

5-2018

Hallie Uhrich Honors Portfolio

Hallie Maria Uhrich
Minnesota State University, Mankato

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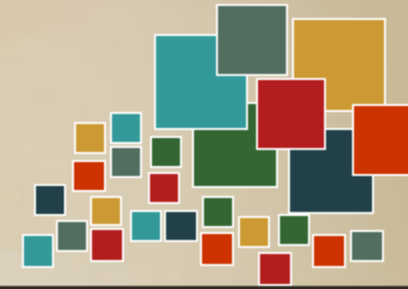
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Hallie Uhrich

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Hallie Uhrich

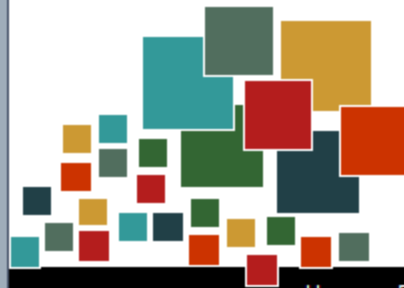


Welcome!

Thank you for taking a look at my eFolio! My name is Hallie Uhrich and I currently in my senior year at Minnesota State University, Mankato. I will be graduating in May 2018 with a Bachelor of Arts in Anthropology and a minor in Art History. I am also pursuing a certificate in Museum Studies with the hopes of attending graduate school in this field. After graduation I plan to take a semester or two off to find a job in the museum field where I can learn more about the profession before going to graduate school in the Spring or Fall of 2019.

Mission Statement

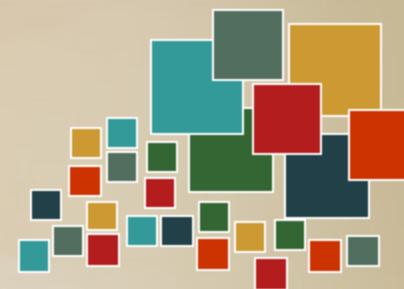
My mission as a student about to graduate and enter the professional world is to use the knowledge I have gained over the past four years to the best of my ability, but also strive to learn more keeping in mind that every bit of information no matter how small could potentially help me in the future. In addition, I will always keep in mind my experiences with leadership, research and global citizenship, using the lessons I learned as well as making new experiences to further my competency in these areas even more.

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Hallie Uhrich



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Hallie Uhrich

hallie.uhrich@mnsu.edu
<https://hallieuhrich.efoliomn.com/>

Current Organization Affiliations

[Honors Leadership and Civic Engagement Learning Community](#)

Contact Title: Learning Community Coordinator

Previous Organization Affiliations

[Oh the Places You'll Go: Discovering Your Passions Learning Community](#)

Contact Title: previous Learning Community Coordinator

[Anthropology Club](#)

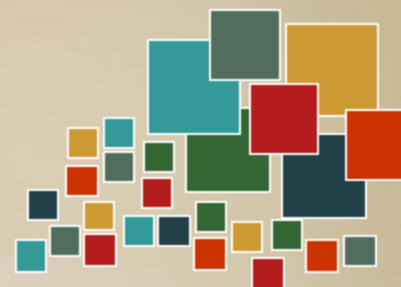
Contact Title: member, previous President

[National Society of Collegiate Scholars](#)

Contact Title: member, previous Executive Vice President

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High School

I graduated from Custer High School, which is in South Dakota, in May of 2014 with a class of 54 students. At Custer High School I was the president of the National Honor Society, played volleyball, took statistics for the girls' basketball team, and managed track. In addition, I was the junior editor and senior editor of our school's yearbook. While at Custer High School I made many great memories along with many friends, which I continue to do each day at Minnesota State University, Mankato.

Minnesota State University, Mankato

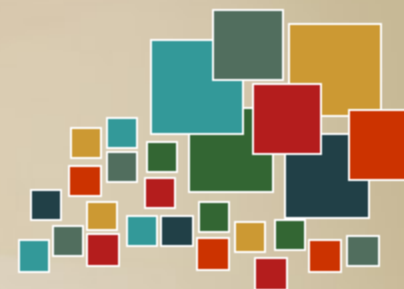
I am currently in my senior year at MSU, Mankato and I cannot believe how fast the past three and a half years have gone. Although I am glad to be almost finished with my undergraduate, I am grateful for all of the experiences MSU has provided me. Through the help of my many academic advisors and wonderful professors I aim to graduate in the spring of 2018 with a Bachelor's of Arts in Anthropology and a minor in Art History, with a certificate in Museum Studies. In addition, to taking away a bachelor's degree I will also be taking away my experiences as the president of the Anthropology Club, a Learning Community Coordinator for two learning communities, being a member of the Lambda Alpha Honors Society, and a member of National Society of Collegiate Scholars MNSU chapter. After graduation, I plan to take a semester or two off before attending graduate school.

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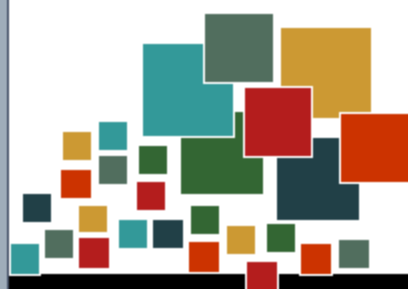
In this section:

- [Leadership](#)
- [Research](#)
- [Global Citizenship](#)

Honors Program Mission Statement

According to the Honors Program page from Minnesota State University's website:

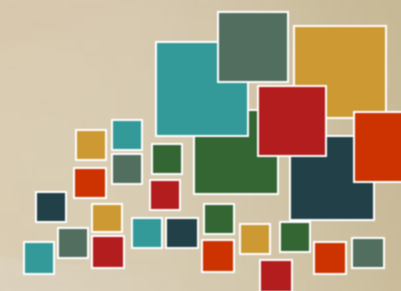
"The mission of the Honors Program at Minnesota State University, Mankato is to create future leaders, researchers and global citizens by providing high ability and motivated students with exceptional learning opportunities, mentoring relationships, and a community of scholars that foster their development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



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In this section:

- Leadership
 - FYEX Leadership
 - Anthropology Club
 - Learning Community Coordinator
 - Exploring Leadership through Social Change
- Research
- Global Citizenship

Leadership

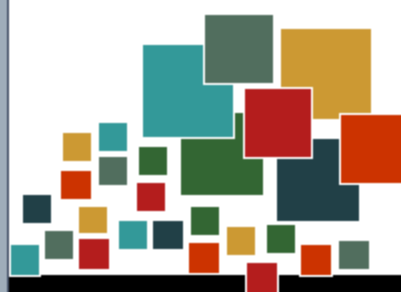
At the beginning of my time here at Minnesota State University, Mankato, I did not see myself as a leader because I saw a leader as someone who is extroverted and good with people. I had previously held leadership positions in high school, but they were mainly founded on my academic achievements, not my social skills. However, I quickly realized in my **First Year Experience class** that anyone can be a leader if they use their strengths efficiently and do not let their weaknesses hold them back. After taking the Strengths Finder Assessment I learned what my main strengths were- achiever, consistent, contextual, disciplined, and restorative- and throughout my time in college I have returned to these strengths and used them in my various leadership positions. This is not to say that I had to constantly remind myself of what these strengths mean in order to be a good leader. They just served as a reminder that I have always had these strengths even before they were defined, and I need to use them to my advantage as opposed to constantly focusing on how I can improve my weaknesses.

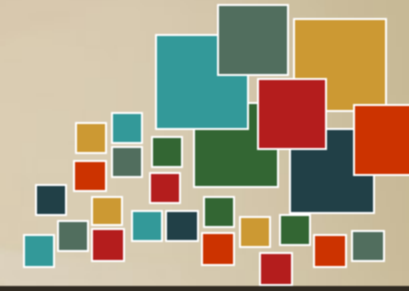
During my sophomore year (2015-2016) and Fall semester (2016) of my junior year I held the position of **Anthropology Club president** where I was able to reflect upon my leadership strengths and weaknesses. During this time I was able to put my personal values into action instead of just talking about them and thinking about the potential ways I could use my leadership strengths in the future. This allowed me the chance to take my identified values and reflect on what worked and what did not. From this opportunity I was able to learn what my weaknesses were as a leader from my college peers instead of relying on what I had previously been told in high school and what I thought my weaknesses were. This position also allowed me to experience leadership models that both did not work and vice versa. Coming into this position, the club was essentially starting over because the previous officers had all graduated and did not leave much to go off of. As a result, I did what I could to try to make the club successful, but I made little progress during my first year in the position. After my sophomore year, the club chose an advisor that was more invested in the success of the club and knew what we needed to change. Having not had much experience in this type of role, I was thankful we now had someone with more experience. From this change we were able to identify a goal that included bringing members of the club to the annual research conference of the American Anthropological Association as well as planning National Anthropology Day. Compared to the previous year where we had no clear goal of what we wanted to accomplish, the semester I spent as president during my junior year was filled with major improvements and increased membership. Reflecting on this experience I think my restorative strength came through the most since I had a strong drive to help the club achieve more. Although I stepped down from president at a time when the club was still building and needed more work, I believe the work that the club accomplished while I was president set them up to succeed in the future.

I am currently the **learning community coordinator** for the Upperclassmen Honors Leadership and Civic Engagement learning community. I also held this position for the Oh the Places You'll Go: Discovering Your Passions learning community during the 2016-2017 academic year. In this role I have continued to critique my leadership styles in an effort to better the community's cohesion and ultimate success. I am constantly looking for ways I can improve in my position so that my students find their time in this community beneficial. By being in this position I am putting into practice my personal theories and values of leadership. Furthermore, my students have the common goal of succeeding in the honors program. I have tried to use this goal as a motivator for students to attend events and study zones which sometimes works and sometimes does not. In the short history of this community, there have not been very many students who have signed up, an issue I attribute to there not being a clear benefit to being in this community since for the most part students do not get too much more out of the community than they already get out of being in the honors program. As a result of this, I am working with staff and faculty in the honors program to go over the proposal for next year's learning community as well as aspects of the community that work and aspects that I think could be improved. Hopefully this action will better prepare the next coordinator to know what their goal is and what they need to do to get their students to that goal.

Last semester (Fall 2017) I took Giovanna Walter's **Exploring Leadership through Social Change** class where we further developed the leadership skills we have been working on up to this point. To do this, Ginny implemented a combination of in class theoretical methods as well as out of class execution methods. The in class methods consisted of looking at different leadership styles and reflecting on what was good and/or bad about those styles. In addition, we had a project where we were split into groups and given the tasks of reading a book and presenting on it. We also had our Social Change Projects where we had to identify a problem in the community and work with a community organization to help implement a plan to solve this problem. To successfully complete this task we had to use our personal values in order to determine how best to go about solving this problem or begin the steps towards solving a problem. As an end result, we had to try to make sure our plan was sustainable for future groups or the like so our semesters worth of work made a lasting impact.

I began my time in college not feeling confident in my abilities as a leader. This was the competency that I worried the most about fulfilling, but I attribute my positions as Anthropology Club president and a Learning Community Coordinator to my achiever strength. Without even thinking I am always looking for ways to make an impact. I was so worried about a competency that more or less came naturally thanks to strengths I had all along. Now reflecting on my experiences I am thankful that we took the Strengths Finder Assessment so soon because even though I had those strengths all along, I believe they gave me more confidence to have faith in my abilities as a leader.





In this section:

- Leadership
- Research
 - FYEX Research
 - HONR 401: Research and Information Literacy
 - ANTH 340: Language and Power
 - ANTH 438W: Anthropological Theory
 - ART 265W: Art in Politics
 - ANTH 475: Senior Thesis
- Global Citizenship

Research

The beginning of my journey in the research competency, like leadership, started with my **First Year Experience** class where we learned the basics of what we needed to do in order to research effectively. In this class I learned what platforms were available to me to find scholarly articles and how to find information relevant to my topic in a timely manner. In addition to this course, I also took the honors seminar course **Research and Information Literacy** my sophomore year which strengthened the skills I had previously learned. Furthermore, this course taught me more about ethical research as well as how to write a literature review in preparation for submitting research to a conference.

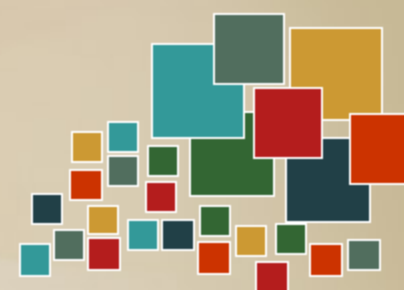
After gaining the fundamental knowledge of how to perform research effectively and efficiently, I took an anthropology course titled **Language and Power** in the Spring of 2016 where we executed a group research project on classroom profiling. As part of this project I learned how to fill out and submit a request to the Institutional Review Board asking to perform research involving people. Additionally, I got experience with creating a survey as well as tabling in the Centennial Student Union to distribute this survey to students. Unfortunately, time did not allow us to come up with a plan to disseminate our results to the appropriate areas on campus, but some students did present our project at the Undergraduate Research Symposium in Spring 2017.

In the span of my college career I have taken many classes that have required me to come up with a research topic and write a paper about it. I have chosen to not include all of those papers, rather to include two of them that I believe best exhibit my ability to come up with an original research topic and find relevant information that either proves or disproves my hypothesis. In my **Anthropological Theory** class I wrote a paper on the motivations for human migration as a precursor to the work I did in a field school the following summer (see Global Citizenship). Then in my **Art in Politics** class I looked at controversial museum exhibits and researched the effects of these exhibits on museums as well as their audiences.

As my last research project of my undergraduate career I will be working with the Anthropology Department, specifically staff in the Archaeology Lab, on a project dealing with what happens, or rather should happen, to museum collections that have been abandoned. This project will serve as my **Senior Thesis** as well as the topic of my presentations at the Honors Regional Conference and the Undergraduate Research Symposium. The end goal of this project is to create a set of procedures and guidelines based on my research that will inform museums on what they should do with abandoned collections that have no documentation with them, since current statutes do not specifically state what should happen. My proposed set of procedures will hopefully prove helpful enough to become standard and become part of the legal statutes.

Entering into college I thought I had a pretty good idea of how to conduct research based on prior high school research projects. However, as I get ready to graduate, I have learned so much more than I thought was necessary about what it takes to conduct effective research and how to do it efficiently. Now I consider research to be the strongest of my competencies, especially after I present at two separate conferences this spring.





In this section:

- Leadership
- Research
- Global Citizenship
 - FYEX Global Citizenship
 - Spanish
 - Tula Region Epiclassic Interaction and Migration Project
 - ANTH 240: Language and Culture
 - Language Partner Program

Global Citizenship

As with Leadership and Research, I chose my **First Year Experience** course to exemplify my first collegiate experience with Global Citizenship. Before this point I thought I had a good understanding of global citizenship based on my experience working with people from other countries and my four years of Spanish in high school. However, after taking the Intercultural Development Inventory (IDI) as a part of this course, I realized that I had a small understanding of what it means to be a global citizen. From this point I developed a plan of how I wanted to improve this competency and I included it in my Global Citizenship Essay. I have followed this plan pretty closely and as a result I can clearly see how I have improved with each experience as well as stayed true to my goals.

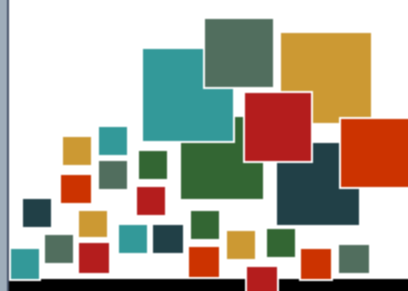
Also during my first year of college I took Spanish 202 and **Spanish 210W** where I began to ask deeper questions about Spanish culture as well as acknowledge cultural differences in verbal and nonverbal communication. I believe Spanish 210W especially helped me with this competency because I was required to write multiple papers that not only improved my technical skills in the language, but also allowed me the chance to research extensively on a different culture and compare it to my own. In addition, I continued to experience how difficult it is to learn a second language as compared to a first language. With one's first language you learn that without even realizing it, whereas a second language unless taught at the same time as the first, is quite difficult to master, especially later in life. I have found that I need to seek out ways to practice my Spanish skills when I am not actively taking classes or around other people who speak Spanish. This way I do not lose my second language that I worked so hard to learn.

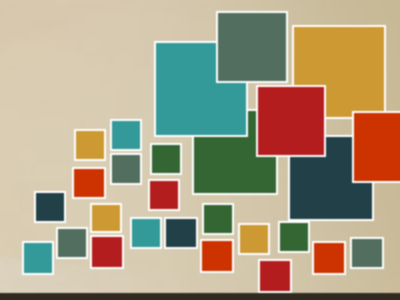
The summer between my sophomore and junior years allowed me the chance to put my Spanish skills into practice. In July of that summer I traveled abroad to Mexico to participate in an archaeology field school titled the **Tula Region Epiclassic Interaction and Migration Project (TRIMP)**. I believe this experience developed my competency the most since I was in a setting where I had to speak Spanish the majority of the time and I was constantly learning about this other culture that allowed me to make comparisons to my own culture. On the other hand, after this experience I found myself wondering if I would have learned as much if I did not have people there who could speak English and helped me understand when my Spanish skills faltered. I used people who could speak both languages fluently as a crutch to help me and I would have been lost without them. This raises questions about my expectations when traveling to a different country. I knew of some people before going that I could lean on to help me, but I also got to the point when I was down there that if I had to speak English, most people would understand me. I think this is a large reoccurring problem and question of what English-speaking people expect when traveling to a different country. They automatically assume that there will be someone there to help them with language barriers.

I used my experience in Mexico to inform my next project in the Fall of 2016 where I did a research on an endangered indigenous language as part of the anthropology class **Language and Culture**. One of the primary native languages spoken by the population we were studying in Mexico was Nahuatl and although it is still spoken today, it is endangered so I felt like this language was perfect for the project. While in Mexico I had also asked multiple questions about this language to the native workers, some of whom spoke the language, and I was able to use this newfound knowledge to inform my project. Researching this language was especially interesting for me because I had a personal connection to it, a connection that I would have never had if it had not been for my ability to speak Spanish and interact with people I worked with in Mexico.

To broaden my global citizenship experiences from mainly Spanish culture, I participated in the **Language Partner Program** where I had bi-weekly meetings with a student from Japan. During this experience I got to learn about the cultural rules and biases of her culture in comparison to my own. In addition, I also acknowledged the projections I had about her culture and how that impeded my understanding. The differences between our cultures as well as Spanish culture proves how complicated culture is and I am glad I chose to participate in this program to continue my process of becoming a global citizen.

Global Citizenship was the competency I came into the Honors Program thinking would be the easiest for me based on my experiences in high school. However, this competency turned out to be the most difficult because there are so many different questions one can ask even after a good understanding of a culture has been made. Furthermore, reflections on my experiences in this competency have also proved to be more difficult. As a result, I do not think my pursuit towards becoming a well-rounded global citizen will ever truly be over.





Learning Community Coordinator

MNSU Learning Communities

Start Date August 9, 2017 - May 4, 2018

In the 2017-2018 school year I was the [Learning Community Coordinator](#) for the Honors Leadership and Civic Engagement Learning Community. Unlike my previous learning community, this learning community will have students who are not freshman in it making it a different experience than what I had previously encountered. However, I am excited to be able to help these honors students complete their competencies and the other requirements of the program.

Contacts & References

[Jean Clarke](#)

Playworker

Employment Type Part Time

Children's Museum of Southern Minnesota

Start Date May 11, 2017 - September 30, 2017

During the summer of 2017 I worked at the Children's Museum of Southern Minnesota as a Playworker and occasionally at the front desk. I was very excited to be in this position since I hope to one day work in a museum and I thought this would help me get a lot of experience dealing with what happens on the floor and behind the scenes. Although I did learn more about the positions behind the scenes on the administrative side as well as what goes into fabricating an exhibit, this type of museum is not necessarily what I am most interested in. As a result, and because I needed to focus on school more, I had to leave this job. However, I am still glad I got this experience because I did learn more and hopefully I will be able to use this experience to my advantage when working in a museum that is more suited to my interests.

Contacts & References

[Brenda Allen](#)

Learning Community Coordinator

MNSU, Mankato Learning Communities

Start Date August 15, 2016 - May 5, 2017

During the 2016-2017 school year I was the [Learning Community Coordinator](#) for the Oh the Places You'll Go: Discovering Your Passions Learning Community. This learning community was created through the Anthropology department, but was centered towards helping students with undecided majors find their passion. My main responsibilities in this position were to help the students adjust to their new college environment by providing study sessions, office hours, helpful events that focused on campus or classes and making sure they excelled in their first year of college.

Contacts & References

[Jean Clarke](#)

Artifact Cataloguing Specialist

Archaeology Lab Grants

Start Date October 31, 2016 - May 5, 2017

In this position I aided two graduate students who each received grants for their research. My main task was to sort through samples taken from the field to find various artifacts. To do this I used size graders and observed the materials both with the naked eye and a microscope.

Contacts & References

[Ronald Schirmer](#)

Cashier, Assistant Manager

Employment Type Part Time

Jake's Stadium Pizza

Industry Food Preparation and Serving Related

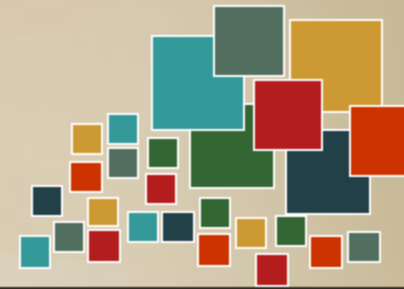
Start Date January 2015

I have worked at Jake's Stadium Pizza since the Spring 2015 semester of my freshman year. I applied at this job because before coming to college my job experience mostly entailed working in the food business. This job provided me the flexibility necessary to get my coursework done, but also make enough money to support myself. After three years at this job, I was promoted to Assistant Manager, a position I am grateful since I have been able to gain leadership experience. Although this job does not relate to my career goals, I am glad I decided to work here since it allowed me to succeed in college and gave me valuable experience working with multiple types of people.

Contacts & References

[Andrew Boyer](#)

Hallie Uhrich

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ECHO Food Drive

During my freshman and senior years I helped with the ECHO Food Drive as a part of the [honors learning communities](#). We labeled this event Trick or Treat So Others Can Eat. We went out to selected Mankato communities before Halloween and handed out flyers explaining what we were doing and then on Halloween we returned to those houses and picked up non-perishable goods for the ECHO Food Shelf. My senior year we collected 704 pounds of food!

Mahkato Wacipi Pow Wow

For my Anthropology Language and Culture course we had a service learning component where I volunteered with the Mahkato Wacipi Pow Wow. For more details on my experiences please see my field notes. In addition, this volunteerism was part of the Make a Difference Project for the [Oh the Places You'll Go: Discovering Your Passions Learning Community](#).

[Field Notes 1.docx](#)

Blue Earth County Historical Society

For my Nonprofit Sector (Fall 2016) and Museology (Spring 2017) courses I completed a service learning component where I volunteered with the Blue Earth County Historical Society. I went to the Historical Society weekly and worked in the research area filing newspaper clippings, recording obituaries and wedding announcements from historical newspapers and doing other various tasks as needed. As part of this experience I have learned more about the nonprofit sector as well as museums in a place that I could potentially see myself working in someday. I hope to continue volunteering here in the future since there is more to the historical society than the research center and I want to gain as much experience as I can.

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