

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.

F2 Required Evidence

1. For each discipline, a **sample of course-specific training materials and agenda** for new concurrent enrollment instructor training.
2. For each of these examples, a **description written by the faculty liaison of how new instructors are trained**. Include a **description on how the materials provided for evidence are used**.

Faculty 2: Template Example 1

Here in the Dwarven Realm of the Glittering Caves we are meticulous about making sure that all of our instructors have the best opportunity to be successful when they begin teaching their new courses regardless of which course they are teaching, whether its MI 10300 Mining Basics, MI 10500 Gold and Silver, or MI 15000 Mastering the Forge. The process starts once we approve a new instructor and have notified the Collegiate Connection office. After that notification, we then reach out to the new instructor to set up a time to meet to conduct their new course on-boarding either over Zoom or in person. While we prefer to do our on-boardings in person, that it not always possible which is fine, online works just as well.

During the actual on-boarding we discuss everything and anything to make sure the instructor is well versed in their new course(s), we discuss course philosophy, student learning objectives, assessments, potential projects, etc. We do have an [On-Boarding Agenda](#), one of the pieces of evidence provided, that is given to us by the Collegiate Connection office. We follow this agenda for the most part but as a department we do have the flexibility to focus on some topics more than others. More specifically, if we have a returning teacher that has taught with us in the past, we may focus more on the unique learning objectives and course assessments than rather than pedagogy.

One of our returning instructors, Lord Gimli, has been teaching with us for over 6 years but recently decided that he wanted to pick up an additional course MI 20500 Mithril Refinement to add on to his curriculum vitea. Since Lord Gimli was a returning instructor we focused our on-boarding session we focused more on student learning objectives and less on course observations. In contrast we recently on-boarded a new instructor Thorin III to teach MI 22000 Mine Management, so we made sure that we went over everything in-depth. After the on-boarding is complete, I make sure to explain that the instructors are always welcome to reach out any time for me to answer questions or provide supports. I then log into the [Professional Development and Course On-Boarding Form](#) and complete it for the instructor. This form then tracks the date and time as well as topics covered, I also share any materials like the syllabi etc. that were used in the on-boarding using the form. I generally follow up with the new instructor

within the 1st month of them teach the course to see how things are going and to set up the course observation.

Faculty 2: Template Example 2 (*no recent on-board examples*)

The Kingdom of Rohan has not needed to on-board any new teachers in a few years. The last new instructor that we on-boarded was the Shield Maiden Eowyn back in 2023; but her on-boarding would be no different than any future on-boarding. For any future on-boarding we would schedule meeting with the instructor sometime after their approval from our department but before they are scheduled to start teaching the course. We would meet either in person on campus, their classroom, or virtually on Teams or Zoom. We have an [On-Boarding Agenda](#) that we would follow to make sure that we covered everything that teacher would need to know in order to teach the class successfully the 1st time. For example, when we met with Eowyn in 2023 to onboard her to teach HL 23300 Nazgul and Nazgul Removal as well as HL 10300 Basic Horsemanship we discussed course philosophy, student learning objectives, her 1st course observation, the syllabi as a whole, mid-term and final exams, as well as potential projects she could have her student participate in. Since we covered 2 courses with her, the on-boarding took a little longer than it otherwise would but once we finished I completed the [Professional Development and Course On-Boarding Form](#) which helps track and provide evidence for completion of the on-boarding for the Collegiate Connection Office.