Note: This form is provided as an example, and is not intended to be prescriptive. Departments may use a different format to conduct peer evaluation of teaching.

PEER EVALUATION OF TEACHING

<table>
<thead>
<tr>
<th>Name of Instructor</th>
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<tbody>
<tr>
<td>Date</td>
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<tr>
<td>Course number and name</td>
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<tr>
<td>Name of evaluator</td>
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1. Please write a brief non-evaluative description of the class you visited.
   a. Was it a large lecture, a small class, or a discussion?
   b. What methods were used to present the material (e.g., lecture? slides? dialogue between instructor and students?)
   c. How was the time apportioned?

2. Please write an evaluation of this class session. Your evaluation should include responses to the following questions:
   a. How well was the material organized?
   b. How clearly was it presented?
   c. Did the instructor encourage critical thinking?
   d. Was time well utilized?
   e. Did the instructor communicate enthusiasm and interest in the subject?
   f. If discussion took place, how well did the instructor moderate it?
   g. How did the instructor respond to students' questions and comments?
   h. Were faculty-student interactions lively and interesting?
   i. Did the instructor have a thorough knowledge of the material?
   j. Was the material presented up-to-date?

3. Please write an evaluation of the syllabus and any other written material (e.g., exams) that you considered. Your evaluation should include responses to the following questions:
   a. Does the syllabus set out clear learning objectives for the course?
   b. Is the syllabus well-organized and well-conceptualized?
   c. Does the syllabus make clear the basis for grading?
   d. Is the instructor covering the major areas that should be covered in this course?

4. Please provide constructive criticism that the instructor can use to improve the course. Issues to consider include:
   a. delivery methods
   b. student interactions
   c. types of material presented and distributed
   d. grading and evaluation methods