



Faculty Development Process Form (FDP)

Click or tap here to enter text.

Employee Name

Click or tap here to enter text.

Position Title

Click or tap here to enter text.

Employee ID

Click or tap here to enter text.

Person I Report To

Click or tap to enter a date.

Date of Last Review

Introduction to the Faculty Development Process (FDP): As a college, we encourage the growth and development of our Faculty. Rather than a “performance appraisal” per se, the Faculty Development Process is designed to be conversational and engaging, reflecting on the past and planning for the future. It creates an opportunity for the Faculty member and the Person They Report To, to reflect on the previous period and consider and decide upon areas for development.

It is designed to be led by the Faculty member – who contacts the Person They Report To and initiates the process. There are various aspects of the FDP to be completed – some are required, and there are optional Tools which can help clarify areas to focus on for the upcoming period.

The Skilled College Educator Framework ([link to supporting documentation](#)) outlines a wide range of skills and competencies that Faculty members are expected to possess or develop. The FDP includes several Tools to assist in planning your growth and development as a Faculty member. Information on each of these Tools follows in the successive pages.

Instructions:

The document’s content is protected, you will only be able to enter information in the areas identified by “click or tap here to enter text”. The form will be emailed between the Faculty member and the Person They Report To as it’s worked on. Once completed, the Faculty member will save it as pdf, both the Faculty member and Person They Report To will sign it, and then forward to HR for record keeping and reporting.

1. Looking Back
 - a. Looking Back (page 1) is completed by the Faculty member.
 - b. Concurrently, Looking Back (page 2) is completed by the Person They Report To.
 - c. The Faculty member and Person They Report To discuss the Looking Back section and possibilities for development in the upcoming period.
2. Looking Forward (page 3) is filled in by the Faculty member, and then discussed with the Person They Report To before being finalized. Once agreed to, the Faculty member and Person They Report To add their comments and signature.
3. Optional Tools: As part of the Looking Forward section, the Faculty member may choose any of the optional Tools. Details on each of the Tools can be found on the relevant page.
 - a. Peer Observation
 - b. Learner or Client Feedback
 - c. Portfolio
 - d. Development Goal
4. Return the completed and signed FDP to Human Resources. A copy will be kept in the Faculty member’s file.
5. There is a page for ongoing dialogue and communication that occurs prior to the next FDP, should you choose to use it.
6. Human Resources will periodically report to the Associate Deans identifying completed and outstanding FDPs.

Employee Name:

LOOKING BACK FROM YEAR

Introduction: The FDP is a chance to celebrate and acknowledge what's happened over the past period. These first two pages give you and the Person You Report to a chance to do so.

Instructions: The Faculty member completes the first page. The Person You Report To completes the second page. Then meet and acknowledge all that's occurred in the past period. The boxes will expand as you type, so you have as much space as you need.

I/Faculty member

What to Celebrate

Feeling Grateful For

A Key Learning

To be Proud of

Bow Valley Values: Respect Inclusion Creativity Teamwork Resilience

BVC Value I exemplified

Employee Name: Click or tap here to enter text.

LOOKING BACK FROM YEAR Click or tap here to enter text.

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Person I Report To

What to Celebrate

Accomplishments

A Key Learning

An area of Growth this past period

Bow Valley Values: Respect Inclusion Creativity Teamwork Resilience

A Value I think the Faculty member exemplified

Faculty Development Process Form (FDP)



Employee Name:

LOOKING FORWARD TO YEAR

Introduction: This page summarizes what you'd like to focus on for the next period. You and the Person You Report To can determine the "Next Period" based on your future plans. It could be a year or several years.

Instructions: Complete up to and including Action Priorities. If you choose to use a Tool, identify that Tool here and complete the relevant page for that Tool. Lastly, meet with the Person You Report To, and complete the rest of this page. The text boxes will expand as you type.

Ways I'd like to contribute to our team

New things I want to try

BVC has 4 College Action Priorities (link to [to supporting documentation](#)). Over the next period I wish to focus on (choose one or more than one)

- | | |
|--|---|
| <input type="checkbox"/> Deliver Transformation Learning | <input type="checkbox"/> Making All Learning Count |
| <input type="checkbox"/> Challenging Our Thinking | <input type="checkbox"/> Improve the Educational Experience |

Of the 4 College Action Priorities, I want to focus on the one checked above because

Tool/s I want to use for the upcoming period:

- Peer Observations Learning/Client Feedback Portfolio Development Goals None

After reviewing the above with the Person I Report To:

This is what I'm focusing on for the next period as agreed to with the Person I Report to

My next steps are

Employee comments after reviewing FDP with the Person I Report To

Person I Report To comments after reviewing FDP with Employee

Faculty Signature: _____

Date:

Person I Report To Signature: _____

Date:

Faculty Development Process Form (FDP)



Employee Name:

ONGOING DIALOGUE UNTIL THE NEXT FDP

Introduction: The FDP is designed to encourage ongoing discussions between the Staff member and Person I Report To. The FDP doesn't represent a point in time, but rather is a living process.

Instructions: Should you wish, communication about your professional and personal development related to the FDP can be noted here. The text boxes will expand as you type.

Date	Click or tap to enter a date.
Discussion	Click or tap here to enter text.
Next Steps	Click or tap here to enter text.

Date	Click or tap to enter a date.
Discussion	Click or tap here to enter text.
Next Steps	Click or tap here to enter text.

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Employee Name:

Tool: Peer Observation

Introduction: One process that enables an instructor's ongoing inquiry, dialogue, and reflection is Peer Observation. This Tool is best suited for Faculty members who are instructors. More information can be found in the supporting documentation ([link](#)).

Instructions: Identify an area of focus for the upcoming period suitable for Peer Observation. For instance, it could be an area of growth you have been working on and want feedback on your progress, or an area of upcoming focus or development. Complete the first 2 boxes, decide who you would like to be your Observer (someone from Bow Valley College), and review with The Person You Report To. Once agreed, discuss with the Observer. After the Observation, complete the remaining fields with your Observer. The boxes will expand as you type.

I want to be observed on

What I wish to learn from the Peer Observation

My Observer is

Course Code and Title

Offering

Date of Observation

Feedback from the Observer

What I have learned is

My next steps are

Note: This could form the basis for a Development Goal

Observer Sign Off

Name:

Date of Observation/s:

Signature: _____

Employee Name:

Tool: Learner or Client Feedback

Introduction: Feedback from those we support, whether they be learners or internal clients, can be a powerful source of information on areas for growth and development.

Instructions: Select a method of feedback, there are various forms to consider. 1) You can use Learner Experience Feedback (LEF) forms which have already been completed from a previous, or a current course. If the latter, coordinate with your Associate Dean to request your course be evaluated; for information on this process contact EvaluationServices@bowvalleycollege.ca. 2) There may be other appropriate College documents which are relevant, such as the CSQ-4 (Client Service Questionnaire). 3) You can create your own customized document to solicit feedback. Ensure participants' anonymity when collecting the data. The boxes will expand as you type.

Identify the feedback used for this Faculty Development Process (FDP):

- Learner Evaluation Feedback Form (LEF)
 Other Form (attached)
 Customized Form (attached)

Course Code	Offering	# of Students Enrolled	# of LEF's Completed
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

I selected Feedback as a Tool because I'm hoping to learn

From the feedback received I learned

Considerations after discussing with The person I Report To

My Next Steps are

Note: This could form the basis for a development goal.

Employee Name:

Tool: Portfolio

Introduction: A Portfolio is an opportunity to showcase your exceptional achievements and may take many forms. It is your Portfolio and you decide what you want to showcase in it.

Instructions: Complete the first two boxes below. Arrange to meet with the Person You Report To and review and discuss your Portfolio. Then you and the Person You Report To complete the remaining boxes. The boxes will expand as you type.

Included in my Portfolio is/My Portfolio takes the form of

Highlights of my Portfolio

Feedback from the Person I Report To, after reviewing my Portfolio

Upon reflection, my Portfolio would be stronger if/by

My Next Steps are

Note: This could form the basis for a Development Goal

Employee Name:

Tool: Development Goal

Introduction: Setting goals provides direction for future activities. Some goals develop knowledge or skill, or may change, develop or contribute to a larger goal perhaps as part of a team or department. BVC identifies four kinds of goals, acknowledging that some goals may fit into more than one category:

- Teaching/Education (focused on what you teach if you are an instructor)
- Professional Learning and Development (focused on an area you want to learn, develop, or participate in)
- Personal (focused on your career, growth, or progression)
- Scholarly activity (which includes guiding the learners through applied research process at BVC; or developmental research that is focused on Faculty professional development)

Instructions: You may have one goal, or many, for the upcoming period. Complete a worksheet for each goal. Once completed, review and finalize with the Person You Report To. . You may find it helpful to think of these criteria for a “SMART” goal when creating the goal:

S – Specific M – Measurable A – Attainable R – Realistic T – Time Activated

My goal is focused on: (select one or more than one, as relevant)

- Teaching/Education Professional Learning & Development Personal Scholarly Activity

My goal is

This goal is important to me because

I know I will have been successful by/when

The support needed to achieve this goal is

The steps I'll take to achieve this goal are

Comments or updates discussing with The Person I Report To