

 NORTHERN PENNSYLVANIA REGIONAL COLLEGE	Policy: NPRC-3315 Professional Development for Faculty Origination: 03-14-2019 Approved: 04-12-2019 Effective: 04-12-2019 Reviewed: Last Updated:
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Subject: Professional Development for Faculty

1. PURPOSE

This policy statement establishes guidelines and expectations for professional development for faculty of Northern Pennsylvania Regional College.

2. SCOPE AND APPLICABILITY

This policy is applicable to all faculty (instructors) who provide instruction for Northern Pennsylvania Regional College (NPRC or the College).

3. REFERENCES

3.1 INDX-0010 Master Policy Index

3.2 NPRC-3310.A Professional Code of Conduct and Ethical Principles for Instructors

3.3 NPRC-3330 Faculty Performance Evaluation

3.4 Northern Pennsylvania Regional College Strategic Plan

3.5 The Pennsylvania Code, § 31.24. Faculty

<https://www.pacode.com/secure/data/022/chapter31/s31.24html>

- 3.6 Middle States Commission of Higher Education, Standards of Affiliation, Standard III Design and Delivery of the Student Learning Experience, <http://www.msche.org/wp-content/uploads/2018/06/RevisedStandardFINAL.pdf>, page14,
- 3.7 California Northstate University College of Medicine, Individual Faculty Professional Development Plan, <http://medicine.cnsu.edu/faculty/individual-faculty-professionsl-development-plan>

4. DEFINITIONS

- 4.1 Professional development for faculty at NPRC is institutional support for instructors to strive for excellence in the art and science of the teaching-learning process and to be emboldened in pursuing and implementing innovative ideas and personal growth.
- 4.2 The Faculty Development Plan (FDP) is a set of guidelines designed to provide full-time and part-time faculty with an appropriate quantity and quality of professional development.
- 4.3 An Individual Faculty Development Plan (IFDP) is a written plan designed to stimulate an instructor's teaching, scholarship, and service.
- 4.4 For purposes of this policy, teaching is the pursuit of excellence in the art and science of the teaching-learning process.
- 4.5 For the purposes of this policy, scholarship is the pursuit of expertise in a discipline-specific area.
- 4.6 For the purposes of this policy, service is the performance of work or duties in support of the College's mission and strategic plan.

5. POLICY

- 5.1 Faculty development must be in accordance with the College's Faculty Development Plan.
- 5.2 The Faculty Development Plan

- 5.2.1 Shall provide equal access to full-time and part-time faculty for participation in College-facilitated and external professional development activities:
- 5.2.2 Shall include an annual planned budget dedicated to professional development activities that adequately meet identified training and developmental needs of the College;
- 5.2.3 Shall communicate established processes and deadlines for fulfilling funding requests from faculty that fairly and equitably distribute available resources to meet institutional needs;
- 5.2.4 Must provide for priority funding for established goals within an IFDP; and
- 5.2.5 Shall align with the College's mission and support its strategic plan.
- 5.3 All full-time faculty are required to submit an Individual Faculty Development Plan (IFDP) annually as a component of their performance evaluation prescribed within NPRC-3330 Faculty Performance Evaluation.
- 5.4 All full-time faculty are required to conference virtually, electronically, or in-person with the Dean of Curriculum and Instruction or designee about the content of their annual IFDP.
- 5.5 Part-time faculty are required to submit an IFDP to qualify for submitting an institutional financial support request for professional development.
- 5.6 Financial and other forms of institutional support is contingent upon alignment with institutional goals and budgetary constraints. Requests for funding may be denied or only partially funded. No assumption is created concerning future approval of financial support based upon past approval. Approval or denial of a funding request does not nullify the expectation for continuing professional development for faculty.
- 5.7 The IFDP is expected to be a living document that should be dynamic, reviewed, revised, and discussed multiple times throughout the academic year as requested by the faculty or Dean of Curriculum and Instruction or designee.
- 5.8 The IFDP is expected to be constructed as a narrative that incorporates a response from the owner of the plan to each of the following questions:
 - 5.8.1 What is your five-year professional aspiration for teaching, scholarship, and service?

- 5.8.2 What specific three to five goals are proposed for the next year that will contribute to reaching those aspirations?
 - 5.8.3 What are the activities you plan to complete to achieve the specific goals?
 - 5.8.4 What is the estimated financial commitment you are seeking from the College to support each associated activity planned?
 - 5.8.5 What objective evidence might illustrate successful achievement of the proposed specific goals?
 - 5.8.6 How will you use the specific activities you undertake in the areas of teaching, scholarship, and/or service to support the mission and strategic plan of NPRC?
- 5.9 The College shall maintain a record of full-time and part-time faculty participation in continuing education, professional self-development, and other activities that promote expertise in their respective disciplines and best practices in pedagogy. Such record may include, but is not limited to, the following:
- 5.9.1 Self-reported activity with appropriate supporting documentation for accomplishments including, but not limited to, publication, travel relative to teaching assignment, and research;
 - 5.9.2 Activities including, but not limited to, workshops, webinars, meetings, and professional conferences or seminars for which attendance or participation is documented;
 - 5.9.3 Active membership in or engagement with professional organizations, boards, or advisory councils, or other similar entities relevant to excellence in teaching-learning practices or continued development in discipline expertise; and
 - 5.9.4 Attainment of additional professional credentials in the current area of expertise or pursuit of expertise in additional areas or disciplines.

6. RESPONSIBILITIES AND TIMELINES

- 6.1 Faculty are responsible for submission of an IFDP to the Dean of Curriculum and Instruction or designee for the next academic year prior to the first day of classes for the spring semester.
- 6.2 Faculty are responsible for submitting a log of professional development activities and accomplishments to the Dean of Curriculum and Instruction or designee for each

academic year prior to the deadline for submission of final grades during the spring term as part of the faculty performance evaluation.

- 6.3 The Dean of Curriculum and Instruction or designee is responsible for responding to faculty IFDPs for the next academic year through virtual, electronic, or in-person conference prior to the deadline for the submission of first four-week grades for the spring academic term.
- 6.4 The Dean of Curriculum and Instruction or designee is responsible for development, administration, and annual update of the Faculty Development Plan. The updated FDP for the next academic year is to be submitted to the Vice President for Academic and Student Affairs for budget and planning purposes prior to the deadline for submission of midterm grades during each fall academic term.
- 6.5 The President's Cabinet is responsible for approving the FDP for the next academic year prior to the deadline for submission of final grades during each fall academic term.
- 6.6 The Dean of Curriculum and Instruction or designee is responsible for maintaining records of full-time and part-time faculty development activities.
- 6.7 The Vice President for Academic and Student Affairs is responsible for the administration of this policy.

7. REVIEW STATEMENT

This policy shall be reviewed on a regular basis at least once every five years per the Policy Review Schedule established by the President or the President's designee. A review of the policy may be requested prior to the timeframe outlined by the policy review schedule by any student, faculty, staff, administrator, or board member. Such a request must be submitted in writing to the office of the President and must address specific concerns. Upon receipt of such a request, a complete review of the policy will be conducted within three months. Upon review, the President or President's designee may recommend to the Board of Trustees that the policy be amended or appealed.

8. SIGNATURES

Signature on file

Chair, Board of Trustees

Date

Signature on file

President

Date

Attachments: None

Distribution: Board of Trustees; <https://regionalcollegepa.org>

Revision Notes: Policy in Origination