

**Center for Professional Development
Annual PDP Workshop**

2020 – 2021

- FOR 2021-2022:
- Add a slide about PDP stuff for NEW faculty: Katie Peterson's stuff is pretty advanced.
- Include stuff such as:
- “Write syllabi – investigate committees.....start research program. Really introductory stuff.

Why do I gotta do a PDP and PDR??

Encourages and ensures growth as a professional

Documents progress towards achieving professional development goals.

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

Demonstrates meeting goals of your department, college, and BSU.

Builds evidence for progress towards promotion and tenure.

IFO contract

ARTICLE 22

Professional Development and Evaluation

Section A

Purpose

- The purpose of professional development is to provide for continuing improvement in teaching, in other student interactions, in the quality of scholarly activity and other service to the university and community. The purpose of evaluation is to provide faculty with information which will contribute to their professional development. The evaluation processes are intended to be supportive of a faculty member's desire for continuing professional growth and academic excellence. This process contributes to various personnel activities and supports the interest of each faculty member to achieve continuing professional growth and to pursue the highest possible level of academic excellence.

Section B

The criteria shall include:

1. Demonstrated ability to teach effectively and/or perform effectively in other current assignments.
2. Scholarly or creative achievement or research.
3. Evidence of continuing preparation and study.
4. Contribution to student growth and development.
5. Service to the university and community

2020-2021 Professional Development and Evaluation (Article 22) (including Head Coaches)

*** PDP – Professional Development Plan

*** PDR – Progress Report

ARTICLE 22	<u>PDP**</u>					<u>PDR***</u>				
	PDP consult with Dean / Supv by:	PDP to Dept via Chair by:	Department feedback to Faculty (encouraged) by:	PDP to Dean / Supv by:	Dean / Supv feedback on PDP to Faculty by:	PDR and documentation to Dept through Chair	Department comments (through chair) on PDR to Faculty by:	Final PDR, documentation and Chair / Dept comments to Dean / Supv by:	Meet with Dean / Supv to discuss PDR by:	Dean / Supv eval to Faculty and copy to HR file and VP by:
1 st Yr. Prob Faculty who begin Fall 20	9-11-20	9-18-20	10-2-20	10-9-20	11-13-20	4-9-21	4-23-21	5-7-21	8-25-21	8-27-21
These dates are from 2019-20 timelines, REMINDER for Probationary Faculty who began Fall 19								5-8-20	8-25-20	8-28-20
2 nd - 4th Probationary Fixed Term (.75) FTE or more (includes assistant and head coaches)	9-11-20	9-18-20	10-2-20	10-9-20	11-13-20	2-26-21	3-5-21	3-26-21	4-9-21	4-23-21
5 th Yr. Probationary Tenure	9-11-20	9-18-20	10-2-20	10-9-20	11-13-20	1-6-21	1-31-21*	1-31-21*	2-26-21	3-26-21

PDP and PDR as a whole:

- It is developmental – showing growth
- It is an exchange – between you and your dean
- It is documentation – building towards tenure



How to go about putting this together

Start with your goals

- Describe your progress/ outcomes/ significance for each goal.
- Support with documents in your PDR

PDP example: Increase student growth and retention through multiple strategies. Success will be measured by tracking student performance (course grades), DFW rates, and number of declared chemistry majors (at the beginning and end of the Principles of Chemistry I and II semesters).

- **Create “active lectures” that incorporate active learning techniques such as in-class problems, group work, videos, and demonstrations. An emphasis will be placed on student participation and interaction. Adoption of this pedagogical approach is based on research that active learning increases student performance and decreases DFW rates.**
- Improve the communication of specific learning outcomes to ensure students understand expectations. This will enable them to do well on exams and be prepared for future chemistry courses.
- Submit student reports to the Early Alert and Retention System (EARS) – now Starfish – to communicate student absences, low exam scores, and other behavioral or academic issues that affect performance and retention.

What does a PDR look like?

- This text was found on the PRP:
- Create “active lectures” that incorporate active learning techniques such as in-class problems, group work, videos, and demonstrations. An emphasis will be placed on student participation and interaction. Adoption of this pedagogical approach is based on research that active learning increases student performance and decreases DFW rates.
- On the PDR – narrative and evidence is included that speak to this plan

What does a PDR look like? Example:

Create “active lectures” that incorporate active learning techniques such as in -class problems, group work, videos, and demonstrations. An emphasis will be placed on student participation and interaction. Adoption of this pedagogical approach is based on research that active learning increases student performance and decreases DFW rates.

1. During every lecture students were asked to work on practice problems in-class and, in the process, collaborate with their peers. I utilized active learning techniques such as think-pair-share, having students re-write the notes in their own words, and posing questions to the students (with the expectation that they answer). In course evaluations, many students commented that the example and practice problems during lecture are the helpful (*F2016-CHEM 2211 EndofTerm Course Evaluation* and *S2017-CHEM 2212 MidTerm Course Evaluation*).

Specific comments include:

“Solving problems with classmates is a little easier to understand. I liked all the example problems and practice problems done together in the lecture.”

“What is working is when we walk through an example problem from whatever we’re learning and then working problems to make sure I understand it.”

What does a PDR look like? Example:

Create “active lectures” that incorporate active learning techniques such as in -class problems, group work, videos, and demonstrations. An emphasis will be placed on student participation and interaction. Adoption of this pedagogical approach is based on research that active learning increases student performance and decreases DFW rates.

2. On average, one video or simulation per chapter was used during class, but additional interactive and video-based learning resources were available to students within the course D2L site (*S2017-CHEM 2212 Supplementary Simulations and Videos*).

In a course evaluation, a student commented that “the videos posted online were a great study aid” (*EndofTerm Course Evaluation*).

What does a PDR look like? Example:

Create “active lectures” that incorporate active learning techniques such as in -class problems, group work, videos, and demonstrations. An emphasis will be placed on student participation and interaction. Adoption of this pedagogical approach is based on research that active learning increases student performance and decreases DFW rates.

3. In Principles of Chemistry (CHEM 2211 and CHEM 2212), the following demonstrations were performed: reactivity of alkali metals with water, emission spectra of metal ions (rainbow salts), balloons as hybrid orbitals and the VSEPR model, solubility of polar and non-polar compounds in water, precipitation reactions, redox reaction (Cu/Ag⁺), Boyles’s and Charles’ gas laws (balloons expand under reduced pressure and shrink when temperature is lowered).

Students found the demonstrations and videos **exceptionally helpful (23%), very helpful (54%), or moderately helpful (19%)** (*EndofTerm Course Evaluation*).

When asked “What do you enjoy about this class?” in course evaluations, multiple students mentioned the lecture demonstrations (*F2016-CHEM 2211 EndofTerm Course Evaluation* and *S2017-CHEM 2212 MidTerm Course Evaluation*).

Etc, etc.....

Evidence (documentation) is required

- Maintain a habit of retaining relevant documents – hard copy or electronic.
 - Samples of student evaluations and statistics of results – **don't forget those learning objectives!**
 - 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
 - Pertinent emails
- Discuss importance and relevance of evidence/ documents.
- Organize materials professionally and clearly.

But what **FORMAT** do I use??

- Hard copy narrative
 - Physical copies of documents/evidence
- D2L narrative
 - Electronic copies of documents in folders under Content
- PDF narrative
 - Clickable links
 - Ability to 'return' to the narrative
 - **Deans Yoder, Seig, and White prefer this format**

The **weakest** PDP/R

- Are the exact same as last year... and the year before...and the year before that...
- Do not show progress (in each area).
- No evidence – or evidence that does not support goal.

The **strongest** PDP/R

- Show evidence of success.
- Tie evidence to the plan (PDP).
- Explain why/ how goal was successful...or not.
- Discusses growth
- Goals link with department, college, and BSU goals
 - *See next few slides*



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.

Inspired by PLACE, Enriched by DIVERSITY

STRATEGIC PLAN 2018 - 2023



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.

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

PRIORITIES & GOALS



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 2018, 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 (36.7% 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.

TIPS and STRATEGIES

- Approach with a **positive attitude**. “This will help me succeed”
- Time, reflection, and effort are required.
- Include assessment/ outcomes of any goal included in your PDP.
- **Explain why/ how goal was successful or not.**
- **Get feedback** from colleagues to improve document:
- Colleagues, Mentor, Department Chair, Dean.

**And most importantly....don't forget that
we ALL want you to succeed!!!**

