

# THE CRUCIAL LINK: A Faculty Liaison's Experience with Concurrent Enrollment

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Missouri Baptist  
UNIVERSITY



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# Presentation Abstract

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- ▶ A university liaison and CEP administrators showcase methods designed to connect the university faculty and CEP staff with high school instructors who partner with the concurrent enrollment program.
- ▶ The presentation emphasizes the policies and procedures used by the CEP to engage, monitor, and pay the faculty liaisons and then highlights the various ways the liaisons serve the high school instructors and students while benefitting from the experience themselves.



# Background

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- ▶ Missouri Baptist University

St. Louis, Missouri

1,200 full-time, main campus undergraduate students

2,000 more students in the graduate programs and

at 11 regional learning centers

- ▶ EXCEL – MBU's CEP program

44 high schools

2,000 unduplicated students



# Small School Big Benefits for the CEP

- ▶ Access to Provost/Vice President for Academic Affairs
- ▶ Regular communication with chairs and other faculty
- ▶ Membership on General Education Committee and Academic Affairs Committee
- ▶ Service on faculty search committees

These connections provide a way to enlist new visitors and communicate with current liaisons and visitors.



# Training Faculty Liaisons and Visitors

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- ▶ Individual meetings with new liaisons and visitors
- ▶ Spring training event
- ▶ Easy access to online faculty-visitor folder
  - ▶ visit list
  - ▶ guidelines
  - ▶ list of schools and phone numbers
  - ▶ teacher e-mail addresses
  - ▶ report forms
  - ▶ other lists and forms



# Assignments

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## Director's role

- ▶ Matching MBU faculty with CEP instructors
- ▶ Including adjuncts recommended by the chairs
- ▶ Monitoring liaisons' needs during the school year



# A Liaison's Experience

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- ▶ Scheduling a visit
- ▶ Reviewing syllabi, text, and student work
- ▶ Conferencing with the teacher
- ▶ Completing reports
- ▶ Leading workshops and classroom presentations
- ▶ CEP students = MBU students
- ▶ Challenges of being a faculty liaison
- ▶ Resolving the challenges
- ▶ Three types of CEP teachers
- ▶ Interacting positively with teachers
- ▶ The joys of being a faculty liaison



# John Han

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- ▶ A native of South Korea; came to the U.S.A. in 1988.
- ▶ M.A. in English from Kansas State University (1991); Ph.D. in English from the University of Nebraska-Lincoln (1998)
- ▶ Currently Professor of English & Creative Writing and Chair of the Humanities Division at MBU.
- ▶ Has served as a faculty liaison for ten years, visiting CEP schools in central Missouri, southeastern Missouri, and in neighboring counties. He currently works with five CEP teachers in three different schools.



# Scheduling a Visit

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- ▶ I e-mail CEP instructors approximately one month before my visits, asking for their CE teaching schedules for two specific days.
- ▶ Based on their schedules, I plan my trip, typically early in the semester. On Day 1, I visit three teachers at a high school. On Day 2, I visit two teachers in two different schools. I stay at an inn on the night of Day 1.
- ▶ I e-mail model syllabi before my trip. CEP teachers are expected to e-mail me their syllabi at the beginning of the term and show me graded sample student papers (above average, average, and below average) for my perusal during the visit.
- ▶ I reserve a hotel room and an Enterprise car; my university pays for them.

## Reviewing syllabi, text, and student work

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- ▶ During class, I sit in the back of the classroom, observing the class; reviewing the syllabus, handouts, and sample student papers; and taking notes on the CEP course.
- ▶ I compare the university syllabus and the CEP syllabus to make sure that they are either identical or highly comparable.
- ▶ When I review student papers, I make sure that the course is rigorous enough and that the written comments and grades meet the university standards.



# Conferencing with the teacher

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- ▶ After class, I briefly speak with the instructor about my overall observations of the course.
- ▶ Then, we discuss the strengths and weaknesses of the course.
- ▶ I give the instructor teaching materials brought from the university. During the past few years, I have delivered many materials from the university writing lab, such as “Guide to MLA Formatting,” “APA References,” “Integrating Outside Sources,” “Plagiarism,” “The Thesis Statement,” and “Topic Sentences.”



# Completing reports

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- ▶ Upon returning to the campus, I complete the “EXCEL Faculty Visit Report Form,” submit it to the EXCEL office and send it to the teacher as an e-mail attachment. The form consists of several parts, including:
  - ▶ Faculty evaluation
  - ▶ Methods of assessment, testing procedures, and evaluation
  - ▶ The grading standards
  - ▶ Engaging students in problem-solving activities and promoting critical thinking
  - ▶ Suggestions for improving this course
  - ▶ Questions or needs that need follow-up by EXCEL team
  - ▶ Materials collected from the teacher and left with teacher

# Leading workshops and classroom presentations

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- ▶ In June and July every year, the English faculty offers two workshops for CEP teachers at the university. Most teachers attend the June workshop, but a few others attend the July workshop. In the summer 2013 workshops, we covered such topics as:
  - ▶ MLA format
  - ▶ APA format
  - ▶ Forms of plagiarism
  - ▶ Literary theory and schools of criticism (esp. postcolonial and Marxist theories)
  - ▶ NACEP policy on dual credit accreditation
  - ▶ Any questions or concerns from CEP teaches.

# Leading workshops and classroom presentations

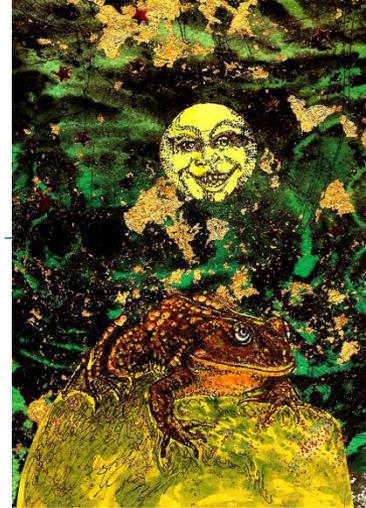
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- ▶ At the request of CEP instructors, I give guest lectures and poetry workshops for high school students. Over the years, I have spoken about such topics as:
  - ▶ “Concise and to the Point: Writing Style Matters”
  - ▶ “Dos and Don’ts in Research Writing”
  - ▶ “Things to Know about College Writing”
  - ▶ “New APA Style”
  - ▶ “Observations on College Writing Today”
  - ▶ “Fifteen Common Mistakes in Writing a Research Paper.
  - ▶ “Four Short Poetic Forms: Senryu, Tanka, Lanterne, and Cinquain”
  - ▶ “You Too Can Write Haiku: Lecture and Workshop”



# CEP students = MBU students

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- ▶ We sometimes publish creative works from CEP English classes in the university's journals and chapbooks, such as *Cantos: A Literary and Arts Journal* and *Fireflies' Light: A Chapbook of Short Poems*, both of which are edited by me.
- ▶ MBU's EXCEL administrators and English faculty regularly serve as judges for the oral presentations of CEP senior research projects at John F. Hodge HS. I have served as a co-judge in 2008 and 2011.



# Challenges of being a faculty liaison

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- ▶ Some teachers do not reply to e-mails promptly.
- ▶ Some teachers do not seem to read e-mails and attachments carefully.
- ▶ A small number of teachers fail to attend professional development sessions in the summer.
- ▶ Some teachers need more mentoring than others in course alignment.
- ▶ Concerned school administrators seem to be wary of strangers, including faculty liaisons, entering the school building.



## Resolving the challenges (cont.)

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- ▶ School security: I understand it.
- ▶ E-mail: If CEP teachers do not respond within 48 hours, e-mail again. If they still do not respond, call the school's main office and leave a message. They will usually call back.
- ▶ Professional development: Inform CEP teachers that participation in PD is not an option but a requirement. For those who failed to, or were unable to, attend either of the summer workshops, bring workshop materials to the classroom during the site visit and confer with the teacher.



## Resolving the challenges (cont.)

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- ▶ **Course alignment:** Explain the teacher the NACEP policy on course content and assessment. I have modified the English syllabi so that different sections, including CEP sections, can have some flexibility. I have set the minimum requirements for each course, and CEP teachers are allowed to modify the syllabus on the condition that it has the same course description, the same course objectives, the same amount of work, comparable assignments (example: each ENGL 113 English Composition I section can choose any eight patterns of development out of eleven—see next slide), and the same grading criteria.



## Resolving the challenges (cont.)

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- ▶ Section 6 of the new ENGL 113 syllabus reads, “SCOPE OF AND SEQUENCE: ENGL 113 covers expository and narrative writing. The course requires students to write four out-of-class essays (3 pages each; 60% of the course grade) by using four respective patterns of development and three in-class essays (500 words each; 30% of the course grade) by using three respective patterns of development. For specific assignments, your instructor will choose eight out of the following patterns of development: narration, description/profile, process analysis, Illustration/

## Resolving the challenges (cont.)

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- ▶ exemplification, summary/critique (review), definition, comparison/contrast, reflection, division/classification, causal analysis, and analogy. In addition, the instructor will either give tests or require some other activities for 10% of the course grade. The instructor may give additional reading assignments, such as model essays.”

# Three types of CEP teachers

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- ▶ Teacher A: She is punctual, responsive, engaging, and highly rigorous in her instruction. She regularly attends PD sessions and understands the NACEP policy. Teachers of this type make my job much easier. They do not waste my time.
- ▶ Teacher B: She does an excellent job in instruction, attends PD sessions, but may need some mentoring in course content or assessment. Teachers of this type do not bother me.
- ▶ Teachers C: She is an excellent, experienced instructor but tends to be inattentive to my e-mails, seems always busy during the summer (takes her students to Europe), and does not always understand the NACEP policy on course alignment. Recently, I asked her to revise her course syllabus for reconsideration.

# Interacting positively with CEP teachers

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- ▶ Show respect toward them as professionals.
- ▶ Tell them I am not their supervisor but a colleague whose job is to help maintain compatibility between the university course and its CEP counterpart.
- ▶ In addition to suggesting for improvement, find something positive in what they do and give constructive reinforcement.
- ▶ Make teachers feel that they are appreciated and are indeed part of the university.



# The joys of being a faculty liaison

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- ▶ Meeting high-achieving students who are having a head start academically.
- ▶ Observing high school classes in which CEP teachers use a variety of teaching methods.
- ▶ Giving mini lectures and poetry workshops in class and seeing positive responses from students.
- ▶ The feeling that I am doing something important for students, especially for those in rural areas.
- ▶ Driving in the countryside where many of my poems are initially conceived.



# Stipends and Document Collection

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## Assistant Director's role

- ▶ Work with
- ▶ Paying stipends by the visit and by distance
- ▶ Collecting forms
- ▶ Processing submissions
- ▶ Filing/scanning syllabi, sample assessments, student work



# SAMPLE Stipend Spreadsheet

EXCEL instructors by division with assigned visitors-liaisons

DISCIPLINE	EXCEL Liaison/Visitor	EXCEL teacher	School Code	Zone	Visit #1 Date	Pay #2	Visit #2 Date	Pay
BUSINESS	Brandi Brown, Chair Liaison/Visitor							
	E. Nair	Jane Smith	AB	A				
		Fran Jones	RA	A				
		Sandy Kara	MN	A				
		new John Harris	PY	A				
	Active 13-14	Sher Jones	NR	C				
	Inactive 13-14; no section at h.a.	Eric Parks	MN	n/a				
	Inactive 2013-2014	No advanced course	TU	n/a				



# Contact

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The EXCEL Office

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[www.mobap.edu/excel](http://www.mobap.edu/excel)

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