

Nicholas Lynchard, Ph.D.

2010 – Faculty Teaching Evaluations

ULSTER COUNTY COMMUNITY COLLEGE

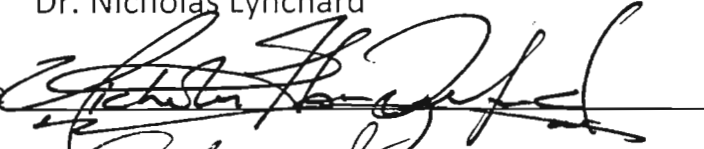
Stone Ridge, NY 12484

Office of the Dean of Academic Affairs

Date January 21, 2011

Faculty Member Dr. Nicholas Lynchard

Faculty Signature



Dean Signature



F-T P-T 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 second evaluation since appointment.

The evaluation team consisted of Anne Davis, Martha Robinson, 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 discussing stereotypes in science and mathematics.

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 2011-2012 academic year.

Class Observation of Nick Lynchard

Fall 2010

Submitted by Marti Robinson

I had the pleasure and honor of observing Nick teach his PSY 101 course on Thursday, October 28, from 1:10-2:30 p.m. Weeks in advance, Nick provided me with the course outline and syllabus, a hard copy of the day's Powerpoint presentation, and an extensive narrative of the topic, Schema.

His course outline and syllabus clearly spell out the course description, student learning outcomes and student requirements for successful completion of the course including class participation, attendance guidelines, ground rules for civil behavior (especially consequences of cell phone use), and a statement on academic honesty. He notes where this policy can be found in the College catalog and provides examples of academic dishonesty as well as the consequences for violation of the policy. I think this is a valuable and necessary component of a course outline.

I had a question about the course syllabus concerning completion dates for course topics. On page two of his syllabus, Nick divides the course content into three sections and a final exam; he lists the course topics for each section and the corresponding textbook chapters, but he doesn't list dates for completion of the topics even though the header reads "Date for Completion." I didn't know whether this was an oversight or intentional omission, and it's a bit confusing. I consulted Nick about this, and he offered the following explanation:

"The empty dates-for-completion part of the syllabus is included as a teaching strategy - recommended by Anne Davis and approved by Miho Iwazaki. Specifically, the strategy with this tool is twofold. Firstly, it is to reinforce the usefulness of the syllabus throughout the semester, and thus, requires students to pay mindful attention of the completion dates I supply in class. This not only encourages attendance, but provides a meaningful running allusion to the course - start to finish. With this strategy in place, students are expected to engage the syllabus throughout the semester, and complete these data themselves. Secondly, the lack of specific dates-for-completion is purposeful in allowing my consistent attention to current literature developments to be successfully implemented in the course without worry of passing a deadline. Many mornings before a particular class, I will encounter just-published scholarly research that I believe will aid lecture, and wish to include such information without worry of pre-established deadlines. As such, not only are dates-for-completion intentionally left open to engage students, they also allow me the freedom to tailor my course to be as current as possible."

Although I have seen Powerpoint presentations, this was the first time I observed an instructor's entire lecture via this medium, and I was struck by what a powerful, effective learning tool it is in the right hands. Having a hard copy of the individual slides allowed me to concentrate on his personal presentation and interaction with students.

Nick is a dynamo in the classroom. After greeting students and taking attendance in this large class (nearly 30 students were present), he jumped to life with a review of the previous class's main points, allowing stragglers to be seated before continuing with the topic of Schema. (By the way, the last time I heard a professor address students by their surnames was in the late 60's when I was a student; I find this appellation prudent as it simultaneously confers respect for the students while commanding authority for the instructor: not a bad combination. A notable exception is in the movie *Animal House* when Dean Wormer congratulates "Mr. Blutarisky" for having a 0.0 GPA.) Nick modulates his voice and approaches individual students with questions and scenarios, often in a crouched position, keeping their attention undivided. From the rear of the classroom, I observed that all students were focused on him and jotting down notes from his lecture. His PowerPoint defined

important terms associated with schema including assimilation, accommodation, discrimination, equilibration, application, stereotypes and scripts. His insistence that humans rely on schema all the time in our daily lives to form opinions and make decisions, and that the brain doesn't want to be surprised or learn something unless it has to, was repeatedly illustrated by contemporary examples from recent history, the movies, YouTube, and quotidian life occurrences.

This topic was one I found particularly fascinating and apt because I teach a theme-based English 101 class, "Outsiders in America," which includes narratives from people who have been marginalized, discriminated against, and worse because of their socio-economic, physical, sexual, mental, racial, ethnic and religious differences. While not justifying people's tendency to stereotype, the cognitive process of assimilation certainly explains, at least in part, why people do it. This is a significant aspect of cognition, one with terrifying implications.

During the course of the class, Nick would periodically ask, "Are you with me so far?". Occasionally students would ask for clarification. His final slide, "What You Need to Know" was comprised of seven questions about the main points covered in the lecture. Nick's lecture was tight, well organized and detailed but allowed time for students to ask questions and Nick to elaborate the main concepts outlined on each slide. It was an excellent lecture and a real treat to observe, and Nick's students know that they are fortunate to have such an exceptional professor.

Class Observation: Dr. Nicholas Lynchard
October 29, 2010

On October 29th I had the pleasure of observing Dr. Nicholas Lynchard's PSY 206 Psychology of Adolescence class. This class is required of Education majors but this section was open to all students requiring Dr. Lynchard to find a balance in the course content that adequately serves all.

Dr. Lynchard and his students are appropriately comfortable with each other as was evident in the pre-class chatter and comfort in classroom exchanges. The class lecture began with a recap of what was previously learned, always a great idea to provide continuity of material. The topic for this class was cognitive structures – schemes. Cognitive development is a necessary topic in an adolescent development course. I found the content of the lecture, examples and demonstrations used suitable for the broad audience.

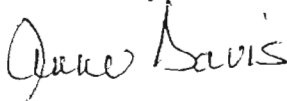
Cognitive Psychology is Dr. Lynchard's expertise. This is a welcome and needed addition to our psychology faculty. His expertise was evident as he presented material solidly and confidently.

The lecture was assisted by a PowerPoint presentation that optimized the learning experience. I have seen many PowerPoint presentations used for class lecture but think Dr. Lynchard's presentation was exceptionally skillful. The risk of PowerPoint is that students become bogged down in copious notes on the screen and miss the important points of the lecture itself. I saw a fitting amount of information balanced by a detailed and informative lecture. Clearly Dr. Lynchard has worked on refining his use of technology in the classroom.

The lecture was well organized and well paced with a proper amount of emphasis and time for each topic. Dr. Lynchard provided clear description and explanation supported by numerous, relative examples, sometimes humorous. His lecture is punctuated with humor and evidently enjoyed by his audience. The classroom is full of life as he is animated and spirited with the class at times theatre-like. Even the students will play along and hum notes during a class demonstration. He draws students into the class by checking their knowledge or singling them out with an unexpected question. Still, no one seemed intimidated by his comfortable style. In fact, Dr. Lynchard comes across as quite charming.

In summary, I am pleased to have observed such a good quality class. Dr. Lynchard did an excellent job in preparing and presenting the class material, and students responded well. It is a pleasure to have him at Ulster.

Submitted by:



Anne Davis, Ph.D.
Professor of Psychology

Teaching Observation: Dr. Nicholas Lynchard, Assistant Professor of Psychology
Fall 2010: PSY 101-S02 (SLN)
Observer: Miho Iwazaki, Professor of Sociology, Department Chair

Dr. Lynchard and I discussed and agreed that I would observe his newly created PSY 101: General Psychology SUNY Learning Network section instead of observing the conventional in-class section teaching. This is the first time Nick is teaching his fully online section of this course. I appreciate his strong desire to improve his teaching methods and skills by inviting comments on his new challenge in his academic career.

I was given access to Nick's SLN class as a student, which gave me a fair opportunity to see his class from his students' view points.

I observed Nick's professional growth for the last two years as his supervisor, and I learned very quickly that he is a person who constantly makes efforts to do his best to fully prepare for anything. He possesses great organizational skills and does anything promptly. Thus, I fully expected his online course structure would be well-organized with a lot of unique techniques. I was right.

The most unique point of Nick's online class is his video instructions. He videotaped himself for a variety of sections to deliver messages to his students. Although nowadays many instructors are teaching online classes, this is still considered as a new approach. I assume he spent a great deal of energy and time for the preparation. He succeeded at making each videotape concise. Also, I noticed that he divided a videotape into several segments, which greatly emphasized each important message and prevented it from becoming a monotonous instructional videotape.

I thought Nick's online course was well structured making it easy for the students to follow the course instructions and locate the necessary information immediately. Structuring an online class is actually a very difficult task to accomplish for many online instructors since there are so many rather complicated directions they need to provide to their students. I can clearly see that Nick was successful in paying careful attention to individualizing each important message. I know this simple technique is often easily overlooked and undermined because I have had opportunities to observe several online courses in different disciplines over the years.

As a skillful PowerPoint user, Nick utilized many great visual effects in his online course. He used a variety of color, changed font size, underlined, highlighted, and inserted appropriate art clips. He thoughtfully provided hyperlinks for his students to assist in locating appropriate and convenient websites.

The course materials were nicely organized. Basically the course was divided into four sections by month, a schedule which students can easily follow and remember. This was another simple, but very important technique. There were four exams and students were always reminded of their schedule in advance by Nick's automated email messages. Students were required to participate in discussions: Ten total posts throughout the semester.

The only regret I have is that I could not observe Nick's actual interaction with his students, such as his comments for each student's discussion postings (although I could see he was punctual in his comments to students); his correspondence with students; returned graded exams with his comments; and the

grade book he may have set for the class. Although I do not have any interest in viewing the contents of their email exchanges, it would have given me a better opportunity to observe how he treated students if I had access to the exchanges. I have to emphasize that this is my fault because I omitted to make a specific request to obtain the instructor/administrator access to his class. I apologize for not providing a thorough evaluation in those areas, but I am pretty confident that Nick treated his students with respect.

I have been teaching a total of 43 online courses for the last 8 years, therefore, I believe that I can identify well-structured online courses. Nick's online course is one of the well-prepared ones. Like any other instructors who created an online course, I am sure Nick will keep coming up with new ideas to make the course better. He is the kind of college instructor who is truly willing to improve himself continuously.

I am very happy that Dr. Lynchard joined SUNY Ulster faculty. He is a dedicated and talented member of our team.

A handwritten signature in black ink, appearing to read "Nick Lynchard". The signature is fluid and cursive, with a long horizontal stroke at the end.

To: John Ganio, Dean of Academic Affairs
From: Teaching Evaluation Team for Dr. Nicholas Lynchard
Date: December 15, 2010
Subject: Fall 2010 Teaching Evaluation Summary Report

Dr. Nicholas Lynchard's teaching evaluation team members were Professor Martha Robinson, Dr. Anne Davis, and Miho Iwazaki. All three team members were pleased with Dr. Lynchard's teaching.

Professor Robinson and Dr. Davis observed Nick's in-class sections. Both veteran professors agreed Nick is a very energetic instructor. Professor Robinson stated, "Nick is a dynamo in the classroom." That must be the most appropriate way to describe Nick's teaching style! Dr. Davis stated, "His lecture is punctuated with humor and evidently enjoyed by his audience. The classroom is full of life as he is animated and spirited with the class at times theatre-like." I totally agree with Professor Robinson and Dr. Davis. I personally observed Nick's in-class lectures and event presentations and know how passionate he is about teaching.

Both professors were clearly pleased and impressed with Nick's PowerPoint presentations. He is "exceptionally skillful," Dr. Davis said. Professor Robinson said, "Although I have seen PowerPoint presentations, this was the first time I observed an instructor's entire lecture via this medium, and I was struck by what a powerful, effective learning tool it is in the right hands." Nick is a master PowerPoint user for sure.

Nick's lectures are well organized. His control of pace and volume of voice are very effective for emphasizing important points. He is an attentive and concerned instructor. He periodically asked the students "Are you with me so far?" repeating important materials several times throughout the class. His final presentation, a slide entitled "What You Need to Know", was prepared to make sure his students received and fully comprehended the main points.

Per Nick's request, for this evaluation I observed his newly created PSY 101: General Psychology SUNY Learning Network section. As this is the first time Nick is teaching an online class, I appreciate his strong desire to improve his teaching methods and skills by inviting comments on his new challenge in his academic career. As a skillful PowerPoint user, Nick definitely displays great talents in utilizing visual effects in a variety of ways. One of the most impressive areas of his online course was his videotaped instructions. I can easily assume he spent a great deal of energy and time on this presentation.

This is Nick's second year at SUNY Ulster. He is currently teaching seven classes: Four in-class sections of PSY 101; one online section of PSY 101; one section of PSY 206; and one section of EDU 206. Nick volunteered to offer one of his in-class PSY 101 sections at the Business Resources Center in Kingston, which became one of the very first day-time courses SUNY Ulster offered at the satellite location. From his first semester at SUNY Ulster, he has been taking overloads including the Winternet and Summer Sessions to help out the department's staffing.

As Nick's supervisor, I observed his professional growth for the last two years. I am impressed with his making continuous efforts to improve his teaching methods and techniques. In addition to creating his new online course, recently he successfully proposed and added a brand new psychology course, PSY 212: Memory and Learning. He is planning to make this course available online in the near future as well.

Dr. Lynchard's contribution extends outside the classrooms in many ways. He holds regular office hours and welcomes students who may have difficulties understanding material. I can see many students

appreciate their instructor's dedication. He also helps other instructors by volunteering to be their substitute when they miss a class.

Nick has been actively participating in all department meetings. Moreover, he served on the Academic Standards Committee during his first year. In his second year, he is serving on the Assessment Committee. In addition to his mandated committee work, he has been invited to many other committees. The President appointed him both to the Strategic Planning Committee and College Association Board Committee. He also has been a member of the Online Resources Evaluation Committee. Nick was asked to and actively participated in the LIB 111 Committee, where he and some other Social Sciences Department members help the Library Director, Ms. Keri Mack, reform the course in an effort to increase its relevance to students with a Social Science major in mind.

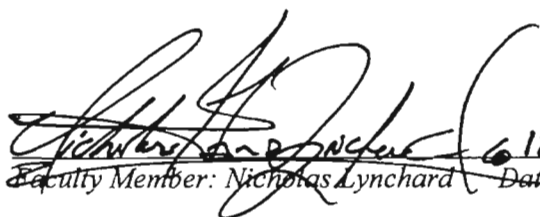
I am impressed with Nick's willingness to learn anything new to him. It is clear to me that he has good working relationships with many faculty and staff members outside of our department. As an example, he volunteered to serve at the New York State Regional Science Olympiad held at SUNY Ulster in February 2010. He also participated in One Book, One College Faculty Forum giving two very well-received presentations in February 2009 and October 2010.

Nick has been actively advising students in four major programs: Liberal Arts/Humanities & Social Sciences; Individual Studies; Human Services; and Education. Currently, he is advising about 50 students and is working to become proficient in advising students in the Criminal Justice Program as well.


Nick's professional development outside of SUNY Ulster has been active and impressive. He reviewed a psychology textbook and is scheduled to review two more books during the 2011 spring semester. Two articles Nick co-authored with other scholars were published in 2009 and 2010 and another article is expected to be published in the near future. Nick also volunteered for the Beacon Conference as a Reader for the Psychology category.

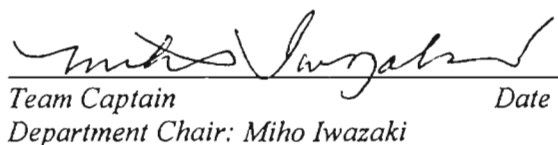
Overall, the team feels that Dr. Lynchard is an effective teacher and welcomed addition to our department. I believe that he will grow to be a great college faculty. I have no hesitation to say that Dr. Lynchard is an invaluable asset to SUNY Ulster.

Copies of the individual evaluations are attached.


Faculty Member: Nicholas Lynchard Date: 12/17/2010


Team Member: Martha Robinson Date: 12/17/10


Team Member: Anne Davis Date: 12/17/2010


Team Captain Date: 12-17-2010
Department Chair: Miho Iwazaki