



CELEBRATING EXCELLENCE

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BOARD OF TRUSTEES AWARD
FOR EXCELLENCE IN TEACHING
AND
ACADEMIC AND STUDENT
AFFAIRS AWARDS

WEDNESDAY, APRIL 16, 2008

THE PLAZA
MINNEAPOLIS COMMUNITY
& TECHNICAL COLLEGE

RECEPTION

- Hors d'oeuvres, desserts and beverages
- The Minneapolis Community and Technical College Jazz Ensemble and Chamber Ensemble; Yolanda Williams, Director

AWARD CEREMONY

The Board of Trustees Award for Excellence in Teaching and the Academic and Student Affairs Awards are system-level honors conferred by Minnesota State Colleges and Universities system to recognize professional achievement and to encourage the ongoing pursuit of excellence.

Emcee • Cathy Wurzer

Welcome • Chancellor James H. McCormick

The Board of Trustees Award for Excellence in Teaching and the Academic and Student Affairs Awards • Senior Vice Chancellor Linda L. Baer

Academic and Student Affairs Awards Presentations • Senior Vice Chancellor Baer and Ms. Wurzer

Board of Trustees Award for Excellence in Teaching • Board of Trustees Academic Policy Committee Chair Dan McElroy

Board of Trustees Award for Excellence in Teaching Presentations • Trustee McElroy and Ms. Wurzer

Closing • Senior Vice Chancellor Baer

EXCELLENCE IN CURRICULUM PROGRAMMING AWARDS

Excellent programs are those that produce graduates ready to take on the challenges of life after college. They are programs that demonstrate they are in demand by having consistently high enrollments and high graduation rates. The following criteria are used to select submissions:

- A high rate of employment, transfer, or enrollment in graduate school following graduation
- Effective use of technology in academic programming
- Encouragement of faculty-student interaction in various venues
- High level of achievement of students in academic competitions or examinations
- Generation of extramural support or funding for academic programming
- Involve collaboration with other college or university departments, employers, or community
- Effective outreach out to diverse and/or multiple subgroups

RECIPIENTS

Renewable Energy Technology

Minnesota West Community and Technical College

The Renewable Energy Technology program was developed in 1999 by a partnership between Minnesota West Community and Technical College and the biofuel industry in response to multiple training requests from the ethanol industry. Graduates experience a near 100 percent employment rate, and many transfer the associate degree to a bachelor's degree program at Southwest Minnesota State University and elsewhere. Bemidji State University students enrolled in Construction Management are successfully completing the online renewable energy courses offered by Minnesota West as part of their bachelor's degree. The curriculum is being shared with colleges in five other Midwest states that wish to develop biofuel programs. The first-ever Ethanol Process Simulator, developed in a collaboration between Minnesota West faculty and NovaTech Process Solutions, provides students with hands-on experience of operating a plant without the risk of endangering personnel and equipment.

This program reaches out to nontraditional learners and employers, who use the program to train new employees and to enhance the skills of current workers. More than \$1 million has been received from a variety of outside sources to create the curriculum and purchase equipment. The reach of the program and of the partnerships is continually being extended as the Renewable Energy Technology faculty are called upon by organizations such as the Agricultural Utilization Research Institute, the Southwest Initiative Foundation, and the Minnesota Agriculture and Rural Leadership Program to provide expert program content and industry insight.

Guided Inquiry in Chemistry

Minnesota State University, Mankato

Professor Jeff Pribyl and Associate Professor Mary Hadley from the Department of Chemistry are transforming the way introductory chemistry is being taught at Minnesota State University, Mankato. This work, supported by a grant from the National Science Foundation, is being accomplished by incorporating laptop computers into the introductory chemistry courses while using guided inquiry methods of instruction. Students work in groups of four around a laptop computer and submit answers to questions electronically during class. Feedback is given on students' submissions using a software program developed by Dr. John Kaliski of the Department of Management at Minnesota State University, Mankato. The use of this technology increases students' participation, provides increased feedback to students and greatly reduces the paper consumed in the course.

During class periods, Pribyl and Hadley interact personally with almost every one of the 80 students in the class. Rather than standing in front of the class and delivering a lecture, Pribyl and Hadley move from group to group listening, asking probing questions and guiding students in their work. Students in guided inquiry classes tend to focus on higher levels of critical thinking and process skills, rather than learning through rote memorization. It is anticipated that students in the guided inquiry classroom will be more successful in the next chemistry course because they have a deeper understanding and higher level of engagement with the material.

Women's Studies Certificate Program

Minneapolis Community and Technical College

In 1974, Minneapolis Community and Technical College became the first Upper Midwest community college to offer women's studies courses. Since 1989, 187 students have graduated from the program with the Women's Studies Certificate. The program is based on the collaborative efforts of the women's studies faculty, with a strong emphasis on interdisciplinary thinking, including courses from the English, fine arts, science, humanities, and history and social and behavioral sciences divisions. These courses combine to provide a program that requires students to think about issues of gender and sex in the United States and around the world, examining the intersections of race, generation, socioeconomic status and other social and historical variables.

One of the founding faculty members writes, "Women's studies students are the face of MCTC...Students include a steady population of male students who enroll because of their interest in social justice, recent immigrants of Muslim faith, American Indian students studying the treaty rights, history and artistic creations of their cultures, and African American women appreciating the novels, art and history of their culture which the faculty weave within all curricula. None of these students ever again accept a classroom atmosphere or curriculum that is not culturally sensitive and rich in diversity."

The Women's Studies Certificate provides concrete success that often empowers students to aim higher and commit to a longer degree program. Certificate students have transferred to Metropolitan State University, the University of Minnesota, private liberal arts colleges and out-of-state institutions such as Smith, Wellesley, Antioch, Spelman and Mount Holyoke colleges. Instructors Carol Hogard and Mary Pruitt deserve special recognition for their role in creating and supporting this certificate.

ANNUAL AWARD FOR INNOVATIVE PARTNERING AND COLLABORATION

All of our state colleges and universities are involved in partnership and collaborative relationships with other state colleges or universities, K-12 schools/organizations, private institutions and business and industry. These partnerships and collaborations represent the fundamental goal and spirit of our enterprise—to be an education system that is flexible, adaptable, and responsive to meeting the needs of students and Minnesota citizens.

The Academic and Student Affairs Division each year recognizes partnerships or collaborative initiatives that focus on better serving students in the 21st Century. Eligibility criteria include the involvement of at least one partner external to the Minnesota State Colleges and Universities and may include one or more state colleges or universities. While all partnership and collaborative efforts will be considered, this award has been specifically created to acknowledge those curricular and program or service efforts that reflect the changing nature of the education landscape. This may include use and integration of new technologies, creative approaches to critical workforce needs in any discipline and better preparing under-represented students and/or newly enrolled students to succeed in their higher education experience. The following criteria are used to evaluate nominations:

- Partnership designed to improve student academic achievement that promotes high standards and bold education reform and/or
- Partnership/collaboration designed to respond to demands of the higher education marketplace or workforce marketplace that include course, curriculum and program designs in either classroom and/or distance learning modalities
- Mutual benefit for all constituencies
- Impact of the partnership/collaboration on students, partners and enhancing education opportunities
- Contributions to the partnership or collaboration from all involved parties
- Sustainability of the partnership/collaborative model

RECIPIENTS

Bioscience Partnership

Minnesota West Community and Technical College

This partnership between Minnesota West Community and Technical College and Prairie Holdings, a company that uses evidence-based biologics to solve food animal disease problems, began in 2003 with a Minnesota Job Skills Partnership Grant. The grant gave both entities the opportunity to develop curriculum and the basis of a relationship. In addition, the college and Prairie Holdings, along with other community partners, participated in a Blandin Foundation Leadership Grant to develop a bioscience cluster.

The collaboration led to the development of 12 courses as part of the curriculum, leading to an approved Associate of Applied Science degree. The outcomes for the company are a more highly trained workforce and expanded production. Students are exposed to the latest bioscience technology. A key to the collaboration is the sharing of a state-of-the-art science lab, which has led to experiential learning. In addition, there has been an expansion of local high schools' science curriculum in the biosciences. An interesting outcome of this partnership is that the college's science club membership has increased 200 percent. The number of students graduating with this degree and applicable experience has substantially increased.

www.mnwest.edu/program-sites/worthington/biotechnology/

Center for Professional and Work Force Development

Inver Hills Community College

The role of information and communications technology in an increasingly global economy has made the acquisition, development and retention of skilled IT workers a priority for most Minnesota businesses. Inver Hills Community College has strategically focused on developing the capacity to provide state-of-the-art training and academic programs in networking technologies that support Internet functionality, business information resources, communication capabilities and business applications, including the rapidly growing area of IP telephony.

The college has partnered with Cisco, the Minnesota Department of Employment and Economic Development, other colleges in the Upper Midwest, area high schools and professional associations to provide dozens of advanced-level professional development courses and award-winning degree programs in advanced network technology, information and network security, and IP convergence technology. Benefits of this partnership are that employers gain a trained workforce to stay competitive in a global market, employees prepare themselves for some of the fastest-growing careers, other

colleges benefit from the expertise for instructor training, and area high schools can offer their students advanced technology courses. This program has served more than 500 employees at Minnesota companies since 1997.

**MSU, Mankato & Mankato Area Public Schools Partnership:
The Mankato Model**

Minnesota State University, Mankato

Minnesota State University, Mankato and the Mankato Area Public Schools maintain a collaborative relationship that benefits both constituencies. The more than 10-year collaboration has helped area schools address the shortage of qualified teachers, as well as providing a most effective way to reduce turnover and increase teachers' longevity in the Mankato district. This collaboration promotes high levels of achievement through its focus on professional teaching standards for all teachers and pre-service teacher candidates.

Minnesota 20/20, a non-partisan think tank, in its publication "Growing Gap, Minnesota's Teacher Recruitment and Retention Crisis," recognized the Mankato Model for its effective mentoring and instruction practices. Research-based instructional strategies are shared between veteran and novice educators through one-on-one interaction, classroom observations, informal group dialogue, and structured in-service experiences planned and delivered by teacher leaders called TOSAs, or Teachers on Special Assignment. Some of the practices include professional teaching standards, research-based strategies, classroom observations, informal group dialogue and structured in-service experiences. Graduate-level interns called "teaching fellows" replace mentors in their classrooms and are able to earn credits toward a master's degree or additional licensure while being supported by the TOSAs and the university. The partnership between Mankato Area Public Schools and Minnesota State University, Mankato represents the fundamental spirit of collaborative work by being flexible, adaptable and responsive to the needs of teachers and ultimately to the thousands of students they serve.

Redwood River Monitoring Project

Southwest Minnesota State University

The Redwood River Monitoring Project is a unique collaboration between Southwest Minnesota State University and local secondary schools. The goals of the project are to: 1) provide hands-on, field-based experiences for biology and environmental science college students and seventh-to-12th grade students that have local, regional and statewide implications in water resources management; 2) demonstrate how cutting edge technologies are an integral part of data collection and analysis in the natural sciences; and 3) incorporate service learning into the Biology and Environmental Science curriculum as an ongoing part of both programs at Southwest Minnesota State University.

Information is gathered on watershed projects following monitoring protocols while using GPS data collection, assembling and calibrating sampling equipment, and training students on sampling techniques. University students travel to Marshall High School, where they mentor three classes of high-school biology students. In turn, the high-school students, upon mastery of the information, mentor seventh-grade students. The following week, all three groups meet at the Redwood River to demonstrate what they have learned as they collect data at three sites on the Redwood River. Students' average test scores increased by 46 percent in the fall and 37 percent in the spring, and all but one student scored above 80 percent on the post-test evaluation.

Website: <http://www.southwestmsu.edu/rrmp>

INNOVATIVE STUDENT AFFAIRS PROGRAM AWARD

Innovative programs are those that use new ideas, methods, or techniques that result in improved educational or developmental activities, services, or management for a college or university community. These programs or activities must have been in operation for at least two years. The following criteria are used to select submissions:

- Demonstrate financial creativity or cost effectiveness
- Encourage diverse and/or multiple subgroups to participate
- Be adaptable to other institutions
- Address a demonstrable need on campus
- Contain an evaluation component
- Involve collaboration with other college or university departments
- Enhance student learning or development

RECIPIENTS

The Student Relationship Management Approach to Providing Services

Lake Superior College

Services were restructured at Lake Superior College to transcend traditional departmental boundaries, and as a result, each student works with only one advisor throughout his or her time at the college, greatly reducing the frequency of student referrals to other offices. This has been a five-year plan with the goal of making a stronger connection between advisor and student. Advisors have been trained to meet at least 80 percent of each student's needs in admissions, academic, career, financial aid and transfer advising. The project is grounded in the tenets of the Convoy Model of Social Attachment theory. The key components to the project are to: 1) lengthen the relationship between advisor and student; 2) increase the frequency of interaction; and 3) improve the quality of interaction. The CCSSE, Noel-Levitz Student Satisfaction Inventory and other selected evaluation tools are used to assess the program's effectiveness. This model is different from a one-stop shop in that the student has one contact person. In the first three years of implementation, this approach has contributed to a 3 percent increase in student satisfaction, a 12.5 percent increase in fall to spring student retention, and a 7.5 percent increase in fall-to-fall retention for new entering, degree-seeking students.

A Partnership to Promote Off-Campus Student Rights and Responsibilities

Minnesota State University, Mankato

The Off-Campus Partnership with the city of Mankato responds to community concerns by better educating off-campus students and easing tensions between student renters and their neighbors. The partnership was created in response to the city of Mankato's identification of neighborhood livability as a strategic priority, largely as a result of the proliferation of college rentals in residential neighborhoods. Neighborhood groups expressed displeasure with loud parties, litter, unshoveled walks, fights and vandalism. The partnership also assists students who request help to avoid deceptive rental practices and substandard housing conditions.

The partnership goals include these student development outcomes: 1) to provide students with the information and skills necessary to understand a lease, wisely select roommates, comprehend public nuisance ordinances, and peacefully co-exist with the family next door; 2) to inform students of the disciplinary and legal consequences of violating the law, including hosting loud parties, drinking underage, serving to minors, driving while under the influence, and using a fake ID; and 3) to improve cooperation and communication between the university, the city and the neighborhood associations.

The collaboration with city officials and neighborhood associations has led to supporting changes to the drinking laws, including elimination of drink specials after 11 p.m. and of "all you can drink" night. In addition, the partnership sponsored a "Welcome Back" event for students living in off-campus housing and created a DVD called "Rental Life" to educate students about leases and rental life, and how to be a respectful neighbor. A similar video resulted in a 46 percent reduction in community complaints in another city. A consequences campaign co-sponsored by the university, the city of Mankato, and a corporate sponsor includes posters and ads throughout the year focusing on the personal and financial costs of high-risk drinking.

GPS LifePlan

Century College

The GPS (Goals + Plans = Success) LifePlan is a campuswide program created to respond to the need for better student goal setting and achievement planning. There are seven categories within the LifePlan: LearningPlan, EducationPlan, PersonalPlan, LeadershipPlan, FinancePlan, WorkPlan and CareerPlan. One important component of the GPS LifePlan is the webtool, which brings together campus resources and also provides students with outside resources they otherwise might not have found. The webtool is connected to Efolio, where students can store information related to their LifePlan and begin their electronic portfolio.

Students are first introduced to the GPS LifePlan at new student orientation. Particular attention is paid to the EducationPlan, CareerPlan and FinancePlan. Once a student begins classes at the college, they are introduced further to the GPS LifePlan through 50 workshops, the webtool, Student Success Day, a variety of retention programming, counselor appointments and assignments within their coursework. Of the 121 respondents in a recent faculty survey, 101 faculty members have integrated GPS LifePlan assignments into their syllabi.

The plan's effectiveness will be evaluated in a longitudinal study of both behavioral and psychological data relating to the environment (the educational experience in all facets) provided to the student while in college. Using best practices of a Minnesota State Colleges and Universities advisory group, the webtool and program is being reviewed in order to implement it at the system level. Work already is being done at three other system institutions to begin integrating the program at their campuses.

AWARDS FOR OUTSTANDING ACADEMIC AND STUDENT AFFAIRS ADMINISTRATORS

These awards are for administrators at the director, dean or vice-president levels who have made significant contributions to the development of academic or student affairs programming at their institutions. The following criteria are used to evaluate nominations:

- Creativity or innovation in meeting the emerging needs of students
- Commitment to professional development of faculty and/or staff
- Demonstrated leadership in college/university and community affairs
- Ability to generate extramural funding for academic or student affairs programs
- High level of administrative ability, demonstrated by effective responses to institutional challenges
- Record of publications or other contributions to the field
- Demonstrated support by fellow administrators, faculty, and students

RECIPIENT

Dr. Michael Miller, *Dean of the College of Education
Minnesota State University, Mankato*

Dr. Michael Miller is an extremely talented administrator and a true change agent for good at Minnesota State University, Mankato, and in the Minnesota State Colleges and Universities system. He has led the university in developing a robust conceptual framework, which resulted in accreditations from the National Council for Accreditation of Teacher Education and from the Minnesota Board of Teaching. Dean Miller has set a tone of excellence that permeates the college by setting high standards for tenure and promotion and through fundraising. His leadership in innovation is exemplified by the development and implementation of online delivery of curriculum in the College of Education.

Dr. Miller has been dedicated to enhancing diversity in Mankato, serving on the President's Diversity Task Force and initiating a College of Education Diversity Council that has resulted in greater diversity among the student body and significantly increased diversity among the faculty through vigorous recruitment and judicious hiring. He began a "Pre-Doctoral Fellow" program that is designed to support and mentor faculty of color as they seek a doctorate.

Dean Miller was able to find common ground among campus constituencies, business leaders, an outside vendor and the local airport to settle issues and address concerns relating to the University's aviation program. He has swiftly responded to Governor Pawlenty's Teaching Commission by creating a Teacher Center, a system wide consortium designed for swift and responsive delivery of professional development to in-service teachers, a "rapid response" program for midcareer professionals to retrain for a teaching career, and offsite programs for teacher training with partner institutions in the system.

In the current academic year, Dr. Miller is serving as Interim Vice President of Advancement, and contributions have increased dramatically. He is building solid relationships with our alumni, donors and communities that will help the university prosper in its capital campaign.

THE HISTORY OF THE ACADEMIC AND STUDENT AFFAIRS AWARDS

Academic and Student Affairs Awards were established in 2001 at the recommendation of the Senior Vice-Chancellor for Academic and Student Affairs. The awards were created to recognize and celebrate excellence in Academic and Student Affairs at the system colleges and universities. Awards are granted in the following categories: Excellence in Curriculum Programming, Innovative Partnering and Collaboration, Innovative Student Affairs Program, and Outstanding Academic and Student Affairs Administrator. Nominations may be submitted by any member of the college or university community, including members of advisory boards or committees.

ACADEMIC AND STUDENT AFFAIRS AWARDS

ACADEMIC AND STUDENT AFFAIRS
AWARDS PAST RECIPIENTS

Excellence in Curriculum Programming Award

- 2006-07 Online Asynchronous Manufacturing Engineering Technology •
Minnesota State University, Mankato
- 2005-06 English Division • Minneapolis Community and Technical College
Bachelor of Fine Arts in Creative and Professional Writing •
Bemidji State University
- 2004-05 Mathematics • Minnesota State University Moorhead
Learning Center
Nonprofit Leadership Certificate Program •
Minnesota State University, Mankato
- 2003-04 Adult Success through Accelerated Programs •
Inver Hills Community College
College of Business Technology Initiative •
Minnesota State University, Mankato
Nursing Pathway Program • Minneapolis Community
and Technical College
- 2002-03 Bio-Technology Program • Minnesota State University Moorhead
- 2001-02 Early Childhood Education Program • Southwest Minnesota State
University and Minnesota West Community & Technical College
Speech Communication Program •
Minnesota State University Moorhead

The Innovative Partnering and Collaboration Award

- 2006-07 Peace Corps Baccalaureate • Metropolitan State University
Supporting the Reintegration of Veterans, Minnesota Department
of Veterans Affairs, Minnesota Department Of Military Affairs •
Minnesota State College and Universities System
- 2005-06 Teacher Quality Enhancement Partnership Initiative •
Saint Cloud State University
Century Dental Institute • Century College
- 2004-05 The St. Cloud Americorps Program • St. Cloud State University
English for Speakers of Other Languages (ESOL) Institute •
Century College
A. A. S. Degree in Network Technology and Security •
Inver Hills Community College

- 2003-04 Health Careers Institute • Minneapolis Community and Technical College
Taking Steps to Better Health • Minnesota State University, Mankato

Innovation in Student Affairs Programming Award

- 2006-07 Ideas+: Integrating Developmental Education and Acculturation Skills • Inver Hills Community College
- 2005-06 Ask Us Program • Anoka Ramsey Community College
Diversity Development Day • Normandale Community College
Service Learning Program • Minnesota State University, Mankato
- 2004-05 Mavjobs.com • Minnesota State University, Mankato
Normandale Culture Fest • Normandale Community College
Respect and Responsibility Program • St. Cloud State University
- 2003-04 Learning Communities Program •
Minnesota State University, Mankato
Student Success Day • Century College
- 2002-03 Health PRO's (Peers Reaching Out) •
Minnesota State University, Mankato
- 2001-02 Maverick Mentor Program and The First Year Experience •
Minnesota State University, Mankato
AMATYC Annual Mathematics Contest •
Normandale Community College

Outstanding Academic and Student Affairs Administrator

- 2006-07 John Frey • Minnesota State University, Mankato
- 2005-06 Jane Earley • Minnesota State University, Mankato
Mary Ann O'Brien • Century College
- 2004-05 Barbara Mollberg • Rochester Community and Technical College
Jane Foote • Minneapolis Community and Technical College
- 2003-04 Peggy Kennedy • Saint Paul College
Deans Council • Winona State University
- 2002-03 Barbara McDonald • Northeast Higher Education District, Itasca Community College
- 2001-02 Bette Midgarden • Minnesota State University Moorhead
Gary Phelps • Minnesota West Community and Technical College

BOARD OF TRUSTEES AWARD**THE BOARD OF TRUSTEES AWARD
FOR EXCELLENCE IN TEACHING**

The Board of Trustees Award for Excellence in Teaching was established in 2006. The Board of Trustees bestows the award on Minnesota State Colleges and Universities system faculty to acknowledge and reward exceptional professional accomplishment and to encourage ongoing excellence in teaching. The award proclaims, on behalf of the entire system, the Board of Trustees pride in the dedication and accomplishment of our faculty in providing instruction that prepares Minnesota college and university students for their professional, scholarly, and civic lives. This year, 22 faculty designated as Outstanding Educators by their presidents were nominated for the award.

“Every day on our campuses, we see testimony to our students’ successes—scholarships to four-year institutions, lives transformed by learning, a young adult receiving her diploma with her father right behind her in the graduation line, new careers—the list is endless. Reading the portfolios of our finest instructors is a wonderful reminder that these successes are nurtured and facilitated by the creative, engaging, and professional work that goes on in and out of our classrooms. The portfolios show us instructors who teach the content and the love of their discipline, support the full mission of their institution on committees and through challenging initiatives, and contribute to the larger community. The Board of Trustees Teaching Award highlights the gratitude we feel for these efforts. It was both an honor and a pleasure to serve on the review committee for these awards.”

—Joan Costello, Board of Trustees Award Review Committee

Selection Criteria

The Board of Trustees Award for Excellence in Teaching review criteria uses a rubric to evaluate each Outstanding Educator in the following areas:

- Teaching strategies and materials
- Content expertise and professional growth
- Service to students, profession, institution, system
- Assessment of student learning and performance

Nominations were made by students, faculty peers, or staff, and evaluated by a campus review committee before being submitted to the Senior Vice Chancellor as Outstanding Educators by the institution's president. At the system level, a committee evaluated Outstanding Educator portfolios against detailed criteria, and made final recommendations of four recipients to Senior Vice Chancellor Baer. Those recommendations were reviewed and approved by the Board of Trustees.

“Very few educators talk publicly about the daily, small acknowledgements of our teaching expertise: the student who grins, nods, gets right to work with a renewed energy for the task; the student who asks for and receives weekly email reminders to stay motivated and engaged; the student who asks for a letter of recommendation because “you got to know me best”; the two or three students who gather after class to continue the class discussion, unable to contain their enthusiasm. Or the colleague who “borrows” a technique or assignment, who asks our advice about a problem or new idea, who invites us to give a guest lecture. Making public all of those moments—and more—is what this Board of Trustees Award is about. Excellence in teaching occurs every day and on every campus; that excellence radiates through and throughout the portfolios submitted by all of the candidates. The finalists represent the rest of us and also represent well all that is admirable—and all-too-often unacknowledged in the public sphere—about public educators: their profound, continuous commitment to and love for their profession, their students, their disciplines, their colleges, their communities. It is a pleasure and an honor to be among such esteemed peers.”

—Julie Daniels, Board of Trustees Award Review Committee

BOARD OF TRUSTEES AWARD



Robin Fruth-Dugstad

*Instructor of Horticultural Technology
Rochester Community and Technical College*

When the Waseca campus of the University of Minnesota closed, Robin Fruth-Dugstad's Horticultural Technology Program at Rochester Community and Technical College became the program for students in southern Minnesota who were interested in pursuing a career in Minnesota's horticulture industry. These students are very well served by Fruth-Dugstad, who

melds theory, practice, and service learning to prepare her students for the multifaceted demands of the profession. Her teaching engages students in academic study using discipline and industry-based problem-solving activities to promote critical thinking. She also provides students a sturdy, content-rich foundation for a range of horticultural careers, such as environmental, retail, or technical. Her faculty colleagues note that her organizational skills, and her ability to "think outside the box" as she prepares her curriculum and students for a more global 21st century, make her an exemplary teacher.

In 2001, Fruth-Dugstad developed a service-learning-based course in world horticulture, an innovative curriculum that brings students to various environments to apply horticultural theory while gaining local knowledge. In Hawaii (2001 and 2003), students had a chance to study its unique crop and agricultural industry; in the Amazon (2007), students learned to identify plants that local tribes use for food and medicine; in Costa Rica (2005), students toured and worked in a living ecosystem laboratory.

Fruth-Dugstad is a member of the Minnesota Nursery and Landscape Association, the Society of American Florists, and the Minnesota State Horticulture Society; she is a certified professional Horticulturist, has published in various horticultural publications, serves on the statewide licensure committee, and is actively involved in student clubs and organizations serving as a mentor not only to RCTC students but those at UW-River Falls.

Fruth-Dugstad sets high standards for herself and her students. When first asked to teach a class in floral design, she returned to school to learn the craft and sought employment in the retail floral industry. She uses discipline-specific assignment rubrics to assess her students and revises them constantly to reflect the changing standards of the industry. She calls herself a "motivator": she motivates her students to learn, she inspires them to raise their skill levels, to ask good questions, to become critical thinkers and problem-solvers; she encourages lifelong learning, a commitment to the industry, and an awareness of the needs of the planet.

Fruth-Dugstad's achievements as a teacher, which combines current industry-specific trends and practices with a thorough and rigorous academic experience for students, provide an excellent model for others who seek to do the same.

REVIEWER COMMENTS

Fruth-Dugstad's teaching methods use active learning, critical thinking, and problem-solving activities both imaginatively and appropriately. She combines theory with practice and uses service-learning opportunities extensively to develop students' awareness of the many aspects of the horticultural world.

Fruth-Dugstad's content expertise and ongoing professional development are evident in her work in the horticulture industry and involvement in Teaching Circles for Service Learning. Her dedication to improving her own teaching and student learning is illustrated by her return to school and real-world training to develop teaching expertise in floral design.

We can see her commitment to service in her exceptional availability to students. She serves as a mentor to students, participates in career fairs, is involved in local and statewide clubs, and is responsive to student requests for greater use of Desire2Learn as a supplement to classes. She is involved in her professional organizations and writes for their publications, and she serves her college and system on the licensure committee.

Fruth-Dugstad's careful assessment of student learning is clear. She uses well-designed rubrics and revises them often to reflect the changing standards and demands of the industry. She has also implemented a capstone seminar involving hands-on research.



Suzette Overby

*Instructor of Human Services
Riverland Community College*

Suzette Overby exemplifies excellence in teaching, but also what the “human” means in human services, a program she coordinates and teaches in at Riverland Community College. She believes that students are full, complex, diverse human beings who “bring knowledge to the classroom,” and her role is to foster and grow that knowledge. She promotes this growth in many

ways and at many levels.

Overby believes that not all learning takes place in the classroom and is committed to student learning, more broadly defined. For example, she is the Human Services Club Advisor, and views her involvement in the student activity organization, DEEDS (Dedication, Education, Empowerment, Diversity, and Service), as central to the human services program. The organization provides students with opportunities that they have often never had before to build leadership skills, self-esteem, lasting friendships, and to give back to their local, regional, and global communities.

In addition, her extensive, integrated 11-class/4-tiered internship program presents students with the opportunity to learn about the broad range of what human services entails—counseling, intervention and treatment, grief and loss, issues of divorce and abuse, the ethics and boundaries of the profession—all while weaving service-learning and field experiences into the fabric of their studies. Overby takes student learning and the assessment of that learning seriously. She employs a variety of engaging and challenging assessment strategies, including impromptu class case presentations, case-study analysis, role-playing activities, and student-peer critiques of one another’s counseling skills or skills in group leadership.

Overby’s experience and training reflects the breadth of her program and how she has given back to her communities: senior counselor for a winter shelter program, case manager for senior services, senior mental health counselor, crisis hotline worker. At Riverland Community College, she serves as chair of the Quality Improvement Leadership Team, is a member of the Academic Quality Improvement Program and has co-authored the college’s category six section, “Supporting Institutional Operations,” for the AQIP portfolio. Overby is a faculty mentor and has worked on behalf of the faculty union as a legislative liaison. As a human services program director, she is responsible for maintaining curriculum standards, assisting students in their progress throughout the program, and recruiting the individuals who will be the next generation of human services professionals. She has facilitated

articulation agreements to ensure that these future professionals experience a seamless transfer from Riverland to their next educational endeavor.

"My obligation," Overby writes, "is to provide high quality education that is understandable and creates an environment of interest and curiosity and encourages students to learn more about human services, mental health, social work, current research trends, the impact of legislation on social programming, all the while promoting the importance of being an above average student."

REVIEWER COMMENTS

Overby's teaching methods and syllabi demonstrate her commitment to a student-centered classroom and her awareness of diverse student needs. Her portfolio elaborately illustrates her integrated program for student learning in a professional program, emphasizing the importance of both classroom work and applied experiences in internships and service-learning opportunities.

The content and professional expertise that Overby brings to her teaching is evident in the multiple certifications she holds and keeps constantly updated: Crises Prevention Institute, Program Systems Education, Inc. Training regarding Addiction and Relapse Prevention, and International Association of Marriage and the Family. Her extensive professional experience further illustrates the range of her Human Services work.

While she teaches in the field of human services, Overby lives her commitment to professional service in several ways. She is engaged with students outside the classroom, serving as Human Services Club Advisor. She serves as a faculty mentor. She has taken leadership roles in Riverland Community College's Academic Quality Improvement Program (AQIP) efforts. She also serves her profession systemwide through working to facilitate articulation agreements that ensure seamless transfer for her students. Her membership on several community Boards serves the community, her college, and her students.

Finally, Overby's use of assessment strategies displays an exemplary range of techniques to ensure student learning, fitted to the goals of her courses and program. She is a proponent of using criterion-based rubrics in assessing both theory and field experience. Overby's ideas on the importance of thoughtful assessment are shared in a paper, "Assessment as a Core Strategy" that she presented at the Higher Learning Commission meeting in 2008.



Daniel Paulnock

*Instructor of Speech and Communication
Saint Paul College*

It's hard to imagine today that Daniel Paulnock was once a stutterer whose path to becoming the master teacher he is began with the confidence in him demonstrated by a high school audio-visual teacher. Paulnock never forgot what a good teacher's positive outlook and encouragement could shape, and so he, too, set his sights on helping students improve their speaking. It took 30

years for Daniel's career to find its way to the campus of Saint Paul College. He brought with him experience from teaching in a middle school and in the Massachusetts Department of Corrections, and from the business world of Wall Street, to help a "fledgling speech department get underway."

For the past 10 years, Paulnock, now department chair, has been instrumental in the work of that department, helping to develop its curriculum, its innovation, and its eye toward "helping students apply course content, and competencies, to real-life experiences and applications." His teaching has evolved through his use of applied learning activities both in the classroom and in virtual environments that permit interconnectivity of communication practice in school, work, and home. Paulnock's students also present, and collaborate on work using, eFolio Minnesota, recognized as a best practice at Saint Paul College.

In 2007, Paulnock's Faculty Award for Excellence Project helped his department examine academic speech competencies by assessing the communication skills that potential employers expected of applicants during interviews. He has also worked to pave a more seamless path to college for high school students by surveying and comparing current college students' abilities against the capabilities of incoming students. Both of these projects have resulted in curriculum modification and development.

Paulnock's work also extends beyond the classroom in his involvement as an advisor to Phi Theta Kappa and in his participation in Student Success Day Programs, the Shared Governance Committee of his college, Faculty Excellence Awards Committee, and the systemwide steering committee for eFolio programming.

"My work at Saint Paul College," Paulnock says, "has taught me even more about human communication than I learned in the business world. My reason rests upon one word: diversity." Within the Saint Paul College classroom "the hopes and dreams of, and what a college education means to, an older displaced worker, a recent immigrant, a mother returning to a long-delayed career or a high school student investigating his advanced education, become palpably real when I look into the eyes of my students." For Paulnock this work is both "visible and aural." It has been a source of "constant wonder" within his teaching career, and that wonder has inspired a creative and productive teacher whom his students and colleagues applaud.

REVIEWER COMMENTS

Paulnock demonstrates an emphasis on active learning and a student-centered classroom; he is committed to teaching to students' diverse learning styles, from working in traditional classrooms to studios to the use of eFolio Minnesota. He uses cutting-edge technology to enhance innovations in instructional techniques.

Paulnock's content expertise and ongoing professional development are evident in his extensive professional experience, in his having received two College Faculty Awards for Excellence, introduced the first online classroom in speech, and in validating student speech competencies against the standards in industry.

Paulnock's commitment to service is illustrated by his role as department chair, a faculty mentor, service on the Shared Governance Committee at his college, and as an advisor to such groups as Phi Theta Kappa and the Saint Paul College Speech and Theatre Troupe.

Finally, Paulnock's use of assessment strategies makes obvious his commitment to student learning and success. He has developed direct and indirect measures and predetermined proficiency criteria for each graduation competency; he has also developed action projects for the Academic Quality Improvement Program, and has surveyed and compared student competencies against industry expectations



Eugenia Paulus

Instructor of Chemistry

North Hennepin Community College

Dr. Eugenia Paulus was trained to teach chemistry at research universities, but chose to make her career at a community college, because, she says, "I want to make a difference at a place where everyone was welcomed." At North Hennepin Community College, she is devoted to her community's students, helping to ensure that they are prepared for the transition from

high school to college, and that they successfully transfer on to university study, and, perhaps, careers in science. While they study with her, she stays focused on "challenging each student to achieve their fullest potential, helping a student with problem solving, preparing the student to deal with situations in their daily life, and enabling the student to look at and appreciate the environment from the scientist's point of view."

Paulus enjoys meeting and encouraging prospective scientists as she serves as a judge at high-school science bowls and science fairs. But she knows that not all have had strong science backgrounds in high school, so she used a Faculty Award for Excellence to develop tutorials and materials for underprepared students, both assessing and improving their lab skills. Eugenia helps all students develop strong study skills and self-confidence. In her nominating letters, one student writes: "She just CARES. She will challenge you, question you, and make you reach your fullest potential. She taught me Chemistry. She also gave me a lesson in life about working hard and where it can get you."

She combines traditional with new teaching practices and technologies. For example, when computer probes were introduced for laboratory work, she investigated and then introduced them into her labs. She also integrates automatic data collection into laboratory procedures.

Paulus works collaboratively with Anoka-Ramsey Community College, St. Cloud State University, and the University of Minnesota to ensure compatibility of courses and ease of transfer for her students as they pursue advanced degrees. While on sabbatical, she taught at the University of Minnesota and Minnesota State University Moorhead, developing curriculum and fostering relationships among the colleges and universities.

With a Perkins Program Development grant, she surveyed businesses surrounding North Hennepin Community College to determine what lab skills they expected from graduating students, and then wrote her own laboratory materials to ensure the acquisition of higher-level lab skills. She also helped develop a new course, "Introduction to Instrumental Methods and Analysis" and a chemical technology program.

Paulus's international education, travel, and background contribute to the diversity of her own college and allow her to mentor faculty who are seeking ways to incorporate diversity in their curriculum and classroom. She is a member of the Minnesota Association of Science, the American Chemical Society, and Women in Science. She is a role model to colleagues and students. "Dr. Paulus is my best teacher in the whole world," one student writes. "I've studied in Asia and Australia before I came to the United States, but there is no one who's comparable to her."

REVIEWER COMMENTS

Paulus's teaching methods are experimental, active-learning, and student-centered; she uses a variety of teaching styles deliberately to serve the diversity of the college's student population. A wealth of personal experience and education combine to increase student success and foster teamwork. Commitment to student success is obvious in the ways she employs technology, study groups, one-to-one meetings, virtual environments, and paperwork.

Paulus's content expertise and professional development are evident in her active leadership at regional and national conferences, her active membership in several professional organizations, and her work as a judge at high school science bowls and fairs. She has also used a College Faculty Award for Excellence and Perkins Grant to develop materials and bridge the gap between academic competencies and employer expectations as well as working to increase the success of underprepared students.

Paulus serves her students and her college in working proactively to foster articulation agreements that make transfer among institutions more seamless; she has served on her college's International Education Committee and on her college's Higher Learning Commission Steering Committee. She also serves as a peer faculty mentor.

Paulus's careful assessment and commitment to student learning is clear: she has been involved with On-Line Web-Based Learning (OWL) at the University of Massachusetts, Amherst to foster increased student success at her college. She ensures that an American Chemical Society standardized test is administered at every level of instruction, helping to measure her students success; she uses her department's mission statement, values, and data on student success to drive course and departmental improvements.

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ACKNOWLEDGEMENTS

THANK YOU

To honor the outstanding educators and recipients of these awards of excellence requires the dedication of others to create a culture to make it a reality. The following is a list of the people who helped to make this evening special.

- All of the faculty, administrators, and students who served on the campus selection committees
- The individuals who nominated candidates for the Board of Trustees Award for Excellence in Teaching
- All of the faculty administrators and students who served on The Board of Trustees Review Committee
- Instructor Todd Hawkinson, students Annika Kaplan and John Tabako, and the jewelry design and manufacturing program at Minneapolis Community and Technical College
- Instructors Joanne Sarkilahti, Tiffany Hammond, and the students in the floral design program at Hennepin Technical College, Brooklyn Park
- President Phillip Davis and Minneapolis Community and Technical College staff
- Instructor Yolanda Williams, student Colin Nelson and the Jazz and Chamber Ensemble students of Minneapolis Community and Technical College
- Instructor Margret Lydell and her students acting as Minneapolis Community and Technical College ambassadors.
- Sodexo Dining
- Glen Stubbe, photographer
- Gary Hatteberg and Minnesota Satellite and Technology Staff, Office of the Chancellor
- Board of Trustees staff
- Academic and Student Affairs staff, Office of the Chancellor
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