

*Fourth Annual*



# *Celebration of Teaching Excellence*



*October 20, 2009*

## ENGAGEMENT, COLLABORATION, INNOVATION, SUPPORT



A brochure provided at the Celebration of Teaching Excellence introduced readers to the many services and initiatives of the Office of the Vice-Provost, Teaching and Learning, and of the Centre for Teaching and Learning. These services and initiatives are designed to support quality teaching and learning at the University of Windsor.

I now offer a sampling of our successful efforts of the last three years to improve teaching and learning at Windsor and to enhance the University's reputation across Canada and beyond.

1. A visiting fellow program attracting educational developers from around the globe to spend sabbatical leave in Windsor.
2. Classroom media upgrades in a pool of some 70 teaching and learning spaces across campus.
3. Introduction of a new learning management system (CLEW) in collaboration with other University departments.
4. The founding of a national electronic journal, with Windsor as its editorial and publishing home, called *Collected Essays on Learning and Teaching* (CELT).
5. Hosting of the 2008 Society for Teaching and Learning in Higher Education (STLHE) conference, with a record number of papers by Windsor faculty and record conference profits.
6. Organization and hosting of workshops and professional development events attended by over 300 faculty and staff each year.
7. Increased diversity of media and studio facility support for teaching and learning, research, and creative activity and service.
8. Support for curriculum development and review.
9. The establishment of the Centred on Learning Innovation Fund (CLIF) to subsidize teaching and learning initiatives on campus.
10. A new emphasis on recognition for our award-winning teachers and support for a growing number of provincial and national award winners.

Colleagues. The University of Windsor is on the move in the area of teaching and learning effectiveness and excellence and the Canadian academic community is starting to take notice. While the Celebration of Teaching Excellence spotlights over 20 award-winning teachers, we can feel justly proud of the commitment of a growing number of Windsor faculty to enhance their instruction, engage their students, and achieve pedagogical excellence.

**Dr. Alan Wright**  
**Vice-Provost, Teaching and Learning**

### CELEBRATING TEACHING EXCELLENCE

It is with great pleasure that I welcome you to the University of Windsor's fourth Celebration of Teaching Excellence. This event publicly recognizes the importance of effective teaching in our academic community. It celebrates a number of the University of Windsor's most distinguished teachers and mentors, whose skills, commitment, and efforts have successfully fostered student learning and academic engagement, resulting in teaching awards at the local, provincial, and national level.

In the last 20 years or so, universities throughout Canada have focused increasingly on the overall student experience, and particularly on the student experience in the classroom, the laboratory, the seminar room, the artist's studio, the theatre, and beyond. Our University has been and continues to be a leader in this regard, investing considerable resources into the Centre for Teaching and Learning, which, with the Provost's Office, is sponsoring today's Celebration. The University of Windsor has regarded student-centredness as one of its primary characteristics for a number of years.

There's no formulaic way to teach well and no simple definition of good teaching, and students' perceptions of good and bad teaching vary considerably from first year to fourth year to graduate school. I'm going to beg your indulgence while I talk about a number of distinguished professors by name. My purpose in doing so is to identify the very different ways in which they have succeeded, profoundly, in making an impact on students' lives. In naming these good teachers, years after they were in the classroom, we acknowledge that through their students, they have achieved a kind of immortality.

Truly excellent professors make us "do better than we ever imagined we could," as my former colleague Jacqueline Murray once told me in describing Patricia Roy of the University of Victoria. Individual characteristics or practices may vary. Robert Young, a professor of history at the University of Winnipeg, won a CASE *Canadian Professor of the Year Award* in 1996. His students adored him, even though it would never have occurred to him to use an overhead, let alone PowerPoint. Still addressing his students as Ms. and Mr., his total commitment to his students communicated itself through high standards, availability, and valuable guidance. My own young history professor, Peter Marsh at the University of Saskatchewan, who introduced his students to the Cambridge tutorial system, inspired me greatly, as did Dr. Hilda Neatby, who scared me stiff and whose towering reputation and demand for true excellence taught me never to hand in anything but my very best. It was she who inspired my lifelong interest in the history of Victorian England, and who suggested my dissertation topic. To this day, she remains the professor to whom I feel most grateful, and I have had her photograph in whatever office I have occupied for the last 40 years. Sometimes excellence is flashy, and dynamic.



Sometimes not. Professor Leo Gershoy, my graduate school history professor at New York University, was quiet. You almost had to strain to hear what he was saying, but he was far from aloof. When you listened to his lectures, you realized rather quickly that you were in the presence of a truly great scholar.

Teaching excellence emerges from a broad range of perspectives, practices, and personalities. But good teachers share certain common denominators, among which are: an exceptional knowledge of and commitment to their subject, high standards, the ability to be challenging and critical in a positive sense, and the capacity to get the most from their students. They share a genuine care and respect for students, and a real love of interacting with them. They're available to students, they're fair, they're responsible, and they meet their obligations – being present when they say, and returning assignments in good time. They have good listening skills. They're open-minded, and encourage their students to think independently. They're reflective and experimental with regard to the goals they hope their courses will achieve and the instructional methods

they use. Those of our colleagues being honoured today exemplify a combination of these characteristics, and more.

Teaching excellence is central to the mission and identity of the University of Windsor. It's central to engaging our students – with each other, with their professors, and with the University – in a way that can last a lifetime. On behalf of the University of Windsor, I congratulate the award winners on their success in the classroom and beyond, and on their achievements as role models and inspirations. And I thank them most sincerely for elevating the University of Windsor's enterprise.

**Dr. Kathleen McCrone**  
Acting Provost and Vice-President, Academic

## AWARD DESCRIPTIONS

### **3M** National Teaching Fellowships

- Established in 1986
- 3M National Teaching Fellows work individually and collaboratively to enhance teaching and learning at their own institutions and through larger collaborative initiatives
- Recognizes individuals who are committed to the improvement of university teaching with emphasis on contributions beyond the individual's discipline or profession to as broad an audience as possible
- Up to 10 awards presented annually
- Considered the most prestigious recognition of post-secondary teaching excellence in Canada



### CANADIAN INSTITUTE FOR THEATRE TECHNOLOGY EDUCATIONAL ACHIEVEMENT AWARD

- Awarded to an individual, in recognition of longstanding career achievement as an educator, who engages in the teaching of a technical or related discipline, while preparing students for work within the Canadian live performance industry



### 3M NATIONAL TEACHING FELLOW



## Dr. Ken Cramer

### PSYCHOLOGY

Since Dr. Ken Cramer (Ph.D., Manitoba) came to the University of Windsor in 1998, following a three-year limited term position at the University of Saskatchewan, he has been a major contributor to the Department of Psychology, and is responsible for revitalizing its large introductory course.

Dr. Cramer's students consistently regard him highly, and he excels in his area(s) of specialty: teaching technologies, the impact of Maclean's rankings on university students, and various topics in educational, personality, and social psychology. Recently, Dr. Cramer has become interested in new strategies for inspiring student engagement and attention, specifically, how to stimulate active learning in larger classrooms. His commitment to teaching, coupled with his innovative teaching methods, continue to inspire hundreds of introductory-level students with a deeper understanding of themselves and the field of psychology. Dr. Cramer says: "Real teachers guide students toward their goals, no matter how great or difficult the journey...Perhaps all the instructor did was ask questions, or set up a forum for dialogue and presentation where the students view and evaluate each other's work. Our job as educators is to facilitate inquiry and self-discovery, and to reveal possibilities toward new growth and deeper self-understanding. Students travel their paths in their own unique ways."

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In the last year, Dr. Cramer has received the *Ontario Undergraduate Student Alliance (OUSA) Teaching Award*; *Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award*; and was a top ten finalist in the *TVO Big Ideas Best Lecturer Competition*. He also received the *Alumni Award for Distinguished Contributions to University Teaching* (2007).

For Dr. Cramer, teaching is a pleasure, and an opportunity to offer personal, academic, and professional support to students, equipping them with the resources to understand and transmit new knowledge in a sort of infectious fashion. He is a specialist in classroom management and student wellness, and his contributions to university instruction make him a leader in innovative teaching practices.



Cecil Houston, Ken Cramer, and Alan Wildeman

CANADIAN INSTITUTE FOR THEATRE TECHNOLOGY EDUCATIONAL ACHIEVEMENT AWARD



## Professor Tedfred Myers

### DRAMATIC ART

Professor Tedfred Myers (M.F.A., Wayne State) joined the University of Windsor's School of Dramatic Art in 1981. He is responsible for lighting design, stagecraft, and stage management, and has served as the resident lighting designer for the University Players. His aim has been to introduce professional theatre to the School. Prior to joining the faculty ranks, Professor Myers was the Technical Director for the School of Dramatic Art/University Players: he has worked on over 150 productions and served as a sessional instructor.

Professor Myers believes that the School of Dramatic Art is deserving of national and international recognition. His active involvement in the Canadian Institute for Theatre Technology (CITT) has raised awareness of the School's many strengths and achievements. In 2007, he attended the Quadrennial in Prague and he is hoping to find funding to lead a group of students to this illustrious design exhibition in 2011. He is excited to be collaborating with his colleagues in the development of a production degree in technical

theatre at the School of Dramatic Art.

In 2009, Professor Myers received the CITT *Educational Achievement Award* in recognition of his career achievements as an educator and in preparing students for work within the Canadian live performance industry.



*Tedfred Myers with students*



*Tedfred Myers with friends and colleagues*

## AWARD DESCRIPTION

### ALUMNI AWARD FOR DISTINGUISHED CONTRIBUTIONS TO UNIVERSITY TEACHING



- Given by the University of Windsor Alumni Association
- Awarded annually at Spring Convocation
- Honours and recognizes excellence in teaching on campus

### ALUMNI AWARD FOR DISTINGUISHED CONTRIBUTIONS TO UNIVERSITY TEACHING



## Professor Richard Moon

LAW

Professor Richard Moon has been teaching in the University of Windsor's Faculty of Law for more than 20 years. He teaches both private and public law courses. His research focuses on freedom of expression, freedom of conscience and religion, and the structural aspects of constitutional rights protection. He is the author of *The Constitutional Protection of Freedom of Expression* (University of Toronto Press, 2000), editor of *Law and Religious Pluralism in Canada* (UBC Press, 2008), and a contributing editor of *Canadian Constitutional Law* (3<sup>rd</sup> and 4<sup>th</sup> eds., Emond Montgomery Press, 2003, 2009). Professor Moon's research concerning religious freedom is funded by a general grant from the Social Sciences and Humanities Research Council of Canada. In 1994, he was awarded the first University of Windsor Humanities Research Fellowship. From 2003 to 2005, he was the President of the Canadian Law and Society Association.

Professor Moon enjoys teaching both large lectures and small seminars. He still feels a sense of anticipation every time he walks into a class. Every time he leaves a class, he thinks about what worked and what did not work, about how a point might have been more clearly or effectively conveyed, or how a question might have been better formulated to encourage discussion.

Despite his interest in research, Professor Moon believes that teaching is the central responsibility of an academic.



Jeff Flacks, Richard Moon, and Alan Wildeman



ALUMNI AWARD FOR DISTINGUISHED CONTRIBUTIONS TO UNIVERSITY TEACHING



## Dr. Geri Salinitri

### EDUCATION

Dr. Geri Salinitri is an Associate Professor in the Faculty of Education. Her 32-year teaching career includes teaching and counselling at the secondary and the post-secondary levels. Her philosophy is based on the development of strong professional relations among members of a learning community where learning is ongoing and reciprocal.

A national award winning teacher (*Prime Minister's Award for Teaching Excellence*, and the *Chemical Institute of Canada Award for High School Teachers*), Dr. Salinitri developed and researched a unique mentoring program for first-year students at academic risk. Her teaching in *Science Methodology* emphasizes developing curriculum that is enriching, real, and addresses inquiry-based learning and critical thinking. Her students participate in the design of the Great Lakes Science Olympiad for over 400 senior high school students in the Windsor-Essex and Chatham-Kent regions. Her students also mentor youth in science fair projects and prepare interactive exhibits for the Canada South Science City Centre.

Additionally, Dr. Salinitri has experience with professional organizations including NACADA and AERA and has presented several papers on the freshman experience and the impact of mentoring on teacher candidates. She is currently the academic advisor for concurrent science and mathematics students in Education, bringing with her a wealth of experience from academic advising of senior high school students. She is also a member of the Student Senate Committee and the Strategic Planning Committee for the University of Windsor.

Dr. Salinitri believes that mentoring and building trusting professional relationships is at the root of good pedagogy. Understanding the needs of students and challenging them to reach their personal goals is important to this relationship. Central to this is the inquiry approach and the creation of an environment that is collaborative, meaningful, and supportive, and engages the students in a community of practice.





## AWARD DESCRIPTION

### EXCELLENCE IN MENTORING AWARD

- Given by the University of Windsor Alumni Association
- Sponsored by Patrick Palmer (Class of 1970)
- Recognizes faculty who offer personal, academic, and/or professional guidance to students, and make a significant contribution to their all-around development up to and following graduation

### EXCELLENCE IN MENTORING AWARD



## Dr. W. Sheila Cameron

PROFESSOR EMERITA, NURSING

Dr. W. Sheila Cameron (RSCN, Edinburgh; B.A., McMaster; M.A., Detroit; Ed.D., Detroit), winner of the *Excellence in Mentoring Award*, began her nursing career in Scotland and continued in Canada and the US before accepting a post at the University of Windsor.

Dr. Cameron's mentoring role extends to her students and her colleagues on campus and overseas. During close to 20 years of administration as Director of the School of Nursing and Dean of Graduate Studies and Research at Windsor, she supported faculty and students on campus, and these efforts often continued after their graduation. Another highlight of her career and mentoring opportunities was through the direction of a nursing project in Jordan (1990-2002), supported by CIDA, which enabled students

and faculty from both countries to collaborate through exchanges, providing unique learning experiences for all participants for over a decade.

For Dr. Cameron, "mentoring plays a particularly important role in the study of nursing because students have to make challenging transitions in order to take what they have learned in classroom settings and apply it in clinical settings." She says: "It's different when you actually get to a patient's room. Nursing requires students to integrate what they have learned in many different classes, often in real time, in response to emerging situations with patients."



## **AWARD DESCRIPTIONS**

### **UNIVERSITY OF WINDSOR STUDENTS' ALLIANCE (UWSA) TEACHER OF THE YEAR**

- Promotes and recognizes professors who demonstrate outstanding dedication to the education of students

### **ONTARIO UNDERGRADUATE STUDENT ALLIANCE (OUSA) TEACHING AWARD**

- Acknowledges professors who have made a significant contribution to teaching excellence, facilitating a positive learning experience for students in Ontario

### **ORGANIZATION OF PART-TIME STUDENTS (OPUS) FACULTY AWARD**

- Initiated in 1992 to recognize and applaud the efforts of faculty members who unselfishly assist part-time students in their efforts to achieve academic excellence
- Recognizes teaching accomplishments that may include, but are not limited to, effectiveness in large-class teaching, effective implementation of teaching and learning innovations, or development of materials for flexible learning and delivery
- A maximum of three faculty members may receive recognition for their teaching accomplishments

### **OPUS TEACHER OF THE YEAR AWARD**

- Initiated in 2006 to recognize professors who demonstrate outstanding dedication to part-time students, helping them to achieve academic excellence and greater learning
- Based on letters submitted by students, the OPUS evaluations, and teacher evaluations and ratings

### **STUDENTS' LAW SOCIETY OUTSTANDING SPECIAL LECTURER AWARD**

- Presented to the sessional instructor who best exemplifies the attributes of an exceptional teacher for the school year in question

### **STUDENTS' LAW SOCIETY FACULTY AWARD**

- Presented to the two professors who best exemplify the attributes of an exceptional teacher for the school year in question

### **COMMERCE SOCIETY SESSIONAL INSTRUCTOR OF THE YEAR**

- Presented to the sessional instructor who best exemplifies the attributes of an exceptional teacher and influences the lives and careers of his or her students
- Awarded by the Business undergraduate student body

### **COMMERCE SOCIETY PROFESSOR OF THE YEAR**

- Presented to professors in Finance, Accounting, Management, Management Science, and Marketing who demonstrate excellence in their teaching, and recognizes their outstanding overall career contributions to students
- Awarded by the Business undergraduate student body

**UNIVERSITY OF WINDSOR STUDENTS' ALLIANCE (UWSA) TEACHER OF THE YEAR AWARD  
ONTARIO UNDERGRADUATE STUDENT ALLIANCE (OUSA) TEACHING AWARD**



## **Dr. Trevor Pitcher**

**BIOLOGICAL SCIENCES**

Dr. Trevor Pitcher obtained his Ph.D. in Evolutionary Ecology from the University of Toronto in 2005. He then undertook a NSERC post-doctoral fellowship at the University of Western Ontario, and has been an Assistant Professor in the Department of Biological Sciences at the University of Windsor since 2006.

Dr. Pitcher's research interests span evolutionary ecology and conservation biology of fishes. His teaching philosophy focuses on the belief that it is important to help students develop an understanding of the scientific method and the different approaches to science (theory, natural history, comparative analyses, and manipulative experiments) because this knowledge serves as a base for critical thinking. Dr. Pitcher also believes that organization and enthusiasm are keys to successful teaching. Dynamic lecturing not only captures the attention, but hopefully the imagination, of the students.

Dr. Pitcher received the UWSA *Teacher of the Year Award* and OUSA *Teaching Award*.

**UWSA TEACHER OF THE YEAR AWARD**



## **Dr. Jill Grant**

**SOCIAL WORK**

Dr. Jill Grant is an Assistant Professor in the School of Social Work and Director of the Community Based Research and Development Centre. She has been at University of Windsor since July 2007. Prior to becoming an academic, Dr. Grant was a social worker and, before that, an elementary school teacher.

Dr. Grant teaches courses focused on practice with individuals, families, groups, and communities as well as theory courses. Her research is focused on two main areas: community mental health services, and barriers to social inclusion for those with mental illnesses. Much of her work is related to partnerships between service users and service providers, particularly within mental health services.

Dr. Grant believes: "In a social work classroom, it is important to focus on collaboration and co-creation of knowledge: this starts with the creation of trust. By building an atmosphere of trust, students are able to take risks, think more critically, challenge and be challenged, and support one another in their development of values, knowledge, and skills."

*Student-Initiated Awards continue on page 14*

# Centred on Learning Innovation Fund

In 2007, the Centre for Teaching and Learning established the Centred on Learning Innovation Fund (CLIF) grant to stimulate innovative projects that enhance the student learning experience, and explore learning outcomes.

For this year's Celebration, the Centre invited faculty members to share the findings and outcomes of their CLIF projects.

## CLIF Grants 2007-2008

### **Design and Implementation of a Learning Outcome-Driven MIS Curriculum**

Diana Kao, Gokul Bhandari, & Bharat Maheshwari, Odette School of Business

### **Developing a Mentorship Role in Associate Teachers**

Karen Roland & Geri Salinitri, Guoqiang Zhou, & Christopher Greig, Faculty of Education

### **Developing Assessment Methods for Co-operative Education Learning Outcomes**

Jennifer Johrendt & Derek Northwood, Department of Mechanical, Automotive & Materials Engineering; Karen Benzinger, Centre for Career Education; Geri Salinitri, Faculty of Education; & Arunita Jaekel, School of Computer Science

### **Evaluating the Effectiveness of Using Standardized Patients in Health Assessment Labs for Nursing Students**

Judy Bornais, Faculty of Nursing

### **Formation of a Faculty Learning Community on the Topic of Interteaching and Graduate Student Education**

Alan Scoboria, Fuschia Sirois, & Antonio Pascual-Leone, Department of Psychology

### **Fugitive Pages: Recovering the Underground Railroad in Print**

Suzanne Matheson, Department of English Language, Literature, and Creative Writing; & Heidi Jacobs, Leddy Library

### **Listening to Visible Minority Students: Voices of Our Ethnically, Culturally, and Linguistically Diverse Learners on Learning-Centered Practice**

Shijing Xu & Zuochen Zhang, Faculty of Education

### **Promoting Success for College Students Entering University Programs through Learning Outcomes and Collaboration**

Irene Carter, James Coyle, & Donald Leslie, School of Social Work

### **Self-Efficacy and Empowerment as an Outcome in a Graduate Level Advanced Field Integrative Seminar Course**

Wansoo Park, Connie Kvarfordt, Irene Carter, & Sung Hyun Yun, School of Social Work

### **Social Justice Education**

Karen Roland, Faculty of Education

### **Student Motivation for Interteaching Methods in Undergraduate Health Psychology**

Fuschia M. Sirois, Rebecca J. Purc-Stevenson, Alan Scoboria, & Antonio Pascual-Leone, Department of Psychology

### **Teaching Learning Skills**

Ken Cramer, Department of Psychology

### **The Transparency Machine Event**

Louis Cabri, Department of English Language, Literature, and Creative Writing

### **Windsor Internship Program**

Clayton Smith, Office of the Vice-Provost, Students and Registrar; & Karen Benzinger, Centre for Career Education

### **Workbook for Internet Information and Ethics**

Pierre Boulos, Research Ethics Board and the School of Computer Science; & Randy Fortier, School of Computer Science



# d (CLIF) Projects

simulate the development, implementation, and assessment of inno-

s at a poster session.

## CLIF Grants 2008-2009

**BioArt: Contemporary Art and the Life Sciences**  
Jennifer Willet, School of Visual Arts

**Collaborative Technologies as Enhancers of the First Year University Experience**  
Dragana Martinovic, Faculty of Education; Jelena Magliaro, Leddy Library; Kristina Verner, Centre for Smart Community Innovation; & Timothy Pugh, Grand Erie District School Board

**Educational Expectations of First Year Students**  
Jill Singleton-Jackson & Jeffrey Reinhardt, Department of Psychology

**Enhancing First Year Biology Labs to Enrich the Student Learning Experience**  
Dora Cavallo-Medved, Julie Smit, & Kirsten Poling, Department of Biological Sciences

**Enhancing the First Year Business Communication Experience**  
Francine Schlosser & Winter 2009 Instructors for 71-100 (*Business Communications*), Odette School of Business

**Enhancing the Teaching and Learning of Physical Assessment Skills: Peer Mentors as Standardized Patients**  
Judy Bornais & Kathy Pfaff, Faculty of Nursing

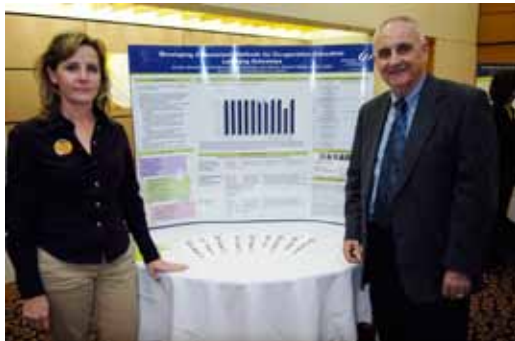
**First Year International Students' Expectations, Experiences and Challenges at the University of Windsor**  
George Zhou, Faculty of Education; Zuo Chen Zhang, Faculty of Education; Guoying Liu, Leddy Library; & Enrique Chacon, International Students' Centre

**Fostering Inclusion Through Peer-Mentoring Programs**  
Kim Calderwood, Wansoo Park, & Lisa Allison, School of Social Work

**Promoting Success for First Year Students by Developing a Set of Teaching Guidelines Incorporating the Principles of Universal Instructional Design**  
Irene Carter & Donald Leslie, School of Social Work

**Student Academic Entitlement by Year and Faculty**  
Ken Cramer, Department of Psychology; Laurie Freeman-Gibb, Faculty of Nursing; Kathryn Lafreniere, Department of Psychology; & Craig Ross, Department of Psychology

**Using Computer-Based Resources and Peer Tutoring to Facilitate First Year Students' Understanding of Physics**  
Tim Reddish, Department of Physics; Guoqiang Zhou, Faculty of Education; & Elena Maeve, Department of Physics



## ORGANIZATION OF PART-TIME STUDENTS (OPUS) FACULTY AWARD



### Dr. Stephen Pender

ENGLISH LANGUAGE, LITERATURE, AND CREATIVE WRITING

Dr. Stephen Pender (B. A., Toronto; M.A., Queens; Ph.D., Toronto) is a specialist in the poetry and prose of early modern Britain, intellectual history, the history of medicine, and the history of rhetoric. He has published articles in *Rhetorica*, *Early Science and Medicine*, *Philosophy and Rhetoric*, the *British Journal for the History of Science*, and the *Dalhousie Review*, as well as a number of chapters in collections of essays. He is currently at work on the relationship between rhetoric, medicine, and emotion in early modern England, medical thought in contemporary historiography, early modern ethics, the history of the imagination, and laughter.

Dr. Pender has presented over 40 papers at national and international conferences. In 2003, he co-edited *The Common Sky: Canadian Writers against the War in Iraq* (Three Squares Press); he is poetry editor for Three Squares and on the educational advisory board for *The Walrus Magazine*. With Nancy Struever, emeritus, Johns Hopkins University, he is

editing a collection of essays on rhetoric and medicine in early modern Europe, and this year his monograph, *Essaying the Body: Rhetoric, Medicine, and Emotion in Early Modern England*, which was supported by a SSHRC grant in intellectual history, will be finished. Dr. Pender is currently director of the Humanities Research Group, University of Windsor, and holds a research leadership chair in the Faculty of Arts and Social Sciences. He recently published his first collection of poetry, *Histologies*.

Dr. Pender's goals as a teacher of early modern literature and intellectual history are "to dramatize exemplary conflicts and controversies, to foster a pedagogical atmosphere that sustains impassioned critical inquiry, to enable students to enrich their appreciation of literature and intellectual history, and to facilitate the development and refining of students' abilities to communicate subtle and complex ideas both within and beyond the classroom."



### Dr. Barry T. Brodie

DRAMATIC ART

Dr. Barry T. Brodie (B.A., Toronto; M.A., Ph.D. Berkeley) is the Chair in Religion and the Arts at Assumption University's Centre for Religion and Culture. He is also at the School of Dramatic Art where he has been teaching a course on the creative process. Dr. Brodie has taught *World Religions* at Oakland Community College, Auburn Hills, Michigan, and *Oral Communication* at Mercy College in New York City. He has conducted playwriting workshops at the Arizona Theater Company. Dr. Brodie maintains his acting skills and has appeared on both stage and screen in Windsor. He also performs in Canada and the United States with *The Earth-Stage Actors*.

Dr. Brodie feels strongly about the importance of a dynamic learning atmosphere that encourages an open and honest expression of ideas. He is deeply indebted to the great teachers who have inspired his own experience including S. Jerome Martin, Herbert W. Richardson, Wayne R. Rood, and Kenneth G. Mills.

## OPUS TEACHER OF THE YEAR AWARD



### **Dr. Mustapha Hamil**

LANGUAGES, LITERATURES, AND CULTURES

Dr. Mustapha Hamil holds a Doctorat de 3eme Cycle from the University of Grenoble (France) and a Ph.D. in Comparative Literature from the University of Illinois at Urbana-Champaign. He teaches French and Arabic languages and literatures at the University of Windsor. His fields of expertise include postcolonial theory, comparative literary studies, and Francophone and Arabic literatures of the Maghreb and the Middle East.

Prior to coming to Windsor, Dr. Hamil received the *West Georgia Honours College Teacher of the Year Award* in 2006, and was nominated for the *US National Teacher of the Year* in 2007. Dr. Hamil believes that a teacher can help his/her students by giving them a fresh perspective on the world and the tools with which to transform that same world.

## STUDENTS' LAW SOCIETY OUTSTANDING SPECIAL LECTURER AWARD



### **Professor Gemma Smyth**

LAW

Professor Gemma Smyth (B.A., Western; LL.B, Windsor; LL.M., Osgoode Hall) is an Assistant Professor and the Academic Clinic Director in the Faculty of Law at the University of Windsor. Gemma teaches *Clinic Seminar and Alternative Dispute Resolution*, and manages the Clinic Practice Program. She also researches and writes in the areas of clinic law and dispute resolution.

Prior to joining the Faculty of Law as a professor, Professor Smyth was Executive Director of the University of Windsor Mediation Services and a mediator for the Ontario government. She is a Chartered Mediator with the ADR Institute of Canada.

## STUDENTS' LAW SOCIETY FACULTY AWARD



### Dr. Christopher Waters

LAW

Dr. Christopher Waters (B.A., Toronto; LL.B., Queens; LL.M., McGill; D.C.L., McGill) joined the Faculty of Law in July 2007, and was appointed Associate Dean in July 2009. His previous academic post was at the University of Reading in the United Kingdom, and in the 2006-2007 academic year, he was a Visiting Research Fellow in the Changing Character of War Programme at Oxford University.

Dr. Waters' research interests are in the areas of public international law, the law of armed conflict, military law, post-conflict reconstruction, law and politics of Eastern Europe, and legal professions. He has extensive field experience in the Caucasus and Balkans, including the UN/OSCE's Kosovo Mission in 1999-2000, and has been interviewed about Eastern European issues by domestic and international media including *The New York Times* and *Agence France Presse*. On several occasions he has been deployed by Canada as a monitor for elections in Eastern Europe and has frequently addressed military audiences on

international law issues. Dr. Waters is committed to helping students consider alternative careers in law and, to that end, has written (together with Windsor Law's Dr. Anneke Smit) a guide to careers in international law, published by the British Institute of International and Comparative Law.



### Professor Emir Mohammed

LAW

Professor Emir Aly Crowne Mohammed (B.A., Western Ontario; LL.B., London; LL.M., Strathclyde; LL.M., Osgoode Hall Law School; Ph.D. Candidate, Osgoode Hall Law School) is an Assistant Professor at the University of Windsor, Faculty of Law. His teaching and research interests lie in all areas of intellectual property law (domestic, comparative and international), information technology law, medical law, gaming law, torts, and contract drafting/negotiation.

Along with the Windsor Review of Legal and Social Issues, Professor Mohammed founded the Canadian Law Student Conference – the only undergraduate law student conference in Canada to showcase the research of LL.B. and J.D. students. He also founded the Harold G. Fox Moot – the first and only national competitive Moot in *Intellectual Property Law*. He has also recently written a book on Mooting (to be published in late Fall 2009), and has published over 20 articles this past year alone. Professor Mohammed is a member

of the Editorial Board of the *Canadian Patent Reporter* and the *Gaming Law Review & Economics*. He also serves as a 'Distinguished Advisor' to Global IP Watch, and is an Appointed Member of the Justices of the Peace Review Council.

Professor Mohammed was named *Professor of the Year* by the Students' Law Society at the University of Windsor in 2008, and again in 2009. For him, teaching is about respecting and connecting with your audience: "Teaching is not about demonstrating how smart 'you' are; rather it is about making students aware of their own potential. Teaching is a dialogue, not a performance."



## COMMERCE SOCIETY SESSIONAL INSTRUCTOR OF THE YEAR



### Professor Catherine Kuharski

#### BUSINESS

Professor Catherine Kuharski (HBComm, Lakehead; MIR, Queen's; CHRP) joined the Odette School of Business as a sessional instructor in 2007 and teaches in the management and strategy areas. She is a former Human Resources Manager from the Ford Motor Company who shares her professional experiences as she brings theory to life for her students.

Focusing on her students is central to her approach to teaching. She is tremendously enriched by contact with her students and she places great importance on taking the time to foster the mentoring relationships she has developed while at the University. She has been able to make many positive connections with her students and many of them hope, as does she, that their paths will cross again in a classroom at Odette.

## COMMERCE SOCIETY PROFESSOR OF THE YEAR, FINANCE



### Dr. Yunbi An

#### BUSINESS

Dr. Yunbi An (B.S., Shandong; M.A., Central; M.A., Windsor; Ph.D., Queens) is an Assistant Professor of Finance in the Odette School of Business at the University of Windsor. His teaching and research interests include corporate finance, investments, risk management, derivatives, and empirical finance.

Dr. An received the *Commerce Society Professor of the Year, Finance* in 2007 as well as in 2008/2009.

As a professor, his concern is that students obtain "a depth of knowledge of financial management principles and understand how to rigorously and consistently apply these principles to the main decisions faced by financial managers."

## COMMERCE SOCIETY PROFESSOR OF THE YEAR, MANAGEMENT



### Dr. John R. Phillips

BUSINESS

Dr. John R. Phillips (Dipl. Naut.Sc., Canadian Coast Guard College; Dipl. Bus. Admin., International Correspondence Schools; M.B.A., Memorial; Ph.D., Western) joined the Odette School of Business in July 2007. Prior to entering the academic ranks, Dr. Phillips served for 25 years with the Canadian Coast Guard. His progression of leadership experiences included, among other postings, Regional Fleet Operations Superintendent for the Newfoundland Region and Commanding Officer of the arctic icebreaker CCGS Henry Larsen.

Upon his arrival at Odette, Dr. Phillips developed the *Introduction to Business* course aimed mainly at new-entry business students. He has taught and coordinated multiple sections of the course since that time. His main intent when teaching the course is to enable students to start out on the right track in their university and professional careers. The course's overall aim is to develop successful, strategically oriented managers and leaders.

Dr. Phillips' research focuses on moral capital development, the associated topics of executive responsibility, trust, strategic leadership and corporate governance, and the impacts on organizational outcomes. The obvious consistency between his teaching approach and research interests is a reflection of the values he acquired and promulgated during his former career with the Canadian Coast Guard. He states: "It is my function as a teacher to escort students through a particular course. However, in doing so I must enhance students' ability to safely navigate through the challenges they will encounter on future voyages. I must induce in students a willingness to escort others who place their trust in them and who look to them for guidance."

## COMMERCE SOCIETY PROFESSOR OF THE YEAR, MANAGEMENT SCIENCE



### Dr. Kevin W. Li

BUSINESS

Dr. Kevin W. Li (B.Sc., M.Sc., Xiamen; Ph.D., Waterloo) joined the Odette School of Business at the University of Windsor in 2004 and is currently an Associate Professor of Management Science. Dr. Li believes in experiential learning and active interactions: in the classroom, he strives to make lectures interactive and encourage student participation.

Dr. Li is also an active and accomplished scholar, and was recognized with the Odette School of Business *New Researcher Award* in 2006 and 2008. Dr. Li's research is concerned with finding equitable and sustainable solutions to complex decision problems at strategic and operational levels. His papers have appeared in reputable journals such as *Computers and Operations Research*, *European Journal of Operational Research*, *IEEE Transactions on Fuzzy Systems*, *IEEE Transactions on Systems, Man, and Cybernetics, Part A*, *International Journal of Production Economics*, *Journal of the Operational Research Society*, and *Water Resources Research*. His research has been supported by

the Natural Sciences and Engineering Research Council of Canada (NSERC) individual Discovery Grant (2006-2011) and a number of internal grants at the University of Windsor.

Dr. Li is a Senior Member of the IEEE and an active member of the Technical Committee on Conflict Resolution of the IEEE Systems, Man, and Cybernetics Society.

## COMMERCE SOCIETY PROFESSOR OF THE YEAR, MARKETING



### Professor Vincent E. Georgie

#### BUSINESS

Professor Vincent E. Georgie (H.B.A., Toronto; MBA, Windsor; Ph.D. Candidate HEC Montreal) received seven citations for pedagogical excellence while lecturing at HEC Montreal between 2004 and 2008, during which time he was also the top-evaluated lecturer in the Marketing Department. He lectured *Marketing Research* and *Market Analysis* at the MBA and undergraduate levels. He began lecturing at age 23.

After only three months of having joined the Odette School of Business at the University of Windsor in 2009, Professor Georgie received the *Marketing Professor of the Year Award* and is Odette's top-ranked professor in student evaluations of teaching. He teaches *Advertising*, *International Marketing*, and *Marketing Problems* at the MBA and undergraduate levels. He is the University of Windsor's youngest faculty member at age 28.

Professor Georgie has given nearly 100 professional workshops in the past 10 years to both corporations, not-for-profit organizations, and high school students. He is a facilitator with FESFO (Federation of Franco-Ontarian Youth), and he has given high school students around the province workshops on issues such as leadership, public speaking, social change, and pro-activity.

Professor Georgie's teaching philosophy relies on five key dimensions: challenge, the critical mind, passion, access, and ambassadorship. His core philosophy is: "When people are passionate, they can deliver more."

## AWARD DESCRIPTIONS



- Established by the CTL in 2009, the GA/TA Awards recognize exemplary GAs and TAs who contribute to a positive learning-centred environment at the University
- Winners are selected by a seven-member committee comprised of three University of Windsor faculty, three GA/TAs, and a non-voting staff member of the CTL

## GA/TA AWARD FOR EDUCATIONAL LEADERSHIP



### Neil Porter

#### EARTH AND ENVIRONMENTAL SCIENCES

Neil Porter (B.A., Nipissing; M.Sc., Windsor; Ph.D. Candidate, Windsor) of the Department of Earth and Environmental Sciences believes that instructors must “express concern for the well being of students, and challenge them to be critical thinkers.”

As an instructor, Neil is “concerned for his students” and ensures that he is “well prepared, approachable (open door policy) and, when the circumstances require it, compassionate.”

Neil singlehandedly designed the field camp program for students in Environmental Science, Physical Geography, and Environmental Studies. Students identify this experiential educational opportunity as extremely valuable, inclusive, and organized.

Neil is the 2009 recipient of the *GA/TA Award for Educational Leadership*.



## GA/TA AWARD FOR EDUCATIONAL PRACTICE



### George Bacioiu

#### INDUSTRIAL AND MANUFACTURING SYSTEMS ENGINEERING

George Bacioiu teaches *Statistics* in the Odette School of Business and *System Analysis & Design* in the Department of Industrial and Manufacturing Systems Engineering (IMSE) at the University of Windsor. George is also doing his Ph.D. in IMSE. His research focuses on topics at the intersection of health care, engineering, and business.

George believes that, “while it is very important to change the mind-set of adult learners towards a life-long learning journey, guiding and mentoring the new generation prepares us for the future.” In his experience, an open environment, where the educator is seen as a human being rather than an icon, creates the trust needed for the transfer of knowledge. George has persistently improved his ability to use different teaching methods and techniques to further pursue his passion.

George is a recipient of the *GA/TA Award for Educational Practice*.



### Crystal McKenzie

#### PHYSICS

Physics graduate student Crystal McKenzie is a recipient of the *GA/TA Award for Educational Practice*. She has been helping students gain understanding in theoretical physics since 2003, and also has experience teaching mathematics and computer programming.

Crystal believes that deep understanding is rewarding for its own sake as well as what can be achieved with it. She received an Ontario Graduate Scholarship in Science and Technology (OGSST) in 2005 and 2006.

## Photographs from the Celebration of Teaching Excellence



Back row, left to right: Dragana Martinovic, Ken Cramer, Trevor Pitcher, Richard Moon, Gemma Smyth, Sheila Cameron, Mustapha Hamil, Barry Brodie, Jill Grant, Jim Stevens, Yunbi An, Geri Salinitri, and Tedfred Myers. Front row, left to right: Stephen Pender, George Bacioiu, Crystal McKenzie, Neil Porter, Alan Wright, Alan Wildeman, John Phillips, Catherine Kuharski, and Vincent Georgie



Crystal McKenzie, George Bacioiu, and Michael Potter



Cecil Houston, Stephen Pender, Barry Brodie, Mustapha Hamil, Ed King, and Alan Wildeman



Vincent Georgie, John Phillips, Jim Stevens, Yunbi An, Catherine Kuharski, and Alan Wildeman

## TEACHING AND THE MISSION OF THE UNIVERSITY OF WINDSOR

I don't think there's a country in the world, that would not say that right now, the most important thing we can do as a society is to improve the level of education. Education is the opportunity, the strategy, and the mechanism through which societies improve. It is how we achieve the kind of world we aspire to. Recent media reports suggest that Canadian participation rates lag behind other countries in its commitment to university education. We have an amazing opportunity at the University of Windsor to help turn that tide, and to get as many people engaged in learning as possible.

When I look at our competitor institutions, I see a gap on the landscape. I see an opportunity for a university to state very strongly that among the few things we're going to do really well, we will create an extraordinary student experience, and offer our students an extraordinary education. No other university makes that very simple, clear statement. I think we have the opportunity to say it.

I can't begin to articulate what you've heard today in terms of what constitutes a good experience for a student, what makes a teacher good. I know that it's a complex mix of setting goals for students, creating settings that encourage learning, taking learning outside the classroom, and doing all the things that the people being honoured today are doing. It is a tireless commitment, and I want to thank all of the faculty, the sessional instructors, the graduate students, and all of those who contribute in any way to the teaching mission of the University of Windsor. We are doing something extraordinary here, and we have a great opportunity to get out and hold it up to the world.

At the fall convocation ceremonies this past weekend, a student came up to me and said, "The University of Windsor changed my life. Four years ago, I was running a photocopy machine at Kinko's. I got into University. I got into a co-op program. I got a placement in Hong Kong. I finished my degree. I got a job. I can't thank the University enough." I also get the emails from students who say, "Faculty member X changed my life." I see the fruits of what everybody here does, and that work is profoundly important.

The expectations on us now are huge, and the province of Ontario is not positioned economically the way it has been in past. At a recent Council of Ontario Universities meeting, results of a provincial survey were reported. The survey repeatedly suggested that while the public understands the importance of research, what they really think universities should provide is "a quality student experience." Similarly, when I first began to visit departments here to talk to people, I asked, "What do you think you're doing that's unique?" What came back, repeatedly, was engagement with our students. These experiences have informed the first strategic priority I proposed during strategic priority consul-



tation: creating an exceptional undergraduate experience. The second was becoming more research intensive and developing strong graduate programs in areas where we have strength and expertise. These two combined, I think, are the heart and soul

of the University. These priorities have been resoundingly endorsed. We will not have the kind of educational environment we want for our children without research, and right now, I think the value of a university committed to extraordinary educational experiences for students resonates very deeply with the public. We can plant a flag on a very high hill, and say, this is what the

University of Windsor is committed to. Those of you recognized today, and everybody here, help us to develop the horsepower to get us up that hill. It's ours to seize. It really is.

The strategic plan will tell the world what we're about. It creates a window where we can all see our roles in making the University of Windsor stronger. Now we need to get to work, and stay focused on the opportunity ahead. We have to examine how we allocate resources, deliver services, engage students.

At the heart of it is going to be the commitment to teaching. Without a doubt. We have to take this leadership role in the province, and say, we're committed to education, we're committed to our students. It seems like a simple message, but go to the home pages of almost every university in this province. It doesn't jump out at you. So, it's ours. It's there, if we want to take it.

An exciting time is ahead of us. This is an extraordinary place and I'm incredibly happy to be here.

**Dr. Alan Wildeman**  
**President and Vice-Chancellor**

# Award Recipients

## GA/TA AWARDS

GEORGE BACIOIU, DEPARTMENT OF INDUSTRIAL  
AND MANUFACTURING SYSTEMS ENGINEERING

CRYSTAL MCKENZIE, DEPARTMENT OF PHYSICS

NEIL PORTER, DEPARTMENT OF EARTH AND  
ENVIRONMENTAL SCIENCES

GA/TA AWARD FOR EDUCATIONAL PRACTICE

GA/TA AWARD FOR EDUCATIONAL PRACTICE

GA/TA AWARD FOR EDUCATIONAL LEADERSHIP

## STUDENT-INITIATED AWARDS

DR. YUNBI AN, ODETTE SCHOOL OF BUSINESS

DR. JOHN PHILLIPS, ODETTE SCHOOL OF BUSINESS

DR. KEVIN LI, ODETTE SCHOOL OF BUSINESS

PROFESSOR VINCENT E. GEORGIE, ODETTE SCHOOL OF BUSINESS

PROFESSOR CATHERINE KUHARSKI, ODETTE SCHOOL OF BUSINESS

PROFESSOR EMIR MOHAMMED, FACULTY OF LAW

DR. CHRISTOPHER WATERS, FACULTY OF LAW

PROFESSOR GEMMA SMYTH, FACULTY OF LAW

DR. MUSTAPHA HAMIL, DEPARTMENT OF LANGUAGES,  
LITERATURES AND CULTURES

DR. BARRY BRODIE, SCHOOL OF DRAMATIC ART

DR. STEPHEN PENDER, DEPARTMENT OF ENGLISH LANGUAGE,  
LITERATURE AND CREATIVE WRITING

DR. JILL GRANT, SCHOOL OF SOCIAL WORK

DR. TREVOR PITCHER, DEPARTMENT OF BIOLOGICAL SCIENCES

PROFESSOR OF THE YEAR, FINANCE

PROFESSOR OF THE YEAR, MANAGEMENT

PROFESSOR OF THE YEAR, MANAGEMENT SCIENCE

PROFESSOR OF THE YEAR, MARKETING

SESSIONAL INSTRUCTOR OF THE YEAR

STUDENTS' LAW SOCIETY FACULTY AWARD

STUDENTS' LAW SOCIETY FACULTY AWARD

STUDENTS' LAW SOCIETY OUTSTANDING SPECIAL LECTURER AWARD

ORGANIZATION OF PART-TIME STUDENTS (OPUS)  
TEACHER OF THE YEAR

OPUS FACULTY AWARD

OPUS FACULTY AWARD

UNIVERSITY OF WINDSOR STUDENTS' ALLIANCE (UWSA)  
TEACHER OF THE YEAR AWARD

UWSA TEACHER OF THE YEAR AWARD;  
ONTARIO UNDERGRADUATE STUDENT ALLIANCE (OUSA)  
TEACHING AWARD

## ALUMNI AWARDS

DR. W. SHEILA CAMERON, PROFESSOR EMERITA,  
FACULTY OF NURSING

PROFESSOR RICHARD MOON, FACULTY OF LAW

DR. GERI SALINITRI, FACULTY OF EDUCATION

ALUMNI ASSOCIATION EXCELLENCE IN MENTORING AWARD

ALUMNI AWARD FOR DISTINGUISHED CONTRIBUTIONS TO  
UNIVERSITY TEACHING

ALUMNI AWARD FOR DISTINGUISHED CONTRIBUTIONS TO  
UNIVERSITY TEACHING

## NATIONAL AWARDS

PROFESSOR TEDFRED MYERS, SCHOOL OF DRAMATIC ART

DR. KEN CRAMER, PSYCHOLOGY

CANADIAN INSTITUTE FOR THEATRE TECHNOLOGY EDUCATIONAL  
ACHIEVEMENT AWARD

2009 3M NATIONAL TEACHING FELLOW