Purpose of the PDP and PDR

Documents progress towards achieving professional development goals.

Help you grow and be successful.

Builds evidence for progress towards promotion and tenure.

Provides opportunity for performance feedback from colleagues, chair, and administration.

Build as a professional.

You have questions – we want to answer them!

Write your question(s) on the board.
Evaluation Documents

PDP = Professional Development Plan
• Fall
  – 9-21-18 (to Chair)
  – 10-12-18 (to Deans)
• List objectives and achievements expected the next year(s)

PDR = Professional Development Report
• Spring
  – See the timeline
• Describe and substantiate progress over the past year(s)

5 criteria

See Article 22 and Appendix G of the contract.
Due Dates

- Office of Academic & Student Affairs (http://www.bemidjistate.edu/academics/student-affairs/faculty-resources/)
  - Faculty Resources
    - IFO Articles 22 and 25 Professional Development and Evaluation Schedule
      - Professional Development Evaluation timelines

<table>
<thead>
<tr>
<th>APRICLE 22</th>
<th>PDP consult with Dean / Supv by:</th>
<th>PDP to Dept via Chair by:</th>
<th>Department feedback to Faculty (encouraged) by:</th>
<th>PDP to Dean / Supv by:</th>
<th>Dean / Supv feedback on PDP to Faculty by:</th>
<th>PDP and documentation to Dept through Chair by:</th>
<th>Department comments (through chair) on PDR to Faculty by:</th>
<th>Final PDR, documentation and Chair / Dept comments to Dean / Supv by:</th>
<th>Meet with Dean / Supv to discuss PDR by:</th>
<th>Dean / Supv eval to Faculty and copy to HR file and VP by:</th>
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<tbody>
<tr>
<td>1st Yr. Prob Faculty who begin Fall 18</td>
<td>9-14-18</td>
<td>9-21-18</td>
<td>10-5-18</td>
<td>10-12-18</td>
<td>11-15-18</td>
<td>4-12-19</td>
<td>4-26-19</td>
<td>5-8-19</td>
<td>8-27-19</td>
<td>8-30-19</td>
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<tr>
<td>These dates are from 2017-18 timelines, REMINDER for Probationary Faculty who began Fall 17</td>
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<td>2nd-4th Probationary</td>
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<td>10-5-18</td>
<td>10-12-18</td>
<td>11-15-18</td>
<td>3-1-19</td>
<td>3-8-19</td>
<td>3-29-19</td>
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<td>Fixed Term (75%) FTE or more (includes assistant and head coaches)</td>
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<td>5th Yr. Probationary Tenure</td>
<td>9-14-18</td>
<td>9-21-18</td>
<td>10-5-18</td>
<td>10-12-18</td>
<td>11-15-18</td>
<td>1-4-19</td>
<td>1-31-19*</td>
<td>1-31-19*</td>
<td>3-1-19</td>
<td>3-29-19</td>
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<tr>
<td>Tenured Faculty below rank of Professor</td>
<td>For Fac in 1st year of 2-year review cycle</td>
<td>For Fac in 1st year of 2-year review cycle</td>
<td>For Fac in 1st year of 2-year review cycle</td>
<td>For Fac in 1st year of 2-year review cycle</td>
<td>10-12-18</td>
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<td>8-27-19</td>
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<td>Faculty in an odd year of their 4-year PDP cycle should submit a 2-year PDP using above schedule and do oral report by 5-8-19.</td>
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<td>Faculty in an even year of their 4-year PDP cycle should submit a written PDR using above schedule.</td>
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PDR content *(article 22 from the contract)*

A. Purpose
B. 5 criteria
C. Schedule and Frequency
D. PDPs (content)
The 5 areas

- Ability to teach effectively
- Scholarly or creative achievement or research
- Evidence of continued preparation and study
- Contribution to student growth and development
- Service to the department, university and community
What does a PDP/ PDR “look like”?

• It is a contract – it binds
• It is developmental – it shows growth
• It is an exchange – between you and the deans
• It is documentation – takes you to tenure
• Examples...
What does a PDP “look like”?

• List your goals.
  – Briefly describe expected outcomes and significance for each goal.
  – Support with documents (in the PDR)

Example: PDP

In all of the above courses, I aim to do the following:

• Promote a classroom community by having students work in groups, encouraging participation, and playing music at the start of class.
• Be available outside of class to assist students with issues pertaining to their learning.
• Accept feedback from colleagues on teaching methods and course development.
What does a PDR “look like”?

• Promote a classroom community by having students work in groups, encouraging participation, and playing music at the start of class.
  – Before the start of class, I played music to encourage students to relax and socialize. The genres were selected according to student votes in a class survey.
  – Participation in class was also enhanced by either writing out all of the notes on the document camera (in Chem 2211 and Chem 1111) or onto lecture outlines with some “missing” material (in Chem 4420 5910 and Chem 4420 5420) (S2015-Lecture Notes Chem 4420).

• Be available outside of class to assist students with issues pertaining to their learning.
  – Students visited me during my office hours for extra help with the material. Several have thanked me for my time and helpfulness (S2015-Student Says Thank You).

• Accept feedback from colleagues on teaching methods and course development.
  – Dr. Ken Traxler and Dr. Annie Butler-Ricks observed me teaching Chem 2211. They commented that I “take the time to prepare good lectures” and observed my comfortable interactions with students that “prompted a dialogue between (me) and (my) class” (F2014-Evaluation Letter ABR).
Demonstrated ability to teach effectively (and/or perform effectively in assignment)

- Syllabi, curriculum
- Course evaluations
- Peer teaching evaluations
- Assessment of learning outcomes
- Quality assignments
- Pedagogical approaches

Check out the CPD website!

Ask the CPD to observe your class!

Stay tuned for upcoming CPD programming!
Scholarly or creative achievement or research

- Research projects
- Published work (papers, articles)
- Grants (applications/ funded)
- Presentations, performances, and invited lectures
- Panel participant
- Journal editor, reviewer, etc.

Give an honor’s council lecture
Evidence of continued preparation and study

- Remain current in field (i.e. reading journal articles)
- Membership to professional societies
- Attendance to professional meeting and conferences
- Continuing education courses/ formal education
- Structured study that leads to implementation of new pedagogy
- Involvement in accreditation processes

Apply for a Professional Improvement Grant!
Contribution to student growth and development

- Student advising (academic and career)
- Recommendation letters / professional reference
- Supervision of research projects
- Advisor of student clubs
- Job placement (develop relationships with employers)
- Mentor
- UTAP advisor

Contact the CPD!
Service to the department, university, and community

- Committee work: program, department, university, system
- Leadership roles
- Mentor colleagues and students
- Recruit and retain students
- Involvement in accreditation processes, program review, assessment
- Alumni relations
- On-campus or community volunteer work, presentations
- Outreach
(Possible) Components of a PDR

Progress and documents

- Significance and Purpose
- Unique Identity
- Themes
- Big Picture
- Fit to BSU
- Reflect and Grow

Base Layer

Additional layers

Discuss directly in PDP/PDR!
Layer: Unique identity!

Think about:
What do you do that is special and different?
What are your unique contributions? Reflect on this!

Who do you interact with?
- Students
- Colleagues
- Staff
- Administrators
- Community Members
- Peers
- Departments

What roles do you have?
- Research
- Improve
- Inspire
- Present
- Renovate
- Lead
- Supervise
- Instruct
- Learn
- Share
- Build
- Follow
BSU Mission and Values

Mission: We create an innovative, interdisciplinary and highly accessible learning environment committed to student success and a sustainable future of our communities, state and planet. Through the transformative power of the liberal arts, education in the professions, and robust engagement of our students, we instill and promote service to others, preservation of the earth, and respect and appreciation for the diverse peoples of our region and world.

Shared Fundamental Values:

• Civic engagement and leadership
• International and multicultural understanding
• Belief in the power of the liberal arts
• Environmental stewardship

These are core values that guide curriculum and services. Not tightly defined, they invite interpretation and discovery.

How do these figure into your professional development plan?
Strategic Plan

Inspired by PLACE, Enriched by DIVERSITY

STRATEGIC PLAN 2018 - 2023

BEMIDJI STATE UNIVERSITY

MISSION
We create an innovative, interdisciplinary and highly accessible learning environment committed to student success and a sustainable future of our communities, state and planet. Through the transformative power of the liberal arts, education in the professions and robust engagement of our students, we infuse and promote service to others, preservation of the earth and respect and appreciation for the diverse peoples of our region and world.

VISION
We educate people to lead inspired lives.

SHARED FUNDAMENTAL VALUES
• Civic engagement and leadership
• International and multicultural understanding
• Belief in the power of the liberal arts
• Environmental stewardship

STRATEGIC PLAN 2018 - 2023

PRIORITY 1: Build university capacity through distinguishing themes of place.

GOAL 1: Beginning Fall 2019, create at least one new undergraduate or graduate program a year that incorporates one or more themes of place.

GOAL 2: By Spring 2019, complete a comprehensive study to clarify and focus the university brand as an expression of place themes and devise correlated strategies to improve recruitment and retention of students and employees.

GOAL 3: Beginning Fall 2019, develop at least one new initiative and/or collaboration a year that reflects place themes within and among academics, student life, athletics, and the community.

PRIORITY 2: Increase engagement with American Indian communities to become a destination university.

GOAL 1: Strengthen relationships with American Indian communities by doubling the number of experiential learning opportunities available to BSU students in tribal communities by Fall 2022.

GOAL 2: Increase enrollment of American Indian students to 350 (66.7% gain from 2017) by Fall 2022.

PRIORITY 3: Increase student engagement in campus life.

GOAL 1: Increase participation in the following NSSE areas to Carnegie Class means by Fall 2022:
• Attendance at art exhibits, plays, or other art and music performances;
• Formal leadership roles in student groups or organizations;
• Opportunities to be involved socially, attending events and activities (includes athletic events), and attend events that address important issues.

GOAL 2: Increase opportunities for faculty and students to engage with one another outside the classroom to the NSSE Carnegie Class means by Fall 2022.

GOAL 3: Improve the quality of interactions with students, academic advisers, faculty, student services staff, and other administrative staff to the NSSE Carnegie Class means by Fall 2022.

PRIORITY 4: Strengthen BSU’s academic identity by infusing its Shared Fundamental Values into all academic programs.

GOAL 1: By Fall 2019, ensure that the Master Academic Plan is aligned with the Shared Fundamental Values.

GOAL 2: By Fall 2022, infuse Shared Fundamental Values into the curricula of all academic programs.

PRIORITY 5: Create a university culture in which diversity is embraced and all people are safe, welcome, and validated.

GOAL 1: Increase the number of international students to 300 (156% gain from 2017), students of color to 700 (18.6%); and faculty and staff of color by 15 (26.8%) by Fall 2022.

GOAL 2: Achieve an increase of at least 0.25 in the mean response to campus climate survey questions about personal experience of a welcoming environment for all aspects of diversity by Spring 2022. Increase the BSU mean for the five NSSE diversity questions to at least the state university mean by 2020.
Timing

• What about stuff already completed this fall?
  – Include in this year’s PDP (as “I will do…”)
  – Bonus on PDR. You are DONE!

• What about stuff I did/ will do in late spring/ summer (after the PDR is due)?
  – Include in next year’s PDP
TIPS and STRATEGIES

• Approach with a positive attitude.
• Expect it to take time, reflection, and effort.
• Be realistic; set obtainable goals.
  – What will you get done? By spring?
  – (You can do more!)
• List activities under more than one criterion, if applicable.
• Have goals that link together into themes.
  – Department, BSU, Your personal plan
• Include the “why”
• Organize professionally and clearly.
• Get feedback – actively solicit suggestions.
• Maintain a habit of retaining relevant documents – hard copies and electronic.
• Maintain a habit of retaining relevant documents – hard copy or electronic.
  – Sample student work with your comments
  – Presentation abstracts, conference booklets
  – Drafts or final copies of scholarly work
  – List of articles or books read
  – Lists of student meetings (formal and informal) and prospective student visits
  – Emails

• Discuss importance and relevance of evidence/documents.

• Organize materials professionally and clearly.
  – Article 22, Section H.

Section H. Electronic Submissions. Faculty members may submit evaluation documents and supporting materials in electronic formats supported by the university that can be accessed by relevant faculty and administrators. Electronic signatures may be used where signatures are required.
Department Chair and Members

Chair
• Distribute PDP/PDR to department members
• Coordinate comments from all people in the department
→ Feedback letter to faculty and dean
• Should be willing to share their own PDP/PDR with faculty
• NOT supervisory role over other faculty members (chair’s role is administrative)

Department members
• Provide feedback on PDP/PDR
HELP!!!

- Ask your Department Chair and colleagues.
- Talk to your Dean.
- Ask a CPD Member.
- Visit the CPD library. HS 357
  - Examples of PDPs/PDRs.