

CCSNH FACULTY PARTNER COMPENSATION AND RESPONSIBILITIES:

In order to ensure the integrity of courses offered in the Running Start program, and to meet measure 4.2 of the NEASC/CIHE accreditation standards, which states: *“Through its system of academic administration and faculty participation, the institution demonstrates an effective system of academic oversight, assuring the quality of the academic program wherever and however it is offered”*, the CCSNH System colleges have adopted the faculty responsibilities listed below. The Running Start Checklist for College Faculty Partners form, submitted by the faculty member at the end of the course, provides documentation that the partnering college has demonstrated appropriate oversight of the Running Start course offered in the high school.

Faculty Partner Responsibilities: Given that the College Faculty Partner will monitor the delivery of his/her institution’s course at the high school level, the College Faculty Partner will assume the following responsibilities:

1. For a new course, meet with the high school faculty partner personally before the beginning of the course to ensure that the course being taught is the CCSNH course. In addition, the partners will exchange syllabi, supplementary materials, instructor texts, sample work, exams, etc.

For a repeat course, contact the high school faculty partner (personally, e-mail, phone, or video-conference) within three weeks of the start of the course to ensure that previously agreed upon course outcomes, syllabi, supplementary materials, textbook, exams, etc. are still viable. If the college partner anticipates significant changes to the course, he/she should contact the respective high school faculty partner before the course begins to communicate those changes.

2. Be available to the high school faculty partner throughout the duration of the course to provide guidance about the content and structure of the course.
3. Collaborate with the Running Start Coordinator and act as a liaison with the high school to resolve questions and concerns. Coordinate with the college’s Vice President of Academic Affairs when issues cannot be resolved.
4. Verify that the high school faculty partner and high school liaison have validated the Junior or Senior status of students in the course; secure departmental approval for exceptions.
5. Working with the college’s Disabilities Coordinator, resolve questions about accommodations for students who may be identified by the high school faculty partner and high school liaison.

6. Communicate with the high school faculty partner through phone, e-mail, video-conference or in person at least twice more before the end of the course (mid-semester and prior to final exam is recommended). Discussion should cover areas of course content and materials, evaluation methods, and students' success in meeting learning outcomes, and assessment instruments used to ensure that course outcomes are being accurately measured.
7. In addition to above, for a new class, visit at least one class session on site at a mutually agreeable time prior to mid-semester. For a repeat class, visit at least one class session on site at a time deemed appropriate by the partners. In each instance above, the college faculty partner should apprise the class of the significance of the course in the college curriculum, and invite the high school faculty partner to observe a class conducted by the college faculty partner on the CCSNH campus. In each instance above, the college faculty partner will provide the high school faculty partner with feedback from the in-class visit. For purposes of this visit the College Faculty Partner will use the CCSNH Classroom Observation Form.
8. Running Start Coordinators will collect all Course Evaluation Forms from students and the Running Start Evaluation Form filled out by each high school partner and forward all to the college faculty partner for review and then to the Vice President of Academic Affairs. The college faculty partner will complete the Running Start Partnership Evaluation, to be included with the stipend paperwork for each course, and forward it to the Running Start Coordinator and then to the Vice President of Academic Affairs. Depending on results of evaluations, one of two actions will then take place:
 - a. Satisfactory Evaluations: If, in consultation with the faculty partner, the Vice President of Academic Affairs or the respective Department Head/Program Coordinator deems the evaluations satisfactory, the college partner will contact the high school partner and indicate that all evaluation forms will be forwarded at the conclusion of the course.

OR

- b. Unsatisfactory Evaluations: If, in consultation with the faculty partner, the Vice President of Academic Affairs or the respective Department Head/Program Coordinator deems the evaluations unsatisfactory, the individuals designated above will determine appropriate action.
9. Submit to the Running Start Coordinator (with copy to VPAA and Department Head) the checklist of responsibilities showing date and mode of communication for the following:

- a. Initial contact with the high school faculty partner to review syllabus and other course materials and to verify that the high school faculty partner and/or high school liaison have validated the Junior or Senior status of students in the course; secure departmental approval for exceptions; help resolve questions about accommodations for identified students with disabilities.
- b. Two subsequent contacts with the high school faculty partner (in person, via e-mail, phone or video-conference) to monitor course progress;
- c. Classroom visit, completion of CCSNH classroom observation form, and feedback to the high school faculty partner (may count as one of the contacts specified in “b” above);
- d. Review of various evaluation forms as indicated in #8 above, no later than two weeks after the end of the course.

Compensation: Faculty Partners will be compensated at \$300 for each high school course they collaborate on. Multiple sections of the same course at a high school will be treated as one course, unless the high school instructor changes. The same course taught at a separate high school will be treated as a new course.