



CELEBRATING EXCELLENCE

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B O A R D O F T R U S T E E S E D U C A T O R O F T H E Y E A R A W A R D
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T H E D O U B L E T R E E B Y H I L T O N
H O T E L B A L L R O O M
T O W N S Q U A R E , S T . P A U L



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 • Jared Waln (guitar) and Josh May (trumpet),
Anoka-Ramsey Community College students

Emcee • Cathy Wurzer

Welcome • Chancellor Steven J. Rosenstone and Board of Trustees Chair C. Scott This

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

Presentation of the Educators of the Year • Chair Rice, 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 37 Outstanding Educators in nomination for the award.

"I have always been proud to be a student in the MnSCU system and now after reading the portfolios of such wonderful teachers I am even prouder. I feel like I got to know all of these outstanding educators personally. It was truly an honor to serve on this committee, and amazing to learn about all the different styles, techniques, and strategies of teaching. I wish we could give an award to every one of them—and in a way, as students, we can, by taking everything we learn from these spectacular teachers and bringing all the knowledge we obtained out into the workforce. We can become citizens who are just as responsible as these fantastic educators. A special thanks to all of our teachers for training the next generations to come!"

—Michael Flannery, 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 evaluated by a campus review committee before being submitted to the 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 Vice Chancellor Knowlton. Those recommendations were reviewed and approved by the Board of Trustees.

“After five years, I’m still impressed with the quality of the teaching and learning demonstrated in the nominees’ portfolios. It strikes me that the overwhelming majority of the Outstanding Educators teach from the ‘soul.’”

—Whitney Harris, Board of Trustees Review Committee



Phyllis Ballata

*Instructor of English
Century College*

“As a teacher,” Phyllis Ballata says, “my power is in designing a process for discovery.” She uses the tools of a teacher-designer—assignments, experiences like peer editing and primary research, assessments and grading—to require students’ active thought and synthesis of ideas. After designing the learning process, she “coaches, and eventually judges the results.” If her power as a teacher is in design, feedback, and judgment,

“the power in learning is in the student’s mind, heart, and guts.”

For Ballata, learning can only occur if it is deeply personal for every individual student. She requires her students to understand that “No one can learn for you. You have to learn for yourself.” They meet with her; they use the Writing Center; they bring themselves, their academic interests and their personal lives, to her classroom. They learn to write and they learn to think. Their discovery experiences help students make connections between their learning in English class and other areas of their academic and personal lives. They learn that learning is construction of their own “memory web.”

She didn’t start out to be an English teacher. Ballata’s undergraduate degree in music education at Gustavus Adolphus College confirmed (and has served) a lifelong interest in singing. But with a first job teaching English at South Dakota State University, she completed a master’s in English and American literature there, and soon after came to Century (then Lakewood) College. She has taught literature and composition courses there since 1981, but also was the first coordinator of the college Writing Center, taught in one of the college’s first computer classrooms, and was involved in the first pilot of paired courses.

Ballata is regarded by colleagues as a “teacher’s teacher,” who has served the college, the Minnesota State College Faculty, and system-level committees as a leader. In her profession, she has contributed textbooks, journal articles, poetry and books. She is the recipient of several honors and awards, like the National Institute for Staff and Organizational Development Teaching Excellence Award and the GPS LifePlan Integration into Course Curriculum Project Award of Excellence. In all its forms, Ballata’s work serves her vision for herself and her students to grow academically and as good citizens in the world.

REVIEWER COMMENTS

Teaching strategies and materials The portfolio articulated how carefully she designs a variety of English courses in composition and literature. She's developed and taught unexpected English courses, personal finance, writing and computers, ethics and environment. Activities like student peer editing and primary research assignments (focused on students' own lives and on current events) require students' active engagement. Their discovery experiences help students make connections between their learning in English class and other areas of their academic and personal lives. In advance of learning communities, she collaborated to create "paired courses" to deepen connections.

Expertise and professional growth Ballata's formal education has continued throughout her career with courses taken at several universities, national writing workshops, an Oxford Roundtable. She has published books on writing and volumes of poetry as well as professional journal articles. She teaches in non-collegiate venues for her own development as a teacher; these have included a correctional facility, churches, and several departments within the State of Minnesota.

Service to students, profession, institution, system Her students attest both to Ballata's rigor as a teacher and her personal care for them—she requires each student to meet with her individually two to four times each semester. Her active learning strategies have become the English department's standard. She has chaired her department five times, and coordinated the college writing center. She has served multiple terms as campus faculty association president and as board member of the Minnesota State College Faculty. She serves on the editorial board of the National Education Association's journal, *Thought and Action*. She served in a leadership role on the systemwide Assessment for Course Placement committee. Her service record on campus and in the system includes leadership in teaching critical thinking. Recipient of National Institute for Staff and Organizational Development Teaching Excellence Award.

Assessment of student learning and performance She outlines a wide variety of assessments and the rationale for using them for each of her courses and for each course component. Very interesting assessment techniques: quizzes, exams, journals; evaluation and reflection on assessment strategies used within financial literacy and writing class. She led her department, even before the development of learning objectives and assessments, in grading calibrations that brought faculty to agree on their goals for student writing, and to develop guidelines for assessing whether students had achieved them.



Paul Carney

Instructor of English

Minnesota State Community & Technical College

During more than 30 years of teaching, Paul Carney has consistently inquired of himself how he as a teacher and writer might improve. The development of writers and the assessment of learning are quite clearly his passions and his “signature.” His Ready or Not Writing website provides an assessment program that has been used by thousands of Minnesota high school students to learn whether they’re ready for college

writing, and now the Step Write Up site offers the same service for eighth-graders. In addition, his long service as assessment coordinator for his college gives evidence to the seriousness with which he regards the importance of evaluating learning and skill development.

As a teacher, Carney gives assignments meant to engage students in authentic experience and reward them with real writing productivity and accomplishment. In his criminology course, a convicted felon responds to students’ theoretical papers (often resulting in mutual enlightenment); in creative writing, students are sent out to the community to write poems about the “laundromat, Stop-n-Go, pawn shop, nursing home.” After a decade of teaching, he came to understand that “the learner is more important than the lesson.” So in the past 15 years, he has done considerable research into students’ expectations about learning, and their learned skills and performance. He’s deeply interested in not just how students learn, but what they learn, and to what extent they learn.

Carney began teaching at Minnesota State Community and Technical College (then Fergus Falls Community College) in 1988, after receiving master’s degrees from the University of Texas at El Paso in English and sociology (the latter with an emphasis on criminology). Earlier, at Southern Methodist University, he had received baccalaureates in English and sociology. Frequently asked why an English instructor is teaching criminology, he cites the influence of growing up in Joliet, Ill., with its maximum security prison as an ever-present source of mystery.

The Minnesota community in which he and his students live is of critical importance to Carney. Outside the classroom, he has organized the M-State Poetry Slam, the Roadside Poetry Project and a poetry and photography exhibit. He has organized and facilitated Alcoholics Anonymous meetings for students in recovery. Carney serves actively on many campus-level and professional association committees, including several at the Minnesota Department of Education. At the national level, he serves on the English Literacy Review Panel in the National Center on Education and the Economy’s Excellence for All Initiative, and on panels at the College Board, the Council of

Chief State Academic Officers and the National Governors Association, and the National Council of Teachers of English.

Carney is currently leading a statewide advisory project on “Does Completion Mean Competency? Let’s Find Out,” to identify core abilities systemwide. He quotes Irish poet John O’Donohue in saying that “the question holds the lantern,” and keeps questioning.

REVIEWER COMMENTS

Teaching strategies and materials Most impressive is the creativity of Carney’s methods, and his reflective “five beliefs” about writing; they provide a deep and thoughtful foundation for students. His 85-page manual, “Student Guide to Writing the Multi-Source Paper,” gives students concrete help with the challenge of college-level research papers. He teaches courses in developmental writing, college writing, creative writing and criminology, and in each one teaches not only skills, but strategies for thinking, analyzing, working through problems.

Expertise and professional growth He has been active in regular writing workshops, including the Minnesota Writing Project, the Lake Region Writers Network. In an upcoming research project funded by the Fetzer Institute, he will explore the impact of the humanities on prison populations. He is a productive creative writer, scholarly writer and presenter.

Service to students, profession, institution, system Most notably, he is the developer and coordinator of Ready or Not Writing. He seems to be driven to serve his own students, but also potential students in K-12 schools and faculty colleagues at the college and throughout the state. It’s hard to separate the strands of his teaching expertise, service, and commitment to assessment. It’s all of a piece.

Assessment of student learning and performance For several years he has worked throughout the system and with high schools statewide not just to assess students’ readiness for college reading and writing, but to help teachers better prepare their students. In his own courses, he matches assessment to the course. His assessments are well-outlined and articulated. Notable is his application of the “Analyzing the Rigor and Relevance of an Assessment” tool in designing course activities and outcome measures.



Rod Milbrandt

Instructor of Physics

Rochester Community and Technical College

In a subject area that is particularly challenging for students, and one that has experienced a serious dearth of undergraduates in the U.S. over the past two decades, Rod Milbrandt is a standout for the high standards he sets. He employs active, case-based teaching strategies that have been shown by two decades of research in physics education to be more effective than traditional lecture and equation-solving.

He and his students mutually benefit from the solid consistency of his focus on engagement. He enjoys the experience of teaching involved students, and they move on to advanced study and careers with demonstrable understanding of key concepts.

Milbrandt makes physics come alive for students by taking them to visit industries where physics and engineering find practical application and by giving his students relevant, real-world problems to solve. Students work in groups on long-term projects that permit them to pursue particular interests more deeply. He helped create the RCTC Engineering and Physics Club to promote physics to younger students and the general public. Students get as excited as their audiences as they prepare and conduct public demonstrations. To provide excellent support for his students in the learning center and to maintain the lab, he enlists retired IBM engineers who volunteer time, talents, and expertise.

Dr. Milbrandt completed his Ph.D. in medical physics at the University of Wisconsin, where he also obtained master's degrees in physics and medical physics. He graduated from St. Olaf College with a B.A. in physics and mathematics. In addition to teaching, he publishes and presents widely on both physics and teaching. He also continues to expand both his physics and teaching expertise through active involvement in the American Association of Physics Teachers. Milbrandt completed a productive sabbatical in Prague, Czech Republic. An article he wrote about the experience was published in *The Physics Teacher*, the leading international physics teaching journal. He also found that the experience of living in another culture and with a different language gave him new insights into understanding his own college's immigrant and international students.

Significantly, Milbrandt has worked collaboratively with faculty at two other MnSCU colleges to provide engineering degrees to students by combining what would locally be prohibitively low enrollments. Many of these engineering students have transferred successfully—the majority to the University of

Minnesota and Minnesota State University, Mankato. And in his spare time? With talents that run deep in both music and theatre, Milbrandt also performs with faculty at local events.

REVIEWER COMMENTS

Teaching strategies and materials He employs very exciting and engaging techniques and has reduced lecture time (through the online “pre-lectures” and quizzes) so that passive sitting and listening now takes a small part of class time. His approach de-emphasizes memorization, focuses on analysis and problem-solving skills. Best of all, he applies his teaching to real-life scenarios and takes students into the community or brings in guest speakers. He’s also great at developing cases and problems that apply to his students’ particular fields of study. He uses technology extensively and appropriately. All of his teaching practices require student participation—individually and in long-term group projects. He holds out high expectations and matches them to student needs. He helps students understand the relationship between physics and other fields.

Expertise and professional growth Holds three advanced degrees. He’s published scholarly research and has worked in the summer at Mayo Clinic to advance his knowledge. He team-taught interdisciplinary courses. Through a sabbatical in the Czech Republic, he published a paper in the leading U.S. physics teaching journal and brought back new perspectives on cultural diversity.

Service to students, profession, institution, system He takes students on tours of local and national research facilities and workplaces. The physics and engineering club also provides students with opportunities to demonstrate and present their work as scientists, as well as to provide STEM-related community service. He has served the college on dozens of committees. His work with IBM engineers has helped him to garner numerous IBM Community Grants. At the system level, he served on the system’s polytechnic exploration committee

Assessment of student learning and performance His methods are rigorous and proven by student success and feedback. In addition to graded homework problems, he uses D2L, the learning management system, to give quizzes and solutions. Labs provide immediate feedback and correction, but also require students to write formal lab reports in the style of academic journals. Uses carefully designed exams, group projects and presentation, but also requires students to assess themselves and their peers with a rubric. He also employs the national “Force Concept Inventory” to evaluate students’ gain in conceptual understanding of mechanics; uses a pre- and post-semester measurement of learning, to show benchmarked increases in student learning.



Shawn Mueske

*Instructor of Biology
Ridgewater College*

Shawn Mueske credits a lot of teachers with leading him along the path from his early “non-privileged life” to a long career as a successful educator at Ridgewater College. Many of those teachers were MnSCU faculty, for Mueske has not only contributed to extraordinary education in the Minnesota State Colleges and Universities, he is a product of it. He was the first in his family to go to college, taking

a bachelor’s in biology, with honors, from Southwest State University. While obtaining his master’s in biology at what was then Mankato State University, he “was immediately hooked” on teaching, and poured all his energies into becoming, very deliberately, a community college biology teacher. Since 1993, he has been teaching biology at the Willmar campus, and has done it so well that students have awarded him with 15 Phi Theta Kappa Golden Apple awards.

Mueske teaches across the full spectrum of biology courses, including forensic science and genomics. He is an active explorer of biology and of the science of teaching, and he has developed a conception of the teacher’s role as neither “sage on the stage nor guide on the side,” but instead as the director of a major motion picture, designing learning scenes with meticulous care. Using classroom assessment techniques and constant feedback loops, he helps himself and his students know what they are learning from beginning to end of every course. He constantly revises courses (classroom and digital) to improve student learning outcomes.

Getting students out of the lab and into the field—throughout Minnesota and on international trips—is a passion. He’s an active collaborator and was a leader in several systemwide STEM initiatives, including the MnSCU Biobusiness Clearinghouse and the “Science Express,” a mobile science lab bus that travels across the mid-Minnesota region to engage middle- and high-school students in active science labs and learning. He also partnered with faculty at St. Cloud State University to create a transferable genomics course focused on applied research.

Beyond biology, Mueske is keenly interested in the development of healthy citizens and community. He received a MnSCU College Faculty Award for Excellence to conduct “New Conversations about Race and Racism,” to increase college dialog about diversity and race. He serves both the campus and the system on many committees and is active in shared governance as a current and former college faculty association president and on many Minnesota State College Faculty committees. His community and professional activities are notable for the theme of collaboration and leadership.

Mueske uses an array of methods to determine whether students have learned the biology and the higher-order thinking skills he teaches. But he also ensures that students know how to self-assess, to be aware of themselves as learners, and of their attitudes and values. It is likely that he will be among the educators that a future Shawn Mueske credits with leadership and inspiration.

REVIEWER COMMENTS

Having been nominated several times for this award, Shawn Mueske this year accepted the honor of being named an Outstanding Educator and submitted a portfolio that impressed reviewers. They found in it a thoughtful humility and a masterful range of teaching strategies and assignments, a nuanced approach to assessment, and considerable contributions to the college, system and community.

Teaching strategies and materials He uses innovative techniques and varied approaches, and the portfolio reflected what one student said: "He sets his students up well to succeed without babying them. He is firm but does his job so well that there is no reason for any student not to pass and not to learn. When a student starts to do less well, he doesn't treat them with contempt." He employs a full spectrum of teaching strategies, including experiential learning, student projects, guest lectures, concept mapping, and undergraduate research.

Expertise and professional growth He brings 20 years of strong field and academic experience and is continually educating and improving himself. An active member of national and Minnesota professional organizations, he regularly attends conferences, workshops and lectures, and contributes to the field as textbook reviewer, writer of lab manuals, conference presenter.

Service to students, profession, institution, system Clearly, he relates well to students and is engaged in their well-being at different levels. Students and coworkers alike recognize him as a tireless supporter for every endeavor.

Assessment of student learning and performance Well-recognized as a superior teacher who is assessing in the classroom every session, using an innovative variety of assessment techniques. He employs an array of instruments to obtain his students' reaction to his teaching and course activities.

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.

Steven Anderson • Music

Central Lakes College

Larry Lundblad, President

A consummate performer and teacher, locally famous and internationally respected. Steve educates and inspires; he motivates students to exceed their capabilities—and accomplishes all of this with a sense of humor, always open and supportive.

**Robert Arp • Electrician Program**

Minnesota West Community and Technical College

Richard Shrubbs, President

Rob's students and colleagues regard him as a master teacher who expects, and gives, a lot. He's a leader in creating entrepreneurs and technicians in electrical and wind energy. Hundreds in the region are better citizens for having studied with him.

**Allen Balay • Veterinary Technology**

Ridgewater College

Douglas Allen, President

Constantly finding ways to help his students to succeed, Dr. Balay conducts research on learning, mentors students, writes textbook chapters, maintains a faculty/student exchange with a Danish college, and led the development of a college-wide effectiveness plan. Truly impressive.

**Jill Behnke • Early Childhood and Youth Development**

Dakota County Technical College

Ronald E. Thomas, President

With passion to burn, Jill established the program 17 years ago, and has had consistently superb results in preparing students for their careers. She embraces online and learning technologies and is an ideal teacher who exemplifies integrity, conviction and expertise.

**Kristina Bigalk • English**

Normandale Community College

Joseph Opatz, President

Recognized nationally for her poetry and creative writing, Kris is praised by students as a model writer and teacher. Her service to the college, her profession and the MnSCU system (at conferences and in eFolioMinnesota) are exemplary. Kris has done it all.



Michelle Blesi • Medical Assisting

Century College

Ron Anderson, President

Michelle represents all the personal and professional attributes you want in an educator. She is a respected leader in her field (her textbook is used at 30 colleges) and she has a gift for connecting with students, encouraging and assessing their success.



Ann Boldt • Developmental Education

Pine Technical College

Robert Musgrove, President

Ann is an innovator, unrelenting in her dedication to effective, active student engagement. She uses D2L creatively, incorporates student collaboration and teamwork, and builds multiple-subject learning communities. She is a leader for her students and peers, in her discipline and at the college.



Aaron Bommarito • Art and Photography

Saint Paul College

Rassoul Dastmozd, President

Aaron exemplifies outstanding teaching in every aspect of the profession. He embraces the diversity found within the classroom and, through service learning, in the community. His work is grounded in a philosophy of accessibility and service, and he inspires his students.



Hafed Bouassida • Cinema

Minneapolis Community and Technical College

Phil Davis, President

Hafed is an outstanding classroom instructor whose industry contacts and national reputation enrich his classroom, invigorate his colleagues, and give great relevancy and currency to the five degree programs he coordinates. He is well known on campus for enthusiastic support of students.



Susan Engel • Liberal Arts and Sciences

St. Cloud Technical and Community College

Joyce Helens, President

Susan's teaching is marked by her positive attitude and thoughtful approach to the complexities of students' lives and the different ways they learn. She has received national recognition as a Quality Matters Master Reviewer for online classes and is a skilled collaborator.



Bill Evans • Biology

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

Bill's dedication to the best possible learning experience for his students is demonstrated by his own recent enrollment in nursing courses. He is a teacher with high expectations and serious commitment and is a positive, proactive force on campus and in the community.



Pamela Fauskee • Nursing

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

Serving as mentor and role model, Pam understands the holistic needs of each nursing student and is committed to their highest possible educational and academic achievements. She is a valuable, irreplaceable asset to nursing education and the profession of nursing.



Pamela Fergus • Psychology

*Inver Hills Community College
Tim Wynes, President*

Committed to philosophical and practical principles for teaching in an "academically healthy classroom," Pam is appreciated by her students for the respectful, cooperative learning environment she creates. Her emphasis on leading diversity and intercultural initiatives has had an impact on college culture.



Dixie Fjeld • Administrative Assistant

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

Over the years, Dixie has oriented and mentored almost 200 new faculty. They learn from her to base their teaching on research, theory and assessment results—and to focus unquestionably on the individual student. She is known for her caring and supportive interaction with students.



Brooks Herrboldt • Economics

*Normandale Community College
Joseph Opatz, President*

As a teacher who embraces new technologies in the service of student learning, Brooks has creatively developed almost 100 "mini-lecture" videos to convey and visualize critical economic concepts. He is recognized for dedication to the college and to the ongoing success of his students.



Lisa Hubbard • Information Technology

Anoka Technical College

Jessica Stumpf, Interim President

A college leader, Lisa has translated her passion for innovation and information technology into benefits and opportunities for students. Their last semester of coursework is assessed by real-world capstone projects in which organizations critique IT solutions they created.



Chad Israelson • History

Rochester Community and Technical College

Donald Supalla, President

Chad knows how to ignite the learning fires in students who enter his classes unengaged and unmotivated. He is also notable for a willingness to share his approaches to teaching with his colleagues, and for significant contributions to the college as president of the faculty.



Richard Jewell • English

Inver Hills Community College

Tim Wynes, President

Foremost among a long list of accomplishments is Richard's teaching, grounded in objective assessment, both formative and summative. But also noteworthy are his annual coordination of Student Success Day, extensive scholarly publications, and service in statewide discipline meetings.



Muriel Kruggel • Practical Nursing

Hennepin Technical College

Cecilia Cervantes, President

Muriel's collaboration with a FaSTRAC team to develop a health career pathway for academically underprepared adults is the latest example of a career-long dedication to student success. She is a strong, quiet, positive and visionary leader with an open and encouraging style.



Martha Kuehn • Psychology

Central Lakes College

Larry Lundblad, President

Martha has consistently gone above and beyond the call of duty to provide exceptional learning experiences. A champion of metacognition, she designs her courses to ensure that students learn about learning. She is a role model in service to the college, the system, her students.



Jane Leach • English

*Minneapolis Community and Technical College
Phil Davis, President*

After 13 years at the college, Jane continues to go “the extra mile” each semester with positive attitude and energy. She is known for her generous spirit with students and colleagues, for ongoing professional growth and for increasing the technology literacy of students, faculty and staff.



Eric McAllister • Trades and Industry–Welding

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

Eric clearly demonstrates his values as a teacher by expecting students to develop their skills, but also to stretch to become leading contributors in their communities. He sets the bar high, and serves students from before they arrive. In turn, he models professional, college and system citizenship.



Mark Omodt • Mathematics

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

An enthusiastic innovator, Mark started and continues to coordinate Math Alumni Day and Math Club. He gives his “all” to students, the college, his profession. He takes great joy in seeing students learn difficult topics, and has the ability to make “math believers” of his colleagues.



Diana Ostrander • English

*Anoka Technical College
Jessica Stumpf, Interim President*

Diana broke new ground at the college by developing a strengths-based developmental English curriculum. In the words of a student, “She is a ‘teach for success’ instructor.” She works tirelessly in areas of pedagogy and in serving students of diverse backgrounds.



Monica Pavek • Mathematics

*Mesabi Range Community and Technical College
Northeast Higher Education District
M. Sue Collins, President*

Monica has gained a reputation among students as an instructor who will have a sustained influence on their lives. She provides supportive conditions in which learners feel a sense of control over their learning and work collaboratively. She is a pioneer in delivery research-based developmental courses.



Linda Raasch • Psychology

Normandale Community College

Joseph Opatz, President

Lynn is a dedicated and innovative instructor, a savvy department administrator, and a passionate faculty colleague. She constructs learning that prepares students for their continuing education and careers. She has also served as a wonderful and committed department chair.



Paul Richgruber • History

Lake Superior College

Patrick Johns, President

Paul expects students to act as “novice historians,” and to engage in informed debate. With similar high standards of scholarship and service, he has revitalized the history and political science departments, revised curriculum, and paid special attention to the globalization of course outcomes.



Mike Rudolph • Automotive Mechanics

Hennepin Technical College

Cecilia Cervantes, President

Mike maintains the highest level of national certification for himself and his program, and has aligned professional accreditation goals with the college’s learner outcomes and values. He adapts curriculum constantly to incorporate high-tech tools to support student learning. He’s truly a visionary leader.



Nathan Sartain • Culinary Arts

Saint Paul College

Rassoul Dastmozd, President

Hands-on learning is a natural teaching method for his discipline, but Nathan strives for the deepest kind of student engagement in learning—requiring students’ passion, commitment, professionalism. His efforts have built a strong second evening program to meet student and employer demand.



Heidi Schara • Speech

Riverland Community College

Terrence Leas, President

Heidi is a master teacher. She creates an atmosphere in which students feel empowered, encouraged, involved, and intelligent—and defers all the credit to her students. She also has an enviable record of achievement and skills in advising, mentoring, online course development, and service.



Barb Struck • Medical Secretary Program

*Lake Superior College
Patrick Johns, President*

In Barb's hybrid and online accelerated-learning courses, students have fun while gaining critical thinking skills. They go on to excel at state competitions and in fast-paced, highly technical careers. She teaches not just for employment, but for global citizenship.



Martha Wittstruck • Art

*Normandale Community College
Joseph Opatz, President*

Martha's teaching deeply embodies service and outreach, and her students' products demonstrate her conviction that art talent can be nurtured and acquired. She is known for high standards, dedication, service to students and the college, and significant professional achievements.



Peng Zhao • Chemistry

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

An exceptional colleague and community member, Peng is a gifted teacher who finds many ways to explain scientific concepts and overcome student anxiety. His courses paired with math help students achieve more in both areas. Dr. Zhao takes seriously his role to produce professionals.



**BOARD OF TRUSTEES AWARDS
EDUCATORS OF THE YEAR, 2007-2011**

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 • Instructor of Economics
Normandale Community College

Dorian Beaulieu • Instructor of Art
Lake Superior College

Ernie Parker • Instructor of Fluid Power Engineering Technology
Hennepin Technical College

Deborah Roiger • Instructor of Biology
St. Cloud Technical College

2010

Paula Croonquist • Instructor of Biology
Anoka-Ramsey Community College

Lori Halverson-Wente • Instructor of Speech Communication
Rochester Community & Technical College

Mark Hickman • Instructor of Transportation
Dakota County Technical College

Pamela Whitfield • Instructor of English and Equine Science
Rochester Community & Technical College

2011

Catherine Egenberger • Instructor of Art
Rochester Community & Technical College

David I. Page • Instructor of Emergency Medical Services
Inver Hills Community College

Elizabeth Picciano • Instructor of Reading and College and Career Studies
Central Lakes College

Pamela Anne Tranby • Instructor of Biology
Riverland Community 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 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
- Jared Waln, guitar, and Josh May, trumpet, students at Anoka-Ramsey Community College, for their musical performances
- Cathy Wurzer, whose professional and engaged service as emcee once again graces this event
- Cathy Bacchus, Chandra Westberg, Jackie Fernandez and the staff at The DoubleTree by Hilton Hotel
- Glen Stubbe ,photographer
- Gary Hatteberg and TIES staff who created the video presentation and are recording the event
- Many system office staff members
- Board of Trustees staff

System Board of Trustees Award for Excellence in Teaching Review Committee

David Corgan	Minnesota State College Student Association, Anoka-Ramsey Community College
Hattie Dambroski	Normandale Community College
Julie Daniels	Century College
Michael Flannery	Minnesota State College Student Association, Hennepin Technical College
Donald Graves	Hibbing Community College
Whitney Harris	System Office
Lutchmiparsad Hazareesingh	Mesabi Range Community & Technical College
Dana Irgens	Anoka-Ramsey Community College
Alina Klaysmat	Minnesota State College Student Association, Mesabi Range Community & Technical College
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