COLLEGIATE CONNECTION

Faculty Liaison On-Boarding and Responsibility Outline

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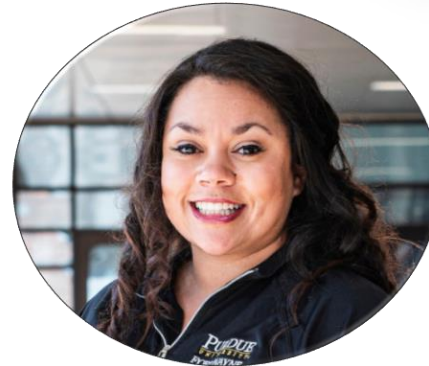
Collegiate Connection Staff

- ▪ **Collegiate Connection Director**

  - Jonathan Baker

- ▪ **Coordinators**

  - TiAsia Barlow

  - Jackie Murray

Agenda

- Terminology Update

- Hiring of New Instructors Process

- Onboarding New Instructors

- Course Observations

- Annual Professional Development

- Syllabi and Assessment Reviews
  - Needs to be reflective on on-campus

- NACEP Accreditation Materials and Requirements

Updated Terminology:
- **Faculty Liaison (FL)**
  Representatives from the university department responsible for overseeing the instructor at the high school.
- **Concurrent Enrollment Instructor (CEI)**
  Instructor hired by the high school that works with the faculty liaison to deliver collegiate content in the high school

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New Instructor Hiring Process

Application
- Potential Instructors complete the online application
- CC Office collects materials and shares them with departmental shared O-Drive

Application Review
- Department reviews all materials
- Candidate Interviews
  - Done at the discretion of the department, but not required for CC Office

Department Approval & Next Steps
- Department approves or denies the application
- CC Office notifies the applicant then fills out required HR/IT paperwork
- CC Office will connect new instructor with Faculty Liaison for on-boarding

NACEP Standard:
Faculty 1: "*All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the* **minimum qualifications** *for instructors teaching the course* **on campus**."
Faculty 1 Evidence: "*Description of the process and timeline for appointing, approving, or denying concurrent enrollment instructors, and how the process is publicized or made available to high school partners.*"

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Course Specific On-Boarding

- **Course Specific On-Boarding**
  - Required to make sure that courses being taught off-campus are **as equivalent to on-campus as possible**
    - Must be **completed** at some point **before the course starts** as a PFW course, can be done through Teams/Zoom/etc.
  - Please follow the provided agenda
    - Shared with you and your department
      - Course Specific On-Boarding Agenda Template *(link)*
      - This will also be posted along with other materials on the upcoming **Faculty Liaison Page** on our website (Summer 2025)
    - If you have any questions, please let me know
  - Once you are finished with the On-Boarding, please **complete the Professional Development Form**
    - This is how we track on-boardings and required annual PD should take less than 5-6 minutes to complete
      - Just make sure you **only fill out the Course Specific On-Boarding section** and ignore the Professional Development section
      - Also please upload any materials you use etc.
    - **Professional Development Form** *(link)*

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Course Specific On-Boarding

This section of the form is only to be used for course specific on-boarding for new Collegiate Connection in to happen before the course can be taught.

Course(s) being on-boarded

Please attached below any pertinent materials used in the on-boarding for this instructor. These materials can inclu
Choose File   No file chosen

Professional Development

This section of the form is to be only used for returning Collegiate Connection instructors.

Please select the general topic(s) of the professional development

Pedagogy

Assessment

Annual Professional Development

- **Annual Professional Development**
  - Must be offered each year for all instructors, can be done through Teams/Zoom/etc.
    - Can be offered at any point throughout the year, does not have to be at the summer PD
      - Can be made up at the liaison's discretion if missed
        - After 3 years missed PD, instructors will be considered non-compliant and will have to reapply for approval with conditions
  - Goal is to promote rigor and enhance pedagogy and breadth of knowledge
    - If you are struggling with ideas, ask your instructors and see what they need or would like to see in a PD
  - Once you are finished with the Annual PD, please complete the Professional Development Form *(if you have to a lot of them, Math Department for example, let us know we can help)*
    - This is how we track on-boardings and required annual PD should take less than 5-6 minutes to complete
      - Unlike with the on-boarding section, only fill out the Professional Development Section and ignore Course Specific On-Boarding
      - Also please upload any materials you use etc.
    - **Professional Development Form** *(link)*

NACEP Standard:
Faculty 3: "*Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.*"
Faculty 3 Evidence: "*Provide all seminar descriptions, materials, event minutes, conference reports, or individualized meeting summaries utilized from each discipline's annual professional development activity*" & "*This description should include the format, delivery method, frequency, and an explanation of how annual professional development is distinct from new instructor training.*"

Annual PD Ideas
- Discussion of current topics in the field
- Collaborative course content creation
- Collaborative Assessment creation
- On-Campus observations
- Discussion of upcoming research

Course Observations

- **Observations in General**
  - Are an important check to make sure course curriculum, assessment, etc. are as equivalent to what is done on campus as possible
    - Remember, you are not observing or evaluating the instructor, you are **only evaluating the course equivalency**
    - After each observation please make sure you **complete the Observation Form** *(link)*
      - This is how we track and document all observations
    - Reminder that visits **do not have to be in-person**, they can be arranged virtually if that works best
- **Observation Schedule**
  - Every Year vs. 3 Years
    - Any teacher that the department representative deems to be effective and equivalent to on-campus **can be** put on a 3-year rotation
      - Doesn't mean that you cannot visit the course in person or engage with the instructor/class each year
  - New Hire
    - **All new hires must go through the course observation on their first time** teaching a course that goes for teachers that have taught with us prior and are picking up a new/additional course
    - After 1st year, they can be put on rotation if department representative approves

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Instructor	Course	Upcoming	Next
Obi-Wan Kenobi	MA 153	2023	2026
	MA 154	2024	2027
Samantha Carter	MA 140	2023	2026
	MA 153	2024	2027
	MA 154	2025	2028
	Stat 242	2024	2027
Bruce Banner	MA 153	2025	2028
	MA 154	2024	2027
	Stat 242*	2023	2026
Gandalf the Grey*	HIS 105*	2023	2026
	HIS 106*	2023	2025

Syllabi and Assessment Reviews

- **Assessment**
  - Assessments **need to be comparable** with assessments that are done **on-campus**
    - Give some examples to your instructors
      - These don't need to be the only assessments you give them but they **need to be at least part of the assessment catalog**
    - Assessment Material Submission
      - Instructors **must submit an example of a student assessment** that is comparable to one used here on campus
        - Needs to be shared at some point during that course (Semester/Year-long)
        - Only needs a handful of examples, **5 or less with student information redacted**
      - Can be shared using the Box Read Folder
- **Syllabi**
  - Needs to be **comparable and reflect the same learning objectives** as ones **on-campus**
    - Needs to also include "college's name, course title, course number, course description, and any required syllabus policy elements"
  - To maintain conformity for accreditation purposes instructors will need to, **use the syllabi template**

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NACEP Standard:
Assessment: "*The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections*"
Assessment Evidence 2: "*Paired student assessment tools from on-campus and concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).*

NACEP Standard:
Curriculum 2: "*The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.*
Curriculum Evidence 1: "*Paired syllabi from on campus and concurrent enrollment sections from one course per discipline, with the learning objectives highlighted*"

Student Course Evaluations & NACEP Templates

- **Student Course Evaluations**
  - These are sent out to the individual instructors across all districts and departments
    - The tool itself is an amalgamation of all participating departments here on campus tool [EOC Evaluation Survey](#) *(link)*
    - This data will be sent out at the end of the school year (probably June)
      - Test run was done for a select few courses etc. in December
- **NACEP Accreditation Documentation Collection**
  - We will need to start collecting additional documents from departments
    - These will be **due March 20th 2026**
  - Templates
    - I will create a mock course and generate templates for all of the additional materials I will need for our re-accreditation
      - My goal is to make this as easy of a process as I can
      - If you have any questions, issues, concerns, please let me know and I am happy to meet ANYTIME
    - These templates and other resources will be housed on our new page specifically for all faculty liaisons
      - Should go live by the end of next week with most of the materials
        - I will send an email out notifying everyone

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NACEP Standard:
Evaluation 1: "*The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.*"
Evaluation 1 Evidence: "*Sample of an evaluation report that instructors receive regarding the college/university course.*" & "*Description of process used to share student course evaluation results with concurrent enrollment instructors and faculty liaisons…*"

FACULTY LIAISON RESOURSES & LINKS

RESOURCES
- Faculty Liaison On-Boarding Presentation
- Box Read Resources
- Faculty Liaison and Instructor Administrative Handbook (Updated Fall 2025)
- Instructor On-Boarding Agenda
- Instructor Syllabi Template
- FAQ

IMPORTANT LINKS
- **Professional Development & On-Boarding Completion Form**
- **Course Observation Form**

NACEP MATERIAL TEMPLATES
- Course Specific On-Boarding Description
- Annual Professional Development Description
- Course Observation Description
- Statement of Equivalency

NACEP Accreditation

- **Accreditation Documentation Collection (2026) & Site Visit (2027)**
  - Required Materials
    - Again, due March 20th 2026 and I will provide you templates to help guide you along the process
    - Descriptions of …
      - How new instructors are trained
        - Include a description on how the materials provided for evidence are used
      - How the annual professional development further enhances course content and delivery knowledge and/or addresses research and development in the field
        - Should include the format, delivery method, frequency, and an explanation of how annual professional development is distinct from new instructor training
      - What happens during a typical site visit and an explanation of how site visits are used to provide feedback from college/university faculty to concurrent enrollment program instructors
      - Statement of Equivalency
  - Site Visits (Spring 2027)
    - We will need a select group of faculty liaisons as well as others to answer questions about the program and how operate in the dual credit sphere
    - This will be a virtual visit so its about an hour or so via Teams/Zoom

Required NACEP Materials:
- **NACEP Material Templates**
- **Course Specific On-Boarding Description**
- **Annual Professional Development Description**
- **Course Observation Description**
- **Statement of Equivalency**

Faculty Liaison Templates:
For the various descriptions and Statement of Equivalency, we will provide templates for you to use that should minimize your time and effort requirements

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Questions

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