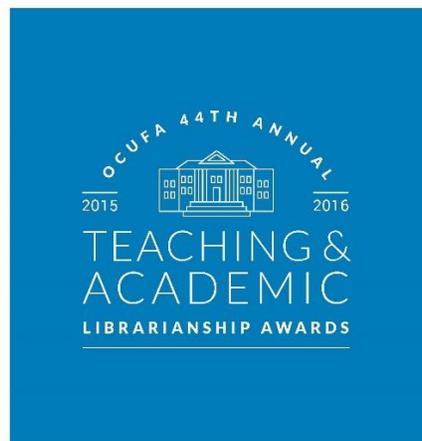


2015-2016 OCUFA TEACHING AND ACADEMIC LIBRARIANSHIP AWARDS

CITATION FOR DR. JONATHAN ROSE



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Prepared and read by Judy Bornais, University of Windsor

“Amazing”. “Inspiring”. “An outstanding mentor”. These are just a few of the accolades spoken about Dr. Jonathan Rose by his colleagues, alumni and students. As a full professor, former chair of the Edward S. Rogers Sr. Department of Electrical and Computer Engineering, and current Chair of the Advisory Board for the *Engineering Entrepreneurship Hatchery* as well as Director of Engineering Business Minor at the University of Toronto, Dr. Rose has influenced and shaped the teaching culture in the department of electrical and computer engineering for well over a decade. It is clearly evident in his nomination package that he consistently focusses on student learning and seeks to create courses, initiatives and programs designed to develop students and prepare them for their future!

In his teaching philosophy, Dr. Rose speaks of the value he places on maintaining students' attention and interest in class. One only needs to read comments from students to appreciate the active learning and level of engagement that occurs in his classroom. He uses “Speaking with One Voice”, a technique borrowed from improv theatre, whereby he has everyone in class speaking together at the same time to answer a question. He also engages the class by having students perform demonstrations. One such example is when he had four students stand at the front his class to act out a human shift register - holding hands to signify the wired connections between the register - to help them understand the concept of edge-triggered clocked systems. Dr. Rose intentionally uses creative methods to capture students' interest and help them to learn and retain concepts. It is important to acknowledge that these active learning techniques are taught in Dr. Rose's large compulsory electronic and computer engineering courses.



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With the focus on student learning, Professor Rose is not afraid to be vulnerable and share his fears with students to help alleviate their fears. Wanting students to feel comfortable asking questions and participating in class, he writes that he begins his courses recalling his fear as an undergraduate being afraid to ask questions when he didn't understand content. He lets his students know that it wasn't until his third year of university that ... he realized others were as lost as he was. He then shares with his students that he has seen the same fears of graduate students as well as from professors in department meetings and with senior administration. He points out the courage it takes to overcome one's fears and promises never to object to or ridicule a question. Students affirm this practise --- "what I like most about his class is that he openly encouraged students to ask questions and come to his office hours. I would feel comfortable with asking questions during lecture and I really appreciate his efforts to get students involved and thinking during lecture." Other students note that he, "genuinely cared about his students and the material taught" and that, "He clearly did everything in his power to help us learn programming for the first time and I appreciated to the fullest that he comprehended the difficulty of the subject for some of us. He really wanted us to learn and he really tried to help us." In the words of one of his colleagues, "Professor Rose consistently goes above and beyond in his efforts to give his students the best possible learning experience".

In addition to the impact he has made in his classroom, Dr. Rose has been equally committed to course, curriculum, and program development to enhance student learning. In 2011, he created a graduate course, open to all graduate students at U of T. The course allowed students from all disciplines to work with programmers to create apps for smartphones or tablets. Not only have students been able to create apps for surgery, museum navigation and high school education, to name only a few, but students have learned the important life skills of communication, collaboration and to think creatively using technology.



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Dr. Rose has not stopped at creating courses. He has also developed entire programs including the engineering business minor program which teaches engineers the language and concepts of business, including courses on entrepreneurship and leadership. As director, he is responsible for not only designing new courses but finding instructors and the general oversight of the minor. With well over 500 students per year taking at least one course, this is no small accomplishment.

Dr. Rose's incredible contributions to teaching and learning have been recognized through several awards including the 2015 Engineers Canada Medal for Distinction in Engineering, which recognized exemplary contributions to engineering teaching at a Canadian University, as well as the 2014 University of Toronto Faculty Award for Excellence in Teaching and Research. In the words of one of his colleagues, "Jonathan is widely known among the students and his colleagues as a professor who genuinely cares about our undergraduate students and specifically, cares about the need to offer our students an outstanding engineering education." The Teaching and Academic Librarianship Awards Committee concur, and as a result, I am proud to congratulate Dr. Jonathon Rose with a 2015-16 OCUFA Teaching Award.