

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 of 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  Date 14 December 2012

Supervisor's 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 appallingly 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 of 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.

Faculty Signature  Date 14 December 2012

Supervisor’s Signature  Date January 17, 2013

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

ATTACHMENT B2

Daniel C. Browning, Jr. *Curriculum Vitae*

Office:
William Carey University
Hattiesburg, MS 39401
(601) 582-6156

Home:
107 Darby Road
Hattiesburg, MS 39402
(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

- 2012 "Assyria and the Eighth-Century Hebrew Prophets". *Biblical Illustrator* 39.2 (Winter 2012-13): 38-42.
- 2011 "Susa in the Days of Queen Esther." *Biblical Illustrator* 37.3 (Spring 2011): 6-11.
- 2010 "Eternity in Greek Thought." *Biblical Illustrator* 36.3 (Spring 2010): 56-59.
2006. "Sennacherib, King of Assyria." *Biblical Illustrator* 32.3 (Spring 2006): 73-77.
2004. "745 B.C.E.: Tiglath-pileser III Rules Assyria." Pages 300-303 in *Great Events from History: The Ancient World, Prehistory-476 C.E.* Pasadena: Salem Press.
2004. "Ancient Siege Tactics." *Biblical Illustrator* 30.4 (Summer 2004): 16-20.
2002. "Merenptah," and "Seti I." In *Encyclopedia of the Ancient World*. Edited by Thomas J. Sienkewicz. Pasadena: Salem Press.
2001. "Various Small Finds: Loomweights." Pages 248-58 in Amihai Mazar and Nava Panitz-Cohen, *Timnah (Tel Batash) II: The Finds from the First Millennium BCE*. Qedem 42. Jerusalem: Institute of Archaeology, the Hebrew University of Jerusalem.
2001. "Jericho," and "Sennacherib." In *Magill's Guide to Military History*. Edited by John Powell. Pasadena: Salem Press.
2000. "Jesus' Neighbors in Sepphoris." *Biblical Illustrator* 27.2 (Winter 2000-2001): 50-54.
2000. "Azekah;" "Beth-horon;" "Eglon (Place);" "Goshen;" "Heifer;" "Soco, Socoh;" "Spinning, Weaving, and Loom;" "Timnah;" and "Tirzah." In *Eerdmans Dictionary of the Bible*. Edited by David Noel Freedman. Grand Rapids: Eerdmans.
1999. Participation in Amihai Mazar, "The 1997-1998 Excavations at Tel Rehov: Preliminary Report," *Israel Exploration Journal* 49.1-2 (1999): 1-42.
1998. "Jesus the Carpenter." *Biblical Illustrator* 25.2 (Winter 1998-99): 53-55.
1998. "The Hill Country is Not Enough for Us: Recent Archaeology and the Book of Joshua." *Southwestern Journal of Theology* 41.1 (Fall 1998): 25-43.
1996. "The Strange Search for the Ashes of the Red Heifer." *Biblical Archaeologist* 59.2 (June 1996): 74-90.
1996. With Mark Nicovich. "Of Seals and Scrolls." *Biblical Illustrator* 22.4 (Summer 1996): 29-31.
1995. "Standards of Greatness in the First Century." *Biblical Illustrator* 21.2 (Winter 1995): 50-52.
1994. "The Other Side of the Sea of Galilee," *Biblical Illustrator* 20.2 (Winter 1994): 50-53.
1993. "Land of Goshen." *Biblical Illustrator* 19.2 (Winter 1993): 71-74.

1991. "Assyria, History and Religion of;" "Babylon, History and Religion of;" "Egypt;" "Ethiopia;" "Fertile Crescent;" "Gods, Pagan;" "Horites;" "Hyksos;" "Isaac;" "Joseph;" "Minerals and Metals;" "Prison, Prisoners;" "Riddle;" "Saul;" "Sodom and Gomorrah;" "Spinning and Weaving;" "Syria;" "Titus;" "Tools;" "Torah;" and "Vessels and Utensils." In *Holman Bible Dictionary*. Edited by Trent Butler. Nashville: Holman.
1991. "Tirzah." *Biblical Illustrator* 17.4 (Summer 1991): 82-84.
1990. Review of *The World of the Old Testament*, A. S. van der Woude, ed., and *The Old Testament World*, by John Rogerson and Philip Davies. *Biblical Archaeologist* 53.3: 172-74.
1990. "Contracts, Deeds, and Their Containers." *Biblical Illustrator* 16.3 (Spring 1990): 62-66.
1986. "Computerizing Timnah Data." *ASOR Newsletter* 37.4: 6-7.

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.
2011. "Hazor versus Jericho and Ai: Dealing with Mixed Archaeological Data in Evaluating the Joshua Narrative," ASOR 2011 Annual Meeting, San Francisco, CA, November 17, 2011.
2004. "Pyramids and Pundits: The Scholar and Popular Theorists in the Disinformation Age." 2004 Humanities Month Lecture, William Carey College, October 25, 2004.
1999. "Why Have You Brought Us into the Wilderness to Die?: Murmurings against a Fifteenth Century Date for the Exodus," ASOR 1999 Annual Meeting, Cambridge, MA, November 18, 1999.
1998. With Amihai Mazar, "The Second Season of Excavations at Tel Rehov," ASOR 1998 Annual Meeting, Orlando, FL, November 20, 1998.
1997. "The First Season of Excavations at Tel Rehov," ASOR 1997 Annual Meeting, Napa, California, November 20, 1997.
1990. "Loom Weights in Iron Age Israel: Evidence of Production for Assyrian Tribute?" SBL/AAR/ASSR/ASOR Southwest Regional Meeting, Dallas, March 10, 1990.
1989. "Loom Weights and Assyrian Tribute Requirements: Textile Production in Iron Age Israel," SBL/ASOR Annual Meetings, Anaheim, November 19, 1989.

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

Graduate:

Biblical Backgrounds
Anatolia and Asia Minor
Archaeological Field Work

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

Biblical Backgrounds in Bible Lands
Bronze Age Empires

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.

ATTACHMENT D
Peer Evaluation

Faculty Member Daniel C. Browning Jr.

Date 14 December 2012

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. | <u>3</u> |
| 2) Enjoys teaching; generates student enthusiasm; encourages students to think for themselves; inspires maximum learning. | <u>3</u> |
| 3) Communicates learning outcomes. | <u>3</u> |
| 4) Well prepared for class. | <u>3</u> |
| 5) Meets class on time and for the duration of each period. | <u>2</u> |
| 6) Syllabus – Uses contractual agreement with students to clearly articulate: | |
| a) Course outline | <u>3</u> |
| b) Learner objectives | <u>3</u> |
| c) Fair methods of student evaluation | <u>3</u> |
| d) Utilization of electronic databases | <u>3</u> |
| e) Utilization of current literature | <u>3</u> |
| f) Required writing component | <u>3</u> |
| g) Incorporation of reading, writing, and/or critical thinking skills | <u>3</u> |
| h) Statement on disability | <u>2</u> |
| i) Statement on plagiarism | <u>2</u> |
| 7) Is cordial, fair, and impartial; respects students as individuals. | <u>3</u> |
| 8) Presents information in an organized and coherent way. | <u>3</u> |
| 9) Concepts were explained clearly. | <u>3</u> |
| 10) Speaks clearly and audibly. | <u>3</u> |

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!

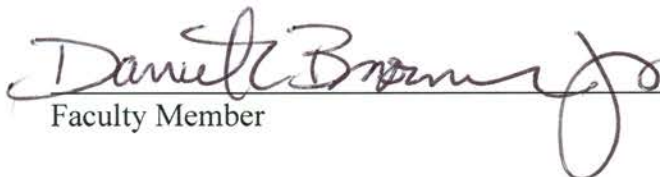
Additional Comments:

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

WILLIAM CAREY UNIVERSITY
HATTIESBURG/SPRING 2012
STUDENT EVALUATION OF THE FACULTY

Course: 000000000029 Year: 12 Class Enrollment: 0 School Enroll.: 0
Course Desc.: HIS/REL 490.430 BROWNING, JR, DA Semester: SP Class Respondents: 10 School Resp.: 2973
Instructor: Inst. No.: 000

Question	Course												School			
	5	4	3	2	1	Omit	Resp	Str	Weak	Mean	S.D.	%-tile	Str	Weak	Mean	S.D.
	Hi	%	%	%	Lo	#	#	%	%				%	%		
1 Prepares well for class	60	20	20	0	0	0	10	0	0	4.4	0.8	25	0	0	4.7	0.7
2 Demonstrates professional competenc	60	40	0	0	0	0	10	0	0	4.6	0.5	34	0	0	4.7	0.7
3 Communicates subject matter clearly	40	20	10	30	0	0	10	0	0	3.7	1.3	6	0	0	4.5	0.9
4 Stimulates interest in subject	50	20	20	10	0	0	10	0	0	4.1	1.0	13	0	0	4.6	0.9
5 Encourages discussion	40	40	0	10	10	0	10	0	0	3.9	1.3	6	0	0	4.6	0.9
6 Timely feedback exams/reports/activ	50	30	10	0	10	0	10	0	0	4.1	1.2	12	0	0	4.6	0.8
7 Is accessible outside of class	80	0	10	10	0	0	10	0	0	4.5	1.0	37	0	0	4.6	0.8
8 Cares about students learning	40	20	10	20	10	0	10	0	0	3.6	1.4	1	0	0	4.7	0.8
9 Meets class on time/the full period	70	10	0	10	10	0	10	0	0	4.2	1.4	5	0	0	4.8	0.6
10	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	4.8	0.6
11	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	4.4	1.4
12 Syllabus provided/beginning 5.Y-1.N	100	0	0	0	0	0	10	0	0	5.0	0.0	61	0	0	4.9	0.5
13 Attended Comm/Junior Coll. 5.Y-1.N	30	10	0	0	60	0	10	0	0	2.5	1.9	19	0	0	3.3	1.9
14 Female (5) Male(1)	10	0	0	0	90	0	10	0	0	1.4	1.2	1	0	0	3.7	1.9
15 Grade: 5.A, 4.B, 3.C, 2.D, 1.F	20	40	30	10	0	0	10	0	0	3.7	0.9	2	0	0	4.5	0.7
16	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	4.2	0.9
17	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	4.6	0.8
18	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
19	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
20	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
21	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	4.5	0.9
22	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	4.8	0.4
23	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	4.8	0.4
24	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
25	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
26	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
27	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
28	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
29	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
30	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
31	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
32	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
33	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
34	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0
35	0	0	0	0	0	10	0	0	0	0.0	0.0		0	0	5.0	0.0

WILLIAM CAREY UNIVERSITY
HATTIESBURG/SPRING 2012
STUDENT EVALUATION OF THE FACULTY

Course: 000000000030 Year: 12 Class Enrollment: 0 School Enroll.: 0
Course Desc.: REL 1010.10 BROWNING, JR., DANIE Semester: SP Class Respondents: 18 School Resp.: 2973
Instructor: Inst. No.: 000

Question	Course												School			
	5	4	3	2	1	Omit	Resp	Str	Weak	Mean	S.D.	%	Str	Weak	Mean	S.D.
	Hi	%	%	%	Lo	#	#	%	%			tile	%	%		
1 Prepares well for class	89	0	11	0	0	0	18	0	0	4.8	0.6	59	0	0	4.7	0.7
2 Demonstrates professional competenc	78	17	6	0	0	0	18	0	0	4.7	0.6	49	0	0	4.7	0.7
3 Communicates subject matter clearly	78	17	0	6	0	0	18	0	0	4.7	0.7	59	0	0	4.5	0.9
4 Stimulates interest in subject	89	6	6	0	0	0	18	0	0	4.8	0.5	68	0	0	4.6	0.9
5 Encourages discussion	72	11	6	11	0	0	18	0	0	4.4	1.0	37	0	0	4.6	0.9
6 Timely feedback exams/reports/activ	83	6	11	0	0	0	18	0	0	4.7	0.7	60	0	0	4.6	0.8
7 Is accessible outside of class	78	11	0	11	0	0	18	0	0	4.6	1.0	42	0	0	4.6	0.8
8 Cares about students learning	89	0	0	6	6	0	18	0	0	4.6	1.1	42	0	0	4.7	0.8
9 Meets class on time/the full period	100	0	0	0	0	0	18	0	0	5.0	0.0	77	0	0	4.8	0.6
10	100	0	0	0	0	17	1	0	0	5.0	0.0	61	0	0	4.8	0.6
11	100	0	0	0	0	17	1	0	0	5.0	0.0	71	0	0	4.4	1.4
12 Syllabus provided/beginning 5.Y-1.N	100	0	0	0	0	0	18	0	0	5.0	0.0	61	0	0	4.9	0.5
13 Attended Comm/Junior Coll. 5.Y-1.N	39	6	0	0	56	0	18	0	0	2.7	1.9	26	0	0	3.3	1.9
14 Female (5) Male(1)	78	0	0	0	22	0	18	0	0	4.1	1.7	66	0	0	3.7	1.9
15 Grade: 5.A, 4.B, 3.C, 2.D, 1.F	39	44	11	6	0	0	18	0	0	4.2	0.8	18	0	0	4.5	0.7
16	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	4.2	0.9
17	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	4.6	0.8
18	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
19	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
20	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
21	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	4.5	0.9
22	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	4.8	0.4
23	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	4.8	0.4
24	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
25	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
26	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
27	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
28	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
29	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
30	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
31	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
32	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
33	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
34	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0
35	0	0	0	0	0	18	0	0	0	0.0	0.0		0	0	5.0	0.0

WILLIAM CAREY UNIVERSITY
HATTIESBURG/SPRING 2012
STUDENT EVALUATION OF THE FACULTY

Course: 000000000031 Year: 12 Class Enrollment: 0 School Enroll.: 0
Course Desc.: REL 1020.10 BROWNING, JR., DANIE Semester: SP Class Respondents: 13 School Resp.: 2973
Instructor: Inst. No.: 000

Question	Course												School			
	5	4	3	2	1	Omit	Resp	Str	Weak	Mean	S.D.	%-	Str	Weak	Mean	S.D.
	Hi	%	%	%	Lo	#	#	%	%			tile	%	%		
1 Prepares well for class	85	8	8	0	0	0	13	0	0	4.8	0.6	58	0	0	4.7	0.7
2 Demonstrates professional competenc	69	15	15	0	0	0	13	0	0	4.5	0.7	27	0	0	4.7	0.7
3 Communicates subject matter clearly	77	15	8	0	0	0	13	0	0	4.7	0.6	60	0	0	4.5	0.9
4 Stimulates interest in subject	69	23	8	0	0	0	13	0	0	4.6	0.6	50	0	0	4.6	0.9
5 Encourages discussion	38	31	23	8	0	0	13	0	0	4.0	1.0	9	0	0	4.6	0.9
6 Timely feedback exams/reports/activ	85	8	0	8	0	0	13	0	0	4.7	0.8	57	0	0	4.6	0.8
7 Is accessible outside of class	54	15	15	8	8	0	13	0	0	4.0	1.3	7	0	0	4.6	0.8
8 Cares about students learning	46	31	23	0	0	0	13	0	0	4.2	0.8	12	0	0	4.7	0.8
9 Meets class on time/the full period	83	17	0	0	0	1	12	0	0	4.8	0.4	59	0	0	4.8	0.6
10	50	0	50	0	0	11	2	0	0	4.0	0.0	3	0	0	4.8	0.6
11	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	4.4	1.4
12 Syllabus provided/beginning 5.Y-1.N	100	0	0	0	0	0	13	0	0	5.0	0.0	61	0	0	4.9	0.5
13 Attended Comm/Junior Coll. 5.Y-1.N	62	0	0	0	38	0	13	0	0	3.5	1.9	58	0	0	3.3	1.9
14 Female (5) Male(1)	77	0	0	0	23	0	13	0	0	4.1	1.7	64	0	0	3.7	1.9
15 Grade: 5.A, 4.B, 3.C, 2.D, 1.F	31	31	31	8	0	0	13	0	0	3.8	0.9	4	0	0	4.5	0.7
16	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	4.2	0.9
17	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	4.6	0.8
18	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
19	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
20	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
21	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	4.5	0.9
22	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	4.8	0.4
23	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	4.8	0.4
24	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
25	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
26	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
27	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
28	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
29	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
30	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
31	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
32	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
33	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
34	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0
35	0	0	0	0	0	13	0	0	0	0.0	0.0		0	0	5.0	0.0

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

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. 3
- b) Student Support – Actively engaged in student recruitment and sponsorship of academic organizations. 2
- c) Academic Advisement – Completes accurate academic advising for lower-level And upper-level students. Maintains clear documentation in student files. 3
- d) Involvement – Actively participates in faculty matters (committees, meetings, assignments). 3
- e) Leadership – Serves in leadership capacity within the College 3
- f) Overall Service to the College 3

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. 2
- b) Support – Encourages student service in the community. 2
- c) Overall Community Service 2

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.

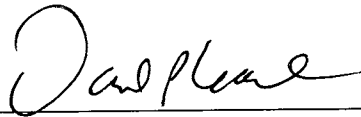
5) Christian Commitment

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

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: _____

Dan Plummer

Dean

January 13, 2013

Date

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

Comments: I should get a raise

Daniel C Brown

Faculty Member

17 Jan 2012

Date

Original: Vice President of Academic Affairs

Copy: Dean
Faculty Member