

2015-2016 OCUFA TEACHING AND ACADEMIC LIBRARIANSHIP AWARDS

CITATION FOR DR. DAVID ANDREWS



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When you come across the statement “It’s always a great day for anatomy!” in the student comments section of a nomination dossier, followed by “Pictures of baby animals!” and further along, “Dave is the MAN!” you know that there is something very interesting going on in Dr. David Andrew’s classes at the University of Windsor.

Dr. Andrews is the head of the Department of Kinesiology, and he loves to teach. *Dave loves to teach* is echoed many times throughout his dossier by students and colleagues who also speak passionately about the transformative role he plays in the classroom and the university and the impact he has had on their learning paths, their lives and their careers. “Dr. Dave Andrews is the reason I decided I want to never stop learning.” writes a student. States a colleague: “He has had an enormous role in igniting my passion for teaching, he is an incredible mentor in terms of teaching instruction and he is wholeheartedly devoted to his students.”

While Dr. Andrews teaches a number of undergraduate and graduate courses at Windsor there is one course in particular that provides a clear illustration of his instructional excellence. Every year over 230 anxious first year students arrive for their first class in Functional Anatomy, a required course that is considered to be the most difficult in the program. However, “By the end of the course” writes his nominator, “students will point to this class as the groundbreaking, foundational experience that showed them they could achieve more than they imagined, and exactly how to do that.”



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How does Dr. Andrews manage, year after year, to shift the perceptions of hundreds of nervous first year students to the point where they end up writing comments like “It may not be the easiest or most fun subject matter but Dr. Andrews make coming to class something I look forward to” or “As much as it’s a lot of work, Dave makes me want to learn everything. I like that I want to come to his class.”? One of his colleagues answers this question clearly by stating “he makes extraordinary efforts to engage students, foster a sense of belonging, and help them succeed.”

“Balance” and “flexible” are words that appear often in Dr. Andrew’s teaching philosophy. He writes about being unyielding in terms of the expectations around the content he presents, but that such a stance also needs to be balanced by his being fully flexible in other areas, such as in the support he provides his students through his willingness to work with them and the help he provides when they need him. “I personally have received multiple e-mails from Dr. Andrews encouraging me and keeping me on the right track.” writes a student. It is a two-way street, however, as Dr. Andrews also expects his students to be flexible by being “willing to change their study habits, try different learning methods, and to modify how they use the resources available to them” – including himself. By the time his students finish their course they not only leave with an exceptional grounding in functional anatomy, they have also learned how to learn. Through various innovative mediums and methods, including “anatomy caves”—corners and hallways in residences and study rooms where students post and study learning materials together—Dr. Andrews has taught them how to study, manage their time, use test taking strategies, take notes and think critically. “His course was monumental in providing me with the skills and higher-level thinking required to succeed in higher education.” writes a student.

Camaraderie is a crucial component of Dr. Andrew’s classes. He states in his teaching philosophy that he strives to make a welcoming, inclusive, supportive and stabilizing



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environment to balance the stress created by the demands of his courses and to cultivate his students trust in him and his teaching approach. “Getting to know [students] on a personal level and developing meaningful relationships with them enables me to judge more accurately how much of a challenge will benefit each student’s learning and individual development.” he writes. Each year, Dr. Andrews learns the names of all his 230 students and a unique feature about each of them and then tests himself, prompting students to say that he makes them feel like a “230-person family.” There are many much-loved traditions in his classes as well, from Halloween celebrations to songs about his students’ test results, including one entitled “It’s a Great Day for Anatomy.” There are slides of kittens that aim to put his students in the mood for his lectures, candies that land in students’ laps, and over fifteen awards presented each year that reflect Dr. Andrew’s attention to his students’ lives.

Dr. Andrews is also a transformative figure outside the classroom where he has become a powerful voice for teaching and learning in all its forms. This passion for the scholarship of teaching makes him a highly-respected and much-in-demand speaker on a wide range of teaching-related topics at his university and other institutions. “Dave has become an unquenchable force for learning” writes his nominator. “His impact on those around him—his students, colleagues and fellow educational leaders—stems from the remarkable resonance and depth of his passion to learn, and to impart to others a hunger for learning, and the skills and environments to make it possible.”

The Teaching and Academic Librarianship Awards Committee is delighted to present the 2015-2016 OCUFA Teaching Award to Dr. David Andrews.