

CELEBRATING EXCELLENCE

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BOARD OF TRUSTEES AWARD
FOR EXCELLENCE IN TEACHING

WEDNESDAY, MAY 20, 2009

THE HILTON GARDEN INN BALLROOM
TOWN SQUARE

LUNCHEON AND AWARDS CEREMONY

11:30 A.M. – 1:00 P.M.

The Board of Trustees Educator of the Year Award for Excellence in Teaching is a system-level honor conferred by Minnesota State Colleges and Universities system to recognize professional achievement and to encourage the ongoing pursuit of excellence.

Music • Lisa Chamberlain, Amy Chamberlain and Julie Chamberlain

Emcee • Cathy Wurzer

Welcome • Chancellor James H. McCormick and Board of Trustees Chair David Olson

Recognition of the Outstanding Educators • Board of Trustees Academic and Student Affairs Committee Chair Dan McElroy, Chancellor James H. McCormick and Senior Vice Chancellor Linda Baer

Presentation of the Educators of the Year • Chair David Olson, Chancellor James H. McCormick and Senior Vice Chancellor Linda Baer

Closing • Senior Vice Chancellor Linda Baer

THE BOARD OF TRUSTEES AWARD FOR EXCELLENCE IN TEACHING

The Board of Trustees Educator of the Year Award for Excellence in Teaching was established in 2006. The Board of Trustees bestows the award on faculty within the Minnesota State Colleges and Universities system 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, who provide instruction that prepares Minnesota college and university students for their professional, scholarly and civic lives. This year, presidents designated 29 Outstanding Educators in nomination for the award.

*Representing the Minnesota State Colleges Student Association
as a student reviewer of the Outstanding Educator portfolios,
I was struck by the overwhelming support these nominees have
from their community, colleagues and students they teach. Each
portfolio's supporting information made it obvious how prepared
and dedicated these individuals are to their profession and
to helping students excel: all are Teachers of Excellence.*

—Pam Pfaltzgraff, Board of Trustees Review Committee

Selection Criteria

The Board of Trustees Educator of the Year Award for Excellence in Teaching program evaluates each nominee 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 were evaluated by a campus review committee before being submitted to the senior vice chancellor as Outstanding Educators by an institution's president. At the system level, a committee used detailed criteria in assessing Outstanding Educator portfolios and made final recommendations of four Educator of the Year recipients to Senior Vice Chancellor Linda Baer. Those recommendations were reviewed and approved by the Board of Trustees.

At a time when higher education demands more of teachers and asks our students to take on greater challenges, it was truly inspiring to witness through these teaching portfolios the engagement of our faculty, their expertise, technical skills, caring and nurturing, leading to their many student successes. The 29 faculty represented here are impressive. It's easy to see their innovation, development of new and effective pedagogies and methodologies, and service to their institution and community. Serving on this review committee was a wonderful opportunity to see our best at work.

—Lisa Larson, Board of Trustees of Trustees Review Committee



Chris Austin

Instructor of Economics

Normandale Community College

For almost 24 years Chris Austin has been a teacher of economics and business at Normandale Community College. He has also been a student of teaching and learning. And this teacher-student has remained aware of a teacher's need to adapt to each new generation of students and to shape his classroom to their needs. Chris's observations have made him profoundly aware

of how "fragile" students can be. Recounting the story of a student whose graduation came only at the end of her too-short life, he notes: "Their bodies are fragile; their psyches are fragile; and our time together with them is fragile. 'Fragile. Handle with care' ought to be stamped on the door to each classroom."

Austin's colleagues describe him as an explorer, always looking for new methods and techniques to make his lessons more pertinent. Visit his office and you'll see books on collaborative learning, active learning, classroom assessment, writing as a way of thinking. Talk to Chris and he'll tell you that "you can learn a lot about teaching by observing football coaches preparing players," or that "listening to students might be more useful than lecturing to them." To paraphrase Emerson, Austin rarely follows the paved path but creates new trails on his constant quest to find the perfect mix to engage and educate his students.

As a teacher of economics, Austin emphasizes learning the logic of economics and developing the ability to think like an economist. He then uses this expertise outside the classroom and is often referred to as the assessment "guru" on his campus.

Austin gives of himself, his talents and his expertise to his students and his college. He has served on a wide range of college and system-level committees. He has chaired his department, been active in his union at the campus and systemwide levels, and is active in his national professional association. His peers have selected Austin as a recipient of the National Institute of Staff and Organizational Development Award, and his students have honored him on several occasions as a recipient of the Phi Theta Kappa Golden Apple Award. His students have also nominated him for Normandale's Distinguished Faculty member award.

REVIEWER COMMENTS

Austin's teaching methods consistently flow from the reverse design he uses to plan courses, establishing learning outcomes first and then charting a path for how to achieve them. He develops his own course materials and uses a range of collaborative and active approaches in designing classes—always with classroom assessment. He provides extensive platforms through which instruction can reach students at multiple places and at flexible times. For instance, he uses Desire2Learn to keep students working and communicating outside of the classroom, and recently developed a wiki for Normandale economics students.

Austin's content expertise and ongoing professional development are evident in the disciplines of business, economics, and technology applications. He holds two master's degrees: Business Administration and Economics, and has completed extensive graduate work in Higher Education and Economics. He conducts teacher workshops in assessment and is an active member of the National Association of Economic Educators. He has written feature and news stories on economic issues for local and national media and is frequently consulted by media as an expert.

We can see his commitment to service in his work as a Center for Teaching and Learning leader, faculty trainer and innovator. He served as a Minnesota State College Faculty association delegate and board member. We see it in his active membership in Shared Governance, Academic and Student Affairs, the Faculty Association Executive Committee, and the Higher Learning Commission's Academic Quality Improvement Program as a team leader. He developed and conducted numerous faculty development workshops on topics such as writing to learn, case-method teaching, College Assessment Techniques Workshops and games and simulations. He created and maintains the Normandale Economics Web site and served as Student Learning Assessment Coordinator and department chair. Students' appreciation of his service to them can be seen in the several Golden Apple Awards he's received.

Austin's careful assessment of student learning can be seen in the structure and design of each of his classes. He starts by stating and pursuing specific learning goals. To assess that learning, he has developed many rubrics for his classes. He also worked with the English department to create a six-level holistic rubric for assessing writing. He is a strong proponent of formative assessment and emphasizes learning the logic of economics and developing the ability to think like an economist in his teaching. Chris delayed his sabbatical to organize a college-wide assessment plan and establish the Learning Detectives School, an off-campus faculty retreat where he and his colleagues could learn how assessment can improve student learning.



Dorian Beaulieu

*Instructor of Art
Lake Superior College*

Dorian Beaulieu believes that art has the power to transform lives and that is what motivates him to guide his students on a journey of self-discovery and transformation. He discovered, first as a student—he created his own studio at 16—and later as a teacher at the federal prison in Duluth, where he taught for 11 years, that “human beings have a capacity to be creative and passionate learners regardless of their social status; grand things can happen when people are given respect and the opportunity to discover the excitement of self-guided learning.”

Beaulieu is an innovator. When given the opportunity to teach a ceramics class at the newly merged Lake Superior College, he found the classroom equipped with a single 220V outlet. So he improvised to do things without a lab full of power equipment. He brought in his own kilns and wheels, had students purchase clay, and foraged in the college’s storage shed to look for discarded “stuff”: an old printing press as a clay slab roller, for instance. And the students benefited from such tactics. They learned that “you don’t need state-of-the-art equipment to make art; making art is innovative and so the equipment can be also.” Since those beginnings, Beaulieu has taught 12 different classes at Lake Superior College, developed a cooperative studies program between Lake Superior College and Guangzhou Academy of Fine Arts, and organized the 2007 International Wood Firing Workshop with fellow artists from China.

Beaulieu holds two master’s degrees: one in art history, the other in studio curriculum. He is the recipient of several art awards and the 1997-98 Student Support Services Instructor of the Year Award. He has held numerous ceramic exhibitions throughout Minnesota and China, served on the Duluth Public Arts Commission, collaborated with neighboring four-year institutions on art exhibitions, demonstrations and public lectures, and has been instrumental in bringing Chinese artists to teach at Lake Superior College.

Beaulieu believes the purpose of his teaching is to develop a student’s creative self-confidence as much as skill; he also strives to teach his students to trust their own perception and problem-solving abilities, and not to be inhibited by the perceived aesthetic standard implied by the teacher. Assessment of students’ learning begins on the first day of class and permeates the course, with the purpose of gauging progress and providing feedback that will motivate students to perform even better. Wherever possible, even while “packing as much into the course syllabus as I can,” he said he

works to eliminate the attitude of competition and redirect it to a spirit of cooperation and team building. Beaulieu is a teacher-participant in his classes: leading, nurturing, and inspiring others to learn about and be active creators in the domain of art he loves so deeply.

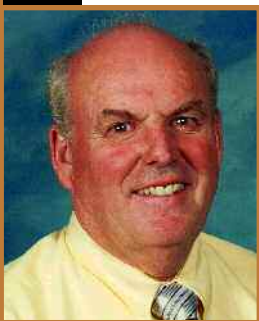
REVIEWER COMMENTS

Beaulieu demonstrates an emphasis on developing and helping students re-discover their creative talents and self-confidence. His use of problem-solving approaches and small-group work informs his approach to artistic creativity. His respect for individual perception and fostering the value of a creative attitude is integral to his classes, and student art exhibits are a key component of his teaching methodology.

Beaulieu's content expertise and ongoing professional development is illustrated by the degrees he holds, emphasizing both art and education. The cooperative studies program that he developed and fosters between Lake Superior College and Guangzhou Academy of Fine Arts in China reflects a global perspective that benefits his students and his own professional growth. We can see an active artist, teacher and scholar in his work coordinating and organizing the 2007 Wood Firing Workshop with a fellow Chinese artist, and through his collaborations with northern Minnesota universities on art presentations and demonstrations. He brings to his teaching experience gained at prison facilities, an art institute, a university, and a fine arts academy in china.

We observe his commitment to service through his participation with students at the Minnesota Community College Fine Arts Festival. He has conducted workshops and talks for the college community about his experiences teaching in China and helped bring Chinese artists to teach at Lake Superior College. He has fostered and developed a relationship between art and industry while working with the Duluth public arts commission and is heavily invested in developing and sustaining international connections.

Finally, Beaulieu's use of assessment strategies are predicated on students finding their own creative voice. He employs a pre-post survey test that tells him, and his students, how much they've learned over a semester. He also works to ensure assessment methods that reduce subjective bias, a common problem in creative courses. He has developed a grading rubric that assesses students' work in four principal areas and fosters group work to establish a collaborative and not a competitive environment. His students' work becomes part of an art exhibit subject to public viewing and valuation, thereby further fostering exhibit display skills in the creative process. His primary focus is on process and on positive reinforcement as the core to all evaluation techniques.



Ernie Parker

*Instructor of Fluid Power Engineering Technology
Hennepin Technical College*

When Ernie Parker is asked when he might retire, this master teacher of 35 years at Hennepin Technical College laughs. "How can I retire? I haven't accomplished all the goals I've set for myself." His accomplishments to date, however, are numerous: Ernie teaches 12 different classes, holds 23 certifications and licenses, fosters collaborations with local high schools, industry and universities, and has

educated students who pass national certification exams with scores far above the national average.

Everything Ernie does is rooted in how he values career and technical education—specifically, manufacturing—as the foundation of successful communities. The motto of his program is "hire" education: an education that creates opportunities for employment. Parker wants his students to succeed, and their success, he believes, is dependent upon his taking the time to do more than convey information. If a student, for instance, is repeatedly tardy, he intercedes to find the source of the problem: is it motivational, a matter of laziness, or is there a genuine lack of interest? If there's lack of interest, why? Are the student and program a good match, or does the problem have to do with understanding course content? He wants to know, because he wants "every student to succeed, and it is so important that the course and program outcomes relate to their experiences." Parker believes that as teachers we "need to stay alert and be involved with our students." He strives to treat them as if they were a part of his family, and he provides not only instructional help but opportunities for them to learn about an industry in which he is expert and well-connected—all so that they can succeed with their goals and dreams.

Parker's influence extends well beyond the classroom. Not only does he provide expertise to his students in the fluid power program, he also delivers industry training to local, regional and national manufacturers. He is actively involved in the college's service activities: assisting with college tours, dedicating time to the college's foundation fundraising efforts, and helping students at local high schools with their high-tech activities. He is a member of the Shakopee and Lakeville advisory boards, past president of the International Fluid Power Society and student advisor for Skills USA. In 1988 he was the recipient of the International Fluid Power Society National Educator of the Year Award.

Ernie Parker sets high standards for himself and his students. He is dedicated to maintaining his professional industry credentials to ensure he is always offering the most up-to-date curriculum. He is a proponent of applied learning techniques and team learning. He believes effective teaching and learning rely on reflection and action. "I am always curious about how my students learn, and if given the chance, they are helpful in telling me what helps them." His students'

words describe him best: “enthusiastic, energetic, inspirational: he asks a lot of us, but he asks that we ask even more of ourselves.”

REVIEWER COMMENTS

Parker’s teaching methods reflect a learning-centered instructor who uses a variety of teaching tools—online and distance education, team-learning, real-world problem-solving, and a required capstone project. His core approach to his teaching stems from his belief in learning as a result of reflection followed by action. And his syllabi demonstrate how he structures that learning process. His adherence to industry standards makes high demands of his students, and helps form and inform his commitment to student retention.

The content and professional expertise that Parker brings to his teaching is seen through his networking with industry to understand the changing demands of employees. He has served as a team leader for Hennepin Technical College’s manufacturing program and is an active member of the Society of Automotive Engineers and the American Society of Mechanical Engineers. He holds a combined 23 certifications and licenses (hydraulic mechanic, fluid power specialist, radar technician, State of Minnesota electrical license, among them) and his hydraulic-hybrid engineered vehicle was featured in national magazines.

Parker serves his students and his college by fostering high school collaborations working with such initiatives as Project Lead the Way; Science, Technology, Engineering, and Mathematics; and the Forum for Incident Response and Security Teams. He serves as an advisor, provides college tours for prospective students and parents, and established a working relationship between Hennepin Technical College and the fluid power industry and the Science Museum of Minnesota. He works actively with the Hennepin Technical College Foundation and serves as a fundraiser for student scholarships, collaborates with the Minnesota Precision Manufacture Association, and helps prepare students for robotics competitions known as BattleBots.

Parker’s careful assessment of and commitment to student learning is most evident in his use of capstone projects. In these required projects, students must show evidence of the principles they have learned in real design work and production. He is a proponent of team presentations and feedback loops, and uses a cycle of continuous improvement (curriculum design, classroom and online instruction, assessment of learning, reflection, curriculum redesign) to structure and continually assess his courses. His program’s students pass national certification exams with scores far above the national average: pass rate for hydraulic specialist was 96 percent, compared to national average of 65 percent; pneumatic specialist pass rate was 85 percent, compared to 40 percent national average. He is justifiably proud of former students who not only work in industry, but have secured patents after completing the program.



Deborah Roiger

Instructor of Biology

St. Cloud Technical College

Deborah Roiger has been at the forefront of biological sciences at St. Cloud Technical College since the day she was recruited from St. Cloud State University to teach the college's university-level anatomy and physiology classes. "What teacher wouldn't jump at the opportunity to write curriculum, design a lab, and order everything new to stock it!" And so she set forth to design, develop, and create an environment in which anatomy and physiology are not just memorized, but in which students learn "how structures in the human body function in times of health and disease."

Roiger had started out wanting to be a doctor, but an undergraduate education in behavioral science took her in a different direction. She worked as a therapist at the Children's Home, and while supervising a cottage of 13 boys, learned the value of "clear expectations with specific objectives and high standards." She also learned the value of "treating others as individuals, each deserving of respect." These lessons have gone on to be essential in her career as a teacher. When she decided to teach, it was with the specific goal of teaching human biology, and once back in the natural sciences, she began to show what a dedicated teacher can do.

Learning begins the moment a student enters her highly visual lab: 10 42" by 60" system charts and photos of microscopic slides line the walls, glass door cabinets reveal models of human structures, and free-standing human models can be wheeled around the room. Human anatomy confronts a student everywhere he or she looks. Nevertheless, the time for students to utilize such a lab is limited, and so to create greater access, Roiger developed an online laboratory. In exploring new technologies and delivery methods, she never allows a course to stagnate and refuses to put her name on anything mediocre.

Recognized at her college, and active throughout the system, Roiger is also a member of the Human Anatomy and Physiology Society and the National Science Teacher's Association. She is a faculty mentor and serves on the advisory committee for dental hygiene and paramedicine programs. She also works with professionals in industry to help guide these health care programs at St. Cloud Technical College.

Roiger uses both formative and summative assessment in guiding her students' learning. Her experience at St. Cloud State University made clear that she must set the performance level at the technical college in her anatomy and physiology classes on a par with universities. She expects much from her students, but she provides the environment in which students can rise to meet

those expectations and standards. As one of her students writes, "I have had approximately 60 educators. Two were excellent, one outstanding. What separates excellent from outstanding? The ability to inspire students. Deborah Roiger is that outstanding educator."

REVIEWER COMMENTS

Roiger's teaching methods are student-centered and reflect her awareness of diverse student needs. She engages students through the Socratic method and by creating authentic "real-world" situations. She wrote the curriculum for a two-semester traditional anatomy and physiology class and then expanded it to make it fully online. In conjunction with this effort, she created an online laboratory, available 24/7, that contains two digital atlases, each of which has hundreds of digital photos, charts, models, and slides; a "living textbook" with color animations; and mini-lectures and short video clips to clarify complex concepts.

Roiger's content expertise and professional development are evident in her extensive participation in making conference and workshop presentations. She is the recipient of five College Faculty Awards for Excellence. She has also been honored with the 2007 Instructor of the Year at St. Cloud Technical College. She is a member of the Human Anatomy and Physiology Society and the National Science Teacher's Association.

Roiger serves her students through her passion for her teaching profession and through a commitment to high standards. To her faculty colleagues, she serves as a mentor both in the biological sciences and in online education. She is also engaged in co-authoring a textbook for nursing and allied health career education. Her online laboratory is only one example of the kinds of access Roiger provides to her students; she ensures that they know they can call her every day and hosts pre-finals study sessions at her own home. She brings to them recurring examples of the kinds of work they will do when they enter the health professions and relates the course to that work.

Roiger's careful assessment and commitment to student learning and success is clear: she requires students to demonstrate knowledge and proficiency in learning activities before they are permitted to take exams. Skills proficiency is gained through repeated attempts when necessary to build students' skills, knowledge, and confidence with each attempt. In class, she uses clicker technology to assess students' understanding. Her standards at St. Cloud Technical College mirror those at the university level. She employs a range of learning styles to complement the diversity of her students and developed her own problem-solving case studies.

BOARD OF TRUSTEES AWARD
OUTSTANDING EDUCATORS
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2008

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Riverland Community College

Daniel Paulnock
Speech and Communication Instructor
Saint Paul College

Eugenia Paulus
Chemistry Instructor
North Hennepin Community College

2007

Donald Graves
Biology Instructor
Rainy River Community College

Michele Neaton
Speech and Communication Instructor
Century College

Julie Rodakowski
English/Communication Studies Instructor
Rochester Community and Technical College

IN MEMORIAM

Barbara Brown, mathematics instructor, Anoka-Ramsey Community College, was an Outstanding Educator nominated for the Board of Trustees Award for Excellence in Teaching in 2007. She died only two weeks ago, on April 29, at her home. Her teaching set an example for colleagues and had profound effects on students. For all of them, she has left an enduring legacy.

THANK YOU

To honor the educators of the year and outstanding educators requires the hard work and belief of others to sustain a culture of honor and recognition. The following is a list of the people who helped to do that and to make this ceremony 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 Educator of the Year Award for Excellence in Teaching
- Lisa Chamberlain, Amy Chamberlain and Julie Chamberlain, graduates of Normandale Community College, for their musical performance
- Todd Hawkinson, his student John Tabako, and the jewelry design and manufacturing program at Minneapolis Community and Technical College
- Joanne Sarkilahti and her students in the floral design program at Hennepin Technical College, Brooklyn Park
- Cathy Wurzer, who has generously donated time, and an anonymous donor who provided a gift to the Minnesota State Colleges and Universities Foundation in support of Ms. Wurzer's appearance today
- Tim Regan, Lisa York, and the staff at the Hilton Garden Inn
- Paul Berger and Martin Springborg, Office of the Chancellor, for formal and informal photography
- Gary Hatteberg and Minnesota Satellite and Technology staff who created the video presentation and are recording the event
- Center for Teaching and Learning staff, Office of the Chancellor
- Ray Ansel, who taught English at Normandale Community College for more than 30 years, and has worked with collegial dedication on this award program's design and delivery for the past six years
- Board of Trustees staff

System Board of Trustees Award for Excellence in Teaching Review Committee

Mary Belanger	Dakota County Technical College
Joan Costello	Inver Hills Community College
Julie Daniels	Century College
Whitney Harris	Office of the Chancellor
Louise Hoxworth	Office of the Chancellor
Joseph Juaire	Saint Paul College
Lisa Larson	Hennepin Technical College
Manuel Lopez	Office of the Chancellor
Chuck Lyons	Hibbing Community College (Northeast Higher Education District)
Pam Pfaltzgraff	Minnesota State College Student Association, Century College, White Bear Lake
Kent Quamme	Minnesota State Community and Technical College, Fergus Falls
Don Supalla	Rochester Community and Technical College
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