CELEBRATING

TEACHING & LEARNING EXCELLENCE AT UNB

2020 TEACHING AWARD WINNERS

UNB
EST. 1785
UNIVERSITY OF NEW BRUNSWICK

Welcome to the 2020 edition of "Celebrating Teaching & Learning Excellence at UNB"!


Caroline Purdy

2020 has been an interesting year! We have all had to learn how to teach using "Alternate Delivery Methods", and we have had to rethink everything about our teaching. There have been so many changes for both faculty and students, but the one thing that has remained the same is that UNB has great educators committed to excellence in teaching and learning.

I hope you find some inspiration when you read through the award winners' profiles and teaching tips within this booklet. We are so very fortunate to learn from some of the best teachers here at UNB. It is worth noting that a common trait amongst our award winners is that they work hard to build rapport with their students. Our students easily recognize this connection, as is evident by the numerous nominations they put in each year. How these award-winning teachers build connections with their students is more individualized. These inspiring teachers know how important it is to be themselves in the classroom. Whether they create connections with their students through activities in their classes or by relating what they are teaching to the real world, these teachers care about student learning. Being flexible, open, compassionate, and caring are common themes that appear in the award winners' teaching tips.

Great teachers inspire their students to learn and other teachers to raise the bar on their teaching. Maybe you will be inspired by the tips offered by our award winners. I encourage you to read through these pages and think about your own teaching as you do.

Congratulations to all the award winners this year!

Caroline Purdy - *Faculty of Science, Department of Mathematics & Statistics*

UNB EST. 1785 UNIVERSITY OF NEW BRUNSWICK | CETL CENTRE FOR ENHANCED TEACHING & LEARNING

Celebrating Teaching and Learning Excellence at UNB

David Creelman

Rebecca McKay

When have we been more mindful of our teaching? In 2020, we are aware, more than before, that our students' needs are varied as they rise to the challenge of trying to learn in new ways and in very unfamiliar environments. We are alert to our colleagues and ask, with more than normal hope, how their classes are going. We are thinking more about our own disciplines, as we parse what matters most in our courses and try to imagine how we can help students learn the material that is most important. We are certainly not taking each other for granted.

In this environment, its especially encouraging to read about teachers who have exercised their creativity, their intelligence, their dedication, and their courage and found ways to effectively reveal their disciplines to their students. Excellent teaching occurs when people love their subject matter and genuinely care for the students they encounter. We may be unsure exactly how to do that, through unfamiliar mediums and in unusual circumstances, but our students are bright, determined, and trying hard, and they can tell that we are concerned. In the pages that follow, you will read about a wide array of award recipients. Their innovations, compassion, and willingness to take risks have helped their students connect more deeply to complex fields of knowledge. It is great to know that these remarkable people are hard at work throughout UNB. And just as encouraging is the knowledge that along with each award recipient there are nominees and fellow teachers who have supported the learning environments of their departments and connected in profound ways with their students. In this unusual year, let us celebrate our colleagues for their exceptional work. Let us appreciate the wide circle of colleagues, students, and staff around us as we discover that we are interconnected as we all seek to teach and learn.

David Creelman - *Chair, Professor Humanities & Languages*
Rebecca McKay - *Senior Instructor, Mathematics & Statistics*

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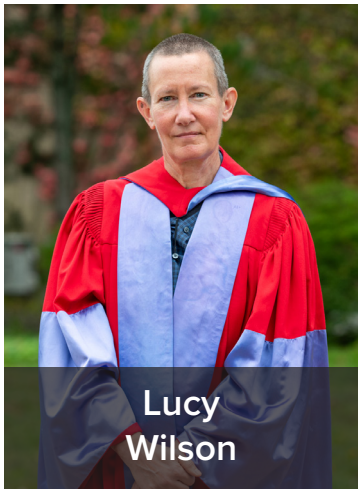
ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Lucy Wilson, Biological Sciences



Dr. Lucy Wilson holds a Bachelor of Arts from UNB (1983), and a Diplôme d'Etudes Approfondies (1984) and Doctorat de la Troisième Cycle (1986) from the Université Pierre et Marie Curie (Paris VI). A geoarchaeologist, Lucy came to UNB Saint John to teach first in 1988, and then to stay in 1995, and is a professor of geology in the department of Biological Sciences. She is a founding member of the international steering committee of the Developing International Geoarchaeology (DIG) conference series. She is a fellow of the Geological Association of Canada, an Associate Editor of the journal Geoarchaeology, and a member of the Qesem Cave Research Team. Her field experience has taken her to numerous countries, especially France and Israel. She is also an active member of the UNB community. She has been a member of the Vice-President's Excellence in Teaching Committee since 2003, acting as Co-Chair three times. She has been on several university search committees and has been a Student Marshal at Convocation ceremonies since 2004. She has played in UNB Saint John's biweekly lunchtime frisbee game since 2005. Lucy is the recipient of a Faculty Excellence Award in Teaching, and Departmental Awards for Teaching Excellence for both the departments of Biological Sciences and Physical Sciences. She was a University Teaching Scholar from 2014 – 2016.

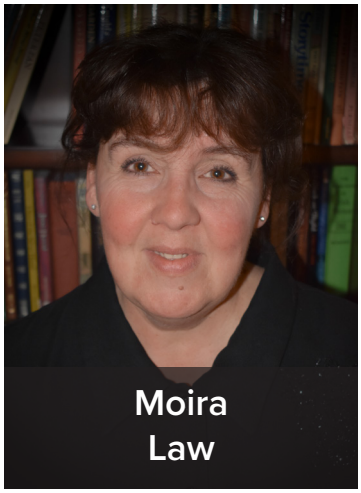
Lucy teaches first-year geology and a rolling slate of other courses, including Introduction to Geoarchaeology, Environmental Geology, Sedimentology, and an interdisciplinary Geology+everything course with at least a dozen other instructors participating. She combines lecturing with hands-on activities, even in courses with no labs. She is passionate about her area of expertise and puts great effort into creating an interesting way for students to learn. She tries to make her courses both fun and challenging and has a reputation for always being approachable and making time for students.

Preparation is key to what she does: everything is organised and prepared ahead of time, whether it is lecture content, lab activities, or handouts for the students. However, she says she has realised that preparing a course really means preparing herself, so that she can be flexible and spontaneous:

"Since I am secure with the material, I can abandon my plan and adapt to what the students need now, or are interested in now, even if that's something I thought I would cover next week – or not at all! Their learning is the real goal, after all."

ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Moira A. Law, Psychology


Moira Law

Dr. Moira Law holds a Bachelor of Science (Biology/Psychology) from UNB (1992), and a Masters (1995) and Doctorate (2004) in Psychology from Carleton University.

Moira began teaching in the department of Psychology at UNB Saint John in 2004. She is the recipient of a Departmental Award for Excellence in Teaching (Psychology), a UNB-SRC Excellence in Teaching Award, and was recognized as a Graduating Student Leadership Award High Impact Mentor. She currently serves as the co-faculty advisor for both Kreating Conversations: A Peer Support Group for Mental Health and the Psychology Society on the Saint John campus. Moira is also the co-lead of Mawoluhkhotipon: Ally & Safe Space Program for Wabanaki and Indigenous Peoples.

Moira teaches a variety of courses in her department including topics on psychopathology, changing behaviour, and community psychology and mental health incorporating experiences from her own research and evaluation projects with vulnerable populations, allyship and mental health. As an active member of the UNB Saint John Teaching and Learning Committee, she credits her development as an instructor to the many mentors and passionate educators within that community.

In-class assignments that provide an active learning space for students to practice critical thinking skills and apply course content to real-world applications are now foundational to most courses Moira teaches. Students are given opportunities to collaborate in pairs or larger groups they choose to create. During these in-class assignments students can ask her questions. They can ask each other questions. They can trade answers and strategies. She loves the buzz in the lecture hall as they work. Moira states

“Simply put, it is almost impossible to take a course from me and escape talking out loud! Self-expression is highly valued in my classes – although rarely evaluated.”

She wants her students to engage both their own student community and the course content during these assignments and she considers it her responsibility to offer them a platform to do that in her classes. With these in-class assignments, confusion on core concepts can be addressed immediately and she will make impromptu announcements to the whole class based on this feedback. Often new topics of discussions emerge that relate to the topic but are different from the questions asked in the original assignment indicating the depth the students are engaging the material. In short, the in-class assignments are a time set aside for learning and connection – among students, with her and with the course content.

NEIL SCOTT EDUCATIONAL LEADERSHIP AWARD

Magdalen Normandeau, Physics


Magdalen Normandeau

After completing a PhD in astrophysics at the University of Calgary, a postdoc in astrophysics at the University of California at Berkeley, and a postdoc in medical imaging at the University of California at San Francisco, Magdalen Normandeau decided to follow a career path focused on teaching. Brief stints at Bowdoin College and Amherst College introduced her to the joys of evidence-based teaching practices. In 2005, she brought her enthusiasm for such approaches to UNB, sharing resources and ideas with her new colleagues. In 2013, Magdalen joined CETL as coordinator of Teaching & Learning Services, a two-thirds secondment, to try to help support effective teaching more broadly at UNB. With her second (and therefore final) term as Coordinator having ended in June 2019, Magdalen is now back in the Physics department full-time, working on various projects to enhance that program and on projects related to the Scholarship of Teaching & Learning.

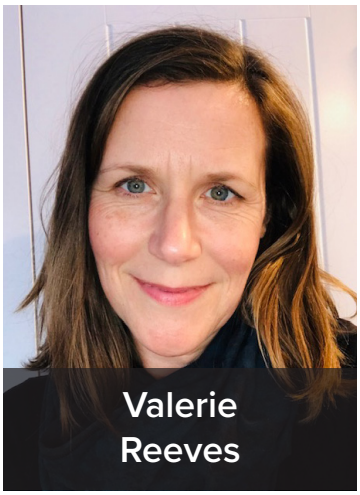
Magdalen prefers "stealth leadership." She enjoys helping to bring about beneficial change by creating the conditions for such change to occur rather than by leading big projects and being in the spotlight. She tries to foster engagement in teaching by creating the conditions for intrinsic motivation to flourish, rather than by focusing on extrinsic motivators.

For Magdalen, educational leadership involves frequently exposing colleagues to information about effective teaching practices so that these become natural topics for consideration and discussion, not something seen as extra or of relevance only to a few. It involves sharing resources to lower the barrier to adoption of research-based teaching practices. It involves fostering a community and a culture where teaching is valued. She finds it a delight to be able to watch people grow!

If Magdalen sows enough seeds and makes sure there's enough water and sunshine, some flowers will bloom, then they will scatter seeds of their own.

UNB STUDENT UNION EXCELLENCE IN TEACHING AWARD

Valerie Reeves, Chemistry


Valerie Reeves

Dr. Val Reeves is a Senior Teaching Associate and Director of Undergraduate Studies in the UNBF Department of Chemistry. She is renowned as an outstanding educator, and an inspiring and caring instructor. She teaches first year chemistry and developed a new first-year course, Introduction to Environmental Chemistry. This is Val's third time receiving this award, and she has also received the Allan P. Stuart Award for Excellence in Teaching in 2017 and the Faculty of Science Excellence in Teaching Award in 2013.

Val loves teaching chemistry. It is truly that simple. Her students really motivate her to want to do the best job she can of sharing chemistry with them and getting them excited about the fascinating world of chemistry in which we live. Val will never tire of doing what she can to bring enthusiasm and passion into the classroom, as it is a big part of how she hopes to encourage students to find or develop their own interest in chemistry. Despite the many years that have passed since she was a first-year student, she still recalls her very first university class ever: chemistry! She remembers how she felt in that large auditorium and the triumphs and failures of her first year. Sharing those experiences with students has become an integral part of how Val tries to help them adapt to university (all while teaching them a little bit of chemistry!).

Val encourages new instructors to "be yourself in the classroom and respect your students. In return, they will respect you and they will put forth their best effort in your class."

FACULTY OF ARTS TEACHING AWARD - FULL TIME

Nick Hardy, Sociology

Dr. Nick Hardy is Associate Professor of Sociology at UNB Fredericton where he teaches and researches social theory. His research work predominantly engages with questions concerning social structure, social agency, and social epistemology, addressing them through integration of the frameworks of critical realism, the work of Michel Foucault, and elements of post-Marxism.


Nick Hardy

Nick's teaching philosophy is, in part, a variation on Douglas Adams' aphorism from The Hitchhikers Guide to the Galaxy: "DON'T PANIC."

Compulsory theory courses are almost universally disliked by both undergraduate and graduate students—usually with an intensity reserved for the opposing team at a sports match. Part of Nick's approach to teaching is an attempt to de-escalate students' (usually hidden) panic at the abstractness of theory. This is done by generating common frameworks and structures that link classes together, and to break complex processes into their smaller component parts. Liberal use of (sometimes quite tortured) metaphors also appear to clear the smoke in order to set the puzzle pieces into place so as to see the whole mosaic from the requisite distance.

The assessment structure that the courses employ take a broad focus upon the how of theory only later relating it to the what of a theory. It is important to demystify theory and to understand that 'reading' theory is in large part a matter of technique and not one's vocabulary, perseverance, or necessary brilliance (although they can help). Student assignments focus students' attention upon how to correctly identify the structure of a theoretical argument, in order to understand what a theorist is arguing. Similarly, to aid note-taking and to reduce anxiety, even prior to the alternative delivery method (ADM) format lectures were being recorded and posted to D2L (via Vimeo links).

Nick has recently employed a "floating weight" grading system as a means of promoting early student engagement. Comparable assignments will have one of a number of pre-determined grade weights given to the highest mark received, then the second highest the second weight, etc. This has appeared to promote student engagement with important 'early semester' assignments that students usually do not attempt with intensity as the combination of their unfamiliarity with the topic and the (usually) low assignment weighting together promote a disincentive.

All teachniques [sic.] have been inspired, developed, and fostered from a Teaching and Learning Development in Higher Education program at a former employer, from the excellent support of the Centre for Enhanced Teaching & Learning here at UNB, and from Nick's excellent colleagues. This teaching award is honestly and truly really their award.

FACULTY OF ARTS TEACHING AWARD - PART TIME

Tony Robinson-Smith, English


Tony Robinson-Smith

Tony Robinson-Smith has taught for the Department of English as a CAE since 2005 when he graduated from UNB with an MA in Creative Writing. He has a PhD in the same from Nottingham Trent University in England. He teaches academic and technical writing at UNB, his specialist field being travel writing, and creative writing at STU. He spent six years teaching English language in Japan and two years teaching English literature in Bhutan. He is the author of Back in 6 Years (2008) and The Dragon Run (2017), two stories of his travels overseas.

Three core beliefs guide Tony's teaching.

1. **Instructors establish rapport with their students**
2. **Students need to develop a strong work ethic**
3. **University is a conduit to independent and professional life**

First, instructors must establish rapport with their students. Students will learn only if they feel at ease and included in class. One technique he uses to build rapport is to invite contributions from the class rather than direct questions at a particular student (e.g. What can we say about setting in this short story?). The confident will respond right away; the less confident will often do so later. Second, students must develop a strong work ethic in order to succeed, and Tony believes it is helpful for them to see a good role model for this to happen. If he is efficient and organized, most of his students will tend to be, too (they learn subliminally). Learning a discipline at university is important, but learning to be disciplined perhaps more so. Lastly, university is a conduit to independent and professional life. Tony has a responsibility to enlarge discussion from text to world. Tony asks his students, "What does this story say to us?" and "How are the themes relevant to our lives?"

FACULTY OF LAW TEACHING EXCELLENCE AWARD

Kerri Froc, Faculty of Law

Kerri Froc

Kerri is an Associate Professor at UNB Law, as well as a Trudeau and Vanier Scholar. She has taught courses at Carleton University, Queen's University and University of Ottawa on feminist legal theory and various aspects of public law, among others.

Kerri received her PhD from Queen's University in 2016 and holds a Master of Laws from the University of Ottawa, a Bachelor of Laws from Osgoode Hall Law School, and a Bachelor of Arts from the University of Regina.

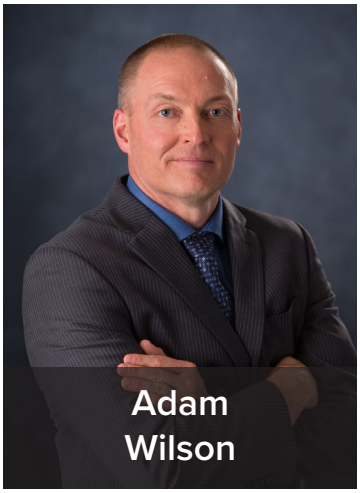
Before completing her doctorate, she spent 18 years as a lawyer — as a civil litigator in Regina, a staff lawyer for the Women's Legal Education and Action Fund (LEAF), and as a staff lawyer in the areas of law reform and equality at the Canadian Bar Association. She is a member of the Saskatchewan and Ontario bars.

Kerri focuses on creating a "collaborative learning environment." This means that while she is ultimately responsible for the pedagogy and content, she encourages students to take ownership over and contribute to their learning and that of their classmates.

Some of the techniques used include providing her seminar students with a "menu" of options for course content for the latter half of the term, which they select by consensus; requiring students to complete "participation logs" (from US professor Tony Docan-Morgan), in which they log their contributions to class and reflect on how the contribution aided the flow of the lecture or discussion; and another exercise called "TQEs" (from another US teacher, Marisa Thomson), where students work in small groups for 20 minutes at the beginning of class and share Thoughts, lingering Questions and Epiphanies about the readings, from which she prepares a master list of topics for the course material. The "COVID semesters" have been challenging, and Kerri has had to adapt her usual techniques, which she's done through greater use of "PollEverywhere," zoom breakout rooms, and using more guest lecturers from across Canada in her virtual seminar class to inject new perspectives into the weekly discussions and curb "zoom fatigue."

THE DR. BALASUBRAMANIAN EXCELLENCE IN TEACHING AWARD (ELECTRICAL & COMPUTER ENGINEERING)

Adam Wilson, Electrical & Computer Engineering



Adam has an electronics engineering technology diploma from NBCC and a BScEE and MScEE from UNB. He started at UNB in the summer of 1997 as an Electronics Technician in Electrical and Computer Engineering where he worked full-time while completing a BScEE as a part-time student. Upon graduating with an EE undergrad, he went to work as a Project Engineer and eventually a Research Engineer at the Institute of Biomedical Engineering (IBME). While at IBME, he completed a Masters part-time and started a PhD. In the fall of 2005, he taught his first course, Intro to Biomed, on contract for the ECE department and fell in love with teaching! He continued to teach part-time on contract at UNB until getting a full-time Instructor position in the summer of 2017.

Adam incorporates his unique technical background into the classroom to provide students with an appreciation for the practical and real world aspects of the theoretical concepts discussed in the classroom.

Adam's main objective as an educator is to keep his students interested and engaged in the subject while challenging them. To achieve this, Adam strives to keep his classroom sessions interactive and interesting. He encourages students to ask questions, to comment on the topics discussed, and to participate actively. Although in-depth theory is important, he continuously reminds students of the real world application of that theory. Adam provides examples of applications that they can relate to, or are familiar with, to maintain their interest.

Adam's goal for graduating students is for them to become confident and competent professionals. To instill confidence and competence, he promotes hands-on learning. He asks students to apply classroom theory in hands-on labs and projects. He shares his own personal experiences and the experiences of others (both successes and failures). He informs students that they should not fear failure but embrace it as a learning experience. Upon graduating, he aims for all his students to have a strong grasp of the theory, practical experience, and knowledge of the appropriate terminology that will allow them to thrive as professionals.

COMPUTER SCIENCE EXCELLENCE IN TEACHING AWARD

Dawn MacIsaac, Faculty of Computer Science


Dawn MacIsaac

Before joining UNB as a faculty member in 2001, Dr Dawn MacIsaac taught high school science in Toronto, ON. She earned a Batchelor's degree in Education from Queen's University in 1991, and also holds a Batchelor's, Master's, and PhD degree in Electrical Engineering, completing her graduate work here at UNB. Dawn is now an Associate Professor at UNB, jointly appointed in the faculties of Computer Science, and Engineering, and is the co-coordinator of the undergraduate Software Engineering program. Dawn has been an integral part of this popular program since its inception, providing strong leadership which has contributed to its growth and success. Dawn has taught a long list of courses for both of the faculties she is associated with - the introductory programming courses, software structural design courses, and senior software engineering courses are among her favorites. Dawn's focus on teaching has always been around carefully crafted, inventive curriculum, and well communicated expectations. Her planning is always student-centric.

She has learned through experience that every class is different, and that the best learning opportunities are those that are tailored to meet the needs of each student.

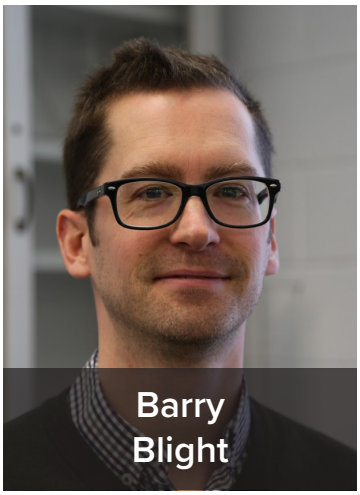
While the expected outcomes might be the same for all students in her class, Dawn sees teaching as a way to help students find their own path to each outcome. For instance, in introductory programming courses, when mastering fundamentals is critical, Dawn requires each student to achieve 100% on a practical in-lab exam, but she lets students take the exam more than once, if they need to. Some students achieve this level on the first try, while others need more instruction, practice and feedback before they can master the material.

Dawn also recognizes that the variation in skills that students bring to each class can be a real advantage. This is especially true when teaching software and computer science students, since so many of them have co-op experience, which can be a real asset in the classroom. She believes that one of the best ways to learn, is to teach, and has found that most students really enjoy opportunities to do so. She always creates opportunities for students in her classes to help each other – when done properly, she sees this as beneficial to both the teacher and the learner. Sometimes the opportunities are formalized through in-class mentorship pairings that Dawn sets up for interested students, or through student-lead seminars, where students are required to teach each other about something related to the course contents, which is of particular interest to them. Sometimes the opportunities are more informally nurtured through carefully planned teamwork, or encouragement for students to work together in ways which help each other to learn. Regardless of the approach, Dawn's classes are always set up in a way that fosters a community of teachers and learners. She reminds her students often that the goal is for everyone to learn. She exemplifies this by working hard to help everyone find their own path to learning, and also, by learning along with them.

FACULTY OF SCIENCE EXCELLENCE IN TEACHING AWARD

Barry Blight, Chemistry

Dr Barry Blight, Associate Professor of Chemistry, teaches chemistry at UNB Fredericton to the large 2nd year organic chemistry (100-120), and upper-year inorganic chemistry courses. His research interests focus on organic and inorganic materials chemistry, and defence science. His PhD was awarded from Western University (2005), which was then followed by two prestigious post-doctoral fellowships and an initial academic appointment at the University of Kent (UK; 2012). He joined the faculty of Science at UNB Fredericton in the spring of 2017.


Barry Blight

Barry genuinely believes that present-day students learn differently than in the past. Because of Google, and other search engines, it is more important that students know how to access and navigate their resources.

This is particularly relevant during these new digital days with “alternate delivery methods”. Dr Blight has succeeded in this by providing students with appropriate and accessible resources (especially digital resources) to enhance their learning opportunities. In doing so, the students can take control of their own learning process.

Barry’s inspiration in this approach comes from renowned physicist Dr R Feynman: “The purpose of education should not be to help the students learn to memorize and spit out information under academic pressure. THE purpose of education is to inspire the desire for learning in them, and to make them think, understand, and question.” This is true for all disciplines, but particularly important for shaping the future minds of science and for driving innovation. As such, Barry goes to great lengths to translate the ideas developed in class to real world examples, and further encourages undergraduate students to get involved in research opportunities early on to help reinforce theoretical (and conceptual) content from class.

FACULTY OF MANAGEMENT EXCELLENCE IN TEACHING AWARD

Suzanne Tucker, Faculty of Management

Suzanne Tucker joined the Faculty of Management in 2016 as a Senior Instructor in Accounting. Prior to this, she was a full-time Instructor in the Faculty of Business at UNB Saint John for four years.

Suzanne is an active member of the Chartered Professional Accountants of New Brunswick, and was awarded her Fellow in 2014 for exemplary achievements in her career and contributions to the accounting profession. She has been a facilitator in the accounting professional program for over 16 years, and has had the privilege of instructing and coaching hundreds of accounting candidates through to convocation as a professional accountant.

"If you had told me 20 years ago that I would be a university educator today, I would have thought that amusing", she says. "It never really crossed my mind to even consider teaching back then, as I was focused on rising up the corporate ladder as a financial leader." It wasn't until Suzanne received a call in 2007 to teach a fourth-year advanced management accounting course at UNB Saint John that she stepped into the classroom as a stipend university instructor. Suzanne was hooked after that. When the opportunity arose in 2012 to leave the corporate world and become a full-time instructor, she did not hesitate. This is what she is meant to do.

Suzanne is known for her energy in the classroom, her light-hearted humour, her endless supply of whiteboard markers, and her willingness to really listen to students.

"I don't consider it a bother or an interruption when a student reaches out to me with questions, or needs advice, or even a shoulder to cry on. I am honoured and humbled that they see me in that light, not just as a teacher, not just as an expert in my subject field, but as an advisor and often a confidante."

"To receive this award is just delightful - I am so grateful for every day that I get to share my knowledge with my students, and to be a small part of their journey. It completely validates the decision I made years ago to become a full-time instructor, and I never regret choosing this path."

FACULTY OF MANAGEMENT - MBA SOCIETY PROFESSOR RECOGNITION AWARD

Alireza Tajbakhsh, Faculty of Management

Alireza Tajbakhsh joined the Faculty of Management in the Summer of 2019 and is a member of the Quantitative Methods area. Currently at UNB, he teaches BBA and MBA courses in project management, operations management, and business data analytics. Alireza's research centres on supply chain management, with a special focus on sustainable operations, energy efficiency, agriculture planning, and environment-friendly regulations. His research portfolio involves a mixture of theory development, mathematical modeling, empirical analysis, and policy-making experiments.

Alireza's philosophy of teaching comes from three key principles:

1. learning
2. understanding
3. applying

Firstly, he wants his students to learn the material thoroughly; secondly, he wants them to understand the science and bases behind that knowledge; and thirdly, he wants them to be able to apply this body of knowledge to real world situations. Alireza believes that the best way to learn is to teach. He aims to be totally involved with the class, dedicated to his students, and prepared to devote time and energy for them. One of his most important tools in affecting the learning process is his enthusiasm for his subject. It is highly difficult for students to become bored in class if the person at the front of the class is animated by interest and enthusiasm. He has a passion for his subject and strives to help students experience some of that interest and stimulate a desire to learn. He tries to light a fire by demonstrating that he cares about the material and seeks to understand how the material might be important to the students.

ERIC GARLAND EXCELLENCE IN TEACHING AWARD (CIVIL ENGINEERING)

Katy Haralampides, Civil Engineering

Katy is a professor in the Department of Civil Engineering and was Director of the Geological Engineering program for the last few years. She teaches a variety of courses in the field of ecohydraulics, and also co-teaches the first-year engineering Technical Communications course.

She has interest in developing alternative curriculum that incorporates social justice issues into conventional engineering classrooms, with a hope of increasing diversity and equity and reshaping the future of the engineering profession towards one that is positive and ethical.


Katy Haralampides

When asked, her advice to students was to not always try to fit in or be conventional; this is also good advice for teachers.

Congratulations to all our Award Winners!

For more information on Regional & National Awards, UNB-Wide Awards, or Faculty-Specific Awards, visit our website at:

www.unb.ca/cetl

Thank you to the faculties and departments and award recipients who provided information to be included in this publication. We also congratulate Faculty of Nursing's Teaching Excellence Award recipient, Nicole Irving.

CONGRATULATIONS TO OUR 2020 NOMINEES FOR THE ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Fredericton Campus:

John Ball (English), Amanda Benjamin (Education),
Amanda Bolton (Psychology), Renée Bourgoin (Education), Patrick Bruning (Management),
Akhila Chawla (Management), Bryan Crawford (Biology),
Sarah Benjamin Crymble (Education), Andreas Decken (Chemistry),
Jane Dunnett (Management), Elizabeth Effinger (English), Jonathon Edwards (Kinesiology),
Michael Fleming (Computer Science), Bev Gaudet (Nursing), Renee Gordon (Nursing),
Carla Gunn (Psychology), Kendra Haines (Management), Ryan Hamilton (Psychology),
Anna Hamling (Media Arts & Culture), Nick Hardy (Sociology), Jason Hickey (Nursing),
Mark Hirschkorn (Education), David Hofmann (Sociology), Nicole Irving (Nursing),
Arash Habibi Lashkari (Computer Science), Sabine Lebel (Media Arts & Culture),
Alan Lloyd (Civil Engineering), Brian Lowry (Chemical Engineering),
Carolyn MacDonald (Classics & Ancient History), Kerry MacQuarrie (Civil Engineering),
Randall Martin (English), Helen Massfeller (Education), Jeff McNally (Management),
Ted Needham (Forestry & Environmental Management),
Joe Nocera (Forestry & Environmental Management), Nicole O'Byrne (Law),
Jackie Oncescu (Kinesiology), Michael Palmer (Psychology),
Caroline Purdy (Math & Stats), Roxanne Reeves (Renaissance College),
Ellen Rose (Education), Sanjeev Seahra (Math & Stats), Fran Seymour (Nursing),
Charlene Shannon-McCallum (Kinesiology), Alireza Tajbakhsh (Management),
Lisa Todd (History), Dennis Tokaryk (Physics), Gary Waite (History),
Natalie Webber (Computer Science), Adam Wilson (Electrical & Computer Engineering),
Cam Woykin (Media Arts & Culture)

Saint John Campus:

Gholamreza Amin (Business), Rolyne Butler (Business), Shauna Cole (Business),
Cassidy D'Aloia (Biology), Patrick Eldridge (Philosophy),
Morgan Faulkner (Humanities & Languages), Natalie Folster (Business),
Neil Franklin (Business), Cheryl Fury (History & Politics), Mauricio Hernandez (Business),
Rod Hill (Business), Mostaq Hussain (Business), Mustapha Ibn-Boamah (Business),
Moira Law (Psychology), Murray Littlejohn (Philosophy),
Fam Loutfi (Humanities & Languages), David Marshall (Business),
Rebecca McKay (Math & Stats), Morrie Mendelson (Business),
Robert Moore (Humanities & Languages), Srikanth Ramani (Business),
Shelley Rinehart (Business), Sana Rizvi (Business), Sean Roach (Psychology),
Alia Sajjad (Math & Stats), Pedro Serrano (Humanities & Languages),
Margaret Anne Smith (Humanities & Languages), David Speed (Psychology),
Connie Stewart (Math & Stats), Stephen Turnbull (Biology), Barry Watson (Business),
Eric Weissman (Social Science), Lucy Wilson (Geology),
Julia Woodhall-Melnik (Social Science)

Congratulations to all Our UNB Saint John Award Winners

Arts – Departmental Award for Teaching Excellence:
Cheryl Fury (History & Politics), Louis Belanger (Humanities & Languages)

Arts – Faculty Excellence Award for Teaching:
Wayne Hansen (Social Science)

Business – Departmental Award for Teaching Excellence:
Mustapha Ibn-Boamah

Business – Faculty Excellence Award for Teaching:
Terry Conrod

Science, Applied Science & Engineering –
Departmental Award for Teaching Excellence:
Chris Baker (Computer Science), Mary Ann Campbell (Psychology),
Anne Cremazy (Biology), Karen Furlong (Nursing),
Rebecca McKay (Math & Stats), Ken Sollows (English)

Science, Applied Science & Engineering –
Faculty Excellence Award for Teaching:
Barbara Dowding (Biology)

Teaching Award Programs

National & Regional Awards
National & Regional awards are awarded from several different organizations in Atlantic Canada, Canada and abroad. Awards in this category include the 3M Teaching Fellowship, The Allan Blizzard Award for Collaborative Teaching, the Association of Atlantic Universities Anne Marie MacKinnon Educational Leadership Award, and the Association of Atlantic Universities Distinguished Teaching Award.

University-Wide Awards
University-Wide awards are awarded yearly to individuals who excel in their field. Awards included in this category are: The University Teaching Scholar Award, The Allan P. Stuart Award for Excellence in Teaching, The Neil Scott Educational Leadership Award, The UNB Teaching Innovation Award and the UNB Student Union Excellence in Teaching Award.

Faculty/Department-Specific Award
Faculty-Specific Awards are awarded to faculty who are recognized within their respective departments and faculties. Examples include the UNB Law Award for Teaching Excellence, the MBA Society's Professor Appreciation Award, the Faculty of Arts Teaching Award, and faculty or departmental Excellence in Teaching Awards.