



CELEBRATING EXCELLENCE

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

WEDNESDAY, APRIL 23, 2014

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 • Amanda King (harp); Jarome Smith and Emily Picardi (vocals), students at Anoka-Ramsey Community College; Melissa Bergstrom (piano), faculty member at Anoka-Ramsey 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 Margaret Anderson Kelliher, Chancellor Rosenstone and Senior Vice Chancellor for Academic and Student Affairs John O'Brien

Presentation of the Educators of the Year • Chair Anderson Kelliher, Chancellor Rosenstone and Senior Vice Chancellor O'Brien

Closing • Senior Vice Chancellor O'Brien

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 30 Outstanding Educators in nomination for the award.

"The passion and commitment these outstanding educators demonstrate to their students and to education in the state of Minnesota is inspiring and humbling. Their untiring efforts reflect well on the institution of higher education. And, they leave me with a great sense of hope about the end product - skilled, discerning students, workforce and citizens. The annual Board of Trustees Award for Excellence in Teaching program allows us all to celebrate what is working well in education and motivates us to continue to step up to meet the challenge to provide high quality education to a diverse population of students."

— Fran Bieganeck, 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 Senior 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 Senior Vice Chancellor O'Brien. Those recommendations were reviewed and approved by the Board of Trustees.

"Education is not just about teaching well. The nominees are also being honored for the range of activities, the high level of expertise, the innovations, and the commitment they demonstrate. This is why they are the best of the best."

— Lutchmiparsad Hazareesingh, Board of Trustees Review Committee

"After serving on the selection committee for two years, I have had the opportunity to see how extraordinary our faculty are. Their service to the students, the system and the state of Minnesota is truly exceptional."

— Matthew Rubel, Board of Trustees Review Committee



Deanna Forsman

*Instructor of History
North Hennepin Community College*

Historian Deanna Forsman is a published scholar who regularly presents at national and international conferences on late antiquity and the middle ages. She returns with a renewed sense of the enthusiasm that her students report sparks their curiosity about history and interest in learning. At the University of California Los Angeles, Forsman earned bachelor's degrees in psychology and history and then went on to complete

both a master's and Ph.D. in medieval European history.

Her courses at North Hennepin encompass historic eras on many continents well beyond the range of her research areas, but she enjoys the challenge and the special purposes of teaching survey courses. In them she provides an overview of historical development and helps students to form a "bedrock of understanding" in the methods historians use to understand the past. She jokes that "we wave at my specialty as we pass by." Forsman's approach to teaching history leads students to learn more than just the facts related to a specific historical period. They learn to be comfortable with ambiguity and to value their own intellectual curiosity and persistence. "You encouraged us to push through our comfort zone and to not look at history through rose colored glasses, but with a more realistic view of life during that time," said one.

In learning to think like historians, her students are trained to read and use primary sources, to exercise critical thinking skills and often to work collaboratively to put together the "puzzle" of a historical period. As one former student stated, "She helped us grow by letting us develop a sense of what was important and going on during the time period." Success is measured by students' demonstration of analytical, evaluative and writing skills, using standards that are in line with the American Historical Association's "tuned" learning outcomes. In her classroom lectures, students hear history as exciting story, and are engaged in Socratic dialog. For her online and hybrid courses, Forsman has created narratives out of her oral lecture notes to enliven what is too often an impersonal learning environment.

Forsman frequently meets with students one-on-one, including times outside of regularly schedule office hours. A mentor and advisor for students who share a passion for history, her guidance and assistance continue even after they graduate. She cares deeply about the art of teaching in her discipline and serves her college and system in a multitude of capacities. Member of the college policy committee and numerous task forces, host of the 22nd Annual World History Association Conference, and board member for *The Heroic Age: A Journal of Early Medieval*

Northwestern Europe, an international peer- reviewed journal are but a few examples of her service. "She embodies all that is excellent in a teacher and promotes excellence in all those around her," says a colleague.

REVIEWER COMMENTS

Content Expertise and Professional Growth Active research clearly makes her a better teacher, loves the ambiguity of history and the stories left to us by people of the past. Extensive presentations and publications convey substantial knowledge of the subject matter, and her ongoing professional development is clearly tied to teaching. When she isn't publishing her own manuscripts, she is reviewing them for peers. Content expertise and professional growth are entwined, each benefiting from the other and reflecting the tapestry of her work.

Teaching Strategies and Materials Tries multiple strategies to inject both personality and presence into teaching. Impressive development of students as researchers in the Hennepin History Museum assignment and the Primary Source Observation assignment. Approach to history as puzzle-solving brings energy to her teaching, and willingness to identify and explain her own "incorrect thinking" helps students understand historical thinking versus merely acquiring historical information. Teaching has evolved; clearly connected to goals. Serious about her field and brings that seriousness to her classroom teaching. As she says, "I do not understand how teaching and research could be separated." Definite focus on content mastery in her teaching.

Standard for Assessment of Student Learning and Performance Professional growth is evident in her quest to experiment with assessment methods and instructional materials through ongoing analysis of her classroom laboratory. She is constantly experimenting, has an insatiable appetite, almost a craving, for improvement toward mastery and excellence. Her assessment research is fascinating. Standards are aligned with discipline core, related tools are thoughtfully developed, and she uses the results to revise teaching strategies and assignments.

Service to Students, Profession, Institution, System Serves on multiple committees that benefit students and college. Brought international conference to her college. Connects with students as an advisor for the Student Anime and Game Club. Strong commitment to her discipline evidenced by publications, presentations, primary research, and the use of primary texts and scholarly works in her courses.



Cheryl Neudauer

Instructor of Biology

Minneapolis Community and Technical College

Cheryl Neudauer is an academic leader in and out of the classroom who “has created a significant college ‘footprint.’ It’s hard to imagine a faculty member with greater impact,” says President Phil Davis. Respected by her peers for dedication to all aspects of teaching and learning, she challenges herself constantly to explore new strategies that can expand and deepen student learning. It is her intention to prepare medical

professionals with excellent biology instruction, and to do that in inclusive learning environments that foster significant learning for a diversity of students. She teaches, she says, to help students develop confidence in their own learning and abilities; “to realize they can change their lives and influence their communities, patients, and loved ones.”

Neudauer draws upon a lifetime’s education and professional development: a technical high school preparation was not leading toward college until she found biology with the right instructor, and a fire was lit. She earned a Ph.D. in Biomedical Sciences-Pharmacology at Mayo Graduate School and had a 15-year career in cancer research, publishing extensively. But she began to be drawn toward teaching and went on to obtain a master’s in curriculum and instruction at the University of Minnesota. A deep interest in facilitating learning has led her to develop “flipped” courses that give students opportunities to advance from lower-level to higher-order thinking and problem-solving skills. “Coming to class was a joy, because I knew I would be learning something I could use for the rest of my life, and that made all the difference,” said one student.

At MCTC over ten years Neudauer has found that her research experience and training in instructional theory enabled her not only to teach actively and creatively, but also to create new instructional programs. She designed the college’s Associate of Science in biotechnology, and more recently took on the challenge to lead a pilot program for some of Minneapolis’s lowest-income residents. The exceptional success of that pharmacy technician pilot resulted in Neudauer creating a diploma program with innovative pathways to other healthcare careers.

Always searching for areas in which to achieve meaningful outcomes, she participates in the college’s Academic Quality Improvement Program for accreditation, has led for many years MCTC’s Center for Teaching and Learning, and is a guest speaker at Minnesota K-12 programs. She mentors new faculty at MCTC, and teaches MnSCU’s new two-year-college faculty in credentialing

courses offered by Southwest Minnesota State University. A colleague summed her up best: “Neudauer embodies the essence of what it means to be an excellent teacher; helping students be the best they can be, and engaging and helping peers be the best they can be.”

REVIEWER COMMENTS

Content Expertise and Professional Growth Extensively published in field and a guest educator in various capacities at other colleges and universities. She exemplifies “innovation with a purpose,” employing observation, reflection, and adaptation cycles with her subject matters, students, and institution. Professional development activities feed right back into the classroom. Thesis project was tied to assessment of student learning, and using that information to improve teaching. A consummate professional, always developing her teaching/pedagogy knowledge and skills.

Teaching Strategies and Materials Effectively uses D2L resources to support active learning. Highly interactive classroom activities help students learn how to use information, rather than just being exposed to it. Equally effective in teaching both students with significant barriers (in poverty, not college prepared, etc.) and students in higher level courses. Moved from a teacher-centered to student-centered classroom, based on her teaching experiences and what her research shows works best for students. Uses a flipped classroom model to provide essential content and learning materials, then applies a wide variety of teaching strategies to engage a diversity of students with each other to foster deeper learning.

Standard for Assessment of Student Learning and Performance Assessments are integrated into all activities as a continuous process that informs her and students of their success. Outcomes are clearly based on considerations of students’ needs as well as employment and life skills. Clearly demonstrates and articulates the reciprocal connection between teaching methods, assessment methods, and professional development. Creates new teaching strategies and resources to better develop higher-level thinking skills in students.

Service to Students, Profession, Institution, System Service to students includes the re-development of course resources to significantly reduce the cost of textbooks. Service at the college includes participation on numerous committees and commissions such as Governance Council Chair, Science Division Coordinator, New Faculty Teaching Circle facilitator, Budget Committee, Academic Council, Master Facilities Planning Committee, President’s Climate Commitment Committee, Master Academic Plan Civic Engagement Chapter Committee, Wells Building Pre-design Committee, and biology search committees. Has received many awards, including three national honors. The desire to help students, colleagues, her college and the system fulfill their visions is clearly a motivating force for her.



Sandra Sellner-Wee

*Instructor of Radiography
Riverland Community College*

Sandra Sellner-Wee's students have heard her say "Don't make me sing!" on more than one occasion. While a few students may have initially giggled, her students say, "Sandy's Silly Songs and Sayings" really help them learn. Connecting with students in innovative ways to ensure their learning is a strength she wields with ease. As a student notes, "She always puts her students first and recognizes the importance of proper training and knowledge to ready us for the workforce."

After graduating with an Associate of Science in Radiography from the Mayo School of Health-Related Science and Rochester Community College, Sellner-Wee went on to earn both bachelor's and master's degrees from the University of St. Francis. She is board certified in radiography and mammography, and has worked in several specialty radiography fields for over 26 years.

Sellner-Wee's students benefit from the creative variety of teaching methods she uses to teach theory and practice. Early in her career as an educator, she discovered that she "cannot make someone learn." Her response was to learn more about her students and employ a range of methods and tools to meet their varied and developing approaches to learning. Among the materials she's produced are Video Interactive Learning Objects, short video segments on specific topics that help students prepare for hands-on activities in labs and increase student success (they are also especially helpful to English language learners). Sellner-Wee uses games such as terminology bingo and the "urinary game" to stimulate a solid grasp of basic concepts. Simulation is an important component in the radiography curriculum, and she makes recordings of each student's problem-solving performances for review, critique and analysis. "She creates the desire in students not only to learn, but to excel," says a colleague. Sellner-Wee, whose "two favorite 'A' words are assessment and accreditation" measures her success in that of her students' learning outcomes, their certification and work placement and post-graduate satisfaction.

Through her work in developing relationships within the community, in 2013, Sellner-Wee secured funding for a state-of-the art x-ray machine. Students take x-rays on a phantom and process the images digitally, as they will in the work environment. Sellner-Wee has served her profession at the regional and national levels as President-elect, President and Chair of the Minnesota Society of Radiologic Technologists, and as Minnesota's representative at the American Society of Radiologic Technologists' national conference. She has

also served as a member or chair of the Academic Affairs/Standards Council Curriculum Committee, Master Course Outcome Committee, Assessment Committee and as Student Learning Outcomes Coordinator.

REVIEWER COMMENTS

Content Expertise and Professional Growth Years of experience gained from working in the field creates a level of confidence and certainty in the classroom. Frequent presenter at national and international conferences over the years reflects her relevance in the field. On-the-job experience as a radiography technician led her to pursue degrees in the field and in teaching. Conducts research and has contributed to and reviewed many textbooks. Used reflections on her own experiences as an online master's student, to improve her teaching.

Teaching Strategies and Materials Her portfolio supports her claim: "I take personal responsibility for a student who is not able to learn the content of a radiographic procedure or concept. As an instructor, I have learned that instead of directing a failure internally, I need to assess my teaching methodologies. I need to consider the learning styles of the students, evaluate the learning tools available and perhaps develop a different pedagogy." She has developed an authentic and personal style of teaching that covers the learning style spectrum, from the kinesthetic and social to logical and solitary learners. The syllabi for her courses are "works in progress", constantly being changed and improved while she searches for the best ways to help students learn.

Standard for Assessment of Student Learning and Performance Uses a broad range of effective assessment strategies such as student radiologic portfolios with rubrics, opportunities for self-reflection, course evaluations, employer and graduate surveys, national exam results and advisory committee input to evaluate and improve instruction. Student clinical evaluations are used for interventions while simulations employ student self-assessments and peer assessments.

Service to Students, Profession, Institution, System Keeps an open-door policy, available to students day and night, by phone, email, or in person; "always happy to answer questions if she's awake." Established two student scholarships at Riverland along with a chapter of Lambda Nu, the national honor society for radiographic and imaging sciences. Participates in numerous academic and professional activities that directly benefit students. College, community and system benefit from her active service as AQIP chair for AASC; Student outcomes coordinator; mentor to peers; presenter and trainer for professional groups; sponsor of student community-service organizations; and point person on developing and maintaining articulation agreements with multiple universities.



Cheryl Tefer

*Instructor of Nursing
Anoka-Ramsey Community College*

Cheryl Tefer has worked and taught in the field of nursing for forty years and instructed, she estimates, about 4,000 nursing students. Respected by her students and colleagues alike, she demonstrates unique abilities to successfully prepare students for the nursing profession. She is always looking for ways to do things better in the interest of her students.

Tefer completed her master's and additional post-graduate work at the University of Minnesota, having earned a Bachelor of Science in Nursing at the University of Iowa. She has been a nursing faculty member at Anoka-Ramsey Community College for almost 25 years and is a frequent presenter at conferences and summits. "Her innovative focus and drive to promote Anoka-Ramsey's nursing program shines through in everything she does," states President Kent Hanson.

"New nurses may either be under-confident or over-confident," Tefer says, and therefore, she employs a wide range of teaching strategies in a variety of environments, including clinical, lab, and theory-based classroom settings. Hands-on experiential learning combined with innovative uses of technology within the Desire2Learn online environment allow her to connect with students. "It is not possible to add 'too many' learning activities centered on clinical reasoning and problem-solving," she says. Tefer adheres to several principles that she regards as core to teaching and learning—and working—in nursing: respect for autonomy; nonmaleficence, beneficence, and justice. In assessment, she uses the evaluation system established by the Nursing Division at ARCC, which "works to balance student success with faculty responsibility to graduate competent, trustworthy professionals."

Tefer's unwavering commitment to nursing education is demonstrated by her active involvement in course development and design, especially for first-year nursing students at ARCC, and now throughout the state. She has played a key role in the development of the exciting new Minnesota Alliance for Nursing Education, which will enable nursing students at seven two-year colleges to earn bachelor's degrees from Metropolitan State University. "She demonstrates dedication, enthusiasm and personal sacrifice and what sets her apart is how she consistently goes over and above what is expected," notes a colleague. She is often working with students, helping them and encouraging them—past posted advising hours. The strong industry relationships she has developed provide a robust advisory board, donations, student externship opportunities, and placement possibilities. It's evident why colleagues and students prize Tefer as that rare person who can "make the hard stuff easy."

REVIEWER COMMENTS

Content Expertise and Professional Growth Years of academic preparation, clinical practice and research all in one person. She has continued lifelong learning despite setbacks, and these lessons in life have influenced her to be a more effective and empathetic instructor. Her nursing education is grounded in the history of medical practice, rigorous professional growth and extensive knowledge of the field. Attended or presented at more than 17 conferences or summits in the past seven years.

Teaching Strategies and Materials Teaching strategies recognize the necessary balance between content and technology, and are clearly aligned with her learning goals. Presentations are not lectures, but conversations, that arise out of student involvement. Cultural jeopardy and role-playing are good examples of innovative teaching strategies/materials. Participates in a clinical environment and has authored a clinical learning packet and case notes. Developed ARCC pharmacology curriculum and adds historical context to instruction. Teaches to prepare students for NCLEX exam and to be confident and safe professionals.

Standard for Assessment of Student Learning and Performance Utilizes standardized assessments across the curriculum. Teaches analytical thinking by focusing on prototype drugs by family. Uses statistics in evaluating effectiveness of test questions on students' performance and competence. Demonstrates a passion for ensuring that student training is current. Uses a variety of evaluation and assessment tools, including the 25-point Head-to-Toe Evaluation and the Clinical Journaling and Analysis of Published Nursing Research Study.

Service to Students, Profession, Institution, System Demonstrates long-standing, ongoing dedication to her profession and students through the development of programs that prepare students to enter the profession at its current status. Available to students all of the time and spends a great deal of time on campus. Committee service at the college and participation on constituent groups demonstrate a high level of service to her students, colleagues and ARCC. Member of the Strategic Planning Committee, various search committees, Pharmacy Tech Advisory Board, President's Council, Academic Affairs & Standards Council, Metro Alliance Expansion Project, and the Nursing Committee Curriculum Division. A champion of the bachelor of science degree in nursing and served in the Metro Alliance Project, which focused on increasing access and opportunity for students interested in nursing. Instrumental in the development of the Minnesota Alliance for Nursing Education curriculum and numerous new nursing courses. She serves on the Strategic Planning Task Force, aiding the alignment of ARCC with Anoka Technical College. Worked with peers from North Hennepin Community College to develop innovative teaching partnerships, including the development of Metropolitan State University's first pre-licensure nursing degree with a post-baccalaureate bachelor of science in nursing. Non-tenured faculty in their early years of employment have benefited greatly from her particular interest in helping and mentoring them.

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.

Eric Anderson • Music

*Anoka-Ramsey Community College
Kent Hanson, President*

Eric is devoted not only to his discipline, but also to the campus community as a whole. A cheerful and unpretentious instructor, Eric is always willing to go beyond the call of duty to offer the best in music education. Colleagues describe his teaching style as superlative, his expertise phenomenal.



David Atwood • Mathematics

*Rochester Community College
Gail O'Kane, Interim President*

Regarded by many as a thought leader who is quiet yet highly effective, David Atwood's students and peers speak loudly of his steadfast dedication to his craft, his innovation in curriculum development and extraordinary leadership skills. Students and colleagues call him a remarkable teacher.



Aaron Barker • Energy/Electronics

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

It's common for Aaron to go beyond the walls of his campus to help students of all ages. A valued educator, trusted advisor and superior role model, Aaron willingly shares his time and expertise by leading regional robotics competitions, summer educational campus and SkillsUSA events.



Julie Buntjer • Nursing

*Ridgewater College
Douglas Allen, President*

Recognized as an elite nursing educator in Minnesota, Julie spends countless hours on both her students and her profession. In addition to providing exemplary teaching, she creates new curriculum, designs simulations and collaborates on the MANE project's new nursing education pathways.



Bradley Burklund • Farm Business Management

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

This master of experiential learning provides students with an open, supportive, encouraging environment where they can explore the subject matter and apply new-found knowledge without fear of failure. Recognized nationally, Brad is truly a leader in his field.



Michelle Cochran • Reading

*Rochester Community and Technical College
Gail O'Kane, Interim President*

Michelle has been called a pioneer in developing the college's first-year experience course and an innovator in applying intrusive advising concepts. A highly respected and distinguished instructor, Michelle works tirelessly to connect with her students and improve learner outcomes.



Julie Dillenburg • Industrial Technology

*Pine Technical and Community College
Robert Musgrove, President*

Julie's approach to her technical discipline is described as thoughtful, rigorous and effective. This diligent educator strives to incorporate student collaboration and teamwork in effective ways with the ultimate goal of turning her students' educational dreams into careers as manufacturing technicians.



Aimee DuBois • Communications

*Normandale Community College
Joseph Opatz, President*

Teaching is Aimee's passion, allowing her to be creative and to continue to grow every day. This positive, knowledgeable and supportive educator deftly relates course content to her students by incorporating their stories, examples from mass media and engagement with service learning.



Roberta Freeman • English and Speech Communication

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

People respect and treasure Roberta not only because she is an amazing teacher, but also because she is an exceptional individual. Described as genuine and resolutely positive, Roberta strives to offer students a welcoming learning environment where they can conquer their fears and succeed.



Loren Haagenson • Human Resource

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

Thoughtful, creative and engaging in the classroom and online, Loren is described by many as a gifted instructor. His compassion for students make him a trusted and memorable educator. His community relations makes him a valued resource.



Pamela Jensen • Computer Support Technology

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

Known as a charismatic and kind educator with a wonderful sense of humor, Pam always puts students first. But her colleagues also praise her as a campus team player, always willing to go the extra mile in serving on committees, organizing events and making presentations.



Robert Jersak • Communications

*Century College
Ron Anderson, President*

Robert centers all of his work with students around three values: collaboration, creativity and community. He finds that his passion for learning is contagious, and he chooses to travel along a path like that of his students, accepting the challenges of learning and the continual promise of “becoming.”



Debra Kvamme • Landscape and Horticulture

*Hennepin Technical College
Cecilia Cervantes, President*

Debra displays a deep passion and commitment for her profession and her students know she expects the same from them. Although her expectations are high, this caring, generous teacher provides her students with a full measure of support. They attest to her positive impact on their lives.



Lisa Lentner • Physical Therapist Assistant

*Anoka-Ramsey Community College
Kent Hanson, President*

Student success has always been Lisa’s top priority. The 98-percent pass rate for her Physical Therapy Assistant graduates on the national exam over the past three years confirms that this is one highly effective teacher. Lisa also has played a key role in maintaining the program’s accreditation status.



Bayla McDougal • Addiction Counseling

*Minneapolis Community and Technical College
Phillip Davis, President*

Bayla has been called the embodiment of student advocacy, professionalism and best practices in education and counseling. She amazes others in many ways, including having the vision and drive to launch a course in electronic medical records for counseling students, the first in the state.



Julie Morgan • Dental Assisting

*Central Lakes College
Larry Lundblad, President*

Julie is known for making a big impact in her classroom, as well as in the dental profession. A gifted communicator, Julie is eager to share her knowledge and expertise, but does it in a way that is both welcoming and respectful. She never forgets the important role she is playing in her students’ lives.



Nathan Peterson • Robotics/ Automated Systems

*Central Lakes College
Larry Lundblad, President*

Watching as his students successfully collaborate on a project or participate in vibrant classroom discussions are reasons why Nathan loves teaching. He works assiduously to make connections with students of all ages, and instills in them the range of skills needed for high-paying jobs in his field.



Anne-Marie Ryan-Guest • Economics

*Normandale Community College
Joseph Opatz, President*

Phenomenal is the word one student used when describing this economics teacher. Graced with an infectious personality and robust sense of humor, Anne-Marie is a cheerleader for students who may need support in order to succeed. Her passion for teaching and lifelong learning is seen as inspirational.



Delia Samuel • Mathematics

*Century College
Ron Anderson, President*

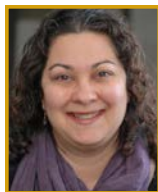
This instructor says that teaching is her destiny—her “home.” Delia’s goal as a mathematician is to combine her ability, teaching experience and research to be a creative, motivating, enthusiastic instructor, one who makes a positive contribution in the world. Mission accomplished, her students say.



Ayesha Shariff • History

*Saint Paul College
Rassoul Dastmozd, President*

Ayesha wasted little time becoming a vital presence on her campus. Not only is she a master educator who consistently earns high praise from her students, but she is also an integral member of many committees and projects, such as Honors in Action, which work to improve the campus and community.



Jay Siedschlaw • Landscape and Horticulture

*Hennepin Technical College
Cecilia Cervantes, President*

Utilizing real-world scenarios to prepare his students for the workforce is one of Jay's trademarks. This teacher loves to serve, as evidenced by his work to create an urban forestry program, in assisting other departments with campus projects and in conducting year-round advising sessions for students.



Greg Skudlarek • HVAC and Refrigeration

*Minneapolis Community and Technical College
Phillip Davis, President*

Greg's students learn in a world-class facility, thanks to the tenacity of their teacher. His ability to partner with dealers, manufacturers and businesses has created one of the best-equipped labs in the region. Greg's teaching methods also have impressive results: placement rates of 90 to 100 percent.



Penny Starkey • Chemistry

*Saint Paul College
Rassoul Dastmozd, President*

A consummate educator who values her college, her students and her discipline, Penny exhibits a teaching style clearly focused on her students' success. Admired and esteemed, Penny leads in innovation, implements solutions, and employs sound teaching practices that are a model for others.



Lori Thrun • Biology

*Century College
Ron Anderson, President*

Lori is a teacher who finds her success in the success of her students. Her persistent commitments are to student learning and empowering her students to do their best. They take shape in a variety of effective, stimulating teaching strategies she uses to support her belief that anyone can excel in science.



Christina Wilson • Practical Nursing

*Anoka Technical College
Kent Hanson, President*

This nursing educator sees patient care as a "sacred practice" and that core belief is apparent in her classroom. Christina's students respond to her effective student-centered teaching methods and professionalism by consistently achieving some of the highest exam pass rates in the system.



Robert Zbikowski • Engineering/Physics

*Hibbing Community College
M. Sue Collins, President*

Robert's approach to student learning integrates teaching in the classroom with extensive community involvement and far-reaching collaborative efforts with local schools and other colleges and universities. Colleagues have called this two-time Outstanding Educator (2011 and 2014) an exemplary leader.



BOARD OF TRUSTEES AWARDS
EDUCATORS OF THE YEAR, 2007-2013

2013

Andrew Aspaas • Chemistry
Anoka-Ramsey Community College

Alan Erdahl • Biology
Riverland Community College

Darci Goeden • Nursing
Central Lakes College

Susan Thaemert • Dental Assisting
Hennepin Technical College

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 belief of many, who 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
- Joanne Sarkilahti and her students in the Floral Design program at Hennepin Technical College, Brooklyn Park, for providing the flowers
- Anoka-Ramsey Community College students Amanda King, Emily Picardi and Jarome Smith, and music department chair Melissa Bergstrom, for their musical performances
- Cathy Wurzer, whose exemplary grace and talent as an emcee are again demonstrated at this event
- Glen Stubbe , photographer
- Cassie Craig, Sally Ableitner and the staff at the Doubletree by Hilton
- John Gordon and Ian McKindles of PSAV
- Gary Hatteberg, who created the video presentation
- Todd Hawkinson of T.R. Hawkinson, Ltd. who created the silver and gold medallions presented to the Outstanding Educators
- Karen LaPlant and Ray Ansel, who assisted with event details
- Many system office staff members
- Board of Trustees staff

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