ATTACHMENT A

PROFESSIONAL DEVELOPMENT PLAN
-2013-
DANIEL C BROWNING JR, PhD
PROFESSOR OF RELIGION AND HISTORY

I. Personal/Professional Mission Statement

As a faculty member at WCU, I see my role as twofold: 1) to provide, within the denominational setting of WCU, quality instruction for undergraduate students which is challenging to their thought without placing me in an adversarial role; and 2) to serve the community at large as a responsible academic through research and dissemination of the same.

II. Goals for 2013

Teaching. Teaching is a major part of my mission statement above and the major purpose for William Carey University. My goals in teaching for 2013 are to:

1) maintain my positive rapport with students and give them a sense of academic accomplishment through appropriate classroom challenges and informal instruction and conversation outside class
2) improve existing courses by finding ways to encourage and integrate critical reading, note-taking, and thoughtful reflection on the part of students

Scholarship. Despite the continuing heavy class load at WCU, I have made every effort to remain active in the fields investigating the background and archaeology of the Bible. For the foreseeable future, I see my professional development continuing generally along several interrelated tracks and resulting in:

1) A balanced output of scholarly writing. For 2013, I intend to produce two article/chapter length essays with the intent of publication or oral presentation.
2) Dialogue with other scholars in my field through professional societies and conference participation. I will continue my memberships in the Israel Exploration Society, the American Schools of Oriental Research, and the Society of Biblical Literature. It is my goal to continue my role as co-chair for the academic session, “Hebrew Bible and Archaeology” at the ASOR Annual Meetings. I also plan to attend the SBL Annual Meeting (held concurrently with ASOR; for 2013 in Baltimore). These activities will provide academic stimulation through dialogue with other scholars in my field.
3) Enhanced firsthand knowledge of the biblical world through personal study travel and the effective leading of a variety of educational travel programs. It is my goal to plan and conduct at least one STEP trip during 2013 and to avail myself of any opportunities to travel to sites I have not previously visited, for the purposes of individual research and/or potential STEP program integration.
Service to the University. I consider the Study Travel and Excavation Program (STEP) an asset to the University. This year, I have the goal of planning and conducting at least one international program under the STEP banner. Of course, I will also meaningfully participate in regular committee assignments and recruiting opportunities.

Service to the Community. For 2013, I intend to continue provided service to the community by: 1) providing support to charitable organizations; 2) accepting opportunities to speak and/or teach in forums beneficial to the community.

Christian Commitment. It is certainly my goal to maintain or increase my level or Christian commitment. I plan to evidence this in continued active involvement in my local congregation, University Baptist Church. Such will include teaching Sunday School and work within the committee structure of the church.

Faculty Signature [Signature] Date 14 December 2012

Supervisor’s Signature [Signature] Date January 17, 2013

Original: Vice President of Academic Affairs
Copy: Dean
       Faculty Member
ATTACHMENT B

FACULTY REPORT OF PROFESSIONAL GOALS

-2012-

DANIEL C BROWNING JR, PhD
PROFESSOR OF RELIGION AND HISTORY

I. Teaching

Goals. My goals in teaching for 2012 included: 1) maintain my positive rapport with students and give them a sense of academic accomplishment through appropriate classroom challenges and informal instruction and conversation outside class; and 2) improve existing courses by finding ways to encourage and integrate critical reading, note-taking, and thoughtful reflection on the part of students.

Evaluation. Concern about student attention spans has dominated my teaching focus in recent years. I have developed new ways of introducing and reinforcing material with positive results in all classes.

As in previous years, I can report that students continue to view my classes as difficult but thought provoking. Happily, each term there are a few that chose my classes for the content. My office is often full of students, and a healthy percentage of the time the conversation revolves around academic work. Though informal and subjective, I see these things as evidence for continued “positive rapport with students” and effective teaching performance—and I received “confirmation” of this impression from a new faculty member just this week, who observed that I seem to do as much “teaching” outside of class as in them.

Continuing the trend reported in this document last year, students in my classes are less prepared for academic work than ever before. The ability of average students to read and retain (let alone think critically about) information is at a troubling nadir. My historic use of reading quizzes has continued to highlight this problem. Therefore, in all of my classes, I have continued a dedicated effort to integrate meaningful reading quizzes with engaging lecture presentation, in an effort to draw students into actually thinking about the material.

I can still offer only anecdotal evidence for evaluation of my efforts. Students generally pay attention in my classes and I have minimal problems (in contrast with comments from other instructors) with students texting or falling asleep. Grades have remained somewhat constant, with appallingy bad early exam scores followed by increased effort later in the course as a norm. Last year I reported that my online version of REL 1010 Introduction to the Old Testament saw declining grades and participation, despite the material, reading, and schedule remaining exactly the same for four iterations. I modified the syllabus and structure of that course to include two writing assignments focusing on critical reading. Results have been predictably mixed. In principle, I am not happy with the concept of teaching biblical surveys online, as the personal interaction available in the classroom is not possible.
As has become my custom, I note here that it would be difficult to improve on teaching performance without addressing the greatest impediment: the unreasonable teaching load here at William Carey. I feel it is my moral obligation—when evaluating my own teaching here—to continue to note that the teaching load at WCU is greater than that at any comparable institutions, and rather at odds with our public claims of rising academic standards.

II. Scholarship (Professional Activity and Development)

Goals. Goals for 2012 included (from my 2012 Professional Development Plan):

1) *A balanced output of scholarly writing*. For 2012, I intend to produce two article/chapter length essays with the intent of either publication or presentation at a scholarly meeting.

2) *Dialogue with other scholars in my field through professional societies and conference participation*. I will continue my memberships in the Israel Exploration Society, the American Schools of Oriental Research, and the Society of Biblical Literature. It is my goal to continue my role as co-chair for the academic session, “Hebrew Bible and Archaeology” at the ASOR Annual Meetings. I also plan to attend the SBL Annual Meeting (held concurrently with ASOR; for 2012 in Chicago). These activities will provide academic stimulation through dialogue with other scholars in my field.

3) *Enhanced firsthand knowledge of the biblical world through personal study travel and the effective leading of a variety of educational travel programs*. It is my goal to plan and conduct at least one STEP trip during 2012.

Evaluation. In 2012, I had one article published (see CV) and another is now in preparation for publication submission. In addition, I presented a paper, “Covering the Feet: Scatological References in the King James Bible,” in conjunction with *Manifold Greatness: The Creation and Afterlife of the King James Bible*, The Sarah Gillespie Museum of Art, in January.

This year, I chaired the “Hebrew Bible, History, and Archaeology” section of the American Schools of Oriental Research (ASOR) for the Annual Meetings. I have done this for several years, sometimes with a co-chair. The session is to be renewed for next year and beyond with me continuing as co-chair. ASOR meets just prior to the Annual Meeting of the Society of Biblical Literature, which I also attended as usual. These combined meetings are my main source of interaction with other scholars for the calendar year. This year was particularly fruitful, including some contacts related to my recent archaeological survey of dolmens and potential future fieldwork opportunities.

The Study Travel and Excavation Program is a continuing component of my professional activity. In 2012, two programs were conducted . . . . **************.

In addition, I made an exploratory trip to eastern and southern Turkey with Mark Nicovich (he was on a professional development grant; I applied, but never got an answer!). For me, this trip had goals of: 1) visiting rather remote sites I had not previously experienced with biblical
and classical importance; 2) assess the possibility of STEP program incorporation of these sites. These goals were met, and I am currently working on a STEP itinerary to Turkey with some of these sites included.

The range of my professional activity remains strong, especially in light of the teaching load required of faculty at William Carey University. I maintain that if a faculty member prepares for and teaches the required load, it is impossible to produce a higher level of academic research while maintaining a proper family and church life.

III. Service to the College

**Goals.** My 2011 Professional Development Plan indicates my goal of “planning and conducting at least one international program under the STEP banner,” and that I will “meaningfully participate in regular committee assignments and recruiting opportunities.”

**Evaluation.** As reported above, I planned and led a STEP trip to Greece during this calendar year. As always, STEP planning occupied considerable time throughout the year and continues to do so as we look ahead to a 2012 programs. Conduct of the Study Travel and Excavation Program is a significant service to the University, especially when it is considered that for planning and leading the program, I receive no release time, no stipend, and no budget.

An unforeseen opportunity came with the library’s application for a grant to bring the “Manifold Greatness” display to WCU. I was able to participate by proposing to prepare and give a public lecture in conjunction with the exhibit. Also not included in my stated goals, I have continued to participate in the planning and implementation of the MA in History program. I also have been active and faithful in committee work this year, serving on the Academic Appeals and Writing Standards committees.

**Additional Achievements.** In addition to the above, I have maintained my long-standing involvement in various professional societies. In that regard, by presenting a paper and presiding over a major section in the annual meetings of ASOR, I have represented William Carey University in current academic research. In more informal settings, I have represented Carey by occasionally speaking in churches and in other public forums. I consider my goals in this area to have been met.

IV. Service to the Community

**Goals.** My 2011 Professional Development Plan indicates my goals of “providing service to the community by: 1) providing support to charitable organizations; 2) accepting opportunities to speak and/or teach in forums beneficial to the community.”

**Evaluation.** In the fall of 2011, I taught a class for the Osher Lifetime Learning Institute (OLLI), a senior adult association dedicated to continuing education, housed at USM. The class, “Issues in Biblical Archaeology,” was well-received and part of a continuing relationship I have with OLLI. I have taught several classes in that program since 2007.
As always, I get occasional invitations to speak to various groups as a “knowledgeable person,” and I accept these when practicable. Most recently, for example, I lectured on the physical aspects of the Holy Land to combined religion classes at Sacred Heart High School.

I am also preparing a public lecture to be presented in January in conjunction with the “Manifold Greatness” King James Bible display/event sponsored by the WCU library.

In summary, I consider my service to the community as appropriate for my position.

IV. Christian Commitment

**Goals.** My expressed goals for 2011 were “to maintain or increase my level or Christian commitment” through “continued active involvement in my local church; to include teaching Sunday School on a regular basis and work within the committee structure of the church.”

**Evaluation.** In terms of specifics, at University Baptist Church, I continue to teach the Couples’ Sunday School class, served on the Baptism committee and as an active deacon of the church in 2011. In more general terms, I am satisfied with my commitment to God and to serving others in the name of Christ.
ATTACHMENT B2

Daniel C. Browning, Jr.
Curriculum Vitae

Office: William Carey University
Home: 107 Darby Road
Hattiesburg, MS 39401
Hattiesburg, MS 39402
(601) 582-6156
(601) 261-0243
E-mail: browning@wmcarey.edu
Academic Webpage: www.wmcarey.edu/browning/

EDUCATION

Ph.D. 1988, Southwestern Baptist Theological Seminary, Fort Worth, Texas
Major: Biblical Backgrounds and Archaeology
Minors: Old Testament; New Testament
Dissertation: “The Textile Industry of Iron Age Timnah and Its Regional and
Socioeconomic Contexts: A Literary and Artifactual Analysis.”
Supervisor: Dr. George L. Kelm; GPA: 4.0

M.Div. 1984, Southwestern Baptist Theological Seminary, Fort Worth, Texas

B.S.E. 1980, University of Alabama in Huntsville, Huntsville, AL
Major: Industrial Engineering

ACADEMIC POSITIONS

1990-present  WILLIAM CAREY UNIVERSITY (formerly College), Hattiesburg, MS
Tenure granted 1996
Professor of Religion and History, 2004-present
Professor of Religion, 1999-2004
Associate Professor of Religion, 1993-1999
Assistant Professor of Religion, 1990-1993

1988-1990  TARRANT COUNTY JUNIOR COLLEGE, NW Campus, Fort Worth, TX
Instructor of Religion

1985-1989  SOUTHWESTERN BAPTIST THEOLOGICAL SEMINARY, Fort Worth, TX
Adjunct Instructor in Biblical Backgrounds, 1987-1989
Teaching Fellow in Biblical Backgrounds, 1987-1989

1987-1989  TEXAS CHRISTIAN UNIVERSITY, Fort Worth, TX
Instructor Community Service Program (continuing education)

OTHER WORK EXPERIENCE

1974-1980 Student Trainee and Engineer, National Aeronautics and Space Administration,
Marshall Space Flight Center, Alabama
PUBLICATIONS


PAPERS PRESENTED

2012. “Covering the Feet: Scatological References in the King James Bible,” lecture in conjunction with Manifold Greatness: The Creation and Afterlife of the King James Bible, The Sarah Gillespie Museum of Art, William Carey University, A traveling exhibition organized by the Folger Shakespeare Library, made possible by a grant from the National Endowment for the Humanities, 30 January 2012.


ARCHAEOLOGICAL FIELD WORK

2012  Irbid Region Dolmen Survey

1997-2000  Tel Rehov Excavations
            Co-Supervisor, Area B; Volunteer Coordinator

1997-2000  Tel Rehov Excavations
            Co-Supervisor, Area B; Volunteer Coordinator

1993, 1996  Tel Beth Shean Excavations
            Assistant Area Supervisor

1991-1992  Tell Qasile Excavations
            Co-field Supervisor

1981-1987  Archaeological Expedition to Tel Batash/Biblical Timnah, Israel
            Field Supervisor, Areas D, H, 1984-1986
            Camp Manager and Assistant Area Supervisor, 1983
            Lab Assistant and Computer Programmer, 1982-1987
            Volunteer, 1981

CURRENT PROFESSIONAL MEMBERSHIPS

since 1982  American Schools of Oriental Research
since 2000  Co-chair of “Hebrew Bible, History, and Archaeology” section of
            Annual Meeting academic program

since 1984  Israel Exploration Society
since 1987  Society of Biblical Literature

GRANTS and AWARDS

2006  William Carey College SGA Faculty of the Year, 2005-2006

2004  Mississippi Humanities Council Humanities Teacher Award

1997  Mississippi HEADWAE (Higher Education Appreciation Day, Working for
      Academic Excellence) Outstanding Faculty Honoree

1996  William Carey College Outstanding Faculty Member, 1995/96

1993  Teaching Excellence Grant, William Carey College

1988  Research Fellow, W. F. Albright Institute of Archaeological Research, Jerusalem

1984  Endowment for Biblical Research/American Schools of Oriental Research Travel
      Grant
## COURSE PREPARATIONS

### Undergraduate:
- Anatolia and Asia Minor
- Ancient Near East
- Archaeological Field Work
- Archaeology and Culture of Greece
- Archaeology and the New Testament
- Augustus, Nero, and Constantine:
  - Imperial and Christian Rome
- Biblical Archaeology
- Dead Sea Scrolls
- Early Christianity in Asia Minor
- Greco-Roman World
- Historical Geography of Palestine
- History of the Bible
- Introduction to the Old Testament
- Introduction to the New Testament
- Pauline Epistles
- Paul's Missionary Journeys in Greece
- Peter, Paul, and Mary: Early Christian Rome
- Travel in Biblical Lands/Anatolia and Asia Minor/Greece/Israel
- The Holocaust
- The Life of Christ
- Ugaritic

### Graduate:
- Biblical Backgrounds
- Biblical Backgrounds in Bible Lands
- Anatolia and Asia Minor
- Bronze Age Empires
- Archaeological Field Work
ATTACHMENT C

Supplemental Activity Report

Name: Daniel C Browning Jr   Department: Religion and History

It is crucial to the mission of William Carey University that faculty members use technology for distance education, engage actively in student recruiting, and exemplify Christian values and principles in their teaching. Therefore, in addition to all of the other points of evaluation, faculty members are asked to respond to the following:

1. To what extent have you utilized online teaching resources?

   ✓ I have made online assignments. ___ I have held online chat sessions with students.
   ✓ I have taught a class entirely online. ✓ I have taught an online enhanced course.

2. In no more than three sentences describe your recruitment activities this past year.

   STEP trips have provided openings for recruitment; I had extensive email discussion—initiated by awareness of STEP—with several persons who only became aware of WCU in this way. One current student from California, I believe, made the decision to attend in part because of such contact, and there are others considering the MA in history program. In addition, I am frequently in my office for consultation by walk-ins and visits by prospective students.

3. How do you incorporate Christian principles in your classes?

   It would be easy to claim the incorporation of Christian principles in classes simply from the subject matter I teach. Nevertheless, I feel a profound responsibility to do the right thing in class preparation, delivery, and professor-student relationships. I spend considerable time and effort in class preparation, because I believe that is what the Lord would expect.

   Because of the subject matter I teach, I can include discussions of important Christian morals and beliefs easily. While I do take a strongly academic approach to biblical subjects, in each class I have certain days on which I explore application of the material to life and faith. Often, these issues find discussion outside of class as well, and in ways not possible through planned programs.
Faculty Member Daniel C. Browning Jr.

Course HIS 324/REL 304 Greco-Roman World

Topic The Rise of Rome

Rating Scale: Faculty performance is

3 = Exceeds expectations
2 = Meets expectations
1 = Below expectations
NA = Not applicable (Please explain in comments.)

Directions: Indicate rating in the blank for each measure using the scale above.

1) Has command of material; possesses broad and deep knowledge of subject; addresses the course topic with academic authority and confidence. 3

2) Enjoys teaching; generates student enthusiasm; encourages students to think for themselves; inspires maximum learning. 3

3) Communicates learning outcomes. 3

4) Well prepared for class. 3

5) Meets class on time and for the duration of each period. 2

6) Syllabus – Uses contractual agreement with students to clearly articulate:
   a) Course outline 3
   b) Learner objectives 3
   c) Fair methods of student evaluation 3
   d) Utilization of electronic databases 3
   e) Utilization of current literature 3
   f) Required writing component 3
   g) Incorporation of reading, writing, and/or critical thinking skills 3
   h) Statement on disability 2
   i) Statement on plagiarism 2

7) Is cordial, fair, and impartial; respects students as individuals. 3

8) Presents information in an organized and coherent way. 3

9) Concepts were explained clearly. 3

10) Speaks clearly and audibly. 3
Directions: Complete the following.

What recommendations would you make to the faculty member for improvement?

Honestly, I have none, except to suggest that he continue to foster the remarkable environment of participatory exchange that I observed today. I was most struck by the way he turned what could have been a dull reading quiz into an experience that forced students to justify and explicate their answers in a fun, competitive learning experience. It's an exercise that I definitely plan to steal!

Additional Comments:

Dr. Browning's enthusiasm and enjoyment of both his subject and his students shine through in his classroom. He maintains an easy rapport with his students, yet maintains a clearly respectful environment. As a lecturer he is humorous, engaging, and extremely knowledgeable. It's no wonder that his students enjoy his class—I certainly did.

Signature of Evaluator  
12/17/12  
Date

I have received a copy of the evaluation report.

Faculty Member  
17 December 2012  
Date

Original: Vice President of Academic Affairs

Copy: Dean  
Faculty Member
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WILLIAM CAREY UNIVERSITY
HATTIESBURG/Spring 2012
STUDENT EVALUATION OF THE FACULTY
**STUDENT EVALUATION OF THE FACULTY**

**WILLIAM CAREY UNIVERSITY**
**HATTIESBURG/SPRING 2012**

Course: 00000000000030  
Course Desc.: REL 1010.10 BROWNING, JR., DANIR  
Instructor: Inst. No.: 000

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Supervisory Evaluation

Faculty Member Dr. Daniel Browning Date January 17, 2013

Rating Scale: Faculty performance is

3 = Exceeds expectations
2 = Meets expectations
1 = Below expectations
NA = Not applicable (Please explain in comments.)

Directions: Indicate rating in the blank for each measure using the scale above.

1) Teaching
   a. Professional Expertise – Has command of material; possesses broad and deep knowledge of subject; addresses the course with academic authority and confidence. 3
   b. Student Motivation – Enjoys teaching; generates student enthusiasm; encourages students to think for themselves; inspires maximum learning. 3
   b. Fulfillment of Duties – Communicates learning outcomes; well prepared for class; keeps office hours (minimum 10 hours/week); meets class on time and for the duration of each period. 3
   c. Syllabi – Uses contractual agreement with students to clearly articulate:
      i. Course outline 3
      ii. Learner objectives 2
      iii. Fair methods of student evaluation 2
      iv. Utilization of electronic databases 3
      v. Utilization of current literature 3
      vi. Required writing component 3
      vii. Incorporation of reading, writing, and critical thinking skills 3
      viii. Statement on disability 2
      ix. Statement on plagiarism 2
   d. Realistic Requirements – maintains an academic distinction between lower-level and upper-level courses; maintains rigorous academic standards. 3
   e. Student Relationships – Is cordial, fair, and impartial; respects students as individuals; welcomes consultations; shows concern for individual student progress. 2
f. Overall Teaching Effectiveness

Comments Dr. Browning completed his contractual obligation to the university by teaching 30 semester hours of REL and HIS courses. He has made a dedicated effort to integrate encourage and integrate critical reading, note-taking, and thoughtful reflection on the part of students.

2) Scholarship (Professional Activity and Development)
   a. Interest and Initiative – Participates actively and effectively in the department and school, offering good insights, creative suggestions, and constructive criticisms. 3
   b. Collegiality – Is considerate and understanding in relations with other faculty. 2
   c. Scholarship – Maintains an active interest in their academic area, and the interest manifests itself in meaningful ways.
      i. Membership in appropriate professional organizations 3
      ii. New courses developed and/or taught NA
      iii. Continuing education (classes, workshops, seminars) 3
      iv. Conventions and conferences attended 3
      v. Manuscripts in progress NA
      vi. Scholarly publications (articles developed for publication) 3
      vii. Professional presentations (chaired ASOR session; presented paper) 3
      viii. Performances and exhibits 3
      ix. Academic degrees completed 2
   d. Self-Evaluation Plan – Annually, submits current curriculum vita (CV), a Faculty Report, and a Professional Development Plan with measurable goals for each of the five areas of the College mission: 1) Teaching; 2) Scholarship; 3) Service to the College; 4) Service to the Community; and 5) Christian Commitment. 3
   e) Overall Professional Activity and Development 3

Comments Professional Activity—Dr. Browning continued his scholarly research through active participation in American Schools of Oriental Research and the Society of Biblical Literature by attending annual meetings. He chaired the “Hebrew Bible, History, and Archaeology” section of
the American Schools of Oriental Research (ASOR) for the Annual Meetings. Dr. Browning continues to provide a unique learning opportunity through the STEP program as he led a team of students to Turkey in May 2012 and to Israel in November 2012.

3) Service to the College

a) Institutional Effectiveness – Positively supports the academic leadership of his/her discipline, including the evaluation process of the college at both departmental and school levels. This includes conducting student evaluation of courses and integrating information from all evaluation sources in the improvement of institutional practice.

b) Student Support – Actively engaged in student recruitment and sponsorship of academic organizations.

c) Academic Advisement – Completes accurate academic advising for lower-level and upper-level students. Maintains clear documentation in student files.

d) Involvement – Actively participates in faculty matters (committees, meetings, assignments).

e) Leadership – Serves in leadership capacity within the College

f) Overall Service to the College

Comments Dr. Browning’s specific contributions to the university are from the recognition received from the STEP program, participation in professional societies, and chairing a section of an ASOR meeting in November 2012. In addition to these contributions, Dr. Browning served on campus committees, as president of a reconstituted Faculty Senate, and attended school functions.

4) Community Service

a) Participation – Participates in community or civic activities.

b) Support – Encourages student service in the community.

c) Overall Community Service
Comments Dr. Browning is actively engaged in community service by teaching for the Osher Lifetime Institute (OLLI) housed at USM, to classes at Sacred Heart High School, and supporting charitable organizations.

5) Christian Commitment
   a) Commitment – Consistently reflects Christian integrity and values to colleagues and students. 3
   b) Churchmanship – Actively participates in a church. 3
   c) Dedication to College – Supports the Christian mission of the Institution. 3
   d) Participation – Participates in the spiritual emphases events of the College. 3
   e) Overall Christian Commitment 3

Comments Dr. Browning maintains active participation in his local church (SS teacher, baptism committee, and deacon) and in university functions (chapel, CRV banquet, homecoming, etc.)

Recommendations:
None.

______________________________
Signature of Evaluator

______________________________
January 23, 2013
Date

I concur do not concur (circle) with the results of the evaluation.

Comments: ________________________________

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______________________________
I concur with the results of the evaluation.

Comments: I should get a raise

Daniel C. Brown
Faculty Member

January 13, 2013
Date

17 Jan 2012
Date

Dean
Faculty Member

Vice President of Academic Affairs

Original:
Copy: