

II. What is your philosophy on student learning?

I consider myself a life-long learner. My love of learning was fostered early in my life by teachers I greatly admired who have encouraged me to “dig deeper,” by friends and family members who enjoyed playing school and board games like “Go to the Head of the Class,” “Jeopardy,” and “Scrabble” as much as I did, and by my mother’s abrupt decision to quit high school at age 16 which severely limited her life choices.

Over the years, my personal growth and development has been positively impacted by a number of significant educational mentors who have taught me some crucial life skills, fostered my character development, and encouraged my active citizenship. Not only did these influential educators teach me how to read, write, and speak effectively, but they stimulated my intellectual curiosity and my academic pursuits in many significant ways. They helped broaden my interest in learning more about the life circumstances of others, taught me to think more critically about social inequalities, strengthened my empathetic response, cultivated my interest in traveling, and inspired my passion for social activism. They also gave me the confidence to go to college and become my family’s first college graduate. These are all positive learning experiences that I have strongly desired to pass on to today’s college students because I have found them to be very empowering, liberating, and life-altering. Furthermore, I want college students to discover, as I did, the power they have to make a positive difference in the world and to initiate corrective action when cultural oppression or human rights violations are occurring anywhere in the world.

As a community college instructor, I believe that learning should broaden students’ perspectives and empower students’ abilities to live and work successfully in a globally diverse world by enhancing their cultural awareness, promoting their critical reflection, fostering their hope, inspiring their creative problem-solving abilities and fortifying their leadership skills. Teaching humanities, human services, and sociology courses have given me the opportunity to stretch student’s cultural perspective-taking and their world views by increasing their awareness of the global diversity that exists in the world, the hidden costs of globalization, and the great magnitude of human suffering caused by cultural intolerance/hatred throughout the world.

One of the most effective ways that I have found to teach about cultural oppression is to share one story at a time which helps put a human face to statistical data which is sometimes too overwhelming to comprehend, such as 11 million died during the Holocaust. Thus, I have consistently used memoirs and first-person accounts in the college courses I have taught to personalize and humanize the often incomprehensible human suffering historically caused by cultural oppression. Reading this type of literature helps college students gain an insider’s perspective of why genocide occurs, how hate and bigotry has been historically perpetuated, and what the human costs of genocide are. It also helps them gain greater understanding of what it has historically meant to be a victim, a bystander, and a perpetrator. Acquiring this knowledge can enhance their abilities to make more informed and socially conscious decisions in the future and strengthen their resolve to take corrective action. For example, by studying the results of being a passive bystander, students should be more inclined to take a

stand when they see an injustice occur anywhere, whether it takes place in their home, at school, or at work. Additionally, I have used reflective writing activities to help students make personal connections to the people and historical events they are learning about.

I feel that student learning is best facilitated by creating educational learning activities that are personally relevant and meaningful, culturally enriching, experiential, and participatory. To foster these types of learning objectives, I have also:

1. Facilitated student participation by using a "talking circle" format and having students actively participate in class discussions and conduct classroom presentations.
2. Taken students on field trips -- to attend plays, visit synagogues, and tour historical sites—to broaden their cultural experiences and support their involvement in community based research projects and service learning opportunities to promote their knowledge of contemporary social problems/issues discussed in the classroom, such as immigration, homelessness, teen pregnancy, racism, and genocide.
3. Organized numerous international study abroad opportunities for students to visit historical/cultural sites in several different parts of the world including Africa, Europe, and South America.
4. Invited guest speakers to my classroom to broaden students' knowledge and appreciation of cultural differences, diverse lifestyles, and alternative conflict resolution strategies.
5. Exposed students to multicultural art, literature, drama, and music in my classroom to expand their knowledge of and respect for the diverse ways people live their lives and express their culturally unique ideas, thoughts, and perceptions.
6. Encouraged students' active involvement in student organizations/clubs, such as the Student Senate, Phi Theta Kappa, and the International Club.

All of these educational activities have been designed to let my students know their voices count, their contributions are important, they are competent problem-solvers, and can be responsible citizens/positive social change agents. I truly believe my greatest motivation for teaching is to fuel my student's passion and enthusiasm for learning and to help them become more culturally competent, informed, and humane decision makers.

Knowing that adult learners come from a wide variety of cultural backgrounds and walks of life, I think it is important to create an open, inclusive, and student-centered environment. I have attempted to do so by having students consistently sit in chairs arranged in a circle rather than in rows directly facing me. I believe this type of circular seating arrangement conveys the impression that both the teacher and the students can learn from each other and promotes respectful and reciprocal dialogue. I also prefer to teach my college courses in a high-tech room where I would have access to the use of a computer, an LCD projector, and a video/DVD player so that I could stimulate students' learning by using several forms of multi-media in the classroom including films, videos, power-point presentations, visual images, music, poetry, CD-ROMs, and the Internet.

Furthermore, to address the diverse learning needs of students, I believe teachers should provide a wide variety of educational activities and learning scenarios. To mix it up, I have had students watch educational videos, listen to guest lectures, conduct field study observations, read required texts, write reflective papers, author advocacy letters, construct research posters, complete web-based activities, conduct research projects, participate in group discussions, engage in service learning activities, and prepare group presentations. I have also assessed their learning outcomes in a wide variety of ways using both summative and formative assessments. I have asked students to complete five-minute writes, describe a muddy point, and write response papers to evaluate what students have learned from watching an educational film, completing a reading assignment, participating in an experiential learning activity, or listening to an educational presentation given by me or any guest lecturer.

My final point is that teachers should be inspirational role models and show great passion for learning. I believe that teachers can show enthusiasm for teaching in a number of different ways. They can come to class every day well-prepared and enthusiastic about the subject matter they are teaching, which I have done quite regularly by “bringing in more than the kitchen sink.” Over the last twenty years, I have amassed a collection of over 200 educational films and 150 books about the human rights and social justice issues I teach about. So, I feel I am quite equipped with inspirational and thought-provoking educational resources to stimulate my students’ intellectual curiosities, broaden their cultural perspectives, expand their world views, foster their leadership skills, and promote their active citizenship. They can also show they are dedicated teachers in many others ways. Over the past 20 years, I have traveled to several parts of the world including South America, Southeast Asia, and Europe to further my knowledge of global diversity and genocide. During my 2012-2013 sabbatical leave, I was able to see two unique “Wonders of the World” by travelling to Cambodia to visit Angkor Wat and to Peru to visit Machu Picchu. In my classes, I have shared my travel experiences as a means of encouraging college students to be risk-takers and to demonstrate the educational benefits of going the extra mile to satisfy one’s intellectual curiosities.

To conclude, I share the following poem written by an anonymous author which reminds me that fostering students’ character development and active citizenship are worthy educational endeavors to pursue.

Dear Educator

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by learned engineers

Children poisoned by educated physicians

Infants killed by trained nurses

Women and babies shot and burned by high school and college graduates

So I am suspicious of education.

My request is: Help your students become human.

Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, and arithmetic are important only if they serve to make our children more human.

IV. What methods of facilitation would I use to lead and facilitate successful small group dialogues about the Honors Institute?

I would plan to use a variety of facilitation methods. These include:

- a. Utilizing a "talking circle" format. I think it is important to create an open, inclusive, and learner-centered environment. I would attempt to do so by rearranging the chairs in the classroom so they formed a circle or a half-moon rather than in rows directly facing me. I believe this type of circular seating arrangement conveys the impression that both the group facilitator and the conference attendees can learn from each other and promotes respectful and reciprocal dialogue.
- b. Securing a tech-savvy room where I and the group participants would have quick access to the use of a computer, the internet, an LCD projector, and a video/DVD player so that what we have learned from the Honors Institute speakers can be further complemented by using several forms of multi-media in the classroom including films, videos, power-point presentations, visual images, music, poetry, CD-ROMs, and the Internet.
- c. Fostering the use of fun and interactive group activities that help group members become better acquainted, build community, and prompt discussion about change. These could involve:
 1. Physical movement. Group members could be asked to get up and move around to participate in a People Bingo Activity. A Bingo card with 25 squares (5 rows and 5 columns) could be prepared ahead of time. The center square can be marked with the words "FREE SPACE".

The remaining blank squares could be filled in with technological innovations/scientific inventions that have historically occurred over the past 50 years and group members could initialize the technological innovations/scientific inventions that they have personally experienced. They could achieve a bingo by obtaining unique signatures to get 5 boxes in a row: horizontally, vertically, or diagonally. Once a person obtains 5 in a row, he or she should shout, "BINGO!" Bingos would be rewarded with sweet treats, such as miniature pieces of chocolate. Once a "Bingo" is achieved, conference attendees could discuss the technological changes/scientific inventions they have or have not experienced and their reactions to them.

2. Artistic Expression. Group members could be encouraged to draw a picture of a cultural transformation that they have personally experienced. They could be asked

to share some personal reflections about the cultural transformations they have artistically depicted, first with one other person and then with the larger group.

3. Probing Questions. Initially in pairs, conference attendees could be asked to discuss a proposed change they would like to make, personally or professionally. Later, they would be encouraged to share these proposed changes with the larger group.

To foster greater dialogue about these personal changes, I would ask these group members to answer some probing questions, such as;

- a. How did you realize this change needed to occur?
 - b. What might help or hinder your ability to initiate this change?
 - c. What could you do to overcome some of the potential roadblocks?
 - d. What types of deadlines would you establish for accomplishing this change?
 - e. What will help you determine if this change was helpful or not?
4. Journaling. Encouraging the group participants to author short reflective writes or journaling prompts about the Honors Institute keynote presentations they have attended. Four of the journal prompts that could have been asked about one of last year's Honors Institute speakers are: "What made it possible for Anne Bancroft and Liv Arnesen to achieve their goal of crossing Antarctica? Why were they such a successful team? What types of effective leadership skills did they demonstrate? Why did they succeed when others might have previously failed? These journal reflections could have been used to generate a group dialogue about effective teamwork and successful collaborations. They could have also been used to prompt a greater discussion about how these two women changed societal notions about gender roles and what women could accomplish athletically. Exploring changes in gender roles might also be an appropriate theme for this year's Honors in Action topic as well.
 5. Creative Thinking. Conference attendees could be encouraged to imagine that they owned a wand that would grant them the ability to make a significant work related change. They could change anything they want. How would they change themselves, their job, their boss, their coworkers, an important project, etc.? They would be encouraged to discuss why it is important to make the change(s) they imagine.
 6. Historical Sequencing. Conference attendees could be asked to create a human timeline which involve changes in the motion picture industry. For this activity timeline game pieces are handed out to eight of the seminar group members who stand in a line at the front of the room, holding the pieces toward the rest of the remaining group members. Those sitting down must rearrange the order of those standing up to try and get the timeline in the correct order. This group activity often prompts discussion about how technological developments build on each other, as well as how sometimes technological innovations take a long time to have a social impact.

7. Media Messages. This group activity requires students to imagine how media messages would have been communicated in different time periods. Students could be asked to respond to prompts such as, “How would they have conveyed the message in 1776 that seeking independence from Great Britain was not a good idea?” “How would they have conveyed the message that living in Germany in 1933 was a scary experience?” “How would they have conveyed the message that in 1970 the bombing in Vietnam should stop?” “How would they have conveyed the message in 2015 that owning a “smart” phone was dangerous?”
8. Experiential Learning. I believe that one of the best ways to learn is to personally visit historical sites where cultural, environmental, and social change has occurred. So, I would welcome the opportunity to facilitate a field trip opportunity for my seminar group members to enhance their learning about these types of changes. This could involve going to a play, a museum, a teaching hospital, an arboretum, a historical cottage, etc.

V. Why do you want to serve as a Faculty Scholar?

There are five significant reasons why I want to serve as a Faculty Scholar. These are:

1. I have attended several Honors Institute and consider it a unique “gem” of a learning experience which has been greatly facilitated by the faculty scholars that have led the seminar groups I have been previously assigned to. On three separate occasions, Melissa Fulgham has been my seminar group facilitator. Steve Schroeder has also been one of my seminar leaders. I would love to have the opportunity to “pass it forward” and serve in this leadership role as I have learned so much from the engaging, enthusiastic, and informative seminar leaders I have had the experience of being mentored by in the past.
2. I feel highly prepared to take on this leadership role as a group facilitator because I have spent most of my professional career (which spans 40+ years) working with small groups of students and adult learners trying to improve their problem solving abilities, resolve their life crises, and help them achieve greater success in their lives, both personally and professionally.

Earlier in my life, I was employed both as a county social worker (15 years) and a county 4-H youth agent (1 year). Later, in my life, I was employed at the University of Minnesota, Center for Holocaust and Genocide Studies as a state-wide outreach educator. For the past 11 years, I have been employed as a Community College Instructor. In all of these employment positions, I have been a helping professional and a teacher of life

skills. I have spent most of my life trying to help people from many walks of life enhance their problem-solving and critical thinking skills and become more productive citizens. Let me explain a bit further below.

While employed as a 4-H Youth Agent, I promoted 4-H enrollment by working closely with leaders, parents, and members to provide a clearer understanding of 4-H purposes and program objectives. I also actively instructed leaders and members in project materials, organized activities and events for youth, and developed and illustrated educational aids for 4-H youth.

While employed as a Child Protection Worker, I counseled in situations involving teen pregnancy, family discord, incest, juvenile delinquency, marital tension, aging difficulties, and disability issues.

While employed as a School Social Worker, I facilitated guidance activities for elementary-aged students, individually and collectively with other educators. Some of the topics we addressed with students included self-esteem, peer/family relations, non-violent conflict resolution, cultural diversity, and friendship-skills building. I worked with many other groups of teachers and community members to promote community education and public awareness activities designed to increase parents' knowledge and understanding of issues associated with domestic violence, child development, family/social expectations, stress management, and parenting techniques.

While employed as a state-wide outreach educator at the University of Minnesota, I spent much of my time collaborating with middle school and high school teachers to help them enrich, expand, or fortify their teaching curriculums about genocide and human rights issues. In my role as Holocaust educator, I facilitated teachers' training, conducted classroom presentations for students on genocide-related topics, and organized community events commemorating the historical legacies of genocides.

While employed as an Instructor at Inver Hills Community College (IHCC), I have had the opportunity to work with small groups of faculty members and students to plan a number of educational conferences and Student Success Day activities. I have also had the opportunity to serve in the capacity of a Phi Theta Kappa advisor for the past 10 years. In this capacity, I have helped several groups of Phi Theta Kappa members plan and coordinate many educational activities for students, faculty, and community members. These activities have included member inductions, Student Success Day sessions, and educational outreach initiatives. One of the most recent of these being a 3-hour educational symposium entitled "The Difficulties of Eating Nutritiously," which tapped the scholarly expertise of several of IHCC's' faculty members. Another very successful college initiative that I helped members of PTK complete in 2010 was called "The Breathe Project." This "Honors in Action" project originated from academic research that several members of this group conducted to determine the effectiveness of online instruction. They used this research to compose a professionally produced 4-page tips document which was widely applauded as it was one of the first student-led

initiatives to better prepare students to take online courses in the state of Minnesota. Several teachers and administrators were so impressed with this document that they advocated that it be permanently placed in a prominent position on the college website so that many future students would see it. Another unique honor that was bestowed on this group of Phi Theta Kappa members was being invited to attend a prestigious state technology conference to present the BREATHE document to an esteemed group of online college educators, which we all attended.

3. It is an awesome professional development opportunity which accords me the privilege of working with a diverse group of community college educators across the nation to interactively share teaching ideas and coaching tips to strengthen student's abilities to benefit academically from completing Honors in Action projects and other PTK programs. It also fosters my ability to "polish and refine" my teaching abilities in the classroom. As I believe that teaching is an art that can never be totally mastered, I have always remained a student eager to learn more about what else I can do to help promote student success, particularly from other teachers.
4. This year's Honors in Action Topic strongly resonates with me as I consider myself a passionate human rights and social justice educator who is deeply concerned about educating today's students about the changes that have occurred in the world so that they can become better informed decision makers, more effective social change agents, and more socially responsible citizens.. It is my belief, that knowledge is power and that students who are taught to dig deeper and develop a passion for conducting research are in a better position to critically analyze and assess the many different kinds of changes that they and others have experienced during their lifetimes so that they can lead the future efforts to transform the world in numerous positive ways.

As a genocide/human rights scholar, I believe that I would offer a unique perspective as a Faculty Scholar because I am quite knowledgeable about many ethical issues, human rights struggles and social justice reform efforts that have historically occurred in the 20th and 21st centuries, nationally and internationally. Over the past 25 years, I have used this knowledge to promote college students' awareness that studying genocide is very important and can offer students some incredible insights about what can be done differently to resolve their interpersonal conflicts less destructively or violently. I have done so by:

- a. Proposing three new classes at Inver Hills Community College. These are: A 3-credit Humanities course offering, "Holocaust through Multiple Lenses" and two 3-credit Sociology special topics courses, "Sociology of Genocide" and "Sociology of Gender."
- b. Taken students on field trips -- to attend plays, visit synagogues, and tour historical sites—to broaden their cultural experiences and support their involvement in community based research projects and service learning opportunities to promote

their knowledge of contemporary social problems/issues discussed in the classroom, such as immigration, homelessness, teen pregnancy, racism, and genocide.

- c. Organized numerous international study abroad opportunities for students to visit historical/cultural sites in several different parts of the world including Africa, Europe, and South America.
- d. Invited guest speakers to my classroom to broaden students' knowledge and appreciation of cultural differences, diverse lifestyles, and alternative conflict resolution strategies.

My previous history of creating educational learning activities that are personally relevant and meaningful, culturally enriching, experiential, and participatory are educational assets that would serve me well as a future faculty scholar.

- 5. Because I would like to put into practice the training I recently received this summer at PTK headquarters to be certified as a Leadership Development Instructor. It is my belief that this training strengthened my ability to serve as an effective group facilitator whose primary purpose is to help students develop as future leaders and scholars. During this training, my knowledge of effective teaching pedagogy was broadened. I learned about some very creative and resourceful ways to promote students' knowledge of who effective leaders have been and how they have historically created positive social change utilizing art, drama, dance, music, and film. This learning experience also emphasized the crucial role that experiential learning can play in fostering students' knowledge of what helps a person become an effective leader. Given the task of preparing a group presentation about Cesar Chavez, our group of four seasoned PTK advisors did a great job collaborating and blending our unique teaching approaches to personalize the story of what made Chavez an effective leader and social change agent. Faculty Scholar, Karen McCall Kane helped us dramatized Chavez's historical struggles as a farm labor leader by developing a dance and music routine based on the popular song, "I heard it through the grapevine." Another crucial aspect of this training was learning how to use probing questions to help students think more critically about changes that they might want to make in their own lives, but feel stymied in doing so.

Having the opportunity to serve as a Faculty Scholar may provide more convincing evidence that I can effectively utilize the Leadership Development training I have received and that I have done so by fostering students' leadership skills at a national honors institute. This evidence could play a crucial role in helping me secure approval from my teaching colleagues at Inver Hills Community College to develop a future 3-credit Humanities course based on Phi Theta Kappa's Leadership Development Studies model.