

**2012-2013 OCUFA TEACHING AND
ACADEMIC LIBRARIANSHIP AWARDS
CITATION FOR WINNER PROFESSOR BRENT FAUGHT**

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CITATION FOR PROFESSOR BRENT FAUGHT

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The OCUFA Teaching and Librarianship Award Committee is delighted to present Professor Brent Faught with a 2012-2013 award in recognition of his excellence in teaching.

Dr. Faught is a Professor and Chair of the Department of Community Health Sciences at Brock University, where he has distinguished himself through his outstanding educational leadership, which includes excellence in instruction, innovative curriculum delivery, mentoring of students, as well as thoughtful and reflective scholarship of teaching.

Colleagues state that the foundation of Professor Faught's extraordinary success as an educator is the fact that "...behind the evidence-based practices are the compassion, the sensitivity, the invitational inclusiveness, and the understanding of a teacher who has walked a difficult road on which few will ever set out." Another dimension of Brent's effective teaching is his willingness to experiment with new ways of delivering the curriculum. A colleague of twenty years writes: "I have met very few faculty members who possess the energy, enthusiasm and genuine dedication to teaching excellence that Brent has. He is always eager to rise to a challenge, and loves nothing more than to imagine how to teach differently and more effectively." An example of such innovation can be found in Professor Faught's involvement in the development of Super-courses. These are courses in which the teaching is carried out on a compressed schedule whereby students are exclusively and intensely immersed in one subject at a time. Judging from the positive evaluations and the increase in popularity, what started out as an experiment is turning out to be a genuinely effective alternative to consider as we look for new ways to delivering the curriculum. A colleague remarked: "He reminds us that students learning need not be constrained to occur during



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standard 12-week terms. That realization encourages us to find creative solutions for the timing and format of course delivery that will meet the varied needs of students”

Brent’s unique ability to make complex concepts seem simple and straightforward is a recurring theme. However, it is his genuine interest in students as individuals and as learners that sets him apart. Students describe his classroom as a reflective and transformative place, where the interaction between the curriculum and life are engaged with and learned from. In capturing such moments a former graduate student, now professor, wrote: “Dr. Faught not only instructs his students on how to function in the world, but he also shows them how they can transform it. By seeing education as a dynamic and transformative process, his teaching philosophy and methods are in a state of both permanence and flux, evolving constantly.” Other students write about the long-lasting impact of Professor Faught’s teaching. One student writes: “I can comfortably say that taking Brent’s fourth-year epidemiology course was a critically formative and pivotal period in my post-secondary education. The knowledge I gained from his teaching underpins the daily evidence-based decisions I make in providing quality health care.” “Dr. Faught continues to be a valued mentor. His obligation to his students reached much further than the auditorium. I will always be grateful for his presence and mentorship.”

Professor Faught is a passionate and reflective educator, a transformative mentor and role model, and an excellent curriculum innovator who embraces the future of educational delivery with zest and imagination, and we are proud to honour him with an OCUFA Teaching Award. Congratulations!