapy, Adult Diagnosis, and Internship Supervision*.

He earned his doctorate at Saint Louis University in 1998, completing a qualitative study on recovering alcoholics.

Kubicek published a book in 2008 titled *Recovering Alcoholics: Why They Say They are Successful*. His wife, Ruth, is a therapist in private practice in Glen Carbon, Ill. A few years ago, the two of them had planned to go to Europe for their 20th wedding anniversary, and instead they had their first child the week after the anniversary.



Their daughter, Rachel, who is now 7 years old, was born when Ruth was 44 and Ken was 50. She is their only child—so far.

“I really enjoy teaching and advising the graduate students in Belleville because of their desire to grow both as a professional in their field and as individuals,” said Kubicek. “These students are a special group of people, and they give me hope about the future of our profession.”

Michael Rankins

Rankins Addresses Social Justice, Diversity

Dr. Michael Rankins joined the School of Professional and School Counseling in August 2008. He had just defended his doctoral dissertation at UM–St. Louis, a qualitative study of five gay couples in San Francisco who had been married during the brief period when California permitted gay marriage, only to find their marriages nullified.

Rankins has co-authored an award-winning 2008 article published in *Adultspan*. He taught counseling courses and worked in Student Services at UM–St. Louis as a doctoral student and developed centers for women, men, and GLBT (gay, lesbian, bisexual, and transgender) students.

“Even in 2008, issues of diversity and social justice are too often given only cursory review,” Rankins said. “In order to survive as a civilized society, however, it is essential that these issues be addressed broadly and effectively in an increasingly integrated world. People have to understand the value of examining their own cultural lens and become aware of how that lens influences the perception of the whole of the world around them.”



Rankins will spend the majority of his time at Lindenwood's Belleville campus and is currently supervising an intern who will provide counseling services at Belleville. His addition has provided a very positive tone to the school.

Well known for his ability to relieve pain for many athletes, Randy Biggerstaff joined the Lindenwood University team in 1997 to develop the Athletic Training Education Program.

Biggerstaff is currently the program manager of the Health and Fitness Science Department, Athletic Training Education program director, and head athletic trainer and is a recognized pioneer in the field of clinical athletic training by the National Athletic Trainers Association as a Most Distinguished Athletic Trainer (2001).

Most recently, he was awarded the NAIA Head Athletic Trainer of the Year Award by the College and University Athletic Trainers (2007). Biggerstaff was inducted into the Missouri Athletic Trainers' Sports Medicine Hall of Fame (1995), the Missouri Sport Hall of Fame (1997), and the Mid America Athletic Trainers Associations Hall of Fame (2007).

To his students, it is not a surprise that Biggerstaff has been recognized for excellence in his field. Biggerstaff is known as an educator who always goes the extra mile to assist students.

"Randy Biggerstaff is a fantastic mentor, and I am lucky to have had the opportunity to have studied underneath him," said junior Stephan Stone. "Randy has truly enriched my life both intellectually and spiritually."

"Randy always shows his enthusiasm for teaching his classes and makes learning



a fun experience," said senior Jayme Schrepf, "especially when he dances."

In his spare time, Biggerstaff has served as president of the United Methodist Church's Association of Conference Directors of Lay Speaking Ministries, board member of the General Commission on Religion and Race, and elected delegate to the General and Jurisdictional Conferences of the United Methodist Church. Most importantly, he is very proud to talk about and loves to spend time with his two granddaughters.

Janis Freeman is known for her unique instructional techniques. She includes many hands-on activities that simulate real classroom experiences.

"Dr. Freeman is one of my best professors and participating in interactive projects is how I learn best," said senior Elie Chitman about his experience in Freeman's class, *Education of the Exceptional Child*.

Freeman openly shares her own life experiences when supporting students who are exceptional and encourages her students to do the same.

"These personal experiences provide an added sense of reality and further emphasize the importance of meeting individual student needs," said Freeman, who believes that master teachers can teach any child from the gifted to the most severely disabled.

She models this philosophy in her courses by embracing all students with areas of exceptionality, such as gifted, ADHD, autism, and learning disabilities.

Freeman's projects are designed to reflect a journey (from referral to IEP) of the process of special education. Classroom activities allow students to learn information in multiple ways, for example from outlining process as visual presentation, group discussion about process, then formulating a flow chart using large sheets of paper and colored markers.



Students are encouraged to be creative, and their flow charts range in visual representations of the special education process from a baseball diamond to fish in a sea.

Freeman enjoys getting to know all students personally, continually providing support during their professional careers as they grow into master teachers. Student Margaret Blackburn recently decided to add special education certification to her program because of the experiences in Freeman's class.

Freeman is always very proud to share stories about her two accomplished grown children. In her spare time, she enjoys frequent trips to Florida.

Emilie Johnson

Education Professor Helps Grad Students Get Certification

On campus, Dr. Emilie Johnson has been a distinguished mentor and the faculty advisor for Up 'til Dawn, a student group that raises money for St. Jude's Children's Hospital. She has received several awards, including the Governor's Award for Excellence in Teaching (2001), the St. Charles County Ring of Excellence Award (2001), and a St. Charles 40 Under 40 Award (2002).

Johnson has been instrumental in piloting an alternative teacher certification program for graduate students seeking teacher certification.

The delivery mode allows more flexibility for students when working on and turning in assignments.

"Overall, I was quite impressed with the online course and the ability to teach such a difficult medium," said Stacey Kolb. "She did an excellent job of engaging me, a student who was not looking forward to the class and pushing my ability to think about how I feel about educational psychology. Thinking back over the course and realizing how much I learned, I am



amazed and have a new understanding for the content area."

A regularly published author of textbook supplements, Johnson recently contributed to Slavin's *Educational Psychology* text by providing a TestGen Computerized Test Bank, Test Bank, and the Instructor's Resource Manual available by spring 2009.

Larry Matthews

'Doc' Gave Students a Sense of Accomplishment

While Lindenwood is blessed with many capable and respected professors, Dr. Larry Matthews, professor of education specializing in math education for graduate students, was consistently named as one of the best.

"He was able to take a subject (statistics) that many see as dull and laborious and make it into a class that was enjoyable," said Steve Griggs, chief human resources officer for the Francis Howell School District and one of Lindenwood's first doctoral graduates. "Many instructors have the ability to make a class *fun*. But students left 'Doc's' classes with a sense of accomplishment for having mastered difficult material, with an exceptional depth of understanding and having enjoyed the experience!"

Matthews had a unique wit and personality that made him enjoyable to be around. He could often be found during breaks drinking his Diet Vernor's soda and talking with students about the Rams, the Cardinals, or his latest outing in his boat—trying to fit in a statistical analogy whenever possible.

Matthews had a deep commitment to his students. He knew that statistics can be an intimidating subject to many, but he worked hard to make the subject understandable by applying statistics to everyday life situations. By making connections to the familiar, his students were able to understand complex



statistical analysis and make applications in their own academic work.

Students often reported that he made himself available whenever needed because he cared. It was likely because of this altruistic character that Matthews had won many teaching awards, including the Emerson Electric Excellence in Teaching Award (1991), Parkway School District High School Teacher of the Year (1991-1992), the Robert Ferre Award of Outstanding Contributions to Mathematics Education (1996), the Pillar of Parkway award (1996), and Distinguished Mentor at Lindenwood University (2006). Most recently Matthews had been nominated for the Emerson Award for Teaching Excellence at Lindenwood University.

Matthews passed away in the fall, leaving behind a lovely wife and three wonderful sons, hundreds of grateful students, and dozens of colleagues who are better teachers because they knew him.

Fine and Performing Arts

John Troy *Teaching Makes Artist Even Better at His Craft*



On a summer evening during a musical at The Muny in St. Louis, you may see a scenic backdrop painted by John Troy. If you visit the Foundry Arts Center in St. Charles, you may also view a series of watercolors and paintings by John Troy. As a professional artist, Troy also painted a portrait of Lindenwood University President James D. Evans. Troy's exceptional talent comprises varied skills in oil and watercolor landscapes, charcoal and pencil drawings, and commissioned portraiture.

Troy received a bachelor of fine arts in painting and graphic communication from Washington University in St. Louis and a master of fine arts in painting from the Tyler School of Art in Philadelphia. He worked as a commercial illustrator in Philadelphia and St. Louis for publishing houses, ad agencies, and such major corporations as Anheuser-Busch, Monsanto and McDonnell-Douglas. Troy produced a line of greeting cards (Hairline Cards) for Cloud Nine Productions and a line of rubber stamp designs for "That's All She Stamped."

An associate professor and the Art Department program manager, Troy has taught drawing, painting, printmaking, art history, and art gallery management at Lindenwood since 2002.

Troy says that he began drawing at age 4 and recalls vividly, "At that young age, I wanted to be an artist when I grew up."

Through junior and senior high school he excelled in art courses and won many awards and certificates for his work. While still in high school, Troy worked with underprivileged children in St. Louis. In college he supervised other college-aged students in the 905 House of St. Vincent de Paul, an inner-city Jesuit organization.

Troy strongly encourages Lindenwood students to become involved and volunteer for community service. At Lindenwood, he constantly inspires his art students to achieve their best work and guides them toward their professional careers in the field of art.

"More so than other disciplines, teaching art has made me a better artist," he said. "Art is such an intuitive activity that often the meaning and truth of an artist's work is elusive even to the artist. Having to explain both the creative process and the tangible manifestation of that process for the student helps me to clarify what might otherwise remain elusive.

"It's impossible, of course, to generalize about a student body, but, having taught in the community college as well as the conservatory, I find the level of personal determination and aesthetic sophistication to be very high at Lindenwood," he continued. "The attribute I find to be unique to Lindenwood is agreeability: almost anything I ask of our art students, they are willing to try."

Technically Speaking, Professor Has All the Right Stuff Donnell Walsh

Donnell Walsh's contribution to Lindenwood University students is enormous because of his vast experience in theater—from London to Dublin to San Francisco. Walsh has taught technical design for main stage dramas, musicals, dinner cabarets, and dance concerts. He has also generously contributed his time to the local community for special events.

Walsh received a bachelor's degree in communication arts from the University of San Francisco and had a full fellowship award and a teaching assistantship and earned a master of fine arts in drama from Stanford University. He is a college representative for the Missouri State Thespian Conference and recruits top technical students for Lindenwood.

Walsh has taught for 18 years in performing arts, set design, oral communications, group dynamics, and concepts of visual arts at Lindenwood. He also developed a repertory lighting plot for the Bezemes Family Theatre in Lindenwood's new J. Scheidegger Center for the Arts.

Walsh enjoys teaching because of the immediacy and the unique opportunity to have students consider choices they didn't know existed. He feels that he has a unique moment with students even if it's only 20 minutes out of an hour of class time to create significant in-roads in their reasoning process.

"I enjoy the design classes because I can watch the students experience healthy risk-taking in creative directions," he said.

Walsh likes working with both drama and musicals.

"The human endeavor of performers in front of an audience who takes the time to watch them is a fascinating process," he said.

Having two special needs children has taught Walsh to discover how people learn, instead of imposing a learning rubric on them. Walsh believes that Lindenwood is a community of learning where people are interested in sharing their triumphs with each other, regardless of their disciplines.



Humanities

Ann Canale *Canale Gets Her Kicks Teaching Literature*



When you see the light shining from her office window at 6:30 a.m., you know that Ann Canale is on campus. Since 1981, when she began teaching at Lindenwood, Canale has devoted herself to sharing her love of literature with students and finding creative ways to build the campus culture.

“My interest has always been in the breadth and diversity of cultures,” she said.

At the University of Massachusetts, where she earned her doctorate in comparative literature, Canale studied Latin, Greek, Italian, and Sanskrit.

“I’ve always loved exploring,” she said. “True education should be without borders and encourage students to meet the unfamiliar and to pursue their interests.”

Canale delights in the art of world cultures in her favorite course, *Folklore and Fables: The Telling of Tales*.

“Folklore draws students down unfamiliar paths to interpret stories and cultures and helps them to better understand themselves,” she said.

Outside the classroom, Canale has demonstrated her dedication to enriching student life at Lindenwood. She has been responsible for concerts and lectures series and has won grants for Lindenwood, headed the college tutorial program, and developed a campus

recycling program, in addition to doing extensive committee work.

Given the catholicity of her interests, it is no surprise that Canale is a third degree black belt and has taught karate at Lindenwood for 15 years.

“Karate is about more than just self-protection,” she said. “It fosters concentration, confidence, and respect. It encourages the development of mind, body, and spirit. Plus, it brings happiness.”

Canale appreciates Lindenwood’s enduring emphasis on teaching the whole person and the cooperative collegiality among the faculty that helps to make this possible. An accent on wholeness is characteristic of Canale’s approach, both inside and outside the classroom, and part of what makes her teaching memorable.

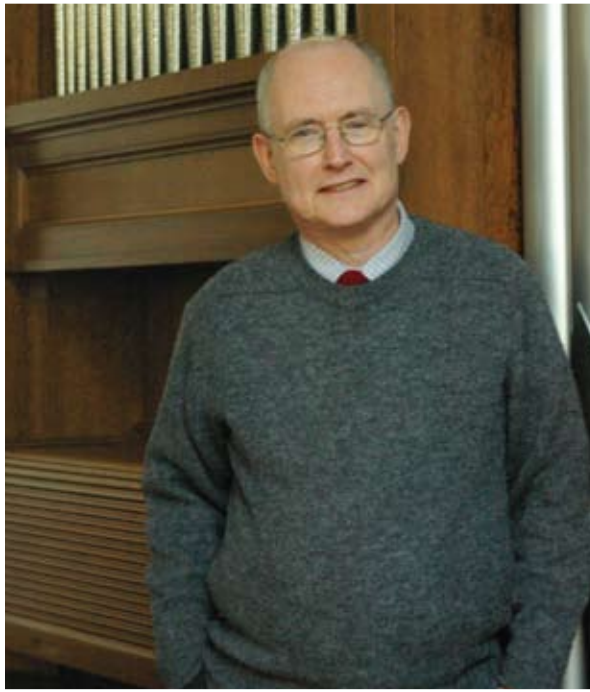
“The study of religion is a part of the study of being human,” said Alan Meyers, summing up one of his core beliefs.

Meyers follows a long Presbyterian tradition of teaching as a kind of ministry. He served as a pastor for several years before coming to Lindenwood and continues to play an active role in the ministry as a parish associate at Oak Hill Presbyterian Church in St. Louis, where he substitutes in the pulpit, assists with communion service, and teaches adult classes.

“Students today are very much interested in religion,” he said, pointing out that the world’s major faith traditions are represented here in Lindenwood University’s student body with its sizeable international contingent. Meyers stresses the need for the academic study of religion within the School of Humanities.

“There is no attempt at conversion,” he said. “We are after understanding, not necessarily belief.”

He finds particular resonance in the parable of the Good Samaritan, an example of the universal focus of the teachings of Jesus.



“The man lying by the side of the road was a total stranger,” he said. “The passers-by felt no responsibility or even sympathy for him, yet the Samaritan saw him first and foremost as a fellow human being.”

Since coming to Lindenwood in 1987, Meyers says he has felt “profoundly grateful” for the opportunity to teach here.

His love of teaching and interacting with students continues outside the classroom. Together with the late professor Donna Charron, he started “Coffee Conversations,” a popular late afternoon activity where students enjoy lively discussions on religious matters over coffee and cookies.

How do you make historical figures into real people? How can you make them come alive? Jeff Smith has been obsessed by this question ever since as a small boy on driving trips with his parents he asked them to stop so he could inspect the small-town cemeteries and make up stories about the people who had lived in those places.

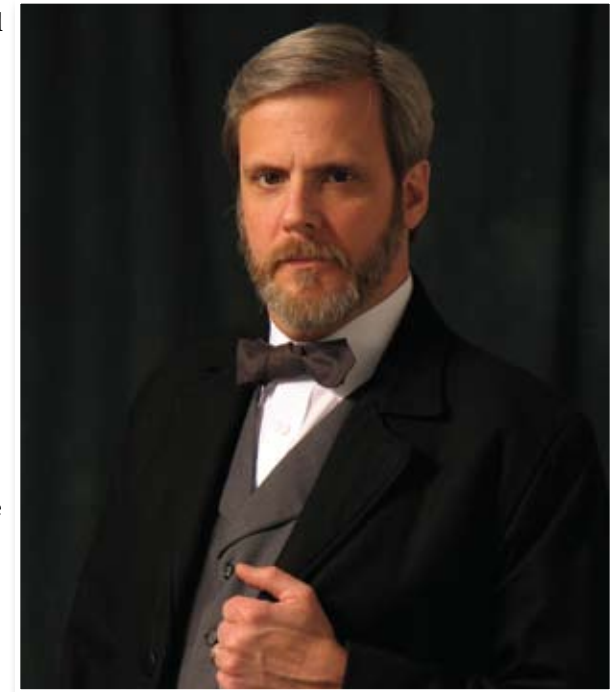
“I’m fascinated by the way objects from the past can speak to us,” he said. “(It’s) the challenge of making places tell a story.”

In his American history classes, Smith makes his lectures into narratives, role playing and telling stories about such real-life characters as Andrew Carnegie, P.T. Barnum, and William Clark. Outside the classroom he portrays them as well at summer Chataqua festivals around the country.

“It’s a one-man show,” he said, “not unlike Hal Holbrook’s impersonations of Mark Twain.”

Smith believes it is important to humanize history for his students. He knows his characters so well that he can extemporize without a script.

All of this takes a great deal of research, in which Smith takes great pleasure. Next summer he will take on the challenge of portraying George



Washington at Chataqua in North and South Carolina. “America in Crisis,” is the theme.

“Washington maintained his character and grew as a leader through a series of crises,” Smith said. “Portraying him is a way of addressing the perennial question of whether events make the man or vice versa.”

Smith feels he is a better teacher because of his research.

“It keeps you intellectually fresh and lively,” he said. “As the caliber of our students grows, it is increasingly incumbent on us to stay sharp.”

Rev. Dr. Steve House, associate professor of Christian ministries, is a man of personal Christian faith. His passion for the connection between science and faith, the heavens and the earth—the questions presented by its inhabitants, its origins, and its lessons—consumes his daily thought and prayer.

Students of many denominations visit his office daily to debate and devote while surrounded by turtles and telescopes.

“I want my students to grow not only in their relationship with God, but also in their appreciation of things that God has made,” said House.

House’s calling is clear. He describes his teaching philosophy as a desire for academic excellence coinciding with a desire to assist in every student’s spiritual growth and personal development.

“I want to help all my students with their response to God’s call in their life,” he said. “If there’s a calling, there must be a caller. I want to help my students explore both. I want to remind the modern world of its need for God.”

House views himself as a mentor of students with a moral obligation to contribute to their academic success and



guide them in their ongoing education of life and spirituality.

Debra Johnson, associate professor of social work and criminal justice and program manager of the Criminal Justice Program, has been teaching undergraduate students for more than 10 years. She brings her helping skills to the classroom on a daily basis.

“Relationship is everything,” said Johnson, who believes that the key to helping others is based on a positive collaboration.

Her social work classes combine social work theory and practice with years of experience as a school and hospital social worker and a crisis intervention counselor for mental health.

“I always wanted to teach, but I always wanted to back up what I had to say with direct practice experiences,” she said.

Johnson has a passion for bridging cultures and increasing international understanding. She has taught communication workshops in China and social work practice in Estonia.

“Across the world, we have the same needs—being cared for, having others accept us, and a need for a universal connection to each other,” Johnson said. “We just don’t always have the right words to do so. I enjoy narrowing these cultural gaps and getting people to appreciate their



similarities, no matter where they live in the world.”

Johnson is known for her creativity in teaching, in her surroundings, and in her problem solving approach. She is recognized by her warm smile, her sense of humor, and her ability to make learning fun.

Julie Turner

Turner Believes in Youth, Their Potential

Dr. Julie Turner, assistant professor of nonprofit administration, is a community leader in nonprofit organizations and in education. She has been affiliated with Big Brothers/Big Sisters, Children's Advocacy Services of Greater St. Louis, Today and Tomorrow Educational Foundation, and Washington University.

Turner is a founding member and a current board member of a faith-based educational academy. She brings her rich expertise in grant writing, strategic planning, and program evaluation to the classroom. Her philosophy of teaching calls for a hands-on approach, utilizing local agencies for class projects that involve both graduate and undergraduate students in the realities of nonprofit management.

Turner brings the community into her classroom, too. Guest speakers and nonprofit leaders are common visitors. She uses a strengths-based perspective in her teaching and mentoring.

"I always look for the good in every student," Turner said. "I see my students as individuals who are capable of doing great things."

Turner is also talented at creating new opportunities. Her attitude is, "I think we



can do it—let's try." Her students respond to her positive energy and her ability to reach out to others for support.

Turner is a well-respected convener of the nonprofit community. She has been nominated for both the Honors Program, sponsored by the Community Council of St. Charles, and a prestigious Dove Award by *St. Charles Business Magazine*. Her great love of youth, combined with her belief in their potential, is evident in Turner's life as a researcher, as the mother of three daughters, and as a professor interacting with her Lindenwood students.

Pernell Witherspoon

Witherspoon Challenges Students, Breaks Down Stereotypes

Pernell Witherspoon, assistant professor of criminal justice, believes in criminal and social justice. Working with students to prepare for the rigors of the criminal justice system, both physically and mentally, is one of his many challenges.

Witherspoon's goal is getting students physically fit for the St. Louis County and Municipal Police Academy while also preparing them for community policing issues. He confronts his students with problems that were presented to him during his policing career—both on the street and during undercover assignments.

With interests in race, crime and punishment, juvenile justice, and criminal justice system reform, Witherspoon pushes his students to go beyond their day-to-day experiences. He lives his role as an educator and mentor by breaking down stereotypes.

"The criminal justice system is plagued with problems," said Witherspoon. "My use of scholarly research is necessary to constructively and effectively teach about the realities of the profession." As a campus community organizer, he finds respectable ways to address issues and solve problems.



From his research about the criminal justice system, Witherspoon has found, "We all trust the police. As an officer, we cannot abuse this public trust. We need to know where to draw the line to ensure a fairer criminal justice system and a safer world."

Rita Kottmeyer *Love of Puzzles Helps Professor Develop Math and Science Program*



“Working adults are very motivated,” says professor Rita Kottmeyer. “They demand a lot of you. And I enjoy being challenged.”

Kottmeyer, a mathematician, supervises the undergraduate math and science offerings of Lindenwood’s College for Individualized Education (LCIE) and is program manager of its undergraduate and graduate information technology programs. A love of puzzles in her youth drew her to mathematics, and her love of math drew her into computers at a time when room sized A-Frames were the norm on college campuses.

Since the late 1990’s, Kottmeyer has applied her love of puzzles to developing Lindenwood’s information technology programs, a pioneering effort since no academic models existed for this emerging field. She met with academics and interviewed many IT professionals to assess the best content and approach to preparing graduate and undergraduate students to be successful.

What resulted are programs that offer a wide range of courses and give students flexibility to tailor their studies to best suit their interests and needs. Because as specifics change rapidly in IT, Kottmeyer believes, every individual program seeks to convey an overview understanding of the field—its vocabulary, it’s principles, and how its components function and inter-relate.

“A consistent note sounded by virtually all the IT professionals I interviewed,” Kottmeyer noted, “was that they wanted us to teach people to be self-learners so that they would know if they invested monies in additional training, they had a good investment.”

Kottmeyer received a bachelor’s degree in mathematics from the Honors College of Saint Louis University. She was awarded a NASA traineeship under which she completed a master’s and a doctoral degree in mathematics at Saint Louis University, publishing in functional analysis and Banach spaces.

She taught computer science and mathematics at SLU and Fontbonne College before coming to Lindenwood in 1990. In addition, she has a lifetime teaching certification from the state of Missouri and has published developmental reading materials. Kottmeyer is married and has three sons and six grandchildren.

Kottmeyer’s outside interests include bridge, novels, and philosophy (she has most of a master’s degree in religion), and she continues to apply her love of puzzles to the ongoing development of IT studies at Lindenwood.

St. Clair Brings Unique Perspective to Law Enforcement Education Terry St. Clair

Professor Terry St. Clair brings to his teaching a philosophy of criminal justice that emphasizes public service. “A law enforcement professional,” he says, “is often serving people who are voiceless—the hurt, the sick, the homeless.”

St. Clair, assistant professor of criminal justice, is manager of the LCIE program’s criminal justice degree programs. He brings a wealth of experience to his teaching, advising, and curriculum development.

St. Clair received an associate’s degree in law enforcement from Drury College in Springfield, Mo., and a bachelor’s degree in business management from Tarkio College in Tarkio, Mo. He holds a master’s degree in criminal justice administration from Lindenwood University.

St. Clair is a retired Missouri State Highway Patrol sergeant who has taught a wide variety of courses for in-service police officers. He served for 13 years as the hostage negotiation team leader for the Missouri State Highway Patrol’s Special Emergency Response Team at Troop C in St. Louis. St. Clair was supervisor of the Public Information and Education Office at Troop C when he retired.

After retiring from the Highway Patrol, he taught at St. Charles Community College before coming to Lindenwood.

“I enjoy the seriousness of Lindenwood’s LCIE adult students and their motivation to learn and to better themselves,” said St. Clair.

He challenges his students to understand that there are multiple perspectives involved in most law enforcement situations. Developing a broad-based viewpoint, he says, when applied to police work, makes one “better informed, a better decision maker, a better problem solver.”

St. Clair enjoys backpacking, writing poetry and fiction, and collecting antique pens. He is married and has three daughters and five grandchildren.



Michiko Nohara-LeClair *Nohara-LeClair Bolstered Research at LU*



The Lindenwood University psychology program has changed dramatically since the 2002 arrival of Associate Professor Michiko Nohara-LeClair, Ph.D. Student opportunities to learn about and conduct research have expanded, largely due to her efforts. Nohara-LeClair's primary teaching aim is to "involve students actively in their own learning," a goal well-served by student research.

Upon arriving at Lindenwood, Nohara-LeClair noticed that several elements needed to be created to support departmental research efforts. Two such efforts were the formation of an Institutional Review Board (IRB) and the creation of the Human Subject Pool (HSP). The IRB now serves university-wide to ensure that research is done ethically and meets accepted scientific practices, and the HSP provides opportunities for students to volunteer to be subjects in the studies.

The student-researchers benefit from the availability of subjects; the subjects benefit from the opportunity to be a part of a research project.

Nohara-LeClair is quick to credit collegial and institutional support for the development of these two entities, but in fact, they came about primarily through her own planning, her organizational skills, and her energetic dedication to making them happen.

A distinctive feature of Nohara-LeClair's teaching approach is her ability to see unrealized potential in those students who occupy what she calls "the middle of the pack."

Choosing the most rewarding experience she's had since coming to Lindenwood is easy for Nohara-LeClair.

"It's our students' recent successes at regional research conferences," she said.

There have been several award-winning presentations, indicating that Lindenwood student-researchers stack up well against their peers at other regional universities. This conference is scheduled to be held next year at Lindenwood—a plan initiated, unsurprisingly, by Michiko Nohara-LeClair.

*P*ersonable. Empathic. Dedicated. These are among the qualities that colleagues see in Rao Ayyagari, Ph.D., professor of biology. Ayyagari's response? "It's not my personal characteristics that matter," he said. "What counts is our students' success."

The only self-description he's willing to offer is, "I'm a hard teacher; I set the bar high." Ayyagari regards this as a product of his early schooling in India's British educational system.

"Rao expects a lot of both himself and his students," said Becky Helton, M.D., a fellow biology professor. "He's constantly asking the next question, and the next, never satisfied with what is known."

During his several decades at Lindenwood, Ayyagari has taught many different courses, mainly to ensure his own continued learning. He has continued researching, studying DNA replication related to cancer; this work has kept him current on modern lab techniques and allows him to bring his own research experience into class.

Ayyagari is proud to be part of the "solid, well-rounded science program" at Lindenwood. He is quick to credit his



biology colleagues for the success of the program, and he takes greatest pride in the success of students who complete Lindenwood's rigorous pre-medical curriculum.

"Our faculty recruitment in biology has been superb," he said. "We need to be capable and competent so that our incoming students can trust that we know our stuff and can help them learn it as well."

*I*n his 27th year at Lindenwood, anthropology professor Ray Scupin, Ph.D., continues to pursue his academic calling: to open people's minds to issues of race, culture, and ethnicity.

"I want students to experience what I experienced when I took my first anthropology course – an awakening to new ways of thinking about people worldwide," he said.

Scupin traces his interest in the field to his childhood, especially growing up in 1950s-era Detroit, where racism was rampant and damaging.

From those beginnings, he learned to appreciate the importance of tolerance; these personal ideals became academic interests.

"Anthropology debunks racist ideas scientifically, and I urge my students to think critically about the evidence that supports their beliefs," said Scupin.

"Ray is scholarly, tolerant, and quite modest," said Michael Stein, Ph.D., professor of sociology at Lindenwood.

Student Lindsey Geeding, an anthropology minor, agrees; she describes Scupin as, "thoughtful and caring ... and his love of anthropology shows in the classroom."



A new project lies on the horizon for Scupin. In June 2009, he will become director of Lindenwood's new Center for International and Global Studies. In this position, Scupin will oversee the International Student Office, help facilitate faculty international research, and edit a journal concerned with international and global studies. These new responsibilities have this veteran teacher feeling invigorated.

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