Heritage University

**Analysis of Faculty Effectiveness/Performance Assessment Summary
and
Professional Development Growth Plan**

Faculty Member:

Program (Department, Courses, Areas of Responsibility):

Department Chair (Supervisor):

Other Mentors:

Dates for Reviewing Progress:

Date of Conversation on this assessment and growth plan:

Convert to PDF and sign electronically

Faculty signature: _____ Date: _____

Chair signature: _____ Date: _____

Reviewed by Provost: _____ Date: _____

Reviewed by President: _____ Date: _____

Electronic copies to:
1. *Faculty Member*
2. *Faculty Member File in Office of the Provost/Vice President for Academic Affairs*
3. *Department Chair*

Summary of Self-Assessment and Developmental Conversation
(the reflective process that connects the key characteristics to the professional development plan)

Areas of Strength: (How I best help students learn)

Key characteristics and areas (teaching, community service, scholarship), which represent my greatest strengths, according to my self-assessment, are:

Greatest strengths according to the program chair (and other mentors) are:

Summary of conversation reconciling and integrating these strengths:

Some evidence and examples (especially for positive student learning outcomes) are:

I would be willing to serve as a professional resource to colleagues on these strengths
☐Yes   ☐No   Comment:

Areas for Growth and Development: (How I can better help students learn)

Key characteristics and areas, based on self-assessment and university needs, I would like to develop are:

Areas for growth and development according to program chair and others are:

Summary of conversation reconciling and targeting areas for professional growth in next year or so:

Professional Growth Plan

1) **Targeted Areas for Development** (learning outcomes)

2) **Planned Developmental Activities**

3) **Useful Resources and Opportunities:** (Books, articles, reports, people at Heritage, people elsewhere, workshops, conferences, seminars, grants, courses, degree programs, etc.)

4) **Resources Needed from the University:**

5) **Timeline/Checkpoints:**

6) **Formative Assessment:** (linking key characteristics, where applicable, to positive impact on student learning, past and projected)