



Policy: NPRC-3330: Faculty Performance  
Development and Evaluation  
Origination: 3-02-2020  
Approved: 07-10-2020  
Effective: 07-10-2020  
Reviewed: 03-31-2022  
Last Updated: 05-13-2022

## **Subject: Faculty Performance Development and Evaluation**

### **1. PURPOSE**

This policy establishes guidelines for evaluating and guiding the development of all full-time and part-time academic faculty of Northern Pennsylvania Regional College (“NPRC” or the “College”).

### **2. SCOPE AND APPLICABILITY**

This policy is applicable to all academic faculty who provide instruction for NPRC and supervisors of those faculty.

### **3. REFERENCES**

3.1 NPRC-3320: Faculty Expectations and Workload

3.2 PROC-3330: Academic Faculty Performance Development and Evaluation

3.3 FORM 3331: Corrective Action Plan for Faculty Performance

### **4. DEFINITIONS**

4.1 Academic Faculty is any instructor (part-time or full-time) who teaches one or more courses for academic credit at the College.

### **5. POLICY**

5.1 The College uses faculty evaluation to encourage and support ongoing faculty development, improvement, and growth; empower faculty through individual goal setting; and align individual, departmental, and college-wide goals.

5.2 Part-time faculty are evaluated by the appropriate academic director or designee during their first academic term of service and, subsequently, the first term of each

academic year during which the faculty teaches a course for the College as outlined in PROC-3330: Academic Faculty Performance Development and Evaluation.

- 5.3 The appropriate academic director or designee will observe and evaluate an instructional session of all full-time faculty once per academic year as outlined in PROC-3330: Academic Faculty Performance Development and Evaluation.
- 5.4 Class observations may be conducted in person or by video review at the discretion of the evaluator.
- 5.5 Full-time faculty are evaluated annually in three major areas: teaching, scholarship, and service. Overall performance is determined following a holistic review as outlined in PROC-3330: Faculty Performance Development and Evaluation.
  - 5.5.1 Teaching supports the pursuit of excellence in the art and science of the teaching-learning process and includes student advising and mentoring. Teaching includes activities such as improving instructional delivery techniques, instructional technology designed to improve student learning, networking within teaching communities to learn best practices, providing discipline-specific support to students, instructional design advancements, and other actions that promote student learning and success.
  - 5.5.2 Scholarship supports the development of faculty expertise. Activities that enhance learning and knowledge in faculty disciplines or technical fields include activities such as attendance and/or presentation at professional workshops or conferences, production of research, publication of research, production and publication of open educational resources, submission of grants, involvement in professional associations and communities, workshop delivery to professional groups, research undertaken to create a new course or substantially revise a course, doctoral or post-doctoral study, and relevant professional certification.
  - 5.5.3 Service includes work in support of the College's mission and strategic plan. Activities include service to the college, community, or the profession, and may include participating in College committees, faculty meetings or workgroups, governance activities, curriculum development and review, annual Program Review, activities that increase awareness of college offerings and educational opportunities, commencement events, non-profit organizations designed to serve the general public, or activities that increase educational access or ease of access to the communities in the College footprint; holding leadership positions in political, church, or community organizations; delivering a presentation to a community

organization; serving as a peer reviewer for professional publications, in a leadership role in a professional organization, or as a panel discussant or presider at a professional conference.

5.6 Full-time faculty who fail to meet expectations in their annual evaluation will work with their academic program director to complete FORM 3331: Corrective Action Plan for Faculty Performance that will need to be satisfactorily met by the next evaluation.

- 5.6.1 The corrective action plan will be completed no later than 20 business days after the failure to meet expectations is determined.
- 5.6.2 The corrective action plan will include a summary of concerns, the goals established to address each concern, how those goals will be measured, and the criteria for satisfactory progress.
- 5.6.3 The appropriate program director will meet with the instructor at least twice during the year to ensure progress is being made towards the plan.
- 5.6.4 If, after the first academic term of plan implementation, there is insufficient progress toward the plan, one of the following actions will be taken: 1) the faculty will be placed on probation with a revised remedial plan or 2) recommendation for termination of employment.

5.7 Full-time faculty who fail to meet expectations for a second time will be placed on probation for a period of one year. The faculty's academic director will develop a

remedial plan and meet with the faculty to discuss the plan no later than 15 business days of the start of the probationary period.

- 5.7.1 The remedial plan must include a summary of concerns, the goals established to address each concern, how those goals will be measured, and the criteria for satisfactory progress.
- 5.7.2 The appropriate academic program director will meet with the instructor at least twice during a 12-month period to ensure progress is being made towards the plan.
- 5.7.3 The faculty will be taken off probation upon successful completion of the plan.
- 5.7.4 Failure to meet the goals set in the remedial plan may result in one of the following actions: 1) continued probation with a new remedial plan or 2) recommendation for termination of employment.

5.8 Failure of full-time faculty to meet expectations for a third time will result in the recommendation for discontinuing employment of the faculty by the appropriate academic director to the Vice-President for Academic and Student Affairs. The recommendation will be communicated in writing to both the Vice President of Academic and Student Affairs (VPASA) and the faculty.

5.9 Following a recommendation for termination, the full-time faculty may appeal that decision to the VPASA within 5 business days of receipt of the recommendation. During the appeal process, the instructor will remain employed and on probation.

- 5.9.1 Within 10 business days of the appeal, the VPASA shall review all documentation and meet with the instructor to review that information.
- 5.9.2 Within 10 business days of the meeting, the VPASA shall provide the instructor with a decision. The decision shall be communicated in writing and is final.

## 6. RESPONSIBILITIES AND TIMELINES

- 6.1 The Director of Applied Studies and the Director of Arts and Sciences are responsible for the execution of this policy as it pertains to faculty within their programs.
- 6.2 The Vice President for Academic and Student Affairs is responsible for administrative oversight of this policy.

## 7. REVIEW STATEMENT

Review of this policy will occur in alignment with CLDR-1110: Policy Review Schedule.

## 8. SIGNATURES

*Signature on file*

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Chair, Board of Trustees

\_\_\_\_\_  
Date

*Signature on file*

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

Attachments: None

Distribution: Board of Trustees; [www.regionalcollege.org](http://www.regionalcollege.org)

Revision Notes: Policy in Revision