

CELEBRATING

TEACHING & LEARNING EXCELLENCE AT UNB



2014 TEACHING AWARD WINNERS

INTRODUCTION

MAGDALEN NORMANDEAU

Welcome to the 2014 edition of “Celebrating Teaching & Learning Excellence at UNB”!

Through these pages you will meet some of the most successful teachers on campus. Some are innovators, creating memorable learning activities for their classes or implementing research-based pedagogical approaches or carefully integrating instructional technologies into their classes. Others focus on lecturing clearly and enthusiastically. Yet others design their courses with in mind that they are preparing their students for their roles in the work place.

The thread that binds them all is their dedication to their students, and their focus on the learning that takes place in their classes and the learners who do it. They are said to be available, encouraging, friendly, approachable and genuinely caring. They encourage their students to express themselves, to find their own voices. They provide safe places to discuss controversial topics and they promote respect for different perspectives.

I encourage you to think of your classes and your students as you read through these pages. Is there something in here that will be the seed of an idea that will benefit your classes or that will re-energize your teaching?



MARGARET ANNE SMITH

We hope you find inspiration in reading these pages. Our many UNB teaching award winners are doing what the rest of us are trying to do—only they are doing it better. These profiles of teaching excellence highlight passion, creativity, professionalism, profound concern for student learning, and a tremendous amount of hard work. Our winners balance life and work, teaching and research, and university service and community service, making them role models for their students as well as their colleagues.

On the UNB Saint John campus, we are extremely fortunate that so many of our best teachers are committed to ongoing development in teaching and learning. While they work as individual instructors, (honing and polishing their teaching, and investing hundreds of hours in student learning and success), most are also hugely supportive of their colleagues. I jokingly refer to our Vice President's Excellence in Teaching Committee and other supporters as the “list of people who can't say no.” When they are asked to do things that support teaching and learning on our campus, they inevitably do so with enthusiasm and great skill. Our most inspiring and inspired award-winning teachers lead and participate in workshops; facilitate sessions in faculty orientation and in our Diploma in University Teaching; mentor junior faculty; go to conferences on teaching and learning; research ways to improve student learning; and conceive of and sponsor projects, new courses and campus-wide initiatives to keep teaching and learning at the forefront of all that we do at UNB.

Great teachers obviously facilitate great learning on our campuses. But they also help foster great teaching in their colleagues, raising the bar for all of us. Congratulations to all our winners—and thanks for all you do!



CONGRATULATIONS TO ALL OUR UNB SAINT JOHN AWARD WINNERS 2014:

Arts: Leslie Jeffrey, Joe Galbo, Margaret Anne Smith, Lily Both
Science, Applied Science & Engineering: Remy Rochette, Perry Riley, Shelly Doucet, Rebecca McKay
Business: Lee Jolliffe, Hayfaa Tlaiss

UNB AWARDS

DALE ROACH

Neil Scott Educational Leadership Award

Dr. Dale Roach, a Senior Teaching Associate in the Department of Engineering at the University of New Brunswick in Saint John, loves to teach and has been a key leader helping to develop and improve the teaching culture within and beyond our University.

In the Department of Engineering, Dale has proven to be a deeply committed, engaging, and innovative teacher. As his colleagues note, Dale has developed numerous unique teaching techniques including new ways of employing small groups and new technologies to deepen his students' understanding of their course materials. Dr. Roach's enthusiasm and dedication cannot be over emphasized. He is always one of the first faculty members to volunteer for outreach activities and takes great pride in sharing his passion for engineering and UNB itself with the wider community. His commitment and strength as a teacher have already been recognized as he has received both the Departmental Award for Teaching Excellence for the Dept. of Engineering in 2009 and the Faculty Excellence Award for Teaching for the Faculty of Science, Applied Science and Engineering in 2013.

Dale's commitment to his students has been matched by his enthusiastic leadership across the campus. As a committed user and experimenter in the field of educational technology, he was instrumental in leading faculty focus groups and his input was an invaluable part of the university's decision to adopt Desire2Learn (D2L). As an early adopter of learning management systems he has shared, in formal and countless informal venues, his knowledge of how technology can be used to enhance student learning. His influence as a technology mentor has been widely felt across UNB Saint John.

In even broader ways, Dale has fostered the teaching culture of the campus through his active involvement in hosting discussion groups, workshops, and committees which allow faculty to share their best practices. Through his work as departmental chair and co-chair of both Faculty and Senate Curriculum Committees, Dr. Roach contributed to the inner workings of our campus' curriculum process and policies. In a myriad of ways, such as his chairing of the development committee which led to the creation and implementation of UNIV 1003, Dale has been a leader who is quiet, but can bring an entire room of colleagues together to achieve the goals of the collective. Dale's commitment to teaching as well as to service on our campus is truly impressive. His commitment to the development of teaching reaches beyond our campus, as was evident when he Co-chaired the 2010 CNIE (Canadian Network for Innovation in Education) Conference in May 2010, and published both peer-reviewed and informal articles on teaching methods and techniques.

From his enthusiasm for his profession through to his personal warmth and intellectual curiosity, from his obvious compassion for his students to his deep commitment to his colleagues, Dale exemplifies all the traits celebrated by the Neil Scott Educational Leadership Award.



UNB AWARDS

GUIDA BENDRICH

University Teaching Scholar

Since coming from industry in 1995, Professor Bendrich has been actively involved in the area of experiential learning. Her commitment to teaching has extended well outside the traditional classroom, to online courses (College of Extended Learning), distance courses (UNB Saint John), exchange programs (e.g., Germany, USA, Mexico), and especially to the Engineering and Science Co-op programs, which she currently directs.

Within the Engineering and Science Co-op programs, students have the opportunity to participate in Canadian and Germany-based Co-op work opportunities. *“Their ability to overcome challenges, build relationships and add value to the companies they work for have contributed significantly to our growth over the last ten years,”* says Dr. Bendrich. *“The partnership has provided each student with a unique experience which has contributed to their academic and personal development.”*

Guida has been directly involved in testing many new classroom technologies at UNB, prior to implementation, including student response systems, Blackboard, and Desire2Learn. She makes optimal use of educational technology applications that fit her context, such as online problem solving and quizzes.

For the past several years, Professor Bendrich has taught both the lecture and the lab courses in Materials Science, the only two service courses offered by Chemical Engineering. Despite enrolments ranging from 150–200 students, both courses maintain a very high standard of instruction, and a particularly high level of personal attention in the lab (by Professor Bendrich herself) that is rare in such large courses.

In her courses, Guida uses a variety of techniques to keep students engaged. Content presentation is highly visual, containing lots of colour-coded graphs, photographs, and other graphics that illustrate key concepts and generate discussion.

Questions are frequently open-ended and discussion often connects with what it means to be a Chemical Engineer. Students are frequently given the opportunity to ask questions and offer observations of their own. Guida feels that it is important when teaching to be relaxed in class and enjoy the experience; and to be available to students outside of class (in the discussion forums on the D2L course site, which she monitors constantly, and also in person).

With her colleague Dr. Michel Couturier, Guida teaches the senior design course in Chemical Engineering in collaboration with clients from the business community. Every design project in the course is sponsored by an outside client. Two teams of four or five students are assigned to each project. The teams work independently and are co-mentored by a faculty member and a practicing engineer. This collaborative approach brings engineering practice into the classroom while keeping faculty members in control of academic requirements, better helping engineers develop the skills of the discipline while receiving expert coaching, preparing them for a smooth transition to professional practice.



**“IT IS IMPORTANT WHEN TEACHING TO BE RELAXED IN CLASS AND ENJOY THE EXPERIENCE;
AND TO BE AVAILABLE TO STUDENTS OUTSIDE OF CLASS”**

UNB AWARDS

LUCY WILSON

University Teaching Scholar

Dr. Lucy Wilson is Professor of Geology in the Department of Biology at UNB Saint John. As the only geologist on the Saint John campus, she teaches the full first-year geology course, and supplements it yearly with one course from a rotating series of more advanced courses in geology or from her own research area of geoarchaeology. She has conducted field work in France since the 1980s, and in Israel since 2013, along with occasionally working in Canada.



Lucy has a long association with UNB, starting as an undergraduate student at UNB Saint John in 1979–80, graduating with a Bachelor of Arts in Anthropology and Geology from UNB in 1983, then teaching at UNB Saint John in 1988 and again starting in 1995. She has taught a wide variety of courses, with classes ranging in size from one to over one hundred students, and at levels from first-year undergraduate to graduate. She recently developed a new course, Introduction to Geoarchaeology, that uses team-based learning and the excavation of a simulated archaeological site, which has been described as serving as a pedagogical example to the rest of the campus. She herself describes it as “*A lot of work – but it was fun!*”

Dr. Wilson is currently involved in promoting the development of interdisciplinary teaching on the Saint John campus, in collaboration with the members of the Vice-President's Excellence in Teaching Committee (VPETC), and UNB Saint John's Teaching and Learning Centre.

In her Geoarchaeology course, she decided she wanted the students to be able to cope in an informed way with the sorts of problems that they would be likely to encounter on any dig. So, she used Larry Michaelsen's Team-Based Learning method while creating meaningful activities that were interlinked over the duration of the course. She set up a simulated archaeological

**LUCY STARTS PLANNING A COURSE BY ASKING
“WHAT DO I WANT THE STUDENTS TO BE ABLE TO DO
WHEN THEY'VE FINISHED THIS COURSE?”**

dig by giving each student a wooden box to excavate that she had pre-filled during the previous summer (the course is given in the winter term, so in-the-field excavation was not possible). Students were provided with necessary concepts, skills information and demonstrations, and specific instructions for their digs through lectures, readings, and Readiness Assurance Tests (RATs). Students worked in teams to map out and analyze findings, send materials to a simulated laboratory for verification that Dr. Wilson ran. There were also student labs on sediment analysis; bones, shells and botanicals; ceramics; stone tools as tools and as rocks, etc. Near the end of the term, each team presented its findings and interpretations to the other teams, and then the entire class worked together to prepare a report on the overall site. That report was presented to an audience including the class members and a dozen or so invited guests, to round out a range of tasks archaeologists perform in real life. Assessment involved individual and team tests, team reports, and peer evaluation during the final exam, which allowed team members to differentiate between the different levels of performance of their colleagues. Students performed well, enjoyed the experience, and most did extra work beyond what was strictly required.

UNB AWARDS

SEAN KENNEDY

Allan P. Stuart Award for Excellence in Teaching

Dr. Sean Kennedy is a UNBF Professor of History who teaches modern European history, including courses on the French Revolution, European Imperialism, the Second World War, and the Cold War. His primary research interests are the political and intellectual history of 20th-century France. In particular, he is interested in the evolution of far-right political movements during the interwar years, a topic that sadly resonates today. He has published two books: *Reconciling France against Democracy: The Croix de Feu* and the *Parti Social Français* and *The Shock of War: Civilian Experiences, 1937-1945*, as well as articles on the French far right in the journals *French Historical Studies*, *French History*, and *Historical Reflections/Réflexions historiques*.



Sean started at UNBF 1999 with a newly-minted PhD from York University. He has sought to emulate qualities he admired in mentors, including being available to students and encouraging them; conveying ideas with clarity and enthusiasm; helping students to express themselves effectively; and promoting respect for different perspectives. He is strongly convinced that the study of history helps us see events in a broader context that facilitates a deeper understanding, which makes people more mature, adaptable and resilient.

In Sean's experience, a well-constructed lecture is the starting point for deeper learning and the development of one's own informed views. He helps students develop the skills of the discipline by setting the stage in class, presenting alternative perspectives, and having students build on this framework by reading original documents and interpretations by scholars, deepening their understanding through discussion and reflection, and producing their own written material. In introductory classes, he starts students with small-in-scope, low stakes writing to help them build capacity and confidence. Further scaffolding is provided by having major papers submitted in stages and providing extensive feedback. He mentors students in formulating a question, evaluating the relevance and quality of various sources, and bringing new sources to bear in supporting an interpretation.

In upper level and honours courses, he uses peer-based editing, guided group discussions, and historical debates as ways of preparing students for graduate work. Students come to understand that much current knowledge is the result of contestation and remains subject to revision in light of new evidence and perspectives.

In the vintaine of support letters for his nomination from students, faculty and staff, the terms that recur most are: knowledgeable, well-organized, friendly and approachable.

"His SOS scores are in the 90-100% in the 'Strongly Agree' category. It is no surprise that whatever course he is teaching—whether first year introductions, to the second year foundation courses...to his upper level lecture course and honours seminars—Dr. Kennedy is teaching to full houses."

Gary Waite, Chair of History

"His course planning efforts are anything but antiquated. Through the use of modern media tools and classic lecture style he absorbs the class into the information he presents. Combined with his enthusiasm...Dr.Kennedy's courses are...unforgettable." Grant Peters
Dr. Kennedy is also collegial: "Sean has also been a valuable mentor to me: he has been extremely generous with teaching materials and pedagogical advice, and I know from our many conversations that he loves to teach and respects his students." Lisa Todd, Assistant Professor, a colleague since 2008.

UNB AWARDS

SHERRY ROSE

Allan P. Stuart Award for Excellence in Teaching
Recipient of the UNBSU Excellence in Teaching Award

Dr. Sherry Rose started at UNB in 1994 as part-time instructor and as of Jan 1, 2013 was Assistant Professor in Faculty of Education, in the area of Early Childhood Education. She is also Co-Director of the UNB Early Childhood Centre where, in collaboration with others, she conducts research that informs her teaching. Sherry teaches graduate and undergraduate courses in curriculum development, literacy learning, assessment literacies, cultural constructions of childhood, and is also involved in curriculum development. She has also presented and taught internationally in such countries as China, Finland, Israel, Trinidad and St Lucia.



Sherry sees teachers and students as both learners and teachers. She seeks to be "...well read, organized, planned, enthusiastically engaged, thoughtfully responsive and critically reflective about [her] own practices and [her] relationship with each learner and the students as a community of learners. This means that learning and teaching is a difficult, exhilarating, [at times] discouraging, and exciting endeavour that is always and daily in process."

Some of her innovative teaching techniques are: co-constructing with students the criteria for major assignments; seeking feedback from students on the effectiveness of teaching methods for the purposes of continuous improvement; treating education students as colleagues; and balancing safety and risk-taking in the learning environment by providing a safe place to discuss controversial topics anonymously but substantially.

Dr. Rose is a sought after expert in early childhood education, having made several dozen presentations, workshops, and co-presentations in the Maritimes and across Canada on a variety of topics related to early childhood education, and has provided expert consulting advice to the province of New Brunswick.

The student testimonials below give a flavour of how students feel about her and her teaching:

"The reason Sherry Rose is such an exceptional educator is because of the creative freedom she cultivates in her classes. I felt very comfortable challenging myself by doing creative assignments and projects for her. She gave me great feedback, and genuinely cared about the work I had given to her."

DJ. Wilson

"Both in the classroom and in person, Dr Rose is a dynamic and powerful communicator who possesses the gift of being able to make complex subjects understandable. In spite of these formidable gifts, she is a humble and approachable person who loves to share her extensive knowledge with others, her students in particular."

Julie Glaspy

"She has a seemingly endless wealth of resources to which her students always have access...she never judges her students for what they did not do in preparation [for] class but instead she creates ways to ensure authentic learning is taking place during in-class activities and peer mentored pair-and-shares."

Ashley D. Frawley

"She is someone I can go to if I'm struggling with a situation both academically and personally. She genuinely cares about her students' progress. Sherry has motivated and challenged me to actively learn and constantly reflect on my learning."

Jillian Hughes

FACULTY AWARDS

ELIN MAHER

Faculty of Business Administration Excellence in Teaching Award

Professor Maher joined the Faculty of Business Administration in 1988 in the Accounting/MIS Area. Her courses are in Managerial Accounting and Cost Accounting in the BBA program and Accounting for Managers in the MBA program. She has previously received the Faculty's Excellence in Teaching Award three times and the MBA Society Professor Appreciation Award twice.

Elin is co-author of an accounting textbook and has developed other professional educational materials. For the last 17 years, she has been the Examiner for the Certified General Accountants of Canada's Financial Accounting 1 (FA1) course, which involves preparing the final examinations and supervising their marking for as many as 900 students a year from Canada, China and the Caribbean. She has published in *The Journal of Accounting Case Research*, *The Journal of Open, Distance and e-Learning*, and the *Canadian Journal of University Continuing Education*.

Students admire her excellent teaching skills, her ability to make student life less stressful, and say she is an "all round amazing professor." Elin says the key elements for successful teaching include being enthusiastic about your subject, being prepared for class, and being interested in, and respectful of, your students. Focus on these and the rest will fall into place.



LYNN HALEY

Faculty of Business Administration Excellence in Teaching Award

Lynn Haley joined the UNBF Business Administration Faculty in 2005. She teaches Human Resources in the BBA and MBA programs, and in the Applied Human Resources Management Certificate Program, which was conceived and developed under her leadership. Her research focuses on understanding and enhancing organizational practices and policies in the non-profit sector.

Lynn was Executive Director of the Canadian Paraplegic Association (New Brunswick) Inc. from 1995 to 2005 and has served with distinction in such organizations as the Premier's Council on the Status of Disabled Persons, the Employ-Ability Action Group for Persons with Disabilities, the NB Disability Support Program, River Valley Health Integrated Rehabilitation Services and Region 3 Hospital Corporation.

In 2008 she received the Undergraduate Business Society's "Professor of the Year" Award and in 2013 the Business Administration's Annual Research Award for outstanding scholarly output.

"There is no doubt that my practical roots inform my approach to teaching and research. Aside from theoretical knowledge, I draw from past experience to consider what other skills will equip students to better manage their future roles as employees, managers, and productive members of their communities. Since I'm teaching future HR practitioners, I think it's important that I continue to think like one."



GLENN CLELAND

MBA Society Professor Recognition Award

Glenn joined the Business Administration Faculty in 2002 as the founding director of the Centre for Financial Studies with a mandate to build academic and business partnerships and develop financial expertise in the region. Under his leadership, the Centre and its core program, the Student Investment Fund (SIF), have gained the attention and respect of academic and financial communities across the country.

Anyone who knows Glenn personally knows that his energy and passion are boundless. When you talk to him, you can't help but be swept up by his fervor and enthusiasm. He has been a tireless promoter of experiential and collaborative learning and is constantly seeking new ways to improve the Centre, its programs, and the learning experience for students.



FACULTY AWARDS

RANDALL MARTIN

Faculty of Arts Teaching Award - Full Time

Dr. Martin, BA (Toronto), MA (Birmingham), DPhil (Oxford), has taught full-time at four universities in BC, Ontario, and New Brunswick at the undergraduate level since 1987, and at the graduate level since 1995. He has been a Professor in the UNBF Department of English since 2002 and University Research Professor from 2003–2010. Dr. Martin's research interests have included early modern women's writing and crime journalism.

His teaching incorporates substantial interdisciplinary and theoretical components in which students learn to apply their own knowledge to extend the original contexts of the literature being studied and to create new ones. Dr. Martin uses the two-way verbal interaction method known as "dialogism," pioneered by the great twentieth-century Russian linguistic philosopher and literary theorist Mikhail Bakhtin. In it, speakers in conversation continually anticipate and stimulate the replies of their interlocutors, creating a multilayered conversation between individual agents and the cultural contexts which have shaped their words. These methods contributed to Dr. Martin being recognized by the *Maclean's Guide to Canadian Universities* as one of UNB's most "popular profs" from 2001–07 (this category ended in 2007).

"My classes at any given institution have included substantial numbers of rural and urban students from diverse ethnic and cultural backgrounds. These students have taught me as much as I have taught them, mainly by showing me how to negotiate their diverse motives to learn with attentiveness, respect, and creativity, whether I am teaching composition to students from largely non-English-speaking backgrounds, or Shakespeare to those who have never been to the theatre."



CINDY BROWN

Faculty of Arts Teaching Award - Part Time

Cindy Brown teaches with the Department of History and the Faculty of Arts at UNB Fredericton. She holds a BA (Honours History) and an MA (History) from UNB and a PhD (History) from Western. She is also the Faculty of Arts Internship Coordinator.

Cindy has taught in the Faculty flagship course, Arts 1000: The Development of Western Thought, since 2004 and led the development of Arts 1100, which combines the Arts 1000 curriculum with skills development to assist UNBF's first year students with the transition from high school to university. The course proved very successful.

Dr. Brown's teaching success can be attributed to her work with fellow UNB colleagues and professional educators from across Canada, with whom she has collaborated to create a teachers' professional development study tour of First and Second World War sites in France and Belgium. She is also a director/instructor on the popular Travel Study Program overseas study tour, History 3810: The Second World War in Italy.

Her current research focuses on the impact of war on the people who live in the battlefield in Italy, France and Belgium, and is working on a book on Allied and German policy toward civilians in the Italian campaign.

"My classroom mantra is that my students are not in front of me because they know but because they want to learn. I emphasize this message throughout the course of the teaching term to reinforce the expectation that I will guide each and every one of my students through the learning process while exploring the content applicable for a particular course. In addition, I encourage all of my students to find their voice so they become active participants in their own learning journey."



FACULTY AWARDS

ED VEITCH

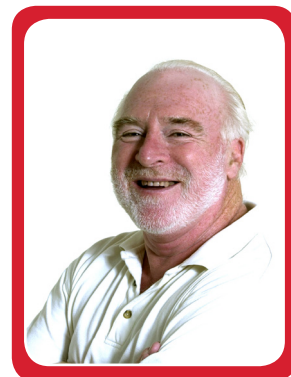
Faculty of Law Teaching Excellence Award

MA (Edinburgh) 1963, LLB (Edinburgh) 1966, Ed joined the Faculty of Law at UNB in 1979 as Dean. He retired in 2007 but continues to offer courses on a part-time basis.

He has been a Professor of Law at the University of Windsor as well as a Visiting Professor at the Universities of Illinois and North Carolina, and invited lecturer at the National University of Australia (Canberra) and the University of Tasmania (Hobart). Professor Veitch teaches in a broad range of areas including judicial remedies, torts, practice, intellectual property and municipal law.

He researches and has published extensively in an equally broad range of areas including contracts, torts, legal education, civil procedure and practice, and the Canadian Chapter in the *International Manual of Civil Procedure* (1994 1st ed. and 2007 2nd ed.) He is a member of the bar in both Ontario and New Brunswick and a member of the firm of Gilbert, McGloan, Gillis.

“Law students prepare for class by reading ideas and issues in law found in commercially prepared Casebooks and to engage in question and answer sessions i.e., the Socratic method. I supplement those Casebook materials with additional items taken from the electronic media: e.g., CanLII (the daily judgments of the Courts of Canada); BAILII (the English equivalent); and the blogs listed each day by specialist Counsel in major law firms. I continually assimilate and synthesize ideas and issues to assist students in class discussion to prepare a foundation of materials for their use when they hit the law offices in the summer months.”



WILLIAM COOK

Golden Apple Award (Chemical Engineering)

Willy Cook, Associate Professor of Chemical Engineering, joined UNBF in 2004 after a five-year term as the Laboratory Manager and Research Engineer for the Chair in Nuclear Engineering. He is a professional engineer with consulting expertise and research interests in power plant chemistry and corrosion control, and teaches technical elective and graduate courses related to these topics and global energy issues. Through his research programs he has been actively involved in the International Association for the Properties of Water and Steam (IAPWS) and the Generation IV International Forum (GIF) program evaluating materials and chemistry control regimes for the next generation of nuclear power reactors. Willy has served as an academic advisor for nearly ten years and has recently completed a five-year term as Chemical Engineering's Director of Undergraduate Studies. He has just been appointed the Scientific Director of the Centre for Nuclear Energy Research, a UNBF research institute that develops commercial products for corrosion measurement and control and provides consulting.

Dr Cook's research interests inform both his undergraduate and graduate teaching. He uses real-life examples to explain difficult concepts and make the material relevant, and brings camaraderie to the classroom by using personal anecdotes. He favours a “chalk and talk” approach and occasionally turns off the computer and projector and lectures extemporaneously. He is well respected by his students and Engineering Faculty colleagues, and treats everyone as equals. *“If students are comfortable within the classroom, they feel that they can ask questions and not be scared of being mocked or ridiculed. This opens the doors for great discussions and roads of discovery that benefit the entire class, myself included!”*



FACULTY AWARDS

BRUCE WILSON

The Eric Garland Excellence in Teaching Award (Civil Engineering)

Bruce Wilson holds a Ph.D. in Civil Engineering from McMaster University, and Bachelor's and Master's degrees from the University of Toronto. He started at UNBF Civil Engineering in 2001, and has served as Chair of the department. He has considerable private and public sector consulting experience in waste reduction, recycling and composting projects across Canada, the United States and Europe. In addition to the foregoing, his research interests also include municipal infrastructure and probabilistic and statistical modelling. He has an extensive list of publications in these areas. Bruce is highly regarded by colleagues and students alike. In his teaching, he works through problems with students so he can understand their thought processes, in order to better adjust explanations, demonstrations and resource materials to fit their needs.



SAL SALEH

The Dr. Balasubramanian Excellence in Teaching Award (Electrical & Computer Engineering)

This Award honours the memory of Dr. Ramachandran Balasubramanian, UNB ECE Professor who died tragically in the 1985 Air India Flight 182 bombing, with the loss of all 329 passengers.

Saleh Saleh joined UNBF's Department of Electrical and Computer Engineering in 2011, specializing in power systems and power electronics. He has taught in most areas of electrical and computer engineering, including first- and second-year circuit and system design and analysis. He is author of a handbook in power electronics for senior and graduate students and practicing power electronics engineers. Dr. Saleh has supported undergraduate and graduate student projects through the newly-created ECE Student Development Studio. He is also a member of ECE Curriculum Committee.



In all courses, Saleh's main objective is to develop each student's ability to analyze, practice and apply critical thinking, engineering, and scientific concepts in a practical manner. Students work individually or in groups to complete problem sets, tests and to design projects that combine ideas, models and engineering tools with concepts from different sciences. In Saleh's experience, students who share and validate their ideas with others are more successful and creative. Well-prepared, stimulating, and appropriate-level lectures are vital to introduce, explain and discuss course concepts. Lab sessions help students experiment, collect data, analyze and discuss their findings.

MICHAEL FLEMING

Computer Science Excellence in Teaching Award

Michael Fleming joined UNB's Faculty of Computer Science in 2003, after completing a B.Sc. at Mount Allison University, and M.Math. and Ph.D. degrees at the University of Waterloo.

Michael has taught courses primarily in the areas of discrete mathematics, theoretical computer science, data structures, and artificial intelligence. He has also played a key role in the Faculty as an academic advisor for many years. He served as Assistant Dean (Undergraduate) from 2009 until 2011, and will be acting in that position again from 2014-16.



He is a three-time recipient of the Faculty of Computer Science Excellence in Teaching Award, was a University Teaching Scholar in 2009. Students say Dr. Fleming is a dedicated and knowledgeable instructor who delivers clear and well-organized lectures, and that he is approachable and willing to go the extra mile to help.

Dr. Fleming says his lectures have never been particularly funny or entertaining, nor has he used many of what he considers innovative teaching techniques, so he believes that the positive feedback he receives has been mainly due to preparing well-organized classes, presenting material as clearly as possible, using examples effectively, and being available to students.

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CONGRATULATIONS TO OUR 2014 NOMINEES FOR THE ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Fredericton Campus:

Meghan Hepburn (German), Eugene Hill (Electrical Engineering), Jeff Frooman (Business), Anna Hamling (Spanish), Nancy Doiron-Maillet (Nursing), Guna Kulasegaram (Renaissance College), Sean Kennedy (History), Jeff McNally (Business), Jeff McNally (Math), David Mercer (Philosophy), Ben Newling (Physics), Carmen Poulin (Psychology), Jeff Rankin (Civil Engineering), Sherry Rose (Education), Allison B. Schriver (Civil Engineering), Stephen Schryer (English), Ken Seaman (Kinesiology), Mark Temelini (Classics), Nathan Thompson (Sociology), Demetres P. Tryphonopoulos (English), Rajeev Venugopal (Political Science).

Saint John Campus:

Paul-Emile Chiasson (Education), Terrence Conrod (Business), Neil W. Franklin (Business), Mark Henderson (Business), Beth Keyes (Education), Dongmin Kim (Business), Lucy Wilson (Biology), Fam Loutfi (French), Jeff McNally (Computer Science), Pedro Serrano (Spanish), Hayfaa A. Tlaiss (Business), Suzanne Tucker (Business), Gary Worrell (Arts), Li-Hong Xu (Physics).

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