

CELEBRATING

TEACHING & LEARNING EXCELLENCE AT UNB



2023 TEACHING AWARD WINNERS



Welcome to the 2023 edition of "Celebrating Teaching & Learning Excellence at UNB"!

Welcome to our 2023 "Celebrating Teaching & Learning Excellence at UNB" booklet. This year's lineup of stories from our teaching award winners is truly a highlight reel of what makes UNB tick. The educators we're shining a spotlight on aren't just knowledgeable; they bring a special kind of energy to our classrooms that sparks curiosity and drives our students to dig deeper. Our winners come from every corner of UNB, showing that no matter the discipline, the passion for teaching burns bright. From their first lecture to their latest seminar, their impact is unmistakable—they've turned lessons into experiences and students into thinkers. Each story you'll read is a slice of their commitment, a bit of their know-how, and a whole lot of their heart for what they do. They're the ones going the extra mile to make sure learning sticks and the "aha" moments happen. Big thanks to everyone in our UNB community who puts in the work every day to keep our learning environment as dynamic and welcoming as it is. Your efforts are what keep our standards high and our spirits even higher. So, let's give a round of applause to this year's teaching heroes. Your knack for making the complex simple and the ordinary extraordinary doesn't just meet the mark—it sets it.

Caroline Purdy - Director of CETL's Teaching and Learning Services



We think of excellent teachers as those who know their fields thoroughly and have the techniques and passion to transmit that knowledge effectively to their students. In the last five years we've also appreciated anew, the versatility and flexibility that goes into making teachers great. One of the pleasures of our work as teachers is that everything constantly changes. Our fields of specialization grow, our own abilities evolve, and even more variable are students before us. With our return to in-person teaching, we sense this latest cohort has some unique traits. Some of our first-year students have backgrounds that differ from their predecessors. In some ways they are also more keen than previous generations. I've had many conversations with colleagues this term, and I'm definitely not alone in noticing that our new students are more engaged, eager to participate, and more likely to ask questions, than we've seen in some time. It's that ever-changing nature of our profession that is challenging and refreshing. Yes, we have new issues to work out – like how to manage ChatGBT and new AI platforms – but we find our way through the complicated parts and become more varied and skilled teachers as a result. This year we celebrate a host of award recipients who have accomplished just this. They have all connected their students with their respective fields and disciplines and found old and new ways to help students flourish. It's encouraging to appreciate the excellent, varied, and flexible professors in our midst. Congratulations to all the recipients celebrated in this 2023 edition.

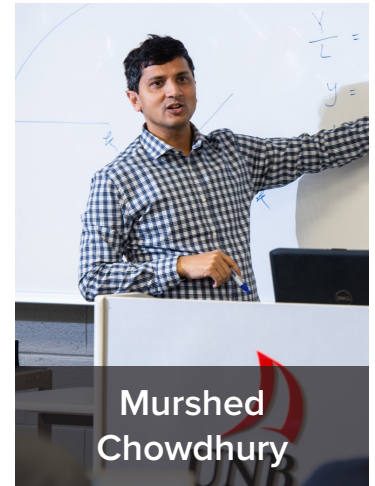
David Creelman - Professor, Chair, Dept. of Humanities & Languages



ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Murshed Chowdhury, Faculty of Arts

Dr. Murshed Chowdhury is an Associate Professor of Economics at UNB Fredericton. He has expertise in open economy macroeconomics, financial regulations, international development, and migration. Since joining UNB in 2016, he has been involved in various collaborative research projects, supervising graduate and undergraduate students. Dr. Chowdhury has a passion and dedication for teaching. Before joining UNB, he taught at several universities across Bangladesh, China, and Canada. Throughout his academic journey, he's been developing new courses and offering a wide array of courses, including international finance, development economics, macroeconomics and microeconomics. His rich teaching experience across various institutions has enabled him to develop a distinctive teaching pedagogy that fosters engaging classroom discussions and inspire his students to learn more, regardless of whether the subject matter is quantitative or qualitative. His teaching philosophy is the principle of reciprocity. Instead of him speaking all the time, he is also an attentive listener in his classrooms. In his words;



“I don’t treat the classroom as only a place for instruction; it’s a place where I, as a teacher, implant the vision for the future. I try to read students’ eyes and assist them to uproot their struggles. I create a secure learning environment where mistakes are considered a natural part of the learning process and corrected without any sense of condescension. As an educator, I don’t need to prove in my classroom that I know everything. Rather, I emphasize the process of learning. I am open to admit my limitations. Seeing these allow students to come out of their shell and actively engage in classroom discussions.”

A testament to this is a student’s affirmation: “...I really like our discussions. He always encouraged us to ask, to think and speak up our opinion, though I don’t know much compared to other students but listening to their points are also very helpful. He has a great teaching method; he is friendly to us. I’m glad taking your course.... Respect!” Dr. Chowdhury is widely acknowledged as an enthusiastic, energetic, dedicated, and innovative teacher who tries to inspire his students. He regards teaching as a great privilege to create bonding between generations, an honor, and a responsibility. He emphasizes in class that human beings are born with tremendous potential, but they can only unlock it when they are exposed to the right environment. As a great enthusiast in support of experiential learning, Dr. Chowdhury seamlessly bridges abstract economic theories with real-world applications. He has been a mentor for the Bank of Canada’s governor challenge competition, where he has guided more than 45 students in mastering the intricacies of determining monetary policy and, more specifically, interest rates by the Bank of Canada. Attested by his colleagues, a noteworthy characteristic of Dr. Chowdhury’s teaching philosophy is his unwavering strive to continuous improvement.

ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Beverly, Gaudet, Faculty of Nursing

Bev Gaudet is a Teaching Professor, Academic Advisor and Student Navigator in the UNBF Faculty of Nursing. She participates in service work to the faculty, the university, and to the community and is grateful for these opportunities to learn about the broader student experience in higher education. Bev focuses her advising work on supporting students in their transition to university, advocates for equitable teaching and learning practices, and promotes student success in nursing education. Because of the trust Bev develops with students, she learns where the successes, challenges, and ableist barriers exist in higher learning. Through a coaching model, Bev is committed to ensuring students have the right supports in place at the right time.



Bev believes a sense of community within the faculty is an important factor in her students' success. Nursing students are facing a complex health care system, having a community unites them and helps them feel safe and secure as they learn to navigate a rewarding profession in an unstable system.

Bev aims to foster curiosity within students to encourage perseverance in nursing situations that are not so straight forward. Bev values learning activities that expose students to learning new material independently, then collaboratively engaging them in interpreting the information to answer the 'whys' and 'what ifs'. Her intention with these activities is to make new content meaningful and relevant and to promote depth and accuracy of understanding that will guide their decision making when working with clients and families.

“Bev believes when students feel valued, they engage at a deeper level, thereby improving the likelihood they will persist when learning becomes challenging. She says, “be genuine, be vulnerable, and be curious about how people learn...understand who your students are and what they value. Learning means different things to different people at different times in different circumstances. She adds, “having fun, and being patient, flexible and adaptable goes a long way.”

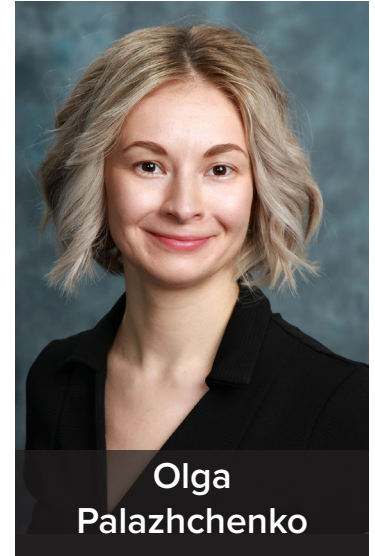
Bev's approach to teaching is deeply rooted in caring for students as people and collaborating with students and colleagues to remove barriers to learning. In her words Bev states, “I listen, I invest in building trust and establishing mutual respect. I care about students' achievements, and I care about their disappointments. I care about students' development at school and outside of school. I use humor wherever appropriate to relieve the pressures of performance. My purpose is to nurture students dreams of becoming the people and the nurses they are meant to be.”

UNB TEACHING INNOVATION AWARD

Olga Palazhchenko, Chemical Engineering, Centre for Nuclear Research

Project title: “Coding in Context – A staged Approach”

Starting in Fall 2021, Dr. Palazhchenko made an ambitious change to the Introduction to Nuclear Engineering technical elective course (CHE 5834/6834), which currently resides in Chemical Engineering. The course is also newly (2023) open to Mechanical and Civil Engineering students, who are interested in pursuing a “Nuclear Power Option”. Intro to Nuclear is the flagship course for this concentration, and she knew that its modernization could have long-reaching outcomes. The course is dense, brimming with ordinary and partial differential equations, woven into nuclear science content. This was an ideal opportunity to introduce a strong computer programming component. Modern programming languages such as Python have an important role in automating tasks and data processing, far beyond solving problems inside the classroom, but the Chemical Engineering students needed to see the follow-through of this in a senior-level course.



The goal of this initiative was not to assume that students have already learned how to write code elsewhere or that they will figure out how to code by watching the instructor solve problems. Instead, the objective was to use even the most basic principles of programming logic to solve problems, introducing coding sequentially. Background Readings (BRs) introduced fundamental concepts and worked code examples for self-study. Coding Exercises were low-stakes, formative assessment with more advanced problem from BRs. Finally, a coding component was added to core course Assignments, worth 25% of the ~15% Assignment grade. This type of integration is a lot of upfront work for the instructor, but much of the content is meant to be reusable and even shareable from course-to-course. Olga is more than happy to share the resources she has developed with others.

“From the student perspective, programming is meant to be challenging. This needs to be normalized, but it doesn’t have to be challenging in a negative way.”

An anonymous comment from a student survey asking for general feedback on the coding integration really drives this point home:

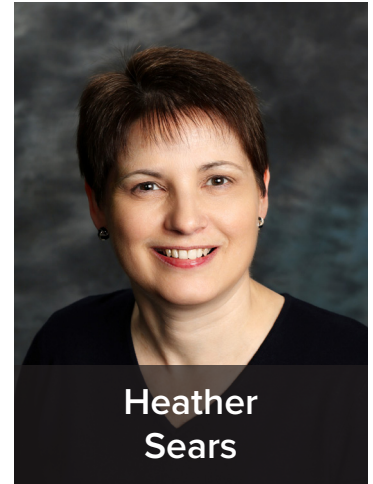
“The coding component is interesting but tricky. It definitely raises my blood pressure when I can’t seem to figure out what the issue is, but no tears have been shed yet.”

FACULTY OF ARTS TEACHING AWARD - FULL TIME

Haether Sears, Faculty of Arts

Heather Sears is a Professor in the Department of Psychology. She joined the Faculty of Arts in 1995 after completing a BSc in Psychology at Acadia University followed by an MA in Life Span Development and PhD in Clinical Psychology at the University of Victoria. She teaches undergraduate and graduate courses in the areas of developmental psychology and clinical psychology.

Her approach to teaching and student supervision reflects her belief in the importance of transparency to promote trust and enhance students' motivation and engagement and in the delivery of content that is current, empirically-based, relevant for students' personal or professional development, and reflects Canadian experiences. She also aims to promote the development and use of students' critical thinking skills and perspective-taking skills and to respond to individual students' needs and circumstances while maintaining the learning expectations of the course.



“ Each student defines success differently. Helping them experience that success may require practical modifications to a course or supportive interactions that acknowledge difficult circumstances”

According to the citation from the Arts Teaching Awards Selection Committee, Dr. Sears has demonstrated a record of teaching excellence across her entire career. She continues to transform her approach in the classroom and consistently reaches students in a meaningful way. The committee noted the clear and well-considered intent of all Dr. Sears does in the classroom. Her teaching portfolio reflects considerable innovation, respect for the diverse backgrounds of her students, and a steadfast commitment to keeping course material current, interesting, and relevant. Dr. Sears has consistently made a difference in the lives of the students she teaches.



FACULTY OF ARTS TEACHING AWARD - PART TIME

Katherine MacDonald, Faculty of Arts

Katherine MacDonald has made a notable impact on the students she teaches in the Faculty of Arts. Whether it's the innovative forms of instruction she implements, or the genuine support and care she shows for her students, her work is demonstrably appreciated.

The degree of care Dr. MacDonald offers her students was reflected in the student nominations: "She gives us pointers on how to be more successful You can tell she really cares about us and wants us to be successful! She is very down to earth and approachable!! She responds to emails in a crazy fast manor!" The committee noted the clarity and thoughtful teaching philosophy that guides Dr. MacDonald's work. Both the quantitative and qualitative student evaluations were impressive to review.

Numerous students had positive things to say, including the following from another nominating student: "Katherine MacDonald is extremely engaging, easily approachable, and does a wonderful job of teaching her class. The attendance has stayed fairly equal from the beginning until the end of the semester, showing that even at the end of the year, when motivation to come to class is low, many continue to choose to be there. I have really enjoyed being in her class." Dr. MacDonald has made a significant difference in the student experience at UNB.

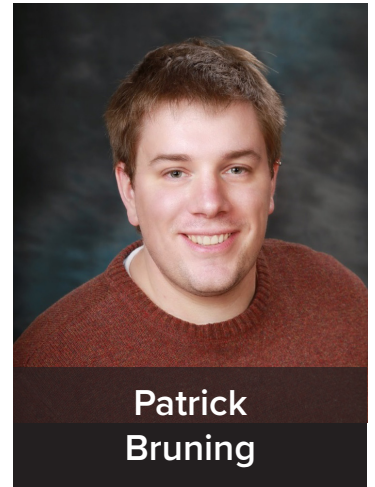
"I create situations where students can utilize critical thinking through discussions, research projects, and tests. This will help keep them engaged in the course and better understand the concepts."



MBA SOCIETY PROFESSOR RECOGNITION AWARD

Patrick Bruning, Faculty of Management

Patrick Bruning is a Professor of Business Administration within the Faculty of Management, and he received his PhD from Purdue University. He currently teaches courses in organizational behavior, leadership, and motivation. His research interests cover organizational behavior topics that include leadership, motivation, well-being, and the specialized topic of job crafting (the idiosyncratic and personalized ways people do their jobs), each of which he builds into the courses he teaches at UNB.



Patrick sees his teaching and research as inseparably connected. He applies his interests in research logics and methods when teaching to enhance class content and discourses, while at the same time leveraging his enjoyment of teaching to help his research better connect description with application for broader audiences beyond just research communities.

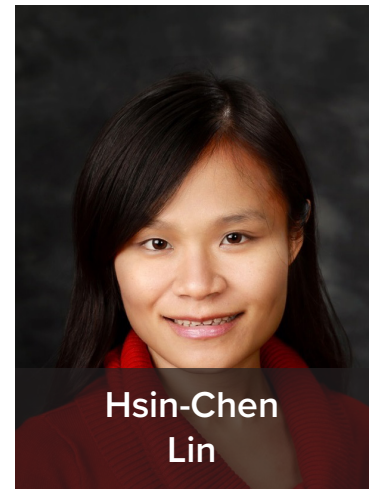
A deep enjoyment of his past teaching experiences, combined with his ongoing efforts as a reviewer, have fostered his personal objective to see positive potential in all students' work and offer constructive guidance to help students develop more advanced and refined versions of their work and personalized work styles. In his own words; "Nothing is more rewarding than students' self-determined intrapersonal growth."

"My operational teaching mindset includes: (1) trusting one's intentional design, (2) keeping one's eyes/ears/mind open as the class progresses, (3) allowing time to think about important issues/events, and (4) facilitating opportunities for students to co-create valuable class experiences. In this regard, I have found it important to take time to think about how to address challenges that arise and how to pursue fortuitous opportunities that are co-created by the students or that otherwise emerge."



FACULTY OF MANAGEMENT EXCELLENCE IN TEACHING AWARD**Hsin-Chen Lin, Faculty of Management**

Hsin-Chen Lin is a Professor of Marketing in the Faculty of Management, which she joined after completing her PhD at Purdue University. She teaches Principles of Marketing, Global Marketing, and Social Media Marketing at UNB. Teaching these topics enables her to leverage and apply her research interests on word-of-mouth, social media, sponsorship, branding, and cross-cultural studies. Her classes are designed to be experiential, so students play an active role. An overarching goal of her teaching is to guide students' self-generated learning and to facilitate the development of their knowledge, creativity, critical-thinking, and problem-solving.



Students from her classes have experienced success both within and beyond the classes. For example, each year students in her Social Media Marketing class conduct social media marketing campaigns with local companies in New Brunswick. Students gain first-hand experience in tailoring their marketing strategies and tactics to the specific needs and conditions of the companies and consumers, considering the responses and feedback from real-life consumers, and reporting on the actual metrics about the performance of their social media campaigns. Previous students' learning achievements have been reported in a recent media article with Huddle (<https://huddle.today/2023/05/18/unbs-hands-on-learning-helps-students-tap-into-success/>).

Students in her Global Marketing class complete projects where they come up with a unique international business idea that they could pursue in a foreign country other than Canada. Groups from this class have used these class-generated projects as the basis for business plan competition entries at UNB's Apex Business Plan Competition, the Stu Clark New Venture Championship-University of Manitoba, or UNB's RBC Student Pitch Competition. Hsin-Chen is encouraged by the success her students have earned at these post-class competitions, as some groups have made finalist rounds, placed in the top three, and even won top place and other more specific awards. Stories of previous students' successes from the class have been described in an Ideas with Impact article (<https://blogs.unb.ca/ideas-with-impact/2019/02/apex-2019.php>).

” She believes it helps to develop a class that builds student participation and ownership into both the delivery of the course content and how students apply this content to the projects they complete, while also paying close attention to the students' progress and development. One specific way of doing this can be to use a combination of bonus activities, real-world applications/connections, and opportunities to pursue excellence in post-class challenges or competitions. When carefully built into the course structure, these activities make students want to participate and engage with the content and activities from an early point in the course.”

MECHANICAL ENGINEERING EXCELLENCE IN TEACHING AWARD

Andy Simoneau, Mechanical Engineering

Dr. Andy Simoneau joined the Department of Mechanical Engineering at UNB in 2009. He is an associate professor, professional engineer and currently the Department Chair.

Andy is an active researcher, teacher and industrial collaborator, he is the principal of the Advanced Manufacturing Lab at UNB.

Andy's research interests revolve around Advanced Manufacturing Systems, Materials and Manufacturing, Sustainability and Green Manufacturing, and the use of Industrial Internet of Things (IIoT) for Digital Twinning.

While his teaching interests are in alignment with his research, he emphasizes incorporating elements of his industrial experience into the classroom to enhance the learning experience for his students.



GOLDEN APPLE AWARD

Laura Romero Zeron, Chemical Engineering

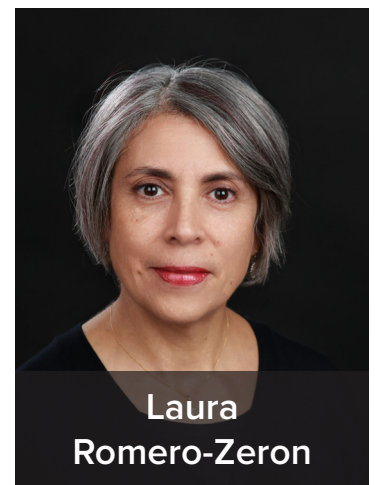
Laura Romero-Zerón is a Professor with UNB's Faculty of Chemical Engineering. Since joining the CHE Department in 2004, Laura has taught numerous courses at the undergraduate and graduate level, which include core courses, technical elective courses, and laboratory courses.

Laura also leads a research lab, in which she encourages undergraduate students to experience hands-on practical learning and research. Under this experiential learning approach,

Laura has supervised several undergraduate students who have completed the Chemical Engineering Undergraduate Thesis. These undergraduate students have acquired research skills and a better understanding of the theoretical principles of engineering.

Laura was also the recipient of the 2017 Golden Apple Award.

“Laura’s purpose in teaching is to ensure that students link theoretical knowledge to practical applications in the engineering field. The direct connection between theory and experience is the only assurance that the teaching-learning cycle has been completed.”



TECHNOLOGY MANAGEMENT & ENTREPRENEURSHIP (TME) TEACHING AWARD

Troy Kearns, J Herbert Smith Centre, Faculty of Engineering

Troy has spent more than 20 years dedicated to leadership and management excellence across many industry verticals such as telecommunications, R&D, software, and energy and utilities where he's held senior roles delivering value to national and international customers.

As Head of Siemens Power Technologies International (PTI) business segment, Troy is responsible for strategy, business development, operations, and delivery of our PTI Consulting business. From strategic advisory to technical consulting, Siemens PTI offers a holistic approach to mastering the technical, economic and security challenges of today's and future energy systems.

Early in his career Troy discovered his passion for project management and obtained his Project Management Professional (PMO) designation in 2001, which he still maintains today. He's been an active member of the Project Management Institute (PMI) since 2000 and is a former President of the New Brunswick Chapter.

A former graduate of UNB's Technology Management and Entrepreneurship program himself, Troy has been teaching Managing Engineering and IT Projects at the university since 2004 where he was recognized with the Leadership in Education Award (2013) and more recently Teaching Excellence Award (2023). Troy also completed the Diploma in University Teaching at UNB in 2009.

Troy likes to volunteer time in the industry and community and currently sits on the boards of the Smart Grid Innovation Network (Treasurer) as well as Inclusion New Brunswick and is an active mentor with Energia Ventures, an accelerator for entrepreneurs in the energy, clean tech, and cybersecurity sectors.



FACULTY OF LAW TEACHING EXCELLENCE AWARD

Sarah-jane Nussbaum, Faculty of Law

Sarah-jane Nussbaum is an Assistant Professor at UNB Law, where she teaches Criminal Law, the Advanced Criminal Law Seminar, and Legal Ethics and Professional Responsibility. Her scholarship critically examines the criminal law system's roles in furthering systemic oppression, with a particular focus on sentencing and legal education. She holds a PhD in Law from Osgoode Hall Law School, where she was awarded a SSHRC Doctoral Fellowship. Sarah-jane also holds an LLM degree from the University of Cambridge, where she was a recipient of the Right Honourable Paul Martin Sr. Scholarship, a JD from the University of Saskatchewan, where she was awarded the Law Society of Saskatchewan Gold Medal, and a BA in Linguistics from the University of Saskatchewan.



Sarah-jane
Nussbaum

As an educator, Sarah-jane's main goal is to support students on their personal and shared learning journeys. She aims to cultivate an environment that is welcoming and that encourages thoughtful, rigorous, and critical inquiry.

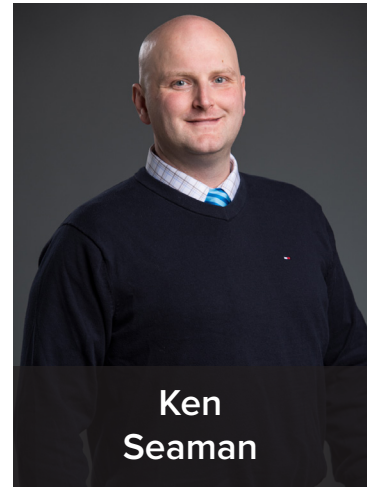
“One of the ways that I experience hope and joy in relation to my teaching is by approaching the practice as an ongoing and engaged conversation with a community of learners. By viewing teaching in this way, I aim to be both organized and adaptable. I do my best to come to class well prepared, equipped with learning goals to guide our review of the important takeaways from the previous class, PowerPoint slides capturing the key points, and notes for myself. At the same time, I try to remember that there is also time to pause, to talk a bit more about a topic that has sparked students' interests, to explore something challenging, to listen to different perspectives, to give students time to think about a question before diving into conversation as a class, and to return to a topic from an earlier class because I found another way to explain it during office hours, because I clarified my thinking on a concept in between classes, because I researched an answer to a question, or because it turned out that some students simply needed a refresher.”

Sarah-jane continually aims to bring openness, warmth, and curiosity to her classrooms. With these values serving as a foundation for her courses, she has felt encouraged to try out a variety of teaching methods to help students learn, apply, and critically assess the law. Examples include using class time for practice problems, essay questions, and writing workshops, teaching case law and critical perspectives together, and creating and sharing flowcharts for examples of consolidated notes. Along the way, she has appreciated helpful conversations with colleagues, and she has been inspired to witness students embracing challenging questions, trying out new study methods, and speaking candidly about their own values, experiences, and ideas.

FACULTY OF KINESIOLOGY TEACHING EXCELLENCE AWARD

Ken Seaman, Faculty of Kinesiology

Ken Seaman is a Teaching Professor in the Faculty of Kinesiology and has been teaching in the Faculty as a tenure track Faculty member for the past 12 years. Prior to his full-time appointment, Ken completed his Masters in Exercise and Sport Science as well as his PhD in Interdisciplinary Studies at UNB. Throughout this time, Ken was fortunate enough to have the opportunity to teach several courses on a stipend basis which solidified his passion for teaching and encouraged him to pursue a career as a Teaching Professor.



**Ken
Seaman**

Ken teaches a variety of courses ranging from introductory courses in Kinesiology to advanced courses in exercise physiology and exercise intervention/assessment. Ken values the opportunity to work with students to help them gain a passion for, an appreciation of, and the skills associated with the areas of Kinesiology with which he teaches. In his own words;

“Teaching a student by explaining a concept is certainly an important part of the learning process, but I truly believe learning requires repeated application of the knowledge through a variety of experiences. You could equate knowledge to being a seed, and experience to being the soil. Either alone do not allow for sufficient growth, but when combined and nurtured, growth is inevitable.”



FACULTY OF KINESIOLOGY TEACHING EXCELLENCE AWARD (BRSS)**Fred Mason, Faculty of Kinesiology**

Fred Mason is an Associate Professor in the Faculty of Kinesiology at the University of New Brunswick, where he teaches courses in the history and sociology of sport, recreation and leisure. His upper year classes focus on critical perspectives to sports media, the Olympic and Paralympic Games, and Canadian sport history.

Fred was named University Teaching Scholar in 2019, and has researched and written about student media projects, written testing conditions, and student use of historical sources.

His published academic research includes work on media coverage of parasports and women's sports, the history of sports medicine, injuries in professional wrestling, fieldwork at the Women's World Cup and the Olympics, fictional hockey enforcers, science fiction and fantasy writing with sport connections, and the Newfoundland Cod stock collapse. He has also published short fiction, poetry and photography.

Fred's main research focus now involves ethnographic research on ultrarunning; boxing, mixed martial arts and professional wrestling fans; and football (soccer) fan cultures.

Fred suggests that instructors approach their teaching with humility and allow their personalities to come out.

“Even though I teach some large, introductory courses that necessarily involve lecturing, I tell my students that I’m far from the ‘sage on the stage’ that many of them might be expecting. I encourage them to challenge the perspectives being offered, as long as they can articulate a reasoned response as to why they disagree. I’ll admit when I don’t have the answer to questions asked, and either do some work to find an answer between classes, or use it as a teachable moment and get the students to come up with answers/options right there in class.”



FACULTY OF NURSING TEACHING EXCELLENCE AWARD

Petrea Taylor, Faculty of Nursing

Dr. Petrea Taylor is an Associate Professor at the UNB Faculty of Nursing, Accelerated Program in Moncton. Having worked in psychiatry for over 20 years, her focus is Mental Health Nursing and she integrates her research program on gender, violence, and health into her teaching.

Nursing students and Dr. Taylor explore social justice issues during the psychiatry clinical rotation at the Shepody Healing Center at Dorchester Penitentiary with Corrections Canada.

Dr. Taylor also teaches Helping Relationships and Theoretical Issues in Nursing in both the undergraduate and graduate nursing programs.

Relational inquiry guides Dr. Taylor's teaching, an approach that acknowledges how the environment and people shape the other:

“Who I am as a person affects who I am as a teacher. Our past experiences, position in society, cultural identity, and values affect how we affect others. In this way, a relational approach is important as it models for students how they can interact with their patients.”

Part of relational inquiry is a trauma and violence informed approach that Dr. Taylor uses to promote a supportive learning environment. This approach is essential, especially when learning sensitive topics related to people living with mental health conditions, difficulties that require empathetic and flexible nursing care. As such, Dr. Taylor strives to provide this approach with students.

Fun is another value that guides Dr. Taylor's teaching. A highlight is hosting an exam prep game show in a red sequence gown and role-playing active listening skills in the lab. She believes that the student's patience and generosity allows teachers to have this level of fun.



BUSINESS FACULTY AWARD FOR TEACHING EXCELLENCE

Chris Weir, Business Development and Professional Sales

Chris is an active UNB Alumni (BA'93; BEd'95), serving on the Associated Alumni Council, and is a part-time instructor in the MBA program at the University of New Brunswick in Saint John.

Chris was instrumental in the creation of a unique course, MBA 7701, Foundations of Professional Sales. Since the first class in July 2016, he has been its lead instructor. He also played a key role in establishing the Business Development and Professional Sales Stream, the first of its kind in Canada. He has gone on to support fundraising activities for the establishment of a Chair for Applied Sales Research (another Canadian first) and to help create the AXIS Sales Accelerator, a start up accelerator, launched in 2023.

Chris is a fourth-generation teacher, and his teaching philosophy is deeply rooted in his belief that education is the key to positive change. Teaching at UNBSJ allows Chris to blend two of his passions together, teaching and sales.

Chris believes that sales is a deeply misunderstood and underappreciated profession, and that it is worthy of being taught. Sustainable, effective, and noble selling principles, like the kind he tries to teach in his class, include “serving before selling,” “giving before taking,” and “listening before speaking”.

Chris remains active in the community, serving on several boards, and is employed full-time as VP of Sales at TrojAI, an innovative cybersecurity firm based in Saint John.

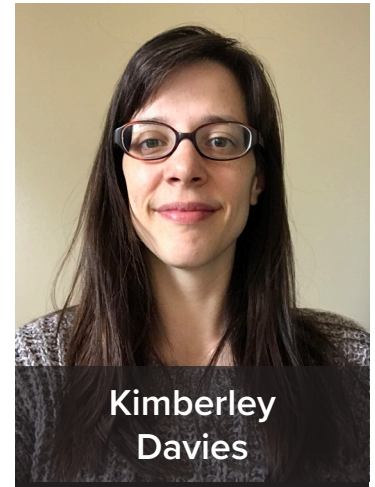


SCIENCE, APPLIED SCIENCE AND ENGINEERING (SASE) EXCELLENCE AWARD FOR TEACHING

Kimberley Davies, Biological Sciences

Kim is an oceanographer and conservation scientist on the Saint John campus who was born and raised in Canada. She has worked on endangered species recovery across Canada for her entire career, including as a Liber Ero Fellow in Conservation Science, and brings those experiences into the classroom as much as possible.

A lot of science students in her classes want to help make a difference in this space, and she hopes to help them grow to appreciate the role of science as one of many in making action happen. This topic has become a useful springboard to help students dig into the technical work that underpins actionable conservation such as applied math and computer science.



**Kimberley
Davies**

SCIENCE, APPLIED SCIENCE AND ENGINEERING (SASE) EXCELLENCE AWARD FOR TEACHING

Michelle Kwok, Engineering

Michelle is an Assistant Teaching Professor in the Department of Engineering at UNB Saint John. She started at UNB as a PhD Candidate with the Institute of Biomedical Engineering and began teaching in 2021. Holding a Bachelor’s degree in Mechanical Engineering from the University of Ottawa, and Master’s degrees in Biomedical Engineering from Trinity College Dublin and Ghent University, Michelle uses her experiences at different universities to guide her teaching and course design. Michelle strives to engage students through creative presentation of information. She is always challenging her students to expand their thinking while providing the tools they need to be successful. Aiming to be present and aware of student needs, Michelle maintains an “open-door policy” for her students to come and ask questions. Michelle takes her inspiration from one of the key areas in engineering: failure. In her own words;

“The best way we can learn something in engineering, is when a design fails, and we learn how to fix it; the same applies to teaching. Never be afraid to try a new teaching method, ask for the student’s feedback, and adapt and learn from both the successes and failures.”

“The best way we can learn something in engineering, is when a design fails, and we learn how to fix it; the same applies to teaching. Never be afraid to try a new teaching method, ask for the student’s feedback, and adapt and learn from both the successes and failures.”

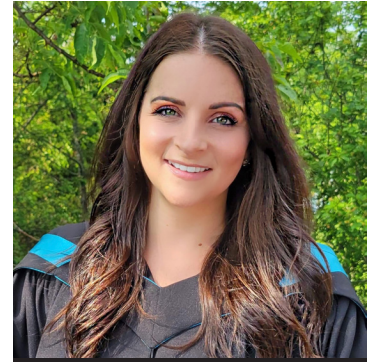


**Michelle
Kwok**

SCIENCE, APPLIED SCIENCE AND ENGINEERING (SASE) EXCELLENCE AWARD FOR TEACHING

Erika Kinney, Nursing

Erika joined UNB as an Assistant Teaching Professor in the Department of Nursing & Health Sciences on the Saint John campus in 2020. Prior to teaching at UNB, Erika was a Clinical Nursing Educator for the Intensive Care Unit at the Saint John Regional Hospital. Erika's nursing career has been primarily in the acute care and critical care settings. Erika believes that it is her love of acute care nursing paired with her passion for teaching that results in an enthusiastic and engaging classroom for her students. In the clinical setting, Erika strives to create a positive learning environment through being approachable, professional, fostering collaboration, and encouraging her students to critically think about those they are caring for. Erika believes the development of critical thinking means pushing the boundaries of the traditional teacher and learner roles.



Erika
Kinney

“I see myself as a facilitator of learning, and this means I do not have all the answers and will forever be learning. If I can empower future nurses to be lifelong learners, think critically and thus develop sound clinical judgement, I have set them up for success in a challenging career.”

SCIENCE, APPLIED SCIENCE AND ENGINEERING (SASE) EXCELLENCE AWARD FOR TEACHING

Vanessa Morris, Psychology

Dr. Vanessa Morris joined UNB Saint John as an Assistant Professor in the Psychology Department in 2022. Vanessa obtained her PhD in Neuroscience from McMaster University (Ontario) in 2021 and completed her post-doctoral fellowship at York University (Ontario) in 2022. Vanessa's research seeks to examine the effects that prolonged alcohol and substance use can have on the brain. Vanessa's philosophy when it comes to teaching and learning is that anyone can learn anything. The notion that some people have “math brains” while others have “language brains” or “business brains” is not only false — from a neuroscience perspective — but is also a restrictive approach to learning.



Vanessa
Morris

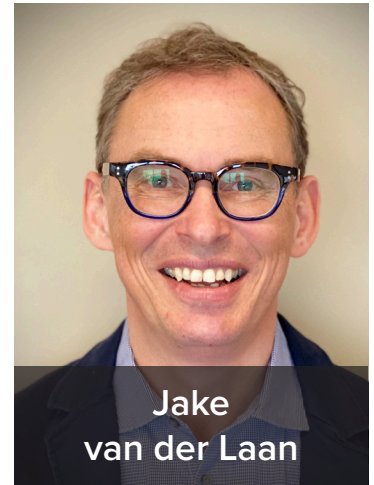
Vanessa recognizes that a student's preferences and interests play a large role in the ease with which certain material can be comprehended, but that is not to say that material of any kind cannot be learned with sufficient engagement, practice, and support. She considers it her role to address all three of these requirements so that her students are able to learn any information being taught to them.

SCIENCE, APPLIED SCIENCE AND ENGINEERING (SASE) EXCELLENCE AWARD FOR TEACHING

Jake van der Laan, Computer Science

Jake is a part time instructor in the Department of Computer Science and Statistics on UNB's Saint John campus. He is also a member of the Saint John Senate. During the day he is the Chief Information Officer at the Financial and Consumer Services Commission of New Brunswick and was previously its Director of Enforcement. Before that he practiced law in the City of Saint John. Jake holds a BBA, LLB, BScCS and MCS from UNB and is currently working on a PhD in Computer Science focused on finding ways to make deep learning models more explainable. He has been a member of the New Brunswick bar since 1992.

Jake has always enjoyed teaching and is regularly sought out to help regulators and law enforcement understand how technological innovation, cybersecurity and artificial intelligence affect their work.



Jake believes that effective teaching is all about real engagement between teacher and student and breaking down complex topics into understandable chunks. He also strives to bring a real-world perspective to the courses he teaches, to help prepare students for joining the work force after graduation.



**Feature Pages Coming Soon
for the following
UNB Saint John Award Winners for 2023
Congratulations!**

Arts – Departmental Award for Teaching Excellence

Liza Bolen (French), Joanne Everitt (Politics) & Wayne Hansen (Communications)

Arts – Faculty Excellence Award for Teaching

Patrick Eldridge (Philosophy)

Business – Departmental Award for Teaching Excellence

Rejendra Chaini (CAE Business), Chris Smith (Full-time Management) & Matthew Wegener (Full-time Accounting)

Science, Applied Science & Engineering – Departmental Award for Teaching Excellence

Andrea Burgess (Mathematics & Statistics)

Science, Applied Science & Engineering – Faculty Excellence Award for Teaching

Remy Rochette (Biological Sciences)



CONGRATULATIONS TO OUR 2022 NOMINEES FOR THE ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Fredericton Campus

Amanda Benjamin (Education), Meg Bruce (Biology), Casey Burkholder (Education), Sarah B. Crymble (Education), Michael Densmore (Management), Barbara Dowding (Biology), Donglei Du (Management), Herbert Emery (Economics), Jeff Frooman (Management), Dinesh Gajurel (Management), Kendra Haines (Education), Lyle Hamm (Education), Abdelhaq Hamza (Physics), Eugene F. Hill (Eng), Leslie Ann Jeffrey (Science), Moria Law (Psychology), Zhen Lei (Engineering), JP Lewis (Arts), Elizabeth Manche (History), Beth McAllister (Nursing), Kelly Miles (Biology), Zsuzsanna Szabo-Nyarady (Arts), Jae Ogilvie (Forestry), Roxanne Reeves (College), Gobinda Saha (Eng), David Scott (Kinesiology), Matthew A. Sears (Psychology), Ibrahim A. Shaikh (Management), Mark Sherrard (Biology), Alireza Tajbakhsh (Management), Petrea Taylor (Nursing), Laura Romero. Zeron (Eng)

Saint John Campus

Hope Alderson (Math & Stats), James Batten (Business), Kim Davies (Biology), Hadi Eslami (Business), Mostaq M. Hussain (Business), Neil Jacobsen (Business), Dongmin Kim (Business), Gemma Marr (Arts), David Marshall (Business), Dave Mazerolle (Nursing), Neil McKay (Stat), Wade Nelson (Arts), Shelley M. Rinehart (Business), Sana Rizvi (Business), Sean Patrick. Roach (Engineering), Isdore Chola Shamputa (Sciences), Henryk Sterniczuk (Business), Hayfaa A. Tlaiss (Business), Jan Waldshutz (Business)



KALEDOSCOPE

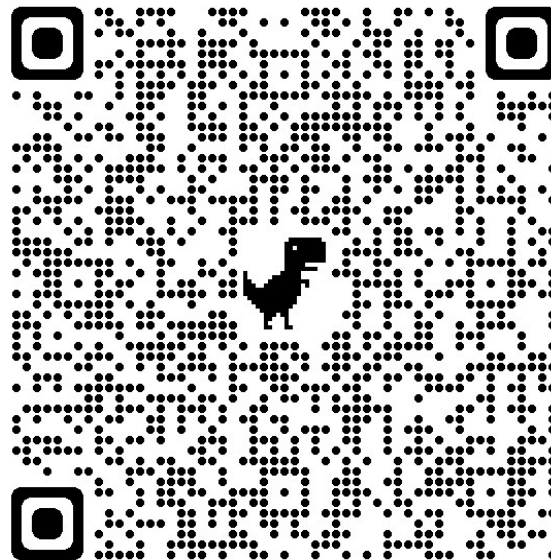
ANNUAL KALEIDOSCOPE TEACHING SHOWCASE

Friday, December 8th, 2023, from 9:30am - 2:00pm

You are invited to CETL's annual teaching showcase, which brings together faculty members, instructors, graduate teaching assistants, and others interested in enhancing the learning experience of UNB students. This year's annual Kaleidoscope will follow the same format as previous years, offering concurrent sessions for various time slots throughout the morning. This year, we will host the showcase in-person at Marshall d'Avray Hall on the UNB Fredericton campus.

Register online at

<https://forms.office.com/r/kY3iHapM3D> or email cetl@unb.ca



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The mission of UNB's Centre for Enhanced Teaching and Learning (CETL) is to promote effective and engaging teaching and learning through instructional excellence and the integration of classroom technology and media.