FACULTY LIAISON HANDBOOK

EASTERN Early College

EASTERN CONNECTICUT STATE UNIVERSITY

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Overview of Responsibilities

Faculty Liaison Responsibilities

Faculty Liaisons are Eastern professors who play a vital role in upholding the academic integrity of courses taught at our partner high schools. They ensure that these courses meet the standards required for college credit and are comparable in rigor and content to those offered at Eastern. Their work aligns with **NACEP standards**, which provide model criteria to ensure consistency in instructor qualifications, course content, student outcomes, and academic support. A department may have a single liaison or multiple liaisons, depending on the number and the nature of the courses on offer. The faculty liaison should be a faculty member who does, has, or can teach the courses for which they oversee high school faculty.

As the primary point of contact between Eastern and high school instructors, Faculty Liaisons have a range of responsibilities, outlined below. Additional details about and resources for fulfilling each responsibility are provided on the following pages.

1. **Review and approve/disapprove high school instructor applications**.
2. **Review instructor course syllabi** and provide feedback to ensure alignment with the corresponding Eastern course.
3. **Distribute discipline-specific course materials,** including the Eastern course syllabus, rubrics, sample assessments, and other resources, prior to the start of the course.
4. **Review and discuss graded assessments** given by the high school instructors to ensure consistency in course requirements and grading practices.
5. **Confirm list of eligible course offerings** on an annual basis no later than **February 1.**
6. **Maintain regular contact** with assigned course instructor(s) to ensure course offering is successful.
7. **Coordinate a classroom visit** with the instructor(s) during the first semester of new course offerings and every other year (or every other offering if the course does not run annually) for continuing courses.
8. **Design and deliver professional development**, including discipline-specific sessions for current instructors and training for newly approved high school instructors.
9. **Review course evaluations** completed by concurrent enrollment students and discuss these evaluations with the high school instructors.

Lead Faculty Liaison Responsibilities

1. Assist with preparation of NACEP Accreditation and Reaccreditation Applications
2. Assist with peer review and campus visits required for accreditation
3. Provide guidance to faculty liaisons and develop materials for future onboarding for new dual credit instructors
4. Develop and maintain system for submission of assessments aligned to learning outcomes and campus practices for all dual credit sections
5. Assist with development and maintenance of instructor procedure and practice guide
6. Develop and maintain faculty liaison procedure and practice guide
7. Assist with creation of orientation materials for new faculty liaisons and new high school instructors
8. Assist with planning and presenting at the annual Eastern Early College meeting

Instructor Application & Course Review

For any course to be offered as part of this program, the intended instructor must satisfy the requirements for qualifications and credentials as set by the university and must submit the following materials for approval by the relevant Eastern academic department. During the application process, the EEC office will share these materials with the designated liaison.

1. A complete Instructor Application form: Eastern Early College Instructor Application
2. A detailed cover letter describing the intended instructor's relevant background and qualifications
3. An up-to-date resume
4. Contact information for two professional references
5. Undergraduate and graduate transcripts (if approved, official transcripts may need to be provided)
6. A proposed course syllabus for each course for which approval is being sought

Faculty Liaisons review instructor and course applications and determine approval in accordance with their department's procedures. During this process, the Faculty Liaison and/or department must communicate all application decisions, such as approvals, denials, or requests for additional information, to the EEC staff at earlycollege@easternct.edu

Submission & Department Approval Deadlines		
	Application Deadline	Department Approval
Fall & Full Year Courses	March 15th	May 1st
Spring Courses	October 15th	December 1st

If there are any changes to a department's course offerings, such as a course being discontinued at Eastern or moving into ELAC, the Faculty Liaison should inform the EEC staff of these changes no later than February 1 so that the catalog for the following year can be adjusted. For any new course to be added to the catalog, the Faculty Liaison must provide a sample syllabus and work with EEC staff to develop a course overview.

Syllabus Review

High school instructors are required to submit a course syllabus to their liaison for review before the start of each academic year. Each instructor's syllabus will be stored in the appropriate course folder on SharePoint. Prior to submission, instructors will receive a course overview sheet and sample syllabi from the EEC office to guide alignment with the corresponding course offered at Eastern.

The liaison will review all syllabi submitted by new and continuing instructors to ensure alignment with the equivalent courses at Eastern. To simplify the process, a spreadsheet with built-in questions has been placed in each course folder containing all instructor syllabi for review and response. If any questions come up during the review, please contact the Lead Faculty Liaison for support.

Once a syllabus has been reviewed, the liaison will communicate any required revisions to the instructor, Cc'ing the EEC staff at earlycollege@easternct.edu regarding the following areas:

- Course Title & Course Number
- Course Description
- Learning Outcomes or Objectives
- Pedagogy
- Course Content
- Grading & Assessments
- Recommended or Required Materials

Syllabus Review Period & Deadlines

The following deadlines have been outlined in the table below to ensure timely review and approval of course syllabi for all courses running in the approaching semester or year.

Syllabus Review Period & Deadlines		
	Instructor Syllabus Submission Deadline	Liaison Review & Return Deadline
Fall, Spring, & Full Year Courses	June 1	September 1st

All syllabi for **Fall, Spring, and Full Year courses** must be submitted by **June 1** for review. Liaison review and return will be completed by **September 1**.

Course Oversight, Materials, & Support

The faculty liaison serves as the primary academic contact and is available throughout the academic year to provide feedback and support to the high school instructor. To ensure that high school students in EEC courses achieve the same learning outcomes as students on campus, all course content, assessments, grading practices, and teaching approaches should align closely with the corresponding courses offered at Eastern. While some differences may occur due to the extended seat time in high school settings, the liaison will work collaboratively with the instructor to maintain consistency with Eastern's academic expectations. If any questions come up regarding instructor needs, the liaison is encouraged to contact the Lead Faculty Liaison or EEC office for support.

For each course, a SharePoint folder has been created by the EEC office and shared with all instructors to support collaboration and the sharing of materials. Liaisons should promote the use of this folder and may also upload relevant resources to support alignment.

- For more information on assessment alignment, please review the NACEP Issue Brief: Aligning Assessment Practices.

Eastern Early College will support the purchase of instructor materials when possible. Instructors are encouraged to complete the following form (locate & add link) to request materials.

Classroom Visits

Classroom visits play a key role in ensuring that Eastern Early College courses are equivalent in rigor and content to Eastern's on-campus courses. To support this process, NACEP has developed a Classroom Visit Brief to help liaisons prepare for their visit.

Classroom Visit: Before, During, After

Frequency of Site Visits	
New Course Offerings	Once during the first semester of their first year
Continuing Course Offerings	Once every two years during either the fall or spring semester

Before a classroom visit, the Faculty Liaison should:

- Contact the instructor to schedule the visit.
- Review the instructor's syllabus in SharePoint.
- *Optional:* Request examples of assignments, assessments, and/or student work in advance.

During and/or after a classroom visit, the Faculty Liaison should:

- Complete the site visit feedback form within one week of the visit.
- Share the completed feedback form and talk with the instructor immediately after class or schedule a follow-up phone conversation to discuss both positive feedback and any areas for growth.

Note: **The site visit form is not shared** with the high school administrator or site coordinator unless the instructor chooses to do so.

For information regarding mileage reimbursement, please see page 9.

Concerns About Course Rigor & Alignment

If a liaison has concerns regarding the quality of instruction or alignment with Eastern course expectations, the EEC Coordinator and Lead Faculty Liaison are available for support and should be contacted as soon as possible. Once concerns have been communicated, the following steps will be taken:

1. The Faculty Liaison will document the concerns on the classroom visit form.

2. The Faculty Liaison will:
    a. Provide written guidance outlining the necessary changes.
    b. Discuss the concerns with the high school instructor and agree on a reasonable timeline for resolution.
    c. Share the written guidance and agreed-upon timeline with the EEC Coordinator and Lead Faculty Liaison.

3. A follow-up classroom visit will be conducted, scheduled according to the established timeline.
    a. The liaison will then complete a second classroom visit following the visit.
    b. A summary of the second visit will be shared with the instructor, with the EEC office and Lead Faculty Liaison Cc'd.
        i. If concerns remain following the second visit, please contact the Lead Faculty Liaison and EEC Coordinator for next steps.

Professional Development

Each liaison will facilitate a course-specific orientation for new instructors, as well as a discipline-specific professional development workshop for all instructors. These sessions may be held during the larger EEC Professional Development Day or scheduled separately at a time that works for both the liaison and the instructors. For assistance in planning, please feel free to contact the Lead Faculty Liaison.

Requirements

Required Frequency of Professional Development	
New Instructors	Required to attend the course-specific orientation *prior to* teaching the course and a discipline-specific professional development prior to or during their *first year* of teaching.
Returning Instructors	Required to attend discipline-specific professional development at least once every two years.

Once a date is set by the liaison, the EEC office will assist with informing instructors and providing the necessary tracking support for the sessions.

New Instructor Orientation

All new instructors should participate in a course-specific orientation as part of the onboarding process. Time allocated for this discipline-specific new instructor orientation will be built into the annual EEC Day each spring.

The orientation should cover the following topics:

1. Syllabus alignment
2. Learning outcomes and/or objectives
3. Assessment and grading expectations
4. Curriculum and course pacing
5. Instructional philosophy and approach
6. Course materials and textbooks
7. Accessing SharePoint

To help reduce the time faculty spend planning course-specific orientations independently, the EEC office can provide materials and resources upon request to support liaisons and ensure consistent messaging. The EEC office will also provide new instructors with general orientation materials covering administrative items such as registration, grading, course withdrawal, student support resources, etc.

For guidance on planning and facilitating course-specific orientations, please review the NACEP Issue Brief: Course Specific Training.

Discipline-Specific Professional Development

Faculty liaisons provide discipline-specific professional development for instructors once per year in person. Liaisons may choose the date, and the session can be held during EEC Day or on a separate date.

The goal of the discipline-specific professional development is to offer collaborative support that enhances content and/or pedagogical knowledge while fostering strong relationships between secondary and postsecondary educators.

Examples of professional development activities include (but are not limited to):

- Discussion of current research
    - Example: Reading and discussing an article on the role of AI in the math classroom
- Sample lesson or instructional strategy
    - Examples: Conducting a biology lab or modeling a Socratic seminar in a history course
- Guest speaker or author visit
    - Example: Hosting an author relevant to the course content or discipline

The EEC office is available to support with the coordination and resources for documentation of this professional development. For additional research, please review the Discipline-Specific Faculty Development Guide and NACEP Issue Brief: Course-Specific Training.

Documentation

Within one week of completing a professional development event, the faculty liaison will submit the following to the EEC office:

- Dated agenda
- Attendance list (including a note on any instructors in that course who did not attend)
- Handouts or resources provided (if applicable)
- Discipline-specific feedback forms, provided by the EEC office prior to the PD

The Annual Report

Eastern Early College staff will compile site visit feedback forms, professional development agendas/documentation, and syllabus review notes at the end of the year. Compilation of these materials will constitute completion of an annual report for each course offering.

Faculty Compensation

Course Definition:

A course with the same course number taught at one or more high schools (sites) is considered to be a single course section. A course with a lab attached to it (e.g., BIO 202/BIO203) or a variant of the same course (e.g., MAT 135 and MAT 135P) taught at one or more sites is considered to be a single course section.

FLC's:

Faculty load credit is assigned based on the course's site and year of offering as outlined below.

Faculty Load Credit for New and Ongoing Course Sites	
First time at the first site	0.4 faculty load credit
First time at each additional site	0.3 faculty load credit
Subsequent years at any site	0.20 faculty load credit

Additional guidelines:

- The compensation of the faculty liaison responsible for a **single course** (e.g. MAT 243) at one or more sites shall not exceed one (1) faculty load credit in a single academic year.
- A faculty member might earn more than 1 load credit in a year if they are coordinating **more than one course** (e.g. coordinating MAT 243 for 0.4. MAT 244 for 0.4 and MAT 216 for 0.4 would be a total of 1.2 FLCs for the year).

Compensation Scenarios:

- *Has this course ever been offered at a High School site?*
    - If no, then the compensation is 0.4 FLCs for the academic year at the first approved site. If multiple sites are offering a course for the first time in the same year, then compensation is 0.4 for the first approved school and 0.3 for subsequent schools offering the course for the first time.

- *Was this course offered at this school for the first time this year after previously running at another school?*
    - If yes, then compensation is 0.3 for the academic year.

- *Has this course been offered previously at this high school?*
    - If yes, then compensation is 0.2 per school for the academic year.

Compensation Distribution Schedule:

Half of the compensation for the faculty liaison shall be provided during the winter session and the second half at the end of the academic year, per Article 11.2 of the AAUP-BOR Collective Bargaining Agreement. The Department Chair is responsible for submitting employment authorization documents for approval by the appropriate academic dean in a timely fashion.

Mileage Reimbursement for Classroom Visits:

Faculty liaisons will be compensated for mileage related to on-site visits. Please refer to Eastern Travel Guidelines for guidance. An XP form should be completed and submitted to the Travel Office within 30 days of the visit. Department secretaries typically assist with this process, and additional support is available from the EEC staff.

NACEP Standards

NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS
NATIONAL STANDARDS FOR QUALITY
CONCURRENT ENROLLMENT PROGRAM (CEP)
Adopted May 2017

DEFINITION:
NACEP defines concurrent enrollment program (CEP) as college credit-bearing courses taught to high school students by college approved high school teachers.

PARTNERSHIP STANDARDS	
P1 - PARTNERSHIP 1	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
P2 - PARTNERSHIP 2	The concurrent enrollment program has ongoing collaboration with secondary school partners.

FACULTY STANDARDS	
F1 - 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.
F2 - FACULTY 2	Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

F3 - 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.
F4 - FACULTY 4	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

ASSESSMENT STANDARD	
A1 - ASSESSMENT 1	The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

CURRICULUM STANDARDS	
C1 - CURRICULUM 1	Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
C2 - 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.
C3 - CURRICULUM 3	Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

STUDENT STANDARDS	
S1 - STUDENT 1	Registration and transcription policies and practices for concurrent enrollment students are consistent with those on campus.
S2 - STUDENT 2	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.

S3 - STUDENT 3	Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
S4 - STUDENT 4	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

EVALUATION STANDARDS	
E1 - EVALUATION 1	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
E2 - EVALUATION 2	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.