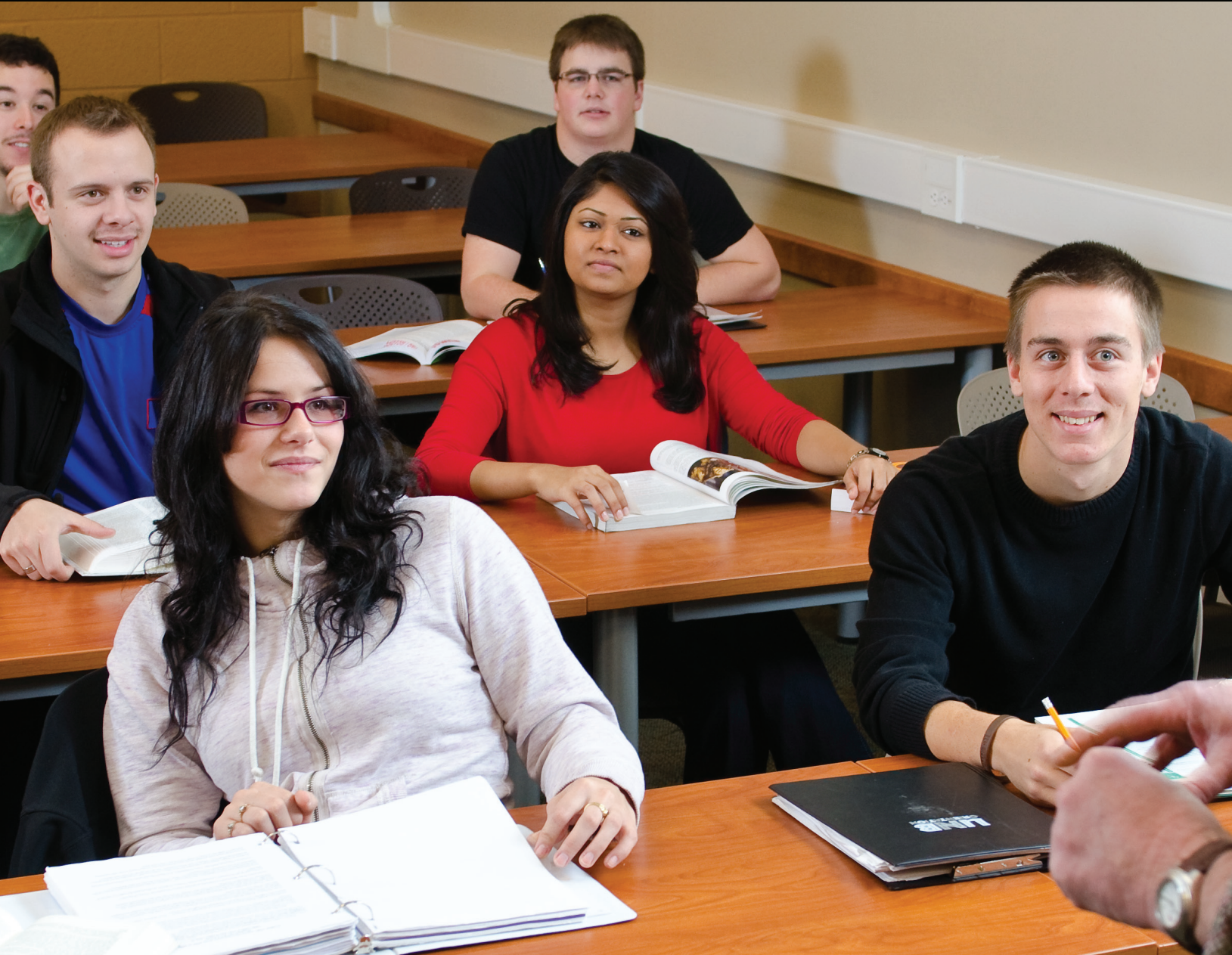


CELEBRATING

teaching & learning excellence at unb



2011 teaching award winners

INTRODUCTION



dawn macisaac

CETL took our services on-the-road this year, with our 'Let's Talk Teaching and Learning' booth – you may have seen us in your building one day last term. While at the booth, we have the opportunity to talk to many students and instructors about what works and what doesn't in the classroom. When we ask students to describe their favourite professors, they almost always say “they care”. When we push them on this, to find out what they really mean, they tell us two things.

- 1. They can tell when an instructor has put time into preparing the course, and each lecture, especially efforts related to better communicating the material, and**
- 2. They value the effort instructors put into getting to know them.**

It is not surprising then, to see caring as a common trait amongst all of our teaching award winners this year. This trait is demonstrated by some in the time they spend improving their own skills as a teacher, and in helping others to improve their skills. In others it is demonstrated in their careful and deliberate planning of each learning activity. In still others it is demonstrated by the effort they make to develop innovative ways to encourage their students to personally invest in their classes, in their university experience, and to grow into authentic learners. In all it is demonstrated by their striking commitment to teaching, ...and learning!

I am proud to report that, when asked, our students can easily recount stories of profs who have helped and inspired them, indicating that our efforts abound, and that our students are open to our influence. Congratulations to those who have been recognized this year for their hard work and achievements through departmental, faculty, institutional, regional and national awards, and many thanks to all those working hard to make UNB a strong community of teachers, and learners.

awards

National & Regional Awards

National & Regional awards are awarded from several different organizations in Atlantic Canada, Canada, and abroad.

Awards awarded in the category include the 3M Teaching Fellowship, the Association of Atlantic Universities Anne Marie MacKinnon Education Leadership Award, and the University Teaching Scholar.

University-Wide Awards

University-Wide awards are awarded yearly to individuals who excel in their field. Awards included in this category are the Dr. Allan P. Stuart Memorial Award for Excellence in Teaching, and the UNB Student Union Excellence in Teaching Award.

Faculty-Specific Awards

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 for part-time and full-time teachers, and faculty or departmental Excellence in Teaching Awards.

NATIONAL & REGIONAL



diana austin

3M Teaching Fellowship



For an entertaining conversation, check out YouTube's popular video "The Ultimate Dog Tease." As a man's voice temptingly describes tasty treats like maple-flavoured bacon, a Talking Dog responds with increasing emotion because somebody else gets each treat. The clip always makes me chuckle, but it also makes me think about teaching, because the comical conversation is, of course, not conversation at all; it's an amusing illusion created by brilliant editing.

In contrast, teaching is about developing a genuine conversation with students so that nobody will ever be able to put words in their mouths. Teaching is about helping students acquire the tools -- the knowledge, the confidence, and the communication skills -- crucial to individual intellectual and emotional growth as well as to society's development. Without such tools, we all risk ending up like the YouTube Talking Dog: manipulated performers in social, political, cultural, and personal constructions edited by others. But do universities today still provide the conditions in which genuine conversations can flourish? It seems that many institutions and public figures are losing belief in the meaning and value of higher education altogether.

"Why waste four years at the Provincial University of the Masses?" Margaret Wenté recently asked in *The Globe and Mail* (4 February 2012). Criticizing the university classroom as an unaffordable and inadequate "medieval model," Wenté proposed a cheaper, modern alternative: an online model with students earning "career-oriented degrees" by logging screen-time alone at home instead of seat-time with classmates and professors. Student "competency" would apparently be certified by a mastery of facts proved through "assessments along the way -- and a tough exam at the end."

Digital resources can enhance many aspects of higher education, but I would argue that Wenté's model university is, ironically, more outmoded than what she is attacking. It appears to be merely a digital conduit for what might be called knowledge transfer, resembling the education propounded nearly 200 years ago by characters like Mr. Gradgrind and Mr. M'Choakumchild in Charles Dickens' novel *Hard Times*: "Teach these boys and girls nothing but Facts. Facts alone are wanted in life." In a knowledge-transfer model of education, students are empty "vessels . . . ready to have . . . facts poured into them until . . . full to the brim."

But this educational model replicates the Talking Dog video, with words and ideas imposed upon passive students. Genuine education, however, is like genuine conversation: dialogue. Professors and students collaborate in wide-ranging intellectual discussion to help students acquire not just specific, testable knowledge about specific course facts but also an analytical ability to assess the many facts and situations they will certainly encounter long after their degree programs are over.

Academic fantasy or educational reality? The question is best answered, I think, by former students, so here are excerpts from just two of many notes they have sent. One used his literary background for a career developing entertaining videogames that could also help cognitive skills in both children and seniors. He wrote that he was merely "Paying it Forward." Another English student, currently a leading figure in health and business circles, wrote to explain that as "a sought after speaker . . . on technical and business architectures" who knows "more about radio-active isotope generation, transportation and use than I have ever cared to", it is "my formal training in the study of English and poetry that has carried me through the challenges of my career."

Education that encourages students to be active participants in genuine dialogue, rather than passive receptacles for the words and ideas of others, equips them to try to improve the world whatever careers they pursue. And for students who have been challenged to think, not just to parrot facts, education becomes an active, life-long process. So instead of a few minutes of Talking Dogs, society gets a lifetime of committed, innovative thinkers.

NATIONAL & REGIONAL

(...continued from page 2)

Education, in the broadest understanding of the term, values the complexity of the many intangibles in teaching. It creates a conversational legacy in which all of us, professors and students alike, will try to “pay it forward” in whatever we do.

Would you like to let a teacher or mentor from your past know that what he or she did made a difference for you? If so, please join a public conversation about teaching’s importance by going to the website of the Society for Teaching and Learning in Higher Education at stlhe.ca or thankyourteacher.ca. Good teaching has always mattered – and it still does. Please, share your story.



david creelman

*Association of Atlantic Universities Anne Marie MacKinnon Education Leadership Award
University Teaching Scholar*

Dr. David Creelman, a professor in the Department of Humanities and Languages at the University of New Brunswick Saint John, is a worthy recipient of the Association of Atlantic Universities’ (AAU) 2011 Anne Marie MacKinnon Educational Leadership Award. This award recognizes a “sustained and pervasive commitment over an extended period to the improvement of university teaching and learning, particularly within the nominee’s own institution and perhaps beyond.” UNB has a vibrant, active and stimulating teaching culture, with a thriving teaching community built over the years by and around the Vice-President’s Excellence in Teaching Committee (VPETC), and the hard work of its many members. David Creelman, as a member and more recently as co-Chair of the VPETC, has been integral to the development of that teaching community.

David leads by enjoyment. He does what he believes in, and shares his enjoyment of this with others. He is committed to the importance of good teaching for everyone, teacher or student. He strives to identify and bring to life opportunities for improvement. He enjoys the whole process: not only the accomplishments, but also the work to make them happen.

During his 10+ year membership in the VPETC, David has been intimately and enthusiastically involved in almost every initiative. He leads by example, throwing his energy and creative spirit into whatever needs to be done, with humour and sensitivity. From representing the Saint John campus on university-wide Senate committees related to teaching, to planning workshops and regional conferences, to behind-the-scenes support, to brainstorming new initiatives, David is respected, reliable, efficient and effective. He never shies away from taking on the big tasks as needed, for as long as needed, to accomplish the group’s goals.

David’s approach in the classroom is student-centred, just as his approach in the larger campus community is colleague-centred. He has been called “a positive change catalyst”, a coach, and an encourager. His advice and encouragement are valued and recognized by students and colleagues across both campuses of UNB.

As David himself says:

Professors are responsible to assist, encourage, and motivate. In my work as a teacher of English, I cannot make strong writers and articulate spokespeople out of weak writers and insecure individuals; but each person who leaves my class should emerge better able to articulate their ideas, and more convinced that they can find something of value to say. As a colleague within the university, I want to encourage us all to remain curious, to keep experimenting, and to rejuvenate their teaching practices. Healthier university environments will surely emerge.

David’s colleagues at UNB Saint John and Fredericton appreciate his activities, and are delighted that he has achieved recognition on a larger scale with this AAU award. Congratulations, David!

NATIONAL & REGIONAL



john grant mcloughlin

University Teaching Scholar

John Grant McLoughlin, a professor in the Faculty of Education with a cross appointment to the Department of Mathematics and Statistics, is a recipient of the University Teaching Scholar (2011) and the Allan P. Stuart Award for Excellence in Teaching (2008). John has been teaching for over 25 years. Since joining UNB in 2002, his teaching has extended beyond campus to include mathematics education courses with teachers in Bhutan and Trinidad and Tobago. He is an advocate for enhancing both awareness of and commitment to teaching at UNB.

Teaching weaves a thread through which all of my professional dimensions are connected. Teaching two or three sections each semester is the prominent piece of this picture; however, it is misleading to confine teaching to such a narrow domain. Teaching is a social activity. Most of my courses open with an autobiographical piece of writing. This written exchange including my comments opens a conversation. It is more than that as it acknowledges the importance of human experience in teaching and learning. I have learned so much from my students through these sketches.

“I am constantly reminded of the complexity of the individual extending beyond a student in name in a classroom setting.” Scholarly teaching projects will address the biographies of outstanding teachers. What is it that has led these individuals to teach in the way they do? Also, the math anxiety of in-service and pre-service teachers will be considered through conversations with some of the people who identified anxiety in their stories.

How have the teaching of mathematics and personal experiences as teachers mediated that anxiety?

We need to acknowledge that our students bring along plenty of mathematical baggage. The way in which it has been packed often does not bode well for the development of mathematical learning. As educators, we are challenged to upset the neatly packed suitcases and promote learning through investigation, problem solving, and discourse.

Much of John’s teaching attempts to broaden the mathematical lenses for seeing and doing mathematics. The international experience in teaching in Trinidad and Tobago has unearthed much in this respect as the style of pedagogy has contrasted sharply with the prior experiences of seasoned teachers. An article, *Reflections on Experiences Teaching Mathematics in the Trinidad and Tobago/UNB B.Ed. Programme*, has prompted a broader discussion of teaching. A related symposium will be held in April.

John Grant McLoughlin is presently collaborating on a teaching and learning project addressing the numeracy skills of undergraduate nursing students.

Quoting an education professor, “First, I note Dr. Grant McLoughlin’s commitment to mentoring students far beyond his contact with them in class. Over his career he has consistently identified students with ability and interest in mathematics and mathematics teaching and developed collaborative relationships with them that foster both their interest and ability.” The numeracy initiative, extensive mathematical outreach involving schools in NB, and a forthcoming seminar on teaching for Dalhousie’s graduate math students exemplify this spirit. John holds adjunct appointments in the Departments of Mathematics and Statistics at Dalhousie and Thompson Rivers University.

“I am constantly reminded of the complexity of the
individual
extending beyond a student in name in a classroom setting.”

UNB AWARDS



christopher gray

Dr. Allan P. Stuart Memorial Award for Excellence in Teaching

Dr. Christopher (Chris) Gray arrived at UNB Saint John in 2007 to assume a joint professorial position within the Departments of Biology and Chemistry. Since his appointment Chris has indeed shown a high level of both research productivity in his field and research supervision of students at both graduate and undergraduate levels.

Additionally Chris has nurtured both a passion for teaching and developed adeptness at facilitating student learning. He strives to teach effectively, to positively influence students that he teaches, and to bear witness to student success. He is an enthusiastic and authentic teacher who uses innovative materials and methods to engage his students and to help them understand, learn and assimilate course material. Chris's courses are continually evolving to include new material and better approaches to communicate concepts and information.

Chris Gray's belief is that if he can stimulate or assist students to understand, think, be inquisitive, and take charge of achieving their educational goals, he will have achieved his key objectives as a teacher and will have helped his students to be successful not only in his courses but in all aspects of their lives. To this end he focuses his teaching practices around encouraging students to achieve four key outcomes.

Comprehension: The continual emphasis on how the application of fundamental principles can explain complex problems removes the necessity to memorise numerous reaction mechanisms or abstract rules that rationalize chemical activity.

Application: Getting students to apply themselves and really think about organic chemistry is hard; getting them to think about it in the right way is much harder. Pressing students to think deeply about their assignments encourages them to take responsibility for their own learning.

Curiosity: Students' curiosity is stimulated by a teacher's own curiosity to learn. Sparking students' interest from the outset and creating a desire for knowledge, can initiate and perpetuate learning that is student-driven and enjoyable for students and teacher alike.

Responsibility: A student's success or failure is effectively out of the professor's control. However by addressing the first three outcomes concurrently and positively students will be led to take control of their scholarship and become active learners.

Evidence of Chris Gray's impact on student learning is found in the words of a former student: "You have the profound ability to connect with others on their level, whether they are your co-workers, graduate students, or young undergraduates such as me. Your open mindedness allows students and research assistants to approach with confidence that you will do your best to lead them in the right direction."

Dr. Christopher Gray clearly exemplifies the qualities that are found in our university's best teachers.

**"I measure my own
Success
in both teaching and research
by the success of the students
that i instruct and supervise."**

UNB AWARDS



dr. emin civi

Dr. Allan P. Stuart Memorial Award for Excellence in Teaching

Dr. Emin Civi joined the Faculty of Business at UNB Saint John in 2005. In the intervening years has demonstrated dedication and characteristic enthusiasm in his supervision/coaching of graduate students and marketing teams at case competitions and in working with students as they create marketing plans for local businesses. This list could certainly go on.

Student letters of support are replete with references to his passion for marketing, his care and concern for all students, his preparation for classes and his varied interactive teaching strategies. Noting his “unbelievable memory”, one student commented that he “had memorized the names and faces of 55 students within minutes of meeting them. Not only could he recall each name, but he remembered something about them” something that later helped him to individualize instruction.

Emin Civi summarizes his beliefs about teaching in a single word: “engagement” and identifies 7 principles that allow him to put engagement into practice both in and out of the classroom.

To provide a rich and friendly class environment: Personal relevance increases student comprehension and retention; rapport creates a more conducive learning environment, one in which students can be “pushed” into exceeding their previous expectations.

“As students, we could feel his
**energy and
passion**
for the subject he was teaching.”
—former student

To use the “discussion” technique to facilitate student engagement and interaction: Open debate allows students to share their opinions encourages them to start thinking deeply about the topics.

Bringing the real world to the classroom: Using business dailies, television documentaries and the like clarifies marketing concepts and gives students the opportunity to see the relevance of course material in their lives and the world, expanding their appreciation of the field.

Focusing on experiential learning and the application of concepts: Using consultative experiences with local companies helps students to better understand abstract marketing concepts and also forces them to deal with the real-world ramifications of their actions.

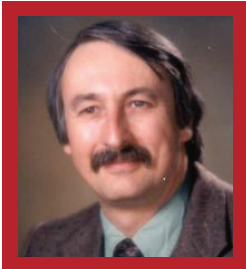
Giving and getting feedback: Students need to know where they have done well, where they may need improvement and what the expectations are. Timely and comprehensive feedback is therefore required.

Preparation is key: Devoting adequate time to classroom preparation is essential. Being conscious of students’ backgrounds, prior classroom experience and their different learning styles assists in planning a curriculum and class material.

Rigorous course: A good educational experience is a rigorous one involving high standards. Students are well served when they learn to develop analytical skills and critical thinking ability.

In summary, the words of a former student speak worlds: “You could see that he cared about the educational well-being of every student.... he would urge us to do everything to the best of our ability. Now, years later, I deeply appreciate his encouragement and guidance in my studies. As students we could feel his energy and passion for the subject he was teaching.”

UNB AWARDS



dennis lovely

UNBSU Excellence in Teaching Award

Teaching pointers – “my 5c worth!”

Professors should realize that students do not necessarily learn the same way they did. What is intuitive to them may be a very difficult concept for a student. A good professor will be able to put a point over in several different ways in order to accommodate for different learning methodologies.

1. I try and encourage student feedback during lectures. This is often hard with a new class, but I feel it is important to develop a relationship between the professor and the student as early as possible. I try and keep a certain degree of levity during the class time in order to try and break the ice. Recounting amusing times when I was a student in the UK, tends always to get a laugh.
2. In a field such as engineering, illustrating concepts with real-world examples that students can relate to helps immensely. Putting a particular concept into perspective often answers the question “Why are we learning this?” This approach also helps to keep the professor up to date with technology.
3. Although engineering relies heavily on mathematics, I try and stress not to be a slave to the math. Getting the right answer is not the important point; it is how you go about solving a technical problem. I always encourage students after deriving some mathematical expression, to always ask themselves: “What does this expression imply?” and “Does this make sense?”
4. A professor should never bluff his or her way out of a difficult question posed by a student. Although most times I can answer a student’s question directly as I have heard the question before, there are some instances where I am caught off guard. In such situations I find the best solution is to say “You really got me on this one...but I’ll find out for the next lecture”. This illustrates to the student that learning is a life-long exercise and does not stop once you leave university.
5. I am fortunate to teach two courses in which the 2nd course is a continuation from the 1st course. In this way I can make several references back to the previous course to reinforce the earlier material. This emphasizes that the material has to be learned...for the long term...and not just to be able to pass the end of term exam!



FACULTY AWARDS



vanessa macdonnell
UNB Law Award for Teaching Excellence

Vanessa MacDonnell joined the Faculty of Law as an Assistant Professor in 2010. She received the Faculty of Law's Award for Teaching Excellence in 2011. As a graduate of St. Francis Xavier University, the University of Toronto and Harvard University. She completed a judicial clerkship with Madam Justice Louise Charron at the Supreme Court of Canada and practiced law in both the public and private sectors.

"As a new teacher, I am still learning what works in the classroom and what doesn't. When I ask students what makes a good teacher, they tend to say a teacher's passion for the subject matter, and when classes consist of something more than a summary of the readings. These strike me as basic goals that we can all aim for as teachers."

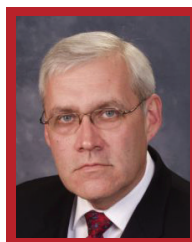


natalie webber
*Excellence in Teaching Award
(Computer Science)*

Natalie Webber is a graduate of UNBF with a Master's in Computer Science. She joined the Faculty in 2000 and is a Senior Teaching Associate. She is an outstanding teacher and is very well regarded by her students. Her students have nominated her five times for the Excellence in Teaching Award, which she received in 2005 and again in 2011.

Natalie is one of our most effective student advisors and as the coordinator of the CS Peer Mentors program, assists 1st year students during the orientation week and throughout the first year. Natalie's critical role in helping 1st year students with a smooth transition to our Faculty and Campus Community is well recognized and appreciated by our students and her colleagues.

Natalie writes, "I love to work with our new students as they embark on their studies". This statement as well as Natalie's exemplary performance as a teacher and a mentor, shows her unwavering dedication and determination to provide our students with the best education possible.



daniel coleman
MBA Society's Professor Appreciation Award

Dan joined the UNBF Faculty of Business Administration in 1986. He teaches Leadership and Applied Integrated Studies in the MBA program.

He served as Assistant Dean (Undergraduate Programs) between 1989-1992, as Associate Dean from 1992-1995, and as Dean of the Faculty of Business Administration from 1999-2012.

Dan's research interests are in leadership and motivation. His publications have appeared in: the Canadian Journal of Behavioral Sciences, the Canadian Journal of Administrative Studies, the Journal of Applied Psychology, and the Journal of Organizational Behaviour.



james tong
Excellence in Teaching Award (Science)

James' teaching activities are laboratory-based. Laboratory education transfers skills, enforces disciplines, nurtures observance, promotes critical comprehension, and illustrates the connectivity of principles with practice.

Retention is enhanced by engaging students in the instruction, and instructions are disseminated in modules with demonstrations, particularly when it is about skills.

Students are taught the means to ensure success so that they will demonstrate to themselves their ability to achieve and accomplish tasks with quality and efficiency. Students are given the opportunity to revise their submitted work for upgrade of their mark, so that correction can be a useful learning tool. Thus, assignments are tailored so that markers can be functionally critical and informative as well as prompt on feedback.

In laboratory teaching, a balance is struck to accommodate the different styles and abilities so as to encourage learners to value their time and effort to be in the course. Placing a value into what students do will hopefully offer an inclusive learning environment.

FACULTY AWARDS

lanette ruff

Faculty of Arts Teaching Award (Part-Time)

Lanette Ruff received her PhD in 2006 and has been teaching in the UNBF Department of Sociology for eight years. Over the years, she has also taught courses in Women's Studies and for the Family Violence Certificate Program. Currently, Lanette is on staff within the Criminology Program at Eastern College where she teaches and is involved in curriculum development.

Trained as a teacher through the Faculty of Education at UNB, Lanette is well acquainted with the dynamics of the classroom. She prides herself in both listening to the students and engaging them in the learning process. "...what really makes me feel good is when you can see student progress." Measuring and encouraging student progress has always been a high priority for Lanette. Her students are convinced that she is organized, detailed, committed to their learning, and effective each and every time they have an encounter in the classroom.

ryan hamilton

Faculty of Arts Teaching Award (Full-Time)

Ryan Hamilton is an Assistant Professor in the UNBF Department of Psychology, having earned three degrees from UNB. In addition to his passion for teaching, Ryan is also heavily involved in the research and sporting communities of Fredericton. Ryan's research has been focused in three main areas: hazing in athletics, performance enhancement, and the psychosocial impact of cancer on young adults.

As a teacher Ryan approaches teaching with a few key themes in mind. First, he views teaching as a partnership between the professor and student; thus, any mark obtained is a reflection on both the student and the professor. To accomplish this, the instructor needs to be an expert in content, and be well prepared for each class. In each class, they need to be open to relate to and connect with the students. Finally, Ryan believes that enthusiasm, humour and experiential opportunities motivate the learning experience. Thus, Ryan strives to ensure that every class provides the opportunity for students to either become excited about the content, be entertained by its delivery, and/or experience the content in a hands-on manner.

robert maher

Excellence in Teaching Award (Business)



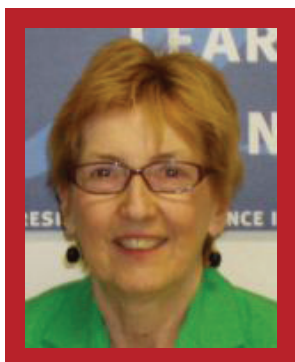
It is hard to find any student in the faculty who hasn't taken a class from Accounting professor Robert Maher and really enjoyed it. Robert has been teaching at UNBF since 1988. The faculty previously recognized him in 2003 with a teaching award, and in 2004 the university recognized his contributions with a UNB Merit Award.

Professor Maher winning this year's award is no surprise for second year accounting student, Leslie Hinton. She remarks, "He puts a lot of time into his class, and you can tell by how prepared he is. On top of that he really seems to enjoy what he teaches, and that makes the whole experience better for everyone".

1. **Be exceptionally well prepared**
2. **Be exceptionally enthusiastic**
3. **Make extensive use of relevant, current real-life examples**

"The first two you just have to do/be. For the examples, I am lucky to be teaching Business. The real business world that we all live in is my big lab. Every single minute of every day there are fascinating new real-life examples of all of the Business theory. I find these stories fascinating and my students seem to really like how I weave these stories into the theoretical "stuff" they have to learn..."

FROM UNB SAINT JOHN



judy buchanan

Those profiled in this issue have been named as excellent teachers by students and colleagues alike. I called upon colleagues across disciplines at UNB Saint John to answer two questions: What is teaching excellence? What makes an excellent teacher?

The responses were varied and are summed up here. One theme did predominate: Excellent teachers are highly effective in keeping their focus on facilitating both student learning and student success. Effective teaching occurs when a student comes into the student-teacher relationship with little or no knowledge, understanding or enthusiasm and leaves motivated, eager, and able to learn far more independently, beyond what the teacher has “covered”. In the end, it doesn’t matter what techniques or strategies are used, it just matters that the students understand and are inspired to go beyond what is provided in the classroom. Effective teachers want students to do their best, and are willing to hold them to a standard of performance which is fair, clear, relevant and achievable.

My colleagues offer tips on how to be an excellent teacher. The list is not exhaustive by any means.

“If the aim is student engagement then instructor engagement is also necessary”

—leah dalrymple

Knowing – maintain subject expertise and passion for it; believe that your field makes a contribution to the university and to society.

Being – be curious (it is contagious); be a lifelong learner; be organized, available, approachable and consistent; be enthusiastic (about the material, about being in class, about being with students); be reflective and most importantly be authentic.

Doing – communicate effectively (both listen and hear), create learning environments where students feel comfortable, mentally stimulated/challenged and safe enough to stretch themselves to learn new ideas and skills.

And sometimes you just need to get out of the way so that students can learn for themselves and help others (including you) learn as well!

Congratulations to our Saint John departmental winners!

Stewart Hyson (History)

Sandra Bell (Humanities & Languages)

Jim Kieffer (Biology)

Dongmin Kim (Business)

Dawn Matthews (SJ College)

Chris Doran (Social Science)

Trudy Hahn (SASE)

Remy Rochette (SASE)

Murray Goddard (Psychology)

Pedro Serrano (Arts)

Merzik Kamel (Mathematics)

Melanie Backman (SJ College)

congratulations to all our award winners!

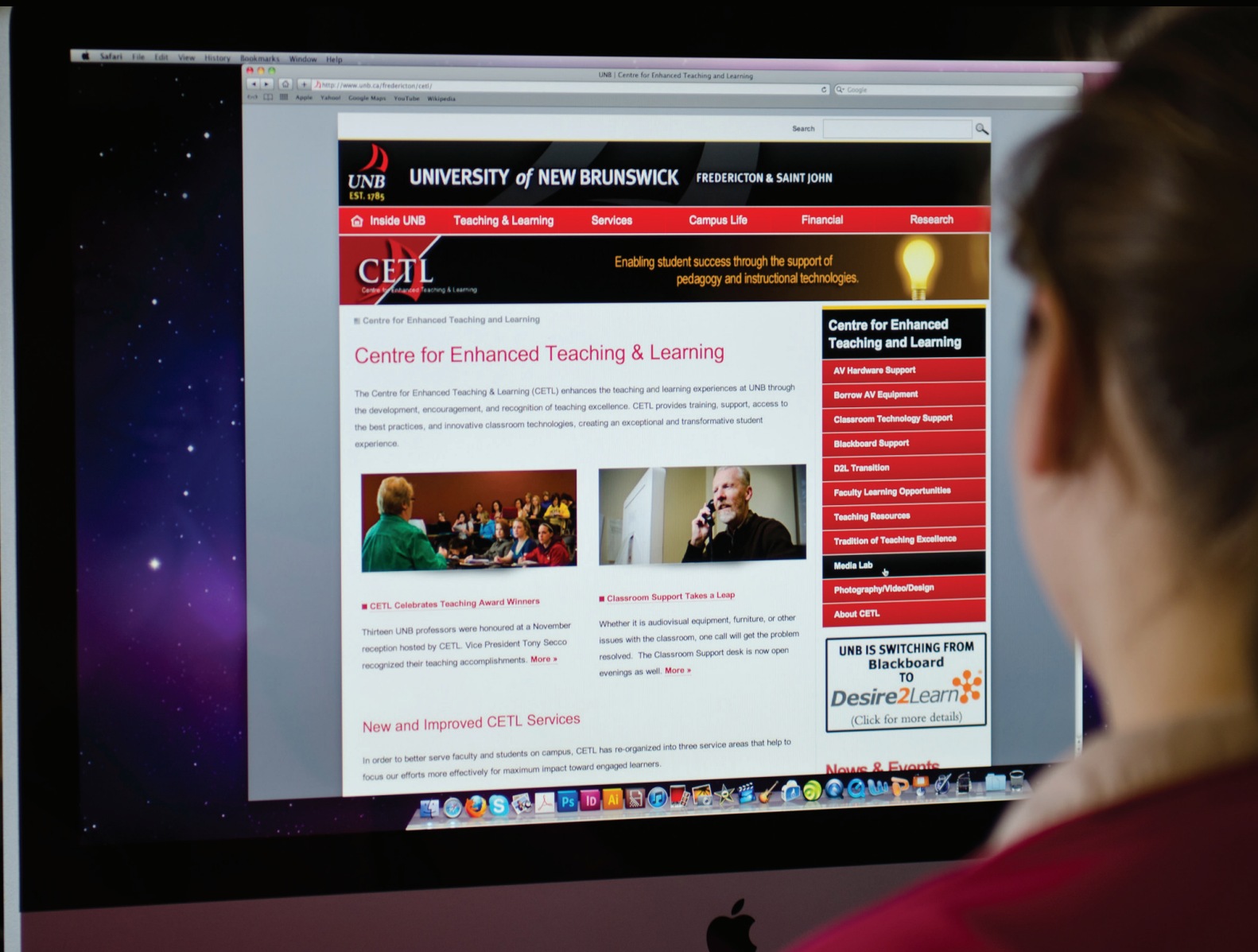
For more information on Regional & National Awards, UNB-Wide Awards, or Faculty-Specific Awards, visit our website at:

www.unb.ca/cetl

Thank you to the faculties and departments who provided information about their award winners to be included in this publication. We also congratulate departmental teaching award winners Andy Simoneau (Mechanical Engineering), William Cook (Chemical Engineering), and Eric Hildebrand (Civil Engineering).

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