UNIVERSITY OF MARYLAND EASTERN SHORE  
Division of Academic Affairs

Academic Program Review  
Questionnaire for Individual Faculty Members  
(Both Full-Time and Adjunct Teaching Faculty are required to complete this form.)  
2007

Name of Faculty Member Responding__________________________________________________
Department ____________________________________________________________
School ________________________________________________________________

1. Please list all courses that constituted your teaching load for the last three years:

   a.                             a.                             a.                        
   b.                             b.                             b.                        
   c.                             c.                             c.                        
   d.                             d.                             d.                        
   e.                             e.                             e.                        
   f.                             f.                             f.                        
   g.                             g.                             g.                        
   h.                             h.                             h.                        

2. Do you utilize performance indicators to determine student learning and/or your 
teaching effectiveness in the courses you teach? If so please describe or list them 
below. (Performance indicators utilize qualitative and quantitative information to help 
determine success of student learning in order to elevate and improve teaching 
effectiveness. Common examples: are their core competencies that students should 
master in your class before going to the next unit? Do you plot exam scores to see if 
the class grades on exams fit the standard bell curve, etc.?)
3. For the courses you teach, how would you evaluate your students’ college-level proficiencies that should have been acquired from the UMES general education courses or from pre-requisite courses (oral and written communication, reasoning skills, technological competencies, quantitative skills, information literacy, etc)? Be as specific as possible in identifying areas/competencies that are deficient most often.

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<th>Competency/Skill</th>
<th>Rating</th>
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Oral/Written Communication
Information Literacy
Problem solving/Quantitative Skills
Computer and Technical Skills
Interpersonal Communication
Leadership and Teamwork
Honesty and Integrity
Self-Initiative
Reliability

4. Succinctly document your scholarly activities (within the last five years) in the area for which you have major instructional responsibility (number of books published, number of articles published in refereed and non-referred journals, number of papers presented at professional conferences).

5. List all grant awards that you have received within the last five years (from fall 2004 to the present). Include the title of the project, and the amount and source of the award.

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<th>Area of Specialization</th>
<th>List of courses taught that are not in the area of Specialization</th>
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6. What is the area of specialization of your graduate degree(s)? Which courses have you taught that are not consistent with this area of specialization and which are?

7. Provide evidence of your continuing professional development through education/training, and practical and scholarly activities. (Include activities with professional organizations.)

8. What type of university-supported professional development do you believe you need?

9. Are your professional responsibilities (in addition to the instructional assignments) recognized in faculty workload reports? If not, explain.

10. Do you believe your annual performance evaluation is based on defined goals that are measurable and attainable? If not, give assessment indices that you think would be more useful.

11. Are there any intra- and/or inter-departmental or team taught courses that you would recommend to strengthen the curricula, minimize duplications, be more cost-effective, or strengthen courses. If so please make suggestions below. Indicate anticipated barriers or challenges.
12. Are you a part of a program that has core faculty sufficient in number and possessing the expertise to assist you with instructional design, content delivery and curricular evaluation? If not, what would you suggest to remedy this lack of critical mass?

13. (a) Are the resources of the library and related learning centers, equipment and technology adequate to support the educational and research goals of the program in which you are involved. If not, what are the primary needs?

(b) Are the resources in equipment and technology adequate to support the educational and research goals of the program in which you are involved. If not, what are the primary needs?