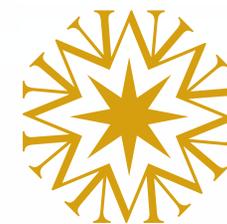




CELEBRATING EXCELLENCE
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WE MAKE IT **WORK**.

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Minnesota
STATE COLLEGES
& UNIVERSITIES

CELEBRATING EXCELLENCE

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BOARD OF TRUSTEES EDUCATOR OF THE YEAR AWARD
FOR EXCELLENCE IN TEACHING

WEDNESDAY, APRIL 17, 2013

THE DOUBLETREE BY HILTON
HOTEL BALLROOM
411 MINNESOTA STREET
SAINT PAUL



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 • Sam Hultman (keyboards) and Chris Schiefelbein (guitar), students at Normandale Community College

Emcee • Cathy Wurzer

Welcome • Chancellor Steven J. Rosenstone and Board of Trustees Chair Clarence Hightower

Recognition of Outstanding Educators • Board of Trustees Academic and Student Affairs Committee Chair Duane Benson, Chancellor Rosenstone and Vice Chancellor for Academic and Student Affairs Douglas Knowlton

Presentation of the Educators of the Year • Chair Benson, Chancellor Rosenstone and Vice Chancellor Knowlton

Closing • Vice Chancellor Knowlton

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 upon 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 36 Outstanding Educators in nomination for the award.

"This was my first year participating on the committee. I was inspired by the innovative teaching approaches being used and how many educators are analyzing data to further improve student learning. These faculty are out there pushing the boundaries, and these truly are exciting times in the evolution of higher education."

— Gary Hunter, 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:

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

Nominations were made by students, faculty peers, or staff, and evaluated by a campus review committee before Outstanding Educator nomination packets were submitted to the Vice Chancellor. 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 Vice Chancellor Knowlton. Those recommendations were reviewed and approved by the Board of Trustees.

"Recipients of previous awards have set a high standard. This year's Outstanding Educators are every bit as extraordinary. It is a delight to see how imaginative and purposeful our colleagues can be."

— Lutchmiparsad Hazareesingh, Board of Trustees Review Committee



Andrew Aspaas

*Instructor of Chemistry
Anoka-Ramsey Community College*

Andrew Aspaas doesn't enter his classrooms and lab intending merely to walk students through the concepts and principles of his subject. Instead, he brings to his work a sense of vision and responsibility, saying, "The job of teaching chemistry to the future nurses, scientists, doctors, and citizens in my community is not one I take lightly." He not only brings a formidable knowledge of chemistry to his college but also a scholar's

understanding of student learning, and designs educational experiences for students that allow them to struggle with difficult ideas while they also enjoy the fun of discovery and developing new skills.

Aspaas earned an M.S. degree in organic chemistry from the University of Minnesota in 2005. He took his bachelor's degree from Augustana College with a major in chemistry and minors in mathematics and psychology. He learned early on in graduate school that he enjoyed teaching more than research, and as a teaching assistant began employing the approach that has remained his pattern in teaching: set high expectations and offer a high degree of support to students. Ten years ago, he was awarded the Robert L. Fern Outstanding Graduate Teaching Assistant Award. At Anoka-Ramsey, he is sensitive to his students' educational preparation and personal backgrounds, and recognizes that many are taking their first college-level science course from him, that many are first-generation students, and that many have lessons to learn about trusting an instructor while taking responsibility for their own learning.

Aspaas has served his profession at the regional and national levels as a leader in the Two-Year-College Chemistry Consortium, a professional association where he often presents and for which he's served on the executive committee and as webmaster. His involvement in a STEM Teachers Collaborative brought him and other Anoka-Ramsey science and math faculty together to offer workshops for local K-8 STEM teachers on inquiry-based learning. Aspaas's students visit these classrooms to do hands-on activities and demonstrations with younger learners. Collaboration has resulted in additional changes in Aspaas's curricula: in 2011-2012, he and five other Anoka-Ramsey faculty collaborated with Ever Cat Fuels LLC, a local biofuel producer, to integrate real and local energy issues into the college's curricula.

Mention Aspaas's name to other faculty and former students, and the word "technology" will come up immediately; he's known for sharing his tech enthusiasms with students as well as colleagues. His uses of technology are varied and always purposeful. While he enjoys exploring emerging technologies, he is careful to use new software and media only if they are

effective and can offer students better learning resources and greater convenience. "His exuberance and excitement for chemistry translates into a teaching atmosphere that actively engages students to want to learn, not just have to learn," says a colleague. And a student confirms: "It is clear that he cares about the success of all students he teaches."

REVIEWER COMMENTS

Expertise and professional growth His intellectual curiosity has resulted in expertise in his field as well as in teaching technologies. He takes professional development and growth quite seriously and actively spends time reflecting, then making changes to impact his teaching. The only college faculty member teaching all five of the chemistry classes offered by the college. From the time he was in graduate school, has been dedicated to learning to teach chemistry effectively.

Teaching Strategies and Materials Recognizes that he teaches students with a wide variety of backgrounds and develops materials to spark diverse interests, while also using a variety of effective and engaging teaching strategies. Sensitive, creative, enthusiastic about teaching. Constantly trying new approaches to teaching and keeping those things that work best for student learning. One example is the pre-lab videos he developed as a sabbatical project in 2011. Very creative in the incorporation of technologies that help students learn; developed hybrid Organic Chemistry I and II courses, and incorporates Process-Oriented Guided Inquiry Learning (POGIL) methods, in which students work collaboratively to develop critical thinking skills while learning chemistry.

Assessment of Student Learning and Performance Constantly evaluates and improves his assessments, and collaborates with others in the department to improve assessment of learning. He regards email communications with his students as crucial; ensures that students get prompt feedback on their performance so that they can learn from their mistakes. Recommends superior students as peer tutors.

Service to Students, Profession, Institution, System Developed a worksheet for advising students, and addresses, on his own time, issues that particular students are having. Impressive comments from current and former students on his mentorship and willingness to go "above and beyond." Active committee and shared governance involvement across both campuses, and conducts workshops for other faculty. Represents system by presenting at national conferences and interacting with faculty from around the country. Redesigned chemistry department website. Developed new chemistry lab.



Alan Erdahl

*Instructor of Biology
Riverland Community College*

Alan Erdahl was trained as a researcher in the field of animal physiology, completing his Ph.D. as well as master's and bachelor's degrees at the University of Minnesota. But even as a research assistant, he volunteered to teach and took courses in teaching methods. After a brief career (and several publications) in the lab and field, Erdahl embraced teaching as a profession. He credits several faculty mentors along

the way with guiding his development as a teacher, and they include Board of Trustees 2011 Educator of the Year Pamela Tranby—his first mentor at Riverland Community College.

Since 1995, Erdahl has continually developed new teaching strategies, most involving new technologies, and he has analyzed student learning data to improve both his teaching and students' success. He has received the National Institute for Staff and Organizational Development Excellence Award, among many others, but points most proudly to recognition he's received from Riverland's nursing and allied health graduating classes. His motivations are centered not on recognition but on students.

Erdahl began teaching online in 2005 in response to student demand, and since last year has been teaching fully online with impressive results. His Anatomy and Physiology courses have both received Quality Matters certification. Defying the trends in online learning, Erdahl's online students are even more successful than those in his regular classes. While his students work online, Erdahl is on campus, available for office hours and for work with colleagues on many campus committees and initiatives. He can also be found working with high schools in Albert Lea and Austin, and is a mentor to concurrent enrollment teachers.

Erdahl's 20-year journey of identifying and mastering better and more effective teaching strategies is one that most teachers travel. What his students and reviewers say is nothing short of amazing is the tremendous time, skill, and energy Erdahl has invested in teaching, in technology, and in students themselves. Many enthusiastic student letters spoke warmly about "Al," and one former student made an even more impressive tribute. When Erdahl asked her for data to submit with a grant application, she contributed hundreds of dollars to the college foundation so that Erdahl's students would have the software and sensors for which he was seeking funding.

After years of studying his students' engagement and learning success, he says, "The question for me now is not what it takes to be a successful student; that I know. The question is how to get an understanding of and change the behaviors

of unsuccessful students." Erdahl has sought grants in order to research his hypotheses on how students' behavioral choices in a course affect their grades. Reviewers observed that he models the spirit of original research and scientific discovery that STEM educators want to instill in our students. He notes that through his research, he is changed as an instructor as much as his students are changed as learners. As his dean said, that's extraordinary education.

REVIEWER COMMENTS

Content Expertise and Professional Growth Tremendous amount of education and ongoing professional development in science education; a master of content. Has been at the leading edge of educational technology and is concerned with how best to engage and retain students in online courses. Uses technology well, but subtly, and only if it will enhance students' education. Obtained Quality Matters certification in two courses. Adaptable; allows student interest to govern issues addressed in the "hot topics" biology course.

Teaching Strategies and Materials Took seriously the student who said, "It's not about you...it's about me." Has reshaped his role to be a facilitator for students in their mastery of biology content. High standards are combined with strategies to empower student learning and effective behaviors leading to successful outcomes. High-quality online courses are content-driven and accessible. Concerned with student engagement and retention in online courses—wants to make them increasingly self-paced. Introduced classroom lecture-capture and the use of smartboards into the learning environment at Riverland. Has increased college enrollment and offered new options for students, especially those with personal constraints.

Assessment of Student Learning and Performance High standards with clearly outlined expectations; assessments that test varied knowledge and skills: posters, group work, self-directed learning and presentations to K-12 students. Clearly defined guidelines and rubrics. Uses self-assessments in the online environment to help students become more aware of their own learning. Promotes measurable mastery of learning outcomes at students' own pace. Has developed most of his own assessment materials after reviewing what is available from text publishers. Engages in constant self-assessment of his strategies and materials. Student feedback is very important to him; demonstrates that teaching can always be improved.

Service to Students, Profession, Institution, System Addresses service to students first. Spends much of his time in his office, and is available any time to students. Constantly applying for grants and funding to incorporate better technology on campus. Has continued a science fair for younger students and active in outreach to local secondary schools. Has served on numerous campus committees and is a technology and online teaching mentor to campus colleagues. Speaks to students (especially non-majors) about their own choices in learning.



Darci Goeden

*Instructor of Nursing
Central Lakes College*

Darci Goeden serves a number of communities in multiple professional roles. She is a working registered nurse, a nursing preceptor, a faculty mentor, and a member of both the National League for Nursing and the Minnesota Nurses Association. But, she says, no matter what else she is doing, "My teacher hat is always on!"

Goeden graduated with a bachelor's degree in nursing from the University of North Dakota. She began employment as an RN at St. Joseph's Medical Center in Brainerd in 1997 and worked, as she still does, in nearly every department: medical, surgical, intensive care, telemetry, same-day surgery, obstetrics, pediatrics, infusion therapy and mental health. As she supervised students in her clinical practice, she was encouraged by nursing educators to consider becoming a faculty member. Goeden went on to obtain a master's degree in nursing with an emphasis in nursing education, and began teaching at Central Lakes College in 2004. There she has served as co-director of the nursing program and mentor to new faculty. Last year, she obtained the National League for Nursing's licensure as a certified nursing educator. Her goal, she says, "is not just to prepare skilled nurses but to develop exceptional thinkers who share my same passion for the RN's role within the healthcare team."

"Teaching nursing is not something she does, it is who she is," says a former colleague of Goeden. "She earns the respect of students, colleagues, staff, administrators and community members. Her teaching skills are superior. Her classroom is alive!" Goeden challenges and involves her students deeply in active classroom exercises and in clinical experiences, and creates an ever-expanding catalog of learning experiences and assessments. Her high standards ensure that her nursing graduates not only know the facts, but are prepared to solve problems and care for patients with compassion and the highest possible levels of skill.

Those who have worked alongside or studied with Goeden use words like "brilliant," "the best," "wonderful," "awesome," and "unbelievable" to describe her rare combination of energy, dedication, toughness, joy and kind concern. They cite not only her excellent teaching and knowledge of nursing, but the service she renders to Central Lakes College, her department, her community—and beyond. In 2008-2009, she worked on a collaborative project with nursing faculty at St. Cloud Technical and Community College and St. Cloud State University to prepare RN and licensed practical nursing students for interdisciplinary, culturally competent care. She has traveled to

Haiti on an international nursing education project and to Washington DC with local veterans. Darci Goeden means it when she says, "Teaching is not a job, rather a way of life for me."

REVIEWER COMMENTS

Content Expertise and Professional Growth High levels of education and ongoing certification. Ongoing work as a practicing nurse at St. Joseph's Medical Center and as a nursing preceptor adds to her content expertise and professional growth. Uses her hospital experiences to inform and enrich her teaching, and says, "my teaching philosophy is to encourage students not to memorize information, rather to understand why we do what we do." Clear record of ongoing professional development for the 10 years she has been teaching.

Teaching Strategies and Materials Develops and uses a wide variety of innovative active learning strategies in the classroom and on clinicals, including concept mapping, role playing, games, case studies based on current real-world situations. Employs a virtual interview system. Expects students to come prepared to class, engage in interactive learning activities and follow up with recorded video clips and their own presentations. Uses many props in the classroom and has attended workshops on effective use of props as symbols. Customizes materials and approach for each class.

Assessment of Student Learning and Performance Holds very high standards and rigorous but fair criteria. Various formal and informal assessments are based on industry and professional standards. Formal assessments include quizzes to ensure students attend and are prepared, papers, exams, teaching presentations and professional portfolios. Ensures that students receive timely clinical feedback. Notes the importance of using "evaluation criteria that are well established and tested for validity and reliability," and continually uses assessments and student feedback to improve her courses and her teaching methods.

Service to Students, Profession, Institution, System The number one goal for her is service to her students, and she maintains an open door for them. Writes 30-40 individualized student letters of recommendation per year. Serves on multiple campus committees and represents her campus at statewide events. Served as Interim Co-Director of Nursing. Serves system by creating partnerships with other institutions. Collaborates throughout the healthcare industry as well. Examples of recent professional service include NCLEX exam review course, NLN Accreditation visit preparation, Central Minnesota Simulation grant, preceptor for graduate students, Project Haiti International Nursing, student nursing club advisor, Honor Flight Vets to Washington nurse, New Nursing Faculty Orientation Manual. Worked on the HLC self-study.



Susan Thaemert

*Instructor of Dental Assisting
Hennepin Technical College*

Susan Thaemert is “a firm believer in the value of technical education to support successful communities,” and few faculty possess such a long and accomplished record of community-building through teaching. Thaemert develops strong industry relationships that result in an active advisory board, donations, student externship opportunities and placement possibilities. She creates opportunities for

her students to be active in their communities outside the classroom, through service learning projects in elementary schools, volunteer opportunities, presentations at the annual Minnesota Star of the North Dental Meeting, and membership on the program’s advisory board.

Almost twenty years ago, Thaemert led the design and construction of Hennepin Technical College’s Eden Prairie dental clinic. Thaemert is the primary instructor for three courses, and supervises student externships, or occupational experience. She delivers lectures that are well-organized and supported by visual slides and DVDs, often introduced with a short pop quiz, and always punctuated with questions, anecdotes and humor. Students can find lecture materials and worksheets online in D2L prior to coming to class so that they’re ready to learn. Thaemert leads students through guided practice in clinical skills using simulated exercises and mannequins, until they are ready to work in the public dental lab.

Assessment of proficiency and knowledge is straightforward for teachers and students in a program like dental assisting, where a national professional accreditation organization sets minimum standards. Students must reach or surpass minimum-score levels in exam and lab tests as well as clinical skills assessment. But it is just those standards that demand effective teaching, formative assessment and supportive academic advising along the way. Her students say that’s where Thaemert shines. Her colleagues say you can often find her working with students, helping them and encouraging them—well outside of posted advising hours.

Thaemert demonstrates dedication, enthusiasm and personal generosity. “What sets her apart is how she consistently goes over and above what is expected, always looking for ways to do things better in the interest of our students,” says a colleague. She serves her profession, and Minnesota’s dental community as well, in roles that include being a consultant and committee member of the American Dental Association’s Commission on Dental Accreditation, and serving as past-president, vice-president, secretary and treasurer of the Minneapolis (now Tri-Metro) Dental Assistants Society. She represents Minnesota Dental Assistants Association at the Minnesota Board of Dentistry.

Technical education has been the center of her career since 1976, and she looks to support it into the future through grant writing and solicitation of private donations (many thousands of dollars just over the last six or seven years). She also makes personal donations to college scholarships, and has led the college’s employee giving campaign since 2005.

Susan Thaemert’s students are generally with her for a year and a half, but it’s no wonder that she takes pride in having changed them for a lifetime.

REVIEWER COMMENTS

Content Expertise and Professional Growth Strong evidence of professional growth and content knowledge. Maintains current licensure, but also takes exams and licensure exams that are not required to have experience that she can share with students (e.g., Dental Assisting National Board). She serves as a national program evaluator.

Teaching Strategies and Materials Strategies are clearly aligned with the learning goals of the courses as prescribed by the program licensing requirements. The Dental Assistant Program uses the curriculum/assessment cycle and has high standards for student learning and assessment. Susan articulates ongoing efforts to improve assessment and alignment with the learning outcomes required by the accrediting agency. Moves from basics in lectures to specific, active, hands-on demonstration and opportunities for students to get repeated practice.

Assessment of Student Learning and Performance Program must meet stringent professional accreditation standards. She employs the dictated assessment procedures but also others developed specifically for the college and for her own students. More importantly, she documents the many revisions she has made in assessments as a result of her own evaluation of results.

Service to Students, Profession, Institution, System Her committee service at the college demonstrates a high level of service to her colleagues and the institution. Because of recent retirements in her department, she has acted as mentor to three new faculty members. Curriculum consultant since 1991 for the American Dental Association’s Commission on Dental Accreditation, and has served on the Commission’s Dental Assisting Reviewing Committee. Serves on the Minnesota Board of Dentistry’s Policy Committee. Provides community service at Hennepin Technical College’s public dental clinics. Extensive industry relationships. Served on a China-U.S. Scientific Exchange After teaching at Brooklyn Park campus, designed lab and launched Hennepin Technical College’s dental assisting program at Eden Prairie.

OUTSTANDING EDUCATORS

A sampling of comments from students, colleagues, deans, and presidents. They recognized these faculty as outstanding in every regard: as teachers, advisors, colleagues, scholars and professionals.

Nandini Banerji • Physics

*Minnesota State Community and Technical College
Peggy Kennedy, President*

In short order, Nandini has become a vital, indispensable presence at M-State. In addition to excelling in the classroom, she has revised and developed new courses, organized campus and community events, given presentations, published works and made outstanding efforts to reach out to area high schools.



Teresa Beacom • English

*Minnesota State Community and Technical College
Peggy Kennedy, President*

Teresa has been called nothing short of inspiring. Always looking at the big picture and not afraid of change, she strives for new, better ways to deliver curriculum. As a leader in many campus activities and committees, her energy and obvious enthusiasm reach beyond the classroom.



James Biederman • Psychology

*Anoka-Ramsey Community College
Jessica Stumpf, Interim President*

Admired and respected within his division and college-wide, Jim describes his classrooms as “thinking laboratories.” Honored as an outstanding educator by the college honor society, Jim helps students find a nexus between academics and student life to give them a full and rich educational experience.



Justin Bonnett • English

*Saint Paul College
Rassoul Dastmozd, President*

Justin embraces the diversity found in the classroom, using his exemplary talents and a variety of collaborative learning techniques as he helps students reach their educational goals. Known for his positive outlook and enthusiasm, he is a valued member on many campus workgroups and committees.



Leon Dahlvang • Communication Art and Design

*Central Lakes College
Larry Lundblad, President*

A patient and dedicated educator, Leon is known for putting students first. Both his curriculum and close ties to industry prepare students for the workplace. He is a valued member of the campus community: sharing design skills, providing computer lab support, sponsoring student activities.



Christopher Danielson • Mathematics

*Normandale Community College
Joseph Opatz, President*

Christopher’s expertise is respected among his colleagues on campus, and math educators know him for his TED Ed video and reflective, interactive blog. Among students he is appreciated for his ability to “open up the world of math,” especially for those previously intimidated.



Emmanuel Doh • English

*Century College
Ron Anderson, President*

Recognized as one of the most student-centered, innovative and engaging faculty members at Century College, Emmanuel is known for his open communication style, conveying respect, concern and interest in all persons. This committed, successful educator models life-long learning and has published numerous works.



Susannah Dolance • Sociology

*Century College
Ron Anderson, President*

Called a gift to students, Susannah is a visionary, innovative educator who sets high expectations of her students and then works diligently with them to succeed. Her exceptional work with Achieving the Dream, new student seminars and faculty advising teams offer solid evidence of her dedication.



Scott Ford • Communication Studies and Theatre

*Anoka-Ramsey Community College
Jessica Stumpf, Interim President*

This consummate educator has been known for giving his “all” to students, always willing to set the stage to create memorable, exceptional learning experiences. His dedication to the college extends beyond the classroom—for example, in his work to revive and now direct college student theatre productions.



Stacey Foster • English and Developmental Writing and Reading

*Pine Technical College
Robert Musgrove, President*

Described as a researcher, explorer and discoverer, Stacey is a champion of student learning assessment and the use of technology to track learning outcomes for continuous improvement. Students not only appreciate her robust knowledge of subject matter, but also her ability to inspire.



Marcella Jones • Mathematics

*Minneapolis Community and Technical College
Phillip Davis, President*

Students consistently praise Marcella's genuine concern and readiness to help them reach their full potential. Her outstanding work as a tutor and involvement with activities such as Jump Start Math for High Schoolers and weekend Math Institutes are a testament of her energy and commitment.



Kerry Keenan • Nursing

*Century College
Ron Anderson, President*

Highly regarded by her peers and students, Kerry is passionate about improving the nursing profession. Her ultimate goal as an educator is to inspire and engage students in the learning process, striving to make learning inviting, applicable, stimulating and thought-provoking. Her success is evident.



Marge Kippley • Practical/Associate Degree Nursing

*St. Cloud Technical and Community College
Joyce Helens, President*

Serving as a mentor and role model in the profession of nursing, Marge understands the needs of her students and enthusiastically forms a joint partnership to help them achieve their educational goals. Her effective teaching methods and professionalism in the classroom earn her the respect of her students.



Anna Kniebel • Business and Technology Career Programs

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

Anna is a leader and innovator in bringing new technology to the classroom, and her positive impact on the campus is undeniable. Students find Anna informative, supportive and wise. Colleagues see her as an irreplaceable force, unselfishly offering her time and talents for the growth and benefit of others.



Susan Krook • Anthropology

*Normandale Community College
Joseph Opatz, President*

Students in Susan's classes are lucky to be taught by one of the state's leading anthropology experts. She engages and impresses them through use of virtual learning, filmmaking and archeological digs. A well-known author and presenter, Susan was chosen to be a Smithsonian Museum Visiting Scholar.



Patricia Kujala • Practical Nursing

*Dakota County Technical College
Ronald Thomas, President*

With a firm belief that learning can be fun, Patricia successfully connects with students through effective use of multiple learning techniques, including case studies, simulation, online and classroom discussions, movie critiques, and the use of stories. This elite educator is a role model to all around her.



David Lake • Psychology

*Normandale Community College
Joseph Opatz, President*

A beloved faculty member at Normandale Community College, David is praised for his teaching methods which explicitly promote critical thinking, civic engagement and service. His courses are described by students as being not only challenging, but also inviting, substantive and memorable.



Brandon Leno • Mass Communications, Media Studies & Production

*Lake Superior College
Patrick Johns, President*

In addition to developing and teaching over 40 different courses, Brandon also has directed community plays and filmed dozens of campus videos. A firm believer in experiential learning, his "learning labs" allow students to thrive in the ever-changing area of communication studies.



Kendal Loewen • Accounting

*Saint Paul College
Rassoul Dastmozd, President*

Kendal is a college leader who uses her exemplary teaching skills to transform the lives of her students. In addition to tirelessly working to develop relevant and rigorous curriculum, she fosters critical partnerships with business and industry to help meet her students' personal and professional goals.



Daryn Lowman • Art

*Hibbing Community College
M. Sue Collins, President*

Embracing the idea that all students should have the opportunity to experience and appreciate visual arts, Daryn created an associate in fine arts degree, raised funds for two outdoor kilns and built close relationships with high-school art classes. He is an ideal educator who lives and breathes his discipline.

**Bernard Maegi • History**

*Normandale Community College
Joseph Opatz, President*

Bernard makes history come alive for his students through his innovative use of simulations, role-playing and case studies. His successful strategies have helped to engage and retain developmental students. Beyond the classroom, Bernard is a renowned presenter at local, national and international meetings.

**Mike Mutschelknaus • English**

*Rochester Community and Technical College
Donald Supalla, President*

Possessing a quiet influence, Mike is lauded by his peers for leading by example. A deep commitment to service is demonstrated in his time spent in the Peace Corps, his teaching style, participation in the Luoma Leadership Academy and a close mentoring relationship with students.

**Julie Myers • Information Technology**

*Anoka Technical College
Jessica Stumpf, Interim President*

Julie wears many hats at her college, excelling not only as an instructor, but as an advisor, mentor and committee member, always willing to lend a helping hand. Her devotion to students and to academia can be clearly seen in her list of accomplishments and strong student support.

**John Plomondon • American Studies**

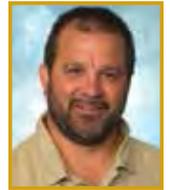
*Minneapolis Community and Technical College
Phillip Davis, President*

Recognized as a knowledgeable, accessible and kind educator with a wonderful sense of humor, John excels in his thoughtful inquiry-based approach to teaching. His impact on students, as well as the campus community, is profound. One student calls John a "galvanizing genius of an educator."

**Keith Redmond • Water Environment Technologies**

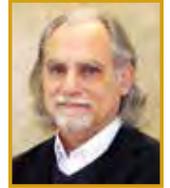
*St. Cloud Technical and Community College
Joyce Helens, President*

Keith's students have his full attention and are immersed in authentic learning experiences. He uses a variety of teaching strategies and assessments to ensure that students learn, and the evidence is in his students' 98% pass rate for certification and employers' satisfaction with his program's graduates.

**Daniel Roos • English**

*Minnesota West Community and Technical College
Richard Shrubbs, President*

Students and colleagues praise Dan as approachable, patient and charismatic. A master educator who is never too busy to help students, he is a key leader and member of many campus committees and community organizations. Dan's impressive resume illustrates his positive impact on those around him.

**Beth Rynders • Dental Assisting**

*Century College
Ron Anderson, President*

A reliable collaborator and dedicated team member, Beth utilizes her strong work ethic, knowledge and positive disposition to accomplish great things – in and out of the classroom. Her civic contributions are showcased through work with professional organizations and involvement with the community dental clinic.

**Nancy Stigen • Accounting**

*Minnesota State Community and Technical College
Peggy Kennedy, President*

Nancy is one of those very unique individuals who possess the talent, experience and ability to fundamentally change her students' lifelong goals and opportunities. Her passion, humility and talent make students feel comfortable. Helping them become exceptionally prepared for the workforce is her trademark.

**Taresa Tweeten • Communication Studies**

*Rochester Community and Technical College
Donald Supalla, President*

It would be hard to find a more energetic, passionate and dedicated educator than Taresa. Her compassion for students and her community are demonstrated through her work with initiatives such as the First Year Experience, and service-based, civic-engagement projects. She's truly remarkable.



Max Udovich • Machine Tool Technology

*Lake Superior College
Patrick Johns, President*

Facing every day as an opportunity to learn with his students, Max is clearly inspirational. Through his enthusiastic leadership, the college revived and expanded the Machine Tool program, resulting in increased student enrollment. His content expertise, teaching strategies and service to others are second to none.



Bernie Vrona • Fire Protection

*Hennepin Technical College
Cecilia Cervantes, President*

Bernie is a highly certified and widely recognized firefighter and fire education professional with an awe-inspiring record of service. With an “infectious commitment” to student achievement and an exemplary innovative spirit, Bernie personifies the traits of an outstanding educator in every way.



Curt Yoose • Agriculture

*Ridgewater College
Douglas Allen, President*

Bright, dedicated, committed, supportive, hard-working, passionate – nothing short of amazing – are the words used to describe Curt as a teacher. His leadership qualities, vast knowledge and integrity, coupled with his ability to foster partnerships in the ag community, are legendary on his campus.



**BOARD OF TRUSTEES AWARDS
EDUCATORS OF THE YEAR, 2007-2012**

2012

- Phyllis Ballata • English
Century College
- Paul Carney • English
Minnesota State Community & Technical College
- Rod Milbrandt • Physics
Rochester Community & Technical College
- Shawn Mueske • Biology
Ridgewater College

2011

- Catherine Egenberger • Art
Rochester Community & Technical College
- David I. Page • Emergency Medical Services
Inver Hills Community College
- Elizabeth Picciano • Reading and College and Career Studies
Central Lakes College
- Pamela Anne Tranby • Biology
Riverland Community College

2010

- Paula Croonquist • Biology
Anoka-Ramsey Community College
- Lori Halverson-Wente • Speech Communication
Rochester Community & Technical College
- Mark Hickman • Transportation
Dakota County Technical College
- Pamela Whitfield • English and Equine Science
Rochester Community & Technical College

2009

- Chris Austin • Economics
Normandale Community College
- Dorian Beaulieu • Art
Lake Superior College
- Ernie Parker • Fluid Power Engineering Technology
Hennepin Technical College
- Deborah Roiger • Biology
St. Cloud Technical & Community College

2008

- Robin Fruth-Dugstad • Horticultural Technology
Rochester Community & Technical College
- Suzette Overby • Human Services
Riverland Community College
- Daniel Paulnock • Speech and Communication
Saint Paul College
- Eugenia Paulus • Chemistry
North Hennepin Community College

2007

- Donald E. Graves • Biology
Rainy River Community College
- Michele M. Neaton • Speech and Communication
Century College
- Julie A. Rodakowski • English/Communication Studies
Rochester Community & Technical College

THANK YOU

To honor the educators of the year and outstanding educators requires the hard work and commitment of many to sustain a culture of honor and recognition. The following people contributed to make this event truly special.

- All of the students, faculty, and administrators 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
- Musicians Sam Hultman and Chris Schiefelbein, students at Normandale Community College
- Cathy Wurzer, emcee *par excellence*
- Cathy Bacchus, Jackie Fernandez and the staff at DoubleTree by Hilton Hotel
- Glen Stubbe, photographer
- Videographer and producer Gary Hatteberg
- Volunteer event assistants, faculty members Julie Daniels, Karen LaPlant and Ray Ansel
- Many system office and Board of Trustees staff members

System Board of Trustees Award for Excellence in Teaching Review Committee

- | | |
|------------------|--|
| Fran Bieganeck | Anoka-Ramsey Community College |
| Michael Flannery | Minnesota State College Student Association,
Hennepin Technical College |
| Whitney Harris | Office of Equity and Diversity |
| L. Hazareesingh | Mesabi Range Community & Technical College |
| Gary Hunter | Academic and Student Affairs |
| Craig Larson | North Hennepin Community College |
| Kimberly Lynch | Anoka-Ramsey Community College |
| Peggy Rejto | Normandale Community College |
| Matthew Rubel | Minnesota State College Student Association,
North Hennepin Community College |
| JoAnn Simser | Academic and Student Affairs |
| Betty Strehlow | Ridgewater College |
| Rik Stirling | Hennepin Technical College |
| Tim Wynes | Inver Hills Community College |

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