

Nicholas Lynchard, Ph.D.

2009 – Faculty Teaching Evaluations

ULSTER COUNTY COMMUNITY COLLEGE

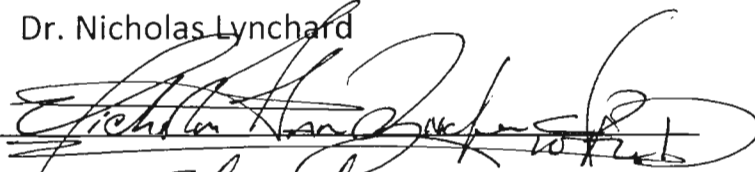
Stone Ridge, NY 12484

Office of the Dean of Academic Affairs

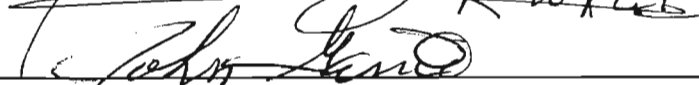
Date January 22, 2010

Faculty Member Dr. Nicholas Lynchard

Faculty Signature



Dean Signature



F-T

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Probationary

Continuing

Term

Meeting to Review Evaluation Results: Dr. Nicholas Lynchard has been a full-time faculty member for Ulster County Community College since 2009. He was initially appointed as Assistant Professor. This is his first evaluation since appointment.

The evaluation team consisted of Deanne Schreiber, Mary Lou Skaar and Miho Iwazaki.. The team noted Dr. Lynchard's command of his content area and his engagement of the class. He arrived early and was conversing comfortably with students. Dr. Lynchard uses a variety of instructional techniques to create class interest. He is animated and calls on students by name. He includes simple ways to remember concepts and terms and he employs a recursive nature to his presentations repeating ideas and integrating them with related material. Note was made of Nicholas' ability to carefully listen to student comments and to consistently make certain that they understood. He clearly has good rapport with students.

Dr. Lynchard is an active participant in a number of College activities. He is engaged with student activities he attends college events and sports. He was a speaker for One Book/One College exploring Mary Shelly's background that may have lead to her writing through a sort of forensic psychological approach.

Dr. Lynchard is also involved in service outside the college assisting in local food drives and in the upcoming Science Olympiad. Nicholas is a collegial and engaged faculty member who is obviously present and participating on the college campus.

I recommend the reappointment of Dr. Nicholas Lynchard as Assistant Professor for the 2010-2011 academic year.

To: Nicholas Lynchard

From: Deanne Schreiber

Date: November 18, 2009

Re: Summary Report of Classroom Observations

The following is a summary of the classroom observation reports written by the members of your evaluation team: Dr. Miho Iwazaki, Professor Lou Skaar and I.

Each of us found you in the classroom at least five minutes before your class was scheduled to start, conversing comfortably with students - most of them already seated at their desks. You began all three classes promptly by taking attendance, after which you transitioned "into full teacher mode," reviewing material covered in the previous class and introducing the topic you were covering on that day.

The focus of your lecture was *schemas*. "Subject matter included....proximal and distal stimuli, top-down and bottom-up processing....Piaget's concepts of assimilation and accommodation, factors that improve short and long-term memory and the link between schemas, scripts and stereotypes."

Professor Skaar created a bulleted list of teaching strengths that she observed and that Professor Iwazaki and I echoed in our reports, as follows:

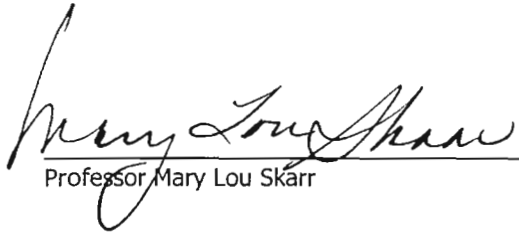
- Good, clear explanations of theories and terms
- Good use of Power Point for main concepts and student note-taking
- Your use of volume, tone and inflection to emphasize and to create listener interest
- The inclusion of simple ways to remember concepts/terms
- A good selection and wide variety of examples
- Good use of casually phrased questions to individual students to involve them and check their understanding
- Relevant references to both older and (very) recent psychologists and theories
- The recursive nature of your presentation, repeating/implementing terms and concepts and integrating them with related material

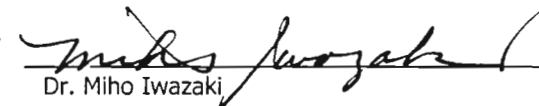
The team was impressed with your obvious mastery of the material and methods of instruction, which included the use of humor, interactive demonstrations, "great examples and interesting stories to highlight the main points, explain the difficult parts and maintain class attention."


Your classroom performance clearly communicates a love of teaching. Your energy and enthusiasm "propelled your lecture and energized the class for the full hour and 20 minutes." u.

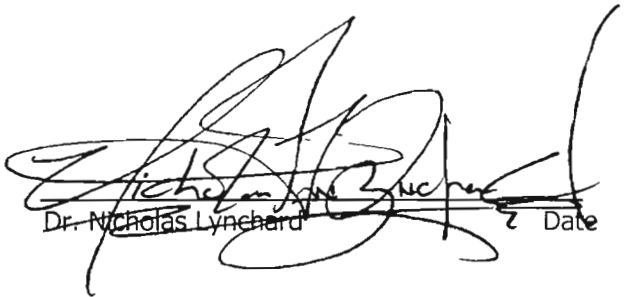
Dr. Iwazaki noted that "outside of the classroom" you've been participating in college-wide committee, Academic Senate and Faculty Association meetings as well as workshops for new

faculty. You participated in the "One Book/One College" panel discussion in which, according to Miho, you "gave a great presentation." In her role as Department Chair, Dr. Iwazaki describes you as a "reliable colleague" and commented that you are "always the first person who responds" to her request for cooperation with a department-wide project. In my role as your mentor, I've learned that you are responsible and conscientious in your work, concerned about the academic needs of your students and consistently courteous and respectful in your interactions with colleagues and students alike.

 11/30/09
Professor Mary Lou Skarr Date

 11-30-2009
Dr. Miho Iwazaki Date

 11/30/09
Professor Deanne Schreiber Date


Dr. Nicholas Lynchard Date

TO: Nicholas Lynchard
FROM: M.L. Skaar
DATE: October 30, 2009
RE: Classroom Observation Report

On Thursday, October 29, I arrived early for your 10:10 Psychology class. You were already there, talking comfortably with about 10 students, all of whom had also arrived early – a rare event for most classes! Your conversational ease with these students was indicative of the excellent student-teacher rapport that was evident throughout the class itself.

At 10:10 exactly, you switched into full teacher mode and began a very thorough, well done presentation on processing, filters, schemas, assimilation, accommodation, discrimination, and equilibration – a lot of material, all of it covered very well. During the next hour and 20 minutes, I observed the following strengths:

- Good, clear explanations of theories and terms
- Good use of PowerPoint for main concepts and for student note-taking
- Your use of volume, tone, and inflection to emphasize and to create listener interest
- The inclusion of simple ways to remember concepts/terms
- A good selection and variety of examples
- Good use of casually phrased questions to individual students to involve them and to check their understanding
- Relevant references to both older and (very) recent psychologists and theories
- The recursive nature of your presentation, repeating/ implementing terms and concepts and integrating them with related material.

You obviously know your material well – I did not see you refer to notes once! Equally impressive was your actual instruction. Combining lecture, PowerPoint, and questions, you moved the class smoothly from concept to concept, and you used humor, great examples, and interesting stories to highlight main points, explain the more difficult parts, and maintain class attention. Although you were presenting material to a class, you also recognized each student individually, involving him/her in various topics.

You are not the standard-issue lecturer that one might expect for a psychology class. You are, rather, an educational performance artist. Your energy propelled your lecture and energized the class for the full hour and 20 minutes. Job well done.

If you have any questions about this report, please call or email me.

Dr. Nicholas Lynchard
Assistant Professor of Psychology
Teaching Observation
Fall 2009
October 28, 2009
Observer: Miho Iwazaki

I observed Dr. Nicholas Lynchard's PSY 101: General Psychology, Section 03 (10:55 – 11:50 a.m.) in VAN 112 on October 28, 2009.

When I entered the classroom a few minutes before the class time, Nick was already in class exchanging a friendly conversation with his students. It was amazing to see the majority of his students already in their seats waiting for him to begin the class – only a few students arrived after the instructor took attendance. Eventually, I realized another surprising factor – I saw all students occupying the front seats. There were absolutely no students in the last few rows. This is a big class -- the maximum enrollment is 35. In such a big classroom, usually we see some students sitting way back in the room. I surmised that it must be something about Nick's lecture that made the students want to sit front and later learned I was correct.

Nick began taking attendance when the clock hit 10:55. It was obvious that he already knew all the students' names and faces. The topic of the day was The Schema, a great topic in psychology. Nick utilized PowerPoint and each screen was neatly organized. Although he is still a new instructor, he has already mastered PowerPoint very effectively. The amount of information as well as the size of font on each screen was just right. Nick allowed sufficient time for students to take notes before he switched screens.

I observed Nick's great teaching techniques. He is a "loud" kind of instructor, which certainly does not allow students to daydream. He uses and changes his tone of voice effectively and adjusts the pace of the lecture fittingly. He walked around, but I didn't find it distracting. He provided good examples for each concept. Nick was even entertaining for some parts of the lecture, which conveys to me his passion in teaching. When we instructors want to make sure our students really understand the materials we are teaching, we find the most effective way – whatever it takes. Nick clearly enjoys teaching and I could see his students enjoy learning.

Nick is an attentive instructor. He repeated important materials several times throughout the class and made sure his students received the information properly. His timing when reminding students of materials was very good. He made sure his pace was appropriate and occasionally asked "Are you with me so far?" I also like the additional information Nick provided on recent scholarly research.

Nick definitely displayed mastery of the materials. His lecture was very engaging. He appears very relaxed in class and is comfortable with his subject and his students.

Outside of his classrooms, Nick has been actively participating in all meetings such as Department, Academic Standards Committee, Academic Senate, and Faculty Association. He

also attends all other workshops offered for new faculty. Nick is advising both Liberal Arts and Individual Studies students. He participated in the "One Book/One College" panel discussion, in which he gave a great presentation. As department chair, I perceive Nick to be a very reliable colleague. Whenever I ask our department members' cooperation, he is almost always the first person who responds to me. Whatever Nick does, his work is always neat and well-organized.

There is no question that Dr. Nick Lynchard is a dedicated faculty member and a vital part of the Social Sciences, Education, and Human Services Department. He is truly an invaluable asset to SUNY Ulster.

To: Nicholas Lynchard
From: Deanne Schreiber
Re: Classroom Teaching Observation
Date: November 2, 2009

I was scheduled to observe your General Psychology class beginning at 1:10p.m. on Thursday, October 28th. I went to the classroom a few minutes early; you were already there, chatting with a generous handful of students who were already seated. As they continued to arrive, you greeted students by name, typically adding a friendly comment that individually acknowledged and welcomed each one.

By the time class started, students were energized and expectant, exchanging glances or smiling at each other as you moved to the front of the room to take attendance. You were clearly in control, and students were totally absorbed from that moment until I left the classroom at 2:10p.m.

You introduced the lesson with a brief review that helped students to recall related information concerning information processing they had learned earlier in the semester. Today, the focus was *schemas*. Subject matter included (although, was not limited to) proximal and distal stimuli, top-down and bottom-up processing, a thorough discussion of Piaget's concepts of assimilation and accommodation, factors that improve short and long-term memory, and the link between schemas, scripts and stereotypes.

By integrating previously learned material with new knowledge, the students' prior learning was reinforced and new concepts made more meaningful (and more likely to be remembered) by a familiar context.

Your mastery of the material was obvious in your clear, simple explanations. Moreover, you provided frequent opportunities for students to rehearse material. Student involvement and learning was further fostered through the use of your impeccable, engaging classroom demonstrations.

The PowerPoint slides you created effectively emphasized key points, and cited both traditional theories outlined in the textbook and contemporary (post 2005) research. Slides were easy to read and perfectly synchronized with your lecture. You provided the students with learning accommodations printed copies of your slides on which they took notes as you spoke; other students simply took notes on notebook paper.

You "worked the room," seldom standing in one place for more than a few minutes, tossing questions out to individual students, fielding answers, and then asking questions of and scaffolding responses from students not yet heard from or from the class as a whole.

You shifted seamlessly from direct instruction to participatory demonstrations; from a round of questions and answers to a rhetorical question followed by new material, followed by one of a variety of rehearsal strategies.

You were energetic and inspiring. Your knowledge, skill, methods, and style are an example of teaching at its best. Students are enthusiastic about your classes and do well on your exams, although they are appropriately challenging. You have become in less than one semester a valued colleague and a respected member of our department and of the SUNY Ulster faculty. Your spirited presence at sports events was appreciated by our students as I'm sure they appreciate your accessibility in and out of the classroom.

It was a distinct pleasure to observe you in the classroom and to witness not just your expertise but your love for the work.

Deanne Schreiber
Assistant Professor/Coordinator of Human Services
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SUNY-Ulster
845.687.5078