

Nellie Welsh

Art History and
Anthropology Major

[Home](#)

[Honors Program](#)

[Personal Information](#)

[Contact Me](#)



Hello, a bit about me:

Welcome to my E-folio! Here you will find all of my achievements from my time here at Minnesota State University-Mankato. I am an Art History Major and Anthropology Major with a certificate in Museum Studies and a minor in Ceramics. Feel free to browse my site and see what I have been up to in college. If you have any additional questions, please send me an email.

MISSION STATEMENT

I, Nellie Welsh, will be the best me I can be through my role as a student, a sister, and a friend while in college. I will help in the community in as many ways as I can while becoming a stronger leader. I will become a more understanding individual about cultures around the world and near me. I will develop and grow my research ability and complete a undergraduate thesis in both my fields of study.



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[Home](#) [Honors Program](#) [Personal Information](#) [Contact Me](#)

Honors Program

Mission Statement: The mission of the Honors Program at Minnesota State University, Mankato is to create future leaders, researchers and global citizens by providing high ability and motivated students with exceptional learning opportunities, mentoring relationships, and a community of scholars that foster their development as future leaders in a global society.

Leadership

Research

Global
Citizenship

[My Learning Plan for 2018-2019](#)

[My Critical Incident Journal](#)



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[Home](#) [Honors Program](#) [Personal Information](#) [Contact Me](#)

Leadership

[Alpha Sigma Alpha Ritual Chair](#)

[Studen Today, Leaders Forever Bus Leader 2017](#)

[Kohl's and Target Associate](#)

[Palazzo Vecchio Internship](#)

Becoming an effective leader is an ongoing, never ending process that begins long before college starts. Different experiences throughout an individual's life alter the way they lead but the traits that create a leader stay fairly constant. The first time I realized what these qualities were for me and what they meant was in **Honors First Year Experience**. Being my first experience in leadership, this experience covered levels one and two of Values and level one of Teams. The strengths that the Strengthfinder test gave me were ones that I knew I had but could not put into words such as "restorative" or "input." I always thought that I was a leader who did well with solving problems and could control a situation if the need arose for me to be that person. Being aware of my own strengths led me to using them more but also to use more of the qualities that I find to be my weaknesses. Knowing myself and having confidence in my strengths, led me to my first leadership opportunity.

One of the first chances I had at being a leader was as my sorority's **Ritual Chair** which allowed me to achieve level two of teams. This role gave me more responsibility than I had experienced in the past as I was in charge of one of the most fundamental parts of a sorority. In this role, I had to have a commanding presence at different rituals not just in the public speaking aspect but also for the respect of my sisters. They needed to know that I was doing my duty to the best of my ability and that I knew what needed to be done. Though this role was a primarily solo one, I always had the help of those closest to me to learn from and guide me to be the best in my chair. I learned that there is always a team behind a single leader not just a lone wolf. My experience in working with a team developed even more with each new experience.

My experience in Italy as an **Intern at Palazzo Vecchio** was difficult but gave the opportunity to reflect on my leadership strengths and the roles within a group and accomplishing Values level two and Teams level 3. My role in the teams was to learn about the museum, about how to lead a tour and about the group activities at the museums under M.use. Leading tours and learning about the museum came naturally to me. In a leadership role, I can have a loud voice be confident. I used these skills when leading tours in combination with the training and encouragement I received from my coworkers. Not knowing Italian was not an issue when leading English tours but was a disadvantage in other group activities. Each person I worked with had their own part to play and role in the team. Some only lead tours in more than one language, some did activities at another museum and some did a range of art activities at the different museums. Every person I shadowed used their own set of skills that fit well within the role that they played in the museum team. I worked with other teams before this in a closer setting which also taught me a lot about being a leader.

My longest and most challenging leadership role in school has been being a **Bus Leader for Students Today, Leaders Forever**. Having spent more time in this role, I accomplished Value and Teams level four of Honors. This experience was a major team effort that involved months of research, training and planning to have succeed. As a group, we had to work together before the spring break trip and then be a cohesive crew on the trip itself. Communication was key throughout this entire process but so were our own strengths. We each had skills that another individual might not have possessed or was not as strong. I found myself to be the individual that the participants went to for answers. I am the type of leader that likes to and has to have all the information, or I feel lost, so I continually gathered knowledge of times or destinations or food options. Another reason may have been my empathetic nature. I understood when people were feeling left out of a group and could help them feel more at home. Other leaders were more commanding than me and would address the whole group which I was not always comfortable with doing. Seeing how other individuals led and interacted with a group showed me that there is not one formula to create a leader which I also saw at my jobs.

Outside of the classroom, I always had a job or other responsibility. I constantly was working with a team at either **Kohl's or Target** to accomplish a set goal which completed levels three of Values and Teams. Though both locations are retail establishments, I found leadership skills to be varying with some being more effective than others. At Kohl's, I had multiple superiors who each delivered a different form of leadership style from assertive to laid back. Certain team members or managers worked better together than others, most likely because their strengths paired well with one another. I found myself enjoying working with someone who gave input to a situation more than someone who was controlling. When I moved to Target, I had fewer superiors which meant I had the opportunity to experience their leadership styles more often. One of the team leaders is quick to give praise to those who do a great job. This was a trait that I had not realized to be as important until I experienced it on a daily basis. Having someone give positive feedback on a situation is beneficial in not just work ethic but also for emotional health. Seeing so many different types of leaders has shown me that I will continue to experience new styles throughout my life and career.

Each new bit of information will help me to continue to grow as a leader and keep my life that much more interesting. My personal leadership philosophy holds problem solving, positivity and empathy for others as ideal characteristics for a leader and for myself. Future experiences will continue to alter my actions as a leader but also expand my knowledge of what characteristics a leader should possess.



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[Home](#) [Honors Program](#) [Personal Information](#) [Contact Me](#)

Research

[Baroque Art in Florence: Palazzo Corsini](#)

[Medieval Italian Palace](#)

[Ceramics in Italy](#)

[Small Town Museums Thesis](#)

Research seemed like the most daunting competency to complete for Honors because of the original research aspect. Through the course of my college career, I have realized that most, if not all of my courses, required some sort of research project or paper. The works that seem simple, such as my research essays, took more time than I realized while writing them. As an art history major, most of what I do is learn and research different art styles, time periods, artists or art works. The most profound and difficult of these were **Baroque Art in Florence: Corsini Palace** and **Medieval Italian Palaces**. These essays took my understanding of information literacy and information synthesis to a new level. Both required me to do a lot of searching for effective sources on what I was researching. While in Florence, Italy for an academic year, I researched Corsini Palace and I was able to visit the palace whenever I needed more information or inspiration. The sources I did find were difficult as they were either in Italian or not written history. In those instances, I either did not use them or translated what I found to be noteworthy. Medieval Italy required online research where sources were not always the most applicable to my question. I had visited the locations, so I had some background in the area. Having invested interest and experience in Italy, this research was one I was excited to pursue but also challenged my ability to find knowledgeable sources. Finding effective sources and combining them with mine and others creates a base for future research progress. Some of these projects continued whilst I studied abroad just in another medium.

Research that goes into creative works is not always discussed in the realm of academic research, but through my ceramics work I have found just how important preliminary research can be in creative work. **Ceramics in Italy** was one of the ways that I furthered how I was researching for my ceramics work. For my final project and presented work, I wrote several research papers for which I had to think critically about what sources and what idea fit best together. Taking ideas from those essays, I planned what I would create to present at the exhibit. What I created was four sculptures and frames that were interconnected on the idea of framing, and thus the title of my work “Framing”. Creating four identical sculptures is almost impossible, as I learned, especially when using four different materials. Instead, my four works were similar in idea and shape but not in size. “Artists in the Square” happens once a year and the works are chosen from art courses taking place at Lorenzo de Medici. Professors assist their students in fine tuning their best work and having them be judged by a set of other professors. Set in a public square, my research work was open for not just a small group but for everyone to view. Research and creative work is meant to be available for everyone to access and this was one of my first chances to do just that.

Four years of continually using and practicing my research skills allowed me to feel confident in further projects, specifically for my degree in anthropology. Theories in **Small Town Museums** focuses on a specific interest of mine, museums, and was done through independent research. Seeing as how I couldn't go straight into the field research; I wrote a thesis proposal and assistive research on learning theories. Background knowledge and the support of my advisor has helped me to create a plan for my finished research project. After writing research papers on museums and working in one while in Italy, studying more about museums was the direction I wanted to take. The act of dissemination seems to be bit easier than the actual research. I have presented my research to the anthropology department faculty which is a nerve-wracking as the audience includes peers and professors that I have had in my past courses. This is an experience closer to what I will expect in my future career as not only will the public see my work but also my colleagues (who might have even assisted with the research and presentation).

The act of research has been taught to me from middle school through college with an emphasis on information literacy and synthesis but not on individual research or outside class dissemination. By building up the bases of research, I have been able to step out and work on my own interests. Next, I hope to present more of my work to the public, as opposed to just doing so in a classroom or academic setting.



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[Home](#) [Honors Program](#) [Personal Information](#) [Contact Me](#)

Global Citizenship

[Honors and Human Relations](#)

[Service Learning-Lincoln Community Center](#)

[Languages: French and Italian](#)

[Study Abroad](#)

Learning about other cultures from an outsider's perspective takes time but stepping away to look at one's own culture is even more difficult. My first experiences of questioning and understanding my cultural story and the communities I am a part of came from my Honors courses, **Honors First Year Experience and Human Relations in a Multicultural Society**. One of the first questions I was asked in these classes was where I was from, which our class then delved into all the ways that this question could be interpreted. How does where you grew up and where you were born impact your culture and background? Coming from a major farming community and small town, I had a different upbringing than those living in a big city. I was able to experience the different sides of this through the group event, Green Card Voices, planned in the Personal Relations in a Multicultural Society class. This exhibit brought many individuals and their stories into one place in a way that showcased how the same struggle, immigration, is experienced for people of all cultural differences.

As I worked for my anthropology degree, I had many experiences that were offered to me. One of these was my opportunity to complete Service-Learning with the **Lincoln Community Center-ESL Level 1**. The Community Center offers many programs to people in Mankato and English Second Language is just one of the ones I was able to do. The classroom I was placed in was mostly women of Somali background who were either new to Minnesota or were just beginning their English learning. The most challenging aspect of this placement was that I knew no Somali and the students were new to English. I was not able to ask questions about their cultural backgrounds or even how they were enjoying the snow. Even with this language barrier I saw how these women wanted to connect to one another and with me. Every morning I was greeted with a warm hello by all of the students and felt like I was a part of the classroom. I learned from this experience that being a global citizen is about continually experiencing different cultures and always learning about the differences that make these cultures unique, including languages.

Languages are a vital part of learning about a culture, knowledge I learned through anthropology courses but also through **French and Italian Language Courses**. Not all languages are equal in what they are able to translate because different phrases have a deeper meaning in one culture than another. One of the phrases in Italy I learned was "in bocca al lupo" which translates to "in the mouth of the wolf" but really means "good luck." Languages are a representation of a culture but knowing more than one can help in learning even more about a culture. For instance, I knew some Spanish before learning French and then learning Italian. The sentence structures were similar and more familiar, so I was able to progress faster. Knowing more vocabulary gave me a sense of confidence which pushed me to use these languages while I studied abroad. I was able to create more connections with the people and their cultures by understanding more of what was written or being explained to me. Learning new languages gave me the skills to interact with other cultures and become more of a global citizen.

The most rewarding experience and opportunity I had at Minnesota State University-Mankato did not happen on campus but thousands of miles away. While **studying abroad in Florence**, Italy, I was submerged in a culture that I had never been a part of before. I learned about cultural traditions, holidays, social and economic challenges, the language and about how I fit into this global world. Coming from a small-town background in the Midwest, a large city like Florence was a new cultural experience for me. Work ethic and expectations were different between America and Europe and I was somewhere where I found my own prejudices emerging. For example, seeing employees sitting at checkouts threw me off because standing is a custom for people in the United States who are working. I had to check myself and understand that sitting was not something only "lazy" people did on the job but was an advantage to having happy employees. I also realized how much family means to someone's identity and the shaping of their beliefs. The importance of family was not one that I realized until I was separated from mine for nine months. Living with a host family gave the insight to how Italian families may operate and how different my experiences with my own parents and siblings are in comparison. Eating around a dinner table is not an activity that my family follows but one that my host family always shared. Having these family type dinners were my way of learning about the culture of Italy. The importance of culture is not only found on the streets and in public areas but also in a home environment.

Many experiences in university have shaped me to be a global citizen, not just the ones here. Becoming a global citizen will be an ever-growing process that will be shaped by the future opportunities I may encounter in my personal and working life. I plan to continue to step out of my comfort zone to experience all that the world has to offer and all the cultures that make up this global entity to then translate to my education practices in a museum.



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[Home](#) [Honors Program](#) [Personal Information](#) [Contact Me](#)

Personal Information

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I am from a small town in Eastern Iowa where I live with my family. I am the oldest of three children and the first to leave the state. My sister, Lilly, currently studies at Iowa State University in Ames. My brother lives with our mother, Abby, with our four dogs: Matilda, Silas, Maybel and Lorenzo. Our father, Kevin, lives with my cat, Hazel, in Dubuque. All of my family is full of readers and can hardly put down a book once we start one. My yearning for knowledge and love for education was formed from the relationships that I have with my family.

Education

High School:
Western Dubuque High School
Epworth, IA

I graduated Western Dubuque High School in May of 2015 with a 3.8 GPA. I took many college credit classes while in my Junior and Senior years of high school. I performed and helped in the Fall Plays and the Spring Musicals all four years. Inside and outside of school, I participated in one of our school's show choirs. My last year as a senior, our show choir brought home multiple first place trophies.

College:
Minnesota State University-Mankato

I am an Honors student majoring in art history and anthropology, minoring in ceramics and receiving a certificate in museum studies. Each year has seen new experiences and difficulties from living in the dorm, planning a service spring break trip, and studying abroad to name a few. None of this would have been possible without the encouragement of the professors and advisors that I have encountered in my studies.

Work Experience

Kohl's Department Store
2014-2019

I worked at Kohl's for the first year of college and over the past summers before returning to Mankato and continuing my position. There I do almost everything in the store. I could work in Jewelry, Customer Service, on the floor, as well as a cashier. I tend to take over a type of leadership role when I work with my team. Working there has given me an incite into what actually happens in a retail store. The hours are long but the people I worked with take the strain off of a hectic day.

Americorps-Partners in Learning
2017-2018

During the summer of 2017 and 2018, I worked with the Dubuque Community School District at their Summer Academy. Children who finished with 1st and 2nd grade who either did not reach the required reading/writing level or who were close to falling behind were recommended for the program. As an Americorps Member, I assisted the classroom teachers in the mornings in what ever way necessary. In the afternoon, activities were planned to enrich students learning such as in science or art. From this experience I took away the fact that I wanted to teach but not in a structured setting.

Children's Museum of Southern Minnesota
2019

Working at the Children's Museum in Mankato was one of my first steps into my career as a museum educator. Starting as a playworker had me on the main floor interacting with kids and their parents to initiate learning. Each family that visited was a new opportunity for me to teach them about parts of the museum and the exhibits we had open. As a Museum Educator, I have had the opportunity to write loft programs for our education space and run guided group programs. The groups come from schools around the area to visit the museum. These opportunities have been beneficial in my understanding of a career in museums.



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Subject

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