

Nicholas Lynchard, Ph.D.

2011 – Faculty Teaching Evaluations

To: John Ganio, Dean of Academic Affairs
From: Teaching Evaluation Team for Dr. Nicholas Lynchard
Date: December 15, 2011
Subject: Fall 2011 Teaching Evaluation Summary Report

Dolores Quiles, Jim Hobbs, and Miho Iwazaki comprised the evaluation team for Dr. Nicholas Lynchard. As members of the committee, we were all pleased with Dr. Lynchard's educational performance.

Professor Quiles and Professor Hobbs observed Nick's in-class sections, and I observed Nick's SLN section. Both Professors Quiles and Hobbs noted Nick's endless energy and enthusiasm in the in-class section. Nick is known by his very entertaining teaching style and his well-organized PowerPoint presentations. Professor Quiles noted, "For the next hour, Nicholas doesn't sit down" and that describes exactly how Nick is in his classroom. No student can get away with daydreaming. In his class, one must listen and learn. However, I need to emphasize that he is the same way in his online teaching. With his video lectures, students feel as if they are in a classroom. In the video, Nick lectures to the student and the student has no choice but to focus. We all appreciate his passion for teaching, his eagerness for improving his teaching methods, and how he really cares for his students.

This is Nick's third year at SUNY Ulster. He has adjusted well to our community. He has been actively participating in a variety of committees, and has been Chair of the Assessment Committee since 2010. Speaking of assessment, he has been working hard to introduce TLOS, a standardized assessment procedure, to assist in the preparation for Middle States Review. He volunteered to present at One Book/One College events. His articles were published in recent years.


Nick has been also busy developing new curriculums. Last year, his Memory and Learning course (PSY 212) was approved. He is teaching the course for the first time this semester (FA11) and it seems to be running very well. He has also been helping Library course development. He will be the primary designer of a particular LIB 111 section that is aimed specifically at Social Sciences focused students. He already has another new idea for adding a new psychology course. Every semester he is willing to take overload, including during Summer and Winternet sessions.

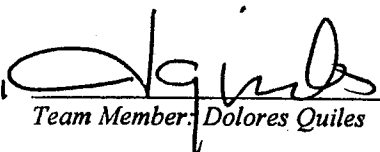
Nick has been a very active participant at our department meetings. He is very considerate and always volunteers to organize our departmental events. Whatever he does, his work is neat, quick, and reliable.


He advises many students from several programs. His dedication to students is impressive. Not only does he maintain his regular office hours, he always accommodates his students and advisees who cannot come to his office during his office hours.

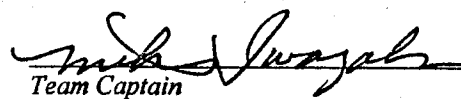
In summary, the evaluation committee members feel that Dr. Lynchard is developing into a skilled college educator. He is definitely a welcomed addition to our department. There is no question that Dr. Lynchard is a dedicated and a vital part of the Social Sciences, Education, and Human Services Department and an invaluable asset to SUNY Ulster.

Copies of the individual evaluations are attached.


Faculty Member: Nicholas Lynchard Date: 12-16-2011


Team Member: Dolores Quiles Date: 12/16/2011


Team Member: James Hobbs Date: 12-16-2011


Team Captain Date: 12-16-2011
Department Chair: Miho Iwazaki

Dr. Nicholas Lynchard
Assistant Professor of Psychology
Teaching Observation
Fall 2011

In this report, I will focus only on Dr. Lynchard's teaching.

Per Nick's request, I agreed to observe and write a teaching evaluation report on his PSY 101: General Psychology SUNY Learning Network section again. I evaluated the same section last year when he was teaching the class for the first time. Nick wanted to know if I would see any improvements in his online teaching. I appreciate his eagerness to improve his teaching skills.

With Nick as the instructor, I was given access to his SLN class with almost the same privilege as those given to Nick. However, like last year, there was some information I could not get into due to technical issues. For example, I was hoping to see Nick's correspondence with his students in the "In Class Communication." I was not interested in the contents of Nick's communication with the students, of course, but I wanted to see how prompt he was in responding to the students and how he accommodated his students' questions, difficulties, and concerns. This information can be a valuable resource in assessing Nick's educational performance.

I also could not see any of Nick's Announcement Area messages, except the first one he posted at the beginning of the semester. There was no way for me to know if there were more announcement messages or not. I was also interested in viewing Nick's Grade Book, but was unable to view it. I assume he may have created his own Grade Book and delivered grades and scores to his students in some way, which was not visible to me, since I saw the ANGEL Grade Book was not touched at all.

I must remind readers of this evaluation that how an instructor utilizes the Announcement Area and Grade Book is totally up to his or her judgment. My point here is that this information is a very good resource in evaluating how the SLN course was designed and how effectively it operates. Since the Learning Evaluation Committee wanted to use my evaluation of the online class as one of their pilots, the experience I acquired from evaluating Nick's class provided important issues to work with the Distance Learning Evaluation Committee in the near future.

The contents of Nick's online class are very well-organized. As I stated in the last year's evaluation, his class is well structured for his students. For beginner online students, often online class instructions are overwhelming. But, by dividing all necessary information into sub-folders, Nick made it possible for his students to focus on particular information at a time. Also, it made it easier for Nick's students to search and find any information they wanted at any time.

I have had some chances to talk with my students and advisees who took Nick's online course. They all loved Nick's video instructions. They told me that they felt as if they were learning in a classroom and it was easier for them to understand the study materials. I think that many of online instructors will be adopting this teaching method in the future since we are dealing with the visual learner generation.

Dr. Lynchard has been working hard and becoming a great college educator. He is a dedicated faculty member and a vital part of the Social Sciences, Education, and Human Services Department.



Miho Iwazaki, Ph.D.
Professor of Sociology
Chair, Social Sciences, Education, & Human Services Department

Teaching Evaluation

Faculty: Nicholas Lynchard, Ph.D.

Observer: Jim Hobbs

Date: November 20, 2011.

Class: General Psychology (PSY 101)

Topic: Schemas

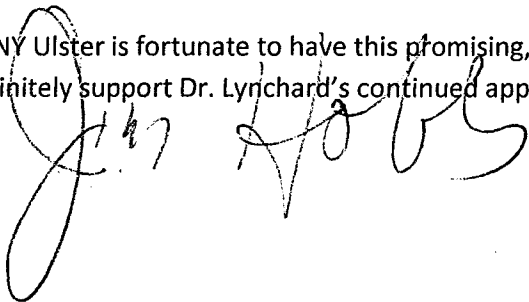
Walking into Dr. Lynchard's classroom, I was immediately impressed with the level of energy and enthusiasm I found. Nick used the task of taking attendance as an opportunity to briefly check in with his students, and he did so informally and with a genuine demeanor. It was apparent that Nick's respect for his students was returned by them equally.

Nick began class by reviewing some of the basic elements in cognitive psychology that students had already learned. He asked the class a few open ended questions that were answered as a group, leaving me with the sense that this class has followed his lectures closely. Dr. Lynchard speaks clearly and with an intonation that invites students to focus on what he is saying. Nick's PowerPoint slides are an excellent adjunct to his presentation, containing just enough information to help students digest new concepts and terms.

It was easy to follow Dr. Lynchard's lecture on the cognitive concepts of schema, assimilation, accommodation, and equilibration. His information was current, and Nick had many examples of recent studies in the field. It was obvious that Nick has great familiarity with this area of psychology. In addition to concise definitions, Nick offers numerous stories that both amuse and teach basic concepts and their application to real life. His approachable style invites students to ask questions or otherwise engage with him. Learning in his classroom feels like a group effort, not a solitary one. It is easy to see how students would leave Nick's class feeling as though they had really learned and understood something new. At times, Dr. Lynchard's pacing of the lecture seemed a bit too fast, and I wondered if everyone was able to follow his verbal trail. However, it is easy to discern the information that Dr. Lynchard sees as most important, given his careful use of audiovisual aids and verbal reinforcement.

Through the session, Nick's students were attentive and they took notes from the PowerPoint slides. Rather than give his class a hard copy, Dr. Lynchard asked them to do the work of taking notes and processing the information they were exposed to. He has developed a unique blend of structure and informality that seems to work well.

SUNY Ulster is fortunate to have this promising, young, and gifted teacher among its faculty. I would definitely support Dr. Lynchard's continued appointment!

A handwritten signature in black ink, appearing to read "Jim Hobbs". The signature is written in a cursive, flowing style with some loops and flourishes.

Wednesday, 9:45 am October 26, 2011

Observation Dr. Nicholas Lynchard's PSY 200 Child Psychology.

As I walk into the classroom, Dr. Lynchard is already in the room; He has set up to lecture. He is using a power point presentation on *The Schema: scripts and stereotypes*. Prior to the observation, Dr. Lynchard provided me with a digital copy of his power point presentation as well a write up of on *the Schema Theory*. I am well acquainted with the theory as I hold a Master's in Education. The research (the terminology and the names of the psychologists) he uses is through and comprehensive.

While the students are coming into the classroom, he is speaking to them about exercise and the places to exercise in Kingston, NY. The students are comfortable with him. All the students are seated in front of the class. Everyone has the textbook and notes of front of her (no male students).

For the next hour, Nicholas doesn't sit down. He uses the power point presentation very well. He doesn't read off the slides, he uses them as a supplement to his lecture. He uses concrete examples in his lecture of Schema. He has a sense humor that he incorporates into the lecture. His explanations are clear and vibrant. His lecture shows evidence of carefully prepared materials. He has a command of the subject matter and it meets the course objectives.

Dr. Lynchard is fair, courteous and considerate in dealing with staff and fellow faculty. He attends all campus meetings and is active on committees. He is pleasant to work with. He has a rapport with his students. His classes fill up quickly.

Dr. Nicholas Lynchard is an asset to our campus. I recommend he continue as faculty at SUNY Ulster. He has new ideas, uses the latest technology and enjoys his work.

A handwritten signature in black ink, appearing to read "Nicholas Lynchard". The signature is written in a cursive, flowing style with a large initial "N".