

AGNES SCOTT COLLEGE

Peer Evaluation Form

Instructor being evaluated: Matthew Culberson, P.h.D. Date: 2/5/2025

Department: Chemistry Course name, # and section: CHE 240A

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1. STRUCTURE AND GOALS

	1	2	3	4	5	N/A
The instructor's presentation shows clear signs of planning and organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The instructor effectively integrates the various instructional elements (lecture, blackboard materials, handouts, technology)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The instructor uses class time efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The instructor presents material effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The instructor responds appropriately to unanticipated situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2. TEACHING BEHAVIORS

	1	2	3	4	5	N/A
The instructor maintains sufficient eye contact with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The instructor speaks at a reasonable pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The instructor uses language understandable to the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. INSTRUCTOR/STUDENT RAPPORT

	1	2	3	4	5	N/A
The instructor demonstrates fair and equitable concern for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The instructor answers student questions clearly and simply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The instructor encourages students to take an active role in the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The instructor treats students with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4. SUBJECT MATTER AND INSTRUCTION

	1	2	3	4	5	N/A
The instructor demonstrates adequate knowledge of the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
The instructor motivates student interest in the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
The instructor is up-to-date in the discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
The instructor provides effective transitions between topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
The students are generally attentive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
The instructor demonstrates enthusiasm for the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
The instructor demonstrates enthusiasm for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
The instructor relates concepts to real-world events, problems, issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
The instructor uses clear and adequate quantitative methods when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x

INSTRUCTOR'S STRENGTHS:

Motivating, patient, attentive, and engaging.

INSTRUCTOR'S WEAKNESSES:

PLEASE ADD ANY COMMENTS THAT EXPLAIN THE ABOVE SCORES

Department Chair Electronic Signature:

S. A. Winget

Dr. Culberson creates a comfortable and engaging classroom environment that encourages students to actively participate in their learning. The class began with a student volunteer writing an inspirational quote on the chalkboard: "Just keep swimming," which was especially relevant after a recent exam. Dr. Culberson was personable throughout the lecture, using the chalkboard, slide presentations, analogies, real-world references, and examples to simplify chemistry concepts. He was patient with his students, frequently soliciting and answering their questions. During the lecture, Dr. Culberson engaged the class in dialogue and consistently provided positive feedback. His passion for teaching was evident as he moved throughout the classroom, standing beside students who asked questions, verifying responses to practice problems, and interacting with those seated in the back. He also encouraged active participation during group activities. The students remained attentive throughout the entire class, which is a testament to Dr. Culberson's positive teaching attitude, patience, and knowledge of the subject.