

## Average Score on Teaching Evaluations (1)

### University of South Carolina

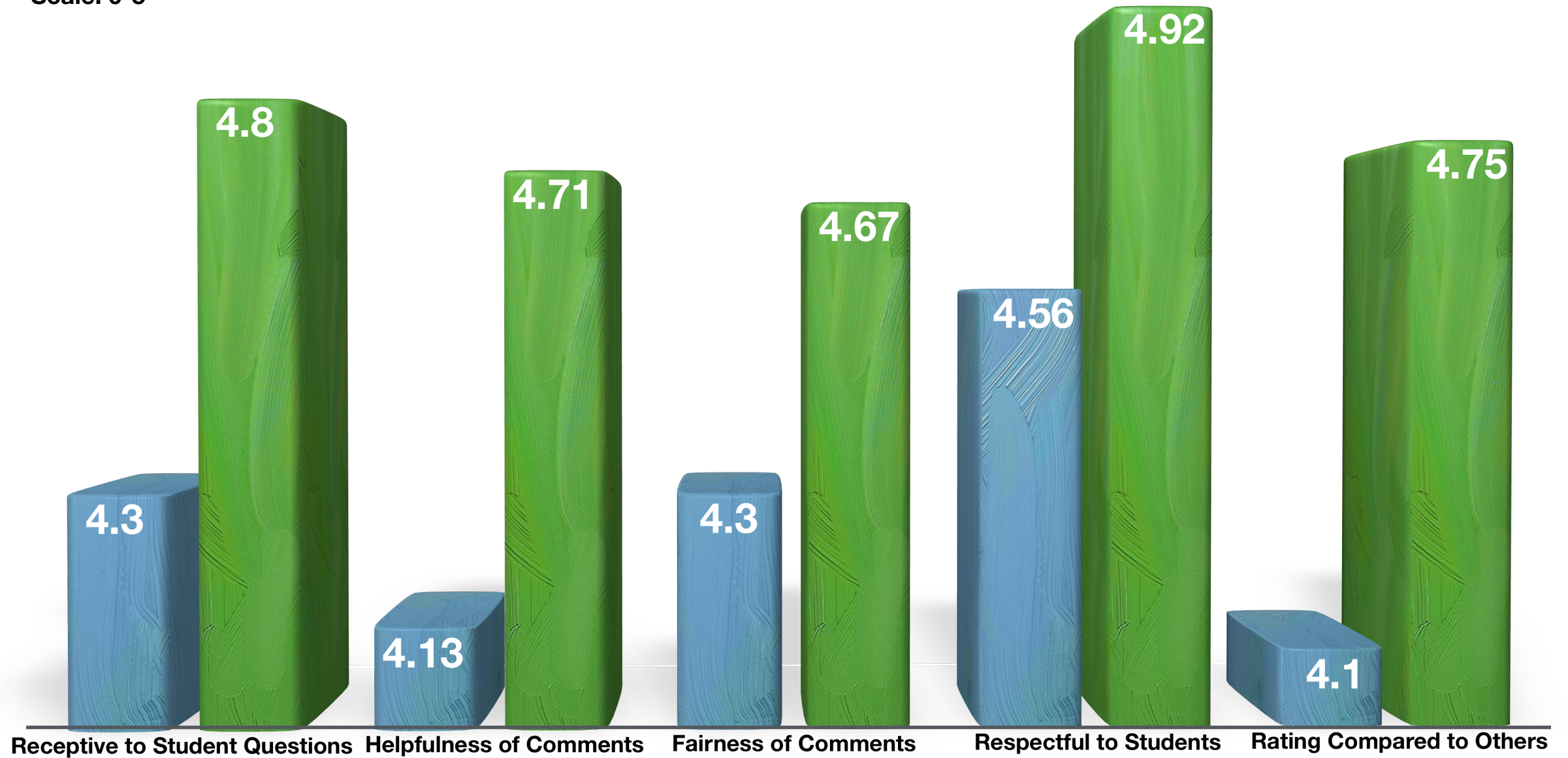
University Professor/Instructor Average, USC

Gerad Gentry

5

Scale: 0-5

4



## Average Score on Teaching Evaluations (2)

University of South Carolina

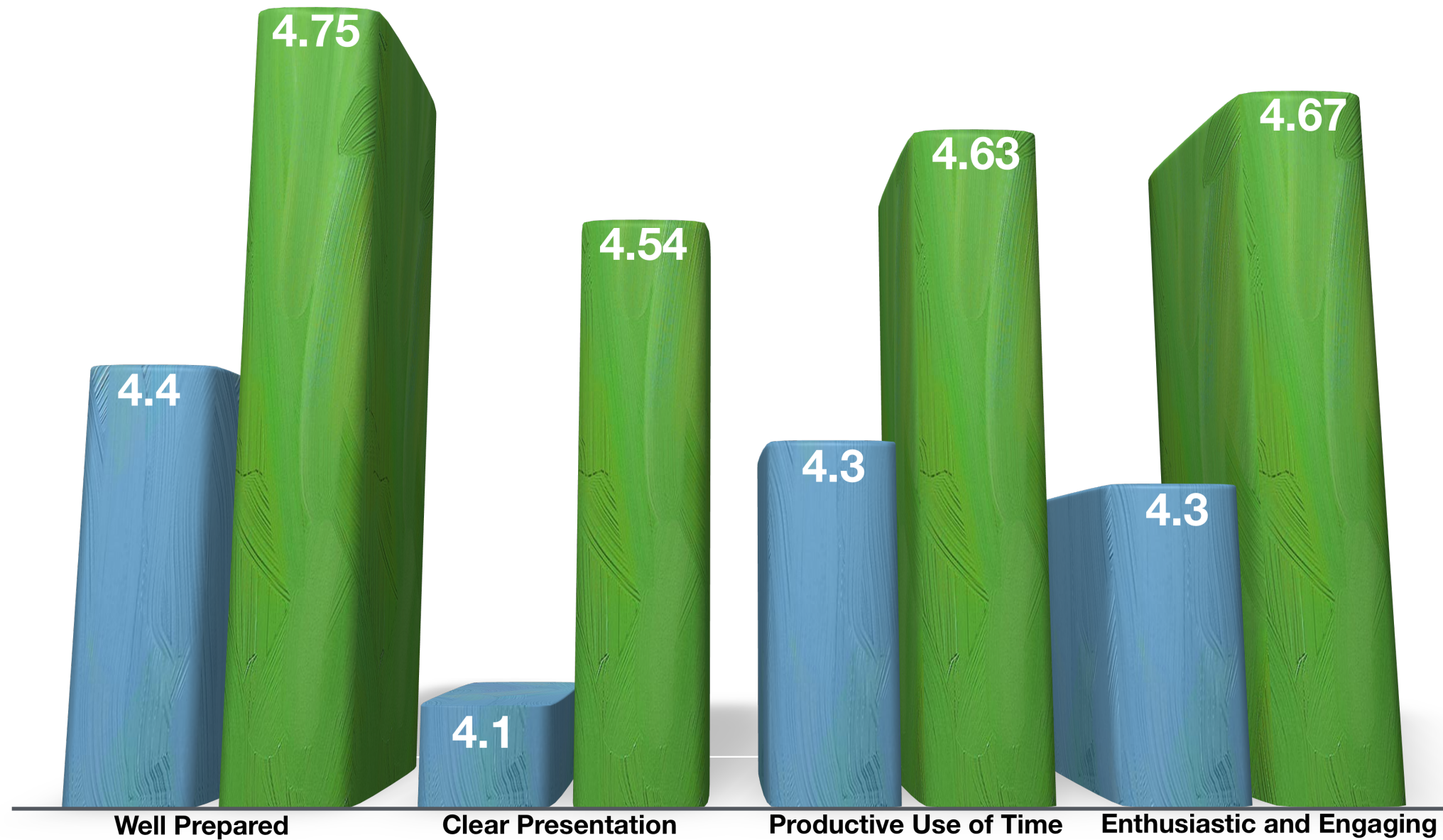
University Professor/Instructor Average, USC      Gerad Gentry

Scale: 0-5

5

5

4



# Student Comments

Greatest Strengths According to Students:

1. "He was very patient in explaining concepts that were difficult."
2. "He was not biased. He took the time to ask questions and listen to our answers."
3. "He created a comfortable environment and made it easy to participate. He always listens and gives good feedback."
4. "One of the very best professors/teachers in my schooling. His course was difficult for me, but was very rewarding and insightful at the same time. I will be thinking about this philosophy in some way for the rest of my life."
5. "Very outgoing, helpful, and enthusiastic."
6. "Taught material very well."
7. "Professor Gentry made this course extremely challenging in a number of ways. In order to do well in the course, attendance was mandatory and careful and thorough review of the reading materials was required. His method of presentation required active participation and thoughtful consideration of the materials being studied. For instance, he never provided the answers to the problems initially, but required the students to state and develop ideas related to the problems or viewpoints being addressed. This required thorough preparation and active participation in class. Extremely unbiased approach as well as totally respecting everyone's views. A model for this type of course.....everyone got way more than their money's worth!!"
8. "Gerad is the coolest! Had I had another professor, I'm not sure I would have enjoyed it."
9. "Mr. Gentry was awesome! I felt like I learned so much from his course that I can now be applied in my day to day from here on out."
10. "He is really good at perspective taking."
11. "The instructor was extremely knowledgeable on the subject and also excelled in being able to translate the often complex message of the philosophical lesson."
12. "Best instructor I have ever had at the university! Somebody who actually cares about his students grades and is willing to help when needed!"

*(Full comments and course evaluations available upon request.)*



### Former Student's Teaching Evaluation:

Professor Gentry has an amazing ability to connect with all of his students, no matter what their level of knowledge. Although Professor Gentry introduces highly abstract and foreign ideas, he does so in way that is tangible and understandable to everyone. His presentation of the material is both relatable and rich in content. It encourages you to *want* to think beyond the average scope of the classroom. Professor Gentry is innovative. His teaching is effective because it is tailored to accommodate all types of learning, whether it be visual, auditory or kinesthetic. His instruction incorporates video clips, active discussion as well as the use of tables and diagrams. Whenever Professor Gentry feels as though his students have not fully grasped a concept, he maps it out on the whiteboard to ensure everyone has developed a full understanding of the material.

Professor Gentry introduces an array of material designed to encourage critical thinking so that his students will expand their intellectual capabilities and in turn grow to be more well-rounded and capable individuals. In class, we learn together and grow together; it is education in its purest and rarest form. Further, he goes beyond the traditional scope of the classroom and acts a mentor to students, helping them with resumes, graduate school applications, and more. It is evident that Professor Gentry is motivated by his genuine interest in his students. He wants to see them succeed and will do anything in his power to empower them to be successful in college and beyond.

I am now in law school and every day I find myself using the critical reasoning skills I learned in Professor Gentry's course. Although the grade I earned in his Introduction to Philosophy class is one of the hardest grades I've earned in my undergraduate career, the effort and time required by his instruction has made me a more prepared and confident law student. I will forever be thankful for this. Professor Gentry has high expectations for his students and he holds you accountable. This makes you want to do better and be better. When you do well in Professor Gentry's course it is rewarding and satisfying because you know you have worked hard. Professor Gentry believed in me but more importantly, he made me believe in myself. Professor Gentry is one of the greatest educators I have had.

Ana Moises  
J.D. Candidate  
Georgia State College of Law





UNIVERSITY OF  
**SOUTH CAROLINA**  
DEPARTMENT OF PHILOSOPHY

5 October 2017

I have known Gerad since the summer of 2013, and I observed his PHIL 102: Introduction to Philosophy in fall of 2014. Gerad has a very natural way of conversing with his students. He makes them feel at home and at the same time willing to discuss complex philosophical issues. I have to confess that I was slightly envious of the ease with which he got all students involved, the way in which he designed the classroom atmosphere and discussion, so that no student felt left behind. Everyone was willing to participate in discussion because it was not just a question-and-answer-game involving one student and the instructor at a time, but a fair exchange of arguments among the students as peers.

Overall, Gerad did a fabulous job inciting an informed and constructive discussion of the class topic. In the end, he was able to draw out all the material and fundamental points of the respective reading, as well as the problematic areas – and he succeeded impressively to do this in dialogue with the students.

As was visible in that one class, but also comes to the fore in his teaching reviews, Gerad skillfully mixes various quite effective (sometimes stunningly simple) means to enable this exceptional atmosphere. Gerad always approaches a philosophical problem with a mixture of techniques and media, using lecture, short student-presentations, student-led discussion, group discussion; using movie-clips, music, and a wide array of other art forms. Being a student in his class must be enjoyable in the following way: finding oneself enabled to see more in what surrounds us every day, and developing the tools to question this or to frame it philosophically. Most students comment very favorable of him and his work, in particular his concern for their progress, his enthusiasm for the material, and his fairness and devotion to enhance the students' performance. And I think they are so right about this.

Dr. Anne Pollok  
Assistant Professor and Director of Undergraduate Studies  
University of South Carolina / Columbia, SC



**George Streeter**

Humanities Professor at  
Prairie State College

February 3, 2013, George was  
senior to Gerad but didn't  
manage directly

## **Prairie State College Chicago 2012-13**

Gerad has quickly become a valued member of the Humanities Department at Prairie State College. Over the past year he has demonstrated a passion for teaching philosophy and a real knack for connecting with our diverse student body. He consistently receives excellent student evaluations. Based on my classroom observation as department coordinator, Gerad holds his students to very high standards by challenging them to read more closely and discuss their ideas in greater depth. He formulates clear and open questions that invite and encourage broad participation. He is extremely patient with his students, allowing them to explore their ideas on their own while providing positive and constructive feedback that gently steers the class back toward the main theme of the day. His students seemed excited about talking philosophy, and I attribute their focus and energy to Gerad's nurturing spirit, innovative teaching strategies, and adept classroom management.

Though he has a very busy schedule teaching at two different colleges, Gerad has devoted himself to the life of the department at Prairie State. He actively participates in adjunct faculty meetings and often comes by my office to share ideas about curriculum and other student-centered concerns. He is also very supportive of his colleagues. I would strongly recommend Gerad for any philosophy teaching position at a community college or a small liberal arts college.



**Robert Lehe**

Professor of Philosophy at  
North Central College

January 17, 2013, Robert  
managed Gerad directly

**North Central College,  
Greater Chicago Area  
2011-13**

Gerad Gentry taught philosophy courses at North Central College in 2011 and 2012. I was the department chairperson who hired and supervised Gerad. From both direct observation of his teaching in the classroom, examination of his course evaluations submitted by students, and comments received directly from students, there is clear evidence that Gerad's teaching performance was excellent. His course evaluations were comparable to those of full-time members of the department. His ethics course was very well designed, and students found it engaging. Gerad demonstrated excellent rapport with students. He is also very conscientious in presenting multiple sides of controversial issues in a very objective and even handed way. He strives not to allow his own personal views to bias his pedagogy. Gerad is also very gracious in his interaction with students and colleagues. I would very much welcome Gerad to continue to teach at North Central and would highly recommend him for other teaching positions and further graduate study.

Robert T. Lehe  
Professor of Philosophy  
North Central College





## **Kyle Coward**

Mental Health Professional  
and Freelance Writer

December 8, 2012, Kyle worked  
with Gerad in different groups

## **LBP/OLS High School, Southside of Chicago 2012**

I got to know Gerad during the time we worked at the Little Black Pearl Art & Design Center/Options Lab School, and I was very impressed with his energy for teaching, his passion for the arts, and the genuinely respectful manner in which he treated everyone whom he came into contact with – be it students, staff, or others.

With students, Gerad was very instrumental in heightening their awareness of the arts, particularly with ceramics. His patience and intelligence were very critical not only in his tutelage of them, but in helping them overcome any concerns they had regarding their artistic potential. These are the sorts of qualities you would like any teacher to have, and his students were more than appreciative by the care in which he approached them.

Gerad was also highly respected by his various teaching and non-teaching colleagues at Little Black Pearl/Options for the manner in which he performed his endeavors and for the many ideas he contributed to the organization's wider arts education mission in the Hyde Park-Kenwood community. I have no doubt that Little Black Pearl/Options is a better place for Gerad being of service there, and I know he will make a significant contribution to any organization he is with.