Butler
Community College

- Ready for Life -

BUTLER COMMUNITY COLLEGE
BOARD OF TRUSTEES
REGULAR BOARD MEETING
4:30 p.m., Tuesday, December 10, 2024 – Dankert Trustee Board Room
Watch Live via http://www.butlercc.edu/bctv

3:30 p.m.	**Board Finance Committee Meeting –** President's Conference Room.
4:30 p.m.	**Regular Board Meeting** – Dankert Board Room, Upper Level of the Hubbard Welcome Center, 901 S. Haverhill Road, El Dorado, Kansas.
	Executive Session – For matters related to non-elected personnel

I.   **CALL TO ORDER (4:30 pm)**

II.   **PLEDGE OF ALLEGIANCE (4:30 pm)**

III. **APPROVAL OF AGENDA (4:35 pm)**

IV.   **RECOGNITIONS (4:40 pm)** --3

V.   **PUBLIC COMMENT (4:55 pm)**
       If you wish to address the Board during Public Comment, please complete this form: https://bit.ly/3b36GXi

VI.   **STANDING REPORTS (5:00 pm)**
       A. Student Government Association Report – Kylie Metsker
       B. Operational Staff Report – Zach Cannady
       C. Professional Employees Report – Kamielle Freeman
       D. Board Finance Committee Report – Mary Martha Good, Dave Sherrer
       E. Foundation Board Report – Forrest Rhodes, Kim Krull
       F. Education Facilities Authority Report –Linda Jolly, Dave Sherrer
       G. KACC Quarterly Meeting Report – Mary Martha Good, Kim Krull
       H. President's Report – Kim Krull

VII. **MONITORING REPORTS (5:20 pm)** --**4**

VIII. **BOARD STRATEGIC DISCUSSION – ISSUES AND OPPORTUNITIES**
       A. Policy Updates: Interview & Moving Expenses (Stultz) (5:20pm) --------------5
       B. Presidential Search Update (Jolly) (5:30pm) --7
       C. Administrative Budget Update (Williams) (5:40pm) --------------------------------8

DECEMER BOARD RECOGNITIONS

- **Mark Emerson –** USTFCCCA NJCAA Division 1 Women's Cross Country Coach of the Year in the Central Region.

- **Emmanuel Otim –** USTFCCCA NJCAA D1 Central Region Men's Athlete of the Year

- **Build My Future Volunteers –**
  - Averie Nelson
  - Tom Borrego
  - Jessica Ohman
  - Lory Postoak
  - Jeremy Brewer
  - Todd Williams
  - Julio Guerrero
  - Daniel Higdon
  - Chip DuFriend
  - Peter Linden
  - Jonathan Elliot
  - Martecia Cooper

MONITORING REPORT

None.

BOARD DISCUSSION ITEMS

TOPIC for DISCUSSION
Policy Updates: Interview and Moving Expenses

REPORT:
The employee handbook contains policies and procedure relating to Interview and Moving expenses for certain levels of employees.   Previously, these were noted by pay grade which have changed over the years, and therefore do not accurately reflect the positions eligible for these reimbursements. Additionally, the amount of available moving expense reimbursement has increased to provide greater support for those moving into the area to work for the College.

Policy language to be deleted/removed is shown with a strike through.   New language is shown in bold.

RECOMMENDED ACTION:
The Administration recommends the Board support the proposed changes to the Interview and Moving Expense policy.

RECOMMENDED FUNDING SOURCE:
Operational Budget

Submitted by: Shelley Stultz, Associate Vice President for Human Resources
Supervisor: Dr. Kim Krull, President
Date: December 12, 2024

Interview and Moving Expenses
Interview expenses may be covered for those interviewing for positions at the **Dean/Department Head level** and above in an amount not to exceed $750. For Professional Employee candidates, interview expenses may be provided in an amount not to exceed $750.

Moving expenses may be covered in an amount not to exceed $**2000** for positions at **Dean/Department Head level** and , $**5000** for positions at **Vice President Level and above**. **Receipts for relocation expenses must be provided to receive reimbursement.**
Exceptions to this policy must receive prior approval from the Executive Council.
(Revised 7/06; **12/24** Reviewed 9/22)

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TOPIC for DISCUSSION
Presidential Search Update

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<u>REPORT</u>:
Board Chair Linda Jolly will provide an update on the Presidential Search process.

<u>RECOMMENDED ACTION</u>:
This item is for discussion purposes only.

<u>RECOMMENDED FUNDING SOURCE</u>:
N/A

Submitted by: Dr. Kimberly Krull, President
Supervisor: Linda Jolly, Board Chair
Date: November 25, 2024

<div align="center">**TOPIC for DISCUSSION**
Administrative Budget Update</div>

<u>REPORT:</u>
Kent Williams will provide the November Administrative Budget Update to the Board.

<u>RECOMMENDED ACTION:</u>
This item is for discussion purposes only at this time.

<u>RECOMMENDED FUNDING SOURCE:</u>
N/A

Submitted by: Kent Williams, VP of Finance
Supervisor: Dr. Kim Krull, President
Date: November 25, 2024

BOARD ACTION ITEMS

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TOPIC for ACTION
Farm and Ranch Certificate

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REPORT:
After discussions with Butler faculty, students, and industry partners, the college will be changing the name of the Butler's 'Livestock Management and Merchandising' certificate to 'Farm and Ranch Management' Certificate.   With the statewide changes to the general education transfer requirements (bucket system), Butler has phased out the Livestock Management and Merchandising Pathway due to low student enrollment. This change will better reflect the content within the certificate and help the college market the certificate to a wider audience. Additionally, with the changes made to the Farm and Ranch Management pathway under the new general education bucket system, students will be able to earn a Farm and Ranch Management Certificate and continue to earn the full degree without losing any credits they have previously earned.

RECOMMENDED ACTION:
Board approval to recognize the new Farm and Ranch Certificate as a technical certificate program

RECOMMENDED FUNDING SOURCE:
N/A

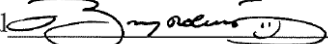Submitted by: Dr. Peter Linden, Dean of Career and Technical Education
Supervisor: Dr. Barry Robinson, Vice President of Academics
Date: November 12, 2024

Revised Program Request Form
CA2
General Information

Institution submitting proposal	Butler Community College
Name, title, phone, and email of person submitting the application	Dr. Barry Robinson, Vice President of Academics 316.322.3110 brobinson17@butlercc.edu
Current program title	Livestock Management
Current CIP code	01.0302
Revised program title	Farm and Ranch Management
Revised suggested CIP code	01.0104 Agricultural and Food Products Processing.
Standard Occupation Code (SOC) associated to the proposed program CIP (if changing)	45-1011.00 First-Line Supervisors of Farming, Fishing, and Forestry Workers Directly supervise and coordinate the activities of agricultural, forestry, aquacultural, and related workers. Sample of reported job titles: Animal Research Facility Supervisor, Cattle Manager, Farm Supervisor, Fish Hatchery Manager, Harvesting Supervisor, Hatchery Manager, Logging Crew Foreman, Logging Supervisor, Pest Management Supervisor, Wildlife Manager
Degree/Certificate program description	CERTB
Number of credits for the revised degree and/or certificate(s)	31 credit hours
Proposed date of initiation	FA25 (AY26)
Specialty accrediting agency	
Industry certification	

Signature of College Official_____ Date 11 October 2024 —

Signature of KBOR Official_____ Date_____

Application for Revision of Existing Educational Program

Please respond to the following criteria in narrative form. <u>Attach all required documents</u> (CA-2a) and <u>any additional supporting documents to the application as appendices.</u> Provide complete answers to all criteria.

Criterion I: Rationale for Program Revision
- Provide a detailed rationale for the program change including student and employer demand for the change.

  After discussions with Butler faculty, students, and industry partners, the college will be changing the name of the Butler's 'Livestock Management and Merchandising' certificate to 'Farm and Ranch Management' Certificate. With the statewide changes to the general education transfer requirements (bucket system), Butler has phased out the Livestock Management and Merchandising Pathway due to low student enrollment. . This change will better reflect the content within the certificate and help the college market the certificate to a wider audience. Additionally, with the changes made to the Farm and Ranch Management pathway under the new general education bucket system, students will be able to earn a Farm and Ranch Management Certificate and continue to earn the full degree without losing any credits they have previously earned.

- Provide a letter from the Chair or Dean documenting college support and administrative rationale for the revision **See APPENDIX A**

Criterion II: Curriculum
- The revised curriculum is different from the previous curriculum only in the title of the certificate.
  There are no changes that are being made to coursework.
- Complete and submit a CA2-a form listing all courses in the current program and courses in the revised program **See APPENDIX B**
- List by prefix, number, title, and description of all courses to be required in the new program **See APPENDIX C**

Criterion III: Admission and Graduation Requirements
- Describe the admission <u>and</u> graduation requirements for the revised program and detail how they differ from the current program

  No changes
  <u>Steps for Seeking Admission</u>
  1. Complete the Application for Admission

2. Submit official transcript(s)
3. Placement Test Requirement
4. College Course Placement Tests
5. Proof of Residency

Graduation Requirement
General degree requirements for all Butler degrees and certificates are listed below. See program of study for specific course and GPA requirements.
- General Education requirements
- Major requirements
- Minimum cumulative GPA of 2.0
- Minimum Butler credits

Complete a Butler Community College degree application form

Criterion IV: Facilities
- Describe any changes to current facilities that are necessary due to the program revision
- Describe any new facilities required by the program revision.
  There will be no new facilities or changes to facilities as a result of this change in the program.

Criterion V: Resources
- Describe how the funding for the revised program differs from the current program funding
- If existing resources are not adequate to support the revised program, explain the additional resources needed and the source(s) of the funds
  There are no changes to the funding for the program.

Criterion VI: Faculty
- Describe faculty qualifications and/or certifications require to teach in the revised program and explain how they differ from the current program
  There are no changes to faculty qualification or certification requirements for the program.
- Describe plans for additional faculty to support the revised program
  There is no need for additional faculty or training for current faculty.
- Describe how the revised program impacts the current faculty, i.e. need for training on new equipment, new certifications
- Describe the plan for updating current faculty qualifications if needed

Criterion VII: Outside accreditation
- Describe plans for gaining or maintaining outside accreditation including a timeline, cost and funding source
  There will be no need for additional outside accreditation consideration.

Criterion VIII: Approvals
- Provide minutes that indicate approval of the revision from the following:
  - Program Advisory Committee **See APPENDIX D**
  - Curriculum Committee
    The Butler Community College Faculty Curriculum Team examines,

recommends, and approves all courses; it does not examine nor approve degree programs. Approved courses reflected in the attached pathway have been reviewed/approved by the appropriate Division Dean and Vice President of Academics prior to final review/approval from our Board of Trustees.

o Governing Board – **See APPENDIX E** PENDING
  (including a list of all Board members and indicate those in attendance at the approval meeting)

Program Proposal Submission

- Please enter proposed program into the Kansas Higher Education Data System (KHEDS)
- Please create a PDF of all documents, and submit the completed application to the following:

April Henry
Director of Workforce Development
ahenry@ksbor.org

Charmine Chambers
Associate Director for Workforce Development/Data/Finance
cchambers@ksbor.org

APPENDIX A
Dean's Letter

October 4th, 2024

To All It May Concern:

Please know this letter provides administrative leadership support for proposed changes to the Livestock Management and Merchandising Certificate-B offered by Butler Community College. Butler is seeking change the title of the certificate from "Livestock Management and Merchandising" to "Farm and Ranch Management". Butler Community College is in the process of phasing out their Livestock Management and Merchandising AAS program. This program has seen minimal enrollment over the past several years. After discussions with the Agriculture program's advisory committee and our faculty, it is their belief that the coursework already offered within the Livestock Management and Merchandising Cert-B is better suited to be housed underneath the Farm and Ranch Management AAS. Faculty and Advisory committee members expressed that "Livestock Management and Merchandising" was not a clear pathway to students in regard to what was being offered and what jobs may be available to them. And the coursework within the pathway lends itself better to classes that would be taken with the ultimate intention of managing an agricultural operation.

With the revisions to the Farm and Ranch Management AAS as part of course realignment in 2023, the current Livestock Management and Merchandising Cert-B can be re-titled to "Farm and Ranch Management" and the coursework taken to complete the Cert-B can all be applied towards the Farm and Ranch Management AAS, so that students could complete the Certificate-B can apply all of those credits towards the Farm and Ranch Management AAS. This proposal simply seeks to change the title of the "Livestock Management and Merchandising Certificate-B" to "Farm and Ranch Management Certificate-B". It does not seek to change any of the courses or requirements within the pathway. These changes will be effective in the Fall semester of 2025. If you have any questions regarding these changes, please do not hesitate to reach out to Derek Foust, Butler's Associate Dean of Career and Technical Education.

Respectfully submitted,

Peter J. Linden, Ph.D.

Dean of Career & Technical Education

APPENDIX B

CA2a Program Revision Application
Program Comparison Chart

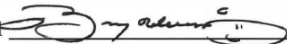### Name of Institution   Butler Community College

List all courses in Current Program below. *Note the courses to be changed with an * before the course*		List all courses in the Revised Program below. *Note the NEW courses with ** before the course*	
Current Program Title: Livestock Management CERTB		Proposed Program Title: Farm and Ranch Management CERTB	
Current Program Courses	Number of Credits	Proposed Program Courses	Number of Credits
AG102 Principles of Animal Science	3	AG102 Principles of Animal Science	3
AG107 Microcomputers in Agriculture	3	AG107 Microcomputers in Agriculture	3
AG120 Agricultural Economics	3	AG120 Agricultural Economics	3
AG211 Fundamentals of Livestock Nutrition	3	AG211 Fundamentals of Livestock Nutrition	3
AG220 Crop Science	4	AG220 Crop Science	4
BA130 Financial Accounting	4	BA130 Financial Accounting	4
Electives	11	**Electives**	11
Total Credits in Current Program	31	Total Credits in Current Program	31

Signature of College Official _____ Date _11 October 2024_

Signature of KBOR Official _____ Date _____

Submit the completed application and supporting documents to the following:
Director of Workforce Development
Kansas Board of Regents
1000 SW Jackson, Ste. 520
Topeka, KS 66612-1368

APPENDIX C
Course Listing

AG 102. Principles of Animal Science. 3 credit hours. This course will enable the student to understand basic principles in the areas of animal agriculture to include types, purposes, and products of livestock, breeding, nutrition, growth, lactation, reproduction, management, and marketing.

AG 107. Microcomputers in Agriculture. 3 credit hours. This course will enable the student to learn the various uses of microcomputers in agriculture and ag-related areas. The student will study the application of microcomputer technology to agriculture business planning, record keeping, problem solving, and general management decisions using basic computer functions.

AG 108. Feeder Livestock Production Management. 3 credit hours. This course will enable the student to study, explore, and implement the principles related to effectively managing feeder livestock.

AG 109. Breeding Livestock Production Management. 3 credit hours This course will enable the student to develop production techniques related to breeding livestock. The student will study reproduction, nutrition, selection, handling, housing, and husbandry practices of livestock.

AG 111. Agriculture in our Society. 2 credit hours. This course will enable the student to gain a broad understanding of the history, trends, and current issues in agriculture. The student will learn about careers in agriculture and how different occupations serve the agricultural community.

AG 120. Agricultural Economics. 3 credit hours. This course will enable the student to apply economic principles to the field of agriculture. The student will study the impact of supply and demand, markets, production, macroeconomic variable, and government regulations on the farm industry.

AG 211. Fundamentals of Livestock Nutrition. 3 credit hours. This course will enable the student to apply the principles of animal nutrition in livestock feeding. The student will learn about nutritive value of feeds, metabolic processes, and basic ration formulation, as well as the industry's latest technology.

AG 212. Meat Science Fundamentals. 2 credit hours. This course will enable the student to learn about the meat industry from the basic concepts of how tissue structures develop into a carcass through the final marketing channels of retail meat cuts. The student will also study the influence society can place on this cycle.

AG 213. Introduction to Food Science. 3 credit hours. This course will enable the student to apply biological, chemical and physical principles to the study of converting raw agricultural products into food products suitable for human consumption. The student will recognize the nutritional and chemical properties and reactions of food components, identify pathogens and microorganisms related to food spoilage, and describe the principles that make food safe for human consumption.

AG 216. Livestock Health and Disease. 3 credit hours. This course will enable the student to apply basic principles of livestock health and disease to farm and ranch livestock enterprises, focusing on anatomy and physiology, immunity, and equipment used for treatment and prevention. The student will also learn about career opportunities in the animal health field.

AG 217. Marketing Agricultural Products. 3 credit hours. This course will enable the student to apply the basic principles of marketing agricultural products to farm and ranch management. The student will be introduced to the technology, pricing, and supply and demand of agricultural marketing. The student will analyze marketing opportunities and marketing procedures based on enterprise needs of the individual producer.

AG 218. Principles of Futures Markets. 3 credit hours. This course will enable the student to apply basic principles of futures markets to farm and ranch management. The student will learn principles of futures markets, types of market transactions, terminology, and market analysis. The student will simulate real transactions in the market to gain practical experience.

AG 220. Crop Science. 4 credit hours. This course will enable the student to understand the basic principles of crop production including plant structure, properties, pests, and diseases, soil properties and management practices of common field crops. The student will also recognize career opportunities in crop science.

AG 221. Beef Management. 3 credit hours. This course will enable student to apply principles of breeding and reproduction, raising, feeding (nutrition), finishing and merchandising desirable beef cattle for market consumption. The student will explore career opportunities in beef production and related agri-business, cattle management including nutrition, breeding, reproduction and merchandising.

AG 230. Range Management. 3 credit hours. This course will enable the student to manage pastures and rangeland on farms and ranches. The student will learn ecological principles of conservation and utilization of grasslands, grazing capacity, survey methods, range plant identification, and other management practices. The student will explore career opportunities in range management and natural resources conservation services.

AG 240. Livestock Rations. 3 credit hours. This course will enable the student to apply the principles of livestock rations to feeding livestock. The student will use technology in the formulation and calculation of livestock rations based on the requirements of the different livestock species and feeding livestock.

AG 275. Livestock Concepts and Practices. 3 credit hours. This course will enable the student to apply basic principles of livestock concepts and practices to farm and ranch management focusing on advanced livestock management practices in handling, reproduction, breeding, nutrition, herd health and the collection of accurate records.

BA 130. Financial Accounting. 4 credit hours. This course will enable the student to analyze and journalize business transactions, prepare and analyze financial statements, and evaluate the quality of business decisions in an ethical context. The student will learn the concepts and principles underlying the measurement of profit and financial position. The learning outcomes and competencies detailed in this outline meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course as approved by the Kansas Board of Regents (Transfers as ACC1010).

BI 110. General Biology. 5 credit hours. This course will enable the student to apply basic biological principles to relevant situations in his/her daily life. The student will apply the scientific process to problem solving and deductive reasoning to analyze and interpret observations. This course is not intended for biology majors. The learning outcomes and competencies detailed in this outline meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as BIO1010).

CH 106. Introduction to General Chemistry. 5 credit hours. Prerequisite: Placement score or MA 060 (or MA 064, MA 065, and MA 066) with a C or better or diagnostic credit. This course will enable the student to improve knowledge of basic math skills, demonstrate the scientific method, utilize scientific materials in the laboratory, and apply scientific reasoning to real world problems. The student will explore the fundamental principles of general chemistry and basic laboratory techniques. The learning outcomes and competencies detailed in this course outline meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents. (Transfers as CHM1010).

CH 110. College Chemistry 1. 5 credit hours. Prerequisite: High school chemistry or CH 106 or equivalent and two units of high school algebra or MA125 (or MA127, MA128, or MA129) with a C or better. This course will enable the student to examine the fundamental principles and concepts of chemistry, including atomic theory, chemical bonding, chemical reactions, energy, phases of matter, and solutions. The student will perform experiments of a qualitative and/or quantitative nature that incorporate these topics. The learning outcomes and competencies detailed in this outline meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as CHM1010).

IP 193. Internship 1.2. 2 credit hours. Prerequisite: A secured internship position related to the program of study prior to the first day of class, or the student should enroll in IP100 Career Readiness to go through the process of obtaining an internship. This course will enable the student to connect classroom learning in a work environment and demonstrate professional conduct in the work setting. The student will create mutually agreed upon objectives for this experience with the workplace supervisor and work a minimum of 100 contact hours. The student will intern for a specific period of time, which may serve as a precursor to professional employment.

IP 293. Internship 2.2. 2 credit hours. Prerequisites: IP 192, IP 193, or IP 194 with a C or better and the student must secure a suitable internship position in a related field prior to the first day of class. This course will enable the student to gain additional experience in a work environment and apply classroom learning to the workplace. The student will work a minimum of 100 contact hours. The student will intern for a specific period of time, which may serve as a precursor to professional employment.

APPENDIX D
Program Advisory Committee and Minutes

Butler
Community College

Spring 2024 Agriculture Advisory Committee Meeting Agenda
Butler Community College Agriculture Department

Attendees: Peter Linden, Derek Foust, Taylor Frank, Joe Leibbrandt, Calvin Varner,
Jared Haury, David Keller

I. Facilities Discussion
   A. Goat Fencing Update – Joe
   B. Timeline for getting meat goat herd – Joe
      1. Expectation is that facilities will be completed and goats will be at the facility by
         Fall 2024
   C. Equipment purchases for the semester – Derek
      1. Microscope that can be projected
      2. Shed for tools for high tunnel
      3. Walmart requisition for crop science lab supplies
II. Bucket Pathway Discussion
   A. Update on new pathways and requirements – Derek
      1. KBOR is requiring need standards for AS and AAS degrees
      2. Plan is to add a new animal science degree offering and get rid of Livestock
         Management and Merchandising
         a. Joe Leibbrandt mentioned that Livestock Management and Merchandising was a
            somewhat confusing program – students did not always understand what it
            would entail. Also, it is and has been historically the lowest enrolled program in
            the agriculture department.
      3. Once these programs are approved and the Livestock Management and
         Merchandising AAS is phased out, the Livestock Management and Merchandising
         Certificate-B will be attempted to be renamed and moved under the Farm and Ranch
         Management AAS
         a. Derek mentioned that the cert-B is a one year certificate program and the
            courses within it will be able to transfer seamlessly into the Farm and Ranch
            Management AAS once the Livestock Management and Merchandising AAS
            has been phased out.
            i. Calvin Varner agreed with the change – he mentioned that he thought the
               wording of that degree was confusing and thinks it makes sense that we are
               moving the certificate to be under our more popular farm and ranch
               management program
            ii. Dave Keller also thought that this was a good idea, he particularly like the
               idea of a one year certificate for students interested in managing a farm or

ranch. Many students wanting to go back and manage an operation may not want to stay for an entire Associate Degree

    B. Course Outline and Class Offering Discussion

III. Livestock Judging
    A. Recent Competitions – Taylor Frank
    B. Remaining schedule for spring semester – Taylor Frank

IV. Recruitment Efforts
    A. Potential for more engagement with Ag teachers/4-H/FFA – Derek Foust
    B. Discussion on exactly where we want to focus our efforts

V. Collegiate Farm Bureau
    A. Discuss potential meeting times
    B. Discuss guest speakers, field trips, and service opportunities

VI. Discussion of anything else that was not mentioned above.
    A. Calvin expressed interest in giving agriculture students the option to take a basic welding course as part of agriculture
    B. Derek discussed that this would be great, but the difficulty is that welding is and has been a very full program at Butler. Said he would reach out to the welding instructor to see if it was a possibility, but would likely be dependent on his courses not being full.

APPENDIX E
Board of Trustees Minutes

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TOPIC for ACTION
Professional Culinary Arts Program Curricula

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REPORT:
Butler Community College presently offers a 62-credit hour Associate of Applied Science (AAS) degree in Culinary Arts. Currently embedded in the AAS are three stackable certificates, a 25-credit hour Certificate A, a 30-credit hour Certficate B, and a 47-credit hour Certificate C. Overall revisions will result in an AAS totaling 60-61 credit hours with the Certificate A revised to 16 credit hour, the Certificate B to 31 credit hours and the Certficate C to 45-46 credit hours. This will allow the curricula to be properly aligned, the certificates stackable dovetailing into the AAS. A new option, focused on Food Truck Entrepreneurship, is also introduced as part of each Certificate and the AAS.

Three newly created and approved Food Truck Entrepreneurship courses will be available. The three courses complement a fully equipped food truck obtained by the College. This as part of program curricula reflecting Industry Advisory Committee members' input and business sector demand. Food truck operations are increasingly prevalent in the greater-Wichita area and South-Central Kansas region.

Included below is the completed packet of information required for submission to the Kansas Board of Regents (KBOR) documenting current revisions of the Culinary Arts Program's AAS degree as well as its Certificates A, B, and C requirements incorporating Food Truck Entrepreneurship courses.

The packet submitted to KBOR requires Board meeting minutes documenting support of these revisions. All courses included in the revisions will not require additional funding.

RECOMMENDED ACTION:
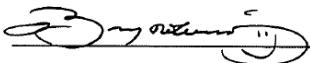Recommend the Board approve the revised Certificates A, B, and C as well as the Culinary Arts AAS degree

RECOMMENDED FUNDING SOURCE:
No additional funding is requested.

Submitted by: Dr. Peter Linden, Dean Career and Technical Education
Supervisor: Dr. Barry Robinson, Vice President of Academics
Date: November 13, 2024

Revised Program Request Form
CA2
General Information

Institution submitting proposal	Butler Community College
Name, title, phone, and email of person submitting the application	Dr. Barry Robinson, Vice President of Academics 316-322-3110 brobinson17@butlercc.edu
Current program title	Professional Culinary Arts (ACF Certificate: Culinarian) (Certificate A) Professional Culinary Arts (Certificate B) Professional Culinary Arts (ACF Certificate: Sous Chef) (Certificate C) Professional Culinary Arts (AAS)
Current CIP code	12.0500 Cooking and Related Culinary Arts, General
Revised program title	Professional Culinary Arts (Certificate A) – title update Professional Culinary Arts (Certificate B) – no change Professional Culinary Arts (Certificate C) – title update Professional Culinary Arts (AAS) – no change
Revised suggested CIP code	12.0503 Culinary Arts/Chef Training
Standard Occupation Code (SOC) associated to the proposed program CIP (if changing)	35-1011.00 Direct and may participate in the preparation, seasoning, and cooking of salads, soups, fish, meats, vegetables, desserts, or other foods. May plan and price menu items, order supplies, and keep records and accounts. **Sample of reported job titles:** Banquet Chef, Certified Executive Chef (CEC), Chef, Cook, Executive Chef (Ex Chef), Executive Sous Chef, Head Cook, Kitchen Manager, Pastry Chef, Sous Chef
Degree/Certificate program description	CERTA CERTB CERTC AAS
Number of credits for the revised degree and/or certificate(s)	CERTA - 16 CERTB - 31 CERTC – 45 – 46 AAS – 60 - 61
Proposed date of initiation	FA25 (AY26)
Specialty accrediting agency	None
Industry certification	None

Signature of College Official _____ Date 20 November 2024

Signature of KBOR Official_____ Date_____

Application for Revision of Existing Educational Program

Please respond to the following criteria in narrative form. <u>Attach all required documents</u> (CA2a) and <u>any additional supporting documents to the application as appendices</u>. Provide complete answers to all criteria.

Criterion I: Rationale for Program Revision

- Provide a detailed rationale for the program change including student and employer demand for the change

Butler Community College is implementing changes to all certificates (A, B, and C) and the Associate of Applied Science (AAS) degree in culinary arts. These modifications aim to streamline course offerings and provide students with expanded opportunities in Food Truck Entrepreneurship. Last year, Butler received a fully equipped food truck, and the revised curriculum is designed to maximize its educational potential. Additionally, these will establish a more coherent progression from Cert A→Cert B→Cert C→AAS.

Currently, the program lacks a consistent model that allows students to apply credits earned in earlier certificates toward more advanced certificates and, ultimately, an AAS degree. The new curriculum addresses this gap by ensuring a logical and seamless pathway for students.

The Culinary Arts Department recently convened an industry advisory committee meeting to discuss these proposed changes. The industry advisory committee for Culinary Arts, which includes industry professionals, faculty, staff, and alumi from Butler Community College, expressed strong support for the revisions. During the meeting, a program graduate, Danae Loomis, endorsed the new curriculum, noting that it offers more logical progression for students. Industry representatives also expressed support for these changes, particularly regarding the inclusion of food truck-related courses that will optimize the use of the food truck while responding to the growing industry demand for skilled professionals in the greater-Wichita area and South-Central Kansas region.

- Provide a letter from the Chair or Dean documenting college support and administrative rationale for the revision – **See APPENDIX A**

Criterion II: Curriculum

- Describe in detail how the revised program differs from the current program

The Certificate-A will change from 25 credit hours to 16 credit hours. This, to better differentiate it from Certificate-B (previously 30 credit hours) and allow students to earn a Certificate A in one semester. Certificate B is moving from 30 to 31 credit hours, with the first semester of the Certificate B now identical to the certificate A. This was done to allow students to earn their Certificate A and then make the decision as to whether they would like to continue and earn a Certificate B during the next semester. The Certificate C decreases from 47 credit hours to 45-46 credit hours and includes optional courses related to food truck operations and administration that are not available to students under the current pathway. The culinary arts AAS pathway is changing from 62 credit hours to 60-61 credit hours and courses offered are changing to incorporate new food truck curriculum. All courses within the AAS degree match those offered by the Certificates A, B, and C with the addition of 15 general education credits. The revised program incorporates many of the same courses utilized under the previous AAS, but a major difference is the inclusion of three new food truck-related courses that were recently approved by Butler Community College. The addition of these courses will allow the program to utilize a fully equipped CA Program food truck.

- Complete and submit a CA2a form listing all courses in the current program and courses in the revised program. **See APPENDIX B**
- List by prefix, number, title, and description of all courses to be required in the new program. **See APPENDIX C**

Criterion III: Admission and Graduation Requirements

- Describe the admission <u>and</u> graduation requirements for the revised program and detail how they differ from the current program.

No changes

Admission requirements have not changed for the revised program.
Program admission follows Butler Community College procedure on admissions.
  - Complete the Application for Admission
  - Submit official transcripts from each institution for prior coursework to be used toward a degree program.
  - Placement Test Requirements: Degree seeking students and those enrolling in math or English courses must meet placement test requirements (ACT/SAT scores taken within last 3 years, Butler placement test, Accuplacer test, or college transcripts showing completion of course prerequisites)
  - Submit proof indicating proper residence classification for tuition costs.

<u>Graduation Requirement</u>
  - Minimum 2.0 GPA at Butler Community College
  - Attain a grade of C or better in all required courses.

Complete a Butler Community College degree application form

Criterion IV: Facilities

- Describe any changes to current facilities that are necessary due to the program revision
- Describe any new facilities required by the program revision.

No changes to current facilities at the Redler Institute of Culinary Arts would be needed. This program would allow Butler to make better use of the currently owned program food truck.

Criterion V: Resources

- Describe how the funding for the revised program differs from the current program funding

Current funding for Butler's Professional Culinary Arts program would not change. The current departmental budget will continue to cover curriculum costs related to the revisions requested.

- If existing resources are not adequate to support the revised program, explain the additional resources needed and the source(s) of the funds

No additional resources will be required.

Criterion VI: Faculty

- Describe faculty qualifications and/or certifications require to teach in the revised program and explain how they differ from the current program

No changes to faculty qualifications or certifications will be required related to the proposed program revisions. Butler's current faculty requirements include maintaining adherence to HLC standards.

- Describe plans for additional faculty to support the revised program

  Current Professional Culinary Arts faculty and other Butler program faculty will teach the courses for the revised program. There would not be a need for additional faculty.

- Describe how the revised program impacts the current faculty, i.e. need for training on new equipment, new certifications

  Program revisions will not require additional training, equipment, or certifications for current Professional Culinary Arts program faculty or Butler faculty who will be teaching the general education and elective classes.

- Describe the plan for updating current faculty qualifications if needed

Criterion VII: Outside accreditation

- Describe plans for gaining or maintaining outside accreditation including a timeline, cost and funding source

  The Professional Culinary Arts program revisions will not require new or updated accreditations.

Criterion VIII: Approvals

- Provide minutes that indicate approval of the revision from the following:
  - Program Advisory Committee – **See APPENDIX D**
    Butler's Culinary Arts Advisory committee supported the pathway revisions and work toward stackable certificates allowing Certificates A and B to easily translate into a student being able to earn a Certificate C which then integrates into an AAS degree. Course offerings including new food truck courses and a variety of culinary and pastry courses were also well received.
  - Curriculum Committee
    The Butler Community College Faculty Curriculum Team examines, recommends and approves all courses; it does not examine nor approve degree programs. Approved courses reflected in the attached pathway have been reviewed/approved by the division dean and Vice President of Academics prior to final review/approval by the Board of Trustees.
  - Governing Board – **See APPENDIX E - PENDING**
    (including a list of all Board members and indicate those in attendance at the approval meeting)

Program Proposal Submission

- Please enter proposed program into the Kansas Higher Education Data System (KHEDS)
- Please create a PDF of all documents, and submit the completed application to the following:

Charmine Chambers
Director for Workforce Development
cchambers@ksbor.org

Crystal Roberts
Associate Director for Workforce Development
croberts@ksbor.org

APPENDIX A
Dean's Letter

To All It May Concern:

Please know this letter provides administrative leadership support for proposed changes to the Culinary Arts Curriculum at Butler Community College. These changes represent a restructuring of Certificates A, B, and C as well as the Associate of Applied Science (AAS) degree offered by the Culinary Department at Butler Community College. Currently the Kansas Board of Regents (KBOR) has a graduated model for Certificate programs reflecting coursework taken for a Certificate A can be applied toward a Certificate B and Certificate B can be applied toward a Certificate C. An AAS degree is then recognized as a Certificate C+15 credit hours of General Education courses. Currently, the Culinary Arts curriculum does not adhere to this model as there are courses required in lower Certificates not applied to higher tiered Certificates.

The proposed changes to Butler Community College's Culinary Arts curricula are two-fold. First, these will update Butler's certificates to match the graduated model put forth by KBOR and ensure students' earned Certificates A and B will easily move forward toward earning a Certificate C and ultimately an AAS. All new proposed certificates and AAS degree meet KBOR requirements for credit hours and General Education. Second, these changes will incorporate new curricula in the form of three new Food Truck courses that can be pursued as optional classes as part of all certificate programs and the AAS degree. The College obtained a fully equipped food truck our instructors would like to incorporate into the overall Program curricula consistent with Industry Advisory Committee input and sector demand. Food trucks are increasingly prevalent in the Wichita and South-Central Kansas region.

Currently, the College's 25-credit hour Certificate A but will change to a 16-credit hour Certificate A to better differentiate it from Certificate B. The Certificate B will transition from 30 credit hrs. to 31 credit hrs., and the first year of Certificate B will be identical to the courses required within the Certificate A. The Certificate C will move from being a 47-credit hour program to a 45-46-credit hour program. The culinary arts AAS degree is being changed from 62 credit hours to 60-61 credit hours. Another notable change regarding the Certificate C is eliminating the Culinary Arts Practicum Courses required for ACF certification and taught by Johnson County Community College. After careful discussion with instructors and the Program's Industry Advisory Committee, the ACF certification component was reevaluated and determined to be no longer viewed as significant within the Culinary Arts/Food Service industry of Kansas' South-Central region. If there are any questions regarding these changes, please feel free to contact me or the Associate Dean of Career & Technical Education, Derek Foust.
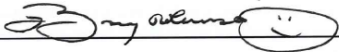
Respectfully submitted,

Peter J. Linden, Ph.D.Dean of Career & Technical Education

APPENDIX B
CA2a Program Revision Application
Program Comparison Chart
Professional Culinary Arts – CERTA

Name of Institution: Butler Community College

List all courses in the Current Program below. *Note the courses to be changed with an * before the course*			List all courses in the Revised Program below. *Note the NEW courses with ** before the course*	
Current Program Title: Professional Culinary Arts (ACF Certificate Culinarian)			Proposed Program Title: Professional Culinary Arts (Certificate A)	
Current Program Courses	Number of Credits		Proposed Program Courses	Number of Credits
CA109 – Culinary Nutrition	2		CA109 – Culinary Nutrition	2
CA120 – Culinary Skills 1	3		CA120 – Culinary Skills 1	3
*CA153. Essentials of Purchasing	3		**CA151. Kitchen Essentials/Culinary Math	3
HM101 – Sanitation Management	1		HM101 – Sanitation Management	1
*HM115 – Hospitality Human Resources	3		**HM190 Food and Beverage Management	3
*HM180 – Introduction to Hospitality and Tourism	3		**PD133 – Navigating Challenges in Business and Industry	1
*HM195. Beverage Control	3			
*HMGT281 - Culinary Arts Practicum I (JCCC)	2			
*HMGT282. Culinary Arts Practicum II (JCCC)	2			
Electives	**3**		**Electives**	**3**
Total Credits in Current Program	**25**		**Total Credits in Revised Program**	**16**

Signature of College Official _~~ɔ~ my oulumne (˙˙)~~_ Date _20 November 2024_

Signature of KBOR Official _____ Date_____

Submit the completed CA2a application and supporting documents as a PDF included in the CA2 completed application packet.

APPENDIX B (cont'd)
CA2a Program Revision Application
Program Comparison Chart
Professional Culinary Arts – CERTB

<u>**Name of Institution: Butler Community College**</u>

List all courses in the Current Program below. *Note the courses to be changed with an * before the course*		List all courses in the Revised Program below. *Note the NEW courses with ** before the course*	
Current Program Title: Professional Culinary Arts (ACF Certificate Culinarian)		Proposed Program Title: Professional Culinary Arts (Certificate B)	
Current Program Courses	Number of Credits	Proposed Program Courses	Number of Credits
CA109 – Culinary Nutrition	2	CA109 – Culinary Nutrition	2
CA120 – Culinary Skills 1 or *PA101. Professional Pastry Arts 1	3	CA120 – Culinary Skills 1	3
*CA130. Professional Pastry Skills or *PA131. Petit Fours	3	CA151. Kitchen Essentials/Culinary Math	3
CA151. Kitchen Essentials/Culinary Math	3	CA153. Essentials of Purchasing	3
*CA152. Menu Development	3	CA220. Professional Culinary Skills 2	3
CA153. Essentials of Purchasing	3	FL130. Spanish for Culinary Arts	3
CA220. Professional Culinary Skills 2 or *PA121. Professional Pastry Arts 2	3	HM101 – Sanitation Management	1
FL130. Spanish for Culinary Arts	3	HM190 Food and Beverage Management	3
HM101 – Sanitation Management	1	**HM255. Hospitality Law	3
*HM180 – Introduction to Hospitality and Tourism	3	**PD133 – Navigating Challenges in Business and Industry	1
HM190. Food and Beverage Management	3		
		Electives	6
Total Credits in Current Program	**30**	**Total Credits in Revised Program**	**31**

Signature of College Official _~~(signature)~~_   Date _20 November 2024_
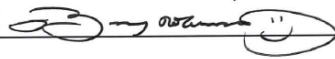
Signature of KBOR Official _____   Date_____

Submit the completed CA2a application and supporting documents as a PDF included in the CA2 completed application packet.

APPENDIX B (cont'd)
CA2a Program Revision Application
Program Comparison Chart
Professional Culinary Arts – CERTC

Name of Institution: Butler Community College

List all courses in the Current Program below. Note the courses to be changed with an * before the course		List all courses in the Revised Program below. Note the NEW courses with ** before the course	
Current Program Title: Professional Culinary Arts (ACF Certificate Sous Chef)		Proposed Program Title: Professional Culinary Arts (Certificate C)	
Current Program Courses	Number of Credits	Proposed Program Courses	Number of Credits
*CA109 – Culinary Nutrition	2	CA120 – Culinary Skills 1	3
CA120 – Culinary Skills 1	3	CA151. Kitchen Essentials/Culinary Math	3
*CA130. Professional Pastry Skills	3	CA152. Menu Development	3
CA151. Kitchen Essentials/Culinary Math	3	CA153. Essentials of Purchasing	3
CA152. Menu Development	3	CA220. Professional Culinary Skills 2	3
CA153. Essentials of Purchasing	3	CA231. Garde Manger	3
CA220. Professional Culinary Skills 2	3	**CA240. Professional Culinary Skills 3	3
CA231. Garde Manger	3	**FL130. Spanish for Culinary Arts	3
*CA243. World cuisine	3	HM101 – Sanitation Management	1
HM101 – Sanitation Management	1	**HM190 Food and Beverage Management	3
*HM115 – Hospitality Human Resources	3	**HM255. Hospitality Law	3
*HM180 – Introduction to Hospitality and Tourism	3	IP193. Internship 1.2 (possible update)	2
*HM195. Beverage Control	3	**PD133 – Navigating Challenges in Business and Industry	1
*HM281. Culinary Arts Practicum I (JCCC)	2		
*HM282. Culinary Arts Practicum II (JCCC)	2		
*HM285. Culinary Arts Practicum III (JCCC)	2		
*HM286. Culinary Arts Practicum IV (JCCC)	2		
Electives	**3**	**Electives**	**11-12**
Total Credits in Current Program	**47**	**Total Credits in Revised Program**	**45-46**

Signature of College Official _~~(signature)~~_ Date _20 November 2024_

Signature of KBOR Official _____ Date_____

Submit the completed CA2a application and supporting documents as a PDF included in the CA2 completed application packet.

APPENDIX B (cont'd)
CA2a Program Revision Application
Program Comparison Chart
Professional Culinary Arts - AAS

Name of Institution: Butler Community College

List all courses in the Current Program below. Note the courses to be changed with an * before the course		List all courses in the Revised Program below. Note the NEW courses with ** before the course	
Current Program Title: Professional Culinary Arts (AAS)		Proposed Program Title: Professional Culinary Arts (AAS)	
Current Program Courses	Number of Credits	Proposed Program Courses	Number of Credits
*BA104. Computer Concepts and Applications	3	**EC200. Principles of Microeconomics or **EC201. Principles of Macroeconomics	3
*CA109. Culinary Nutrition	2	CA120. Professional Culinary Skills 1	3
CA120. Professional Culinary Skills 1 or *PA101. Professional Pastry Arts	3	CA151. Kitchen Essentials/Culinary Math	3
*CA130. Professional Pastry Skills or *PA131. Petit Fours	3	CA152. Menu Development	3
CA151. Kitchen Essentials/Culinary Math	3	CA153. Essentials of Purchasing	3
CA152. Menu Development	3	CA220. Professional Culinary Skills 2	3
CA153. Essentials of Purchasing	3	CA231. Garde Manger	3
CA220. Professional Culinary Skills 2 or *PA121. Professional Pastry Arts 2	3	CA240. Professional Culinary Skills 3	3
CA231. Garde Manger or *PA250. Plated Desserts	3	EG101. English Composition 1	3
CA240. Professional Culinary Skills 3 or *PA201. Professional Pastry Arts 3	3	FL130. Spanish for Culinary Arts	3
*CA241. Modern Cuisine or *PA260. Chocolate Basics	3	HM101. Sanitation Management	1
*CA242. Farm to Table or *PA202. Bread Basics	3	HM190. Food and Beverage Management	3
*CA243. World Cuisine or *PA270. Cakes	3	**HP220. Healthy Living	3
EG101. English Composition 1	3	**HM255. Hospitality Law	3
FL130. Spanish for Culinary Arts	3	IP193. Internship 1.2 (possible update)	2
HM101. Sanitation Management	1	MA114. Technical Mathematics 1	3
*HM180. Intro to Hospitality and Tourism	3	**PD133. Engaging in Business and Industry	1
HM190. Food and Beverage Management	3	**SP100. Introduction to Public Speaking	3
IP193. Internship 1.2	2		
MA114. Technical Mathematics 1	3		
Electives	**6**	**Electives**	**11-12**
Total Credits in Current Program	**62**	**Total Credits in Current Program**	**60-61**

Signature of College Official _____ Date: 20 November 2024

Signature of KBOR Official _____ Date _____

Submit the completed CA2a application and supporting documents as a PDF included in the CA2 completed application packet.

APPENDIX C
Course Descriptions (Required and Electives)

BA 211. QuickBooks® Online. 3 credit hours. This course will enable the student to use QuickBooks® Online (QBO) software to apply principles and procedures of accrual accounting. The student will complete the accounting cycle including accounts receivable, accounts payable, payroll, and inventories using QBO. The student may prepare to take the QuickBooks® Online certification exam at the completion of this course.

CA 109. Culinary Nutrition. 2 credit hours. This course will enable the students to apply basic nutrition principles in developing nutritious menu items. The student will focus on proper diet and disease prevention. The student will explore nutrition's role in a healthy diet, from identifying basic nutrition needs to finding alternatives for those with food allergies, food intolerance and food-intake related diseases.

CA 120. Professional Culinary Skills 1. 3 credit hours. Co-requisite: Concurrent enrollment in HM101. This course will enable the student to learn the core components of the history and tradition of the professional kitchen. The student will learn the classical and modern kitchen brigade systems. The students will develop basic skills in sanitation practices; heat transfer methods; and knife identification, maintenance, and handling. The student will train in basic individual cooking techniques, butchering, filleting, and meat and seafood identification. The student will become familiar with individual kitchen equipment and different metals used for different tools.

CA 140. Food Truck Administration. 3 credit hours. This course will enable the student to gain knowledge of the management and oversight of the various aspects involved in operating a food truck business. The students will develop a mix of culinary and business management skills, as well as gain a deep understanding of the mobile food service industry. The student will gain knowledge in all the necessary licenses and permits needed to operate a food truck legally and in different locations while adhering to local health and safety regulations, including food safety standards. This course will enable the student to identify all activities that are involved with food products, including menu creation, pricing, purchasing, and inventory. The student will become familiar with location management, marketing, and promotion of a business on wheels.

CA 141. Food Truck Operations. 3 credit hours. Prerequisite: CA 140 with a C or better. This course will enable the student to gain knowledge of the management and oversight of the various aspects involved in both the maintenance of a food truck and the cooking and refrigeration equipment involved for a successful food business on wheels. The student will gain knowledge of both human resources and business and financial management involved in operating a food truck business.

CA 151. Kitchen Essentials/Culinary Math. 3 credit hours. This course will enable the student to utilize the fundamentals of mathematics, including calculating percentages, ratios, decimals, fractions, weights and measures, and introductory algebra concepts. The student will apply mathematical fundamentals to a variety of culinary and hospitality uses including equivalencies, recipe costing and conversion, calculating food and labor cost percentages, baker's percentages, yield conversions, and selling prices.

CA 152. Menu Development. 3 credit hours. Prerequisite: HM 190 with a C or better. This course will enable the student to learn the principles of planning menus, considering customer preferences, types of food service operations, kitchen management, nutrition, and menu design. The student will incorporate basic nutritional concepts in relation to current health concerns.

CA 153. Essentials of Purchasing. 3 credit hours. Prerequisite: HM 190 with a C or better. This course will enable the students to develop essential concepts of purchasing, storeroom operations, and financial procedures. The student will be introduced to the application of cost controls to storeroom operations for a profitable operation. The student will learn about food laws and the purchasing, receiving, storing, and issuing of ingredients.

CA 220. Professional Culinary Skills 2. 3 credit hours. Prerequisite: CA 120 and HM 101 both with a C or better. This course will enable the student to further develop culinary skills in the kitchen environment. The students will learn skills in sanitation, recipe interpretation, recipe design, and meal preparation for commercial consumption. The students will engage in areas of cold kitchen and advanced meal preparation.

CA 231. Garde Manger. 3 credit hours. Prerequisite: CA 220 and HM 101 both with a C or better. This course will enable the student to prepare cold entrees, forcemeats, patés, canapés, amuse-bouche, terrines, roulades, hot and cold hors d'oeuvres, cold appetizers, salads, sausages, cold sauces, and soups. The student will learn preservation techniques including curing, smoking, and aging for meat, seafood, and poultry items. The students will plan, organize, and set up buffet displays, learn techniques of platter design, and plate presentation using both modern and traditional techniques.

CA 232. Cuisines of Asia. 3 credit hours. Prerequisite: CA 220 and HM 101 both with a C or better. This course will enable the students to prepare, taste, serve, and evaluate traditional and regional dishes of Asia. The student will learn the ingredients, flavor profiles, preparations, and techniques representative of the cuisines from China, Korea, Japan, Vietnam, Thailand, Indonesia, India, and Pakistan. The student will reinforce skills in sanitation, basic cooking principles and methods, knife skills, safe food handling, safe equipment handling, and preparing meals for commercial consumption. The student will engage in multiple areas of basic cooking and meal preparations.

CA 235. Cuisines of America. 3 credit hours. Prerequisite: CA 220 and HM 101 both with a C or better. This course will enable the students to prepare, taste, serve, and evaluate traditional and regional dishes of America. The student will learn the ingredients, flavor profiles, preparations, and techniques representative of the cuisines from United States. The student will reinforce skills in sanitation, basic cooking principles and methods, knife skills, safe food handling, safe equipment handling, and preparing meals for commercial consumption. The students will engage in multiple areas of basic cooking and meal preparation.

CA 240. Professional Culinary Skills 3. 3 credit hours. Prerequisite: CA 220 with a C or better. This course will enable the student to cook with precision, consistency, and speed. The students will train in real time professional kitchen scenarios and environments. The student will learn the skills needed to be a trained leader, efficient and dependable in the professional kitchen. The student will be introduced to the duties of kitchen supervisors. The student will consistently employ dry, moist, and mixed cooking techniques. The students will demonstrate and practice Hazard Analysis Critical Control Point (HACCP) food safety standards.

CA 243. World Cuisine. 3 credit hours. Prerequisite: CA 220 and HM 101 both with a C or better. This course will enable the students to explore the culture and cuisines of different world regions. The students will prepare traditional dishes from Europe, Asia, Africa, North and South America, and other regions of the world. The students will learn about spices, traditional food preparations, and specialized equipment. The students will learn world traditions and customs.

CA 250. Food Truck Operations 2. 3 credit hours. Prerequisite: CA 141 with a C or better. This course will enable the student to independently operate a food truck. The students will learn to create and execute a variety of food truck menus while maintaining a focus on concept, guest, and location. The students will prepare food while operating a food truck. The students will lead and supervise food truck staff while delegating roles and responsibilities to each team member. The student will learn to evaluate operational functionality, product quality, and team performance.

EC 200. Principles of Microeconomics. 3 credit hours. This course will enable the student to apply economic concepts to personal and work-related decision making by evaluating the actions and choices of individuals and firms. The student will study microeconomic issues and problems, such as competition and monopoly, pricing, costs, consumer demand, and producer supply. The student will develop a theoretical framework for microeconomic analysis and apply this theory to practical domestic and international economic policy problems. The learning outcomes and competencies detailed in this outline meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as ECO 1010).

EC 201. Principles of Macroeconomics. 3 credit hours. This course will enable the student to apply an analytical framework to the economy at the national level. The students will examine the performance of the economy including output, price level, and employment. The students will apply economic models to explain the impacts of fiscal and monetary policies and the differences between the short-run and long-run macroeconomic aspects of the economy. The learning outcomes and competencies detailed in this outline meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as ECO1020).

EG 101. English Composition 1. 3 credit hours. Prerequisite: A score at a pre- determined level on a placement instrument, or a C or better in EG 060 and RD 012, or a C or better in EG 060 and concurrent enrollment in RD 012, or a C or better in EG 063 and RD 015, or a C or better in EG063 and concurrent enrollment in RD 015, or concurrent enrollment in EG 060 (Accelerated Learning Program). This course will enable the student to communicate effectively through a variety of writing activities. The student will develop knowledge, skills, and critical thinking ability regarding writing and reading. The student will recognize the importance of the grammatical and rhetorical structures of language to clear and effective writing. The student will recognize the process of creating documents through regular writing assignments. The learning outcomes and competencies detailed in this outline meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as ENG1010).

FL 130. Spanish for Culinary Arts. 3 credit hours. This course will enable the student to communicate in Spanish within the novice range about topics pertaining to culinary arts. The students will relate cultural practices to perspectives, develop insight into the nature of language and culture, and participate in multilingual communities at home and around the world.

HM 101. Sanitation Management. 1 credit hour. This course will enable the students to apply effective sanitation management principles to food service operations. The student will identify how to address environmental issues and communicate effectively with personnel and outside agencies. The student will demonstrate the ability to ensure compliance with the FDA Food Code to reduce health risks through Hazard Analysis Critical Control Point (HACCP) and Safety Assurance Process (SAP) approaches. The student will be qualified to earn the ServSafe Certification sponsored by the National Restaurant Association.

HM 115. Hospitality Human Resources. 3 credit hours. This course will enable the student to manage human assets of the hospitality industry. The student will learn teamwork and the role of management by providing focused leadership, leading to employees functioning as a team in achieving organizational goals.

HM 116. Event Planning 1. 3 credit hours. This course will enable the students to manage event planning. The student will gain a basic understanding of the role of an event planner and develop leadership skills that are needed to control, manage, and improve events in the hospitality business.

HM 180. Introduction to Hospitality and Tourism. 3 credit hours. This course will enable the student to analyze the components of the hospitality and tourism industry while identifying potential career paths within this industry. The students will be introduced to entities within the hospitality industry and develop an understanding of the economic impact that tourism has on local economies.

HM 190. Food and Beverage Management. 3 credit hours. This course will enable the student to appraise the components of food, beverage and labor costs within the food service industry. The students will learn cost calculation and sales concepts and their relationship with profits. The students will learn concepts and methods for food, beverage, and labor control.

HM 216. Event Planning 2. 3 credit hours. Prerequisite: HM 116 with a C or better. This course will enable the student to review the basic principles of executing an event including sponsorships, marketing plans, managing volunteers, and follow-up. The students will also develop communication and team building skills while working with volunteers, customers, sponsors, classmates, and food vendors. The students will be documenting and evaluating events.

HM 255. Hospitality Law. 3 credit hours. This course will enable the student to identify the legal aspects of hotels, restaurants and other hospitality organizations. The student will be introduced to essential information that managers use daily to comply with the law and to develop preventive tactics to avoid lawsuits.

IP 193. Internship 1.2. 2 credit hours. Prerequisite: A secured internship position related to the program of study prior to the first day of class, or the student should enroll in IP100 Career Readiness to go through the process of obtaining an internship. This course will enable the student to connect classroom learning in a work environment and demonstrate professional conduct in the work setting. The student will create mutually agreed upon objectives for this experience with the workplace supervisor and work a minimum of 100 contact hours. The students will be intern for a specific period, which may serve as a precursor to professional employment. (possible update)

HP 220. Healthy Living. 3 credit hours. This course will enable the student to make responsible health-related decisions by analyzing behavior and attitudes to bring the changes necessary to improve health and maintain wellness for both personal healthful living and community responsibilities. The learning outcomes and competencies detailed in this outline meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as HSC1020).

MA 114. Technical Mathematics 1. 3 credit hours. Prerequisite: Placement score or MA060 (or MA064, MA065, and MA066) with a C or better or diagnostic credit. This course will enable the student to directly apply mathematics to several fields of study. The student will solve practical applications of arithmetic, geometry, ratios and proportions, signed numbers, powers, roots and functions.

PA 101. Professional Pastry Arts 1. 3 credit hours. Prerequisite: HM 101 with a C or better or concurrent enrollment. This course will enable the student to identify, prepare, and present a variety of classical pastries as well as learn the history of pastries. The students will develop basic skills in sanitation and safety practices. The student will become familiar with equipment in the professional pastry kitchen. The students will prepare cookies, tarts, pies, and other classical pastries.

PA 121. Professional Pastry Arts 2. 3 credit hours. Prerequisite: PA 101 with a C or better. This course will enable the student to develop consistency in pastry preparation. The students will prepare choux dough, puff pastry, and cakes. The student will develop a working knowledge of ingredient functionality. The student will practice mixing, baking, and storing baked goods. The student will identify and operate specialized pastry equipment. The student will demonstrate and practice proper food handling.

PA 131. Petit Fours. 3 credit hours. Prerequisite: PA 101 with a C or better. This course will enable the student to develop a working knowledge of various types of petit fours, teas, coffee, specialized diet items, and various cheeses. The student will identify, prepare, and present a variety of petit fours. The student will analyze traditional petit four forms. The students will identify and prepare pastries for specialized diets. The student will demonstrate and practice proper food handling.

PA 202. Bread Basics. 3 credit hours. Prerequisite: PA101 and PA121 both with a C or better. This course will enable the students to learn, identify, and prepare various types of bread. The students will identify and use equipment in the preparation of bread and demonstrate techniques used in the production of bread. The student will identify various leavening agents. The student will demonstrate and practice proper food handling.

PD 133. Navigating Challenges in College Business and Industry Pathways. 1 credit hour. This course will enable students to demonstrate self-awareness about personal learning preferences and use personalized academic skills in effectively engaging with college texts, projects, ideas, and other tasks related to academic and professional development in Business and Industry (BI) pathways. The student will demonstrate skillful strategies for navigating processes and challenges of higher education environments, especially BI Major Pathway processes, degree programs, transfer options, and professional possibilities.

SP 100. Public Speaking. 3 credit hours. This course will enable the student to communicate effectively in a variety of public speaking venues, utilizing nonverbal as well as verbal skills. The student will be able to critically assess information both on a verbal and research level. This course will enable the student to recognize the importance of self-concept in oral communication, to interview effectively and to work in groups confidently. The learning outcomes and competencies detailed in this outline meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as COM1010).

APPENDIX D
Program Advisory Committee and Minutes

Redler
Institute of Culinary Arts
BUTLER COMMUNITY COLLEGE

Advisory Meeting Minutes

Redler Institute of Culinary Arts
July 11, 2024, 5:45 PM

Present: Danille Anthony, Jennifer Green-Miracle, Les Padzensky, Peter Linden, Ethan Moulds, Scott Redler, Derek Foust, Amanda Ayesh-Young, BJ Hunt, Lisa Graham, Robert Lane, Tiya Ton-Kemp, Danae Loomis
Absent: Wayne Bell and Beth Bower (both absent with prior notice)

I. Call to order by Les Padzensky
II. New Business:
    a. Motion to vote for a new chair.
    b. Chef Robert Lane volunteered for the position.
        i. All in favor
        ii. Motion passed
III. Introduction of new member(s) & RICA staff
    a. Danae Loomis – RICA Graduate
    b. Stacy Baxter – Event Coordinator/Administrative Assistant
    c. Ethan Moulds – Head Culinary Instructor
    d. Derek Foust – Assistant Dean
IV. Associate Dean Derek Foust presented current enrollment figures.
    a. 52 students currently enrolled
        i. 24 new students
        ii. Six (6) high school students
        iii. Enrollment at this time in previous years:
            1. 2022 – 48
            2. 2021 – 45
            3. 2020 – 33
        iv. Overall enrollment is down across all institutions.
        v. Director Padzensky added that he is working with advisors to increase awareness of the program and reaching out to students via AVISO.
V. Dr. Peter Linden provided an update regarding the Food Truck Entrepreneurship Program.
    a. The Kansas Board of Regents did not approve of the previous AAS program.
    b. Program will include a revision of the certificates a, b, c, and the AAS with a proposed launch date of Fall 2026.
    c. Butler CC will be the only higher education institution in Kansas to have a food truck program.
        i. Students will have the ability to take courses related to food truck operations, event management, and general culinary arts with the
        ii. revisions coming to the certificates and AAS
    d. Discussion of curriculum changes
        i. Scott Redler approved of the new curriculum changes saying that he loved the direction that the program was changing and expressed that he was happy with the inclusion of food truck courses that will help us market the program and utilize the food truck that the program has.

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    ii. BJ Hunt also expressed his approval of the new program and mentioned that it seemed to better synthesize coursework between the certificate programs and the AAS and agreed with Scott that it is great that it includes food truck courses – he also expressed support for the entrepreneurship and business courses that can be taken as part of the cert C and AAS.

    iii. Les Padzensky and Ethan Moulds also expressed their optimism regarding the updated curriculum. They said that these courses would give students experience in a variety of hospitality and culinary courses and said that faculty are well trained and equipped to give instruction to students in the proposed courses.

    iv. Former student Danae Loomis also expressed support for the new curriculum changes. She said that previously there was a lot of confusion with the certificate programs and this new direction will help simplify the curriculum for incoming students.

    v. Derek Foust also expressed approval, saying that the new curriculum is more in line with the graduated approach that KBOR suggests for certificates – so that students can complete earlier certificates and apply those credits towards higher certificates with the ultimate possibility of earning an AAS degree

VI. Les Padzensky provided a 30-Day Update:
    a. Working with Chef Moulds and adjuncts to create/prepare course syllabi and curriculum.
    b. Ordered updated books (purchasing, math, etc.).
    c. Staff is being familiarized with A/V equipment.
    d. Reaching out to local restaurants and culinary community for potential guest speaker opportunities.
    e. Composed 'Welcome Letter' that will be given to culinary students when they pick up their books/tools.
    f. C.H.O.M.P. will be renamed 'Student Ambassadors of Culinary Arts'
    g. Culinary students will wear scarves in various colors:
        i. Plum – Student ambassador
        ii. Black – Instructors
        iii. White – Students
        iv. Gold – Officer in "Student Ambassador club
    h. Decided that Sysco would be primary food provider over Dillons.
    i. New electric bread oven ordered.
        i. Keeping the old oven to use for parts since the model ordered is being discontinued.
    j. Changed door entry codes.
    k. Updated electronic signs and will continue to update monthly.
    l. Created an academic/course schedule calendar to be provided to all culinary staff.
    m. Inspected food truck:
        i. Dead battery
        ii. Requires cleaning (hood cleaners scheduled for 12 July).
    n. Coffee/Pastry Bar to be installed in the location of the Hydroponic Grower.
        i. Moving espresso machine from Pastry Kitchen to new coffee bar.
        ii. Moving Hydroponic Grower to Pastry Kitchen.
    o. Plants and grass slightly dry due to the accidental cutting of sprinkler system when repairs were being made to the electronic sign; sprinkler system is now fixed.

VII. Upcoming events:
    a. 'Grizzly Go' on 20 July 2024.
        i. RICA will have a booth with information, cookies, textbooks, etc.
    b. "Meet & Greet" on 6 August 2024 (5:30 pm – 6:30 pm).
        i. Bring together current students, alumni, and RICA staff.

VIII. The meeting adjourned at 6:58 pm.

APPENDIX E - PENDING
Board of Trustee Minutes

Butler
Community College

- **Ready for Life -**

BUTLER COMMUNITY COLLEGE
BOARD OF TRUSTEES
MINUTES OF THE REGULAR BOARD MEETING
4:30 p.m., Tuesday, November 12, 2024 – Dankert Board Room
https://www.youtube.com/watch?v=iCwKvVJbyvo

STAFF ATTENDANCE

		BOARD ATTENDANCE
Kirsten Allen	Roger Morrow	Kim Braungardt
Tom Borrego	Dr. Jessica Ohman	Mary Martha Good
Christina Byram	Kerry Potter	Dr. Aaron Huslig
Zach Cannady	Bill Rinkenbaugh	Linda Jolly
Ryan Cook	Dr. Heather Rinkenbaugh	Forrest Rhodes
Derek Foust	Dr. Barry Robinson	Dave Sherrer
Kamielle Freeman	Janet Schueller	Shelby Smith
Dr. Jenna Gannon	Kelly Snedden	
Dr. Julio Guerrero	Dr. Phil Speary	
Jennifer Hartman-Vice	Christy Streeter	
Matt Jacobs	Shelley Stultz (*z)	
Dr. Kim Krull	Cory Teubner	
Dr. Peter Linden	Ireland Turner	
	Kent Williams	

GUESTS
Kylie Metzger (SGA)
Preston Sheets (SGA)

(*z) – denotes attendance via Zoom.

CALL TO ORDER
(YouTube @ 0:40)
Chair Jolly called the regular monthly meeting of the Board of Trustees to order at 4:30pm.

PLEDGE OF ALLEGIANCE
(YouTube @ 0:52)
The Pledge of Allegiance was said.

APPROVAL OF THE AGENDA
(YouTube @ 1:17)

Trustee Smith moved to move Consent Agenda Items X-D.B (Butler Nursing – Winfield Simulation Center) and X-E.A (SHE Proposal for Consulting) to Board Action Items. Trustee Braungardt seconded the motion. On roll call vote, the motion passed 7-0.

Trustee Rhodes moved to approve the agenda as amended. Trustee Smith seconded. On roll call vote, the motion passed 7-0.

RECOGNITIONS
(YouTube @ 3:07)
Dr. Krull recognized the following individuals:
- **Lindsey Fields –** Lindsey has been elected for a three-year presidential term for the National Association of Biology Teachers (NABT). During those years, she will serve on the Board of Directors in the positions as follows;
  - President Elect for 2025
  - President for 2026
  - Past-President for 2027
- **Joseph LaForge –** Joseph has been accepted to participate in the NSF funded nationwide Course-Based Undergraduate (CURE) program aimed at integrating CRISPR technologies into community college classrooms.
- **Zach Cannady –** Zach recently presented "Achieving Scheduling Buy-in from Faculty and Staff at Butler Community College" at the 2024 Ad Astra ASPIRE Conference. He discussed how Butler achieved faculty and staff buy-in with Ad Astra schedule building solutions and empowered them through college-wide training.
- **Kirsten Allen –** Served as Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO) Historian/Constitution Coordinator for 2023-2024.
- **Ireland Turner –** Ireland has been elected as Vice President Elect of the Kansas Association of Directors of Plant Facilities (KADPF), which leads to a four-year progression as follows:
  - 2024-25 – Vice President Elect
  - 2025-26 – Vice President
  - 2026-27 – President
  - 2027-28 – Past President
- **Kelly Snedden & Jennifer Green-Miracle** for their efforts in planning and promoting the "Build My Future" event hosted in conjunction with the Wichita Area Builders Association.

She also recognized Butler's Veterans as highlighted on the **2024 Honor Roll of Butler Veterans**.

PUBLIC COMMENT
(YouTube @ 11:57)
None.

STANDING REPORTS

Student Government Association (YouTube @ 12:09)– Kylie Metzger, SGA President, shared that SGA hosted Fall Fest on October 18 in collaboration with other clubs on campus, on October 19 they sponsored dinner for the Parent/Family Weekend Football Game, and on October 26, they partnered with Walter's Pumpkin Patch to provide free admission for students. The group also just restocked the food pantry on campus. Officers are busy planning future events.

Operational Staff (YouTube @ 13:53)– Zach Cannady shared that Midwest Mixes were sold at IDD during the lunch hour, and those sales will continue throughout the semester. He also invited everyone to participate in the Personal Care Product donation drive to support the Butler Food Pantry. OpStaff and Professional Employees are engaging in a fun competition to see which group can collect the most items. The next OpStaff meeting is Thursday, November 14 in Andover.

Professional Employees (YouTube @ 15:15)– Kamielle Freeman shared that the Professional Employees are finalizing their negotiations team and expressed that they are eager to know who will sit across the table from them. She also shared their desire not to have an attorney at the table, but rather invited a member of the Board to sit at the table.

Foundation Board Report (YouTube @ 20:03) – Trustee Rhodes shared that the Foundation Board will meet next week and he will have a report in December.

Board Finance Committee (YouTube @ 20:10) – Trustee Good shared that the committee discussed reasoning behind why some line items had changed from the previous month.

Educational Facilities Authority Report (YouTube @ 20:56) – Trustee Sherrer shared that EFABC meets the following morning, and did not meet the previous month. He will have more to share at the December meeting.

President's Report (YouTube @ 21:25) – Dr. Krull shared that ACEN has granted continuing accreditation to Butler's Nursing Program until 2032. She congratulated Janet Schueller and her team for their work to prepare for the visit.

She made the Board aware of the Higher Learning Commission mid-cycle review, which will occur on June 21, 2027. This will be a virtual review, and a report will have to be submitted prior to the visit. Dr. Speary will create a timeline of preparation for the visit.

Dr. Krull attended War Horse in Concert with the Wichita Symphony in October. She shared that 40 Butler vocal music students were the chorus for the entire production. Matt Udland was the choir director for the chorus, as well.

She also let the Board know about a gas leak in Andover at Vornado a few weeks ago and shared that during the evacuation of the 5000 Building, there was only one way from campus. This highlighted the critical need for construction at Yorktown and Commerce.

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Finally, Dr. Krull reminded Trustees of the Fall Nurse's Pinning on Friday, December 13. She asked for a volunteer to provide a welcome from the Board. Trustee Huslig volunteered to do so.

MONITORING REPORTS
(YouTube @ 28:25)
Dr. Heather Rinkenbaugh and Christy Streeter presented the Online, High School and Community Learning Report. Dr. Rinkenbaugh addressed questions from the Board regarding EDCF enrollment and High School programs.

BOARD STRATEGIC DISCUSSION
  A. Policy Updates – Educational Advancement Pay- Staff (YouTube @ 32:08) - Shelley Stultz presented proposed updates to the Educational Advancement Pay policy for staff. The Board did not have questions. This item will be on the December agenda for approval.
  B. Gram-Leach-Bliley Act (GLBA) (YouTube @ 36:55) – Christina Byram shared that this year's GLBA Assessment shows improvement over last year's assessment, moving from 73% compliance to 89% compliance. Butler was tested against 15 safeguards, passing 12. Butler passed 104 of 117 controls that were tested. Next year, there will be a higher set of controls. The controls continuously change to keep in line with the cybersecurity landscape. Butler is considered a low-risk institution.
  C. Outside Revenue Sources (YouTube @ 39:55) – Dr. Krull shared information about outside revenue sources with the Board. Trustee Jolly shared that the Board will continue to discuss these to keep the mill levy flat. Dr. Krull asked if the Board needed any additional information to move forward. Trustee Jolly asked Dr. Krull to inquire about whether sales tax would be a viable revenue source. Trustee Jolly also asked about industry grants that could be utilized. Trustee Smith expressed a desire to continue discussing cost-cutting measures as well. Dr. Krull also asked clarifying questions regarding Trustee Smith's request for the cost of online versus face-to-face classes.

BOARD ACTION ITEMS
  A. Presidential Search Update (YouTube @ 56:00)- Trustee Jolly shared that the Board has finalized negotiations with the Pauly Group, who will lead the search this spring. Many of the materials that have been previously developed will be edited and used this spring. The Board will be able to see all applicants as they come in, and they'll sort them into categories based on qualifications. Dr. Krull shared important dates for the screening committee this spring. Finalists will have on-campus interviews on March 31, April 1 and April 2. Trustee Jolly shared that the Board has engaged in contract negotiations with Dr. Jackie Vietti to serve as interim president for the Spring 2025 semester. The board will finalize the contract terms and looks forward to welcoming Dr. Vietti back to campus next spring. Trustee Sherrer moved to name Dr. Jackie Vietti as interim president with contract details to be finalized. Trustee Smith seconded. On roll call vote, the motion passed 7-0.

B. <u>Diesel Technology Program Curricula (YouTube @ 1:03:15)</u> - Trustee Sherrer moved to approve the revisions as presented. Trustee Smith seconded. On roll call vote, the motion passed 7-0.

C. <u>Butler Nursing – Winfield Simulation Center (YouTube @1:04:06) –</u> Trustee Smith asked for a refresher on the project. Dr. Krull indicated that in May 2022, initial costs were presented and equipment to be purchased totaled around $80,000. Maintenance of effort funds were used for this purpose, rather than operational funds. She also provided an overview of the original project plan, revenues and expenses. Dr. Krull and Janet Schueller provided updates on the expenditure. Trustee Smith asked about the total amount money that has been spent on the project from all sources. After discussion, Trustee Sherrer moved to approve the MOU between Butler Nursing, Southwestern College Nursing, Cowley Nursing and William Newton Hospital as presented. Trustee Good seconded the motion. On roll call vote, the motion passed 6-1, with Trustee Smith voting nay.

D. <u>Strategic Higher Education (SHE) Proposal for Consulting (YouTube @ 1:19:48) –</u> Trustee Smith asked what programs and majors enrollment coaches have been assigned to. Dr. Jessica Ohman shared that it's approximately one-third of the programs, including a mix of technical and traditional programs. Dr. Ohman described the coaches as onboard or enrollment specialists, with sales training. She shared that enrollment coaches are receiving training, and the original proposal is a "Train the Trainer" program, and the extension will allow the existing enrollment coaches to continue to focus on enrollment efforts while new coaches are trained. There are currently four enrollment coaches on staff, two were reassigned last year and two were added with Student Success funds. Trustee Braungardt asked about the contract and what would be gained. Dr. Ohman shared that it is the additional training and site visits from the SHE team. Trustee Good asked if the extension would allow us to move forward and train our people. Dr. Ohman feels like that will be possible following the extension. Trustee Good moved to extend the contract as presented. Trustee Sherrer seconded. On roll call vote, the motion passed 5-2 with Trustee Braungardt and Trustee Smith voting nay.

CONSENT AGENDA)
(YouTube @ 1:25:15)
Trustee Smith moved to approve the consent agenda as amended. Trustee Good seconded. On roll call vote the motion passed 7-0.
Items on the consent agenda included:
- Approval of October 8, 2024 Regular Meeting Minutes
- Approval of Bills & Warrants for October 2024
- Noelle Simulator
- Contract Renewal – Radio Broadcaster/Grizzlybacker Fundraiser (Higgins)
- Banking Services Agreement Extension

SUPPLEMENTAL INFORMATION
(YouTube @ 1:25:41)
<u>Key Performance Indicators Update</u> – There were no updates this month but the KPIs on the Strategic Priorities were noted.

Thank You Notes – GoldFest thanked the College for their commitment to assisting with the 2024 GoldFest.

Statement of Revenue & Expenditures – No discussion.

Board Calendars – Dr. Krull reminded Trustees about the November 25 Work Session. There will not be a December Work Session. The regular meeting in December will likely be shorter, allowing time for everyone to make their way to holiday programs and gatherings.

EXECUTIVE SESSION:
(YouTube @ 1:27:10)
Trustee Rhodes moved to recess into executive session for up to 60 minutes for discussion of confidential information related to cybersecurity measures that protect specific systems, facilities or equipment including persons and property and for discussion of personnel matters relating to non-elected personnel which if discussed in open meeting may violate their right to privacy to include the Board, Christina Byram, Dr. Kim Krull, Shelley Stultz, Roger Morrow and Jennifer Hartman-Vice. Trustee Sherrer seconded the motion. On roll call vote, the motion passed 7-0.

ENTER EXEC SESSION @ 6:00pm
RETURN TO OPEN SESSION @ 6:53pm

ADJOURNMENT
(YouTube @ 2:26:20)
Trustee Good moved to adjourn the meeting. Trustee Smith seconded. On roll call vote, the motion to adjourn the meeting passed 7-0. The regular meeting of the Butler Community College Board of Trustees was adjourned at 6:56 pm.

_____
Mary Martha Good – Secretary/Treasurer

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BILLS AND WARRANTS

TOPIC for ACTION
November 2024 Bills and Warrants

REPORT

Bills and Warrants for November 2024 - $3,991,230.09 (includes Expenditure Approval List - $1,072,927.03 and Payroll – 2,918,303.06).

RECOMMENDED ACTION:

Approval of November 2024 bills and warrants.

RECOMMENDED FUNDING SOURCE:
N/A

Submitted by: Sariah Wilson, Assistant Director – Accounts Payable
Supervisor: Yolanda Hackler, Director - Accounts Payable
Date: December 2, 2024

RESOLUTIONS

None

POLICY UPDATES

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TOPIC for ACTION
Policy Updates: Educational Advancement Pay (Staff)

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REPORT:
As discussed in the November 12,2024 Board meeting, the employee handbook contains policies and procedure relating to Educational Advancement Pay for Administrative/Institutional Support and Operational Staff. Professional Employees have Educational Advancement outlined in the current Master Agreement and will not be modified by this policy change.

The policies and procedures for staff have been updated to reflect changes in language to be more concise and relevant in the current employment environment. Additionally, the salary increases for Educational Advancement have been updated to mirror the amount provided to the Professional Employees for their Educational and Professional Advancement activities.
The recommended changes to these policies are listed below.   Policy language to be deleted/removed is shown with a strike through.   New language is shown in bold.
Estimated additional annual cost $6000.00

RECOMMENDED ACTION:
The Administration recommends the Board approve the proposed changes to the Educational Advancement Pay policy for Administrative/Institutional Support and operations staff.

RECOMMENDED FUNDING SOURCE:
Operational Budget, (Salaries)

Submitted by: Shelley Stultz, Associate Vice President for Human Resources
Supervisor: Dr. Kim Krull, President
Date: December 10, 2024

Educational Advancement Pay
Educational advancement pay results from successful completion of specifically approved professional-development activities. The following criteria will be applied for approval of educational advancement pay:

1. Activities intended for educational advancement pay must be clearly related to stated goals included on the **employee's** Professional Development Plan.
2. Activities provided at the expense of the college cannot be used for educational advancement pay. **This includes classes attended using an employee tuition waiver, webinars or workshops that are offered through a subscription that is paid for by the college, membership in a professional organization where the membership fees are paid by the college, etc.**
3. Equivalency credit is assigned to professional development activity, other than college credit hours. Such activity may include **attending professional conferences,** workshops, seminars, **webinars,** and continuing education activities. **These activities, if approved may not be completed on college time.** Credit hour equivalency will be calculated based upon the formula of fifteen (15) clock hours equals one (1) credit hour. Special projects such as internships, research, program innovation, and educational travel will be considered on an individual basis through agreement of the employee and dean/director-level supervisor.
4. **Educational Advancement increments shall be limited to two (2) per fiscal year.**

Professional Employees
Educational Advancement Pay is in accordance with Article VI – Compensation in the Master Agreement.

Administrative/Institutional Support/Operational Staff
All full time ~~and part time~~ administrative, institutional support and operational staff employees with no degree completed will receive ~~$400~~ **$1000** added to their annual salary upon completion of the Associate Degree**, or completion of professional development, certification or licensure specific to their position or role equivalent to 9 credit hours (135 clock hours). Part time employees will be awarded a pro-rated pay increase based on position hours.**

After completion of the Associate Degree, full time ~~and part-time~~ administrative, institutional support, and operational staff employees will receive ~~$400~~ **$1000** added to their annual salary for each 9 credit hours or **135 clock hours**, ~~prior to completion of a bachelor's degree~~, which have been approved according to the above Educational Advancement Pay guidelines. **Part time employees will be awarded a pro-rated pay increase based on position hours.**

~~All full time and part-time administrative, institutional support and operational staff employees will receive $650 added to their annual salary for each 9 credit hours or equivalent beyond the Bachelor's Degree which have been approved according to the above Educational Advancement Pay guidelines.~~

Once an employee has submitted the appropriate documentation to receive educational advancement dollars, the annual pay will be adjusted in the following manner:

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1. Annual raise is added to salary or hourly rate
2. Educational advancement dollars are applied to salary after raise is given

The following process will be used for requesting educational advancement pay:
1. The employee must complete the Request for Educational Advancement Pay (REAP) form and submit the completed form to ~~his/her~~ **their** dean/director-level supervisor for approval.
2. Approved requests will be forwarded to the Office of Human Resources. ~~will send a copy of the approval to the employee.~~
3. If the request is not approved, the supervisor must return the Request for Educational Advancement Pay (REAP) form, including any documentation related to the request, ~~to the Education Advancement Council (see below for description of council)~~ **to the employee.**
4. ~~The council will consider each forwarded request in accordance with the above criteria then render a decision regarding approval/denial of the request with a copy to the employee and their supervisor. Approved requests will be forwarded to Human Resources~~
5. Documentation of the completion of the approved activity must be in the Office of Human Resources by September 1st in order to authorize adjustments in pay. Acceptable documentation will include transcripts of college courses, proof of attendance (conference agenda, letter from presenter, etc.) at professional conferences, or certificates from conferences and/or training. Copies of any special project agreements must be included as part of this documentation.
6. Employees who believe their request has been wrongly denied may appeal the decision ~~of the Council~~ through established grievance procedures as outlined in Employee Handbook or Master Agreement (for Professional employees).

~~The Educational Advancement Council will be comprised of representatives of all employee groups (faculty, operational staff, institutional support, and administration) and will reflect the major areas of responsibility of the college (instruction, student services, finance, facilities, etc.).~~

- ~~Vice President for Academics, Chair~~
- ~~Associate VP or Assistant Director of Human Resources (standing position)~~
- ~~Director of Faculty Development (standing position)~~
- ~~Director of Organizational and Staff Development (standing position)~~
- ~~Officers or selected representatives of BCCCEA (2 faculty minimum, appointed annually by BCCCEA)~~
- ~~2 Operational Staff positions (one from office and one from facilities, (appointed annually by Op Staff group)~~
- ~~Academic Dean – appointed annually by Vice President of Academics Affairs~~
- ~~Student Services representative – appointed annually by Vice President of Student Services~~

(Revised 10/24; 7/06; Reviewed 9/22)

BIDS AND PURCHASES

None.

RATIFICATION OF AGREEMENTS & CONTRACTS

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TOPIC for ACTION
Voyatek

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REPORT:
Since the onset of the pandemic, there has been a notable rise in student application fraud across the United States. The shift to online learning environments has created new opportunities for fraudsters to operate undetected, gaining access to financial aid, institutional resources, or, in some cases, posing an insider threat. As a result, the Admissions team has been burdened with the time-consuming task of manually reviewing each application to identify potential fraud.

Voyatek offers a solution that addresses these challenges by efficiently identifying and preventing fraud. Their platform aggregates data from all client systems along with publicly available information and uses adaptive AI to analyze patterns and flag suspicious applications. For example, the system can verify whether an address corresponds to a property for sale, a rental listing, a vacant lot, or a legitimate residence. It can also identify when the same address is used across multiple applications, helping to pinpoint fraudulent activity more quickly. As part of the contract with Voyatek, a solution for ID verification is also provided. This solution will detect fraudulent, and AI generated IDs being used to gain admission and financial aid.

This solution streamlines the fraud detection process, reducing the manual workload for Admissions while enhancing our ability to identify and mitigate fraud more effectively.

RECOMMENDED ACTION:
Student Services and Information Services recommends the board approve the three-year contract of $36,120 annually and a one-time implementation cost of $18,000.

RECOMMENDED FUNDING SOURCE:
Information Services

Submitted by: Jessica Ohman, Christina Byram
Supervisor: Dr. Kim Krull, President
Date: 11/22/2024

7 Pricing

The following pricing assumes a single instance deployment of SSA Cloud Admissions Fraud Firewall. For an institution of Butler's size, the included five named users should be adequate to manage the business, process, however, additional packs of five named users are available for $4,680 per year to support a broader usage and sharing, particularly of the high-level strategic fraud dashboard.

We have assumed 10,000 applications processed annually, and 15% of those identified for verification using the document and identity verification capability. Monthly invoices for transactions will vary with actual usage.

Table 7-1 - Proposed Pricing

Product / Service	Year 1	Year 2	Year 3	Start M
Minimum Recommended:				
SSA Cloud Application Fraud Firewall - Admissions	$29,600	$29,600	$29,600	1
Notes:				
Solution will renew at yearly rates and escalation shown				
Includes cloud infrastructure maintenance, security, patches, and support for one instance.				
Includes hosting, storage, backup, data transfer: up to $6,000 per year included.				
Banner ERP Data Connector Included and one CRM data connector, anticipated to be CRM Recruit via query				
Five (5) Named User Licenses included. Additional licenses available upon request.				
Application Fraud Firewall - Admissions Implementation Service	$18,000	$0	$0	1
Application Fraud Firewall Per Transaction Fees:				
Identity, Synthetic Identity, Device/Phone/Email/Address Risk - $0.46 Per transaction, assuming 10,000 applications per year	$4,600	$4,600	$4,600	1
Document Verification and Remote Selfie Liveness - $1.28 Per transaction assuming 1,500 per year	$1,920	$1,920	$1,920	1
Total Investment:	**$54,120**	**$36,120**	**$36,120**	**$126,360**

Three-year agreement pricing quoted above provides a 10% discount off annual subscription fee pricing compared to a one-year agreement, saving Butler $11,760 over three years.

The Hosted Service Agreement (HSA) and Professional Services Statement of Work (SOW) full legal terms and conditions will be provided upon request should Voyatek be selected as a finalist vendor for contract negotiations.

TOPIC for ACTION
ImageX

REPORT:
College Relations and Marketing, and Information Services would like to continue a partnership with ImageX, a web company and recommended partner in the development of Butler's new website platform. This engagement will provide necessary assistance in user experience and design, Search Engine Optimization (SEO) and digital strategies, copyediting for high-quality content, a current student section, customized development as needed, and project management for the new website launch targeted for early summer.

This partnership is also critical in order to maintain progress as the Butler team is currently down two critical members. The partnership with ImageX will also assist in mitigating security issues with the current web server.

Butler has previously partnered with ImageX in a small-scale engagement for user research, navigation recommendations, a blueprint for Admissions and Community sections, guidance on ADA compliance, and professional development for web content and page builds with shared tools. They also provided valuable support for a platform upgrade. This current engagement ends in early December.

Continued engagement facilitates ADA compliance and supports strengthened efficiencies in Butler's complete website rebuild, ensuring it's the best marketing tool for prospective students, and enrollment tool for all students.

ImageX has offered a discounted rate ($100/hr) resulting in savings of $29,190 from the original contract price. With this savings, the proposed contract cost will not exceed $83,400. Student Success funds will be used to cover this contract.

RECOMMENDED ACTION:
College Relations and Marketing, and Information Services recommends the board approve the purchase of ImageX services for an amount of no more than $83,400.

RECOMMENDED FUNDING SOURCE:
Student Success funds

Submitted by:	Christina Byram, Vice President, Digital Transformation/Chief Information Officer, and Kelly Snedden, Director, College Relations and Marketing
Supervisor:	Dr. Kim Krull, President, and Tom Borrego, VP of Advancement and Special Assistant to the President
Date:	November 22, 2024

Estimate

Overview

Excellent project delivery is the heart of our business — more than 75% of our annual work is from repeat business. For that reason, we will work with you to determine a cost that allows you to achieve your goals and that is reasonable for the organization.

If you have an upper ceiling you need to stay within, we can also work with you on that. With all of these options, they can be fully customized to suit your needs.

Discounted Project Rate

We continue to extend our **"first-time project discount" of $100 USD/hour, discounted from $135 USD/hour,** to demonstrate our commitment to a successful partnership. This blended rate represents **$29,190 USD in savings** on this project.

Cost Summary

The cost summary is below with details on the following pages.

Area	Hours
SEO, Digital Strategy & Documentation	60
UX & Design	100
Copy Editing	150
Development	230
Quality Assurance	36
Project Management	79
Scrum Meetings	103
Contingency	76
Total Hours	**834**
Total Cost at Standard Rate of $135 USD/hour	$112,590
Total Cost at Discounted Rate of $100 USD/hour	$83,400
Savings	$29,190

> *The level of trust we've established with ImageX made it seem like we were one unified team... They were constantly on time, within budget and were always flexible with us.*

Clyde Boyer
Trinity Education Group

PERSONNEL

TOPIC for ACTION
Resignation of Zachary Sewell

REPORT:
Zachary Sewell, Interactive 3-D Technology Instructor, has submitted his notice of resignation effective December 31, 2024. Zachary has been a full-time employee of Butler Community College for 2 ½ years.

RECOMMENDED ACTION:
The administration recommends that the Board accept the resignation notice for Zachary Sewell.

RECOMMENDED FUNDING SOURCE:
N/A

Submitted by: Shelley Stultz, Associate Vice President of Human Resource
Supervisor: Dr. Kim Krull, President
Date: November 21, 2024

From:	Kathy R. Conner
Sent:	Thursday, November 21, 2024 8:50 AM
To:	Kathy R. Conner
Subject:	Letter of Resignation

Valerie and Darryl,

I am writing to formally announce my resignation as Full-Time Instructor of Interactive 3D Technology, effective December 16, 2024. I have recently accepted an opportunity to join a start-up game studio as a Lead Level Designer, a long-standing career goal I have been working towards and I am excited to pursue.

Please be assured that I will complete my responsibilities, including submitting final grades, by my last day. I will also ensure that any college property in my possession is returned to my Department Chair.

I want to express my sincere gratitude for the support, guidance, and opportunities I've received at Butler. It has been an honor to contribute to the department responsible for igniting my passion for game level design and giving me the foundational tools that carved the way towards this new opportunity. I am deeply appreciative of the experiences and connections I have gained here.

Thank you once again for everything!

Best regards,
Zachary Sewell

TOPIC for ACTION
Sabbatical Leave Request for Dr. Terry Sader

REPORT:

The proposed sabbatical plan submitted by Dr. Terry Sader, Professor of Philosophy and Religion, centers on conducting in-depth research into the history, current state, and future of teachers' unions in Kansas, particularly focusing on the Kansas National Education Association (KNEA) and the American Federation of Teachers (AFT). The aim is to produce a monograph that explores the challenges and opportunities faced by teachers' unions in a "Right to Work" state like Kansas, examining the political, legal, and practical conditions that shape union practices. This research will not only enhance Dr. Sader's professional expertise but also serve as a resource for faculty, students, and the broader community to better understand collective bargaining, labor relations, and the role of unions in education.

The Sabbatical Review Committee believes the proposed sabbatical plan is well-structured and aligns with both Dr. Sader's expertise and the goals of Butler Community College. Given Dr. Sader's extensive leadership experiences as a faculty union president and involvement with the KNEA Board of Directors, the project is highly relevant and actionable. The monograph and potential presentations will provide valuable insights into labor relations, benefiting both Butler and the broader educational community.

The Sabbatical Review Committee believes the timeline for the sabbatical is both realistic and efficient. Dr. Sader plans to dedicate the semester to conducting interviews, researching historical and legal documentation, and drafting the monograph, followed by revision and publication in the summer. This scope is well-suited to the length of the sabbatical and ensures the project's completion within the given timeframe. The research will not only support Dr. Sader's professional development but also enhance faculty understanding of collective bargaining and union advocacy, contributing to stronger labor relations at Butler.

The Sabbatical Review Committee believes this project will greatly benefit Butler Community College and its stakeholders. For faculty, the research will offer a resource to deepen their understanding of collective bargaining, especially for those new to the union. For students, incorporating labor-related topics into courses like Philosophy, Ethics, and Logic will broaden their understanding of labor issues, enhance their critical thinking, and improve their socio-economic awareness, which will directly enrich their educational experience.

The Sabbatical Review Committee believes this sabbatical will also advance Dr. Sader's professional competence. The research will deepen their expertise in labor relations, focusing on the historical and legal foundations of teachers' unions. This expanded knowledge will allow Dr. Sader to mentor colleagues, advocate for effective labor policies, and become a subject matter expert on labor relations, further strengthening Butler's faculty and fostering better engagement with labor issues within and beyond the institution.

Finally, the Sabbatical Review Committee believes the proposed sabbatical aligns with Butler's mission of fostering a collaborative learning environment. By improving labor relations, the project will contribute to faculty cohesion and support Butler's educators. The integration of

labor-related topics into the curriculum will also help prepare students for a complex, interconnected world. In addition, the monograph and associated activities will position Butler as a leader in addressing labor issues in higher education reinforcing its reputation for innovation and collaboration. Ultimately, this sabbatical bridges Dr. Sader's union leadership experience with Butler's institutional goals, creating a more supportive environment for both faculty and students.

RECOMMENDED ACTION:
The Board approve Sabbatical Leave for Dr. Terry Sader, Professor of Philosophy and Religion, for the Spring semester 2025.

RECOMMENDED FUNDING SOURCE:
General Fund

Submitted by: Kamielle Freeman, Chair – Sabbatical Review Committee
Supervisor: Shannon Covert – Dean SEM
Date: November 21, 2024

SECTION 14: SABBATICAL LEAVE

14.7 Comments and Recommendations

Applicant's Name ___Terry Sader___

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.**

Troy O. Nordman _____ 11/22/2024
Academic Dean/Supervisor   Date

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

Overall committee ranking: __7.4__
Overall Committee Ranking Average (all committee's members' individual ranking) must equal or exceed 6 for recommendation to be considered for sabbatical leave

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

Kamielle Freeman _____ 11-22-24
Sabbatical Review Committee Chairperson   Date

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

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

Dr. Kimberly W. Krull _____ 11/26/24
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.

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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: Terry Sader   Position: Instructor

Division: HSBS   Years of full-time service: 22

Date of first employment at BUTLER: 08/01/2002

Have you received a previous sabbatical leave from BUTLER? No

If yes, date of the leave: _____

Period of requested sabbatical leave:

Fall Semester_____ Spring Semester 2025_____ Fall & Spring Semester _____

Education
Highest degree: Ph.D._____ Date: 5/31/2000_____

Degree awarding institution: University of Kansas_____

Number of hours earned beyond highest degree: _____

Other significant accomplishments: Published "A Brief Guide to Critical Thinking",

"Reading for Interpretation", "Confucian Shame and Christian Identity in Protestant Free Worship",

"Euthyphro's Confucian Shame". Participated in the Asian Studies Development Program sponsored

by the NEH. Served as President of the BCCEA for the past 16 years. Currently serving on the

KNEA Board of Directors and as a delegate to the NEA Representative Assembly.

Terry L. Sader	09/16/2024
Applicant Signature	Date
Dean/Director Signature	9/16/2024
Dean/Director Signature	Date

****
Sabbatical leave committee's recommendation:

_____✓_____ recommend   _____ do not recommend

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Sabbatical Leave Application Narrative

Purpose and significance of the requested sabbatical

During this proposed sabbatical, I intend to research the history, current status and possible future of the labor movement for Kansas educational institutions. The purpose of this research is to produce a monograph for publication about the nature, objectives and practices of teachers' unions in Kansas. 'Right to Work' states, such as Kansas, pose a special challenge for the labor movement as many of the protections, opportunities and support that are enjoyed in 'union' states, including and especially for teachers' unions, are not available. In this environment, the teachers' unions, particularly the Kansas chapter of the National Education Association (KNEA), have adopted a variety policies, resolutions and practices to moderate those challenges in support of Kansas teachers and other education professionals. The Kansas chapter of the American Federation of Teachers (AFT) will also be examined.

The objective of this work is to provide a deeper understanding of the challenges and opportunities offered to local and state labor leaders of the teachers' union, the members and Kansas communities. Members, in particular, are largely unaware of the history and current political, legal and practical conditions of the organization serving their professional interests. The assumption is that a more detailed and precise understanding will lead to a better appreciation and participation in the organization. In most communities, generally, only some (typically those serving on school boards and school administrators) are aware of the local teachers' union and even fewer are aware of the state

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organization that the locals affiliated with. The expectation is that such a work will provide community members more insight into the teaching profession, work environments and concerns that the teachers' union addresses, as well as its priorities, policies and practices. Such insight can only create stronger bonds between teachers and their communities and greater support for both.

Hence, the significance of this project is improved labor relations at the state and local levels among all stakeholders. Improved labor relations is a major component for the success of any entity; but within education, with its responsibilities to knowledge acquisition and its intimate connections to social learning as sui generis among occupations and professions, positive relationships with the 'bargaining unit' is essential.

Work to be accomplished

Much of the work for the monograph will involve research of the history and current iteration of the Professional Negotiations Act, the KNEA, the AFT and related statutes and organizations. This will include interviews with education lawyers concerning current case law affecting teachers' unions. Long-time union members, retired and still employed, will be interviewed for personal narratives of the history of the Kansas labor movement for the education profession. Current state and local teachers' union leaders around the state will also be interviewed about current policies, objectives, and practices. Historical and contemporary documentation about the environment for collective bargaining, advocacy and professional development will also be investigated in order to provide as robust an

account as possible. In most cases, I'm already acquainted with many of these individuals, making access relatively unproblematic.

I expect to devote much of the Spring to the research, beginning with interviews and pursuing documentation later. I anticipate that document research and discovery will be greatly aided by the information and suggestions yielded in these interviews. The writing, itself, would begin toward the end of Spring and into the Summer, with an eye toward publication later in the Fall. With the bulk of the work devoted to research and organizing the eventual paper, the Spring semester seems adequate to effective completion of the project.

Projected results

The goal of this work is to produce a monograph suitable for publication and general dissemination. There are a number of organizations and publishers, including The Chronicle of Higher Education, NEA Higher Ed, KNEA EdTalk, Labor Notes and Labor Press, that provide such opportunities for publishing part or all of such work. One result of this research and writing is to establish my credentials for possible presentations on this material among various stakeholders. Publishing and presentations will serve to support the above objectives for increasing understanding of the labor movement in Kansas education and greater dissemination of that understanding. There may even be the opportunity to develop this work to be included somewhere within the College curriculum.

Justification

After 16 years in leadership of the Butler Community College Education Association (BCCEA), I can look back on a robust experience in many areas of local union activity, including collective bargaining, member advocacy and general union representation. As a member of the KNEA Board of Directors, I continue to learn about the priorities and responsibilities of the state organization, how it supports the locals and draws on national resources. These opportunities provide a wealth of understanding but also demonstrate how much there still is to know about these important institutions in the Kansas education system. As Socrates pointed out 2500 years ago, the more I learn, the more ignorant I am.

I have devoted a significant amount of my professional life to service in the education labor movement and it has greatly influenced my philosophical interests, professional relationships and my life in the classroom. As I've now stepped away from the day-to-day duties of local union president, this sabbatical offers the opportunity to continue my journey as seek to better understanding of my profession and its consequences for me in my professional and personal development.

It is my hope that this work will provide greater insight for our students as they prepare for a world where the realities and demands of organized labor inevitably affect us all economically, socially and culturally. Students lacking education about the labor movement may struggle to understand and respond to the demands of this ever more complex world. Philosophy confronts these demands with knowledge and reflection and this work can only enhance that learning. In the Philosophy I course, 19th and 20th centuries' social philosophies are examined, including those often associated with labor

relations. The Ethics course includes in its Course Outline, issues of poverty and hunger, which, inevitably relate to the work and living conditions. The Logic course asks students to analyze and assess arguments used in contemporary issues, including more and more often those associated with worker conditions. Being able to provide a deeper understanding of such in a specific work example enhances those learning opportunities.

I believe that a better understanding of the history and nature of collective bargaining and union representation will create opportunities for more productive negotiations between the BCCEA and the Butler Community College Board of Trustees. While there is always some disagreement in the negotiations process as each side works to promote their often-divergent interests, in these past few years, that disagreement has evolved into antagonism and hostility at times. As a participant, I have observed that both sides sometimes have struggled to understand the nature and expectations of the negotiations process itself. This has led to missteps at crucial points in the process that, in hindsight, sent both sides down unproductive paths, sometimes creating unnecessary acrimony. While both sides are statutorily required to participate in annual bargaining training, such training tends to focus on process, strategy and tactics—all of which are important to successful negotiations. However, I believe that understanding the broader environment of collective bargaining within the labor movement by all parties can provide a context for the kind of interpersonal relations that can help moderate a contentious moment. When the Board and education professionals work together for positive relations, when students have opportunities to learn more about the labor movement and when the community is

informed of an important aspect of college operations, the College is more effective in executing its mission and vision.

Special Note: As chair of the Department of Philosophy and Religion, I am aware of my responsibilities that must be attended. Since the above project does not require substantial travel or seclusion, I will continue to meet those obligations. I will remain available to Department faculty and others to conduct department business. I anticipate that I will still use my office on occasion.

Terry Sader, Ph.D.
Professor of Philosophy
Chair, Department of Philosophy and Religion
Butler Community College
715 E. 13th St., Andover, KS 67002
316 323-6123

TERRY L. SADER, Ph.D.

Professor of Philosophy
Department of Philosophy and Religion
Butler Community College
715 E. 13th St., Andover, KS 67002
316 323-6123
tsader@butlercc.edu

Education

Ph.D. (with Honors)	University of Kansas	Philosophy	2000
M.A.	University of Kansas	Philosophy	1995
B.A.	Kansas State University	Philosophy	1992

Areas of Specialization

Epistemology, Metaphysics, Philosophy of Language, Philosophy of Time, Philosophy of
Science, Philosophy of Religion

Areas of Competence

History of Philosophy (Ancient and Modern), Symbolic Logic, Analytic Philosophy, Philosophy
of Mind, Ethics

Teaching
(Full responsibility for grading, text selection, and syllabus)

Butler Community College, *Philosophy I, Ethics, Honors Philosophy, Introduction to Logic*
(full-time instructor—8/02 to present)
Dept. of Philosophy & Religion, 1801 Andover Rd, Andover, KS 67002. (316)733-0071.
  I also developed and teach the Philosophy, Ethics and Logic courses online (at
  online.butlercc.edu). I have taught with WebCT and Angel. Currently using Canvas.

University of Arkansas at Little Rock, University of Arkansas--Fort Smith University Center,
*Ancient Philosophy, Philosophy and Film, Modern Philosophy, Contemporary Philosophy,
Science and Values, Reasoning Across the Disciplines* and *Philosophy of Religion* (part-time--
8/00 to 8/02).
 5210 Grand Avenue, P.O. Box 3649, Fort Smith, AR 72913. (501)788-7963.
  These upper level courses provide part of the Philosophy component in a Bachelor of
  Arts in Liberal Arts degree offered by this satellite program.

University of Arkansas--Fort Smith, *Introduction to Philosophy,* (part-time--8/98 to 8/02)
5210 Grand Avenue, P.O. Box 3649, Fort Smith, AR 72913. (501)788-7530.
  Focus is on teaching critical thinking and writing skills along with the philosophical
  content of the course.
  I have also developed, at UA--Fort Smith's request, an 'online' Introduction to Philosophy

course offered every semester since Spring 2001 and taught by me (at *creative.westark.edu*).

Baker University, *Critical Thinking* and *Reasoning & Writing*, (evening classes--5/96 to 5/98)
6600 College Blvd., Suite 340, Overland Park, KS 66047, (913)491-4432.
> These are introductory logic courses designed to develop the ability to think and write clearly and critically, primarily through practice in inductive and deductive reasoning. I taught these classes through Baker's School of Professional and Graduate Studies.

Lawrence Career College, English and business classes, (Full time--2/96 to 5/98)
4824 Quail Crest Place, Lawrence, KS 66049, (785)841-9640.
> I taught *Business English*, word processing, *Accounting I and II*, including *Computerized Accounting*, as well as Lotus 123, *Business Math*, and *Career Development*. LCC provides quality training for post high school individuals interested in continuing skills applicable to the world of business.

University of Kansas, *Reason and Argument* (6 semesters--8/92 to 5/95)
Dept. of Philosophy, 3052 Wescoe Hall, Lawrence, KS 66045, (785)864-3976.
> This is an introduction to Informal and Formal Logic, with an emphasis on writing and evaluating arguments. I taught two independent sections per semester (approximately 35 students per section).

Service and Awards

Chair, Department of Philosophy and Religion
> 2024

Co-Chair, Task Force on Department Chairs
> 2014-15

Participant, Asian Traditions and Cultural Differences: An NEH Bridging Cultures Project
> 2012-14

Butler Community College Liaison, Community Colleges Humanities Association
> 2012

Outstanding Local President Award, KNEA
> 2011

Member, BCC Faculty Mutual Gains Bargaining Team
> 2010

President, Butler Community College Education Association
> 2010

Member, KNEA Board of Directors
> 2020

Outstanding Instructor Award, BCC Student Life Certificate of Appreciation
> 2009

Cornerstone Rainbow Award
> 2005

Faculty Advisor, BCC Philosophy Club
        2004
Great Grizzly Deeds Award
        2003
Honors Committee, BCC
        2002-4
WebCT Web Course Certification, Westark College, Fort Smith, AR
        2001
Assessment Committee for University of Arkansas at Little Rock--UA-Fort Smith University
Center 2000-2
Assistant Editor, *Auslegung: A Journal of Philosophy*
        2000-4
Reviewed Louis Pojman's *Philosophy: The Pursuit of Wisdom* for Wadsworth Publishing
        1999
Nominated for Baker University SPGS "Outstanding Faculty Service Award"
        1998
Assist. Chair, Graduate Association for Students in Philosophy
        1994-5
Member, American Philosophical Association
Member, Community College Humanities Association
Member, Asian Studies Development Program Association

Paper Presentations

"Imagining Knowledge in the Millennial Classroom"—Community Colleges Humanities
Association 2014 Southwestern Divisional Conference (11/8/14)
"Euthyphro's Confucian Shame"—Asian Traditions and Cultural Differences: An NEH Bridging
Cultures Project (8/11/14)
"Non-Foundational Religion: Breaking the Spell without Losing the Faith?"—Religion and
Spirituality in Society 2014 Conference (4/30/14)
"Teaching 'Way-Making': Daoism and River Canoeing"—Community Colleges Humanities
Association 2013 National Conference (10/26/13)
"Confucianism, Liturgy, and Shame"—Religion and Spirituality in Society 2013 Conference
(3/08/13)
"Sociobiology: Convergence of Biology with the Normative"—Community Colleges Humanities
Association 2012 Southwestern Divisional Conference (10/26/12)
"A Christian Nation?"—UniTea conference, Westark College (11/14/01)
"There Are No Tenseless 'B' Sentences"—Arkansas Philosophical Association 2000 meeting
(10/21/00)

Published Works

Using Technology to Help Our Students with Disabilities: Butler Faculty Spotlight, Butler
Online Faculty Focus (April 2015)
Euthyphro's Confucian Shame: Asian Studies Development Program Special Publication
(August 2014)

Confucian Shame and Christian Identity in Protestant Free Worship: Journal of Cultural and Religious Studies, Volume 1, Number 1, David Publishing (December 2013)

Evolutionary Ethics: Natural Selection for Morality. Mason, OH: Compilation Cengage Learning (2012).

Reading for Interpretation: A Brief Guide to Understanding Religious Exposition. Mason, OH: Thomson Custom Publishing (2006).

A Brief Guide to Critical Thinking: The Foundations of Ethico-Philosophical Reasoning. Mason, OH: Thomson Custom Publishing (2004).

FACULTY PERFORMANCE PLAN

ONE-YEAR PLAN___ THREE-YEAR PLAN___

Name__Terry Sader, Ph.D.__ Department__Philosophy and Religion__ Year\Semester __Fall 2024__

		Review of Faculty Performance Plan	
Jerry L. Sader	9/16/24	_Fran J North_	9/16/24
Employee's Signature	Date	Supervisor's Signature	Date

Copies to: Supervisor (original)

Employee (copy)

1. Teaching (60-80%) ___80___%

Reflection

At the end of the appraisal cycle attach a brief paragraph or bulleted statement in response to each of the following categories from the *Major Responsibilities of Full-Time Faculty* in regard to your strengths and weaknesses. (See Appendix B.)

- Content Expertise
- Instructional Design
- Instructional Delivery
- Assessment of Student Learning
- Course Management

2. Professional Development (10-30%) ___10___%

Set Goals: State, in measurable terms, at least one outcome you plan to achieve in terms of professional development. Each professional development activity must address at least one of the following elements:

1. Effective teaching skills
2. Effective use of scientifically based research and data to improve instruction
3. Staying current with all aspects of the industry/discipline respective to the program of instruction
4. Internships that provide relevant experience in the industry/discipline respective to the program of instruction
5. Training in the use and application of technology to improve instruction
6. Effective student assessment techniques
7. The integration of academic and technical education using challenging academic standards
8. Meeting the needs of special populations
9. Publication of research and creative work related to the discipline.*

*This element may or may not meet Carl Perkins professional development requirements.

Documentation of professional development activities: Attach 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.

Reflection

Attach a brief paragraph or bulleted statements that summarize your accomplishments as they relate to your role as a professional employee.

3. Service (10-30%) _____10_____%

        Service to the College (50-100%) _____5_____%

        Service to the Profession and/or Community (0-50%) _____5_____%

Reflection

Attach a brief paragraph or bulleted statements that summarize your accomplishments as they relate to:

- Service to college
- Support of college policies and procedures

4. Budget/Funding/Other Resources

List any and all resources required/available to accomplish your goals. Your supervisor can help provide the data necessary to complete this section.

$175/year for American Philosophical Association dues

Faculty PDP Section 1 Reflection:

In Response to my faculty evaluation (11/15/2023):

- Content Expertise
    - Ph.D. in Philosophy
    - More than 30 years studying and teaching Philosophy
    - Published and conferenced in the field of Philosophy
    - Have taught a variety of Philosophy courses at different colleges and universities
    - Created the Logic course
- Instructional Design
    - Created the online sections for Philosophy, Ethics and Logic
    - Created and taught the Philosophy and Ethics blended courses
    - Assign exams and assignments online as much as possible to free up more time for instruction
    - Piloting the use of AI in essay exams
    - Use of discussion boards in the Philosophy and Ethics online classes
- Instructional Delivery
    - Use a combination of Lecture and Discussion (class and small group)
    - Use PowerPoint presentation, white board and online lecture
    - Use occasional video from the Library collection when appropriate
    - Invite student feedback and discussion at every class
    - Require student presentations in Philosophy and Ethics classes
- Assessment of Student Learning
    - Online and in-class exams and assignments
    - Term Paper required in department courses
- Course Management
    - Prepare class schedules and assignments in advance
    - Return graded work with comments within one week
    - Schedule due dates with flexibility
    - Clear descriptions of assignments, readings etc.

Strengths

content knowledge
organization of the classes
communicating with my students
innovative approaches

Weaknesses

use of AVID strategies
sometimes scheduling too many topics for a single class

Paper Presentations

1. "Imagining Knowledge in the Millennial Classroom"—Community Colleges Humanities Association 2014 Southwestern Divisional Conference (11/8/14)
2. "Euthyphro's Confucian Shame"—Asian Traditions and Cultural Differences: An NEH Bridging Cultures Project (8/11/14)
3. "Non-Foundational Religion: Breaking the Spell without Losing the Faith?"—Religion and Spirituality in Society 2014 Conference (4/30/14)
4. "Teaching 'Way-Making': Daoism and River Canoeing"—Community Colleges Humanities Association 2013 National Conference (10/26/13)
5. "Confucianism, Liturgy, and Shame"—Religion and Spirituality in Society 2013 Conference (3/08/13)
6. "Sociobiology: Convergence of Biology with the Normative"—Community Colleges Humanities Association 2012 Southwestern Divisional Conference (10/26/12)
7. "A Christian Nation?"—UniTea conference, Westark College (11/14/01)
8. "There Are No Tenseless 'B' Sentences"—Arkansas Philosophical Association 2000 meeting (10/21/00)

Published Works

1. *Using Technology to Help Our Students with Disabilities:* Butler Faculty Spotlight, Butler Online Faculty Focus (April 2015)
2. *Euthyphro's Confucian Shame:* Asian Studies Development Program Special Publication (August 2014)
3. *Confucian Shame and Christian Identity in Protestant Free Worship:* Journal of Cultural and Religious Studies, Volume 1, Number 1, David Publishing (December 2013)
4. *Evolutionary Ethics: Natural Selection for Morality.* Mason, OH: Compilation Cengage Learning (2012).
5. *Reading for Interpretation: A Brief Guide to Understanding Religious Exposition.* Mason, OH: Thomson Custom Publishing (2006).
6. *A Brief Guide to Critical Thinking: The Foundations of Ethico-Philosophical Reasoning.* Mason, OH: Thomson Custom Publishing (2004).

Faculty PDP Section 3 Reflection:

Accomplishments as Related to Service to College and Support of College Policies and Procedures

1. Chair, Department of Philosophy and Religion
   2024
2. Creation of the Introduction to Logic Course and its online version
   2014
3. Created OER for Philosophy and Ethics classes
   2016-2024
4. Co-Chair, Task Force on Department Chairs
   2014-15
5. Participant, Asian Traditions and Cultural Differences: An NEH Bridging Cultures Project
   2012-14
6. Butler Community College Liaison, Community Colleges Humanities Association
   2012
7. Outstanding Local President Award, KNEA
   2011
8. Member, BCC Faculty Mutual Gains Bargaining Team
   2010
9. President, Butler Community College Education Association
   2010
10. Outstanding Instructor Award, BCC Student Life Certificate of Appreciation
    2009
11. Cornerstone Rainbow Award
    2005
12. Created and Faculty Advisor, BCC Philosophy Club
    2004-present
13. Great Grizzly Deeds Award
    2003
14. Honors Committee, BCC
    2002-4
15. Created Online Philosophy and Ethics classes
    2002-4

Faculty PDP Section 2 Reflection:

Service and Awards

1. Chair, Department of Philosophy and Religion
   a. 2024
2. Co-Chair, Task Force on Department Chairs
   2014-15
3. Participant, Asian Traditions and Cultural Differences: An NEH Bridging Cultures
   Project   2012-14
4. Butler Community College Liaison, Community Colleges Humanities Association
   2012
5. Outstanding Local President Award, KNEA
   2011
6. Member, BCC Faculty Mutual Gains Bargaining Team
   2010
7. President, Butler Community College Education Association
   2010

   Member, KNEA Board of Directors
   a. 2020
8. Outstanding Instructor Award, BCC Student Life Certificate of Appreciation
   2009
9. Cornerstone Rainbow Award
   2005
10. Faculty Advisor, BCC Philosophy Club
    2004

11. Great Grizzly Deeds Award
    2003
12. Honors Committee, BCC
    2002-4
13. WebCT Web Course Certification, Westark College, Fort Smith, AR
    2001
14. Assessment Committee for University of Arkansas at Little Rock--UA-Fort Smith
    University Center   2000-2
15. Assistant Editor, *Auslegung: A Journal of Philosophy*
    2000-4
16. Reviewed Louis Pojman's *Philosophy: The Pursuit of Wisdom* for Wadsworth Publishing
    1999
17. Nominated for Baker University SPGS "Outstanding Faculty Service Award"
    1998
18. Assist. Chair, Graduate Association for Students in Philosophy
    1994-5
19. Member, American Philosophical Association
20. Member, Community College Humanities Association
21. Member, Asian Studies Development Program Association

Reflection Paragraph 1: Teaching

Reflection Paragraph 2: Professional Development
Professional Accomplishments

Reflection Paragraph 3: Service to the College

Set Goals: State, in measurable terms, the outcomes you plan to achieve in terms of service.

Performance Goal(s)	Action Plan (Action Steps w/Timelines)	Outcomes Measures	Date Completed
Faculty advisor for BCC's Philosophy Club	Continue service to the Club and its mission.	Current advisory role. List meetings, topics, attendance numbers etc.	
Chair, Department of Philosophy and Religion	Continue service	Current status	
President Ex Officio, BCCEA	Continue throughout my remaining terms	Current status	
Chair, Butler for Education PAC	Continue throughout my remaining terms	Current status	
Serve on the Board of Directors for the KNEA	Continue throughout my remaining terms	Current status	
Delegate to the KNEA and the NEA Representative Assemblies	Continue throughout my remaining terms	Current status	
Member, KPAC	Continue throughout my remaining terms	Current status	

Documentation of service:

College: Attach a list of college meetings/teams/committees/councils/taskforces and activities attended; 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: Attach a 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.

Performance Goal(s)		Element(s)	Action Plan (Action Steps w/Timelines)*	Outcomes Measures	Date Completed
Continue working on refereed articles, textbooks and supplements.	9	Continue to update new editions of "A Brief Guide to Critical Thinking". Continue to work on books and articles for publication. Continue to move Department courses to OER and to develop new courses.	Continue editing "A Brief Guide to Critical Thinking" and offer it to all Philosophy and Ethics classes without charge 2024. Published *Euthyphro's Confucian Shame: Asian Studies Development Program Special Publication* (August 2014), *Confucian Shame and Christian Identity in Protestant Free Worship: Journal of Cultural and Religious Studies*, Volume 1, Number 1, David Publishing (December 2013), *Evolutionary Ethics: Natural Selection for Morality.* Mason, OH: Compilation Cengage Learning (2012). **Apply for sabbatical leave in 2024 to work on Kansas Higher Ed Unions essay.** Implement Philosophy class OER in 2024. Implement Ethics class OER in 2025. Engineering Ethics course approved for Fall 2025 implementation by the Curriculum Review Committee 11/13/2024.	
Increase my involvement with professional academic associations.	3	Continue membership in American Philosophical Association and Kansas chapter of the National Education Association. Continue to serve on the KNEA Board of Directors.	Annual membership renewals. Present papers and participate at academic conferences and seminars. Presented "Imagining Knowledge in the Millennial Classroom"—Community Colleges Humanities Association 2014 Southwestern Divisional Conference (11/8/14) Served as interim KNEA Board member for the Walnut Valley Uniserv 2022 and elected to the Board twice, 2023 and 2024. Elected as delegate to the 2024 NEA Representative Assembly.	
Develop and teach online and OER.	1	Continue to teach these classes and improve their pedagogy.	Current listing of classes and list of changes and improvements.	

*Includes research, curriculum development, professional conferences, workshops, seminars, professional travel, technical updating, or other options that may be available internally/ externally.

TOPIC for ACTION
Sabbatical Leave Request for Professor Cory Teubner

REPORT:
This sabbatical project focuses on developing six fully realized Master Modules tailored to department-specific, cross-disciplinary, and general student success needs. These modules will be accompanied by a faculty survey, a best-practices rubric, and a Canvas training module, ensuring their usability and impact. The project aims to create cohesive, reusable instructional resources that enhance learning across disciplines while establishing institutional processes for ongoing module development. By collaborating with key campus teams, Professor Teubner will ensure the modules reflect best practices in pedagogy, accessibility, and instructional design, resulting in tools that support faculty and elevate student outcomes.

The Sabbatical Review Committee believes this project will provide significant benefits to students, educational programs, and faculty by enhancing learning experiences and fostering collaboration. Students will benefit from cohesive learning across disciplines as foundational skills like thesis development and critical thinking are reinforced in multiple contexts, improving comprehension and application. Faculty will gain access to high-quality, adaptable Master Modules, reducing prep time and supporting new and part-time instructors. These resources, informed by best practices and aligned with institutional goals, will foster cross-departmental collaboration and elevate the overall quality of Butler's educational programs.

The Sabbatical Review Committee believes this project will enhance Professor Teubner's professional competence by deepening their expertise in instructional design and digital pedagogy. Through collaboration with Educational Technology, Faculty Development, and OER teams, Professor Teubner will refine their skills in developing multi-modal resources for various delivery formats, such as face-to-face, Hyflex, and online learning. This experience will position them as a leader in instructional innovation and cross-disciplinary education, advancing both their professional growth and their contributions to Butler's mission.

The Sabbatical Review Committee believes this sabbatical aligns with Butler Community College's mission and vision by promoting inclusivity, collaboration, and academic excellence. By creating resources that enhance instructional quality and support student success, the project advances Butler's commitment to inspiring students and fostering an inclusive learning environment. Additionally, the emphasis on cross-disciplinary collaboration and resource sharing among faculty contributes to institutional excellence, reinforcing Butler's role as a leader in innovative education.

RECOMMENDED ACTION:
The Board approve Sabbatical Leave for Cory Teubner, Professor of English, for the Spring semester 2025.

RECOMMENDED FUNDING SOURCE:
General Fund

Submitted by: Kamielle Freeman, Chair – Sabbatical Review Committee
Supervisor: Shannon Covert – Dean SEM
Date: November 21, 2024

SECTION 14: SABBATICAL LEAVE

14.7 Comments and Recommendations

Applicant's Name ___Cory Teubner___

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.**

Troy D. Nirchman   11/22/2024
Academic Dean/Supervisor   Date

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

Overall committee ranking: **8.1**
Overall Committee Ranking Average (all committee's members' individual ranking) must equal or exceed 6 for recommendation to be considered for sabbatical leave

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

Kamielle Sherman   11-22-24
Sabbatical Review Committee Chairperson   Date

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

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

Dr. Kimberly W. Krull   11/26/24
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.

7

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: Cory Teubner _____ Position: Professor of English _____

Division: HSBS _____ Years of full-time service: 12 _____

Date of first employment at BUTLER: Fall 2012 _____

Have you received a previous sabbatical leave from BUTLER? No _____

If yes, date of the leave: _____

Period of requested sabbatical leave:

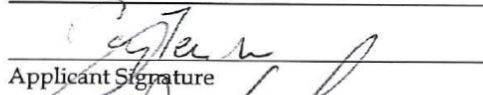Fall Semester _____ Spring Semester X _____ Fall & Spring Semester _____

Education
Highest degree: MA _____ Date: Spring 2012 _____

Degree awarding institution: Wichita State University _____

Number of hours earned beyond highest degree: _____

Other significant accomplishments: _____

_____   9/16/24
Applicant Signature   Date

_____   9/16/24
Dean/Director Signature   Date

****

Sabbatical leave committee's recommendation:

_____✓_____ recommend   _____ do not recommend

4

Cory Teubner

16 September 2024

Master Modules: Sabbatical Project, Spring 2025

I. Purpose and significance

This sabbatical project will conceive and produce "Master Modules," systematically organized lessons complete with relevant exercises designed for use in courses within specific disciplines as well as in various departments. At the same time, it will develop and initiate campus processes for future development of similar modules by other instructors. Such courses would fill a need at Butler to support the coordination of teaching across the curriculum. Historically, there have been efforts to encourage such coordination at Butler, including, for example, by sharing learning vocabularies and standards measured by CCSSE, fostering writing instruction across the curriculum, or teaching AVID concepts. Typically, these have been pursued by individuals working together to share content in their individual classes or through training occasions such as FDT seminars like Summer Jam. While initiatives like these have often been successful in varying degrees, Master Modules and their development processes will create a permanent digital structure in Canvas and an institutional structure in Butler's offices and processes to buttress them further. Thus, these efforts will have broader reach and more staying power.

II. Work to be accomplished

The project will result in the following tangible products: six modules for widespread use, including two sample modules specifically for English classes, two sample modules related to writing instruction to be available for use in courses across disciplines, and two

modules related to the general aims of Personal Development courses (specifically using AVID techniques). In addition to these six modules, it will also produce a report surveying Butler's faculty about what content they would find useful in their courses, a rubric describing best practices and minimum requirements for Master Modules made in the future, and a short Canvas training intended for use by all instructors who would like to develop Master Modules. Making these products will require collaboration with various campus offices and initiatives, including Educational Technology, the Faculty Development Team, and the Open Educational Resources teams.

Each module will include appropriate multi-media lessons and exercise sets. They will be built according to best practices for engaged learning in all delivery modes such as face-to-face and online environments, for example, and for alternative modes like Hyflex or online live. They will be designed for easy adaptability into other courses so that future teachers may search for relevant curriculum (e.g. an orientation to WICOR, or the rules of MLA page-formatting) and then use them in their courses at key times in the semester in whatever way is appropriate for their purposes. The six initial modules will model three types of content: content that can support teachers in a single department who share common instructional goals (in this case, the English department), content from one discipline that may be useful in another (skills related to writing instruction), and content that will promote student-success in any course (such as note-taking or WICOR principles).

The second set of tangible products involves institutionalizing Master Modules so that Butler can continue to develop a pool of shared resources in a systematic, principled

way that adheres to best practices. A survey of instructors will map out possible future modules that could be developed later (e.g. philosophy could develop a Master Module teaching logical syllogisms as presented in logic classes that could be useful in Composition II lessons focused on argumentation). A short Canvas training will orient future instructors to the processes and standards, to be organized in a rubric. Through these fruits, this project will model ideal sharing of content and exercises at the same time that it produces concrete tools useful to other instructors.

III. Projected results

This project will result in several Master Modules that will be ready for implementation in the Fall of 2025. Perhaps more importantly, it will codify and entrench a robust new process, a channel through which members of the faculty can develop excellent lessons and share them with their colleagues for use in their own courses. Seizing on and promoting Butler's enthusiastic culture of collaboration, this process will encourage inter-departmental cross-talk, crystalizing it into tangible products that will stay with Butler for years to come. New and part-time instructors will have an expanded menu of rigorous, pedagogically informed exercises to add to their new Canvas shells; Master Modules' easy availability and principled design will encourage high-quality instruction. Faculty members who want to coordinate with colleagues – pairing classes, for example, as has been explored in the past but rarely achieved - will be supported by this new avenue. Teachers who are looking for help teaching ideas they know students learn in other classes (using thesis statements and topic sentences in well-organized composition, for example) will have a growing menu of ready-made, plug-and-play content options.

Departments, divisions, and initiatives outside of the BCC faculty (the College Community Council, for example, or the library, enrollment services, or tutoring) will have a constructive route to reach students inside classrooms.

IV. Justification

Butler's students benefit from inter-departmental instructional coordination. If they recognize in one class language and ideas they had already encountered in another, it will counter the siloing that too often characterizes students' learning experiences. Making Master Modules available to interested teachers will result in an easy way for instructors to demonstrate cross-course, cross-discipline correspondence. Thus, this project imagines a future Butler in which students can see more often how ideas or skills from one area apply in other fields as well. For example, tools of reasoning and writing such as "synthesis" or "analysis" come up not only as tools of exposition in EG 101 but also as tools of reasoning in other classes in the humanities and social sciences. To take another example, students might encounter critical thinking tools such as "argument" or "fallacy" in a Logic class and later recognize them in US History or Sociology. Or indeed, they may practice writing skills such as summary or research in EG 102, and later, be reminded how they can use them in Art History or Intro to Psychology.

Cory Teubner

Associate Professor of English Composition and Literature
Chair of Leadership Studies and Personal Development

Butler Community College, El Dorado, KS

Phone 316-648-7025
Email cteubner@butlercc.edu

Education

MA in English, Wichita State University, Fall 2011
BA in Philosophy, Kansas State University, Spring 1999

MA Thesis "Framing, Inversions, and Materiality in William Blake's Prints and Printmaking." Fall 2011. Dr. Mary Waters, Advisor

Academic Publications and Conference Presentations

- "Double-Negatives, Present Absences and Other No-Nos: Dialogic Community Action in Ana Castillo's *So Far From God.*" *Mester* 40(1), Fall 2011.
- "Identifyin(g): Prosopopoeic Play in Ralph Ellison's *Invisible Man.*" *Watermark Journal.* Spring 2011.
- "The Community Revolution of *la Mitotera* Mayor in Ana Castillo's *So Far From God.*" 24th Annual GAFIS Symposium: Articulating Communities, University of Wisconsin - Madison. April 2011.
- "The Fall of Modernity's Haunted House: Isabelle Allende's *The House of the Spirits.*" Literatures of Modernity Symposium: "Experience the Modern through Literature and Art," Ryerson University, Toronto. March 2011.
- "The Matter of Prophecy: Blake's Reiteration of Milton's Alchemical Imagery." 2010 Mardi Gras Conference, Louisiana State University, Baton Rouge. February 2010.

Academic Honors

- Fellowship: Wichita State University English Department, Fall 2011. $6000.
- English Department Thesis Prospectus Award. Fall 2011. $250.
- Honorarium: Pedagogy presentation to peer GTAs, Ulrich Museum. February 2011. $75.

Teaching

Spring 2012-Present **Associate Professor, English Composition and Literature**
Butler Community College, Department of English
- Teach English composition, literature, and developmental English to a body of students diverse in age, ethnicity, and socioeconomic background
- Actively work with several committees, councils, and special projects including Butler's Inclusion Council and the Faculty Development Team
- Help design curriculum and pilot courses in BCC's Accelerated Learning Project
- Present regularly at Faculty Development inservice and workshops
- Assisted in coordinating and leading ALP portion of BCC's Dev. Ed. Institute, January 2014 and 2015

- Attended BCC's Service Learning Institute, Summer 2013
- Assisted with New Adjunct Orientation, 2013-Present
- Tutor students in Gayle Krause Learning Lab

2009- Spring 2012 **Graduate Teaching Assistant/Adjunct Faculty**
Wichita State University, Department of English
- Taught College English levels I and II to a body of students diverse in age, ethnicity and socioeconomic background
- Served as Visual Arts Editor for 2010 issue of the English Department's *Mikrokosmos* literary arts publication
- Taught several creative writing classes at the Hutchinson Correctional Facility as part of English Department's *Prison Arts* program

2005-2008 **ESL Teacher**
Carden China, Haidian Foreign Language Experimental School, Beijing, China
- Taught 4th, 5th, and 6th grade ESL in a standard classroom setting

2001-2004 **Group Home Assistant Manager**
Alternative Services Oregon – Incorporated, Portland, OR
- Taught and trained developmentally disabled clientele in a variety of areas ranging from reading and writing to life and professional skills
- Assistant-managed staff of 12-15 personnel in challenging, emotionally intense atmosphere

Fall 1999 **Undergraduate Teaching Assistant**
Department of Anthropology, Kansas State University
- Reviewed Cultural Anthropology 204 curriculum with 33 students in a classroom format, to supplement professor's lectures

Administration

2016-Present **Chair of Leadership Studies and Personal Development**
Butler Community College, Department of Academic Support and Effectiveness

2006-2009 **Director of Foreign Teachers**
Carden China, Beijing, China
- Recruited, trained, and oversaw 20 full-time ESL teachers
- Significantly renovated company's existing curriculum to meet formerly unmet classroom needs concerning every aspect of language acquisition from conversation to composition
- Designed and led annual two-week training to communicate basic curriculum and necessary classroom skills to each year's new staff
- Authored 120-page training manual to establish year-to-year consistency and uniformity among teaching staff
- Designed and orchestrated the development of a three-year ESL course for Beijing preschool classrooms
- Oversaw five-person design team and education specialists to produce the 12 textbooks and 3 teacher manuals that constitute the preschool course's backbone
- Adapted Carden China's established classroom curriculum to software/computer learning-center context

Professional Presentations

........................AVID Leadership Summit – Summer Institute

- "Gender, Sex, Preference, Expression: Transgenderism and Gender Nonconformity at BCC," PDD, Spring 2014
- "The Neuroscience of Learning," (collaboration with Leslie Pierson), PDD Spring 2015
- "Grit," BCC Developmental Education Institute, January 2015
- "Putting a Hole in Your Students' Heads," 2nd Saturday Workshop, Fall 2014
- "Exquisite Franklinstein: Representations of Intelligence and the Growth Mindset," PDD, Fall 2014
- "Kick-Starting Engines of Change: Firing Up Faculty Development," League for Innovation in the Community College Conference, Anaheim 2014 (collaboration with Butler's Faculty Development Team)
- "What Do I Do? Addressing Non-Cognitive Issues in the Classroom," (reprise) IDD, Spring 2014
- "Sowing the Seeds of Diversity at the Community College," Michael Tilford Conference on Diversity and Multiculturalism, Emporia State University, Fall 2013
- "What Do I Do? Addressing Non-Cognitive Issues in the Classroom," 2nd Saturday Workshop, Fall 2013
- All-faculty presentation introducing Inclusion Team, PDD, Fall 2013
- "On the Same Page: Writing and Rubrics," (reprise, collaboration with Andrea McCaffree-Wallace) PDD, Fall 2013
- "On the Same Page: Writing and Rubrics," (collaboration with Andrea McCaffree-Wallace) 2nd Saturday, Spring 2013
- "Starting a Conversation about Writing Across the Disciplines," PDD, Spring 2013

Professional Conferences Attended

- NISOD 2019
- CADE (again)
- AVID Summer Institute
- College Humanities...
- National Conference on Acceleration in Developmental Education, Baltimore 2014
- League for Innovation in the Community College Conference, Anaheim 2014
- Michael Tilford Conference on Diversity and Multiculturalism, Emporia State University, 2013
- Campus Compact Heartland Regional Conference, Tulsa 2013
- National Association for Developmental Education, Denver 2013
- Michael Tilford Conference on Diversity and Multiculturalism, Kansas State University 2012

Additional Experience

2004	Independent Foreign Travel
	Six months backpacking, trekking, and language study in Chile, Argentina, Bolivia, Peru, and Ecuador
2000-2001	Grassroots Organizing
	Assistant Canvas Director
	Fund for Public Interest Research, Portland OR

1999-2000	Journalism
	Writer/Reporter
	Winfield Daily Courier, Winfield KS

1996-1998	College Student Personnel
	Resident Assistant
	Kansas State University, Moore Hall

- Micro-counseled students to help them transition to college life
- Advised college Freshmen and Sophomores about academic matters
- Informed students about campus offices and opportunities including professional counseling, academic support, and health services
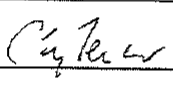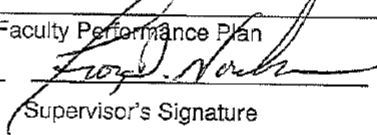
Notable Additional Skills

- Excellent written and oral communication
- College student academic advising and micro-counseling experience
- Significant experience with curriculum development
- Experience with collaborative projects in various professional environments
- Well-developed leadership, teamwork, and interpersonal skills

FACULTY PERFORMANCE PLAN

ONE-YEAR PLAN___ THREE-YEAR PLAN ✓

Name _Cory Teubner_   Department_English_   Year\Semester _Fall 2024_

Updated August 2024

(signature)	Review of Faculty Performance Plan 9/16	_(signature)_	9/16/24
Employee's Signature	Date	Supervisor's Signature	Date

Copies to: Supervisor (original)
Employee (copy)

1. Teaching (60-80%) _70_ %

Reflection

At the end of the appraisal cycle attach a brief paragraph or bulleted statement in response to each of the following categories from the *Major Responsibilities of Full-Time Faculty* in regard to your strengths and weaknesses. (See Appendix B.)

- Content Expertise
- Instructional Design
- Instructional Delivery
- Assessment of Student Learning
- Course Management

2. Professional Development (10-30%) _20_ %

Set Goals: State, in measurable terms, at least one outcome you plan to achieve in terms of professional development. Each professional development activity must address at least one of the following elements:

1. Effective teaching skills
2. Effective use of scientifically based research and data to improve instruction
3. Staying current with all aspects of the industry/discipline respective to the program of instruction
4. Internships that provide relevant experience in the industry/discipline respective to the program of instruction
5. Training in the use and application of technology to improve instruction
6. Effective student assessment techniques
7. The integration of academic and technical education using challenging academic standards
8. Meeting the needs of special populations
9. Publication of research and creative work related to the discipline.*

*This element may or may not meet Carl Perkins professional development requirements.

Performance Goal(s)	Element(s)	Action Plan (Action Steps w/Timelines)*	Outcomes Measures	Date Completed
See attachments				

*Includes research, curriculum development, professional conferences, workshops, seminars, professional travel, technical updating, or other options that may be available internally/ externally.

Documentation of professional development activities: Attach 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.

Reflection

Attach a brief paragraph or bulleted statements that summarize your accomplishments as they relate to your role as a professional employee.

3. Service (10-30%) 10   %

      Service to the College (50-100%) _____%

      Service to the Profession and/or Community (0-50%) _____%

Set Goals: State, in measurable terms, the outcomes you plan to achieve in terms of service.

Performance Goal(s)	Action Plan (Action Steps w/Timelines)	Outcomes Measures	Date Completed
See attachments			

Documentation of service:

College: Attach a list of college meetings/teams/committees/councils/taskforces and activities attended; 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: Attach a 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.
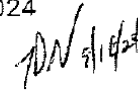
Reflection

Attach a brief paragraph or bulleted statements that summarize your accomplishments as they relate to:

- Service to college
- Support of college policies and procedures

4. Budget/Funding/Other Resources

List any and all resources required/available to accomplish your goals. Your supervisor can help provide the data necessary to complete this section.

Teaching (Section 1)

Content Expertise: In recent years I have worked consistently to update my "current events" content to keep my course offerings relevant to student varied interests, academic goals, and professional exploration. I have also worked to stay abreast of trends in writing instruction, especially regarding best practices for encounters with AI such as generative language tools including ChatGPT.

Instructional Design: I have practiced making my course a bit more cohesive and coherent, particularly my EG 102 course which now includes greater attention to some practical skills necessary for doing college-level research including, for example, quotation, synthesis, and summary. I have come to think of the latter of these as a central intellectual skill – in some respects the most important practical capacity exercised in EG 102. As a result, I have given it much sustained attention over a longer stretch of the semester, with more daily summarizing assignments starting earlier in the course. This has given students opportunities to practice putting other ideas in their own words and using correct citations; the daily assignments also create a more consistent platform for bringing outside ideas into the classroom. I have also begun to develop ways of teaching reading more explicitly. Reading has always been a central part of my course curriculum; now I am starting to clue in to the benefits of offering more deliberate instruction about how to approach a text, find main ideas, and reflect on content.

Instructional Delivery: I have fully implemented and even mastered a few ways to get students talking to each other and to the class as a whole. I rely constantly on "think, pair, share" strategies and I apply it off the cuff almost as easily as I breathe. Students become accustomed to course instructional routines almost immediately in my class, and as result, my classes have a culture of engagement; students arrive with an expectation that they will work together with each other starting when the arrive at class and carrying on throughout the session. I have continued to find ways to directly link discussions with the course's larger writing assignments. In other words, I have learned to be more deliberate about demonstrating how students' class discussions can generate provisional thesis statements and supporting details for their out-of-class projects. I now use (almost) entirely OER texts in all of my classes, and I continue to develop ways to implement them more seamlessly (for example, by distributing the sections and chapters throughout my Canvas modules instead of merely referencing page numbers – much more convenient for students. I have worked together to develop and streamline online version of all my classes and I presently am working to pilot ALP online and blended.

Assessment of Student Learning – In recent years I have developed rubrics – still under constant development – that better communicate class standards and expectations. They are more fluid, more detailed, and are more supportive of accurate, effective grading. As a result, I am certain that student work improves over time.

Course Management– The main development in my course management involves the effectiveness of my efforts to get students to meet with me via Zoom or in my office much more frequently than they did in the past. I have simply made myself more obviously available and worked to constantly remind students that I want them to seek me out outside of class. This has resulted in an improved ability to keep students engaged in coursework and assist students in solving problems as they arise.

Professional Development (Section 2)

1.

Performance Goal: Increase knowledge and practice of inclusion in higher education

Elements: Meeting the needs of special population (8)

Action Plan: Continue to work with BCCs Community Council (formerly known as Inclusion Council) and participate in all training opportunities

Outcomes Measures: Attendance at BCC meetings, satisfactory completion of trainings

Date Completed: 2026

2.

Performance Goal: Pursue advanced professional development concerning developmental education

Elements: Meeting the needs of special population (8)

Action Plan: Seek outside expertise via professional conference

Outcomes Measures: Attend 2026 CADE Conference

Date Completed: June 2026

3.

Performance Goal: Stay abreast of current developments and controversies in English pedagogy and theories about composition teaching

Elements: Staying current with all aspects of the industry/discipline respective to the program of instruction (3)

Action Plan: Pursue increased professional conversations with colleagues regarding recent and classic comp. theory publications

Outcomes Measures: Put together a reading discussion group to meet and talk about recent, topical scholarly articles related to comp. theory and practice

Date Completed: May 2026

Service (Section 3)

COLLEGE

1.

Performance Goals: Increase knowledge and practice of inclusion in higher education

Action Plan: Foster diversity on campus through intra-faculty/administration organization

Outcomes Measures: Participated in the founding of new Inclusion Committee and contributed to its earliest missions and development

Date Completed: Current and ongoing

2.

Performance Goals: Participate in the enhancement of institutional development

Action Plan: Learn about and contribute to ongoing efforts to foster college-wide institutional development

Outcomes Measures: Continue to meet attend and participate in Faculty Development Team meetings and efforts

Date Completed: Current and ongoing

3.

Performance Goals: Promote AVID instructional practices on BCC

Action Plan: Continue to lead AVID Site Team meetings

Outcomes Measures: Spread of AVID techniques throughout BCC instruction across the curriculum

Date Completed: Current and ongoing

TOPIC for ACTION
Sabbatical Leave Request for Professor Mindy Trenary

REPORT:
This sabbatical proposal outlines a project to develop a fully accessible, zero-textbook-cost (ZTC) OER course for *American Literature II*. The course will be designed in Canvas, following Universal Design for Learning (UDL) principles and aligned with KBOR outcomes to ensure accessibility, transferability, and academic rigor. The completed course will include comprehensive instructor notes, supplemental resources, and engaging, module-based content that can be freely accessed and used by Butler Community College faculty. By reducing financial barriers for students and supporting faculty with ready-to-use materials, this project will enhance both teaching and learning while advancing Butler's mission of providing inclusive and affordable education. Faculty in the English Department will benefit from a high-quality course available through Canvas, complete with instructor notes and innovative teaching practices. This project supports Butler Community College's mission by promoting affordability and inclusivity while enhancing instruction in literature courses.

The Sabbatical Committee believes this project will enhance Professor Trenary's professional competence as Butler's OER Coordinator and an experienced English instructor. Developing the course will deepen their expertise in curriculum design, Universal Design for Learning (UDL), and accessibility standards. By integrating historical, cultural, and literary theory into teaching materials, Professor Trenary will strengthen their leadership in OER initiatives and their ability to deliver high-quality, interdisciplinary instruction.

The Sabbatical Committee believes the project's objectives are clearly defined and appropriate, focusing on improving instruction, creating quality resources, and engaging students. Deliverables include a finalized 16-week OER course, instructor notes, and supplemental materials, all aligned with KBOR outcomes and subject to quality review. The detailed timeline and planned activities are realistic for a one-semester sabbatical, leveraging Professor Trenary's prior OER experience to ensure successful completion within the designated timeframe.

RECOMMENDED ACTION:
The Board approve Sabbatical Leave for Mindy Trenary, Professor of English, for the Spring semester 2025.

RECOMMENDED FUNDING SOURCE:
General Fund

Submitted by: Kamielle Freeman, Chair – Sabbatical Review Committee
Supervisor: Shannon Covert – Dean SEM
Date: November 21, 2024

SECTION 14: SABBATICAL LEAVE

14.7 Comments and Recommendations

Applicant's Name _Mindy Trenary_

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.**

Troy D. Nordman _____ 11/22/2024

Academic Dean/Supervisor _____ Date

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

Overall committee ranking: **8.5**
Overall Committee Ranking Average (all committee's members' individual ranking) must equal or exceed 6 for recommendation to be considered for sabbatical leave

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

Kamielle Freeman _____ 11-22-24

Sabbatical Review Committee Chairperson _____ Date

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

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

Dr. Kimberly W. Krull _____ 11/26/24

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.

7

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 16*for fall semester sabbatical leave requests and September 16*for spring semester sabbatical leave requests.

Name: Mindy Trenary   Position: EnglishInstructor/OER Coordinator

Division: HSBS   Years of full-time service: Completing 7th year

Date of first employment at BUTLER: August 2017

Have you received a previous sabbatical leave from BUTLER? No

If yes, date of the leave: N/A

Period of requested sabbatical leave: 2025

Fall Semester_____ Spring Semester _X_____ Fall & Spring Semester _____

Education
Highest degree: PhD   Date: 07/2015

Degree awarding institution: University of Arkansas

Number of hours earned beyond highest degree: N/A

Other significant accomplishments: _____

Please see attached Curriculum Vitae.

_____   09/16/2024
Applicant Signature   Date

_____   9/16/2024
Dean/Director Signature   Date

****

Sabbatical leave committee's recommendation:

_____ recommend   _____ do not recommend

4

Application Narrative (Sabbatical Project Proposal)

This sabbatical proposal outlines a one-semester project that will meet the following four objectives: one, help improve instruction in the discipline of literature; two, increase the availability of quality resources supporting both students and instructors; three, help increase knowledge in American Literature; and four, create new and innovative ways to engage students. This project, a 16-week, accessible, and completely ZTC (zero textbook cost) OER (Open Educational Resources) course, will be completed in Canvas. Upon completing the project, the course will go through the quality check process through Educational Technology. After being quality checked and approved, the module-based course will be made available for download to all instructors in the English Department through Canvas Commons.

American Literature II (from 1865) is a KBOR (Kansas Board of Regents) transferrable course and part of the English/Literature AA sequence of courses and falls under Bucket 06 of the KBOR transfer system. It is also an elective possibility for AA degrees such as Foreign Language and History. As such, the course should be made available to all students, regardless of their ability to pay for textbook and material costs. Currently, the textbook for the course costs $100 used from the college bookstore and $133.25 new. However, the current required textbook edition was published in 2008 and is out of print, making it difficult to find even used copies (especially quality used copies).

Creating an OER course reduces the added burden of material costs on students. The proposed course would have no textbook or additional fees beyond those related to tuition and online learning (if taken in the online format). This project meets Butler Community College's objective of keeping education affordable, as stated in the mission. Additionally, this project meets the college's stated goal of ensuring inclusivity because it will ensure that all students enrolled in the course can afford the materials, no matter their circumstances.

To meet the objectives of this project, I will utilize the following steps. As I have previously completed an OER course for Canvas, I am familiar with the workload and time dedication required to ensure its success. First, previously created materials that may support the current project or KBOR outcomes will be considered, but all will be open and free of cost. This step will require around one week to complete. If other materials are available, they will be integrated into the course to provide context and another perspective in addition to the instructor's.

Two, a historical-thematic approach to American Literature (after 1865) will be created and will be the guiding system behind the organization of the course. Most American Literature textbooks take a genre or theme-based approach and, as such, run the risk of leaving out vital American voices. However, a more historical and cultural approach to the material will allow for increased contextualization. It will also allow for more integration of theory and give the instructor a way of connecting the course material with others offered through Butler. In other words, it will provide an interdisciplinary approach that will help market the English Department and other departments. The course structure will be matched with existing KBOR course outcomes. This step will likely take around one week.

Three, a 16-week, module-based course structure based on UDL (Universal Design) principles will be created. Each module will be self-contained and can be moved at the instructor's discretion.

This process will help expedite the quality check process, match it to existing course structures, and increase the course's navigability. As it will follow the recommendations of Educational Technology courses, it will help students anticipate the structure of the course. This step will take around two weeks to complete.

Four, Instructor Notes will be created to accompany a preexisting textbook or serve in lieu of a textbook. This step will require extensive research to provide historical and cultural background, footnotes to aid students in interpreting literary works, and critical thinking activities, and it will likely take around eight weeks to complete.

Five, a variety of engaging assignments, both summative (major assessments for the end of each unit) and formative (assessments during the learning process), will be created. Each of these assessments will be designed to check students' engagement with KBOR outcomes and meet various student learning preferences. These assessments will help students practice new reading, thinking, and learning methods. This step will likely take around one week.

Six, overview pages will be created to directly address KBOR outcomes and preview the Bloom's skills needed for student success in each module, providing a way for instructors to judge student comprehension. This step will take around a day.

Seven, supplementary videos, websites, and other interactive materials will be found to supplement the modules' instructor notes. These will be of great use to students and instructors as textbooks generally do not provide outside sources to aid in comprehending subject materials. This step will take around a week.

Eight, all materials added to the course will be made accessible according to WCAG 2.1 standards (the standards supported also supported by Educational Technology): videos will be captioned, websites will be checked for errors, images will include descriptions, and ableist language will be avoided as much as possible. This step will take around one week.

Nine, the course will be thoroughly proofread and polished to ensure a quick review process when it goes through Educational Technology's quality check. This step will take around five days.

Overall, the steps outlined will require 15 weeks of dedicated time, with one week of overage for accidentals. I have previously completed a self-contained OER course, and I am aware of the time required and the steps needed to ensure the project's success. With fewer course obligations and only the OER Coordinator duties remaining, I will be able to devote the time necessary for quality course completion.

After the project is finished, the following results are anticipated. As I am the OER Coordinator for Butler Community College, creating a new OER will help me further my mission of supporting the OER initiative on campus. It will also bring positive attention to the English department and its course offerings, hopefully increasing enrollment. Furthermore, as an English instructor with a degree in American Multiculturalism, designing a new course will help me think through curricular changes, stay abreast of current trends and theories in the field, and navigate potential hurdles related to material and concepts.

In addition to aiding my professional growth, the project will benefit Butler Community College students. Overall, studies show that students who take OER courses are as engaged in their courses, if not more so, because of the reduced financial burden. When course materials are accessible, especially in online classes, students may be able to work fewer hours, enabling more time to be spent on coursework, increasing retention. It has also been shown that students who save money on materials are able to put more funds towards tuition, which may increase enrollment. Furthermore, when materials directly relate to KBOR outcomes, it ensures course transferability and reduces skill loss between courses, programs, and degrees. OER creation leads to student success and highlights Butler Community College's mission and vision.

Academic success is foremost, but this project will also aid Butler in providing inclusive, affordable, and quality education. This project is inclusive as it ensures all students can afford the materials needed for course completion. It is affordable because OER courses do not charge for textbooks or other materials beyond tuition, but this does not mean the materials are of lesser quality. Indeed, OER are nationally and globally recognized teaching resources that highlight our own faculty members' skills, strengths, and knowledge and allow instructors to address the unique challenges of Butler students. As the materials are created by a Butler instructor familiar with Butler County and the surrounding areas, they also allow for dynamic integration of regional information and assignments that help support the local community (service learning). For these reasons, Butler Community College will be shown as an innovator and leader in the OER space in Kansas, distinguishing us from other Associate degree-granting institutions.

Mindy R. Trenary, Ph.D.

2534 N. Davin CR
Wichita, KS 67226

mtrenary@butlercc.edu
(479) 283-4947

Education

Ph.D., *English*, emphasis in American Multicultural and Ethnic Literature, University of Arkansas, July 2015.
- Dissertation: "Immigrant Cosmopolitanism: Jewish American Immigrant Narratives and Modernist Cosmopolitan Aesthetics." Director: Dr. M. Keith Booker. Committee: Dr. Lisa Hinrichsen, Dr. Susan Marren.

M.A., *English*, emphasis in Cultural Studies, Kansas State University, May 2005.

B.A., *English Language and Literature*, Wichita State University, 2002.
- Minors in Anthropology and German.

CLRA (College Language and Reading Association) Certification, Level I.

Creative Commons Certificate (Copyright and Open Educational Technologies)

Community College Experience

2017-Present Professor, OER Coordinator, Butler County Community College, Andover, KS.
- Courses:
  - Literature 201: Introduction to Literature I
  - Literature 215: American Literature Survey I: Pre-Colonial to 1865
  - Literature 216: American Literature Survey II: 1865 to Contemporary Period
  - English Composition I
  - English 101/Fundamentals of English 060 (Corequisite Model)
  - English 102: English Composition II
  - Personal Development 129: Engaging in the Metamajors (Pathways Model)

- Online Courses: Literature 201 (Introduction to Literature); English Composition II; English Composition I; Literature 215 (American Literature I); Literature 205 (Introduction to Short Story); LT 204 (Introduction to Poetry).

- Course Development: Literature 201 (Introduction to Literature, Open Education Course): 8-week, 12-week, and 16-week online and traditional courses; Literature 205 (Introduction to Short Story, Open Education Course): online course; LT 205 (Introduction to Poetry): online course; LT 215 (Ethnic and Minority Literature) course outline; Introduction to World Literature course outline (in progress).

Teaching Interests

American Multiculturalism, Composition, Digital Humanities, Immigrant/Diaspora Literature, Ethnic Literature, Immigrant Literature, American Contemporary Literature and Popular Culture, Cultural Studies, Online Course Design (UDL), Educational Technology, and Accessibility, Inclusion and Access, Open Educational Resources.

Related Experience

2022-Present   OER Coordinator, Butler Community College.
- Supervised Student Worker.
- Created mentoring process and mentored faculty members developing OER materials.
- Chair of Textbook Affordability Committee
- Coordinator of institutional OER initiative, reporting to VPA.
- Created intra-institutional partnerships.
- Prepared grant materials.
- Prepared and maintained reports for institution's board, KBOR, VPA, and dean's office.
- Conducted meetings, workshops, and faculty training at the institution and state level.
- Marketed OER initiative to students, faculty members, and other constituents.
- Improved initiative visibility and documentation for HLC and other stakeholders.
- Monitored savings and project pay for faculty.

Academic Honors and Awards

2022	Innovations in Teaching Award, SIDLIT.
2022	Nominee, Student Life Award, Butler Community College.
2021	Commendation, Most Influential Instructor, Order of the Purple Member, Butler Community College.
2021	Library Award Winner, Butler Community College.
2018, 2020	Nominee, Excellence in Teaching Award, Butler Community College.

Professional Badges

Online Teaching, Online/Blended Course Development, Canvas, Classroom Accessibility, Open Educational Resources

Author/Editor

2020	Reading Beyond, 1st Edition
2023	Reading Beyond, 2nd Edition
2021-2022	**Editor and Contributor**, Fundamentals of English (Co-requisite Model) OER Project, Andover, KS.

2017-2018	**Editor and Contributor**, Composition II OER (Open Educational Resource) Project, Butler Community College, Andover, KS.
2019-Present	**Committee Chair and Editor**, Introduction to Literature OER (Open Educational Resource) Project, Butler Community College, Andover, KS.
2024-Present	Editor and Contributor, Introduction to Poetry OER (Open Educational Resource) Project, Butler Community College, Andover, KS.

Academic and Community Service

Spring 2024	**Member**, Vision and Mission Statement Subcommittee, KBOR.
2023-2024	**Member**, High Enrollment Course Subcommittee, KBOR.
2023	Humanities and Social Sciences Dean Search Committee, Butler Community College, Andover, KS.
2022-Present	**English OER Liaison**, State of Kansas, KBOR.
2021-Present	**Co-Chair**, OER Trainers Committee, State of Kansas, KBOR.
2021-Present	**Member**, *State of Kansas OER Steering Committee.*
2021-Present	**Member**, *Mental Health Subcommittee*, Diversity and Inclusion Council, Butler Community College, Andover, KS.
2020-Present	**Member**, *Diversity and Inclusion Council*, Butler Community College, Andover, KS.
2020-Present	**Member**, *Online Instruction Quality Assurance Team*, Butler Community College, Andover, KS.
2019-Present	**Chair**, *Textbook Affordability Committee*, Butler Community College, Andover, KS.
2019-Present	**Volunteer**, English Tutoring Lab
2019	Member, Final's Schedule Committee, Butler Community College, Andover, KS.
2018-Present	**Editor**, Online Writing Lab, Butler Community College, Andover, KS.
Fall 2018	**Representative-American Literature**, KCOG (Kansas Core Outcomes Group), Overland Park, KS.

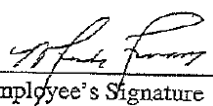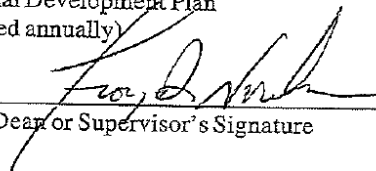**Languages:** Intermediate knowledge in German, certification Summer 2009, University of Arkansas.

Butler
Community College

PROFESSIONAL DEVELOPMENT PLAN

Name: Mindy Trenary

BCC Position: English Instructor/OER Coordinator

<table>
<tr><td colspan="3">Review of Professional Development Plan
(to be updated annually)</td></tr>
<tr><td>Employee's Signature</td><td>9/16/2024
Date</td><td>Dean or Supervisor's Signature   9/16/24
Date</td></tr>
<tr><td colspan="3">Copies to: Dean/ Supervisor (original)
           Employee (copy)</td></tr>
</table>

1) **Self-Evaluation**

Identify what you consider to be personal strengths and areas of proficiency in addition to limitations or concerns that you wish to address.

Strengths: 1. Organization, project management, and follow through; 2. Creative thinking and a willingness to try new approaches; 3. An ability to think as both a faculty member and as an administrator. **Opportunities:** 1. I need to find a better balance between instructor and administrative duties; 2. I need to ensure that I am not taking too much upon myself; 3. Not delegating larger tasks to others or to a committee.

2) **Goal Statements (Since Last Update in 2020)**

State, in measurable terms, the outcomes you plan to achieve in terms of professional and/or organizational goals.

Professional goals may include improvement of skills in computer technology, teaching, communication, or leadership, as well as further education in areas that relate to your career.

1. Teach all of the English department offerings at least once (with the exception of Creative Writing and Children's Literature); 2. Transition the English Department to be entirely OER; 3. Utilize a sabbatical to help increase OER offerings in the English department and focus on forward momentum for the OER initiative. 4. Complete the Online/Instructional Design Certificate through Butler (when/if it is available); 5. Serve as the Butler OER Liaison on the KBOR OER Steering Committee; 6. Serve as the English OER Liaison for the state of Kansas.

Organizational goals may include activities related to your position, department, or service area.

1

These goals should reflect the mission, purpose, and guiding principles of BCC.

1. Improve visibility and marketing of the OER initiative at Butler;
2. Ensure that the OER initiative is meeting guidelines and goals stated in HLC report;
3. Continue mentoring faculty as they transition to OER;
4. Help standardize and ensure quality instruction in the English Department through the creation of EdTech approved "Master Courses."

3) Methods of Accomplishing Goals

Describe the activities you plan to pursue to accomplish your goals. Include research, curriculum development, professional conferences, workshops, seminars, professional travel, technical updating, or other options that may be available internally/externally.

1. I will sign up for a new course that I have not taught at least once a year. Courses that I still need to teach: British Literature I, II, Shakespeare, Ethnic/Multicultural Literature, and Technical Writing.
2. OER for American Literature I, British Literature, Shakespeare, and Introduction to Poetry are in the works. We still need American Literature II, Ethnic/Multicultural Literature, World Literature (depending on KCOG approval), Children's Literature, and the ESL courses.
3. I will encourage full-time and adjunct faculty members to contribute to course offerings through marketing, incentives, and mentoring.
4. I will enroll in the Online/Instructional Design certificate starting in the Spring if it is available.
5. I am currently the Butler liaison for the OER Steering Committee and the English OER liaison for KBOR. I will continue to serve in these roles.
6. I will improve the visibility and marketing of OER on campus by working with marketing, Faculty Development, the Butler Library system, and TAT (Textbook Affordability Team) to produce flyers, videos, and other materials.
7. I have created a system and will work with TAT to ensure that we are meeting the goals stated in the HLC report.
8. I will revise and resurrect the OER mentoring program designed by Judy Bastin.
9. I will continue to create EdTech approved versions of English Department offerings.
10. Apply for a sabbatical so I will have the bandwidth to focus on the duties and tasks associated with the OER Coordinator/TAT positions.

4) Budget/Funding

List any and all resources required/available to accomplish your goals. Your dean or immediate supervisor can help provide the data necessary to complete this section.

1. I will be working with Faculty Development to create a small fund (if possible) to create awards for OER development and implementation.
2. If possible, I would like to ask the VPA for a small fund to support professional development in the field of OER (conference fees, etc.) and for marketing materials (posters, etc.)—this would hopefully reduce the financial burden on HSBS.

5) Other Resources

List anything other than monetary resources, such as, people, organizations or institutions necessary to accomplish your goals.
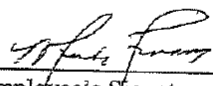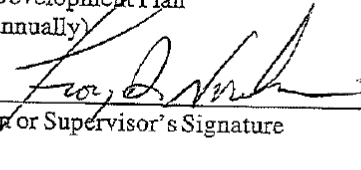
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2

Butler
Community College

PROFESSIONAL DEVELOPMENT PLAN

Name: Mindy Trenary

BCC Position: English Instructor/OER Coordinator

Review of Professional Development Plan (to be updated annually)	
Employee's Signature	9/16/2024 _Dean or Supervisor's Signature_ 9/16/24
	Date Date
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These goals should reflect the mission, purpose, and guiding principles of BCC.

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Describe the activities you plan to pursue to accomplish your goals. Include research, curriculum development, professional conferences, workshops, seminars, professional travel, technical updating, or other options that may be available internally/externally.

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10. Apply for a sabbatical so I will have the bandwidth to focus on the duties and tasks associated with the OER Coordinator/TAT positions.

4) Budget/Funding

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1. I will be working with Faculty Development to create a small fund (if possible) to create awards for OER development and implementation.
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5) Other Resources

List anything other than monetary resources, such as, people, organizations or institutions necessary to accomplish your goals.

1. A student worker; 2. Ideally, dedicated committee members for TAT (instead of only volunteers); 3. A full subscription to LibreTexts for myself (and for the entire college) if/when our current subscription expires; 4. Access to OER courses through (so I can check them for OER standards); 5. A dedicated website for the OER initiative at Butler (this is in the works).

	SUPPLEMENTAL INFORMATION

Office of Research and Institutional Effectiveness
215 BOE
(316) 322.3338

Butler Community College

Metric	Description	Latest Performance	Last Updated for BOT	Previous Three Years	Validation Source
Retention	Percentage of incoming first-time full-time degree/certificate seeking students from the first fall who continue to the next fall. Cohort members who graduate within a year are excluded from the calculation.	66% (Fall 2022 Cohort)	04/2024	61 % (Fall 2021), 60 % (Fall 2020), 60 % (Fall 2019)	IPEDS Fall Enrollment Collection/US Dept of Education
Graduation Rate and Transfer Rates	Percentage of incoming first time full time degree/certificate seeking students who graduate or transfer to a 4 year institution within three years of starting at Butler	30 % Graduation Rate/23 % Transfer Rate (Fall 2020 Cohort)	02/2024	31 % Graduation Rate/22 % Transfer Rate (Fall 2019 Cohort); 31 % Graduation Rate/24 % Transfer Rate (Fall 2018 Cohort); 28 % Graduation Rate/26 % Transfer Rate (Fall 2017 Cohort)	IPEDS Graduation Rate 150 Collection/US Dept of Education
Transfer GPA and Hours	Aggregate GPA and accepted transfer credit hours of Butler students who leave to transfer to any of the public universities in Kansas	3.29 & 48.5 hours (Fall 2022 cohort)	11/2023	3.26 & 50.2 hours (Fall 2021 cohort); 3.27 & 50.1 hours (Fall 2020); 3.24 & 50.2 hours (Fall 2019)	Kansas Board of Regents KHESTATs Transfer Tab
CTE Placement	Self-reported job placement of technical program concentrators & completers	75.4% (AY 2023)	03/2024	84% (2022) 68.3% (2021) 76% (2020)	Kansas Board of Regents AY Follow Up Collection
Completions	Number of associate degrees and certificates granted by the institution	1372 (AY 2024)	08/2024	1327 (AY2023) 1371 (AY 2022), 1416 (AY 2021)	Kansas Board of Regents AY Completions File

REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Cybersecurity
Responsible individual	Christina Byram
Report for the BOT meeting of	12/10/2024
Strategic Goal: **Champion Excellence in Innovation**	Priority Number**: 1c: Enhance cybersecurity posture to minimize risks**

Narrative
Since the onset of the pandemic, there has been a significant increase in student application fraud across the United States. The transition to online learning environments has inadvertently created new opportunities for fraudsters, allowing them to exploit vulnerabilities and operate under the radar. Fraudsters have gained unauthorized access to financial aid, institutional resources, or, in some cases, have posed as insiders, further complicating the detection of fraudulent activities.

As a direct consequence, the Admissions team has experienced a substantial rise in the volume of fraudulent applications, resulting in a time-consuming and resource-intensive manual review process for each submission. This not only burdens staff members but also detracts from their ability to focus on core responsibilities, such as processing legitimate applications and providing quality service to prospective students.

Additionally, this increase in fraud-related tasks has placed considerable strain on institutional resources, affecting efficiency across multiple departments, including Admission, Advising, Registrar, Financial Aid and IS. The delay in identifying fraudulent applications also creates risks related to reputational damage, financial losses, and potential legal compliance issues.

In light of these challenges, the Admissions team is actively seeking solutions to streamline fraud detection and reduce the administrative burden, with the goal of improving operational efficiency, safeguarding resources, and ensuring a secure and transparent application process.

Current Outcomes
Information Services and Student Services have evaluated and selected a comprehensive solution aimed at improving the detection of fraudulent applications. The proposal, which outlines the system's features and implementation plan, is now in the final stage and is awaiting approval from the board for full adoption and deployment. Once approved, the solution will enhance the institution's ability to identify and prevent fraudulent activities, streamlining the application process and protecting institutional resources.

Action items for future outcomes
Implement advanced fraud detection tools that use machine learning and artificial intelligence to flag suspicious applications in real time.

Strategic Alignment
Champion Excellence in Innovation

REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Employee Readiness
Responsible individual	Shelley Stultz, Christina Byram
Report for the BOT meeting of	12/10/2024
Strategic Goal: **Inspire Values of Opportunity**	Priority Number**: 3a: Improve employee readiness through intentional onboarding**

Narrative

The current employee onboarding process has been identified as an area needing improvement to ensure new employees are successful during their first few days of work. Over the past year, feedback from recent hires and department managers has highlighted several challenges, including inconsistent onboarding experiences, lack of clarity of required processes, and insufficient access to key resources and training materials during the initial days of employment. Additionally, without a standardized and streamlined onboarding procedure, departments have faced variability in how quickly new hires become integrated into their roles.

Current Outcomes
To address these issues, a comprehensive review of the onboarding process is underway.

Action items for future outcomes
The goal is to establish a more structured, engaging, and consistent onboarding experience for all new employees. Additionally, the implementation of automated access management will ensure that employees receive the necessary system and resource access as part of the onboarding process.

Strategic Alignment
Inspire Values of Opportunity

REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Internal Professional Development
Responsible individual	Shelley Stultz
Report for the BOT meeting of	12/10/2024
Strategic Goal: **Enhance Employee Success and Excellence**	Priority Number: **2a: Develop internal professional development program**

Narrative
Professional development" refers to the continuing effort of all Butler employees to learn more about their chosen occupations, obtain new knowledge and/or skills, and improve existing ones. Butler values the professional development of all employees, both full-time and part-time, because it is essential to our quest for excellence.

Current Outcomes
Professional development" refers to the continuing effort of all Butler employees to learn more about their chosen occupations, obtain new knowledge and/or skills, and improve existing ones. Butler values the professional development of all employees, both full-time and part-time, because it is essential to our quest for excellence.

Efforts continue to impact leadership development each year by selecting a number of staff and faculty to participate in various programs, conferences and workshops offered locally, across the state and nationally affiliated.

Action items for future outcomes
Incorporate an internal professional development plan that will intentionally promote targeted job and skills training for supervisor roles and other positions that lead to those roles.

Plans will include conducting a needs assessment with team supervisors to identify the related knowledge or skill gaps that need further development.   From this information we can establish a development curriculum for certain roles and/or job responsibilities.

Build a learning platform (LMS) that ties into our Performance Management system and will allow each learner a full spectrum of programs and development opportunities within an internal learning system.

Strategic Alignment
Employee Success and Excellence is reflected in our continuing effort to develop each employee's professional skills, knowledge and abilities. Promoting internal and external opportunities for professional development and educational advancement will enhance our ability to attract and retain the best employees.

REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Degrees and Certificates for First-Gen
Responsible individual	Dr. Jenna Gannon
Report for the BOT meeting of	12/10/2024
Strategic Goal: **Support Students and their Success**	Priority Number: **2a: Increase the proportion of degrees and certificates awarded to first generation students**

Narrative
Butler Community College is committed to increasing the success, persistence, retention, and graduation of first-generation students. Graduation rates for the Fall 2021 first-generation cohort was 26.12%, which was a decrease from the previous cohort (33.74%).

Current Outcomes
While there are many efforts to increase the graduation rates for first-generation students across BCC, some of the current outcomes include:
- On-going awareness campaigns to help students understand and identify with the importance of being first-generation.
- Inagural First-Generation College Celebration Week in November.
- Engagement opportunities around campus and with other internal stakeholders.

Action items for future outcomes
In the coming months, internal stakeholders such as the first-generation taskforce (among others), look forward to continuing to strengthen the use of student support services, mentoring opportunities, and graduation celebrations among other outlets to support graduation of first-generation students.

Strategic Alignment
These outcomes and action items align with Priority 2a: Increase the proportion of degrees and certificates awarded to first-generation students, under Strategic Goal *Support Students and Their Success.*

REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Multi-year Revenue and Exp Plan
Responsible individual	Kent Williams, VPs
Report for the BOT meeting of	12/10/2024
Strategic Goal: Drive **Institutional Sustainability and Growth**	Priority Number**:** 4a: Begin to develop a multi-year revenue and expenditure plan focused on sustainability

Narrative
A three-year budget model for revenues and expenditures of the Operating Funds has been developed and shared with the VP group.

Current Outcomes
The VP group is currently considering revenue estimates and potential expenditure additions and reductions for the FY2026 Operating Funds budget.

Action items for future outcomes
The three-year budget model is ready to be shared with the board of trustees. The formation of definite budget goals and actions will need to be discussed between the board and senior administration and agreed upon in order to achieve a sustainable plan.

Strategic Alignment
Strengthen institutional effectiveness.

MONTHLY STATEMENT OF REVENUES AND EXPENDITURES

Butler Community College
Statement of Revenue, Expenditures, Other Changes
As of 11/30/2024

FISCAL YEAR 25, PERIOD 05
OPERATING FUNDS

	2025				2024			
	Budget	Actual	Variance (Over)Under	Percent of Budget	Budget	Actual	Variance (Over)Under	Percent of Budget
REVENUES:								
Tuition/Fees	18,846,097	14,368,884	4,477,213	76.24%	18,212,530	13,347,732	4,864,798	73.29%
Local Sources	15,763,367	1,049,698	14,713,669	6.66%	14,250,037	1,042,480	13,207,557	7.32%
State Sources	19,142,314	9,978,486	9,163,828	52.13%	19,760,160	10,256,317	9,503,843	51.90%
Auxiliary Sources	19,600	9,450	10,150	48.21%	19,600	10,100	9,500	51.53%
Other Sources	1,585,806	635,569	950,237	40.08%	1,332,375	575,286	757,089	43.18%
Transfers	1,082,134	0	1,082,134	0.00%	82,134	0	82,134	0.00%
TOTAL REVENUES:	56,439,318	26,042,086	30,397,232	46.14%	53,656,836	25,231,916	28,424,920	47.02%
EXPENSES:								
Instruction	16,666,352	5,814,007	10,852,345	34.88%	16,014,510	5,563,412	10,451,098	34.74%
Other Expenditures	0	0	0	0.00%	0	543	(543)	0.00%
Academic Support	3,974,057	1,390,966	2,583,091	35.00%	4,071,892	1,404,071	2,667,821	34.48%
Student Services	7,818,799	2,845,139	4,973,661	36.39%	7,342,275	2,825,490	4,516,786	38.48%
Institutional Support	21,197,327	10,018,748	11,178,579	47.26%	21,991,740	10,309,499	11,682,241	46.88%
Physical Plant Operations	4,077,113	1,441,589	2,635,524	35.36%	3,863,286	1,434,659	2,428,627	37.14%
Student Financial	3,578,702	1,843,422	1,735,280	51.51%	3,427,004	1,809,192	1,617,812	52.79%
Auxiliary Enterprise	0	0	0	0.00%	0	0	0	0.00%
TOTAL EXPENSES:	57,312,351	23,353,871	33,958,480	40.75%	56,710,707	23,346,866	33,363,841	41.17%
TRANSFERS AMONG FUNDS:								
Mandatory Transfers	1,371,908	687,954	683,954	50.15%	1,371,908	980,608	391,300	71.48%
Non-Mandatory Transfers	612,273	0	612,273	0.00%	612,273	0	612,273	0.00%
TOTAL TRANSFERS:	1,984,181	687,954	1,296,227	34.67%	1,984,181	980,608	1,003,573	49.42%
NET INCREASE/DECREASE IN NET ASSETS	(2,857,214)	2,000,261			(5,038,052)	904,442		
Fund Balances, Beginning of year	9,190,231	9,190,231			10,555,722	10,555,722		
Fund Balances, End of Period	6,333,018	11,190,493			5,517,670	11,460,164		

Statement of Revenue, Expenditures, and Other Changes
REVENUES:
Tuition/Fees
>   In-County, In-State, Out-State, International Tuition, Tuition Waivers, Technology Access
>   Fee, Nursing Fees, Auto Tech Uniform Fees, International Student Processing
>   Fees, Enrollment Fees, Student Health Fees, and Athletic Scholarship Fees

Local Sources
>   Ad Valorem Taxes, Taxes-in-Process, Delinquent Taxes, Motor Vehicle Taxes, and
>   other Local Taxes

State Sources
>   State Operating Grant and SB155 Funding

Auxiliary Sources
>   Dorm Rental – Fire Science students
>   Student Life Fund Revenue (not applicable to Operating Funds)

Other Sources
>   Interest Income, Reimbursements, Commissions, Gate Receipts, Deferment Fees,
>   Media Resource Fees, and Prior Year Claims Cancelled

Transfers
>   Testing Fees Transfer for Administration, Transcript Fees Transfer for Advising, and
>   Residence Hall Debt Transfer

EXPENSES:
Instruction
>   General, Vocational and Adult Instruction (not applicable to Operating Funds)

Other Expenditures
>   Agency Funds (not applicable to Operating Funds)

Academic Support
>   Library, Academic Administration, Curriculum Development

Student Services
>   Counseling, Financial Aid, Student Records, Admissions, Health Services, Student
>   Activities, and Student Services

Institutional Support
>   Executive Management, Fiscal Operations, Community/Public Relations, Information
>   Services, and Administrative Services

Physical Plant Operations
>   Maintenance of Buildings, Equipment, Grounds, Debt Service

Student Financial
>   Scholarships and Grants

Auxiliary Sources
>   Student Life Fund Expenses (not applicable to Operating Funds)

Transfers
>   Debt Service Payments, Operating Support to ABE, Career & Workforce Education,
>   Annual Transfers to Development, Facilities, and Technology Funds

Thank You
from El Dorado Main Street!

Trick or Treat Down Main Street 2024 was an outstanding community event. There were great costumes, lots of imagination, hot dogs, popcorn, stickers, games, books and candy for everyone. We also had a record number of attendees!

Thank you for your generosity.
See you next year!

Emily   Debbie   Jackie

From the family of Jerry Hill (Kathy Conner): "Thank you for the beautiful flowers and book placed in the library in my stepdad's name. That is a truly special and meaningful gift. Knowing that my Butler family is supporting me during this time brings me comfort. Love, Kathy"

BOARD OF TRUSTEES CALENDAR OF ACTIVITIES
DECEMBER 2024

December Board Finance Committee	Tuesday, December 10, 2024; 3:30pm President's Conference Room	**Dave Sherrer Mary Martha Good**
December Board Meeting	Tuesday, December 10, 2024; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**
December Work session	Will not be held – College closed	**ALL TRUSTEES**
January Board Finance Committee	Tuesday, January 14, 2025; 3:30pm President's Conference Room	**Dave Sherrer Mary Martha Good**
January Board Meeting	Tuesday, January 14, 2025; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**
January Work session	Monday, January 27, 2025; 4:30 pm Dankert Trustee Board Room	**ALL TRUSTEES**

2024-2025 Board Meeting Dates
Tuesday, July 9, 2024
Tuesday, August 13, 2024
Tuesday, September 10, 2024
Tuesday, October 8, 2024
Tuesday, November 12, 2024
Tuesday, December 10, 2024
Tuesday, January 14, 2025
Tuesday, February 11, 2025
Tuesday, March 11, 2025
Tuesday, April 8, 2025
Tuesday, May 13, 2025
Tuesday, June 10, 2025
Tuesday, July 8, 2026

LOOKING AHEAD		
February Board Finance Committee	Tuesday, February 11, 2025; 3:30pm President's Conference Room	**TBD – Dependent on Officer Elections**
February Board Meeting	Tuesday, February 11, 2025; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**
February Work Session	Monday, February 24, 2025; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**
March Board Finance Committee	Tuesday, March 11, 2025; 3:30pm President's Conference Room	**TBD – Dependent on Officer Elections**
March Board Meeting	Tuesday, March 11, 2025; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**
March Work Session	Monday, March 24, 2025; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**

ACTIVITY CALENDAR

Women's Basketball vs. Barton	Wednesday, December 4	5:30pm
Orchestra Chamber Recital	Wednesday, December 4	7:00pm
Men's Basketball vs. Barton	Wednesday, December 4	7:30pm
No Exit – Theatre Performance Black Box	Thursday, December 5	7:00pm
Women's Basketball vs. Fort Hays Tech NW	Friday, December 6	5:30pm
No Exit – Theatre Performance Black Box	Friday, December 6	7:00pm
Men's Basketball vs. Fort Hays Tech NW	Friday, December 6	7:30pm
No Exit – Theatre Performance Black Box	Saturday, December 7	2:00pm
No Exit – Theatre Performance Black Box	Saturday, December 7	7:00pm
Women's Basketball vs. Colby	Wednesday, December 11	5:30pm
Men's Basketball vs. Colby	Wednesday, December 11	7:30pm
Dance & Art Showcase	Thursday, December 12	7:00pm
Finals Week	Monday, December 9 – Friday, December 13	All Day
Fall Semester Ends	Friday, December 13	All Day
Winter Break – Offices Closed	Monday, December 23 – Wednesday, January 1	All Day
Women's Basketball vs. Northern OK College – Enid	Thursday, January 2	3:00pm
Women's Basketball vs. Coffeyville	Saturday, January 4	2:00pm
Men's Basketball vs. Coffeyville	Saturday, January 4	4:00pm
Women's Basketball vs. Hutch	Wednesday, January 8	5:30pm
Men's Basketball vs. Hutch	Wednesday, January 8	7:30pm
Women's Basketball vs. Cloud	Wednesday, January 15	5:30pm
Men's Basketball vs. Cloud	Wednesday, January 15	7:30pm
MLK Jr. Day – No classes, offices closed	Monday, January 20	All Day
Spring Classes Begin	Tuesday, January 21	All Day

EXECUTIVE SESSION

MOTION: Trustee _____

Madam Chair,

I move the Board recess into executive session for discussion of personnel matters relating to non-elected personnel which if discussed in open meeting may violate their right to privacy to include the Board, Dr. Kim Krull, Shelley Stultz and Jennifer Hartman-Vice.

The meeting will resume in the Dankert Trustee Board Room within 60 minutes.

CALL FOR A SECOND: Trustee _____

CALL FOR A VOTE

ENTER INTO EXECUTIVE SESSION @ _____PM

RETURN TO OPEN SESSION A@ _____PM

ANY ACTION REQUIRES A MOTION, SECOND, and VOTE

ADJOURNMENT

MOTION: By _____

Madam Chair,

I move that the Board meeting be adjourned.

CALL FOR A SECOND: Trustee _____

CALL FOR A VOTE

MEETING ADJOURNED @ _____ P.M.