MNSU Honors Portfolio

Kallie Bauer

Minnesota State University, Mankato CLASS OF 2023

Welcome to my portfolio!

My name is Kallie Bauer and I am an Honors student at Minnesota State University, Mankato. I am majoring in Communication Sciences and Disorders, with an expected graduation date of Spring 2023.



My mission as an Honors student at MSU, Mankato is to gain invaluable perspective and practice purposeful reflection. The education and experiences I have gained from Honors will not only benefit me in my personal life, but also provide me with essential skills for my future career as a speech-language pathologist.

Leadership >

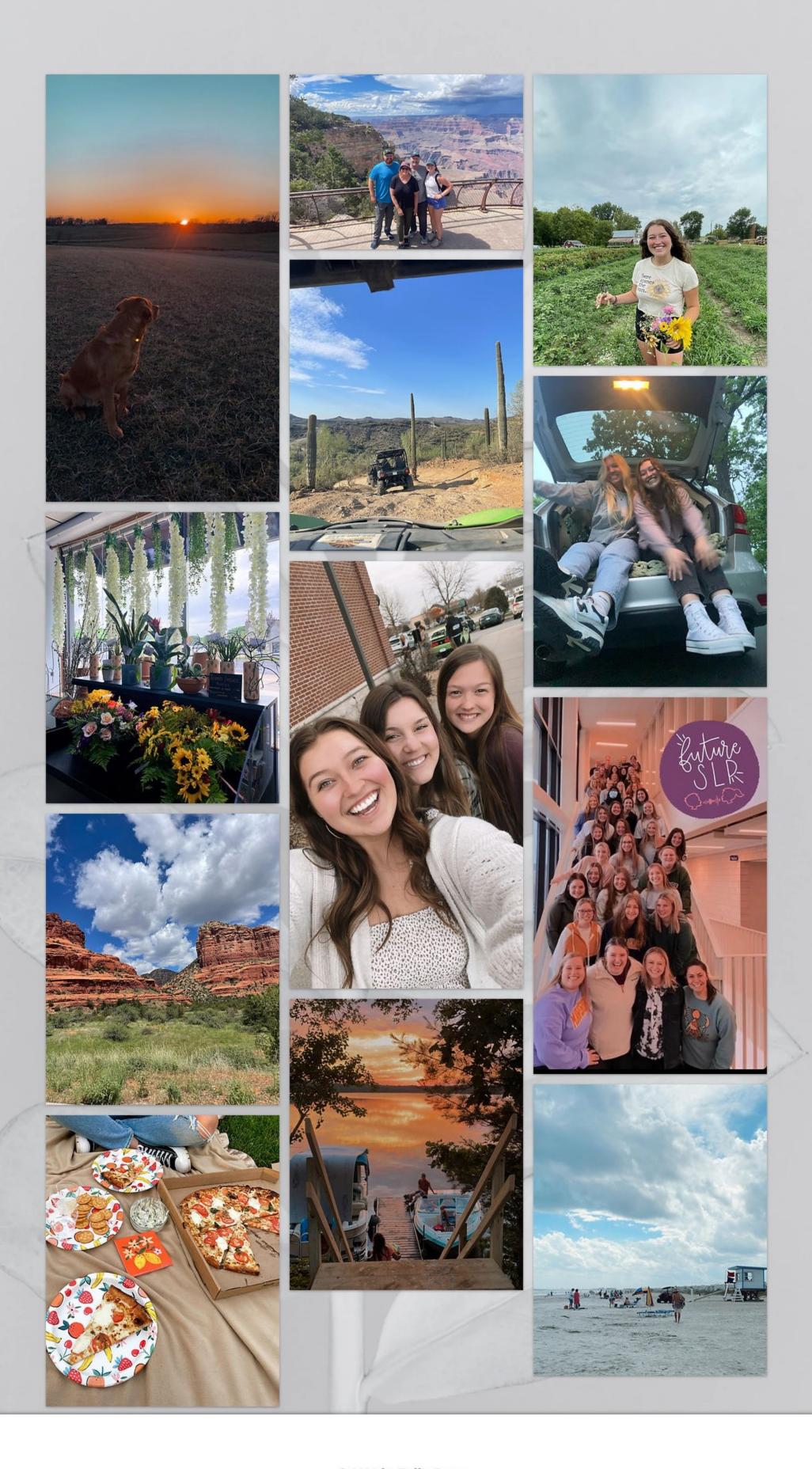
Research >

Intercultural Engagement >

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ABOUT ME

I enjoy traveling, spending time with friends and family, learning, sunsets, summer, and spontaneity. The Honors Program helped me discover my passion for volunteer work, trying new things, and forming connections with new people.



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"The Honors Program at Minnesota State University, Mankato is committed to supporting motivated undergraduate students by providing them with exceptional learning opportunities, mentoring relationships, and a supportive community that fosters their personal, academic, and professional development"

~The Honors Program Webpage

Use the buttons below to navigate my fulfillment of the vital competencies of leadership, research, and intercultural engagement

Leadership

Research, Scholarly, Creative Activity

Intercultural Engagement

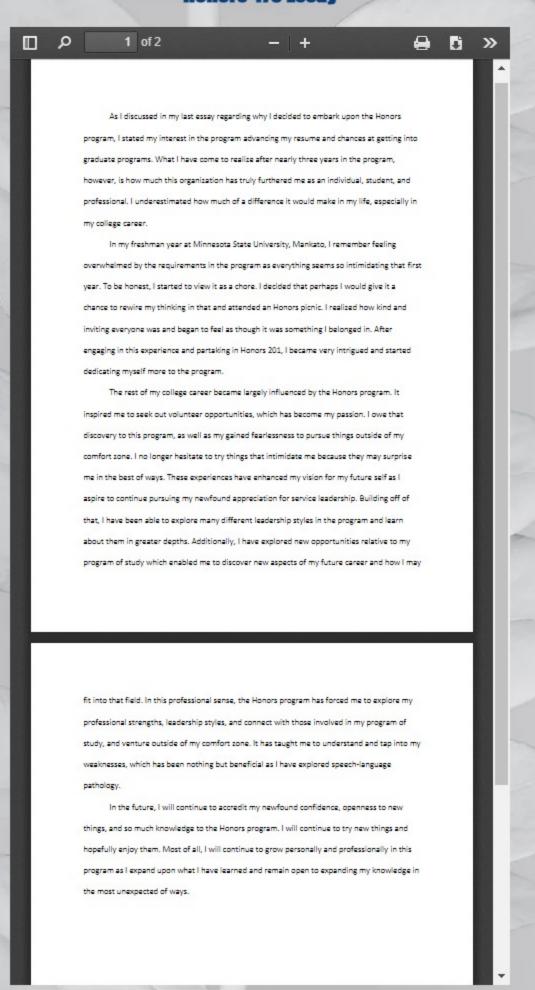
Why Honors?

Honors 201 Essay 🔒 🔁 » If I am honest, I first applied for the Honors Program at MNSU because I know it would look gromising on a resume and hopefully heighten my chances of getting accepted into the most extracurriculars, and utterly exhausting myself in hopes of seeming impressive on a been average, and that I needed to be more. I joined clubs and managed sports teams and did whatever I could to attempt to satisfy the standards of others. Truthfully, even my decision to into this program, I have realised that I only need to meet my own standards. Obviously, this program holds me accountable for coursework and the fulfillment of certain competencies, but own fashion. After the past three wild years of changes in the program such as adjustments in staffing and requirements for the program, changes in the world like the COVID-19 gandemic, and changes in my gersonal life, I have remained taking Honors courses and developing enhanced my college experience, desire for volunteer work, and garts of myself. My experience at MNSU has been heavily influenced by my participation in the Honors to seek numerous apportunities to fulfill those competencies. In doing so, I have found myself

onjoying the experiences I completed. As a matter of fact, I am still involved in a variety of the

Honors 201 Essay (Continued) ⊕ □ ≫ 2 of 2 onjoying the experiences I completed. As a matter of fact, I am still involved in a variety of the experiences that I first started with years ago. I have the Honors Program to thank for my newly developed and ever-growing passion for those experiences. In addition to this, the activities i All things considered; I truly believe I would not have engaged in so many opportunities and uncovered so many parts of myself throughout my college career if it weren't for this program. Personally, I hope to grow through this program by minimising my blases and putting an end to any apprehensions I might feel. I have to accomplish this so that I don't miss out on something that might bring me joy or further develop my character. In the future, I envision using my Honors experience to its fullest extent. I plan to continue trying new activities and skills, increasing my knowledge, establishing new using this program on resumes, I glan to use what I have learned and developed in Honors in many aspects of my life. Perhaps the most important thing I will bring to the table that honors helped me understand is my willingness to persist and excel in all things I gut my mind to, and

Honors 475 Essay



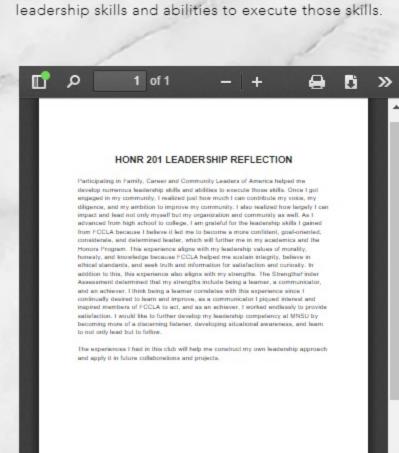
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LEADERSHIP

LEADERSHIP SYNTHESIS ESSAY

HONR 201 LEADERSHIP REFLECTION

In my Introduction to Honors course, I completed a Strengths Finder Assessment, which analyzed my strengths. I then compared these strengths to the traits I acquired and utilized in Rec N' Read and NSSLHA. Participating in organizations helped me develop numerous



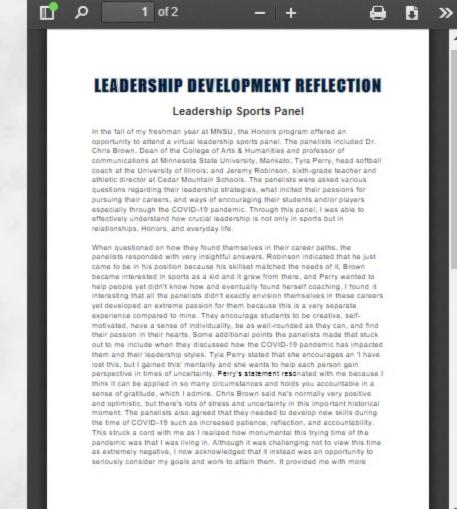
1 of 2 Promoting and enacting leadership in college is intimidating, especially as a freshman who came from a small town with a population of 1,300 now navigating a large campus. It was overwhelming just attending class, so the thought of seeking leadership apportunities was exceedingly far outside of my comfort zone at that point in time. The unprecedented effects of the COVID-19 pandemic and family circumstances sent me home during the second semester of that first year. Although it was strange coming back to the university my sophomora year, it almost feit like a level playing field since everyone had limited social interactions as classes had moved to an online format. This, in combination with listening in on a virtual leadership sports panel opened my eyes to how precious socialization is. In such a time of uncertainty when social interaction could be stripped away from me at any time, I realized it was time to put myself out there. It felt necessary at this point in my life to step outside that comfort zone of myself out there. It felt necessary at this point in my life to step outside that comfort zone of two years, I made mistakes and learned my weaknesses when it came to leadership. Yet, I never gave up. I kapt taking the chance to lead and realized my strengths. Through enacting various leadership syles in multiple settings, I have developed a leadership philosophy that will further me in both a personal and professional sense. My first leadership development experience, a leadership sports panel, helped me understand my first leadership development experience, a leadership sports panel, helpod ma understand a multibude of leadership styles and what each one brought to the table. The table you are at, as I found out later, may require a different style than that to which you are accustomed. I was unsure of which leadership styles I would engage In, but it became a little clearer when I learned my strengths from the Strengths-Finder Assessment in the Honors 201 course. These strengths revolved around communication and motivation to learn and achieve. I took the incentive to figure out how I could implement these strengths effectively into leadership experiences at the anolicitation level. experiences at the application level. It was important for me to have leadership experiences revolve around my antidipated career It was important for me to have leadership experiences revolve around my anticipated career as a speech-language pathologist since they would benefit me on an individual level and teach me effective leadership strategies related to my profession. I became a member of MSU's NSSUHA (National Students in Speech Language Hearing Association) club. As I eased my way into the club and attained an active membership status, I was ready to pursue more in a leadership role. I applied and was elected as vice president for the club my senior year. It was through this position that I uncovered my liking for transformational and service leadership. I became passionate about being an avid volunteer in my community and encouraging others to do the same. Likewise, I found myself focusing on organizational collaboration. Another experience in which I am currently involved in its Rec N° Read. As a camp counselor at this recreational and literacy program, I am able to work with both emerging readers one-on-one and then with my peers and other kids as an entire group. These various dynamics taught me different things. I was able to see how other counselors preferred to lead and learned from them. When working with my peired student, I learned that each child is different and therefore may regulre a different leadership technique. This experience required me to be flexible and adapt to the child and situation rather than lead according to my own comfort. My own leadership philosophy can be described as prioritizing the needs of the group I am leading while striving to inspire and ampower myself and others. I work hard to uncover how we can collectively improve, if change is needed within whatever organization I may be leading, I seek how to best obtain that. I do not adapt to the room, but I instead influence it. I provide a guiding mentorship but still allow others to pursue things in their own way. in the future, I will acknowledge how much my leadership skills have developed but continue to understand my room for growth in this aspect. I will recognize the hand the Honors program had in furthering my outlook on leadership. In my future career, I will explore more leadership styles and decipher which may be most beneficial or which I should throw out completely for through these experiences that this is when I learn the most about myself.

Leadership Sports Panel

Fall 2020

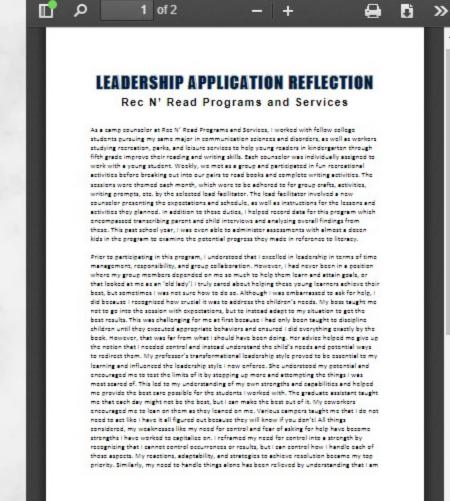
In the fall of my freshman year at MNSU, the Honors program offered an insightful opportunity to attend a virtual leadership sports panel. The panelists included Dr. Chris Brown, Dean of the College of Arts & Humanities and professor of communications at Minnesota State University, Mankato; Tyra Perry, head softball coach at the University of Illinois; Jeremy Robinson, sixth-grade teacher and athletic director at Cedar Mountain Schools. The panelists were asked various questions regarding leadership, how they became passionate and involved in their positions, and how they encourage their students and/or players. Through this panel, I was able to effectively understand how crucial leadership is not only in sports but in relationships, in Honors, in everyday life.

Read more about Chris Brown, Tyra Perry, and Jeremy Robinson.











LEADERSHIP APPLICATION REFLECTION National Students in Speech, Language, and Hearing Association (NSSLHA) After my email became bombarded with messages regarding an undergraduate forum in my Communication Sciences and Disorders program, I finally decided to just attend the meeting. In this meeting, professors in my program made me aware of a club called NSSLHA, National Students in Speech, Language, and Hearing Association at MNSU, Mankato. I was intrigued and decided to join. To be an active member, you are required to complete ten hours of volunteer work per semester, and attend all meetings, forums, and socials in association with the club. As I fulfilled these requirements, I realized how much I thoroughly enjoyed this club and the connections and experiences I gained from it. When the opportunity arose to apply for an executive board position in the spring, I jumped at the chance. I applied for the role of Vice President and was elected. Upon assuming this position, I have accomplished many things. I have given presentations to members, sought out and coordinated volunteer experiences for us to pursue, approved volunteer hour logs, tracked active membership statuses, and kept in close contact with incoming members to ensure they get the most out of our club. Being an active member in NSSLHA strengthened my accountability skills because I had to take responsibility and initiative to complete volunteer hours on my own. I experienced even more growth as I attained a leadership position on the executive board. Holding this role as a leader helped me acknowledge that a weakness of mine was public speaking. As time went on, my confidence actually increased as I spoke publicly often and was forced to confront and overcome that fear. In addition to this, I recognized that I excel in organization and display fearlessness in expressing my ideas. In groups, I have always loved acting in a leadership role, but I have never applied it in such a professional, legitimate sense. In doing this, I truly unveiled my leadership style. I practice service leadership, which means I act more as a mentor than dictator, set an example for others to follow, offer advice and encouragement, and heavily support getting to know each member of my team. This style aligns with my Strength Finder results because that test revealed I was especially strong in the aspects of communication and achievement- both of which I exceled at with this club. Further, within this group, I was able to observe varying roles and see how they contributed to the overall group dynamic. The president of our group led the discussions and meetings, I coordinated volunteer activities, the secretary took notes during conversations, and the list goes on. The individual roles that each of us pursued enabled us to work much more efficiently

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because we were aware of what our duties entailed. Though we had varying roles, I believe we each enacted the same leadership style. Although this may raise concern, it made discussions seamless and to the point. Additionally, it helped us to reach resolutions in an effective manner. An example of this is when the executive board worked towards a resolution for attainment of active leadership members wished to fulfill but had circumstances which

meetings could also be recorded or posted on our group page. As we continued to brainstorm, each board member suggested a new idea or feeling towards this topic. Our ability to communicate and solve problems was impeccable. Additionally, we were unaffaid to object to ideas if we felt they weren't equitable for individuals in our club. In turn, those who had rejected ideas were able to handle the constructive feedback and critique well. Enforcing this leadership style in my future career as a speech-language pathologist will be beneficial because I can allow others to take the lead. This will be helpful in situations where I am working with other clinicians or professionals so that they have room to share findings and ideas. In situations with clients, however, I will enact an authoritarian style of leadership to a high degree. When working with clients, it is important that they feel I have control of the session, yet they are allowed to complete tasks in their own way. Additionally, it is crucial that I

prohibited them from completing such requirements. Specifically, multiple members expressed conflict with our meeting times due to work, classes, other campus involvement experiences,

etc. Although attending the meetings are mandatory to be considered an active member, we decided to seek an alternative for those with acceptable conflicts. Our president suggested that we require an additional hour of volunteer work per meeting missed. I offered that our

Language, and Hearing Association Fall 2021-Present

National Students in Speech,





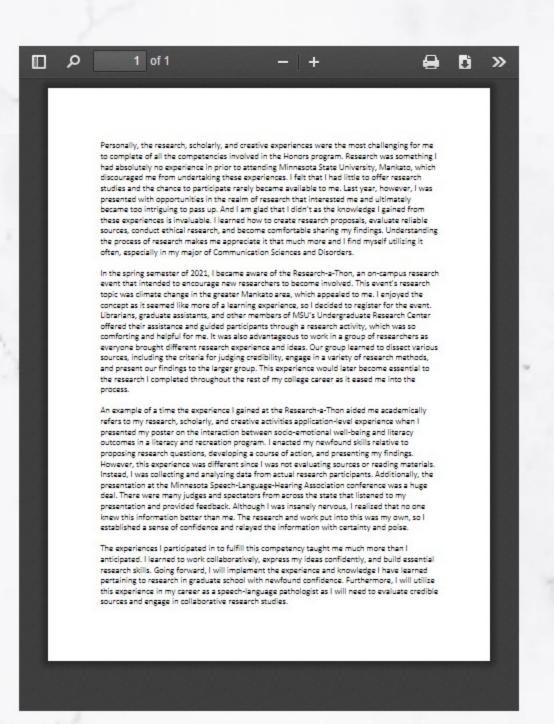




RESEARCH

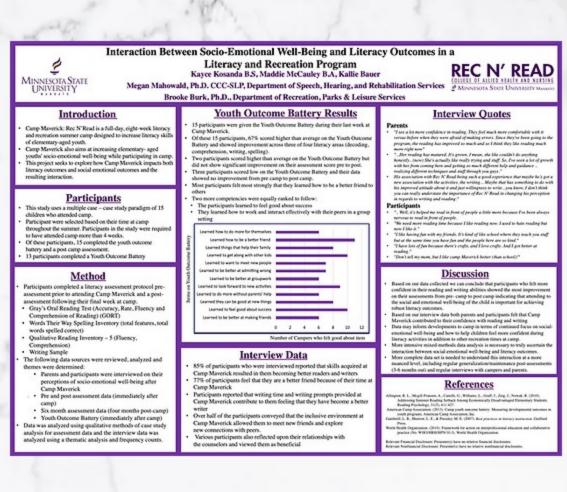
Concerning the research competency, our Introduction to Honors class was asked to reflect upon a time in which we completed research. Prior to reviewing research I've previously completed, I did not realize how many research methods I have applied, how much I've learned from experiments, and more. Most of all, I learned that I am capable of completing and analyzing research in useful ways.

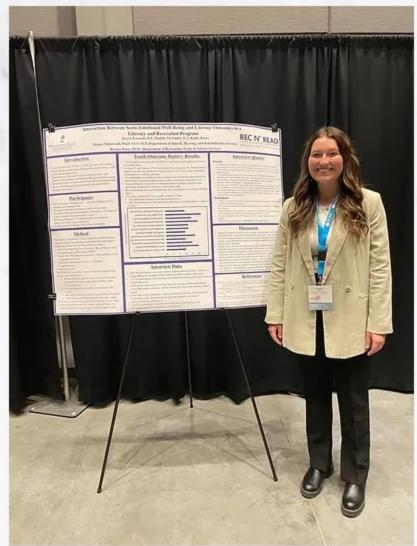
RESEARCH SYNTHESIS ESSAY

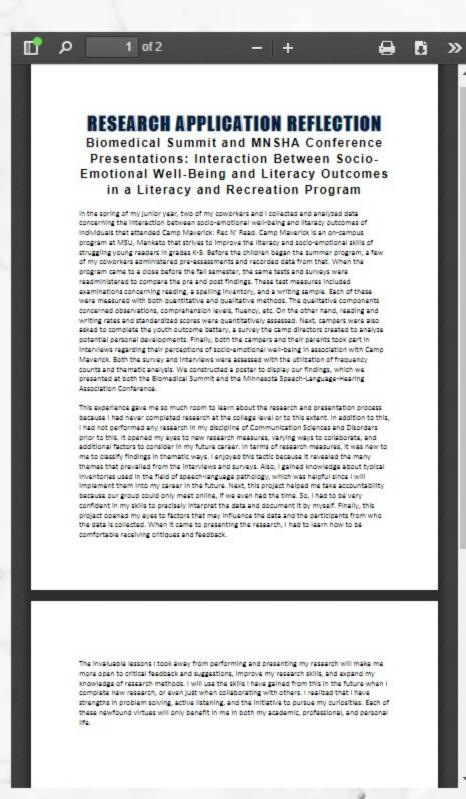


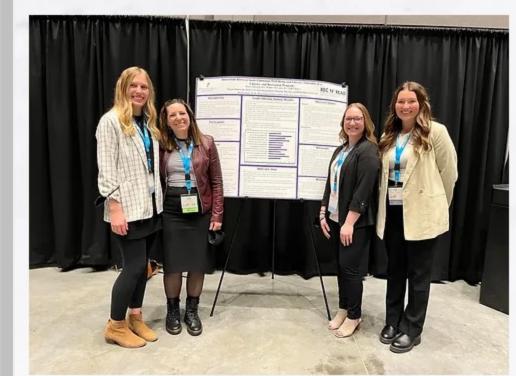
Biomedical Summit and MNSHA Conference Research Presentations: Interaction Between Socio-Emotional and Literacy Outcomes in a Literacy and Recreation Program

Spring 2021





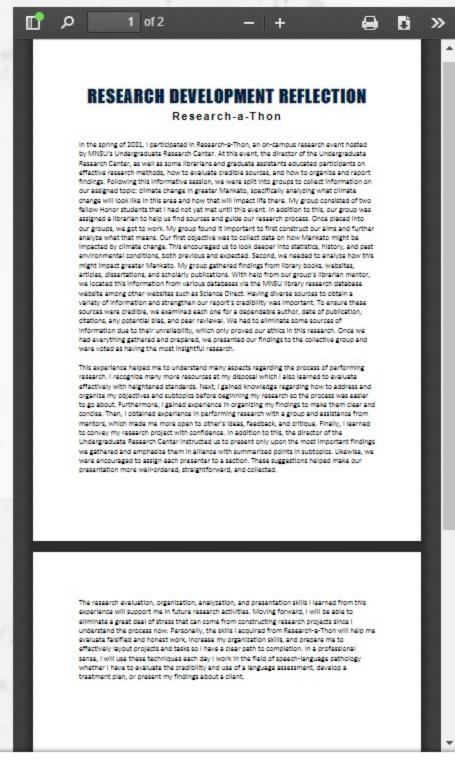




Research-a-Thon

Spring 2021





INTERCULTURAL ENGAGEMENT

INTERCULTURAL ENGAGEMENT SYNTHESIS ESSAY

Growing up in a very small town in Minnesota limited my exposure to different cultures. My classmates and those I played sports with from surrounding schools identified with my background. I am so grateful for the opportunities the Honors Program provided me with as it allowed me to gain knowledge regarding diverse communities and engage with them. The courses I took and events I attended made me increasingly aware of similarities and differences in cultures and how to promote diversity, equity, and inclusion. My first experience relative to the intercultural engagement competency took place during my freshman year at the University when I enrolled in a Beginning American Sign Language course. This class introduced me to the Deaf community, basic sign language, and the structural rules relative to it. Later, I took an intermediate American Sign Language class which exponentially expanded my knowledge of signing etiquette and how to appropriately interact as a hearing person with individuals that are Deaf or hard of hearing. These classes increased my knowledge regarding different communication modelities and how to confront barriers that may accompany them. Additionally, I was able to reform misconceptions and biases I unconsciously held towards the Deaf community. I was able to further develop my intercultural engagement understanding in the spring of my junior year when I took a course titled Cultural Humility in Communication Sciences and Disorders. This class was specific to diversity, equity, and inclusion in my anticipated career field of speech-language pathology, which enhanced the application skills I took from the class. I was able to immerse myself in the concept of cultural humility and learn the advantages this practice has in therapeutic settings with diverse clients. I especially enjoyed being able to learn in-depth about cultural differences and perspectives and evaluate those of my own and engage In various meaningful and at times uncomfortable conversations. This class motivated me to further research how I can play my own part in enhancing inclusion and dismantle white supremacy in the field. I jumped at the opportunity to participate in a cultural humility research lab as a build-off of what I learned from the course. This research lab enabled me to examine the racial privilege I will hold as a white professional in the field of speech-language pathology. I gained invaluable insight into how I can improve marginalized institutions and employment In the final two years of my undergraduate career at MNSU, I have attended various Maverick Diversity institute events which accounts for my applicational level experience for intercultural engagement. These events included lectures like Trauma Across Generations: The impact of Historical Trauma on Healthcare; the Culturally Responsive Series: Deaf and Hard of Hearing Community; a virtual Pan African Conference; a panel detailing microaggressions. Although these events detailed very different communities and cultures, I feel that they each impacted me in the same positive way. I learned trauma-informed therapeutic strategies, potential ways to improve educational outcomes, strategies to avoid and address microaggressions, and

actions to appropriately interact with the deaf community. Overall, the sessions increased my cultural competence and awareness, which I will implement in both my personal and

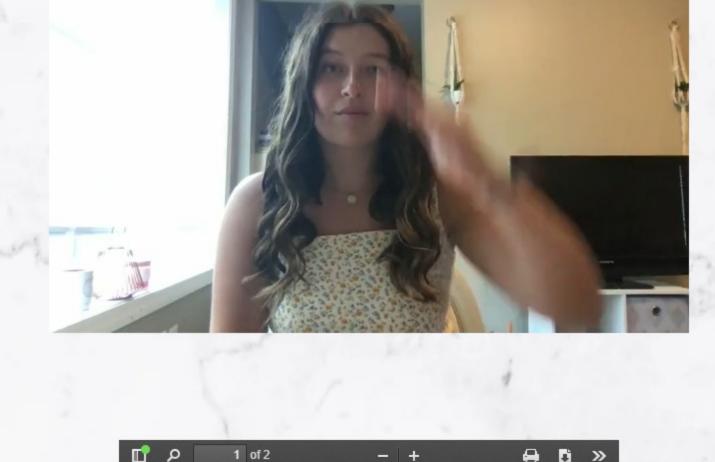
professional life.

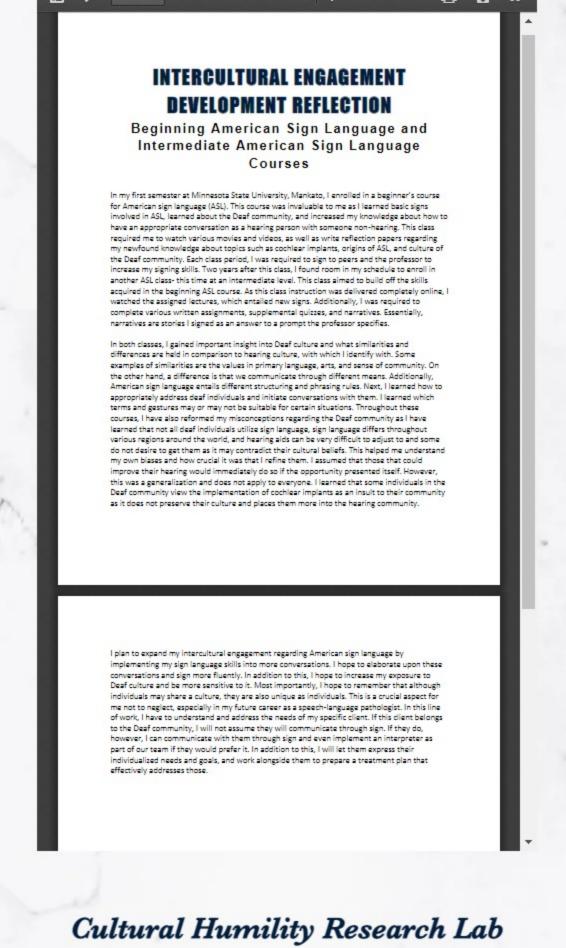
My gorsonal intercultural engagement framework can be described as emphasizing the importance of not only sultural competence but also cultural humility. When I aggreach situations in relation to intercultural engagement with this mindset, I am able to acknowledge and understand similarities and differences in my culture in comparison to another in regard to traditions, languages, histories, and more. In addition to this, I can recognise and address my own biases and commit to a process of lifelong learning, critique, and accountability. I believe this framework will be beneficial in a professional sense as well as I have learned ways to gravide a positive and othical experience with culturally diverse clients and therefore obtain better therapy results, in my opinion, it is such a privilege to interact with individuals that hold different identifies, beliefs, and cultural norms in comparison to myself as it is an extraordinary opportunity to learn and appreciate another's culture.

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Beginning and Intermediate American Sign Language

Fall 2020 and Spring 2022

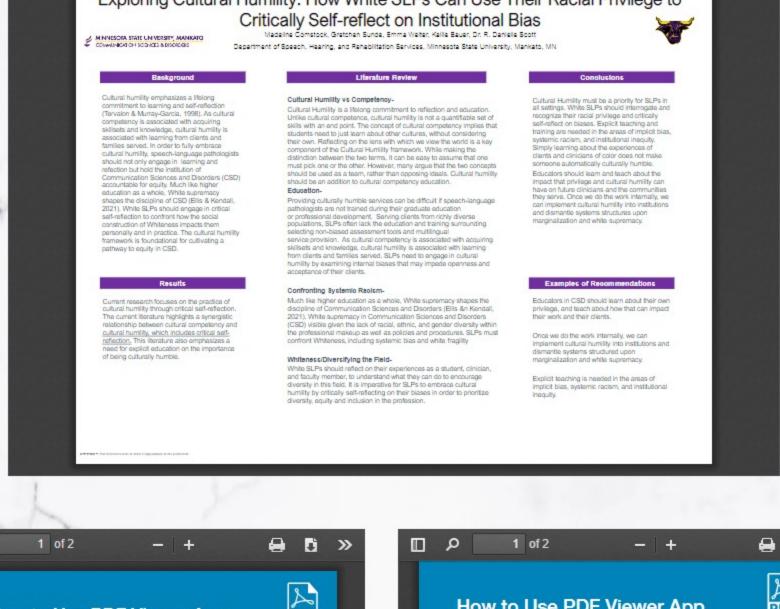


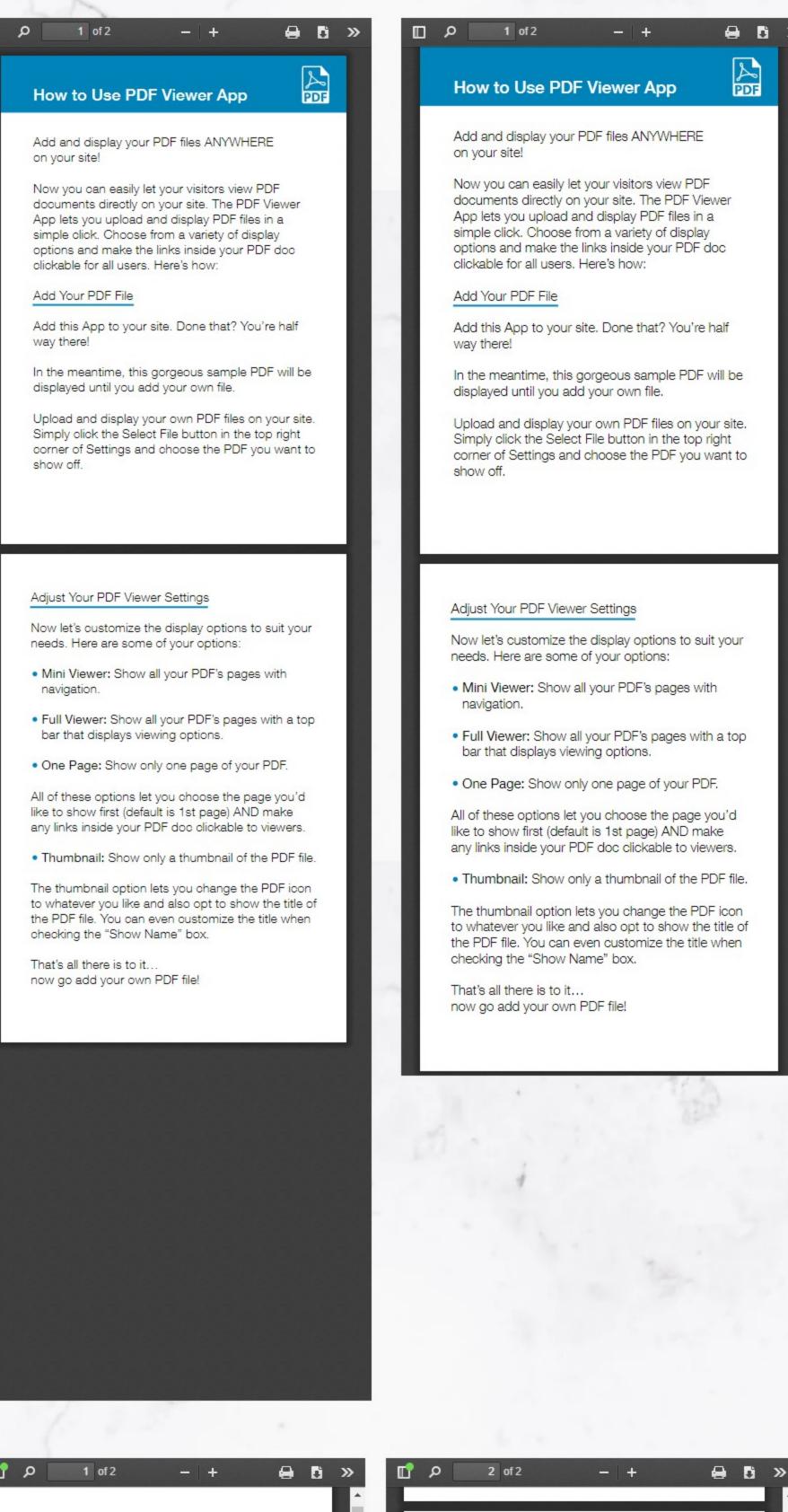


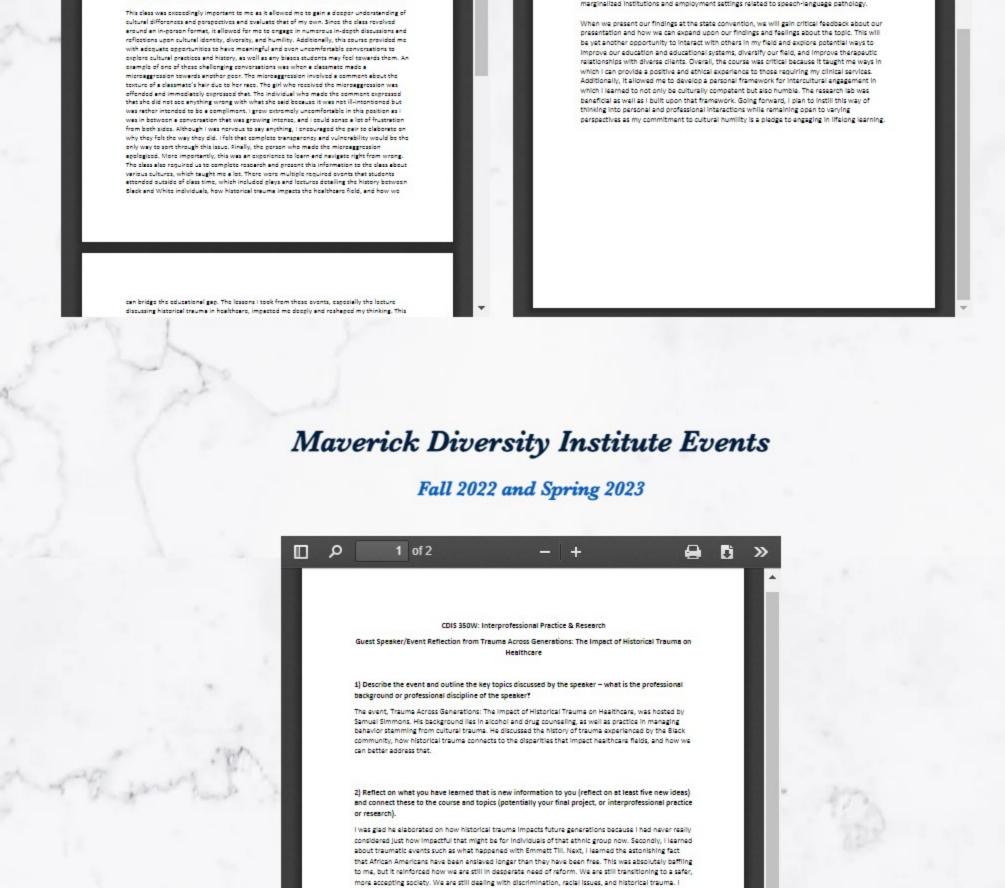
Exploring Cultural Humility: How White SLPs Can Use Their Racial Privilege to Critically Self-reflect on Institutional Bias Madeline Comstock, Gretchen Sunde, Emma Welter, Kaille Bauer, Dr. R. Danielle Scott

Fall 2022 and Spring 2023

— + Automatic Zoom ÷







also learned that a patient or client may request a specialist that instead matches their cultural and

can bridge the aducational gap. The lessons I took from these events, especially the lecture discussing historical trauma in healthcare, impacted me deeply and reshaped my thinking. This event left a monumental impact on me because I truly never explored the thought of how my

background as a White person may put a strain on my relationship with a diverse client because of historical trauma. It made me so much more sensitive to these feelings and made me aware

Upon becoming involved in the cultural humility research lab, my group decided to examine the racial privileges we will hold as White professionals in the world of speech-language pathology. It has provided me with a deeper context for this and encouraged me to look inwards. For me, this involved releasing defensive reactions or rushing to protect the fact that not all White

people are bad or think this way. Instead, I realized that shying away from White supremacy

was not the answer. Instead, I had to dive into that exact thing and realize that these issues extend far and wide. From there, I can understand external systems and how White supremacy impacts them. Furthermore, I can discover ways in which I can play a role in improving marginalized institutions and employment settings related to speech-language pathology.

When we present our findings at the state convention, we will gain critical feedback about our presentation and how we can expand upon our findings and feelings about the topic. This will be yet another opportunity to interact with others in my field and explore potential ways to

that even the actions of our ancestors impact the current mindsets of people today. I understood then how pressing it was that I take action in my own way. This is when the opportunity to take part in the cultural humility research lab became available to me.

INTERCULTURAL ENGAGEMENT DEVELOPMENT REFLECTION

Cultural Humility in Communication Sciences

and Disorders Course and Cultural Humility

Research Lab In agring semester of 2022, I enrolled in the Cultural Humility in Communication Sciences and Disordors course at Minnesota State University, Mankate. This course almost to educate atudents on various consepts regarding diversity, equity, and inclusion in the field, especially on the concept of cultural humility and how this can impact relationships with clients from cluenza backgrounds. As a build off of this course, I took up the opportunity to participate in a cultural

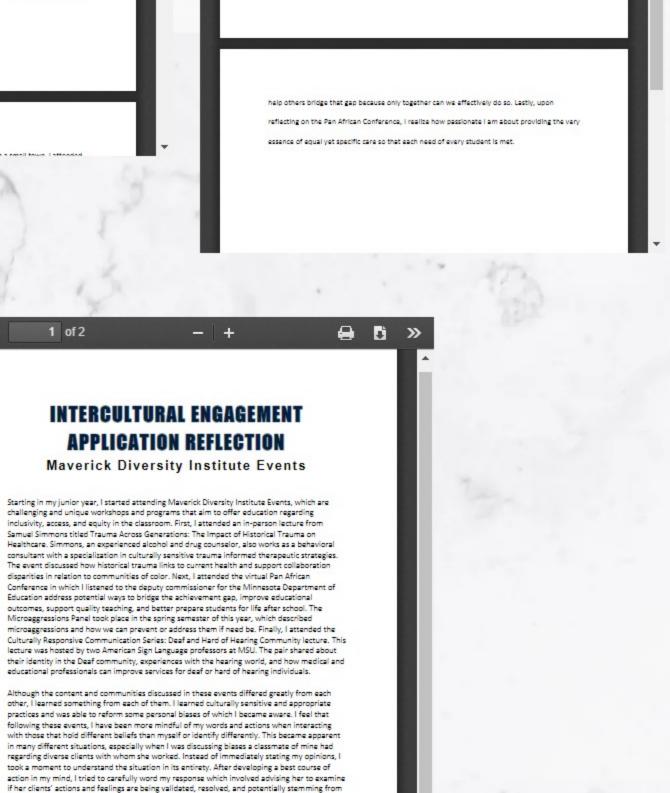
humility research lab in the 2022-2025 academic year. This research lab allowed me to expand

upon my knowledge from the class and research new topics. I am completing this research with a small group that is particularly focused on the ways in which speech-language pathologists can utilize racial privilege to critically self-reflect on institutional blass. My group glans to present

our findings at MNSHA (Minnesota Speech-Language-hearing Association) conference in April.



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past experiences or accidental microaggressions from my peer. I appreciated that my friend was so open to hearing my perspective and thanked me for opening her eyes to a fresh take on the issue. This moment made me feel so grateful for the lectures I attended as they helped me offer meaningful insight, gift someone else with my knowledge, and potentially aid in attaining a resolution. Overall, I feel that I am more competent and humbler in reference to cultural aspects. The invaluable information I have learned from each of these have helped me develop

my personal intercultural engagement framework, which can be described as emphasizing the

When I approach situations in relation to intercultural engagement with this mindset, I find it easier to compare and contrast the traditions, languages, and histories. I also can be more sensitive and appreciative of these things. Additionally, I can acknowledge and address the personal biases I possess and commit to a process of lifelong learning, critique, and accountability. I believe this framework will have a positive impact in a professional sense as I have enhanced my knowledge regarding providing a positive and ethical experience with culturally diverse clients and therefore obtain better therapy results. In my opinion, it is such a privilege to interact with individuals that hold different identifies, beliefs, and cultural norms in comparison to myself as it is an extraordinary opportunity to learn and appreciate another's

importance of not only cultural competence but also cultural humility.







