



CELEBRATING
EXCELLENCE

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EXCELLENCE

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BOARD OF TRUSTEES EDUCATOR OF THE YEAR AWARD
EXCELLENCE IN TEACHING

WEDNESDAY, APRIL 20, 2011

THE HILTON GARDEN INN BALLROOM
TOWN SQUARE



LUNCHEON AND AWARDS CEREMONY

11:30 A.M. — 1:15 P.M.

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

Music • Kelly Davitt, Normandale Community College student

Emcee • Cathy Wurzer

Welcome • Chancellor James H. McCormick and Board of Trustees Chair Scott Thiss

Recognition of the Outstanding Educators • Board of Trustees Academic and Student Affairs Committee Vice-Chair Duane Benson, Chancellor McCormick and Interim Vice Chancellor for Academic & Student Affairs Scott Olson

Presentation of the Educators of the Year • Chair Thiss, Chancellor McCormick and Interim Vice Chancellor Olson

Closing • Interim Vice Chancellor Olson

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 named 33 Outstanding Educators in nomination for the award.

"As a non-traditional student working on my second degree at Anoka Technical College, I find it an honor to sit on this committee and to read about different teaching strategies and to see why these teachers were nominated for the board's teaching award for excellence. I felt like I was getting to know each teacher as I read through their portfolios. I even started to second-guess my field of study, wishing I could work with some of these teachers, I end up feeling that I want to say thanks to ALL teachers for everything they do!"

—Melody Olson, Board of Trustees Review Committee

Selection Criteria

The Board of Trustees Educator of the Year Award for Excellence in Teaching program evaluate 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 evaluated by a campus review committee before being submitted to the academic vice chancellor as Outstanding Educators by an institution's president. At the system level, a committee employed a rubric of detailed criteria in reading and discussing Outstanding Educator portfolios and made final recommendations of four Educator of the Year recipients to Interim Vice Chancellor Scott Olson. Those recommendations were reviewed and approved by the Board of Trustees.

“If ever evidence was needed that the teaching profession is alive and well in our colleges and that it is evolving for the better, these portfolios provide that evidence. They demonstrate how “best practices in teaching” is not a cliché, but something actually being used in classrooms across the state, having an impact on real lives.”

—Lakshmiparsad Hazareesingh, Board of Trustees Review Committee



Catherine Egenberger

Instructor of Art

Rochester Community & Technical College

Growing up poor for much of her childhood in rural northern Minnesota, Catherine Egenberger received the love of education as a gift from her parents. She invested that gift, worked hard and yielded hard-earned rewards: fluency in French, a degree in art education (from St. Cloud State University), an advanced degree in art history and graduate credits in mathematics. Egenberger was the founding director of the program in museum

education at Bard College in New York. At Bard, she initiated partnerships with local schools and created professional development programs for public school and college instructors. Egenberger also collaborated extensively with Bard's "Writing and Thinking Institute," and it's clear in her work since that she is devoted to helping students think deeply: not only about art, but about the people and societies that produce different forms of art—and always, about their own lives.

Egenberger furthered her achievements as a scholar and teacher upon her return to Minnesota in coordinating the longitudinal research project, "Methods for Museum Education," for which she received partial funding from the National Endowment for the Arts. The study, on learning in the arts in Minnesota, involved VUE (Visual Understanding in Education), the Minneapolis Institute of Arts, and the Byron, Minnesota Public School District. While leading that project, she began teaching in 1999 at Rochester Community and Technical College.

At the college, Egenberger's art history and art appreciation classes include 180 students each semester. She learns their names, their views and perspectives and their voices. Her writing assignments and exams require students to express their knowledge and understanding in essays. In class, students take part in small-group discussions and presentations. Online, students are expected to stay actively engaged as a community of learners through weekly response postings. On-campus and online students are encouraged to join in on visits to the Walker Art Center, the Minneapolis Institute of Arts, and, when possible, to New York, Chicago, or even India. One of her goals is to instill in her students a lifelong sense of inquiry about art, and so she asks them to reflect daily on the world around them and the art in it. She developed a course and website on Art of the Islamic world and engages students in appreciation of the new and growing Muslim community in Rochester.

Egenberger takes seriously her professional obligation to be an active, well-informed and engaged scholar so that she can bring her students not a reverential attitude toward dusty artifacts, but a living, inquiring and excited confrontation with

art. She is a frequent consultant to arts organizations, and, in turn, corresponds and consults frequently with art history scholars and experts throughout the world. Egenberger has received grants and recognition at her college and has been honored by many organizations, including the Perpich Center for the Arts. She has been a prolific and productive grant writer, winning funding from the Institute of Museum and Library Services in Washington, D.C., the Southeast Minnesota Arts Council, the Minnesota State Arts Board, and the National Endowment for the Arts.

Her students write glowing reviews about how much they've learned and grown in studying with Egenberger. Many say that they changed their majors because of her, and most say that their view of life changed. One student summed up her influence this way: "I have had over 40 teachers during my undergraduate work, and yet not one of them came close to the superb teaching and wonderful congeniality of Ms. Egenberger."

REVIEWER COMMENTS

Teaching strategies and materials Egenberger's students say she can take a hard-to-teach course and get them to enjoy what they are learning. She provides a reflective articulation of why she teaches the way she does and shows that she continues to think about the best ways to engage her students. Her assignments ensure that art and history are alive and known to students who would rather just be on Facebook. She also reaches out to students where they are, staying in touch through email, and responding to every student's online posts.

Expertise and professional growth She came to the college with terrific expertise, and adds to it a strong record of ongoing professional development, including worldwide travel to study and consult. Egenberger has received numerous awards, including Phi Theta Kappa and successive awards from TRIO, a set of federally funded programs for low-income students. Her sessions at her professional conference [American Association of Museums] have been ranked number one and number two in the nation. It's obvious she's a true scholar in the classroom.

Service to students, profession, institution, system Her portfolio shows that she's involved in a rich variety of campus service activities including art club, off-campus art study tours (helping to find funds for student travel). She serves on numerous committees, mentors other faculty and is a relentless grant writer. Egenberger is eager to serve both her profession and the arts community.

Assessment of student learning and performance She provides an excellent articulation of what she learns from summative assessment of student learning. Her expectations are high, and she uses challenging assignments that tell her what students have learned. She took a course that was traditionally known as "memorize the slides" and turned it into a look at contemporary society, one that required students to know the works of art, write essays about them, complete a research paper and contribute to a group presentation.



David I. Page

*Instructor of Emergency Medical Services
Inver Hills Community College*

The son of two university professors, Dave Page was raised for a career as a doctor or lawyer. Instead, he decided 25 years ago to pursue a dream doing the work he loves: saving lives in the “uncontrolled, out-of-hospital world” while teaching others to do the same. His intention is to give his students an education that is “a cross between military boot camp and an Ivy League medical school.” He develops EMS professionals who

are known and respected “for their critical thinking and decision-making, not their driving.”

In his early years as an instructor of paramedics, Page felt more “like an actor than an effective instructor, with little training on how to be a teacher.” But in the process of building the EMS program at Inver Hills Community College (along with an entire team of colleagues, he stresses), he began what has become a lifelong progression as a scholar in his field and in educational research. His inquiry into effective experiential learning strategies, along with psychometric evaluation of student outcomes, has resulted in large national projects that have benefited his students, peers, college, the Minnesota State Colleges and Universities system and the profession. Page’s accredited online preceptor training won a “Top EMS Innovation Award” from EMS World Magazine in 2009.

In 2000, during a sabbatical leave, Page went to work as a “new” paramedic trainee in another state and was treated like a rookie student. He says that “the acculturation and hazing in that high-performance EMS system” provided him with an example of how *not* to teach. Since then he has changed his approach, becoming a motivational coach who demands excellence of his students, while giving them room to develop their skills without compromising patient care. Page has authored or contributed to several learning assessment systems and exams used in his profession across the U.S.; He continues to strive to improve the validity and predictability of professional assessment.

Page has been a leader in making the EMS workforce reflective of the communities it serves. He has developed outreach programs for women (an underrepresented group in the field), diverse ethnic groups and low-income youth. He has propelled Inver Hills into the ranks of the top schools in the country for EMS and paramedic training while also increasing the college’s outreach and partnerships with organizations throughout the metropolitan area. He uses his fluency in Spanish to help groups here and in El Salvador, and he engages his students in service, as CPR instructors or as participants in disaster drills.

Respected by his peers across disciplines, David I. Page was nominated by an English faculty member at Inver Hills. He was one of 44 faculty nominated at the college for this year's Outstanding Educator designation by President Wynes. Although he has achieved success both in terms of his students' learning outcomes and their high regard for his teaching, Page doesn't measure himself by "my popularity or pass rate on national exams." He keeps his eyes on a different prize: "seeing graduates who serve their communities well, saving lives and serving the public with great care over a long career." Members of both review committees said they feel great pride in "knowing we have a teacher of Page's talent in our midst; he is really the Whole Educator. World-class."

REVIEWER COMMENTS

Teaching strategies and materials He has not only adopted best practices in his field; he has defined them. He requires internships and student research, engaging students actively. He continually identifies needs for improvement and finds ways to change and improve. His strong communication skills and varied methods of content delivery are exceptional. (I moved this to the end of the bio. It really doesn't speak to strategies and materials but to the man.)

Expertise and professional growth He has continually grown and added to his expertise: 25 years as a certified and nationally recognized clinical provider, 21 years as an instructor, seven years as a trainer of instructors and six years as a regional or national steering committee member. He wrote and edited one of four comprehensive paramedic textbooks and is a featured monthly columnist in the international Journal of Emergency Medical Services. Page is also the recipient of community and national awards, including "Legends that Walk Among Us" from his national professional association.

Service to students, profession, institution, system His is a desire to serve everyone, at the highest level. He created mentorships where none existed. "I am never without a student in the back of the ambulance." To serve the profession and the system, he has worked—through a grant from Washington County and Ramsey County Job Training—to increase diversity in the field of emergency care and ensured that his published textbook had a cover that included people of color. He also has created apprentice jobs for veterans interested in careers as paramedics.

Assessment of student learning and performance Page created an evaluation system now used by 700 EMS programs across the US. He developed an online summative paramedic exam as well as a case-study scenario book. He writes assessments that evaluate students across the cognitive, psychomotor, affective domains. "You expect so much," his incoming students say; then, after starting in the field, "I'm so glad you were my instructor." This world is a better place to live and breathe in, knowing students like his are out there, able to serve the greater community.



Elizabeth Picciano

*Instructor of Reading and College and Career Studies
Central Lakes College*

For the last 22 years, Betsy Picciano has taught at Central Lakes College, always in the service of students who need the most assistance in gaining college-level skills. Originally trained at St. Cloud State University as an elementary reading instructor, Picciano's first job was teaching sixth grade. But from the time she began teaching at what was then Staples Technical College in 1989, she has consistently taken on more responsibility

and ever-more challenging assignments. She moves forward doing exactly the work that she asks her students to do: sharpening skills, becoming self-aware, gaining confidence, working hard and giving generously.

Picciano began her college teaching at Staples' off-campus site at Mille Lacs Reservation. There, she and her students, in what was the former bar and restaurant of a resort (often without hot water or adequate heat), learned from one another. She began to know Native American culture, and her students came to trust her to help them cement their grasp of math, communication and business fundamentals. At Mille Lacs, she also served as the advisor for single parent and displaced homemakers. That work sparked an interest now reflected in her service internships at a home for battered women, at a regional workforce center and at St. Cloud State's student disability center.

Her teaching evaluations and tributes from colleagues in various disciplines reflect how much students benefit from Picciano's courses in reading, college success skills and employment strategies. She demonstrates a deep respect for the students who enroll in career and technical programs and who want to avoid repeating past disappointments in general education. She helps them to understand their own learning orientations and styles as strengths, while also helping them to develop new abilities. Her teaching strategies include, for example, a "graphic syllabus" and use of technology, games and a range of innovative active-learning approaches.

Throughout her career, Picciano has expanded her professional knowledge with ongoing graduate studies in adult education and reading—"I am," she says, "always sharpening my saw." As a result, she is respected throughout the state as an expert in developmental education. She is president-elect of the Minnesota Association of Developmental Education, an affiliate of the national organization and has received honors from her college, her faculty union and the Minnesota governor's office.

In service to her colleagues at the college and across the state, Picciano has led a variety of professional development activities and programs and has

been recognized for the development of a mentoring program that both new and experienced faculty members describe as a “wouldn’t-miss-it” experience. At a time when all colleges and universities—from Central Lakes College to the University of Minnesota and Harvard—must offer reading and study skills instruction, Picciano is a leader in ensuring that such classes are effective. But she doesn’t want to wait until students get to college, and so she’s active in the community, organizing the local “Read Across America Day” and creating service-learning opportunities for college students at the college’s Children’s Library. In the past year, Picciano has also assumed the role of director of secondary relations for the college, working directly with area high schools to improve students’ preparation for college. Her colleagues in this work will likely agree with her students: “We need more teachers like Betsy!”

REVIEWER COMMENTS

Teaching strategies and materials Betsy Picciano’s enthusiasm for educating students jumps off the pages of her portfolio. She’s the type of instructor who can push her students in ways they didn’t know they could be pushed. Her classroom techniques and ideas for serving the institution are ones that any teacher would want to borrow—or steal! Her use of the “Interviewstream” technology, for example, really helps students prepare carefully and realistically for getting a job. Picciano sees the “essential” student and gets them, from the first class, to see their own strengths. Her use of a “contract” teaches students the meaning of commitment and responsibility.

Expertise and professional growth She practices what she preaches when it comes to lifelong learning, both in formal graduate education and in many professional seminars, internships, conferences and workshops. She demonstrated in her online classes that she can accept constructive criticism and improve. She’s been in some challenging situations and taught students that they can learn.

Service to students, profession, institution, system Picciano is exemplary on all counts. She ensures that students know how to utilize services on campus and collaborates with other instructors to better serve students. In working with local elementary schools, she gives her students meaningful practice in reading to younger ones. She’s a teacher, yes, but she goes all out for student life as well, and while she may only know students in one class, she keeps in contact with them until graduation. It’s rare that the Outstanding Educator is found outside the disciplines or programs. Picciano is a shining exception because of her “service-mindedness.”

Assessment She employs an outstanding array of both formative classroom assessments and summative assessments including rubrics, a major review project, case studies, mock interviews. Best of all, it’s clear that she understands the uses of both types of assessment, both to further and evaluate her students’ learning.



Pamela Anne Tranby

Instructor of Biology

Riverland Community College

Pamela Tranby calculates that she has taught about 5,000 students. Many of them are now healthcare professionals in the Austin community; some have gone on to other careers in the area and around the country; many stay in touch. What she hears frequently from them is that, long past their time as students, they value their courses with her—in microbiology, physiology, human biology, nutrition, the biology of women or forensic science—as an

experience they'll always remember.

She knows that one of the major challenges for students coming into her classroom, and in STEM education generally, is overcoming the negative experiences they may have had with learning science. Tranby bases her teaching in good interpersonal relationships and builds a progression of assignments from simple to complex to help students acquire the theory, analytic abilities and lab skills that they'll need to succeed in the sciences. She's participated in several national projects in STEM education, including two sponsored by the National Science Foundation: the National Center for the Teaching of Case Studies in Science and Chautauqua Workshops on Advanced Forensic Science. In 2005-2006, she served as an American Society for Microbiology Scholar in Residence at ASM in Washington, D.C. and at Endicott College in Boston.

"Of course, as a scientist, I must ask myself *how* I know that learning is taking place or that one practice or activity is better than another," Tranby says. "I have come to see that the commitment to classroom research and outcomes assessment is a logical outcome of being dedicated to student learning, teaching and my chosen field of life sciences." To evaluate whether students are gaining a mastery of the course material, she tests their knowledge and performance in a wide variety of ways, including evaluative writing (in biology), skill mastery, activity applications, and oral and written exams. She shares her commitment to teaching and assessment by chairing the Riverland Student Learning Outcomes Assessment Project, an Academic Quality Improvement Program project that documents how faculty members measure student learning.

An early adopter who employs technology in virtually all aspects of her teaching, Tranby is one of the college's most adept and successful online instructors. Always focused on student learning needs, she says, "Every technological and classroom innovation in my teaching has had its genesis in student suggestions." Dedicated to curriculum improvement, Tranby redesigns all of her courses each semester around what she learned from students the semester before. She also chairs the committee that oversees the revision of all master course outlines for the 1,000+ courses taught at Riverland.

The campus nominating committee said that Tranby “is as well-liked by other faculty and staff as she is by students.” She served for four years as Riverland’s vice-president for academic affairs, and for several years as a faculty union leader. She’s known on campus as a generous mentor to her colleagues and around the system as a collaborative and forward-looking leader. Perhaps because she has done so much, or maybe because of her always inquisitive and service-oriented disposition, she is able to say, “Every day I see the blossoming of the learning and connections between all my worlds...and I am always eager to seek the new opportunities they offer and bring the benefits to my students.”

REVIEWER COMMENTS

Teaching strategies and materials She uses engaging methods and innovative assignments: an HIV epidemic simulation; forensic case studies; a “cemetery demographics” exercise in statistics. She’s done the hard work of developing biology labs that work for online classes. She enthusiastically encourages student evaluation and uses it to constantly improve her classes.

Expertise and professional growth Tranby has had substantial experience and training as a faculty and administrative leader, online instructor, assessment specialist and union officer. She’s the recipient of a National Institute for Staff & Organizational Development Award of Excellence. She has done graduate work on an ongoing basis and completed continual leadership training and faculty professional development. Even after 25 years of service, she’s actively working on completion of a Ph.D. Tranby is a strong believer in cross-curricular learning and achievement—for herself and for her students. To that end, she teaches an ethics course in philosophy in addition to science courses.

Service to students, profession, institution, system Tranby works with students in and out of class; she’s a faculty member sought out by students. She exemplifies an educator who’s been in every seat in the house—in the classroom, online, in labs, in administrative roles that impact the curriculum. She has served her college as chair of many committees, as faculty association president, as an administrator, and she returned to her faculty role because she loves it. Tranby is active in the Higher Learning Commission’s AQIP process on campus and has been an invited consultant with other community colleges.

Assessment of student learning and performance She applies both qualitative and quantitative methods—throughout her courses, not just at the end. Tranby ensures that her biology students are also strong critical thinkers. She redesigned and researched the effectiveness of lab skills testing as part of her American Society for Microbiology Scholar in Residence project. She ties her course outcomes to the college’s core outcome goals for students and helps other faculty do that as well.

OUTSTANDING EDUCATORS

All of this year's Board of Trustees awardees are indeed outstanding in every aspect of their work. Here is just a sampling of the comments from their nominators, students, colleagues, deans and presidents.

Melissa Bergstrom • Music

*Anoka-Ramsey Community College
Jessica Stumpf, interim president*

A brilliant educator and leader, Bergstrom has rebuilt the choral program after 15 years of decline. Her days are endless and so is her energy. Her singers are open and excited, eager to learn. That is gold.



Josephine Books • World Languages, Spanish

*Inver Hills Community College
Tim Wynes, president*

Books' pioneering work in online learning has been recognized nationally. She is a gifted teacher and a model of how to integrate civic engagement into one's professional life and the lives of students.



Julene Bredeson • Medical Assistant

*Ridgewater College
Douglas Allen, president*

A tireless advocate for the medical assistant program and for individual students. Bredeson spends hours beyond the normal work day to make sure that her students are receiving the best education possible.



Gerald Casper • Speech and Theater

*Rochester Community & Technical College
Donald Supalla, president*

He has touched the lives of so many people through his teaching, directing and performing, inspiring students to follow their dreams and to be who they truly are. Casper quite clearly loves his work.



Denise Chambers • Reading

*Normandale Community College
Joseph Opatz, president*

Her teaching incorporates passion and scientific knowledge about how the brain works and how people learn. Chambers was nominated by a student from eight years ago—one example of her extraordinary impact.



Richard Dalrymple • Math/Science

*Minnesota West Community & Technical College
Richard Shrubbs, president*

He exhibits time and again the ability to take the extra step to create real learning experiences, to go out of his way for students, colleagues, his college. Dalrymple brings a light-heartedness to the campus.



Kathleen Sheerin DeVore • English

*Minneapolis Community & Technical College
Phil Davis, president*

DeVore teaches with all of her heart and makes her students stretch. Their sense of themselves expands along with their ability to speak and write. She works to “help students say hard things.”



Melissa Felland • Early Childhood Development

*Pine Technical College
Robert Musgrove, president*

Felland translates a passion for the development of adult learners—and for their young learners in turn—into a thorough and disciplined commitment. She’s a leader in online learning and assessment.



John Gingerich • Mathematics

Century College

Larry Litecky, president

Gingerich clearly communicates to students that his goal is for all to earn "A"s through their own hard work and support from him. Many letters reflect how much students value him and the math they learn.



Cheryl Gfrerer • English

Century College

Larry Litecky, president

Service is a term central to her self-perception and it comes alive in her teaching. Gfrerer's developmental writing students gratefully use her "Gifty Grammar" website, even after graduation.



Tiffany Hammond • Floral Design

Hennepin Technical College

Cecilia Cervantes, president

As the only full-time faculty member in her program, Hammond develops and teaches the entire curriculum, supervises internships, advises, budgets and schedules—and sees her graduates compete at top levels.



Geraldine Hotz • Health Information Technology

St. Cloud Technical & Community College

Joyce Helens, president

Hotz was instrumental in development and accreditation of the program. Her students acquire both professional and leadership skills. She clearly demonstrates what it means to change students' lives.

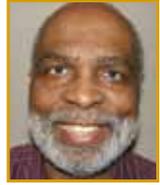


William Johnson • Communication

Normandale Community College

Joseph Opatz, president

One of the college's most honored instructors, Johnson's teaching recognizes and respects our students' diversity. He is also a scholar who has received a Fulbright Scholarship and a McKnight Fellowship.



Claudia Kittock • Psychology

Anoka-Ramsey Community College

Jessica Stumpf, interim president

She's indispensable. Kittock inspires, demonstrating that "without art there is no joy in teaching; without science, there is no intelligence in teaching." Sets high expectations and is a role model for all.



Christopher Koivisto • Art

Vermilion Community College,

Northeast Higher Education District

M. Sue Collins, president

Exceptional. Koivisto has excellent student rapport, is constantly available and excels in many areas: online teaching, peer learning communities and development of new courses in landscape ecology and geothermal energy.



Kurt Korten Hof • History

Saint Paul College

Donovan Schwichtenberg, president

His pedagogy, both online and in the traditional classroom, is outstanding. He brings students to a deep understanding of history and society. Korten Hof believes in and serves our diverse college community.



Jennifer Liberty-Clark • Psychology

*Anoka-Ramsey Community College
Jessica Stumpf, interim president*

Liberty-Clark believes that all students have the right to be educated. She creates an environment where people want to learn. She is serious about her scholarship, and the impact of her teaching is felt college-wide.



Melissa Lindsey • English and Diversity

*St. Cloud Technical & Community College
Joyce Helens, president*

Lindsey encourages students to experiment, to gain increasing control over and a love for their own learning. As diversity coordinator, she models service, creating an inclusiveness that feels right to all.



Craig Longtine • Biology

*North Hennepin Community College
John O'Brien, president*

For Longtine, teaching and research are inseparable, and his students appreciate "real, non-watered-down science." He's involved in several major national projects on STEM education in the community college.



Deane Newborg • Mathematics

*North Hennepin Community College
John O'Brien, president*

Newborg inspires students to put forth the effort to perform to the best of their abilities, to live up to her expectations and their own. Her creative uses of technology help students outside of the classroom.



Dan Ruzicka • Heavy Construction Equipment Technology

Dakota County Technical College

Ronald Thomas, president

Ruzicka's amazing enthusiasm and experience (in a field with some of the most sophisticated, expensive machines in the world) ensure that his students graduate job-ready and world-ready, with competency test scores above national norms.



Debra Sidd • Dental Hygiene

Normandale Community College

Joseph Opatz, president

Sidd has played a crucial role in making this dental hygiene program one of the best in the nation and has been honored with awards from her students, fellow faculty, statewide and national.



Scott Simenson • Information and Telecommunication Technology

Century College

Larry Litecky, president

Simenson helps shape graduates who are not only skilled professionals, but also ready to be effective workers and leaders. He's strongly connected to campus, community, and business and professional groups.



Nancy Smith • Health

Central Lakes College

Larry Lundblad, president

A teacher's teacher and a superb life coach for students. Smith is flexible while upholding high standards. Her tremendous empathy has a profound impact on students, colleagues, community.



Linda Tetzlaff • English

*Normandale Community College
Joseph Opatz, president*

A scholar of English and of learning, Tetzlaff also advises Phi Theta Kappa, oversees two major scholarships, directs the campus writing center and always keeps her door open to students.



Matthew Whitehill • Geosciences

*Lake Superior College
Patrick Johns, president*

He expanded the curriculum, and enrollment in the geosciences is up by 380 percent to 240 students a year. Whitehill engages, supports and challenges his students and is a leader in ensuring academic achievement.



Jill Woodruff-Gerold • Graphic Arts

*Hennepin Technical College
Cecilia Cervantes, president*

She helped the college launch two first-in-Minnesota degree programs. A leader in the field of electronic publishing and emerging technologies, Woodruff-Gerold ensures that her students are highly skilled and professional.



Jane Worley • Physical Therapist

*Lake Superior College
Patrick Johns, president*

Worley developed the physical therapy clinic on campus, has won many grant projects, and delivers the only online refresher course in the U.S. She's passionate about teaching and meaningful assessment.



Robert Zbikowski • Physics and Engineering

*Hibbing Community College,
Northeast Higher Education District
M. Sue Collins, president*

Zbikowski's office is in a study lounge that he created for students. His student-centered collaborations involve volunteer work at area elementary and high schools, and conducting labs with college calculus faculty.



**BOARD OF TRUSTEES AWARDS
PAST RECIPIENTS**

2007

Donald E. Graves
Biology Instructor
Rainy River Community College

Michele M. Neaton
Speech and Communication Instructor
Century College

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

2008

Robin Fruth-Dugstad
Horticultural Technology Instructor
Rochester Community and Technical College

Suzette Overby
Human Services Instructor
Riverland Community College

Daniel Paulnock
Speech and Communication Instructor
Saint Paul College

Eugenia Paulus
Chemistry Instructor
North Hennepin Community College

2009

Chris Austin
Economics Instructor
Normandale Community College

Dorian Beaulieu
Art Instructor
Lake Superior College

Ernie Parker
Fluid Power Engineering Technology Instructor
Hennepin Technical College

Deborah Roiger
Biology Instructor
St. Cloud Technical and Community College

2010

Paula Croonquist
Biology Instructor
Anoka-Ramsey Community College

Lori Halverson-Wente
Speech Communication Instructor
Rochester Community and Technical College

Mark Hickman
Transportation Instructor
Dakota County Technical College

Pamela Whitfield
English and Equine Science Instructor
Rochester Community and Technical College

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
- Todd Hawkinson and his students in the jewelry manufacturing and repair program at Minnesota State College – Southeast Technical
- Joanne Sarkilahti and her students in the Floral Design program at Hennepin Technical College, Brooklyn Park
- Kelly Davitt, pianist and student at Normandale Community College, for her musical performance
- Cathy Wurzer, whose warm and intelligent abilities as emcee continue to grace this program.
- Brier Veit, Jackie Fernandez and the staff at the Hilton Garden Inn
- Glen Stubbe, photographer
- Gary Hatteberg and TIES staff who created the video presentation and are recording the event
- Many Office of the Chancellor staff members
- Board of Trustees staff

System Board of Trustees Award for Excellence in Teaching Review Committee

Mary Belanger	Dakota County Technical College
David Corgan	Minnesota State College Student Association, Anoka-Ramsey Community College
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