

CELEBRATING

TEACHING & LEARNING EXCELLENCE AT UNB



2012 TEACHING AWARD WINNERS

INTRODUCTION

DAWN MACISAAC

Reading through the ‘teaching tips’ provided by this year’s teaching award winners, I was struck by both the similarities and differences in suggestions. Each of our award winners capitalizes on his or her own unique strengths in the classroom to provide meaningful learning experiences for students. Some instructors emphasise their role in motivating students. Some instructors emphasize their role in framing content within the context of current events. Some emphasize their role in providing well-constructed and varied explanations about difficult concepts, and still others strive for balance amongst these and other approaches. Regardless of the approach, each of our award winners has found his or her own way to reach out and connect with students, and they all are successful, in part, because they tailor their approaches to emphasize what is authentic to them. This is an important message we can all take with us into our classrooms. Whatever teaching style we adopt, we should make sure it is one that we are passionate about, and one that makes the most of our individual strengths.



This year’s award winners do indeed approach teaching in different ways. But commonalities are also apparent. One notable to me was the emphasis they all placed on exhaustive preparation. All of our award winners work hard to prepare their lessons, and deliver learning opportunities to their students. On behalf of all of us within Teaching & Learning Services and the Center for Enhanced Teaching and Learning (CETL), congratulations for being recognized this year for your hard work and success through departmental, faculty, institutional, regional, and national awards.

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 and the UNB Student Union Excellence in Teaching Award.

FACULTY/DEPARTMENT-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.

UNB AWARDS

MARTIN WIELEMAKER

University Teaching Scholar

Martin W. Wielemaker joined the UNBF Faculty of Business Administration in 2002 and teaches Organizational Design, Competitive Strategy, New Venture Creation in the BBA program and Strategic Management and Entrepreneurship in the MBA program. He has been an outstanding educator and driving force for Entrepreneurship programs, working tirelessly to improve the scope of those programs and the experience they provide to students.

Continuously working to improve his teaching effectiveness, Martin experiments with alternative delivery modes, uses technology innovatively, attends professional development workshops and conferences, and develops new teaching materials. He has developed tool kits for courses in Entrepreneurship and Strategic Management and has conducted real-time case studies in the classroom. He developed the 'elevator pitch' and 'business plan' competition with external jurors.

Martin's commitment to teaching and to his students was recognized with the 2007-08 Best Teacher Award at the International Institute of Business, Kyiv, Ukraine for his teaching in the UNB MBA program. He also received the MBA Society's Professor Recognition Award in 2007.

Dr. Wielemaker's commitment to curriculum development within the faculty is exemplified by his development of a course on Management of Innovation and Technology, and support in developing the Entrepreneurship package for the Minor in Business for non-business students, the BBA and MBA level Entrepreneurship concentrations, and the Activator Program in Entrepreneurship. As chair of the Graduate Curriculum Committee, he developed the Assessment of Learning (AOL) method for assessing the MBA curriculum and played a pivotal role in revamping the MBA curriculum, including the initiation of new courses such as Professional Development.

In addition to supervising numerous theses, projects and independent studies, he was the lead author of "Developing and Assessing Entrepreneurial Programs: The Case of a New Program in Atlantic Canada," published in 2010 in the Journal of Small Business and Entrepreneurship, that described the faculty's Activator initiative experience.

Martin authored the Five Year Strategic Plan 2009-2014: Towards International Entrepreneurship for the International Business and Entrepreneurship Centre (IBEC) at UNBF's Faculty of Business Administration. He also wrote Detailed Proposal for the Establishment of an Atlantic Canada Studies Centre: Five Year Perspective 2009-2014 for UNB's Faculty of Arts.

In addition to serving on numerous faculty committees, usually ones pertaining to course development and delivery and policy formulation pertaining to pedagogy, Martin has served as a judge and panelist at business plan competitions on campus and at our partner location in Trinidad. He also served as instructor and facilitator on the Capstone Business Challenge for the Fredericton Business Community that was jointly organized by the Faculty of Business Administration and The Dr. J. Herbert Smith Centre in the Faculty of Engineering at UNB in cooperation with the Fredericton Chamber of Commerce.



UNB AWARDS

EMIN CIVI

University Teaching Scholar

Emin's teaching career started in Turkey and continued at the Faculty of Business at UNBSJ. Specializing in marketing, he quickly earned a reputation both as an educator with challenging standards and as a mentor who cares deeply for his students. A former student says, "While in Dr. Civi's class, he always encouraged all of his students to go above and beyond, pushing their potential. [He] has been not only a professor, but also a mentor." He has an international reputation not only as a quality educator but also as a researcher, having published widely and represented UNB at high profile international conferences, symposia and seminars. He also sits on the Curriculum Committee and coaches marketing teams at case competitions.



Emin's approach to teaching is based on sound preparation and interactive classroom activities that engage, inspire, and challenge. In a world where "engagement" is a catch phrase, Dr. Civi lives the definition. Another student attests that "Dr. Civi's enthusiasm for the subject and for his students created an atmosphere where learning became interesting and where I wanted to succeed and do a good job."

Student feedback shows satisfaction with his care and responsiveness when working with him. He has inspired many students to pursue marketing careers. Another student says, "I would just like to reiterate the impact Dr. Civi has had for me in terms of career choices. His ... encouragement brought me down a path ... towards a future in marketing, and a brighter future ... in the workforce. He has ... helped build the work ethic I now have, and is one of the most influential individuals I have had the honour of meeting."

Emin is very approachable, willing to share his time with colleagues and students. As yet another student observes, "To me Dr. Civi is not just a great teacher... he is a truly genuine person who loves what he does and wants nothing more than to see his students do well. His positive energy is infectious ... He is an amazing teacher and an even better person."

WENDY CHURCHILL

UNBSU Excellence in Teaching Award

Wendy teaches history in the areas of Early Modern Britain and Atlantic World; Women's and Gender History, and the Social History of Medicine.

She actively encourages the development of critical reading, thinking and writing skills by establishing an open dialogue with and between students through impromptu questions, class and small group discussion, role playing of historical debates and scholarly arguments, and student-led tutorials. Such activities are extremely valuable to the learning process, fostering a friendly, supportive atmosphere in which students feel comfortable and confident discussing the material at hand.

Wendy also strives to inject enthusiasm and creativity by presenting material in a dynamic and challenging manner, including viewing and discussing relevant films, video clips, and websites. She also increases student engagement through "stake-holding"—asking them to help devise or select questions which are likely to appear on the final examination, based on their importance and relevancy to the course.

In upper-level courses and Honours seminars, student self-evaluation forms encourage participation and gauge comprehension. They also provide qualitative feedback with which to confirm or adjust self-assigned grades and provide regular, tangible evidence of how their participation grades are determined.

Assignments requirements develop useful skill sets within the discipline and/or related career paths, thus improving overall student motivation and performance. Such authentic assignments help heighten student interest and engagement.



UNB AWARDS

LOUIS BÉLANGER

Allan P. Stuart Award for Excellence in Teaching

Dr. Louis Bélanger began his career at UNB Saint John in 1990 as a professor of French, a career driven by his passion for Literature and the language that gives it life. By his own account familiar emotions of pride, satisfaction, joy and mostly, humility, still accompany the decision he made those twenty plus years ago. Upon joining the campus community, he was assigned the task of developing a program aimed at converting his field of expertise into an accessible, yet challenging, new area of specialization for students. To this end, he has created over a dozen courses addressing cultural expressions (novel, drama, poetry, history, geography, essay writing) of Québécois, Acadian and Franco-Ontarian civilizations.

Since 1991 and through collaborative and collegial efforts, Louis has also brought in more than twenty French Canadian authors to meet with UNB Saint John students and community members. He describes the ambiance of each discussion as enthusiastic and mutually respectful and adds that *“Such moments are reminders of my privilege to be a teacher.”*

Louis Bélanger developed certain principles based on his initial exposure to teaching; principles that have stood the test of time. Amongst these are:

- Integrating continuous research in class highlights the importance of the synthetic relationship between theory and practice.
- Structuro-global teaching methods support the values of enthusiasm, dynamism and empathy.
- Reacting with tact, respect and understanding is a necessary response to students who experience desperation, frustration and potential discouragement as humbling effects of learning challenges.

As well as abiding by these principles Louis developed a personal approach to classroom teaching. He provides detailed attention to all aspects that support student success, from careful consideration of how he presents the course content to providing students with opportunities to develop in French language skill and personal confidence.

Students add testament to his interest in, and enthusiasm for student learning; for example *“He shows a passion for his classes that makes it easier to learn.”* Another student commented that *“He conveys information in a fashion that is easily understood and extremely easy to listen to, he always held my attention.”*

Louis states that *“In retrospect, I do believe that my contribution as a teacher has had a positive impact on hundreds of individuals experiencing the ever challenging process of balancing young adulthood and responsible citizenship.”* He goes on to add that *“the academic and professional successes of former students can be viewed in part as evidence of a teacher’s more humble role of intermediary between aspirations and journeys come to fruition.”* Louis Bélanger indeed demonstrates the virtues of both humanity and humility, qualities that contribute to making him a worthy recipient of the Allan P. Stuart Award for Excellence in Teaching.



**“HE IS A PROFESSOR WHO
CARES SO MUCH
ABOUT HIS STUDENTS...”**

(see page 5 for all 2012 nominees)

UNB AWARDS

CONGRATULATIONS TO OUR 2012 NOMINEES FOR THE ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Fredericton Campus:

Katherine Barclay, Biology
Tania Breen, English, Drama
William Buggie, Education
Nancy Buzzell, Education
Brian Clancy, History
Neil Cole, Arts
Chris Connell, Economics
Christopher Doran, Sociology
Hany Fahmy, Economics
Len Falkenstein, English
Michael Johnston, English
Eamonn Lynch, Business Admin.
Charlene Mayes, Science
Sharon Myers, Education
Phillip Peterson, Education
Carmen Poulin, Psychology
Chantal Richard, French
Scott Ronis, Psychology
Ken Seaman, Kinesiology
Patricia Seaman, Nursing
Zsuzsa Szabo-Nyarady, Russian, CLS
Lucia Tramonte, Sociology
Gail Tucker, Education
Don Wright, Political Science

Saint John Campus:

Janet Burns, Sociology
Terrence Conrod, Business
Dan Cui, Humanities & Lang
Daniel Downes, ICS
Mohammad Hamdan, Math & Science
Thanaa Kamel, Math
Owen Kaser, Computer Science
James Keiffer, Nursing/Biology
Beth Keyes, Education
Alison Luke, Arts
Marion McLean, Computer Science
Hussain Neemuchwala, Social Science
Mark Perry, Education
Serrano, Pedro Spanish
George Stoica, Applied Science & Engineering
Harald Taukulis, Psychology
Alexander Wilson, Psychology

THE RECIPIENT FOR 2012 IS LOUIS BÉLANGER
(SEE HIS CITATION ON PAGE 4)

FACULTY AWARDS

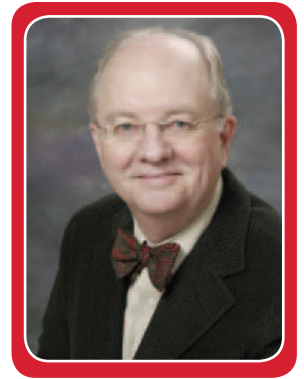
DONALD J. FLEMING

Award for Teaching Excellence (Law)

Professor Fleming joined the Faculty of Law in 1977 and retired in May 2012. He holds a BA from Mount Allison University, an LLB from UNB and an LLM in International Law from Cambridge University. He was called to the New Brunswick Bar in 1975.

Professor Fleming taught in the areas of public international law, trade law, humanitarian law and torts law. In addition to being a much loved and respected teacher, he is widely recognized as one of the top international law scholars in the world. In 1993, he received the 125th Anniversary Commemorative Medal from the Government of Canada for his contribution to human rights and was awarded the Queen's Golden Jubilee Medal in 2002. He has served as president for the Canadian Council on International Law and was on the Roster for NAFTA Chapter 19 Binational Panels.

In addition to his scholarly and teaching accomplishments, Professor Fleming has very much contributed to the fabric of UNB life and culture. He was instrumental in establishing the Jessup International Moot at UNB, one of the most prestigious moots in the world. Our students have been very fortunate to be able to participate under Professor Fleming's able guidance as coach. As well, Professor Fleming has sat on numerous committees both at the University and Faculty level throughout his years at UNB. Professor Fleming and his wife Leslie, who taught in the UNB Biology Department, were dons in Lady Beaverbrook Residence for many years, acting as mentors and role models for countless UNB students.



ROBERT MAHER

Excellence in Teaching Award (Business)

This is the second year in a row that Robert has received this award, a measure of the continuing high esteem in which his teaching is held. He also received the faculty award in 2003 and the UNB Merit Award in 2004.

It is hard to find any student in the faculty who hasn't taken a class from Dr. Maher and really enjoyed it. Robert has been teaching at UNBF since 1988. For most students entering the program, Professor Maher is the first business professor they meet.

While remembering his first year and how much of an impact professor Maher has had on him, fourth year entrepreneurship student, Kyle McDowell commented, *"When I first came to the university, I thought I had a good understanding of the fundamentals of business, but I never had a true appreciation for it until I took Professor Maher's Introduction to Business class. He made the entire class want to get involved. We would read news articles each and every day just so we would be able to discuss them in detail for the next class."*

Robert classifies himself as a dinosaur – a classic "talking head". His students would disagree. To keep this approach working well, he recommends:

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."



FACULTY AWARDS

CARMEN POULIN

Faculty of Arts Teaching Award (Full-Time)

Carmen teaches with the Department of Psychology. She writes, “If I was the best teacher in town, every class...would be absolutely riveting...with fantastically well-organized content...exciting demonstrations...varied opportunities for practice and discussion, ...delivered with enthusiasm and humour at just the right pace. I love the feeling I get when [that seems] to have happened. But, those are the rare moments of teaching bliss. More commonly, [I’m] thinking of how I might have presented [things] differently, how I could have given a bit more or...less time for a group exercise, how I wish I had not forgotten to remind students of the upcoming midterm and talk about studying tips.”



Some of Carmen’s assumptions about teaching include:

1. “I’m going to make mistakes; however, I can always find a way to improve, and there is always the next class and the next semester to do just that.”
2. “Students need to know that I care about their success and what happens to them beyond my course. I need to find ways to:
 - a. let them know that what they learn matters to me;
 - b. convey to them that their application outside of class of the information learned in class is relevant to me and to others; and
 - c. communicate to them that they matter to me.”
3. “Teaching, amongst other things, means motivating students to wonder about the world around them. I tell them that I want them to stop, think, and ask questions about everything.”

After an exchange, when suddenly a student starts reacting differently because their motivation to learn has increased, Carmen knows she’s been successful.

RAJEEV VENUGOPAL

Faculty of Arts Teaching Award (Part-Time)

Raj teaches in the department of Political Science. His teaching philosophy is based on mutual accountability: “I am accountable for providing thoughtful lessons on ... theory and practice ..., and my students are accountable for completing assignments, being engaged and coming to class ready to learn.”

“The late UNB Political Science professor Dr. A.J. Wilson showed me that teaching is more than talking at students, for they are neither subordinates nor automatons. They must at all times be treated with respect, patience and compassion.”



His teaching is personal and dialogue-oriented, using Socratic methods such as intense debate on controversial issues where it is safe to question, challenge, and ask for explanations without feeling belittled, embarrassed or intimidated. Censure is reserved only for prejudice, hatred or stereotyping.

Raj’s classroom has a discipline and seriousness of purpose, since Political Science is the study of power—who has it, who wants it, and what is done to get it, and the heights of accomplishment and depths of depravity to which that pursuit has led. His classes have a sense of mission, civic duty and collective responsibility, and a climate of respect: mutual respect between instructor and students, respect for the institution, respect for the right to one’s own opinions.

Raj uses Facebook as a way to recommend readings, continue classroom discussions and stimulate extra dialogue. This has been incredibly popular and has drawn out students who otherwise remain quiet in class, but have remarkable insight and should be heard.

FACULTY AWARDS

MICHEL COUTURIER

Golden Apple Award (Chemical Engineering)

As holder of the NSERC-UNB Chair for Collaborative Engineering Design Education, Michel values the stronger curriculum design resulting from having outside clients sponsor senior design projects, and hiring practicing design engineers as co-mentors for students. By thus exposing students to the complexity and excitement of dealing with real world problems, UNB produces engineering graduates who have greater confidence in their abilities while helping local companies obtain innovative design solutions.

Michel feels an effective teacher must have not only good communication skills and a solid knowledge of the material being taught, but also be able to motivate students, like a coach motivates athletes. Terry Haggerty, former Dean of the Faculty of Kinesiology, once told Michel that the secret to being a successful coach is “They are able to convince the athletes that they have what it takes to be winners.”

Michel writes, *“I see myself more as a coach than a lecturer. My goal is to convince the students that they can master difficult mathematical and technical concepts and become first-rate engineers.”* This requires willingness to provide feedback and spending time answering students’ questions.

Engineering students are motivated by the twin desires of solving problems and making the world better. Their motivation increases when the design problems are provided by real clients, which makes all the time and energy needed to find and supervise client-based design projects worthwhile for Michel.



“I FEEL FORTUNATE TO BE TEACHING THE ENGINEERS OF TOMORROW AND AM WELL AWARE OF THE IMPORTANT SOCIAL RESPONSIBILITY ASSOCIATED WITH THIS DUTY. I LIKE TO BELIEVE THAT MY PASSION FOR ENGINEERING IS CONTAGIOUS AND A FURTHER SOURCE OF MOTIVATION FOR MY STUDENTS.”



FACULTY AWARDS

TREVOR HANSON

The Eric Garland Excellence in Teaching Award (Civil Engineering)

Trevor Hanson is a Civil Engineering professor. Here are tips he's learned from experience and from taking UNB's Diploma in University Teaching (DUT):

1. Search for any opportunity to engage students during the lecture. Some classes will be easier than others to do this, but don't be afraid to try.
2. Try to structure lectures and materials to address a variety of learning styles.
3. At the end of concept presentations, I ask students what I can do to clarify things for them.
4. Write important facts and examples on the chalkboard to encourage students to write things down.
5. Find a way to incorporate students' own experiences into the classroom – some may be coming from different careers, some may have had summer jobs that relate to the course.
6. Be fair. I employ a rubric that tells students how they will be evaluated and what their mark means in terms of their learning. If there's a question about their mark, we both can use the rubric to ensure they get the mark they deserve.
7. Actively seek feedback from students on your teaching – is what I'm doing working, is there a better way I can present the material?
8. Make sure your examples work out!
9. Admit mistakes, learn from them, and move on. I leave little notes to myself on my lecture material on whether something worked or not so that when I go to teach it again, I don't repeat the same mistake.

"Most importantly, there is still so much more to learn, so I'm constantly asking questions of my colleagues – I certainly appreciate their help!"



ELIN MAHER

MBA Society's Professor Appreciation Award

Elin joined the Faculty of Business Administration in 1988 specializing in Accounting/MIS. Her teaching and research interests are in the areas of financial, international and managerial accounting. Prior to joining the faculty, Elin worked in industry and in public practice.

Elin writes, *"In all of my courses I use the same philosophy: be prepared, be enthusiastic and be relevant. I think each of the three is equally important. I may be enthusiastic and relevant but if I am not on topic and knowledgeable about my subject matter, then students will be confused, annoyed and wonder why they came to class. I may be prepared and relevant but if my delivery is monotone and I seem bored the students will be, too...if I cannot connect the theory to real world situations and examples, then students may not be able to relate to or grasp the theory being presented."*

I respect and enjoy all learners in my class. Yes, they do need to demonstrate mastery of the material and I will do the assessment but there is no reason they, and I, cannot have fun and be intellectually intrigued as the mastery process unfolds. Some students will struggle and may ultimately be unable to demonstrate mastery of the course material but I always respect the student and the place they are coming from. If they do have to come back and do a course again I view it as an opportunity to spend more time with the student and hopefully make the learning experience a positive one."



**"I ALWAYS
RESPECT THE STUDENT
AND THE PLACE THEY ARE COMING FROM."**

FROM UNB SAINT JOHN

CONGRATULATIONS TO OUR UNBSJ AWARD RECIPIENTS FOR THE 2011 FACULTY EXCELLENCE AWARDS FOR TEACHING: Pedro Serrano (ARTS), Trudy Hahn (SASE) and Dongmin Kim (Business).

JUDY BUCHANAN

What makes a teacher effective? I asked several of our well respected teachers this question and they in turn provided opinions on teaching effectiveness and effective teachers. I offer up their wisdom under a partial rubric of Chickering and Gamson's (1987) tried-and-true principles of good teaching practice.

Encourages Student-Faculty Contact (Principle 1)

Effective teachers are fair and compassionate; they focus on student-centered approaches and make efforts to get to know students personally (to the degree possible). Effective teachers are adaptable to varying student needs and learning styles. They tailor ways of applying knowledge to students' relevant experiences and remain conscious of the ways in which they can help students become successful learners. Effective teachers try to listen more and talk less during class time.

Encourages Active Learning (Principle 3)

Effective teachers provide students with opportunities to learn by doing, thus allowing students to think about how they learn and to realize their own best strategies. They do not view teaching as a spectator sport but instead get their students to participate actively in the development of scholarship and knowledge application. They avoid 'spoon-feeding' students since students neither need nor appreciate such behaviour.

Communicates High Expectations (Principle 6)

Effective teachers have positive expectations for all students, make those expectations transparent to students and teach with these in mind from the first day of class onward. They "pull students up to a good academic standard" through providing clear guidelines and structures, while still allowing for flexibility, creativity and change. Effective teachers often model skills required for deep learning. As an example, they may make their scholarly research, writing or problem-solving challenges integral components of their courses.

In short, as one professor states, "Being 'effective' is doing the right thing at the right time for the right reason."

Reference

Chickering, A. W., & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education*. AAHE Bulletin, 39 (7), 3-7.

¹ The teacher voices represented in here belong to Chris Doran (Sociology), Murray Goddard (Psychology), Beth Keyes (Education), Dongmin Kim (Business), Melanie Koteff-Backman (Saint John College), Dale Roach (Engineering), Carolyn McCoy (NBCC) and from Humanities and Languages Sandra Bell, David Creelman and Fam Loufti.



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 Faculty/Departmental Teaching Award winners Zengtao Chen (Mechanical Engineering), Joe Horton (Computer Science), and Stephen Ross (Chemistry).

CONNECT WITH US

WWW.UNB.CA/CETL

KALEIDOSCOPE

**Thursday, December 6th
Marshall d'Avray Hall, 8:30 am – 12:30 pm**

Kaleidoscope Teaching Showcase is one of our most popular events among faculty and instructors and many look forward to attending. This event is a great opportunity for you to make new acquaintances and see what some of your colleagues are doing in the classroom.

The 7th annual Kaleidoscope Teaching Showcase will follow the same format as previous years, offering 3-5 concurrent sessions for each time slot throughout the morning.



Check out the Kaleidoscope details at:

WWW.UNB.CA/KALEIDOSCOPE

Register online at: www.unb.ca/training or email nef@unb.ca

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