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Butler Community College

Vision
Exceptional student-centered learning environments and cultural opportunities that cultivate principled, productive individuals and dynamic communities.

Mission
Butler Community College exists to develop responsible, involved lifelong learners and to contribute to the vitality of the communities it serves.

Timeless Institutional Values
- Quality
- Integrity
- Service
- Caring

Butler Learning College Principles

The Butler Learning College Principles described below combine the college’s timeless institutional values, guiding principles, original Learning College outcomes, and the 10 quality principles of high performance organizations from the Academic Quality Improvement Program (AQIP) into a single set of aligned principles. These principles describe how faculty and staff at Butler function in order for Butler to serve as the Learning College of Choice for the region.

As a dynamic, responsible Learning College, Butler faculty, staff and administration:

FOCUS ON LEARNING
We seek student and stakeholder feedback and use that feedback to shape programs and services that are directly related to their learning needs. We rely upon documented evidence to determine that improved and expanded learning takes place.

ASSUME PERSONAL RESPONSIBILITY
We assume responsibility and ownership in helping to achieve and maintain performance standards that contribute to the college’s mission and key performance indicators.

ADVANCE ACTIVE ENGAGEMENT IN LEARNING
We act as learning facilitators, engaging students and co-workers in a variety of learning experiences inside and outside the classroom setting.

PROVIDE MULTIPLE LEARNING OPPORTUNITIES
We sustain safe, functional and inviting learning environments to offer a variety of programming and services options that meet the learning needs of students and other stakeholders.

VALUE OUR HUMAN RESOURCES
Through our active engagement in systematic institutional and personal growth and development, we foster a climate of excellence in which all employees are empowered to contribute to the advancement of the college’s mission, vision and learning college principles.

MAKE DECISIONS BASED ON FACTS
We use the best available integrated data, information and performance measures to facilitate student learning, to guide our continuous improvement efforts at the department, division and college-wide levels, and to guide our daily planning and decision-making.
PLAN STRATEGICALLY FOR THE FUTURE
We plan with the future in mind, using a strategic planning model that allocates limited resources for optimum effectiveness, productivity and efficiency in meeting student and other stakeholder needs.

RESPOND WITH AGILITY
We effectively respond to opportunities, changes and threats in our environment, continually seeking new or adapted ways to respond to the learning needs of our students and other stakeholders.

LINK WITH EXTERNAL COMMUNITIES
We foster mission-related linkages and partnerships to address student and stakeholder needs and to contribute to the economic and social well-being of our region.

MODEL OUR PRINCIPLES AND TIMELESS VALUES
Administration inspires faculty, staff and students also to model the Learning College Principles and the college’s timeless institutional values of Quality, Integrity, Service and Caring.
“Voices with Vision”

Introduction

Butler has embarked on a journey, which places Learning at the heart of our institution. This is the journey of the Learning College, an institution driven by quality and dedicated to engaging its students in learning experiences, which expand their minds and spirit. As a Learning College, we focus not on what instructors do, but on what our students accomplish.

When students and stakeholders choose Butler, we choose them. We are dedicated to their success. We are driven by the desire to bring out the best in those we serve. When they succeed, so do we. We are a Learning College. Learning is at the heart of what we do.

Strategic Vision Statement

Butler will be the Learning College of Choice for the region, engaging our students and other stakeholders in exceptional instructional programs and services that directly relate to their needs and prepare them for success.

Strategic Priorities

To serve as the Learning College of Choice for the region, Butler will focus its efforts upon the following strategic priorities:

- **Advance 21st century skills through the Learning PACT (Personal Development, Analytical Thinking, Communication and Technology Skills) with our students.**
  
  Rationale for Importance: Fosters a distinguishing characteristic that defines what learning is about at Butler and sets our graduates apart from others.

- **Build student engagement inside and outside the classroom.**
  
  Rationale for Importance: Improves student retention and develops Butler students into graduates and completers who are widely recognized as well-rounded, competent employees and community citizens.

- **Respond with agility to area employer demands.**
  
  Rationale for importance: Positions Butler to serve as the training provider/educator of choice for the region’s businesses and other entities.

- **Expand resources through entrepreneurial endeavors.**
  
  Rationale for Importance: Fosters an innovative spirit and serves as a potential means to garner additional resources and support.

- **Enhance the college’s facilities and grounds.**
  
  Rationale for Importance: Promotes a safe, inviting learning and working environment for students and other stakeholders.
Welcome!
We are pleased that you are part of Butler Community College, the Learning College of Choice. Our Faculty members make valuable contributions to the ongoing process of accomplishing our mission. Without you we would not be able to offer the range of classes or provide the professional quality instruction to the many students who attend Butler at our numerous locations. Our philosophy is that the student is our partner in the learning process, the employee is our most important resource, and quality education is our most important product. We endeavor to provide you with the support necessary for you to generate a positive, successful learning experience in your classroom. To that end, please request assistance as needed to ensure a successful experience for you and your students.

The Butler Community College Employee Handbook and the Master Agreement for Professional Employees (Full-time Faculty, Counselors and Advisors) are the official policy documents for the college. This handbook is a reference guide that includes components of those documents PLUS additional information relevant to Faculty providing instruction at Butler Community College. The handbook has been designed to provide you with quick access to helpful information such as classroom management procedures, instructional support services, site specific information, and professional development opportunities. We hope that in the course of using it, you will offer your suggestions on how to improve its usefulness.

This handbook does not replace the Employee Handbook or the Master Agreement for Professional Employees. If you have questions about policies or procedures in this handbook, please contact an advisor, Coordinator, Site Director, Associate Dean, or Dean for clarification. If you have questions about course content, please contact your Lead Instructor. All contact information is provided in the Communication Directory on pages 8-12.

Thank you for creating one-of-a-kind learning experiences for our Butler students and for making Butler their Learning College of Choice!
Sites and Services Codes
To simplify record keeping, the following codes have been established to identify the various Butler Community College sites. On a few occasions these acronyms have been used in this handbook.

ACHS.. Andover Central High School
AFS ..... Andover Fire Station
AHC.... Allied Health Center
AND .. Andover High School
AUG ... Augusta High School
BCLC .. Butler Community Learning Centers
BLS...... Bluestem High School
BCG.....Butler of Council Grove
BOA .... Butler of Andover
BOE...... Butler of El Dorado
BOM ... Butler of McConnell
BPG..... Business Performance Group
BRH .... Butler of Rose Hill
CGH.... Council Grove High School
CHS..... Centre High School
CIR...... Circle High School
CWF.... Cottonwood Falls High School
DGL .... Douglass High School
ECF ..... El Dorado Correctional Center
EHS ..... El Dorado High School
EFS ...... El Dorado Fire Station
EMP .... Emporia Fire Department
EMS .... El Dorado Middle School
ESU ..... Emporia State University
EUR..... Eureka High School
FHS ..... Flinthills High School
FVT .... Flint Hills Vo-Tech
HHS ..... Hillsboro High School
MAD ... Madison High School
MHS .... Marion High School
MRN ... Butler of Marion
PHS..... Peabody High School
REM.... Remington High School
RSH ..... Riverside Hospital
RHS..... Rose Hill High School
SGC..... Sedgwick Co. Center
SCF...... Sedgwick Co. Fire Stations
TOW .... Towanda Grade School
WCS .... White City School
WII ...... Wheat State Manor
WMA .. Wichita Mid-Cont. Airport
WSU.... Wichita State University
WVT .... Wichita Vo-Tech
YMCA. Young Men’s Christian Assc.

Contact & Information Numbers
www.butlercc.edu

Andover
1810 North Andover Road • Andover, KS 67002
(316) 218-6210

El Dorado
901 South Haverhill Road • El Dorado, KS 67042
(316) 321-2222 or 733-9731 from the Wichita/metro area

Flint Hills
Butler of Council Grove - (620) 767-5158
Butler of Cottonwood Falls - (620) 767-5158
Butler of Marion - (620) 382-2183

McConnell
McConnell Campus
Consolidated Education Center, Bldg. 412
53474 Lawrence Ct.
McConnell Air Force Base, KS 67221
681-3522 • Fax 681-2258
Advising 681-0236 • Fax 681-0374
Web: www.butlercc.edu, click on “Our Campuses”

Butler Service Center
2626 S. Rock Rd
Wichita, KS 67207
691-9456 • Fax 691-9476
Advising: 691-9459

-- Attention Civilians --McConnell
All civilians without a military ID card must have a background check completed. This form can be found online at: www.Butlercc.edu/mcconnell_site/index.cfm.
Click on the link to download the form, or get one at any Butler enrollment center. Civilian students taking McConnell classes should use the Butler Service Center for all Advising, Enrollment, and ID Cards. Stop by the McConnell AFB Visitor Center located inside the East gate entrance to secure a vehicle pass. Please call the office at 691-9456 for more information. Deadline for background check is two weeks prior to class start date. Butler of McConnell students must be U.S. citizens.
COMMUNICATIONS DIRECTORY

Rose Hill
506-A South Rose Hill Road • Rose Hill, KS
67133
(316) 776-9429 • Fax (316) 776-0114

Online
901 S Haverhill Rd • El Dorado, KS 67042
(316) 322-3345 or 733-3345 from the
Wichita/metro area

Butler County Sites
For information about Butler County sites,
including Augusta, Bluestem, Circle,
Douglass, El Dorado High School, Flinthills
High School, Remington High School call
(316) 322-3254 or 733-3254.

Contact & Information

For local calls from Wichita/metro area:
Dial 218-6 plus 3-digit extension for all El
Dorado extensions beginning with an 8 or 4.
Dial 733-plus the 4-digit extension for all
other extensions.
Accounts Receivable 322-3181

Academic Achievement Center
El Dorado 322-3164
Andover 218-6237

Admissions Office 322-3255

Adult Education/GED 321-4030

Boeing, Cessna, Raytheon 691-9456

Bookstores
El Dorado 322-3197
Andover 218-6232

Business Performance Group 218-6118

Early Childhood Education 323-6845

EduCare Center, El Dorado 323-6845

Counseling/Advising Office 322-3163

Distance Education 322-3345

Cooperative Education 218-6125
Faculty Development Office 218-6262
Financial Aid Office
El Dorado 322-3121
Andover 218-6260

International Student Advising 322-3230

Library Services
El Dorado 322-3234
Andover 733-3679
Rose Hill 776-3393
Augusta 775-5461
Augusta (evenings) 775-2815

Registrar Office
El Dorado 322-3123
Andover 218-6234

Residence Life Office
On-Campus Housing 322-3295

Special Needs

The Special Needs and Services
Department, in accordance with
Section 504 of the Rehabilitation Act
and the Americans with Disabilities
Act of 1990, is committed to
providing reasonable
accommodations and equal access
for students, Faculty, staff and
guests with disabilities that limit
their life functioning.
El Dorado 322-3166
Andover 218-6214

Technical Helpdesk
El Dorado 322-3306
Andover 733-3306
helpdesk@butterccc.edu

Veterans’ Benefits 322-3102
**COMMUNICATIONS DIRECTORY**

**Administration Extension Numbers**
- President
  - Jacqueline Vietti ............................................... 3100
  - Sharon Rogers, Adm. Asst. ................................ 3101
- Vice President for Academic Affairs
  - Leann Ellis ................................................................ 3110
  - Debbie Klassen, Adm. Asst. .................................. 3108
- Vice President for Finance
  - Kent Williams .................................................... 3103
  - Cheryl Brown, Sec ............................................. 3217
- Vice President for Student Services
  - Bill Rinkenbaugh .................................................. 3297
  - Mary Spoon, Sec .................................................. 3298

**Behavioral Science, Social Science, Math, Science, Physical Education**

**Lead Instructor**
- Addictions Counseling, Deb Sawtelle ...................... 3151
- Administration of Justice, Miles Erpelding .............. 3241

**Behavioral Science**
- Nita Jackson (BOA) .................................................. 6200
- Jim Pond (BOE) ....................................................... 3150
- Biology, Dr. Bill Langley ....................................... 3139
  - Dr. Alan Brown (BOA) ......................................... 6279
- Chemistry/Physics, Robert Carlson ......................... 3137
- Education, Shellie Gutierrez .................................. 3291
- Math, Larry Friesen .............................................. 3138
  - Donna Gorton (BOA) ............................................ 6249
- Physical Ed./Health, Fred Torneden ......................... 3215

**Social Science**
- Tim Myers ................................................................ 3228
- Economics, Dr. Rod Hiser ...................................... 3165

**Career and Technical Education Division**

**Lead Instructor**
- Internetworking Mgmt./Info Assurance &
  Digital Forensics, Larry Evans .............................. 6142
- Agriculture, Don Gronau ........................................ 3145
- Automotive Programs, Mike Fatkin ......................... 3257
- Acc/Business Admin, Jennifer Brewer ...................... 3242

**Business Systems Technology**
- Karen Waddell ...................................................... 3176
- Database Admin & Development, Steve Strom .............. 6143
- Digital Media
  - Skyler Lovelace ................................................. 6229
- Engineering Graphics Technology
  - Mel Whiteside .................................................... 5142
- Fire Science, Tony Yaghjijian ................................ 321-9126, Ext. 129
- Hospitality Mgmt, Nancy Hansen ............................ 6236
- Information Processing Systems
  - Margaret Pickering ............................................. 6256
- Manufacturing Engineering Technology
  - Buford Pringle .................................................. 6136
- Marketing/Management, Jared McGinley .................. 3240
- Realtime Reporting, Rhonda Landsverk .................... 6300
- Software Dev/E-Business, Bob Ray .......................... 2129
- Welding Technology, Matthew Galbraith ................. 6824
- Web Development, Shiva Kumar .............................. 6132

**Adult Basic Education**
- Workforce Development Director,
  Mary Moon ......................................................... 321-4030
- Director, ABE/GED
  Sue Choens ....................................................... 6125
  - Instructor, Bev Davis ........................................ 321-4030

**Business Performance Group**
- Sr. Executive Director, Dr. Kori Gregg .................. 6124

**Cooperative Education/Internships**
- Director, Dena Smoot ........................................... 6125
  - Connie Langhofer, Sec ........................................ 3302

**Student Career and Employment Services**
- Loretta Patterson ................................................. 3294

**Technical Advancement Director**
- Becki Foster ....................................................... 3277
- Workforce Dev. Specialist, Heidi Davison ............... 3286

**Humanities and Fine Arts**

**Lead Instructor**
- Art, Valerie Haring ................................................ 3173
- English, Troy Nordman ......................................... 3284
- Jim Guenthner (BOA) .............................................. 6219
- Fine Arts, Michele McClendon ................................ 3376
- Foreign Language, Calisa Marlar ............................ 6496
- Humanities, Don Koke .......................................... 3175
- Mass Communications, Mike Swan .......................... 3280
- Dance, Kris Anderson ........................................... 3260
- Music, Valerie Lippoldt-Mack ................................. 3224
- Religion/Philosophy, Dr. Regina Turner .................. 3153
- Speech, Greg May .................................................. 3112
- Alexis Hopkins .................................................... 6267
- Theatre, Bob Peterson ........................................... 3261
# Communications Directory

**Nursing Allied Health, Early Childhood Education**

<table>
<thead>
<tr>
<th>Phone extension</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean, Trish Hutchinson</td>
<td>3146</td>
</tr>
<tr>
<td>Karen Hulse, Sec.</td>
<td>3140</td>
</tr>
<tr>
<td>Director, Allied Health, Jo Eva Wheeler</td>
<td>320-7375</td>
</tr>
</tbody>
</table>

**Lead Instructor**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Nursing Level 1, Elizabeth Luzar</td>
<td>3121</td>
</tr>
<tr>
<td>Nursing Level 2, Verda Converse</td>
<td>3367</td>
</tr>
<tr>
<td>Nursing Co-Leads Level 3</td>
<td>Sherry Currie 3360, Joan Hoover 3365</td>
</tr>
<tr>
<td>Nursing Level 4, Anita Mills</td>
<td>3141</td>
</tr>
<tr>
<td>EMT, Jeb Burress</td>
<td>6269</td>
</tr>
<tr>
<td>Early Childhood, Sue Barrientos</td>
<td>6845</td>
</tr>
<tr>
<td>Massage Therapy, Sheri Bowersox</td>
<td>6122</td>
</tr>
</tbody>
</table>

**Learning Resources and Services**

<table>
<thead>
<tr>
<th>Phone extension</th>
<th>Name</th>
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<tbody>
<tr>
<td>Dean, Kaye Meyer</td>
<td>3125</td>
</tr>
<tr>
<td>Peggy Krause, Sec.</td>
<td>3889</td>
</tr>
<tr>
<td>Director, Concurrent Enrollment</td>
<td>Jolene Keith 322-3254</td>
</tr>
<tr>
<td>Director, Butler of Council Grove</td>
<td>Ron Newlin (620) 767-5158</td>
</tr>
<tr>
<td>Director, Butler of Marion County</td>
<td>Pauline Holub (620) 382-2183</td>
</tr>
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**Academic Achievement Programs and Services**

<table>
<thead>
<tr>
<th>Phone extension</th>
<th>Name</th>
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<tbody>
<tr>
<td>Director, Dr. Michael Osterbuhr</td>
<td>6146</td>
</tr>
<tr>
<td>Academic Achievement Centers</td>
<td>Sonja Milbourn, BOE Lead 3164, Kathy McCoskey, BOA Lead 6204, Dr. Susan Miller, BOM 652-5163, BJ Madewell (316) 776-9429, Pauline Holub (620) 382-2183, Ron Newlin (620) 767-5158</td>
</tr>
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**Community Education**

<table>
<thead>
<tr>
<th>Phone extension</th>
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<tbody>
<tr>
<td>Director, Susan Howell</td>
<td>3193</td>
</tr>
<tr>
<td>Jan Boehm, Sec.</td>
<td>3247</td>
</tr>
<tr>
<td>Curriculum Team Chair</td>
<td>Freda Briggs 6823</td>
</tr>
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**Disability Services**

<table>
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<tbody>
<tr>
<td>Director, Teresa Eastman</td>
<td>3321</td>
</tr>
<tr>
<td>BOA Office (6000 Bldg.)</td>
<td>6214</td>
</tr>
</tbody>
</table>

**Instructional Technology**

<table>
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<tbody>
<tr>
<td>Director, Meg McGranaghan</td>
<td>3345</td>
</tr>
<tr>
<td>Debbie O'Bryan, Sec.</td>
<td>3120</td>
</tr>
<tr>
<td>Ass't. Director, Linda Wapelhorst</td>
<td>6202</td>
</tr>
<tr>
<td>Instructional Designer</td>
<td>Roberta Sheahan 3271, Jeannie Parscall 6973</td>
</tr>
<tr>
<td>Library Director, Micaela Ayers</td>
<td>3235</td>
</tr>
</tbody>
</table>

**Phi Theta Kappa (PTK)**

<table>
<thead>
<tr>
<th>Phone extension</th>
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<tbody>
<tr>
<td>Advisor, Susan Forrest</td>
<td>3251</td>
</tr>
<tr>
<td>Debbie O'Bryan, Sec.</td>
<td>3120</td>
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</tbody>
</table>

**Butler Learning Community Centers**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Dean, Mike Calvert</td>
<td>6213</td>
</tr>
<tr>
<td>Butler of Andover</td>
<td>Evenning &amp; Weekend Coordinator John Waren 6265, Dr. Elizabeth Ann Phares 6283, Office Manager, Anne Bilson 6211</td>
</tr>
<tr>
<td>Butler of Rose Hill</td>
<td>Director, Keith Langholtz 776-9429, Joyce Perry, Sec 776-9429</td>
</tr>
<tr>
<td>Butler of McConnell</td>
<td>Director, Dr. Rob Kuhns 681-3522, Dee Mabe, Sec 681-3522, Evening &amp; Weekend Coordinator TBA 681-3522</td>
</tr>
</tbody>
</table>

**Student Support Services**

<table>
<thead>
<tr>
<th>Phone extension</th>
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<tbody>
<tr>
<td>Director of Enrollment Management</td>
<td>Glenn Lygrisse, Interim Dir. 3231</td>
</tr>
<tr>
<td>Career-Tech Adm. Counselor, Ev Kohls</td>
<td>3396</td>
</tr>
<tr>
<td>Admissions Counselors</td>
<td>Chad Steinkamp 3192, Sherri Conard 3245, Kirsten Allen 6243</td>
</tr>
<tr>
<td>Counselor, BOE, Linda Clarke</td>
<td>3162</td>
</tr>
<tr>
<td>Advisor BOE</td>
<td>Shannon Herbert 3258, Gary Royse 6404, Clara Hascall 6405</td>
</tr>
<tr>
<td>Admissions Secretary BOE</td>
<td>Kerri Smith 3382, Wava Seymour 3391</td>
</tr>
<tr>
<td>Counseling/Advising Secretary BOE</td>
<td>Pam Hendrix 6401</td>
</tr>
<tr>
<td>Counseling/Advising Receptionist BOE</td>
<td>Lesslie Hutson 3163, International Student Advisor BOE and BOA</td>
</tr>
<tr>
<td>International Specialist</td>
<td>Megan Dugger 3230, Randy Bush 6241, Cynthia Meyer 6403, Daryle Baltzer 6226</td>
</tr>
<tr>
<td>International Student Advisor BOE and BOA</td>
<td>3246, 6241</td>
</tr>
<tr>
<td>Interim Director, On-Site Advising</td>
<td>DeAnn Shimp 6242</td>
</tr>
<tr>
<td>Counselor, BOA</td>
<td>Margaret Hageman 6231</td>
</tr>
</tbody>
</table>
COMMUNICATIONS DIRECTORY

Advisor BOA
Heather Contreras ................................. 6227
Randy Culbertson .................................... 6221
Nicole Graves ....................................... 6244
Karen Krueitzer .................................... 6255
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Kathy Anderson .................................... 6259

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Lori Llewellyn, Sec .................................. 3202
Bookstore (Andover) ................................. 6232
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Manager, Rita Sullivan ............................. 3197

Resource Development Office
Director, Connie Bonfy ......................... 322-8795
Sec., TBA ............................................. 322-8796

Educare Center
Director, Susan Duncan ............................. 3817

Foundation
Exec. Director, Stacey Cofer ..................... 320-7312

Facilities Management
Director, Marvin Dodson ....................... 3144
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Gen.Services Supt., Wayne Hoyle ............ 3144
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Director, Susie Edwards ......................... 3121
Crystal Crank, Sec ................................. 3121

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Director, Janece English ......................... 3295

Human Resources
Director, Vicki Long .............................. 3152
Asst. Director, Mandy Greenfield ............ 3263
Kathy Conner, HR Asst .......................... 6898

Payroll
Jade Carson .......................................... 3269
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Organizational and Staff Development
Director, Ramona Becker ........................ 3282
Casey Edmondson, Sec ........................... 3357

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CIO, Tom Erwin .................................... 3133
Susie Van Tries, Sec .............................. 3306
Multimedia Learning Resource Center
Director, Randy Ellis ............................. 3179
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Marketing Communications
Director ........................................... 3190
Cindy Miles, Sec ................................. 3317

Research & Institutional Effectiveness
Director, Gene George ......................... 3338
Briony Barnes, Sec ............................... 6425
Information Coordination Specialist
Lee Allard ........................................... 6426

Secretarial Management Center (SMC)
Coordinator, Amy Kershner ................... 3279
Asst. Coordinator, Leslie Hutson ........... 3111

Registrar
Connie Craft ....................................... 3124
Assoc. Registrar, Rhonda Morrison ........ 3156

Faculty Development
Director, Bob Meyer ............................. 6262
SECTION 1: POLICIES AND PROCEDURES

PLEASE CONSULT THE EMPLOYEE HANDBOOK FOR ALL OFFICIAL COLLEGE POLICIES LISTED HERE.

Acceptable Use Policy for Internet, Pipeline and E-Mail
Americans With Disabilities Act
Business Code of Ethics
Cell Phone Policy
Commercial Sales Policy
Conflict of Interest
Copyright Policy
a. Digital Milennium Copyright Act Policy
b. Software Copyright and Licensing Policy Statement
E-Mail Policy Summary
Entrepreneurial Partnerships
FERPA
“Golden Grizzly” Policy
Grievance Procedure
Harassment and Violence Policy
Nepotism Policy
Photography and Film Rights Policy
Pipeline Group Policy
Policy of Nondiscrimination (Equal Opportunity Employment)
Probation, Suspension, & Termination for Cause
Progressive Disciplinary Procedure
Registered Sex Offenders Enrolled at Butler
Repayment Policy
Safety Policy
Serious Disease Policy
Severe Weather Policy
Smoking and Smokeless Tobacco Policy
Solicitation on Campus by College Employee
Substance Abuse/Drug-Free workplace Policy
Telecommuting Policy
Wireless Internet Policy
SECTION 2: FACULTY CODE OF ETHICS AND RESPONSIBILITY

2.1 Code of Ethics

**Principle I - Commitment to the Student**

The Professional Employee strives to help each student realize his or her potential as a worthy and effective member of society. The Professional Employee therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the Professional Employee:

- Shall foster independent action in the pursuit of learning.
- Shall foster student access to varying points of view.
- Shall foster fair and objective presentation of the subject matter relevant to the student’s progress.
- Shall foster protection of the student conditions harmful to learning or to health and safety.
- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly.
  
  a. Exclude any student from participation in any program, course, or services.
  b. Deny benefits to any student.
  c. Grant any advantage to any student.

- Shall foster only professional relationships with students.
- Shall protect information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

**Principle II - Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the Professional Employee shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons. In fulfillment of the obligation to the profession, the Professional Employee:

- Shall accurately represent his/her professional qualifications.
- Shall assist entry into the profession only those persons known to be qualified in respect to character, education, or other relevant attributes.
- Shall avoid knowingly making a false statement concerning the qualifications of a candidate for a professional position.
- Shall protect information about colleagues obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law.
- Shall avoid making false or malicious statements about a colleague.
- Shall not accept any gratuities, gifts, or favors that might impair or appear to influence professional decisions or actions.

**Principle III - Commitment to Butler Community College**

Each professional employee advances the mission of Butler Community College to develop responsible, involved lifelong learners and to contribute to the vitality of the communities served by the college. As the foundation for accomplishment of the college’s mission, each professional employee:

- Shall foster the BUTLER timeless institutional values:
  - Quality
  - Integrity
SECTION 2: FACULTY CODE OF ETHICS AND RESPONSIBILITY

- Service
- Caring
- Shall support the development within our students of the identified Learning PACT Skills:
  - Personal Development Skills
  - Analytical Thinking Skills
  - Communication Skills
  - Technological Skills
- Shall foster a student-centered learning environment as the college’s overarching guiding principle.
- Shall foster a climate of excellence through personal growth and professional development.
- Shall support the development of safe, functional and inviting facilities to meet current and future needs and an integrated information system to facilitate student learning, effective decision-making and strategic planning.
- Shall value linkages and partnerships for the economic and social well-being of those we serve.
- Shall be good stewards of the resources entrusted to them.
- Shall support a future-based planning model that allocates limited resources for optimum effectiveness, productivity and efficiency.
- Shall have the right to exercise academic freedom, within the law, for inquiry, teaching, research, and the pursuit of knowledge. In the exercise of this academic freedom, Professional Employees may, within the law, discuss their own subject areas in the classroom, including controversial materials, as long as such discussions and materials are relevant to the subject area and Professional Employees distinguish between personal opinions and factual information.

2.2 Major Responsibilities Of Full-Time Faculty

Butler Community College exists to develop responsible involved lifelong learners and to contribute to the vitality of the community it serves. In order to accomplish our mission and to foster our over-arching guiding principle of student-centered learning, Faculty responsibilities include the following:

1. Mastery of Subject Matter
   a. Demonstrate a thorough and accurate knowledge of the field or discipline
   b. Display an ability to interpret and evaluate theories in the field or discipline
   c. Connect subject matter with related fields
   d. Stay current in subject matter through professional development

2. Teaching Performance
   a. Plan and organize instruction in ways which maximize student learning
   b. Employ appropriate teaching and learning strategies, including appropriate technology when available
   c. Modify, where appropriate, instructional methods and strategies to meet diverse student needs
   d. Encourage the development of communication skills and higher order thinking skills through appropriate assignments
   e. Communicate subject matter to students
   f. Contribute to the selection and development of instructional materials

3. Evaluation of Student Learning
   a. Establish and adhere to learning objectives as stated in course outlines
   b. Develop evaluation methods which fairly measure student progress toward objectives
   c. Evaluate and utilize student work to promote maximum learning
   d. Maintain accurate records of student progress
SECTION 2: FACULTY CODE OF ETHICS AND RESPONSIBILITY

4. Support of College Policies and Procedures
   a. Fulfill all requirements of instructors set forth in the Master Agreement
   b. Meet scheduled classes in accordance with college policy
   c. Maintain scheduled office hours to ensure accessibility to students and colleagues
   d. Prepare, distribute and submit syllabi and approved course outlines for all assigned sections in accordance with program and divisional policies
   e. Maintain confidentiality of student information
   f. Exercise stewardship of college facilities and materials

5. Participation in College, Division and Program Activities
   a. Serve on no more than two college, divisional and program committees as assigned
   b. Attend meetings and events as required by college administration
   c. Participate in professional activities which contribute to the educational goals of the college and its constituents
   d. Respond in a timely fashion to information requests and required reports from college, division and program administrators (e.g. last date of attendance report, rosters, grades, all state/vocational reporting requests)
   e. Support both Adjunct and full-time colleagues
   f. Contribute to program and division curriculum development processes

6. Contribution to the Growth and Enhancement of College Mission and Programs
   a. Maintain familiarity with college goals, mission and long-range plans
   b. Contribute to the recruitment and retention of the college
   c. Contribute to planning and development processes through appropriate mechanisms and channels
   d. Perform professional responsibilities in accordance with pertinent goals, missions, and plans of college, division and program.

2.3 Lead Instructor Core Responsibilities
Lead Instructors report to and are appointed by the Dean. Lead Instructors fulfill a leadership role in instruction within a specific department or instructional unit. In addition, they coordinate instruction and activities within the department or instructional unit. This position serves primarily as content specialist, communications facilitator and curriculum leader within the department.

1. Facilitate Communication with Department Faculty (Full-time and Adjunct), Site Directors and Deans.
   • Schedule and lead periodic department meetings
   • Written memos
   • Phone calls
   • Face-to-face
   • Electronic
   • Mentoring

2. Monitor Currency of Department Curriculum
   • Course outline review/update
   • Course additions/deletions/revisions
   • Technology needs

3. Department Budget Responsibilities as Defined

4. Coordinate and Direct Department Assessment Activities
   • General education/department
   • Program review
   • Student (i.e., placement tests, pre/post tests)
   • Student academic progress
SECTION 2: FACULTY CODE OF ETHICS AND RESPONSIBILITY

5. Coordinate Department Textbook Review, Selection, & Placement of Orders
6. Assist Dean with Class Scheduling
7. Department/Program Recruiting & Marketing
8. Lab Coordination
9. Site Visits
10. Work with Grant Writer
11. Web Page Development/Management
12. Inventory
13. Assist in Recruitment and Selection of Faculty (Full-time and Adjunct)
14. Vocational Program Activities
   • Vocational Reporting
   • Coordinate Competency Evaluations of Program Students
   • Conduct Advisory Committee Meetings
   • Coordinate any CEU (Continuing Education Unit) offerings
15. Other Duties as Assigned

2.4 Adjunct Faculty Responsibilities

I. Butler Community College exists to develop responsible involved lifelong learners and to contribute to the vitality of the community it serves. In order to accomplish our mission and to foster our over-arching guiding principle of student-centered learning, Faculty responsibilities include the following:

II. Functional Responsibilities

1. Mastery of Subject Matter
   • Demonstrate a thorough and accurate knowledge of the field or discipline
   • Display an ability to interpret and evaluate theories in the field or discipline
   • Connect subject matter with related fields
   • Stay current in subject matter

2. Teaching Performance
   • Adhere to current approved departmental course outlines
   • Plan and organize instruction in ways which maximize student learning
   • Employ appropriate teaching and learning strategies, including appropriate technology when available
   • Modify, where appropriate, instructional methods and strategies to meet diverse student needs
   • Encourage the development of communication skills and higher order thinking skills through appropriate assignments
   • Communicate subject matter to students
   • Create a positive learning and teaching atmosphere

3. Evaluation of Student Learning
   • Develop evaluation methods which fairly measure student progress toward objectives
   • Evaluate and utilize student work to promote maximum learning
   • Maintain accurate records of student

4. Support of College Policies and Procedures
   • Meet scheduled classes in accordance with college policy
   • Prepare, distribute and submit syllabi based on current approved department course outlines for all assigned sections in accordance with college policies
   • Maintain confidentiality of student information
   • Exercise stewardship of college facilities and materials

5. Participation in College, Division and Program Activities
   • Attend meetings and events as required by college administration
SECTION 2: FACULTY CODE OF ETHICS AND RESPONSIBILITY

- Respond in a timely fashion to information requests and required reports from college, division and program administrators (e.g. last date of attendance report, rosters, grades, all state/vocational reporting requests)
- Support both adjunct and full-time colleagues

2.5 Major Responsibilities Of Advisors/Counselors

Butler Community College exists to develop responsible involved lifelong learners and to contribute to the vitality of the community it serves. In order to accomplish our mission and to foster our over-arching guiding principle of student-centered learning, Advisor/Counselor responsibilities include the following:

1. Service to students
   - Provide accurate, timely information
   - Maintain regular office hours
   - Assist students in making informed and responsible decisions relevant to their educational, career, and life goals
   - Maintain appropriate knowledge and sensitivity to federal, state, and institutional policies and procedures
   - Respect rights of students to confidentiality and privacy of their records and conversations

2. Utilization of Resources
   - Seek out and provide referral to resources provided by others in the institution or community
   - Maintain knowledge of appropriate referrals to transfer institutions

   - Participate actively in current BUTLER advising processes
   - Remain neutral regarding students' comments, questions or opinions of other Faculty or staff

- Share information and/or ideas with colleagues
- Fulfill all requirements of academic advisors and counselors as set forth in the Master Agreement
- Maintain scheduled office hours to ensure accessibility to students and colleagues
- Exercise stewardship of college facilities and materials

4. Participation in College, Division and Program Activities
   - Serve on no more than two (2) college divisional and program committees as assigned
   - Attend meetings and events as required by college administration
   - Participate in the professional activities which contribute to the educational goals of the college and its constituents
   - Respond in a timely fashion to information requests and required reports from college, division, and program administrators
   - Support both Adjunct and full-time colleagues
   - Maintain currency in skills and information necessary to the position

5. Contribution to the Growth and Enhancement of College Mission and Programs
   - Maintain familiarity with college goals, mission and long-range plans
   - Contribute to the recruitment and retention of the college
   - Contribute to planning and development processes through appropriate mechanisms and channels
   - Perform professional responsibilities in accordance with pertinent goals, mission, and plans of college, division and programs

In addition to the above, Counselors are responsible for providing personal/social counseling for students experiencing difficulties. Counselors will maintain
SECTION 2: FACULTY CODE OF ETHICS AND RESPONSIBILITY

appropriate contact with community agencies and make referrals for longer-term solutions for student issues.

Advisors assist students in the enrollment process. They also provide other services such as ASSET placement tests and assist with financial aid, career planning, and personal problems which affect academic performance.
3.1 Course Syllabi
For each section or class (CRN) you teach, you are required to prepare a course syllabus based on the course outline. The syllabus should be created according to the components within the required BUTLER Syllabus Template. Submit an electronic copy of the syllabus to: syllabus@butlercc.edu prior to the first class meeting. A copy of the syllabus must be given to each student at the first class meeting.

The syllabus is your plan for meeting the requirements of the course outline and will contain, at a minimum, all the components as described in the required BUTLER Syllabus Template. Additional information may be added to the course syllabus but no components provided in the syllabus template are to be deleted. These guidelines and templates can be obtained from the Butler website (www.butlercc.edu) or from the appropriate Dean, Associate Dean, or Lead.

3.2 Course Outline
Faculty are responsible for providing educational experiences as described in the catalog and further described by division course outlines. Although different teaching techniques and styles, as well as the course syllabus given to the students, are naturally instructor dependent, the departmental designated course outline should be followed to ensure that all courses cover the same material. It is also to ensure that students are meeting the identified learning outcomes. Copies of course outlines should be obtained from the appropriate administrator or online at: http://www.butlercc.edu/outline/index.htm

3.3 Faculty Attendance Policy
You have a professional commitment to meet your class each session for the scheduled number of hours. In addition, Kansas state law requires a minimum time for courses to meet to fulfill credit requirements. In keeping with your contractual commitment to Butler and to your class (es), you are responsible for covering your class (es) appropriately. If you must be absent or more than a few minutes late for any reason, including illness or an emergency, you must notify the appropriate Coordinator, Site Director, Associate Dean, or Dean as soon as possible.

Full-Time Faculty Absences
(see Master Agreement, Leaves of Professional Employees)

Adjunct Faculty Absences
On occasion there may be circumstances beyond the instructors control that require his/her absence from class. Unavoidable absences would include, but are not limited to, illness, emergencies and bereavement. If you need to miss a class, you must notify your appropriate Coordinator, Site Director, Associate Dean, or Dean in advance and arrange for a substitute instructor.

The adjunct instructor has available a leave benefit equivalent to the number of credit hours for each class being taught. For example, an instructor teaching two (2) three-credit hour classes has six hours of leave available (three hours per class). Adjunct instructors must submit a leave slip and a substitute pay form to the appropriate supervisor for signature. The supervisor will forward the forms to Human Resources for processing. Should absences exceed the amount of leave available per class, the substitute payment will be deducted from the adjuncts pay. All leave slips and substitute pay forms should still be completed and forwarded appropriately.

Coordinators, Site Directors, Associate Deans, Deans, and/or the Faculty Development Director may be able to provide lists of qualified instructors you may call upon for substitute assistance.

3.4 Student Attendance Policy
Students are expected to attend all scheduled class and examination meetings. Students are also expected to maintain satisfactory progress in each of the classes in which they are enrolled. Thus, whenever absences become excessive and, in the instructor’s opinion, minimum course objectives cannot be met due to absences,
the student may, at the discretion of the instructor, be withdrawn from the course. If a student is withdrawn by the instructor for excessive absences, a grade of “WT” (withdrawn by teacher) will be recorded on his/her permanent record. Instructors are responsible for clearly stating their attendance policy and administrative drop policy in the course syllabus and it is the student’s responsibility to be aware of those policies.

Procedural Clarifications:
- Students should not miss class for any reason other than a college activity or an emergency, as determined by the instructor (i.e., death in the family, health).
- Student absences for approved college activities will not accrue as excessive absences.
- Students will be allowed to make up work missed as a result of college approved activities.
- Students will make up work before the absence for the approved college activity or within one week after returning to class. Students will check with each instructor prior to the absence to arrange for make-up times.
- Activity sponsors will publish a timely list of students who will be absent because of an approved college activity. This information will be found on the Pipeline Homepage.

Children in the Classroom
The learning environment in our classrooms is important to student success. We make every effort to support it to that end. It is unfair to students in a class to be exposed to children in the classroom who may become restless and a disturbance to other students. In order to prevent this type of disruption we must ask students and Faculty members to refrain from bringing children into a class or to leave unsupervised children in a college building. In fairness to all students who deserve a quality learning environment, please ask the student to leave with the children until he or she can arrange for the appropriate care for them.

Syllabus Explanation of Attendance Expectations
During the first class of each term, instructors must provide students with a syllabus containing a copy of the college attendance policy and verbally cite that policy in class. Syllabi should be reviewed every semester.

Every absence of a student must be recorded in the instructor's course grade book. Attendance should be stressed and records of attendance carefully kept. As the only source of attendance data, the instructor must know at all times who is officially enrolled in the class and who is in attendance at each meeting. Rosters can be accessed through Pipeline by clicking on the Faculty Quick Clicks or your Faculty Tab and looking for Faculty Services. If an instructor has questions and/or concerns relative to procedures regarding attendance, he or she should contact the appropriate administrator.

Faculty members are the sole arbiters of how much of a class period can be missed before a student is considered to be absent on a given day.

Attendance Exceptions for Military Students
Although applicable to anyone instructing military students, this section applies primarily to Faculty teaching at McConnell (BOM).

1. Military students, due to their unique commitments, sometimes may have extenuating circumstances that make it difficult for them to attend class. Those circumstances usually fall within one of the following categories:
   a. Temporary Duty Assignment (TDA or TDY). In this situation, the student may be sent to another base for training or other temporary duty.
   b. NCO Leadership Academy. This is a lengthy management training course designed to prepare non-commissioned officers for higher levels of responsibility and promotion. Its length will require withdrawal. (Usually the
student will know in advance and not enroll. However, last minute assignments are very possible).

c. Alert, Inspector General (IG) and Combat Readiness exercises. With these, the students are asked to perform their duties beyond their regular working hours; thus all other non-duty activities have to be put on hold until the activities are over.

2. If a student is absent due to any of these reasons, he or she should be considered "excused" and should be able to make up all missed work, exams, etc. The student should discuss his or her options prior to the absence if possible. If you have any doubts, please verify the nature of the absence through the BOM office. If you are teaching at McConnell the change in activity will usually be obvious to you.

3. When a military student fails to attend class because of other reasons, he or she should be treated as you would treat any other student under similar circumstances.

**Class Meetings**

To be fair to students and to comply with rules for state funding, **we must fulfill our obligations concerning class time.** The state of Kansas requires that all classes have a specified number of minutes of instruction, excluding breaks, for each credit hour. The scheduled class times are set up to meet this requirement and to include allowance for a break (generally 5 minutes per class hour). The college expects you to meet all classes for the full time period allotted; therefore, giving students an hour examination and then dismissing them is not an option for a class session scheduled to meet three hours. As previously indicated, all arrangements for substitutes and rescheduling classes must be arranged in advance with your appropriate Administrator.

**3.5 Class Certification Rosters**

Class Certification Rosters are an **extremely** important population reporting device. The reason for roster accuracy and timeliness is that our state funding is figured on the numbers. If you leave a student on the roster that is not in your class, the institution is required to pay a penalty to the state for incorrect reporting. If you do not add a student who is in your class but not on the roster, we will not receive funding from the state for that student. When your roster is late, the state will not count the students on rosters not in to the registrar's office on time. **When any one or more of these errors is made, it does cost Butler Community College funding.**

The time of distribution for these rosters varies with each class. Check the particular semester roster schedule for complete details as to dormat and deadlines. **You can find this document in Pipeline under Faculty Quick Clicks or by clicking on your Faculty Tab.** Just remember the importance of your accuracy in completing the form and the speed with which you return the form to your site office or registrar's office. If you have any questions about the roster please contact your Site Administrator or the Office of the Registrar.

**3.6 Final Exams**

Butler does not require a comprehensive final examination for each course but does require a final assessment activity. This must occur during the last required class meeting.

**3.7 Field Trips and Class Meeting Modifications**

Instructors who plan field trips as part of their class curriculum must fill out and submit the field trip form to the appropriate Administrator prior to the trip. The form is located by clicking on the Forms Tab in Pipeline.

**3.8 Room Changes**

If the assigned classroom is inadequate for the needs of your class, contact your Site Administrator. First priority in room changes is based on over-crowding and/or inadequate support facilities. If you have a small class in a large room, please understand that you may be relocated.
3.9 Grade Records
The course grade record is an official documentation of both a student's academic progress and attendance in a specific course. (Some sites may use grade sheets in lieu of a grade book.) Instructors are responsible for maintaining grade records either in hard copy or electronically. They are also responsible for keeping these records, along with student work, for at least one semester after course completion or the length of time their Dean recommends. You may obtain a grade book from your Site Administrator. A student's recorded grade may be changed by the course instructor when circumstances warrant. This includes removing an "incomplete" ("I") grade and assigning a letter grade when a student has completed course requirements, or correcting a grade error.

3.10 Vocational Reporting
For all Vocational classes, the Kansas Board of Regents requires program information forms to be submitted which are critical to BUTLER funding and to ensure compliance with the law. If you are given these forms they must be filled out by your students and returned promptly to your Site Administrator.

3.11 Posting of Grades
The posting of grades (paper or electronic) either by student’s name, institutional student identification number or social security number is a violation of FERPA. Even with names obscured and not in alphabetical order, student identifiers are considered personally identifiable information and may result in a FERPA violation. Therefore, the posting of grades is not allowed.
SECTION 4: EMPLOYMENT INFORMATION

4.1 Employee Information on File
In order to process and receive payment for instruction at Butler, you must have the following current information and forms on file:

a. Application
b. Resume and college transcripts
c. W-4 form
d. Signed copy of Salary Agreement
e. Kansas State Loyalty Oath
f. Employment eligibility verification
g. Employee profile
h. FERPA release form

If W-4 numbers, addresses or phone numbers change, please advise Human Resources and other appropriate offices as soon as possible.

4.2 Letters of Adjunct Faculty Teaching Assignment ("Intent to Teach") and Adjunct Faculty Position Description
The letter identifying the adjunct Faculty member's teaching assignment (referred to as "intent to teach") is not a contract. This letter is for the purpose of confirming the classes the adjunct Faculty member has been requested to teach. The administration reserves the right to cancel any class and/or reassign the instructor as deemed necessary.

The adjunct Faculty member's teaching assignment letter also includes a copy of the adjunct Faculty member position description which outlines instructional responsibilities and expectations.

4.3 Salary Agreements
Salary agreements will be issued only after the class 'makes' and the class assignment is confirmed. The assigned instructor will receive two copies of the agreement, one of which is to be signed and returned and the second is for the instructors' files.

4.4 Paychecks
Checks for 16-week classes are issued in five equal payments in the Fall (September, October, November, December and January), four equal payments in the Spring (February, March, April and May), and two equal payments in the summer (June and July). Checks are issued on or before the 25th of the month.

4.5 Employee Identification Cards
All employees of Butler Community College will be required to wear ID badges during working hours. The photo I.D. card provides free admission to college functions such as sporting events and theater productions. Employees and their immediate family (those living at home) may use this card which is issued in the Registrar's office.
SECTION 5: INSTRUCTIONAL SUPPORT SERVICES

5.1 Pipeline@butler

*What is it and what can it do for me?*

Pipeline@butler is your central source for Butler information. Besides providing you with a convenient and easy way to check your e-mail and college announcements, Pipeline@butler offers Faculty numerous ways to quickly access their class information. You can interact directly with Faculty services such as viewing/printing class rosters and teaching schedules, and entering final grades. Pipeline also provides several instructional tools which can be used at the discretion of the instructor. You can e-mail your entire class or selected students, make use of a message board, attach files (syllabus), or set up a virtual chat with your students. Web links to relevant, instructional material can also be created on each of your class home pages. Tutorials for these tools are provided under the Tutorial tab on the Pipeline home page.

5.2 Shared Instructional Facilities

In a cooperative community effort, public school districts and other public facilities are graciously shared with Butler by providing space for instruction throughout the service areas of the college. As representatives of the college, Faculty members must follow the rules established by the particular agency providing the classroom. All instructors are responsible to the students and the community for making the best possible educational use of these facilities. Instructors must leave the classroom in good condition (the same as or better than when they arrived) so that it is ready for full and efficient use by its primary user.

**NOTE:** The guidelines for using telecourse materials in non-telecourse classes are as follows: Annual licenses purchased by the Instructional Technology Department for telecourse tapes and materials gives instructors and other personnel broadcasting/dubbing rights **ONLY.** Unless the college has purchased Audio/Visual licenses for the telecourse materials, we do not have the rights to show the video tapes in traditional classes. **NOTE:** To determine whether Butler has A-V licenses for specific telecourse materials, contact the lead instructor.

5.3 Audio-Visual Services Equipment

At most sites each classroom is provided with an overhead projector, television monitor, VCR and/or DVD. Some classrooms are also equipped with a mounted data projector and screen; portable carts with data projector equipment are available at most sites. If you have additional audio-visual equipment needs, consult the appropriate building administrator in advance. For equipment that must be brought to your classroom, you should plan ahead and reserve this equipment at least two days in advance. When you reserve equipment, please indicate what hours during a specific class period you will need the requested item because often other instructors need to share this equipment during any given class time. For the El Dorado campuses, equipment may be reserved online from the Butler home page or by calling the Multi-Media Learning Resources department.

5.4 Academic Achievement Center (AAC)

The AAC provides both college-level and developmental classes. Many of the classes are independent study because students set their own weekly schedules and because they may enroll late and work ahead to finish early. Some classes may count toward Butler's graduation requirements and/or transfer to four-year institutions. Independent study classes and services are offered at multiple locations.

**Testing Center**

The mission of the BOA Testing Center at Butler Community College is to provide a quality, secure testing environment in which the highest level of testing standards are maintained. The BOA Testing Center provides a variety of testing services including administration of placement testing for all students who want to enroll in Butler Community College courses. Other types of testing services include
SECTION 5: INSTRUCTIONAL SUPPORT SERVICES

administration of tests for Butler Online instructors, and instructor make-up tests for students who have missed a regularly scheduled exam.

The Testing Center is located in Room 6430 in the 6000 Building on the Andover Campus at 1810 North Andover Road.

**BOA Testing Center Hours**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
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<tbody>
<tr>
<td>Mon</td>
<td>8:30am - 8pm</td>
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<td>Tue</td>
<td>8:30am - 8pm</td>
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<td>Thu</td>
<td>8:30am - 8pm</td>
</tr>
<tr>
<td>Fri</td>
<td>8:30am - 5pm</td>
</tr>
</tbody>
</table>

If you are interested in accessing the services of the BOA Testing Center, or would like more information on the Testing Center, contact the Advising/Testing Receptionist at 316.218.6259. The receptionist can assist you with your questions or testing requests.

**Learning Labs**

Learning Labs exist at Butler Community College to provide the resources whereby students can build their confidence and understanding of college curricula and to engage students in active learning. They provide tutorial services, access to computers for study purposes, study space and a videotape library. All tutoring is free to currently enrolled Butler students and provides one-on-one assistance in many academic subjects primarily reading, writing and math. The tutoring staff includes Butler Faculty as well as peer tutors. Peer tutors are fellow students who are recommended by Faculty, meet certain qualifications and participate in required training sessions.

Students are expected to come to the learning lab prepared to learn which includes bringing textbooks, class notes, and any other materials that will assist the tutors in understanding the class assignment.

Students are expected to take responsibility for their own learning, but tutors can assist in clarifying confusing aspects of a subject and offer coaching and guidance to make the learning process easier. For tutoring assistance, visit the learning labs listed below.

El Dorado Campus 316.323.6826
Building 600 Room 649
Andover Campus 316.218.6278
Building 5000 Room 5201

**5.5 Mailboxes**

Access to Faculty members' mailboxes is restricted to Butler office staff and members of the Faculty and administration. **Student access to your mailbox is not allowed for any reason.** You may leave material in your box for students (who may retrieve it only via a staff person), and students may leave material for you to be put into your box only by an office staff person. This protocol ensures confidentiality for you and your students, and protects the integrity of any materials, such as exams, which may be copied and left for you by office personnel.

**5.6 Copying Services**

You can request copy services, for the following locations, by phone or e-mail. Your copies will be made and placed in your mailbox or sent to the particular site. The key is to give the staff plenty of lead time in order to make your copies and get them to you in a timely manner. BOA copies cannot exceed 200 copies per order. No guarantee can be given to complete copy requests brought in immediately prior to class. Please give appropriate notification.

**Butler of Andover**

6000 Building  idcard@butlercc.edu
5000 Building  5000building@butlercc.edu
9100 Building  Either of the above e-mail addresses

**Butler of El Dorado**

All Buildings  aketschner@butlercc.edu

**Butler of McConnell**

bomcinstructor@butlercc.edu or fill out copy request found in the BOM break room.


SECTION 5: INSTRUCTIONAL SUPPORT SERVICES

Butler of Marion
Call one of the staff in the Bown-Corby Building at 382-2183 or email pholub@butlercc.edu

Butler of Council Grove
You can contact the Council Grove office at 767-5158 or e-mail the Secretary Center on the BOE campus at: aketschner@butlercc.edu

5.7 Copyright Policy

(See Employee Handbook)

5.8 Library Resources & Services
Instructors may place items on reserve at the site libraries at El Dorado campus (L.W. Nixon), Andover, Augusta, Rose Hill (high school libraries) or McConnell. Wichita State University will allow students to use materials in-house only. All sites have experienced librarians trained to assist students to locate research materials.

Required readings are normally found in course textbooks and instructor-supplied supplements. Periodical readings may be referenced through on-line subscription databases available on the Butler L. W. Nixon Library web site: http://www.butlercc.edu/nixon_library/library_main.htm, or by use of photocopying if careful attention is paid to copyright laws.

5.9 Textbooks
Instructors must use the texts selected by Butler. Texts and supporting instructional materials are available from the appropriate administrator. Do not contact the publisher directly. Please channel requests for any additional materials needed through the appropriate Butler administrator.

Students
Students' texts, for instructors, are available at site bookstores, and in some locations through the local Coordinator/Site Director.

5.10 Academic Advising/Counseling
Butler provides centralized Academic Advising and Counseling to students from all locations. Butler advisors assist students in the process of making decisions about their goals and planning their education and/or career path by supplying accurate, reliable information about colleges and educational programs. Other services provided include career exploration, testing, Special Needs, and International Student advising. Butler has professionally trained counselors that provide personal counseling to students. Counselors are available to assist students in dealing with personal issues impeding their success in meeting their stated educational goals.

5.11 Special Needs Students
(Americans with Disabilities Act)
The Disability Services Department, in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990, is committed to improving educational opportunities and providing reasonable accommodations for any individuals with perceived disabilities which limit their life functioning. If you have students who might qualify for the program, contact the Director of Disability Services.

5.12 Scholarships
Advisors and/or the college Financial Aid Office should be consulted regarding the availability of scholarships.
This is an introduction to the Assessment Process and the Guiding Principles established at Butler Community College. For additional details and a thorough explanation of the entire program, go to your Pipeline Homepage and click on the PACT Tab at the top.

6.1 Introduction
Change is an inherent element in student learning. The student’s expertise in various learning abilities and skills changes and grows as the learning process takes place. If such change is not taking place, learning is not taking place. In order to ensure a learning process that continues to promote positive change, a learning institution must engage in dynamic instructional programming. Such instructional programming will evidence change on a regular basis; change which is targeted at improving the learning process. A strong instructional assessment program equips the Faculty and administration to make decisions that will benefit the lifelong learning process of the institution’s students.

The assessment of student learning at Butler begins with a commitment to our vision and mission statements and works through the Learning PACT. The Butler Learning PACT lists skill, critical to the 21st century workplace used in the college’s institution-wide assessment of student achievement of General Education learning outcomes. Understanding that learning is a complex, integrated and ongoing process, our Faculty, staff and administration participate in an ongoing learning assessment program to continually improve teaching and learning.

The assessment of the general education components of a student’s coursework is handled through the use of both direct and indirect indicators. Individual departments also conduct learning outcomes assessment on an annual basis. Learning assessment leads to improvement in student learning in that it affects the decisions of the entire educational community.

Butler is developing a program of individualized learning assessment based on the Learning PACT skills. The achievement of these learning outcomes will be documented as the student progresses through her/his college experiences. Butler is currently conducting this type of assessment that is both individualized and aggregated in a broad range of courses taken from across the college’s curriculum.

6.2 Butler Learning Assessment Principles
The Instructional Assessment Team developed the following list of principles as the guidelines for academic assessment activities at the college:

1. The assessment of student outcomes at Butler Community College begins with a commitment to “Our Vision” and “Our Mission” statements and works through the “Butler Learning PACT” established for students. Assessment is not an end, but a means to improvement. Through assessment for improvement, Butler meets significant responsibilities to its students and its public as a Learning College.

2. Assessment of student outcomes reflects an understanding of student learning as a complex, integrated, and ongoing process. Learning includes both the acquisition of knowledge and the ability to apply knowledge in the light of attitudes and values. As learning affects success inside and outside the classroom, assessment uses a variety of quantitative and qualitative methods over time. Assessment tracks improvement to produce further modifications in teaching and learning, including its own process.

3. Assessment of student outcomes is a distinct component of regular program review. The explanation and evaluation of all aspects of an instructional program is not adequate without the assessment of student learning.

4. Effective assessment of student outcomes documents outcomes in order to reconsider the entire learning process. Assessment that focuses only on
outcomes is incomplete because it does not construct a feedback loop. Complete assessment gives the Faculty information necessary to improve teaching and learning.

5. Effective assessment of student outcomes requires active participation across the entire educational community. Students, Faculty, staff, administrators, trustees, alumni, and outside employers may be involved in overall assessment efforts. Students should understand the purposes of assessment, and both Faculty members and administrators may contribute to the design of the assessment programs that serve these purposes. However, program assessment committees and an institutional assessment team consisting of Faculty manage the Faculty efforts, for which one person, typically an administrator, provides coordination and oversight. The institution supports and rewards Faculty efforts.

6. Assessment of student outcomes leads to improvement in student learning when it affects the decisions of the entire educational community. Quantitative and qualitative outcomes improve teaching and learning when they affect planning and budgeting decisions. However, the complex nature of what assessment measures and the design of assessment programs make it impossible for outcomes to be used to make Faculty retention decisions.
7.1 Faculty Development Programs
Throughout the year, the Faculty Development Office sponsors programs that facilitate personal and professional growth of Faculty. Workshops are offered each semester at the various sites on teaching methodology and technology. Participants may earn professional development credit (stipends for adjunct Faculty) or salary advancement points, for full time Faculty, for participation in these workshops. Go to your Faculty Tab in Pipeline for a complete listing of services and resources.

7.2 The New Faculty Institute
Butler highly values the role of Faculty in our college mission. Therefore, Butler provides new Faculty with a firm foundation and a good understanding of the culture, policies, and procedures. The New Faculty Institute is designed to introduce new Faculty to the Butler community and provides information to help them transition into their new responsibilities. The New Faculty Institute is sponsored by the Dean’s Council and facilitated by the Office of Faculty Development. It is held at the beginning of each Fall semester.

7.3 The New Adjunct Faculty Orientation
The New Adjunct Faculty Orientation is offered on two different dates each semester approximately one week prior to the start of classes. This orientation is required of all new Adjuncts and is available to returning Adjuncts as well. These meetings help new Adjuncts become acquainted with the policies and procedures at Butler, to help them connect with other instructors and staff, to provide them with teaching strategies, and to outline the various support entities that are readily available to them.

7.4 Adjunct Faculty Mentoring Program
This program supports new Adjunct Faculty during the first semester of teaching and through subsequent semesters as needed. Each new Adjunct is paired with an experienced Faculty member who serves as a mentor. The goals of this program are to help new Adjuncts connect to Butler, to build confidence, manage such tasks as constructing an effective syllabus and developing or enhancing classroom management skills.

7.5 Tuition Benefit for FT Faculty
All full-time employees are eligible for Faculty/staff exempt status for Butler. This benefit is also available to full-time employee's spouses and children, under the following conditions:

- Children will not be over the age of 23 at the time of enrollment
- No scholarship will be granted to any child, regardless of age, who is married, unless the child is living in the household of the employee and is wholly supported by the parent
- The term "child" shall be construed to mean natural child, adopted child, stepchild, or a person for whom the employee has been named legal guardian.

7.6 Adjunct Faculty/Advisors Benefit Policy
In order to complement personal and professional growth activities and to reward services to Butler Community College, Adjunct Faculty members and Adjunct advisors have the professional development opportunity of accessing a BUTLER Tuition-scholarship.

The Tuition Waiver Request Form may be used at the time of enrollment in a Butler class to complete payment for up to six (6) credit hours per semester. This form, available from Butler Site offices or through your Faculty Page on Pipeline, must be presented at the time of enrollment and payment. Any Adjunct Faculty member or advisor is eligible only during semesters he/she is teaching a Butler class or currently advising. Scholarship does not apply to family members. Employees are responsible for all fees.

Questions about the tuition scholarship or a copy of the application may be obtained by contacting the Office of Faculty Development located in the Andover 5000
SECTION 7: FACULTY DEVELOPMENT AND SUPPORT

Building or you may call (316) 218-6262 or email bmeyer@butlercc.edu

7.7 Adjunct Connection Meetings

Adjunct Connection Meetings are scheduled at various sites each semester and coordinated with the appropriate site administrators. The purpose of these meetings is to provide an opportunity for Adjunct Faculty members to assemble and discuss issues that are important to them and to attend training sessions. These meetings are facilitated by the Faculty Development Director with a focus on providing timely information and a forum to generate ideas related to teaching and learning. Adjuncts are encouraged to provide any thoughts related to specific needs or concerns. This feedback will then be passed on to the appropriate individuals in an effort to help direct future activities and training opportunities. The meetings are generally about 1½ hours in length and Adjunct Faculty are awarded Professional Development meeting points for attendance.

7.8 Administrative and Support Personnel

Faculty Development Director

Under the direction of the Vice President of Academic Affairs, the Director of Faculty Development will administer Butler Faculty development activities of the college, and maintain collaborative relationships with the Division Deans toward the enhancement of Faculty development within their divisions. The Director is responsible for coordinating training and support for Faculty in teaching methodologies and instructional technologies applicable to traditional classroom. Other duties include facilitating Faculty orientations, maintaining informational services such as the Faculty Handbook, Faculty Tab, and all web pages relating to Faculty Development in Pipeline, and to oversee professional employees evaluation processes.

Community Coordinators

Community Coordinators serve as liaisons between the college, local community, and local school and/or agency. They promote the college to the community, recruit Adjunct Faculty, offer local enrollment services, distribute textbooks, and schedule classrooms. Community Coordinators report to the Site Director.

Site Directors

Site Directors are responsible for all academic functions within their geographic site. These include recruiting and hiring Faculty and staff, providing leadership for professional development, supervising enrollment, interpreting and applying college policies, disseminating information to the public, recommending budgets, and overseeing expenditures for their sites.

Deans

Deans oversee all Faculty members, including lead instructors and staff members. They develop, support and implement all educational programs, services, and activities within their divisions. They hire and assign full-time and Adjunct Faculty to their sections. Other responsibilities may include managing textbook selection, course outline development, professional development activities, employment duties, budget recommendations, and expenditures.

Associate Deans

Associate Deans assist their respective Academic Dean in overseeing Faculty/staff, educational programs/services, and various activities within their division.

Lead Instructors

Lead Instructors coordinate instruction and activities within a department. They serve as content specialists, communication facilitators, and curriculum leaders within their department.
Faculty Performance appraisal

A Process OF Continuous Improvement for Faculty

This document includes the general outline of the Faculty Evaluation Process. To view the complete file, follow these directions:

In the Faculty Information Menu on your Faculty page, you will see a link called “Faculty Performance Appraisal Report Forms/Classroom Observation Worksheet. When you click on this link, you will get the entire Faculty Performance Appraisal Workbook along with the Classroom Observation Worksheet. If you are wanting only the Classroom Observation Worksheet, you will need to click on the page (tab) at the bottom of the document to access it. Also, when you have the Classroom Observation Worksheet opened and go to print it, you will get some extra pages unless you indicate that you want to only print pages 1-3. The extra pages are where the formulas are to run the document but are hidden from view.

(Copyright, Butler Community College, 2009)
SECTION 8: FACULTY EVALUATION

Philosophy & Purpose

Our college’s “Voices with Vision” statement says that "Butler has embarked on a journey, which places Learning at the heart of our institution. This is the journey of the Learning College, an institution driven by quality and dedicated to engaging its students in learning experiences, which expand their minds and spirit.” Teachers, we believe, are absolutely central to Butler’s achievement of that quality engagement of students in successful learning experiences. The “Voices with Vision” statement goes on to say that “we are driven by the desire to bring out the best in those we serve.” In order to enrich the lives of those we teach, we must commit to the continuous improvement of our own teaching, professional development, and service so as to “bring out the best” in ourselves as teaching professionals.

Butler’s Faculty Performance Appraisal Process seeks to promote ongoing faculty development and success through the application of the Butler Learning College Principles:

- **With our Focus on Learning**, we will receive feedback both from students and our supervisors directly related to the learning that is being advanced through our professional efforts.
- **We will Assume Personal Responsibility** in achieving and maintaining performance standards that contribute to the success of our students.
- **Through participation in the Appraisal Process**, we will Advance Active Engagement in Learning both in our own growth as professionals and in our students as learners.
- **The Appraisal Process will Provide Multiple Learning Opportunities** in meeting our own learning needs as professionals and those of our students.
- **Butler demonstrates how we Value Our Human Resources** through this Process as an active engagement in systematic professional growth and development, fostering a climate of excellence in which all instructional employees are empowered to contribute to the college’s mission, vision and learning college principles.
- **The Appraisal Process will provide valuable data, information and performance measures through which we can Make Decisions Based on Facts** on how to better achieve our professional goals and serve our students.
- **Utilizing this process will help us Plan Strategically for the Future** to use our individual and collective resources for optimum effectiveness, productivity and efficiency both inside and outside the classroom in meeting our students’ and other stakeholders’ needs.
- **We will strive to Respond with Agility** to opportunities, changes and challenges in the educational environment as we seek new or adapted ways to improve our effectiveness as learning facilitators.
- **We will Link with External Communities** through professional development and service activities to deliver and enhance real-life learning experiences for ourselves and for students.
- **Finally, the comprehensive Appraisal System emphasizes the ways we can Model Our Learning College Principles and Timeless Values** of Quality, Integrity, Service and Caring for our students, our colleagues, and external stakeholders.

The Butler Faculty Performance Appraisal Process employs an ongoing cycle:

- Regular monitoring and evaluation of faculty performance
- Self-reflection on the information gathered from faculty experience and documentation
- Celebration and enhancement of the individual’s strengths
- Intentional targeting of training/learning opportunities for improvement as a teaching professional

Ultimately, this ongoing faculty appraisal process is a means of focusing our individual and collective attention on Butler’s mission “to develop responsible, involved lifelong learners and to contribute to the vitality of the communities it serves."
SECTION 8: FACULTY EVALUATION

Performance Appraisal Timelines

Butler Community College follows the performance appraisal timelines as set forth in Kansas State Statute (K.S.A. 72-9003). Full-time faculty in their first and second year of employment will be evaluated each semester no later than the 60th school day; full-time faculty in their third and fourth year of employment will be evaluated at least once during the year no later than February 15; after the fourth year of full-time employment, the faculty member will be evaluated at least once every three years (year 7, 10, 13, etcetera) no later than February 15. This is the typical performance appraisal cycle for full-time faculty at Butler Community College. Within the typical performance appraisal cycle, the following timelines have been established:

*If a faculty member is hired in January, then the date would be March 1.

<table>
<thead>
<tr>
<th>Action/Document</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>Faculty Performance Plan Submitted*</td>
<td>October 1 of first year of appraisal cycle*</td>
</tr>
<tr>
<td>Planning Conference* (Supervisor*** and Faculty Member)</td>
<td>November 1 of first year of appraisal cycle*</td>
</tr>
<tr>
<td>IDEA Ratings**</td>
<td>March 31 of first year of appraisal cycle**</td>
</tr>
<tr>
<td>Classroom Observation**</td>
<td>March 31 of first year of appraisal cycle**</td>
</tr>
<tr>
<td>Mid-Cycle Conference</td>
<td>Halfway through appraisal cycle.</td>
</tr>
<tr>
<td>Summative Faculty Performance Appraisal Report</td>
<td>March 31 of last year of appraisal cycle</td>
</tr>
<tr>
<td>Degree/Certification Check</td>
<td>March 31 of last year of appraisal cycle</td>
</tr>
<tr>
<td>Syllabus Assessment</td>
<td>March 31 of last year of appraisal cycle</td>
</tr>
<tr>
<td>Sample Assignments</td>
<td>March 31 of last year of appraisal cycle</td>
</tr>
<tr>
<td>Sample Assessments</td>
<td>March 31 of last year of appraisal cycle</td>
</tr>
<tr>
<td>Submission of Certification/Grade Rosters, Syllabi, Departmental Assessments, Required State/Federal Reports</td>
<td>Each semester according to set deadlines</td>
</tr>
<tr>
<td>Faculty Performance Plan Goals/Reflections Completed</td>
<td>March 31 of last year of appraisal cycle</td>
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<tr>
<td>Summative Appraisal Conference</td>
<td>May 10 of last year of appraisal cycle</td>
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**IDEA Ratings and Classroom observation are completed both semesters of years 1 and 2 and once a year for years 3 and 4.

***Supervisor refers to the Dean or his/her designee.

Performance Appraisal Components

The faculty member and supervisor are responsible for initiating and providing verification that the following role components have been documented and evaluated:

- Teaching - 60-80%
  - Content expertise 10%
  - Instructional Design 10%
  - Instructional Delivery 40%
  - Assessment of Student Learning 20%
  - Course Management 20%

- Professional Development - 10%-30%

- Service - 10-30%
  - Service to College 50-100%
  - Service to Profession and/or Community 0-50%
SECTION 8: FACULTY EVALUATION

The faculty member will determine the Role Component weights within the parameters at the beginning of the appraisal cycle in the Faculty Performance Plan (see Appendix A). These Role Component weights will also be utilized in the Summative Faculty Performance Appraisal Report (see Appendix E), which is finalized by the supervisor.

Performance Appraisal Process

Each faculty member will develop a Faculty Performance Plan (see Appendix A), the goals of which are to be accomplished during the appraisal cycle. This plan and accompanying goals must linked to the Major Responsibilities of Full-Time Faculty (see Appendix B). Goals should be specific and measurable, challenging yet achievable, and must be mutually agreed upon by the faculty member and supervisor. Please identify performance goals that encompass your multiple faculty roles of teaching, professional development, and service. These performance goals serve as guides for performance and development for the appraisal cycle, and, with supervisor approval, may be updated anytime. Performance goals are expected to have formative and summative elements, that is, to point to specific outcomes while offering growth and learning opportunities. Faculty are encouraged to strategically build on their goals from previous years, and to identify goals that call for innovative activities or approaches for which outcomes may be uncertain.

AT THE BEGINNING OF THE APPRAISAL CYCLE:
Set your Goals (By October 1). To frame goal setting for the appraisal cycle, think first in terms of meaningful goals that spark your interest and offer needed improvements in your teaching effectiveness, professional development, and service. Performance goals should align and support college/departmental mission, goals and Butler's Learning College Principles (see Appendix D). Once you have established your performance goals, consider how you plan to accomplish your goals. Include activities such as research, curriculum development, professional conferences, workshops, seminars, professional travel, technical updating, or other options that may be available internally/externally. Outline your Action Plan, including Action Steps and Timelines and how goal outcomes will be measured.

Participate in a Planning Conference (By November 1). Faculty member and supervisor meet and agree on appropriate performance goals and action plans for the appraisal cycle. The faculty member and supervisor review the Major Responsibilities of Full-Time Faculty, agree on specific expectations and outcomes related to any special assignments for the faculty member (e.g., Lead duties, tutoring, special project assignments) and note these on the Faculty Performance Plan (see Appendix A). Both faculty member and supervisor sign to indicate agreement upon faculty responsibilities and goals for the appraisal cycle.

DURING THE APPRAISAL CYCLE:
Collect evidence of your teaching effectiveness, professional development activities, and service.

Required Documentation of Teaching Effectiveness:

- Two examples of student learning assignments/activities.
- Two examples of scored/graded student assessments.
- Student Ratings: Standardized student ratings will be conducted according to the Performance Appraisal Timelines as stated above. (See Appendix I1 for IDEA Directions to Faculty & Facilitators [for preparing and administering student rating tool], Appendix I2 for IDEA Faculty Information Form, Appendix I3 for IDEA Student Rating Form, and Appendix I4 for sample IDEA Diagnostic Report Form.)
- Classroom Observation: Supervisors will conduct classroom observations with faculty members during their appraisal cycle. All supervisors must participate in periodic classroom observation training approved by the Vice President for Academic Affairs. These classroom observations can be either scheduled or unscheduled. The supervisor will make every effort to make this visit unobtrusive and to avoid disrupting the learning process. If the faculty member feels the observed class was not a good representation of his/her teaching performance, he/she may request that the supervisor conduct an additional classroom observation.
SECTION 8: FACULTY EVALUATION

Supervisors may conduct additional classroom observations. Supervisors may designate other trained academic administrators to conduct these observations. Faculty members (typically Lead Faculty) may be requested by the Supervisor to assist in classroom observations to provide input on content expertise. The Supervisor will review the classroom observation and student rating’s results with the faculty member within a reasonable amount of time following their completion. The supervisor and faculty member will sign the Classroom Observation Report Form and each will receive a copy and a copy will be placed in the faculty member's personnel file. (See Appendix J for Classroom Observation Report Form.)

- **Course Management Documentation:** The supervisor will gather Course Management documentation relevant to this category of items identified in the Major Responsibilities of Full-Time Faculty (see Checklist in Appendix F and Major Responsibilities of Full-Time Faculty in Appendix B).

**Optional documentation:** The faculty member may choose to include additional information relevant to teaching effectiveness.

**Documentation of Professional Development activities:** Evidence may include copies of certificates, licensure, or degrees received during the appraisal cycle; copies of professional awards; copies of letters of recognition or appreciation; record of professional seminars and workshops attended; college transcripts noting courses completed; agendas/reports from conferences attended; documentation of consulting activities; professional publications or products; papers or work presented at conferences/workshops; research in progress; active participation in professional associations (officer positions, committee participation); professional internships.

**Documentation of Service:**
- **College:** Evidence may include attendance at college meetings, teams, committees, councils, taskforces and activities; documents relating to sponsoring and participating in student activities; contributions to program or college planning and budgeting; program reviews; advisory board work; collaborative work with other units of the college; presentations or workshops conducted for other members of the college; service learning activities; grant proposals or fundraising activities produced; documents or products related to special projects.
- **Profession and/or Community:** Evidence may include list of meetings/relationships with area schools, businesses, agencies, and/or professional groups regarding programs or services of Butler; service learning activities; articulation meetings and activities; community boards or commissions in which you represented the college; community presentations on behalf of the college; community committees/councils/task forces chaired or other offices held.

**Other relevant achievements:** optional; opportunity to provide information on any other achievements relevant to Service.

**Participate in a Mid-cycle Conference:** Faculty member and supervisor review identified responsibilities and progress toward performance goals in a mid-cycle conference, and make any adjustments necessary on the Faculty Performance Plan.

**AT THE END OF THE APPRAISAL CYCLE:**
Review Faculty Performance Plan goals, complete reflections, and submit to supervisor by March 31 of last year of appraisal cycle. Schedule Summative Appraisal Conference with supervisor.

**Summative Faculty Performance Appraisal Report & Conference (By May 10)**
The Summative Faculty Performance Appraisal Report should ultimately summarize the faculty member’s performance and work related to the appraisal components. The supervisor completes this appraisal form based on documentation (see Appendix E).

**Summative Appraisal Conference:** The supervisor and faculty member will meet to discuss all the performance appraisal components. The conference should include discussion regarding progress toward meeting major responsibilities identified for full-time faculty and toward fulfilling individual performance goals as identified in his/her Faculty Performance Plan.

The faculty member and supervisor will document this appraisal conference by signing the Summative Faculty Performance Appraisal Report (see Appendix E), which is completed by the supervisor. This
report is placed in the faculty member’s official personnel file. If desired, the faculty member may choose to submit a written response to the appraisal that will also be placed in his/her personnel file.

**Performance Improvement Plan**

A faculty performance appraisal of *Unacceptable* or *Needs Improvement* in the *Summative Faculty Performance Appraisal Report* may subject the employee to personnel action and may require a Performance Improvement Plan within 60 days. If at any point in the appraisal cycle the supervisor has concerns relative to the faculty member’s performance, a Performance Improvement Plan may be implemented. The purpose of the plan is to remedy the faculty member’s inadequate performance. Therefore, the development plan is instituted in addition to the regular performance appraisal plan and goals for the year subsequent to receiving the *Unacceptable* or *Needs Improvement* appraisal. The faculty member must meet with the supervisor to review the individual Performance Improvement Plan, which is kept in the faculty member’s personnel file and includes the following:

- A statement of the performance area(s) that need improvement
- Actions (measurable objectives) to be taken to improve the performance deficiencies
- A timeline for progress toward achievement of the measurable objectives
- Consequences of failure to improve performance or correct behavior

**Periodic progress reviews.** The faculty member must meet with his/her supervisor for a scheduled progress assessment, and a report of the faculty member’s progress must be documented.

**Acknowledgments**

Butler Community College (Kansas) acknowledges the valuable contribution made to the creation of this Faculty Performance Appraisal (A Process of Continuous Improvement for Faculty) from the works of:

Raoul A. Arreola, PhD  
Professor and Assistant Dean for Assessment  
College of Pharmacy  
The University of Tennessee Health Science Center

and

The Community College of Denver  
CCD Auraria Campus  
1111 West Colfax Avenue  
Denver, CO 80217
### Building and Office Hours Information

<table>
<thead>
<tr>
<th></th>
<th>Regular</th>
<th>Between Semesters</th>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>Monday-Thursday</strong></td>
<td>8:00 a.m. - 10:15 p.m.</td>
<td>8:00 a.m. - 5:00 p.m.</td>
<td>8:00 a.m. - 10:15 p.m.</td>
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<tr>
<td><strong>Friday</strong></td>
<td>8:00 a.m. - 5:00 p.m.</td>
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<td>8:00 a.m. - 5:00 p.m.</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td>8:00 a.m. - 5:00 p.m.</td>
<td>Closed</td>
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**NOTE:** Saturday hours are for Weekend College and are applicable only when Weekend College is in session.

### Financial Aid Office

<table>
<thead>
<tr>
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<th>Mon.- Thursday</th>
<th>Friday</th>
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<tr>
<td></td>
<td>8:00 a.m. - 7:15 p.m.</td>
<td>10:00 a.m. - 5:00 p.m.</td>
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### Library Hours

BOA uses the Andover High School Library, which is open during the following hours:

<table>
<thead>
<tr>
<th></th>
<th>Regular</th>
<th>Summer (weekdays only)</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday-Thursday</strong></td>
<td>7:30 a.m. - 8:00 p.m.</td>
<td>9:00 a.m. - 8:00 p.m.</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>7:30 a.m. - 3:30 p.m.</td>
<td>9:00 a.m. - 1:00 p.m.</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td>10:00 a.m. - 2:00 p.m.</td>
<td><em>NOTE</em> - The above hours may occasionally change so it is advisable to call in advance at 733-3679.</td>
</tr>
</tbody>
</table>

### Academic Achievement Center Hours

The Butler of Andover AAC is open during the following hours:

<table>
<thead>
<tr>
<th></th>
<th>Monday-Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9:30 a.m. - 9:00 p.m.</td>
<td>9:00 a.m. - 12:00 p.m.</td>
</tr>
</tbody>
</table>

### Student Services Office Hours

The BOA Student Services office, which offers enrollment advising, counseling, and other services, is open during the following hours:

<table>
<thead>
<tr>
<th></th>
<th>Monday-Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8:00 a.m. - 7:15 p.m.</td>
<td>10:00 a.m. - 5:00 p.m.</td>
<td>9:00 a.m. - 1:30 p.m.</td>
</tr>
</tbody>
</table>

*Weekend College days only

### Weekend College

Classes for the Weekend College are mainly housed in the AN 6000 Building at 1810 N. Andover Road. The numerous variables affecting weekend schedules necessitate an updated schedule semester-by-semester for these classes. A copy of the current semester schedule can be obtained from front office personnel.

### 9.2 Mail

BOA teachers are assigned individual mailboxes in the front office of the 6000 Building. Checking this mailbox on a regular basis, i.e. before each class, is essential for Faculty as this system is a major communication link at Butler and often contains time-sensitive information.

Additional individual mailboxes are in the 5000 and 9100 Buildings for instructors assigned to teach in these facilities; however, these mailboxes are only used for student communications.

The Butler campus mail service delivers and picks up mail at the Andover 6000 Building promptly at 7:00 a.m. each weekday. All mail is sorted in the El Dorado Secretarial Management Center and routed to various Butler locations.
Pipeline@butler
Checking your Pipeline e-mail account on a regular basis is an essential link to communications at Butler.

9.3 Copy Service (See Section 5.6)
Copy services are available to all instructors with a 24 hour notice.

9.4 Audio-Visual Reservations
Please contact the front desk at each building to reserve equipment.
BOA 9100 – 218.6239
BOA 6000 – 218.6210
BOA 5000 – 218.6278
As a courtesy to staff and other instructors, please remember to reserve extra equipment at least two days in advance, and only for the hours needed during a class period. Equipment may also be reserved through a MediaNet link from the Butler home page or by calling the Multi-Media Learning Resources department.

9.5 Emergency Procedures
See Emergency Procedures and Crisis Management section of the Employee Handbook for detailed information. Because BUTLER holds classes both at its own facilities and in the building connected to Andover High School, emergency procedures for fires or other situations vary. Instructors should familiarize themselves with information related to their assigned teaching location by reading the Employee Handbook section and posted materials.

9.6 Parking
Parking stickers are required. Parking stickers and regulations are available at the front desks of the 5000, 6000, and 9100 Buildings.

9.7 Security
Security is provided by BUTLER technicians and guards. Instructors should familiarize themselves with emergency action procedures and contact the individual at the front desk when problems arise. Escorts to cars in parking lots are available upon request.

9.8 Evening Coordinators
Evening Coordinators are available to assist Faculty and students during evening classes at the 5000 and 6000 buildings. These Coordinators are on duty Monday through Thursday from 2:00 -10:00 p.m. and Friday 9:00 a.m.-5:00 p.m. The Evening Coordinator office in the 6000 building is Room 6401, and the office phone number is 218-6265. The Evening Coordinator’s office in the 5000 building is located at the reception desk and the office phone number is 218-6283.

Secretarial staff is available to assist Faculty and students during the evening in the 9100 building from 5:00-10:00 p.m. Monday-Thursday.

9.9 To setup voicemail:
Always press "1" for yes, "2" for no, and make certain you record your name as numbers are reassigned when someone leaves Butler.

1. While at Butler: Lift the handset and press the VM Transfer button. When you hear the automated greeting, press "9" and your voicemail number. Follow the prompts for setting up your personalized greeting and security code. Choose if your name will be included in the registry, record your message, and record a new security code.

2. From a phone off-campus: Dial 733-0071. When the automated operator answers, press 9 and immediately enter your voicemail number and follow the prompts.
To check your voicemail from the office:
1. Lift the handset on a phone and press the VM Transfer button. When the automated greeting is heard, press "9" and your voicemail number. The prompt will ask for your security code; enter the code. Press "4" to listen to your voicemail.
2. To check your voicemail from an outside phone: Dial either 733-0071 or 733-3350. When you hear the automated operator, press "9" and your voicemail number. Follow the prompts to hear your messages.
10.1 Building & Office Hours Information

College Switchboard
900 Building, Main Reception Area
Regular
Monday-Thursday  7:30 a.m.-7:00 p.m.
Monday-Friday  7:30 a.m.-5:00 p.m.

Summer Hours
Monday-Friday  8:00 a.m.-5:00 p.m.

Academic Achievement Center:
600 Building, 1st Floor
Monday-Thursday 8:00 a.m. - 8:00 p.m.
Friday 8:00 a.m. - 2:00 p.m.

Summer Hours
Monday-Friday 8:00 a.m. - 1:00 p.m.

Library:
600 Building, 2nd Floor
Monday-Thursday 8:00 a.m. - 9:00 p.m.
Friday 8:00 a.m. - 5:00 p.m.
Saturday 9:00 a.m. - 1:00 p.m.
Sunday 5:00 p.m. - 9:00 p.m.

Summer Hours*
Monday-Friday 8:00 a.m. - 5:00 p.m.

*Will open in the evenings upon request of Faculty.

Secretarial Management Center:
200 Building
Regular:
Mon. - Thurs.  7:30 am-7:30 pm
Friday  7:30 am - 5:00 pm

Between Semesters & Spring Break
Mon. - Friday  7:30 am - 5:00 pm

Summer:
Mon. - Tues.  7:30 am - 6:30 pm
Wed. - Friday  7:30 am - 5:00 pm

Student Services Offices:
600 Building, Hubbard Center
The BOE Student Services office, which offers enrollment advising, counseling, financial aid, and other services, is open during the following hours:
Monday-Friday  8:00 a.m. - 5:00 p.m.

10.2 Mail
College information is distributed via regular U.S. Postal Service, email or your assigned mailbox in the Secretarial Management Center (SMC) in Room 214 of the 200 Building. Checking your assigned Butler mailbox on a regular basis, i.e. each day you are on campus or before each class, is essential for Faculty, as this system is a major communication link at BUTLER and often contains time-sensitive information.

Butler Community College utilizes Metro Courier Mail services to provide next day delivery to and from Butler of Andover, Council Grove, Marion, McConnell, and Rose Hill. Items to these locations are picked up in the El Dorado SMC at 4:00 pm each day. Items from these locations are delivered to the El Dorado SMC at 7:00 am each day.

Pipeline@butler
Checking your Pipeline e-mail account on a regular basis is an essential link to communications at Butler.

10.3 Copying Services
Items which need to be photocopied may be dropped off or mailed to the Secretarial Management Center (SMC), Room 214. You may also fax items to 322-3109/733-3109 or e-mail to: akerschner@butlercc.edu.

NOTE: Items saved in Word, Excel, Access, PowerPoint and Adobe can be retrieved and copied. Documents saved in other formats should be approved prior to submission by calling 322-3111.

Please remember to plan ahead: give at least two days advance notice.

10.4 Audio-Visual Reservations
From your Pipeline Homepage, go to "Employee Quick Clicks, find and click on the MMLRC Service Request System. This will take to the instructions on how to enter needed information. Please allow at least 2 days advance notice for equipment and deliveries. This will help the scheduling of student workers and TECE’s. There is also a link to the HELP DESK dedicated to MMLRC for
SECTION 10: BUTLER OF EL DORADO (BOE)

reporting trouble with AV equipment related to electronic malfunctions, new bulbs, etc. This is not for ordering services and is found at the top of your Pipeline Homepage called Technical Helpdesk. Be sure to choose "Audio Visual" as your category when filling out the form. In addition, you can always call 322-3119 for MMLRC from 8-5pm M-F.

10.5 Emergency Procedures
See Emergency Procedures and Crisis Management section of the Employee Handbook for detailed information. Instructors should familiarize themselves with information related to their assigned teaching location by reading the Employee Handbook section and posted materials.

Severe Weather Procedures
For the general policies on emergency weather response, see Employee Handbook. During severe weather situations, Butler of El Dorado instructors may also call 321-2222, 733-3222, or 321-7657 for information. Classes are held in numerous buildings on the BOE campus and emergency procedures will vary by building. Instructors should familiarize themselves with information related to their assigned teaching location by reading posted materials or asking another staff member.

10.6 Parking
BOE instructors must acquire a parking sticker each year. Parking stickers should be obtained prior to the start of class each August or when employment begins. To acquire a sticker, contact the receptionist in the 900 Building between the hours of 7:30 a.m. to 7:30 p.m. Monday through Thursday and 7:30 a.m. to 5:00 p.m. on Friday.

10.7 Security
BOE has security personnel available to assist as needed. Instructors should familiarize themselves with emergency action procedures and contact an administrator or the evening coordinator for direction. Escorts to cars in parking lots are available on request. Security may be reached 24 hours a day by calling 321-7657.

10.8 Evening Coordinator
The Evening Coordinator is available to assist Faculty and students during evening classes Monday through Thursday 5:45 p.m. to 9:45 p.m. The Evening Coordinator office is Room 15129 in the 1500 Building, and the office phone number is 323-6424 or 218-6424.
SECTION 11: BUTLER OF FLINT HILLS

11.1 Hours of Operation

Butler of Council Grove
Mon.-Thurs. 9:00 a.m. - 9:00 p.m.
Friday 9:00 a.m. - 5:00 p.m.
AAC by appointment Call……(620)767-5158

Butler of Marion
Mon.-Thurs. 8:00 a.m. - 9:00 p.m.
Friday 8:00 a.m. - 4:30 p.m.
AAC by Appointment…. Call (620)382-2183

Many classes conducted by Butler of the Flint Hills are held in local school buildings. Exceptions include the Butler Community College Service Center in Council Grove and the Butler Bown-Corby Center in Marion.

11.2 Mail
College information will arrive via the Metro Courier or U.S. Postal Service. It is imperative that we have your correct home address if you are to receive mailings in a timely fashion. The Butler Community College Metro Courier service delivers and picks up at all the Flint Hills Sites in the afternoon. All BUTLER mail is sorted and routed through the El Dorado Secretarial Management Center.

Pipeline@butler
Checking your Pipeline e-mail account on a regular basis is also an essential link to communications at Butler.

11.3 Copying Services (See Section 5.6)
Methods of meeting instructors' photocopying needs vary from location to location. You should ask your Site Director or Community Coordinator about proper procedures for your location. Materials may be mailed to the secretary at Marion Bown-Corby or the Council Grove Service Center. You will need to plan ahead carefully so that materials will be duplicated and returned by the time you need them.

11.4 Audio-Visual Reservations
If you need a VCR, projector, or other equipment for your class, please check with your Site Director or Community Coordinator as to the correct procedure for obtaining these materials at your specific location.

11.5 Emergency Procedures
See Emergency Procedures and Crisis Management section of the Employee Handbook for detailed information. Instructors should familiarize themselves with information related to their assigned teaching location by reading the Employee Handbook section and posted materials.

For the general policies on emergency weather response, see Employee Handbook. Also, check with your Site Director and be aware of weather related and emergency procedures unique to your location.

11.6 Student Evaluation of Instructional Personnel
The results of the student ratings will be sent to the instructors toward the end of the semester.

11.7 Field Trips
Butler of Flint Hills Adjuncts planning a field trip must submit both the class modification and field trip forms in advance of said trip or other change. These forms can be found by clicking on the Butler Forms tab from your Pipeline Homepage.
Introduction
Butler Community College Faculty are guests of McConnell Air Force Base (MAFB). We have been invited to present classes here. At this site, following Base guidelines and regulations and encouraging students to do the same are imperatives.

Please take time to learn about appropriate smoking areas, parking regulations, military courtesies, and speed zones. Walk on the sidewalks, and leave the rooms, grounds and/or areas at least as nice as you found them. We want base personnel to be glad we are here.

Butler of McConnell Staff
Dr. Rob Kuhns, Director
Evening/Weekend Coordinator (TBA)

Office Telephones:
Civilian lines: 681-3522, 681-0677
Military line: 759-4252

12.1 Building and Office Hours

Building 412 (RJD Community Center):
Classes in Session
M, W, & Thursday  8:00 a.m. – 7:30 p.m.
Tuesday  8:00 a.m - 1:00 p.m., 4:30-7:30 p.m.
Friday  8:00 a.m. – 4:30 p.m.
Saturday*  8:00 a.m. - Noon
*Fall and Spring semesters only

Academic Achievement Center (AAC):
Classes in Session
Monday-Thursday  12:00 p.m.- 7:00 p.m.

Student Advising Services:
Classes in Session:
M, W, & Thursday  8:30 a.m. - 4:00 p.m.
Tuesday & Friday  9:00 a.m. - 1:00 p.m.

Library Facilities:
For civilians, the library is available during specific class periods for the time allotted on base.

Classes in Session:
Monday-Thursday  9:00 a.m.-8:00 p.m.
Friday  10 a.m.-4:00 p.m.

12.2 Mail
Individual mailboxes are located in the BOM office, Building 412. Faculty members need to check their mailboxes before each class so that we can communicate with you, help you to communicate with your students, and provide any instructional materials which you have requested.

The Butler Community College Metro Courier Mail service delivers and picks up mail to McConnell each morning. All mail is routed through the El Dorado Secretarial Management Center to be sorted.

Pipeline@butler
Checking your Pipeline e-mail account on a regular basis is an essential link to communications at Butler.

12.3 Copying Services (See Section 5.6)
Please allow the staff at least one week to complete any copying task.

12.4 Audio-Visual Reservations
To reserve equipment, call one of the numbers listed as office telephones (in Section 12, Introduction information) to ensure your equipment request is listed on the calendar.

12.5 Emergency Procedures

Fire Protection and Evacuation Plan
Instructors need to become familiar with the fire protection and evacuation plan, which meets MAFB emergency standards. Instructors receive information about the emergency response plan during orientation sessions provided at the beginning of each academic term.

Severe Weather Procedures
For the general policies on emergency weather response, see Employee Handbook. Instructors also receive information about severe weather procedures during orientation sessions provided at the beginning of each academic term.
In addition to the College President, the Base Commander has authority to cancel classes.

12.6 Enrollment Policy for McConnell (BOM)

Civilians may enroll at the Butler Service Center located at 2626 S. Rock Rd.

**Classes in Session:**
Monday-Thursday 9:00a.m.-6:00 p.m.

**Between Semesters:**
Monday-Friday 9:00 a.m.-5:00 p.m.

12.7 Evening Coordinator

The Evening Coordinator is available to assist Faculty and students during evening classes Monday through Thursday 6:00 p.m. to 10:30 p.m. and 9:00-Noon on Saturday. The Evening Coordinator office is located in Room 125 in Building 412, and can be reached by phone at 681-3522.

12.8 Background Checks

For entry to and to park on the McConnell AFB, each student and Faculty member must complete a background check. Call the main office number at 681-3522 for complete details.

-- Attention Civilians –McConnell

All civilians without a military ID card must have a background check completed. This form can be found online at: [www.Butlercc.edu/mcconnell_site/index.cfm](http://www.Butlercc.edu/mcconnell_site/index.cfm).

Click on the link to download the form, or get one at any Butler enrollment center. Civilian students taking McConnell classes should use the Butler Service Center for all Advising, Enrollment, and ID Cards. Stop by the McConnell AFB Visitor Center located inside the East gate entrance to secure a vehicle pass. Please call the office at 691-9456 for more information. Deadline for background check is two weeks prior to class start date. Butler of McConnell students must be U.S. citizens.
SECTION 13: BUTLER OF ROSE HILL (BRH)

13.1 Building and Office Hours
Information

Shared Facilities and Services
Due to cooperative agreements between Butler of Rose Hill and USD 394, many educational and student services will be shared. Butler of Rose Hill instructors and staff are urged to cooperate fully in the use and care of all facilities and services. Shared facilities and services include classrooms and library.

Telephones:  Office - 776-9429
             Fax - 776-0114
             AAC/Library - 776-3393

Office Hours:
Monday-Thursday  8:00 am. - 10:00 p.m.
Friday           8:00 p.m.-  5:00 p.m.
Weekends (Classes in session)
Saturday        8:00 a.m. - noon

Butler of Rose Hill Staff
Keith Langholz, Direct and
Evening Coordinator
Joyce Perry, Admin. Assistant

13.2 Mail
Faculty mailboxes are located in the Butler of Rose Hill office. All Faculty must check their mailboxes before and after each class. This is necessary because it is the primary communication system between Faculty, staff, students, and other Butler departments. The Butler Community College Metro Courier Mail service delivers and picks up mail in Rose Hill each morning. All mail is routed through the El Dorado Secretarial Center to be sorted.

Pipeline@butler
Checking your Pipeline e-mail account on a regular basis is also an essential link to communications at Butler.

13.3 Copying Services (See Section 5.6)
With at least two days advance notice, the Rose Hill office staff can assist in making copies on a small scale. For large numbers, it is recommended that instructors mail or e-mail copy requests to the BOE secretarial management center and allow 3-4 days turnaround time.

13.4 Audio-Visual Reservations
Contact the BRH office to reserve audio-visual equipment. Try to reserve equipment several days in advance. As a courtesy to other instructors, please make your reservation for specific hours you plan to use the audio visual equipment.

13.5 Emergency Procedures
Emergency procedures in our own BRH facility vary from those in the Rose Hill High School classrooms we use. Therefore, instructors need to become familiar with emergency response plans for the building in which they have classes. See Emergency Procedures and Crisis Management section of the Employee Handbook for more information.

Severe Weather Procedures
For the general policies on emergency weather response, see Employee Handbook. Also, check with your Site Director and be aware of weather related and emergency procedures unique to your location.
SECTION 14: SABBATICAL LEAVE

14.1 Sabbatical Leave Submission Dates

If applying for a Spring Sabbatical:

September 16th Submit completed Sabbatical Leave Application to Dean/Supervisor

October Sabbatical Review Committee reviews and selects candidates.

November Recommendation of Sabbatical Review Committee submitted to the Board for approval.

If applying for a Fall Sabbatical:

February 16th Submit completed Sabbatical Leave Application to Dean/Supervisor

March Sabbatical Review Committee reviews and selects candidates.

April Recommendation of Sabbatical Review Committee submitted to the Board for approval.

The purpose of sabbatical leave is to provide Professional Employees (full-time Faculty, counselors and advisors) the opportunity to secure additional education, training, or experience which will aid them in fulfilling their college assignments, support their professional development and the development needs of instructional/service Sites, and complement the planned priorities of Butler's mission. In all cases, there must be a clearly defined benefit for students, either directly or indirectly.

14.2 Eligibility Criteria

Eligibility and Payment. A Professional Employee, who has at least six (6) consecutive years of full-time service with the College since the Professional Employee’s last sabbatical leave, will be eligible for consideration for sabbatical leave. Sabbatical leave shall be used by the Professional Employee for activities that may include, but are not limited to, further education, educational travel, or other activities which benefit both the Professional Employee and the College. Professional Employees who are granted sabbatical leaves shall make their services available to the College for two (2) full years following the leave or reimburse the Butler Board of Trustees the full amount of their salary paid to them during the sabbatical. Professional Employees shall be subject to the terms of this Agreement, including non-renewal and termination, during such sabbatical leave and after their return. Sabbatical leaves which are granted by the Board shall be on the terms set forth by it and may be in the form of two (2) semesters at half pay or one (1) semester at full pay, as the Board shall determine.

Additional Information

a) Sabbatical leave is not a matter of right upon gaining eligibility; rather, the granting of a sabbatical leave is a matter of discretion at the various levels of recommendation and is at the final discretion of the Board of Trustees. To meet the instructional/service needs of Butler, the college reserves the right to deny or modify a sabbatical request.
b) Any changes in the proposal after submission will require prior approval of the appropriate Dean/Supervisor.

c) The Professional Employee who is granted sabbatical leave retains seniority and the right to all other employee benefits, including the College’s fringe benefit package, and is eligible for salary increases to which the employee would normally be entitled.

d) If Professional Employees who are granted sabbatical leaves accept gainful employment, their compensation from such gainful employment shall be deducted from the College’s payment during the sabbatical leave. As used in this paragraph, the term “gainful employment” shall not include assistantships, grants in aid, scholarships, or other gratuities or awards offered as rewards for scholarship.

e) Within thirty (30) days after return to duty, each sabbatical recipient shall submit a final report that summarizes the Professional Employee’s activities while on sabbatical and a description of the resulting benefits to the Professional Employee, BUTLER, and its students. The Sabbatical Leave Report shall be submitted to the Dean/Supervisor. The Dean/Supervisor will forward copies of the report to the Human Resources office (for inclusion in the Professional Employee’s personnel file), and to the appropriate Vice-President, the President, and the Board of Trustees.

14.3 Sabbatical Leave Application Instructions

The application must be typed and the packet must include the items described below. The packet is to be submitted to the appropriate Dean/supervisor by the submission dates as identified in this handbook.

Note: Applications are not carried forward; applicants must resubmit their proposals each semester.

- **Resume** - Include a resume and a listing of any other information related to professional accomplishments or other items relevant to appraising the proposed sabbatical application.

- **Professional Development Plan** - Include a copy of your current Professional Development Plan that has been reviewed with the appropriate Dean/Supervisor.

- **Application Narrative** - Using a narrative format, address each of the four Sites listed below to explain the project in terms that a reader from outside your field can understand. In no more than ten pages (double-spaced), specify:

  1. Purpose and significance - Describe the nature and significance of the project, including a clear, concise statement of the objectives for the project.

  2. Work to be accomplished - Describe specifically what you plan to do during the Sabbatical leave. Indicate where the study or work will be conducted. Identify persons (if any) with whom you will work. Include an estimated schedule for the major steps of your project, explain how
SECTION 14: SABBATICAL LEAVE

you will accomplish the objectives in the time frame given, and explain the appropriateness of these objectives to the project.

3. Projected results - Specify the tangible results—evidence of completion your project will have, the form it will take, and how or where the results will be shared with others; for example, presentations, new or revised classes. Detail how the proposed results match the stated objectives.

4. Justification - Provide detailed responses to the following questions:

• How will the sabbatical enhance your personal/professional development?

• How will the sabbatical benefit students, your program/content Site or service programs, and Butler as a whole?

• How does the purpose of the sabbatical relate significantly to your professional assignment as related to courses taught or students served?

• How does the sabbatical project relate to the vision and mission of Butler?

• Is the length of the leave appropriately proportionate to the scope of activities and the intent of the work plan?
SECTION 14: SABBATICAL LEAVE

14.4 Sabbatical Leave Application Cover Page

Complete this cover page through "applicant signature". Attach additional application materials as specified in the Sabbatical Leave Application Instructions. Forward these materials to your Dean/Director by February 16th for fall semester sabbatical leave requests and September 16th for spring semester sabbatical leave requests.

Name: _____________________________________ Position: ______________________________________

Division: ___________________________ Years of full-time service: ________________________

Date of first employment at BUTLER: ______________________________________________________

Have you received a previous sabbatical leave from BUTLER? ________________________________

If yes, date of the leave: ________________________________________________________________

Period of requested sabbatical leave:

Fall Semester _______________ Spring Semester _______________ Fall & Spring Semester ______________

Education

Highest degree: ___________________________ Date: _________________________________________

Degree awarding institution: _______________________________________________________________

____________________________________________________________________________________

Number of hours earned beyond highest degree: _____________________________________________

____________________________________________________________________________________

Other significant accomplishments: __________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Applicant Signature ___________________________ Date ____________________________

Dean/Director Signature ___________________________ Date ____________________________

Sabbatical leave committee's recommendation:

_________________________________________ recommend _______________________________ do not recommend

***********************************************
SECTION 14: SABBATICAL LEAVE

14.5 Sabbatical Review Committee and Selection Criteria

A Sabbatical Review Committee composed of the BCCEA Vice-President, Vice-President for Academic Affairs, one Dean, three BCCEA members, and the Vice-President for Student Services will review and rank all sabbatical leave requests. The Sabbatical Review Committee will review and evaluate applications and forward recommendations to the President and Board of Trustees. Late or incomplete applications will not be accepted. In addition, the committee may request additional written or oral explanations of proposals. The committee shall rank each eligible candidate who has applied for sabbatical leave in terms of the Criteria stated. The rank-ordered recommendations of the Sabbatical Review Committee will be submitted to the President who will review and recommend approval or disapproval. Final approval rests with the Board of Trustees.

The criteria to be considered when the Sabbatical Review Committee evaluates an applicant's request for sabbatical leave includes but is not limited to:

a) Relevance of the proposal as it relates to the professional development in the individual's Site of primary responsibility.

b) Evidence that the objectives of the sabbatical leave will contribute to the attainment of the BUTLER vision and mission.

c) Number of previous sabbaticals taken.

d) Length of time the applicant has been in full-time service with the College.

e) Evidence that attainment of the objectives of the sabbatical leave are realistic in terms of time, costs, and staff member's ability to achieve goals based on past experiences and formal educational background.

f) Evidence of completion is clearly described and matches the objectives of the sabbatical.
### SECTION 14: SABBATICAL LEAVE

#### 14.6 Scoring Form for Sabbatical Leave Applications

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<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Plan of work will greatly benefit students, educational programs or staff/colleagues</td>
<td>Plan of work does not significantly benefit students, educational programs or staff/colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Plan of work will greatly enhance applicant's background and improve professional competence</td>
<td>Plan of work suggests little which would enhance applicant's background or improve professional competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Plan of work relates significantly to applicant's professional assignment</td>
<td>Plan of work does not relate significantly to applicant's professional assignment</td>
<td></td>
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<tr>
<td>4.</td>
<td>Proposed objectives are adequately delineated and appropriate to the project</td>
<td>Proposed objectives are inadequately delineated and inappropriate to the project</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Proposed evidence of completion is clearly delineated, matches objectives, and is appropriate to the project</td>
<td>Proposed evidence of completion is not adequately delineated, does not match objectives, and is not appropriate to the project</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Proposed time line and activities in plan of work are clearly identified and appropriate to the project</td>
<td>Proposed time line and activities in plan of work are not clearly identified and are inappropriate to the project</td>
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<td></td>
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<tr>
<td>7.</td>
<td>Scope of activities and intent of plan of work highly proportionate to length of leave</td>
<td>Scope of activities and intent of plan of work not in proportion (too little, too much) to length of leave</td>
<td></td>
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<tr>
<td>8.</td>
<td>Project relates to the vision and mission of BUTLER</td>
<td>Project does not relate to the vision and mission of BUTLER</td>
<td></td>
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</tbody>
</table>

**RANKING AVERAGE =** \[ \frac{\text{Total Score}}{8} \] (Ranking Average)
SECTION 14: SABBATICAL LEAVE

14.7 Comments and Recommendations

Applicant's Name

Directions: The Sabbatical Review Committee will evaluate this applicant's request for sabbatical leave using the criteria outlined in the Sabbatical Leave Application Instructions. Please comment on the merits of the proposal relative to each of these criteria. Attach additional sheets if necessary.

PROCESS FLOW

I have reviewed this request for sabbatical leave and recommend the following:

_____ I recommend this application be considered for sabbatical leave.
_____ I do not recommend this application be considered for sabbatical leave.**

________________________________________    ________________________________________
Academic Dean/Supervisor                                                   Date

We have reviewed this request for sabbatical leave and recommend the following:

_____ We recommend this application be considered for sabbatical leave.
_____ We do not recommend this application be considered for sabbatical leave.**

________________________________________    ________________________________________
Sabbatical Review Committee Chairperson                        Date

I have reviewed this request for sabbatical leave and recommend the following:

_____ I recommend this application be considered for sabbatical leave.
_____ I do not recommend this application be considered for sabbatical leave.**

________________________________________    ________________________________________
President                                                                                   Date

We have reviewed this Professional Employee's request for sabbatical leave and recommend the following:

_____ We recommend this application be approved for sabbatical leave.
_____ We do not recommend this application be approved for sabbatical leave.**

________________________________________    ________________________________________
Board of Trustees Chair                                                          Date

**Please attach comments on a separate page.
14.8 Contract for Sabbatical Leave

To the Board of Trustees, Butler County Community College:

I, _________________________________, hereby accept the terms of the Sabbatical Leave awarded for the period from ________________ to ________________.

I understand that a post-sabbatical written report is due to the Board of Trustees within thirty (30) days after return to duty.

I agree to abide by the terms of all college policy and procedures governing sabbatical leave. I agree to remain in the service of Butler County Community College for at least two (2) full years following the leave or reimburse the BUTLER Board of Trustees the full amount of salary paid to me during the sabbatical.

I understand that Professional Employees shall be subject to the terms of the Master Agreement, including non-renewal and termination, during such sabbatical leave and their return. Sabbatical leaves which are granted by the Board shall be on the terms set forth by it may be in the form of two (2) semesters at half pay or one (1) semester at full pay, as the Board shall determine.

Sabbatical Recipient Signature _________________________________ Date

___________________________________________________________
Chairperson, Board of Trustees Date
14.9 Report on Sabbatical Leave

Instructions: Provide a complete report of the activities conducted and outcomes achieved during your sabbatical leave. Address the following four areas in the narrative detail of the report: Purpose, Accomplishments, Impact on Teaching/Student Services, and Specific Products or Outcomes.

Purpose - Restate the original goals for the project and specify any new objectives that emerged in the course of the project.

Accomplishments - Describe your activities during the sabbatical leave. Be specific about the extent to which the original goals were or were not achieved and what unanticipated achievements have resulted. Describe how your activities and accomplishments will contribute to your own scholarly development and how they will benefit the students, educational or service programs, or BUTLER as a whole.

Impact on Teaching/Student Services - Specify the improvements in your teaching or in the delivery of student services that will occur as a result of your leave. For example, will there be new lecture notes, textbook, new techniques, technology enhancements? Which courses or services will be affected by these improvements? Be specific with course titles and number of students affected.

Specific Products or Outcomes - List books, papers in press or under review, a book prospectus, grant applications, exhibitions, invited talks, convention presentations, etc.
SECTION 15: REFERENCES

15.1 Maps of all the Butler campuses can be found in the Employee Handbook which can be located by going to your Pipeline Homepage. Find the Quick Clicks menus on the left side of the window and look for Employee Services. Click on the arrow to reveal the drop-down menu and then click on Employee Handbook.

Adjunct Faculty can also find a copy of the Employee Handbook on their Pipeline Groups Homepage.

15.2 Forms used at Butler Community College can be viewed and downloaded from your Pipeline Homepage by clicking on the Forms Tab. These include:

15.3 In addition to the above forms, Adjunct Faculty can find the following forms on the Adjunct Faculty Groups Homepage under Files to include:

- Engagement Memo to be placed in your syllabus
- Evaluation Forms including student ratings, self assessment, and administrative evaluation
- Incentives for Adjunct Faculty
- Mentoring Guidelines
- Mentor Report Form and Survey
- New Adjunct Faculty Survey
- On-Line Resources
- Professional Development Stipend Plan and Application
- Tuition Waiver

15.4 Registration links for Butler Community College Meetings and Activities

- The main Butler Community College URL address
  http://www.butlercc.edu/

- All Faculty Meeting Registration Link
  https://butlercatalog.butlercc.edu/forms/allFacultymeeting.cfm

- Office of Faculty Development Information Link
  http://www.butlercc.edu/pd/index.cfm

- Professional Development Days Inservice Link
  http://www.butlercc.edu/pd/inserv_schedules_new.cfm

- New Adjunct Faculty Orientation Registration Link
  https://butlercatalog.butlercc.edu/forms/adjunct_form.cfm