HLC Accreditation Evidence

- Fort Riley Military Programs Faculty Handbook

URL:

Office of Origin:

- Vice President of Instruction

Contact(s):

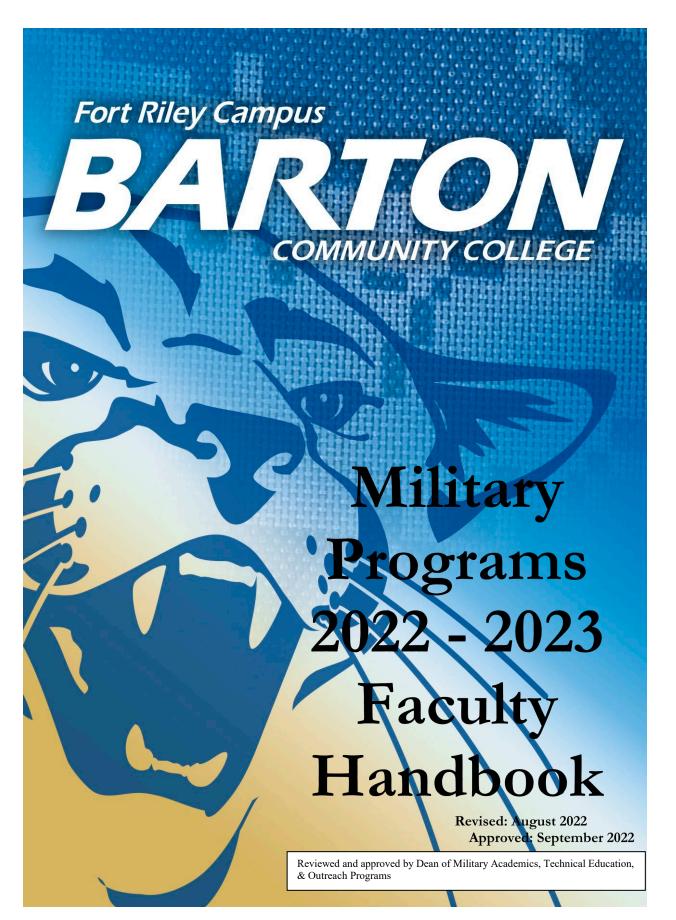- Dean of Military Academics, Technical Education, and Outreach Programs

Military Programs 2022 - 2023 Faculty Handbook

Revised: August 2022
Approved: September 2022

Reviewed and approved by Dean of Military Academics, Technical Education, & Outreach Programs

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Purpose and Introduction

PURPOSE

The purpose of this document is to provide a consolidated reference of specific program guidelines and procedures for full-time and adjunct faculty teaching for Military Programs. These guidelines in no way replace or supersede any Barton campus or Fort Riley official policies. Nor do they replace the college's official [Faculty Handbook](). The intent is to provide some answers and direction concerning routine operations in the program for faculty members. It also serves as an introduction/orientation document for new and potentially new faculty members.

INTRODUCTION

Military Program's provides technical education to soldiers in military related skills i.e. logistics and transportation management, weapons storage facility operations, medical treatment, and field sanitation. This is a unique training mission in that most skills trained here are specifically military and not generally available on the civilian market. Additionally, the program provides college credit to soldiers for successful completion of the training. Military Program's secondary mission is to provide training to DOD employees, family members, and others included in the total Army family. Barton Community College's Military Programs prides itself in delivering a quality program that is unmatched in the Army.

- 1995 - Instructional responsibilities transferred to Barton Community College through Memorandum of Understanding with Fort Riley.
- Operating hours – Classes are available to military units 7 days a week 24 hours per day.
- Student Enrollments: 2,000-2,700 annually.
- Active Courses: 16
- Staff & Faculty: 2 staff, 4 Full-time Faculty, 6 Adjunct Faculty
- The average Military Program instructor has over 10 years of prior military service and experience in their subject area. Most hold Baccalaureate degrees and various state and national certifications recognized throughout industry and various governmental agencies.

New Faculty Instructor Orientation

New faculty orientation will consist of several different phases as part of the integration into Military Programs. Phase I is the subject/teaching area orientation, Phase II is the mentoring phase, and Phase III is the re-evaluation phase. Further explanation of each of the phases is listed below. Use the Classroom Visitation Form to evaluate knowledge of subject and classroom management (Attachment A).

PHASE I: New Faculty Instructor:
- Are required to sit in the class for subject area being hired to teach.
- Are required to take the training and the end of course exam.
- Be present for entire course.

Mentoring Faculty Instructor will:
-Provide all required training material (TSP, POI, Pre-Test and Post-Tests, etc.).
-Copy of instructor syllabi.
-Daily and hourly timeline for course.
-Student guides and handouts.

Director will:
-Provide copies of enrollments, sign-in roster, grade sheets, attendance rosters, and Classroom Assessment Techniques.
- Show new faculty instructor everything that is involved with the administrative paperwork, when the paperwork is due and to whom receives administrative paperwork.
- Provide a copy of the Faculty Handbook.

PHASE II: Mentoring Phase for new Faculty Instructor – **When the new faculty instructor teaches their first class, a Full Time Faculty Instructor will be assigned as a Mentoring Faculty Instructor.**

Mentoring Faculty Instructor will:
- Periodically observe new Faculty Instructor for content of subject.
- Provide constructive feedback to the Director and new Faculty Instructor by the end of day.
- Conduct random evaluations throughout the academic year.

Director will:
- Periodically observe the new Faculty Instructor for content of subject and instructional content.
- Provide constructive feedback to new Faculty Instructor the day of observation.
- Conduct random evaluations throughout the duration for the course.

PHASE III: The new Faculty Instructor will be re-evaluated by the Director throughout the year. If the quality of instruction does not meet expected standards of teaching, the Faculty Instructor will be counseled on performance areas that need to be improved. If the Instructors

performance does not meet expectations after the designated period, then the Faculty Instructor will be released.

Course Cross Training

Faculty teaching courses outside of their teaching field will follow three phases described below. These phases are designed to learn new course material in order to teach additional courses. Phase I is the subject/teaching area orientation, Phase II is where assigned Faculty Subject Matter Expert (SME) will mentor, and Phase III is the re-evaluation phase. Some courses may require an instructor to complete additional credentials or certifications. Use the Classroom Visitation Form to evaluate knowledge of subject and classroom management. (Attachment A).

PHASE I: Orientation Phase – familiarization with new course
> Faculty Instructor:
>> - Required to complete all training applications and end of course exam.
>> - Be present for entire course.
>
> Faculty Instructor Mentor/SME will:
>> -Provide all required training material (TSP, POI, Pre-Test and Post-Tests, etc.).
>> -Copy of instructor syllabi.
>> -Daily and hourly timeline for course.
>> -Student guides and handouts.
>
> Director will:
>> - Show the faculty instructor administrative paperwork.

PHASE II: Mentoring Phase for Faculty Instructor who is cross training – **When faculty instructor teaches their first class, a Subject Matter Expert Faculty Instructor will be assigned as a Mentoring Faculty Instructor.**

> Faculty Instructor:
>> - May need to work outside of classroom alongside with Mentor.
>
> Mentoring/SME Faculty Instructor will:
>> - Periodically observe Faculty Instructor for content of subject.
>> - Provide constructive feedback to the Director and Faculty Instructor by the end of day.
>> - Conduct random evaluations throughout the academic year.
>
> Director will:
>> - Conduct random observations/evaluations of Faculty member for subject content and instructional skills.
>> - Provide constructive feedback to Faculty Instructor the day of observation.

PHASE III: The Faculty Instructor who is cross training will be re-evaluated by the Director throughout the year. If the quality of instruction does not meet expected standards of teaching, the Faculty Instructor will be counseled on performance areas that need to be improved. If the Instructors performance does not meet expectations after the designated period, then the Faculty Instructor will be released from teaching the subject.

Faculty Dress & Conduct

Guideline intent: Instructors should always present a clean, neat, and professional appearance during working hours. Faculty contribute to the culture and reputation of the department in the way you present yourself. Dress to appear respectful and professional, avoid wearing clothing that will be distracting

- Hats will **not** be worn while teaching in a building unless it is a safety requirement related to the course being taught.

- Daily attire should consist of presentable casual wear that reflects your status as a professional. Male faculty will be required to wear a shirt with a collar. A collar is defined as a part of the shirt that is folded or rolled over. Acceptable attire includes but not limited to: polo's, button up shirts, sweaters, trousers, and khakis. Ties, or suits are encouraged on occasion but by no means are mandated.

- Women faculty may wear blouses, tops, sweaters, cardigans, turtlenecks, dresses, skirts, slacks, and pantsuits.

- **Unacceptable attire: No Wrinkled, Dirty or Torn Clothes, No Sweatshirts, No T-shirts (define as having a crew neck, with or without a pocket), No Sport Jerseys, No Shorts.** Over garments should be appropriate, no derogatory lingo.

- Jeans should be worn during class periods that require instructors to conduct an activity that could result in soiled clothes, such as Unit Armorer, CLS, and other hands-on activities. While there is no mandate on when jeans are not to be worn, if you decide to wear them please insure they are clean, presentable, and serviceable, i.e. without holes, tie died, faded, frayed hem strings, etc.

- Footwear that is suitable for the business casual environment, while forgiving to the wearer is expected at all times (men and women). Appropriate business casual footwear does not include athletic or beach shoes such as flip-flops. Steel toed footwear is permitted and is required in classes involving heavy equipment. Footwear must be clean and present a neat appearance, i.e. not faded, worn out, or shoe strings dragging on the floor.

- Hair length, beards, and mustaches have no mandated guidelines. However, you should always consider your status as a professional, especially the image you portray to students. Keep your appearance neat!

- A Barton issued name tag must be worn during all class instruction. See Director for name tag orders and replacements. Shirts with the faculty members first and last name and Barton Community College embroidered on it may we worn in lieu of an issued name tag.

Students and Instructors of Barton Community College constitute a special community engaged in the process of education. The college assumes that its instructors will demonstrate a code of personal honor which is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

At no time will profanity be used in the classroom. Derogatory remarks and/or conversations regarding race, sex, religion, or sexual orientation is not permitted and may be grounds for disciplinary action up to dismissal.

Instructors must make every effort to schedule all personal appointments for non-class days. Appointments must not interfere with scheduled classes. All appointments must be scheduled with the Director and noted on schedule.

Routine Meetings

MILITARY PROGRAM FACULTY MEETINGS
Faculty meetings will be scheduled on a quarterly basis. Attendance at these meetings is required for full-time faculty provided no teaching assignments conflicts exist or previously approved leave. Adjunct faculty are encouraged to attend and participate in institutional effectiveness initiatives including assessment and evaluation.

TEAM MEETINGS
These are bi-monthly meetings scheduled 1st and 3rd Thursday at 8:15 a.m. in the Administrative office in room 108 bldg. 8388 (unless otherwise directed). These meetings are meant to disseminate information and updates. Attendance to these meetings is required unless you have an excused absence.

COLLEGE FORUMS & MEETINGS
Barton CC President will facilitate forums for all employees to attend. These will be conducted virtually for all Campus. Schedules will be sent to you by email and will also be posted in the Military Program administrative office. Barring no conflicts with teaching assignments or previously approved leave, all staff and faculty are required to attend these meetings. You may participate in these meeting either in person or video conferencing.

Professional Development

- Director will schedule one to two Professional Development (PD) sessions per year. Attendance at these meetings is required for Full Time and Adjunct faculty provided they are not scheduled for teaching assignments or previously approved leave.

- Faculty are encouraged to submit professional development ideas and topics to Director for inclusion during the quarterly Military Program Faculty meetings.

- Each Full-Time faculty will be assigned to host and present PD topics to Military Program's faculty. Adjunct faculty are invited to host and present PD sessions. Each topic will be discussed with Director not less than 45 days prior to the scheduled PD session.

- Professional and Educational Development - Instructors are also encouraged to attend professional training seminars, conferences, etc. that directly relate to their teaching area. It is the instructor's responsibility to seek out such opportunities and to coordinate requests by submitting a Professional Development Request form to Director for approval and availability of funding. (Attachment B) All requests should be submitted at least 45 days prior to the dates of attendance if possible. At the end of the year the Director will review the faculty's professional and educational goals to use as a guide for strategic planning goals and operational budgeting plans.

- Other suggested PD ideas can be found on the college website under the "The Center" tab, click on Employee Education link.
https://internal.bartonccc.edu/prof-dev

Course Curriculum Review

The purpose is to establish general guidelines, and best practices for the conduct of course curriculum reviews. A Master Course listing of active courses can be found in Attachment C.

- To develop courses and programs that support the college's vision.
- To provide educational experiences designed to facilitate student's academic goals and job skills enhancement.
- To respond to the changing educational, and technological needed for the student.

RESPONSIBILITIES: Subject Matter Expert (SME) for each course will conduct curriculum reviews with the intent to assess functional areas.

- Ensure course has the most current regulatory information.
- Review Syllabus.
- Review and update Plan of Instruction (POI), slides, videos, hand-outs, practical exercises.
- Exams.
- Review military certificate(s).
- Improve student learning.
- Course curriculum minutes.

PROGRAM ELEMENT

- Resources and Facilities: Ensure sufficient resources and equipment are available to perform classroom lecture and hands-on activities in a setting conducive to effective learning.

- Course Development: Outcomes and Competencies are measurable, observable, and specific to what a student learns from the course. Tools that can be utilize in the development of course outcomes and competencies, Blooms Taxonomy as a guide. Another tool is Roger Mager's Theory of Behavioral Objectives.

- Delivery: Should aid in learning comprehension by incorporating.
  - Adult learning principles.
  - Teaching methods geared to the target audience.
  - Training materials that highlight most essential information.

- Classroom Assessment Techniques (CAT): Should measure the course effectiveness and student learning. Adjustments integrated into the course based on end of course evaluations and CAT's. Relevant new standards, regulations, new training methods and technologies incorporated. (Attachment D) More information can be found on link. https://internal.bartonccc.edu/search/content?keys=assessment

- Course Assessment Reporting: Should document adjustments you make on the course(s) you teach. You will begin to document your adjustments using the Course Assessment Documentation Form. Faculty members are responsible for completing one Course Assessment Documentation form for each term. More information can be found in the college's website Faculty Resources/Assessment site found on link below. https://internal.bartonccc.edu/search/content?keys=assessment

- Student Evaluation Form: The faculty member is responsible for administering the Student Evaluation Form. The Student Evaluation Form can be accessed by an online URL address, a QR code, or a hard copy form. (Attachment E)

Faculty Appraisals & Classroom Visits

FULL-TIME FACULTY - Evaluation of faculty occurs in accordance College policy 1465 Performance Evaluation. The following schedule described the frequency.

- A faculty member in the first two consecutive school years of employment shall be evaluated by their supervisor at least one time each academic term.
- During the third and fourth years of employment, a faculty member shall be evaluated at least one time each academic year.
- After the fourth year of employment, a faculty member shall be evaluated at least once every three academic years based on their anniversary hire date.
- Full Time Faculty Evaluation process is now completed using an electronic appraisal process. HR will send Full Time Faculty a notice when it is time for you and your

supervisor to complete the electronic appraisal. Instructions as to how to navigate through the steps will be provided by HR. Your Supervisor can assist by providing a template that includes topics/themes on the electronic appraisal. Themed areas covered are:

- Planning & Organizing Coursework
- Teaching & Facilitation of Learning
- Assessment of Student Learning
- Participation & Involvement
- Professional & Essential Work Skills
- Subject Matter Mastery
- Knowledge of Learning – Preparation of Teaching
- Employee Input - Employee Goals
  - Additionally, a supervisor may evaluate a faculty member anytime at their discretion

ADJUNCT FACULTY – Adjunct Faculty are evaluated during their first two semesters with the College. These are usually the first class facilitated in each semester. If no areas of the evaluation are evaluated as "needs improvement" subsequent evaluation will occur every two years. Adjunct faculty who receive any "needs improvement" in any evaluated areas will be evaluated again during the next class. Adjunct Faculty with repeated "needs improvement" evaluations are subject to Performance Improvement administrative actions. The Classroom Visitation Form (Attachment A) will be utilized as part of your evaluation/appraisal process. Adjunct Faculty evaluation process is now completed using an electronic appraisal process. Supervisors will initial the adjunct faculty evaluation notice when it is your time to be evaluated. Your Supervisor to complete the electronic appraisal forward evaluation through the chain of supervisor for review. Afterwards, your Supervisor will set up a time to with you to review and digitally sign your evaluation.

Forms included as part of the Faculty Evaluation/Appraisal process:
- Classroom Visitation Form - completed by the supervisor. (Attachment A)
- Full Time Faculty Job Description can be found T:\HRJob Descriptions\Faculty
- Adjunct Faculty Job Description can be found T:\HRJob Descriptions\Faculty
- Faculty Recommendation Form - completed by the supervisor.
- Performance Improvement Plan (If applicable) - this form can be obtained from the Human Resources Office or the Vice President's Office.

Faculty Work Hours

Normal work hours for instructors are 0800-1630 hours Monday through Thursday and Fridays 0800-1530 hours. Full-Time faculty are required to work 8-hour days unless previously approved leave or appointments submitted to Director. Faculty should use their time wisely for administrative work or work on tasks as assigned. Hours for the Distance Learning facility instructor will vary by course. Since Military Program's provides training 24 hours a day, 7 days per week, Instructors, on occasion, may be required to teach nights, weekends, and training on holidays.

Military Programs Classroom Hours are:

Monday-Thursday:	0900-1630 hours
Friday:	0900-1500 hours
Lunch breaks:	Limited to one hour
Nights, weekends, & holidays:	To be determined

All instructors should check the work schedule located inside Director's office, routinely, as changes can sometimes occur several times per week.

It is imperative that classes begin and end on time. Instructors must be on the platform teaching at the established start time, at 0900 hours for day classes and 1730 hours for evening classes. The first day of class is an exception to the rule as students are sometimes late on the first day due to locating classrooms. 10-minute breaks should be taken each hour during class to reduce student fatigue. Breaks should not exceed 10 minutes. Students tend to watch instructors and do not move toward the classroom until instructors do. So, you should return to the classroom on time after breaks. **Lunch break will be limited to 1 hour**. Take into consideration the dining facility lunch hours. Day classes will not end prior to 1630 hours unless otherwise directed. **Students will not be released prior to 1630 hours without prior approval.** The only exceptions are on the last day of class when final exams are normally administered and 1st Infantry Division Big Red One family days in which class may be released at 1500 hours.

Conducting a Course

PREPARATION: Instructors will prepare for classes prior to the first day of each course. Classrooms, audio visual equipment, student guides, etc. should all be checked and prepared, before class, in order to identify and minimize potential problems if possible.

Class enrollment packets can be picked up from the Administrative Office prior to the start of the course. In most cases experienced instructors will prepare their own packets. If you would like access to classrooms outside of normal work hours, please make arrangements with Director.

MATERIALS: Basic materials required for starting your class should include:
- Enrollment forms.
- Sign-in roster.
- Attendance roster (ATRRS Roster from DPTMS Training Technician).
- Course Assessment Technique form.
- Student Evaluation form.
- Master Grade sheet template.
- Syllabus/Course outline/POI.
- Student texts and/or handouts. (if applicable)
- Board markers, audiovisual equipment if teaching at unit locations.
- Visitor Book (includes syllabus, agenda, sign-in roster, and copies of handouts/PEs).

Each instructor is responsible for updating all course materials used in their primary assigned course. Course materials include: Syllabi, student handouts, outlines, lesson plans, visitor books,

and/or programs of instruction. Materials should be updated at least semi-annually to insure appropriate changes are incorporated into each course. (Note: In some cases, the Fort Riley subject area proponent will provide updates to POIs and required class materials).

Routine reproduction services should be requested through Director at least 4 weeks in advance of the date materials are required. When requesting copies, instructors should plan ahead at least 2 months so that required materials are always on hand. Small quantities of materials may be reproduced on the copier located in bldg. 8388. Mass copies over 10 pages are **not** to be reproduced using the HP office printer.

All text and classroom equipment are U.S. government property <u>and may not be taken out of the classroom for personal or student use without authorization</u>. Students may not borrow books or materials overnight unless specifically approved by the instructor and the DPTM staff. Instructors must make every effort to account for classroom property before and after each class period. In some cases, instructors may be required to sign for equipment for accountability purposes. **Failure to maintain accountability of assigned property may result in financial liability.**

FIRST DAY OF CLASS: Be sure to brief students on the following:
- Military Certificate Program with focus areas in Logistics, Leadership and Dangerous Material Handling.
- Class hours, breaks, lunch, and scheduled meeting dates.
- Overview of course syllabus.
- Grading system, credit hours, and grievance procedures.
- Personal appointments, classroom discipline, absenteeism, etc.
- Emergency and contact phone numbers.
- Safety – fire procedures, severe weather procedures, evacuation routes, etc.
- No food in class rooms. Drinks are allowed only in a leak-proof beverage container.
- Smoking area, rest room location, break area, snack machine locations, etc.
- Cell phone usage in the classroom.
- Tell them not to open the work station unless directed.
- Do not change setting on the computers.
- Identify out of State students and those enrolled in LSEC classes.

Although, not required, you may want to take this time to brief students on the college credit they will receive for successfully completing your course and the potential benefits. Those soldiers who are interested or those who have little or no college credit may be interested in requesting an evaluation of their military training for conversion to college credit. This can be accomplished by first completing 3 credit hours at Military Program or with any other Barton program then scheduling an appointment with Barton Advisors located in the Education Center in Building 211 room 211. Such an evaluation may lead to additional promotion points for enlisted personnel and help them start their journey to completing a college degree. Military Program, is a unique opportunity to start college in that every course under the program offers college credit. Also, soldier's family members can attend popular other program courses such as Hazardous Materials, Emergency Management and Safety and Health training. For more information, have them stop by the Director's office.

Your next item of business will be to enroll the students. The Enrollment Specialist has the responsibility of registering students using the online registration form process. On the first day of class, be sure to coordinate with the Enrollment Specialist to perform this function. Classes that are not equipment with automation will complete the paper enrollment form. It works best to walk students through the enrollment form line by line and item by item. Because so many of the lines require specific information, or are not fully explained on the form, students tend to make mistakes when allowed to work ahead or on their own. These mistakes frequently require that a new enrollment form be completed.

Make sure that students use **black/blue ink pen** to complete the form, no pencils or other colors. Also, that they press firmly enough for the writing to be legible on the last page, and that the social security number instead of their phone number.

Turn in all administrative paperwork to the Enrollments Specialist during the **first break of class, but not later than 1200 hours on the first day of class**. Take some time to go over the enrollment forms to check for errors prior to turning them in. Enrollment Guidelines. (Attachment H). Some common mistakes requiring correction are:

- Illegible social security numbers.
- Check Date of Birth, make sure that they DON'T enter the current date.
- Forgetting to write in the town or state of their high school.
- Forgetting to write in the date of high school graduation.
- Checking both the GED box and filling out a high school graduation date – if they have both, they only need the high school and graduation date.
- Checking "no" for Kansas resident when they are permanently assigned to Fort Riley or within the state of Kansas.
- Failure to sign the document.

When you have finished checking the forms, turn them in along with a copy of the sign-in roster and ATRRS class roster to the Enrollment Specialist on the first day of class.

After students have enrolled, review the syllabus with the class to ensure that each student understands course standards and requirements. This can be done a couple of ways. Students may be given an individual copy of the syllabus to review or you may want to project a copy through the overhead projector. Once the review is completed, provide a copy for the student to keep, if they desire. Otherwise, retain the copies to use during the next course.

CLEAN UP: The first day of class, the senior enlisted class member should be designated as class leader. DPTMS staff will brief the class leader on classroom and building clean-up duties for the building. Daily clean-up in your classroom should include emptying the trash, accounting for class materials, cleaning the white board, and ensuring desk and chairs are returned back to original configuration before dismissing the class. Clean the tables or desk tops and mop the floor. Clean up for building common areas will be assigned by DPTMS staff.

Classes must start on time and cannot be dismissed early unless approved by the Director. Instructors should remain in the classroom with students regardless of activities such as PEs, and movies. If the movie is important enough for the instructor to show it, then instructors should be in the classroom to comment on it regardless of how many times they have seen it before.

COURSE ATTENDANCE: Faculty will state the attendance policy in their course syllabus and on the first day of class with the students. Reference to Barton policy 2530 – Course Attendance, but ultimately Troop School DPTMS staff have the final authority to mandate course attendance.

Because courses are offered during duty hours, the instructor must record all times missed by the student whether from absence, tardiness, or leaving early for any reason. Instructors should report all absences 30 minutes after class begins to the Military Program staff. This procedure also applies to civilians enrolled in the course. Class drops must be coordinated through the Director and the DPTMS staff. Instructors cannot drop or dismiss students early from the course. Even students arriving late on the first day of class after the class has been filled must be reported to the Troop School DPTMS staff. Do not send them back to their unit. Students with appointments or unit functions must be identified at the beginning of class. Those students having appointments or unit functions that will interfere with class attendance must report to the Troop School DPTMS staff or Director for appropriate disposition. Per DPTMS/Barton MOU dated October 19, 2021, missing more than one hour from class sessions in a course is grounds for release from the course.

LAST DAY OF CLASS: The Final Grade Roster must be turned into the Enrollment Specialist on the last day of class. Final grades must be entered by the instructor(s) on the same day that the class is completed. If a class has more than one instructor, either instructor may post the final grades. It is your responsibility to communicate with one another and determine who will handle that responsibility. Please contact your Enrollment Specialist with any issues or questions about final grade reporting. Once the grades have been entered into the college system, each instructor will be required to verify with the Enrollment Specialist that all closing course materials have been turned in.

PROCEDURE FOR ENTERING GRADES
- Go to: www.bartonccc.edu
- Mouse over **MyBartonPortal** button in the top right-hand corner of the page.
- Click MyBarton Portal
- Complete Log In
  - User ID is your Barton ID
  - Password
    - If this is the first time you have logged into PAWS, this will be your birthdate (MMDDYY).
    - Once you have completed the log in the first time, you will be prompted to change your password.
    - If you have logged into PAWS previously, you will use the password you set up at that time.
- Search for **PAWS>Employee card/ click on My Account/login**
- Select **Faculty Services**

- Select **Enter Final Grades**
- Select Term and **Submit**
- Enter grades using the Drop-Down Menu
  - If you have a student drop or a student course failure, **leave the grade spot for that student completely blank.** The Enrollment Specialist will complete the student drop once grades are finalized.
- Once all grades have been entered, click on **Submit**
- Military Program Course (MLTR) grades are **due within 3 working days** of course ending.

Miscellaneous Administrative and Other Topics

HIRING PROCEDURES FOR NEW FACULTY INSTRUCTORS: The College has established hiring procedures that offer detailed information. This information can be found on Human Resources internal hiring procedures site. Guideline for Military Programs hiring procedures can be found in Attachment I

CONCERNS/GRIEVANCES: Employees should try to resolve the issue with their immediate supervisor. If the issue cannot be resolved to the employee's satisfaction, an appointment can be arranged with the Dean of Military Academics, Technical Education, and Outreach Programs. Every effort should be made to resolve issues in-house. Issues involving school wide policies or procedures be identified to the Director who will report them to the Dean for appropriate disposition. If employees disagree with established rules of conduct, policies or practice, they can express their concern, confidentially, through the problem resolution process Procedure 2452- Problem Resolution (Employees).

LEAVES/TIME OFF: Submit your request for by the first business day of each month any pre-planned time off for vacations and appointments. If last minute plans arise, submit your request for time off at a minimum of 72 hours so long as it does not conflict with your teaching schedule. Please see the Director for approval of all leaves and to ensure that your leave is placed on the work schedule. Sick leave will be taken for illness, medical, or dental appointments only. Emergencies will be handled on case by case situation.

APPOINTMENTS: Appointments should **not** interfere with scheduled classes. Every effort should be made to schedule your appointments around class hours. If this cannot be avoided, please notify the Director to determine if a substitute instructor is available to cover classes.

DISTRIBUTION BOXES: Each instructor has a distribution box located in the Barton administrative office room 108, Bldg. 8388 (Military Program). These boxes are for receipt of mail, documents, rosters, and other miscellaneous communications. Please check regularly.

PAY PERIOD: All adjunct faculty and full-time instructors will be paid on the 27th of each month. Actual pay days may vary if the 27th falls on a weekend or a federal holiday. In most cases if the 27th falls on a weekend or federal holiday, pay day will normally be the last working day prior. Fort Riley training holidays are not considered in determining pay days as the Barton Campus and other outlying sites do not observe these dates. Currently only one pay period per

month is authorized. For contracted or overload classes taught in the same month, will be paid the following month.

CLASSROOM SUPPLIES: Submit to the Director or Enrollment Specialist. Items of substantial value or those requiring coordination with DPTMS staff should go through the Director. Some routine supplies are kept on hand in the administrative office such as white board markers, erasers, file folders, pens, pencils, etc.

PROPERTY & EQUIPMENT RESPONSIBILITY: Items provided to you by the college or Fort Riley to conduct your course must be safeguarded and maintained. In some instances, you will be required to sign for equipment in order to establish a chain of responsibility. Failure to properly account for and/or safeguard such property may result in financially liability.

MILITARY COURTESY: Military Program is an on-duty program. Soldiers attending classes are in fact at work. Let us make every effort to honor and abide by military protocol by addressing soldiers by their proper titles (Specialist, Sergeant, Captain, etc.). If you are unfamiliar with a certain rank, either asks the soldier or an associate for their proper title. If all else fails, please refer to the service member as Mr. or Ms. until you can determine their rank.

COMMUNICATING WITH OUTSIDE AGENCIES (e.g. military units & agencies):
Faculty should understand the general concept of Military Programs and Barton Community College's mission and goals. These will be important in communicating with students and others inquiring about programs and services. Instructors must not coordinate or commit any Military Program or college services with any agency but rather refer all inquiry to the appropriate administrator or service office. Faculty should give specific information on the conduct of the classes they teach. It is imperative that the processes, procedures, and systems in place for administration of programs function effectively in order to provide the best possible services.

RELATIONSHIP WITH DPTMS STAFF: DPTMS has only a few staff members on site in building 8388, these staff members are the Chief of Troop Schools, the Program Administrator, and the Training Coordinator. These staff members provide oversight of the program and coordination with military units to schedule soldiers for training. In addition, they are responsible for coordinating equipment and supply requests to support classes. These are not Barton employees and are in no way in Barton instructor's supervisory chain. Any request for information beyond routine classroom related issues should be directed to the Director. All requests for services and or assistance should also be directed to the Director. Although not in our chain, it is also important to maintain a good working relationship with DPTMS Staff; this not only improves the work environment but is instrumental in helping to provide soldiers with the best training experience possible.

OPEN DOOR: This policy allows you the opportunity to address any issues, concerns, complaints, or just would like to talk with the Military Programs Director, and Dean of Military Academics, Technical Education, and Outreach Programs. The door is always open. Military Program faculty and staff constitute a unique group of people that have formed only what can be described as family bonds. Let's keep our family communicating; we want Military Program not only to be the best program at Barton Community College but also the best place to work!

MILITARY GET-TOGETHERS: Military Programs has a few get-togethers that are planned throughout the year, and one to start the end of year holiday season. Locations are determined based on group preference, cost, anticipated attendance, convenience, and availability of space. If you have suggestions for other types of fun activities or get-togethers, please bring them up for discussion in our Military Program faculty meetings. Attendance at Military Program get-togethers is strictly voluntary.

PHYSCIAL CONTACT GUIDELINES
Physical contact is an essential element to the facilitation of learning or skill development in many areas of instruction. If a student has concerns about the potential of physical contact in the classroom or lab environment (student to student or teacher to student), the student should contact the instructor to discuss those concerns and determine if the student is accepting of the learning-based physical contact or if alternate arrangements may be made. In the instance of non-acceptance or absence of alternate arrangements, the student may need to drop the course. Refund of tuition and fees is not permitted if the student chooses to drop the course after the drop date.

PART II
MILITARY ON-SITE TRAINING

Military On-Site Training (MOST) was developed to enhance the readiness posture of the U.S. Army Reserve and National Guard units by delivering cost effective and flexible skills-based training at locations outside the Fort Riley installation. Courses are offered, through contract, in and out of state. Previous training locations include: Fort Belvoir, VA, Fort Leavenworth KS, Fort Leonard Wood MO, Fort Gordon GA, Fort Meade MD, Fort Sill OK, Forbes Field, Kadena Air Force Base Okinawa, and Kansas Regional Training Institute Salina, KS. All Military Program instructors are expected to participate in MOST, this involves occasional travel outside of the Fort Riley area and outside the state of Kansas.

Course Assignments

Courses are contracted with military organizations base on unit's mission and training cycles. MOST contracted courses and course dates will be agreed upon between Military organization and Director of Military Programs. Factors that go into consideration in deciding training dates is based on type of training needed and availability of faculty member with the required subject matter expertise to teach course.

Course Hours

Course hours will be pre-determined between military organization and Director. Normal course hours are generally Monday – Friday, with class hours of 0900 – 1630 hours unless otherwise

directed and approved by the Unit Representative and Director. Lunch breaks are limited to one hour.
The only exception is the last day of class when final exams are normally given. **In no means will contracted MOST courses be released prior to 1200 hours on the last day of class.**

Prior Learning Assessment and Form

Faculty will have students fill out an online Barton forms Course Registration form. This information enables the Enrollment Specialist to enter basic student information into Banner database. If a student wants to receive transfer college credit for the MOST courses they are attending, they will have an option to accept or decline transfer college credit on the course registration form. But all students must fill out the online course registration form. Students will receive an equivalent credit for the same course taught at Military Programs and within the state of Kansas. Students will see a Transfer code of TRP instead of a letter grade on their transcripts. After the course is entered into Banner, the student has college credit with Barton and can request/pay for an official transcript if they want one. For Transcripts, direct students to Barton homepage website, click on Student Services, click on Transcripts Request. From there the student can see options as to how they can request a transcript. There is a fee for Official Transcripts.

Equipment

Assigned equipment will be under the responsibility of faculty while on MOST trip. Faculty will care for and safe guard equipment at all times. Upon return will report any problems to Director and return equipment back in same condition that faculty received equipment. Use common courtesy as your peers will have to use the same equipment after you.

- Instructor laptop – will be signed out and upon return, delete files related to you class.
- Student Laptops – Some courses will require other equipment such as student laptops. These laptops will be maintained by designated faculty. Laptop software and updates must be down loaded once per month and reported to Director not later than the 20th of each month.
- Wireless Devices (MIFI) or Booster router.
- Proxima Projector.
- Printer – in some cases a printer will be needed to print out student certificates.

Company Vehicles

Are assigned based on availability by Director and Grandview Plaza staff. Faculty will sign for vehicle, keys, log book and car wash card. Faculty will inspect vehicle for serviceability using Vehicle Inspections Checklist (Attachment K). Faculty will ensure registration and insurance paperwork is present. Faculty will safeguard vehicle under their care. Report any problems to Director.

Faculty will have **3 business days** to recover vehicle upon return from course assignment. The following tasks will be completed, unless otherwise directed:

- Fuel gas tank up to ¾ or more.
- Wash vehicle at Champion Car Wash using issued car wash card. Only exemption to this would be if there is inclement weather (rain or snow) or if Champion Car Wash Company is closed.
- Vacuum inside vehicle.
- Wipe down the dashboard and instrument panel.
- Clean windows.
- Remove trash.
- Complete log book.

Travel Assignments and Faculty Base Accumulation

Barton Community College non-credit courses that are taught by Military Programs faculty away from their primary work location (out of county and/or out of state) will count towards the faculty member's base contract at an equivalent value to that of the Fort Riley Military Programs for-credit classes.

In order to be competitive with other training organizations, compensation for all out of county and/or state assignments (including courses that take a faculty member into overload) are based on the equivalent value to that of the Fort Riley courses taught at the faculty members primary work location (including courses that take a faculty member into overload).

The compensation for driving time "windshield time" (regardless of faculty base total) on weekends and MATEOP holidays will be a flat rate of $15.00 per driving hour. If an out of county/state course ends early, and the faculty members chooses to depart for home, "windshield time" pay will not start until after the faculty member has met their regular 8-hour work day. Faculty members are eligible for travel expenses (meals, tolls, etc.) reimbursement until they reach their origination destination in accordance with Barton Travel Policy 2300.

Travel Reimbursement

Travel reimbursements will be in accordance with Barton Travel Policy 2300. Fill out a digital copy of the travel reimbursement form, email form to Director for review along with original receipts. Divisional Administrative Assistant will submit form to main campus business center for payment. A sample Travel reimbursement form for meal reimbursement can be provided upon request. The Travel Reimbursement form can be found on Barton CC website go to the Forms Center link, click on the Business Office section. Original receipts are required to be considered for all travel reimbursements!
https://internal.bartonccc.edu/resources/forms

Faculty Load and Compensation form

Faculty will sign a MOST Faculty Load and Compensation Contract (FLAC) (Attachment L). This contract will show pay compensation and course assignment information. This contract will be signed prior to departing for contracted course. Pay Date can be found logging in on your "MyBarton Portal" go to the Self-Service>Employees card, click on the Employee Dashboard, click on Faculty Load and Compensation link, click on FLAC Faculty Assignment Pay dates link.

Classroom Visit Form	Face-to-Face/Hybrid

Instructor Name <u>Click or tap here to enter text.</u> Date/Time of Visit <u>Click or tap here to enter text.</u>

Class Observed <u>Click or tap here to enter text.</u> Observer <u>Click or tap here to enter text.</u>

Part I: Course Outline – Supervisor Review

☐ Master Syllabus is followed ☐ Course Outline

☐ Evaluation/grading procedure ☐ Attendance requirements

Comments Click or tap here to enter text.

Part II: Review of Class Session

*All items marked Needs Improvement or Not Observed must be explained in Comments

	Needs Improvement*	Meets Expectations	Exceeds Expectations	Not Observed*
A. Class Structure				
1. Reviews previous day's course content	☐	☐	☐	☐
2. Gives overview of day's course content	☐	☐	☐	☐
3. Emphasizes main points throughout lesson	☐	☐	☐	☐
4. Uses time wisely	☐	☐	☐	☐
5. Maintains discipline and control	☐	☐	☐	☐
6. Summarizes course content covered	☐	☐	☐	☐
7. Directs student preparation for next class	☐	☐	☐	☐

Comments <u>Click or tap here to enter text.</u>

	Needs Improvement*	Meets Expectations	Exceeds Expectations	Not Observed*
B. Methods				
1. Provides well-designed materials	☐	☐	☐	☐
2. Employs non-lecture learning activities (i.e. small group discussion, student-led activities)	☐	☐	☐	☐
3. Invites class discussion	☐	☐	☐	☐
4. Uses examples that are simple, clear, precise and appropriate	☐	☐	☐	☐
5. Delivers well-planned lecture	☐	☐	☐	☐

Comments Click or tap here to enter text.

	Needs Improvement*	Meets Expectations	Exceeds Expectations	Not Observed*
C. Teacher-Student Interaction				
1. Solicits and respects student input	☐	☐	☐	☐
2. Involves a variety of students	☐	☐	☐	☐
3. Holds the attention of students and can be clearly understood	☐	☐	☐	☐
4. Provides feedback and assists students with questions	☐	☐	☐	☐
5. Shows enthusiasm	☐	☐	☐	☐
6. Exhibits sensitivity to students' personal culture, gender differences and disabilities	☐	☐	☐	☐
7. Responds appropriately in a non-threatening, proactive manner	☐	☐	☐	☐

Comments Click or tap here to enter text.

	Needs Improvement*	Meets Expectations	Exceeds Expectations	Not Observed*
D. Content				
1. Appears knowledgeable	☐	☐	☐	☐
2. Appears well-organized	☐	☐	☐	☐
3. Explains concepts clearly	☐	☐	☐	☐
4. Relates concepts to students' experience	☐	☐	☐	☐
5. Selects learning experiences appropriate to level of learning	☐	☐	☐	☐

Comments Click or tap here to enter text.

Part III: Adjunct Faculty

	Needs Improvement*	Meets Expectations	Exceeds Expectations	Not Observed*
1. Complies with established college policies and procedures	☐	☐	☐	☐
2. Attends meetings and events as required by College administration	☐	☐	☐	☐
3. Responds in a timely manner to requests from College, division and program administrators	☐	☐	☐	☐

Comments Click or tap here to enter text.

Part IV: Evaluation

Check the best description
The instructor:
☐ Needs Improvement   ☐ Meets Expectations   ☐ Exceeds Expectations

Justify your rating
Address strengths observed, suggestions for improvement and overall impression of teaching effectiveness.
Click or tap here to enter text.

Part V: Instructor Comment
The instructor has the right to attach any comments as an addendum to this document.

_____   _____
                            Observer   Date

_____   _____
                            Instructor   Date

The signature of the instructor does not signify that the instructor agrees with the comments of the observer, only that the instructor had read and reviewed this form.

Military Program's
Professional Development Request Form

USER INSTRUCTIONS
Form Purpose: Use this form to request approval for professional development. Fill out form and submit a copy to your supervisor.
Deadline: This form must be submitted and approved not less than 45 days prior to event.
EMPLOYEE INFORMATION:
Name: Date:
PROFESSIONAL DEVELOPMENT PLAN DETAILS:
Name of training/workshop/conference:
Start Date: End Date:
Location: (Address)
Provide details of objectives, topics, and content that are scheduled to be covered during this PD event:
Provide details as to how this training/development relates to the classes you currently teach as the Primary or First Alternate Instructor?
How will your attendance in this PD event benefit the students of future classes you facilitate?
Is this training/development required for your teaching field: Yes ( ) No ( ) if yes, please explain:
PROJECTED EXPENDITURES:
Registration Cost: _____ Lodging Cost:_____ # of nights _____   Suggested Hotel: _____ Mileage: (one way) _____ Meals: (based on GSA per diem) _____ # of Meals:_____ Travel: Company vehicle _____   Airfare: _____   Rental car: _____   Other costs: _____
Employee Signature: _____   Date: _____
APPROVAL:
Director: Approved / Disapproved _____ (Circle and Initial)   Date: _____ Dean: Approved / Disapproved _____ (Circle and Initial)   Date: _____ Remarks: _____

Attachment C

Military Program Master Course List

Active: 16
Air Load Planner Course
Ammunition Handler
Building Maintenance for Military Facilities (Self-Help)
Bus Driver
Chemical, Biological, Radiological & Nuclear (CBRN) Defense
Combat Lifesaver
Container Control Officer
Digital Training Management System (DTMS)
Field Sanitation
Physical Security
Plant Maintenance Manager
Supply Manager
TC AIMS II, Unit Movement I
Unit Armorer
Unit Load Team
Unit Movement Officer Deployment Planning Course

Classroom & Course Assessment

Assessment is a process of continuous improvement and is the driving force that can build a more effective course, a more meaningful degree, and a more potent educational experience for Barton's students. By identifying and focusing in on the respective issues that students are struggling with, Barton can make strategic modifications to improve student learning. This is in direct alignment with the mission and vision of the college.

Course Assessment:
The Assessment Subcommittee has implemented a new process for faculty to document adjustments you made for the courses you teach. At the end of each term you will complete a Course Assessment Documentation Form. Timelines as to when the Course Assessment Documentation Form must be completed when sent out by the Assessment Subcommittee.

Classroom Assessment Techniques (CATs):
- Classroom assessments measure student learning as it happens, in the moment, on a day to day basis.
- Adjustments made as a result of the CAT should affect the same group of students that were administered the CAT. Clearly, any insight gained should be carried over to the next time that the course is taught, but the overall focus is on the current set of students being taught.
- CATs measure student learning on a smaller scale. It is not from one course offering to the next, but rather from one class period to the next.

Copies of the College's CAT Process Handbook will be provided to each faculty. The CAT handbook can be found on link provided below.

 https://internal.bartonccc.edu/faculty/assessment/faq

Barton's Classroom Assessment Committee has developed a new method to capture assessment results by using an online Canvas shell. All faculty are required to submit at a minimum one CAT per semester (Fall, Spring, and Summer) in Canvas for the assigned courses you teach. This includes courses where multiple faculty members that teach the same course within each semester. The "How to guide" is available to you and included in this attachment.

In addition to the requirements of the paragraph above, Military Program's faculty will submit paper copies of a CAT for every course you facilitate. Faculty have the option to use any of the CATs listed in the CAT Handbook but the Muddiest Point or the AAR format are the preferred options for Military Programs.

Muddiest Point – at a minimum one Muddiest Point per class. This can be administered anytime during your class, but not at the conclusion of your class. It is best to administer at the mid-way point of your class. You can do more if you feel there is a need. You will hand in at the end of the course. Use the comments as a review with your students either same day or the next day.

You can change the allotted time, or number of lines for student comments. It's your CAT, use it where its best suites your classes.

AAR – this is similar to the AAR's used in the military. <u>It is best to administer at the mid-way point of your class.</u> You can do more if you feel there is a need. Use the comments as a review with your students either same day or the next day. CAT does not replace the requirement to facilitate and turn-in End of Course surveys.

How to access the CAT in Canvas

- Go to Barton's Website www.bartonccc.edu
- Go to **MYBARTON Portal Login**
- Sign in to the Portal with your **User ID** and **Password**.
    - o Your User ID is your Barton ID
    - o Password:
        - If this is the first time you have logged into PAWS, this will be your birthdate (MMDDYY)
        - Once you have completed the log in the first time, you will be prompted to change your password
        - If you have logged into PAWS previously, you will use the password you set up at that time
- Go to the **Barton Online** card, select **Access Online Course via Canvas**. This should open Canvas.
- Scroll down through the announcement to see if "Dashboard" is there. The Dashboard contains your canvas shells
    - o If the Dashboard is there, Click on **Classroom Assessment Technique**
    - o If the Dashboard is not there, Click on **More Courses** and you should be able to see the Classroom Assessment Techniques Shell. Once this is done, this course should show up in your Dashboard the next time you go into PAWS.

If you don't have a lot of knowledge regarding CAT's, please review the modules within the Classroom Assessment shell. Once you are in the modules there is also a presentation on CAT's listed as Assessment Presentation. You can review this presentation for additional tips.

How to Submit a CAT in Canvas

- Once you are in the shell you should see a large blue button on the HOME tab that says Submit CAT.
- Scroll down and click the "**Take the Quiz**" button
- Fill out the 8-question quiz
- Click the "**Submit Quiz**" button

Military Program's
Classroom Assessment Techniques (CAT)

Class:_____ Date: _____

Instructor:_____ CAT Type: _____

This assessment is utilized by the Instructor to implement improvements to the course. With your help in providing insight to clear the "Muddiest Point". Thank you for participation and taking your time to complete this classroom assessment.

You will have up to 15 minutes to write down any part of the lesson/topic that was unclear or confusing to you during this course. Please add what you think might help improvement the lesson/topic.

1._____

2._____

3._____

4._____

5._____

Military Program
AAR Comments
_____ Class
Class Dates:
Instructor:

Sustain:

Improve:

Student Evaluation Form

URL: http://bit.ly/MilitaryProgramsSpring2022 (sample)

WRITE-IN AREA 1

10. What would improve this course?

WRITE-IN AREA 2

11. Would you recommend this course to a friend?

WRITE-IN AREA 3

12. Additional Comments

Reorder Form No.70921   800-722-6876   www.ScantronStore.com

DO NOT MARK IN THIS SHADED AREA

SCANTRON.

FOR OFFICE USE ONLY

1 (A) (B) (C) (D) (E)

2 (A) (B) (C) (D) (E)

3 (A) (B) (C) (D) (E)

Full-time Faculty Job Description

Full-Time or Regular, Part- Time Faculty

Barton County Community College
Job Description

*Position Title: Instructor – Full-Time OR Regular, Part-Time	Prepared On: 12/17/2010

Reports to: Applicable Dean or Director according to instructional discipline	Classification: Exempt
Effective Date: 12/17/2010	Revised Date: 4/29/13; 10/2/21
Approved by: SM	Supervises: 0 Direct 0 Indirect

Role: Faculty members are responsible for the design of program and/or course content including activities to assess student learning. They are further responsible for the facilitation of teaching and learning to college standards of excellence and student engagement; participation and involvement in college committees, planning and activities; recruitment and retention strategies and demonstration of professionalism and adherence to institutional policies and procedures. Faculty members may teach all face-to-face courses, a varied schedule of online and face-to-face courses, or a full load of online coursework.

Major Duties and Responsibilities:

% of Time	Major Duties and Responsibilities	(E) Essential or (N) Nonessential
15%	Subject Matter Mastery • Demonstrate awareness of current developments in one's subject area • Participate in professional development events and activities • Maintain professional relationships with others teaching in the same program or discipline; discuss curriculum, teaching approaches, student learning, etc. • Participate in the activities of professional organizations, accreditation agencies or other related associations • Presents at professional conferences, publish books or other scholarly articles and/or engage in original or applied research	(E) Essential
15%	Knowledge of Learning- Preparation for Teaching • Design content and assessment activities to measure student learning • Utilize multiple instructional techniques to address course competencies and varied student learning styles • Structure and sequence course content to reflect application of information in career and life environments • Maintain an awareness of course pre-requisites and advanced coursework to minimize overlap and achieve maximum course integration • Suggest/develop curriculum changes to integrate courses more effectively within a program	(E) Essential
13%	Planning & Organizing Coursework	(E) Essential

	• Develop course syllabus in alliance with the master course syllabus and instructor specific information; make syllabus available at first class session. • Plan for a course textbook, Open Education Resources and/or supplement materials • Prepare course evaluation tools • Establish course grading criteria and a system for recording student progress • Ensure students are aware of course and instructor's expectations • Conduct class sessions in an organized manner; start and end class on time • Respond to requests from the College as it pertains to course and grade information in a timely manner; submitting rosters and grade reports by posted deadlines • Seek opportunities for new program and/or course offerings	
13%	Teaching and Facilitation of Learning • Willingness to answer student's questions and share additional content in class in response to student inquiry • Respond to students in a respectful manner • Demonstrates enthusiasm about course content and the learning process and incorporates different approaches and modifies the presentation of information as appropriate • Available and willing to assist students as needed • Promotes critical thinking and incorporates class activities that are innovative and engaging • Develop new and updated course materials as needed, based on currency of the subject area • Integrates learning aids as appropriate to enhance the delivery of information and utilizes external resources for learning, i.e. field trips, guest speakers, etc. • Incorporate positive reinforcements to reward learning and attempts at learning and demonstrates tolerance for error when students are learning new material • Manages learning environment and maintains composure at times of disruptions (technology difficulties, student behavior issues and other unexpected circumstances). • Demonstrates equity and inclusion in facilitation of learning	(E) Essential
13%	Assessment of Student Learning • Provide opportunities for formative and summative feedback regularly during the course of instruction; check for student understanding of content on an ongoing basis • Conduct a preliminary assessment to determine student learning levels • Utilize a variety of methods (e.g., examinations, graded homework, informal progress reviews) by which students and instructor measure a student progress • Implement assessment activities to most appropriately enhance and measure learning • Design courses and assessment activities mindful of integrity outcomes • Clearly delineates students' responsibilities for learning as well as the instructor's responsibility for teaching and evaluating	(E) Essential
13%	Participation and Involvement	(E) Essential

	• Participates in college, division and faculty meetings • Participate in committees, councils and/or specialty workgroups as a volunteer or as assigned • Participates in strategic planning • Exhibits leadership through involvement in projects and processes related and unrelated to functional responsibilities • Participates in college and community events and activities • Supports College student recruitment and retention efforts • Collaborates and supports adjunct and full-time colleagues in development and execution of responsibilities. • Advise students as applicable to instructional area and need	
13%	Professionalism and Essential Work Skills • Exhibits a positive attitude • Adapts to new situations/expectations and changes to routines. • Communicates and exchanges information with others in a professional, effective, timely, clear, concise, logical, and organized manner • Complies with established college policies and procedures	(E) Essential
5%	Performs other duties as needed or assigned.	(N) Nonessential

100% (Percent of time must total 100 %.)

Expectations:

1.	Faculty members cooperate with their colleagues on and off campus, other campus departments, supervisors, and administration in carrying out the mission of the college.
2.	Faculty members demonstrate commitment to the highest ethical standards of professional practice, as well as personal and professional integrity.
3.	Faculty members maintain a professional work environment and appearance.
4.	Faculty members are able to use software typical for an office/classroom and open to learning new technology/educational tools.
5.	Faculty members travel as necessary.

Knowledge and Skills:

Experience:	Teaching experience AND/OR work experience in program area preferred
Education:	**Academic qualifications vary according to instructional discipline using the Faculty Qualifying Credentials spreadsheet.** **A. For academic/transfer courses and programs, an appropriate graduate degree in the subject area is required;** **B. For vocational instructional programs, an undergraduate degree and/or appropriate certification(s) representing industry standards for employment in occupational/career is required.**
Other Skills:	**A. Must possess excellent knowledge in appropriate teaching field(s) as well as exceptional communication/people skills.** **B. Must be able to demonstrate excellent teaching skills that incorporate and attain measurable student learning outcomes.** **C. Must be able to interact professionally and effectively with faculty, administration, staff, students, and community.**

Physical Safety/Working Environment:

Physical Safety:	The work is sedentary. Typically, the employee may sit comfortably to do the work. However, there may be walking, standing, bending, carrying of light items, driving an automobile, etc. No special physical demands are required to perform the work.

Working Environment:	☒Regular exposure to favorable conditions such as those found in a normal office or classroom.
	☐Occasional exposure to objectionable conditions or variations such as those found in variable weather conditions or light industrial settings.
	Regular exposure to unfavorable environments such as:
	  ☐weather
	  ☐body fluids
	  ☐toxic laboratory
	  ☐industrial chemicals
	  ☐confined locations
	  ☐dirty and noisy locations
	Employees may be required to use personal protective equipment such as masks, coats, gowns, boots, goggles, gloves, or shields.

This Job Description is not a complete statement of all duties and responsibilities comprising this position.

Adjunct Faculty Job Description

Barton County Community College
Job Description

*Position Title: Adjunct Faculty	Prepared On: 10/25/10

Reports to: Instructional Dean and/or Instructional Designee	Classification: ☒Exempt ☐Non-exempt
Department: Instruction	Effective Date: 06/06/16; 11/30/21
Revised Date:	Supervises: NoneDirect None Indirect
Approved by: SM	Approved by:

Role: Adjunct faculty members are responsible for the design of course content including activities to assess student learning. They are further responsible for the facilitation of teaching and learning to college standards of excellence, student engagement, demonstration of professionalism and adherence to institutional policies and procedures. Adjunct faculty members teach within an assigned discipline; assignments may include traditional and/or alternative delivery methods and day, evening, and/or weekend classes. Adjunct faculty is a temporary employee on an as needed, class-by-class basis.

Major Duties and Responsibilities:

% of Time[1]	Major Duties and Responsibilities	(E) Essential or (N) Nonessential
5	Prepare course syllabi following the master syllabus content and adding all other appropriate class policies including, but not limited to, evaluation/grading criteria, attendance policies and requirements and a course outline.	(E) Essential
20	**Employ appropriate class structure including starting each class session with a review of previous day's course content, an overview of the course content for the day, emphasizing main points through the lesson, using time wisely, maintaining discipline and control during the class session, and ending the class session with a summary and directions for the next class meeting.**	(E) Essential
20	Utilize appropriate methods of instruction including providing well-designed materials, delivering well-planned lectures, using appropriate examples that are simple, clear and precise, inviting class discussion and employing non-lecture learning activities.	(E) Essential
20	Engage with students appropriately including soliciting and respecting student input, involving a variety of students, holding the attention of students being clearly understood, providing feedback and assisting students with their questions, showing enthusiasm, exhibiting sensitivity to students' personal culture, gender differences and disabilities, and responding appropriately in a non-threatening, proactive manner.	(E) Essential
15	Chooses content that is well organized, explains concepts clearly, relates concepts to students' experiences and selects learning experiences appropriate to level of learning.	(E) Essential
5	Complies with established college policies and procedures	(E) Essential
5	Attends meetings and events as required by College administration	(E) Essential

---

[1] *Percent of time must be 5% or greater and less than 50%. E.g., 5-49%*

5	Responds in a timely manner to requests from College, division and program administrators	(E) Essential
		Select From List
		Select From List
5	Performs other duties as needed or assigned.	(N) Nonessential

100% (Percent of time must total 100 %.)

Expectations:

1.	Adjunct faculty members cooperate with their colleagues across the instructional system as well as other college departments, supervisors, and administration in carrying out the mission of the College.
2.	Adjunct faculty members demonstrate commitment to the highest ethical standards of professional practice, as well as personal and professional integrity.
3.	Adjunct faculty members maintain a professional work environment and appearance.
4.	Serve on college committees as requested.

Knowledge and Skills:

Experience:	Teaching experience AND/OR work experience in program area preferred.
Education:	**Academic qualifications vary according to instructional discipline using the Faculty Qualifying Credentials spreadsheet.** **C. For academic/transfer courses and programs, an appropriate graduate degree in the subject area is required;** **D. For vocational instructional programs, an undergraduate degree and/or appropriate certification(s) representing industry standards for employment in occupational/career is required.**
Other Skills:	**D. Must possess excellent knowledge in appropriate teaching field(s) *as well as exceptional communication/people skills*.** **E. Must be able to demonstrate excellent teaching skills *that incorporate and attain measurable student learning outcomes*.** **F. Must be able to interact professionally and effectively with faculty, administration, staff, students, and community.**

Physical Safety/Working Environment:

Physical Safety (Check One):	☒The work is sedentary. Typically, the employee may sit comfortably to do the work. However, there may be walking, standing, bending, carrying of light items, driving an automobile, etc. No special physical demands are required to perform the work. ☐The work requires minor physical exertion such as short periods of standing, walking over rough uneven surfaces, some recurring bending, crouching, stooping, stretching, reaching, or similar activities. Job may require recurring lifting of lightweight objects with infrequent bending or stooping alternating with the lighter activities. Job requires minimal agility and dexterity. ☐The work requires moderate physical exertion such as long periods of standing, repetitively lifting lightweight objects with frequent bending or stooping, recurring lifting of moderately heavy items such as computer, printers or record boxes. Occasionally lifts heavy objects (over 50 pounds). Job requires average agility and dexterity.
Working Environment (Check One):	☒Regular exposure to favorable conditions such as those found in a normal office or classroom. ☐Occasional exposure to objectionable conditions or variations such as those found in variable weather conditions or light industrial settings.

	Regular exposure to unfavorable environments such as: ☐ weather ☐ body fluids (Nursing and Healthcare) ☐ toxic laboratory (Science Labs) ☐ industrial chemicals (Science Labs) ☐ confined ☐ dirty and noisy locations Employees may be required to use personal protective equipment such as masks, coats, gowns, boots, goggles, gloves, or shields.

This Job Description is not a complete statement of all duties and responsibilities comprising this position.

<div align="center">

Enrollment Guidelines

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<div align="center">

In-State/Kansas Residency

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- Service Members who are assigned to Kansas Military Installations, Kansas National Guard Armories, U.S. Army Reserve Centers, or separate Units stationed in the state of Kansas are considered In-State/Kansas Residents.
- Service Members who are assigned to a Kansas Military unit under mobilization orders are considered In-State/Kansas Residents for the duration of the Mobilization orders.
- DOD employees, and Family members of DOD service members who are permanently stationed at Fort Riley or other Kansas Military Installations are considered In-State/Kansas Residents.

<div align="center">

Personnel from Installations outside Kansas

</div>

- Service Members assigned to Military Installations, National Guard Armories, and U.S. Army Reserve Centers that are assigned to organizations outside of the state of Kansas are considered out-of-state Residents.
- This included DOD Employees that are assigned to organizations outside of the state of Kansas.
- Students in this category are required to pay the Fort Riley Campus per credit hour tuition rate not later than close of business on the first day of class.

<div align="center">

Key Points to Remember

</div>

- Ensure there is an enrollment form for each person attending your course. Take a moment to review each form as you receive them to check for errors and completeness.
- When in doubt as to a student's status, contact Director ASAP.
- The most common errors on enrollment forms are failure to write in correct birth date and signing the form.

Hiring Procedures of New Faculty Instructors

All administrative hiring procedures will be followed according the Barton Community College Policy # 2461 Hiring Guidelines for Adjunct Faculty. In addition to the Policy # 2461, Military Programs will incorporate the following steps below as guidelines for hiring new faculty Instructors.

Screening/Interview

- The Director of Military Programs will review the application to see if the applicant meets basic qualification and current certifications in accordance with Barton Community College Policy #2461 –Hiring Guidelines for Adjunct Faculty.

- Have applicant teach a 20-minute session with the interview panel. The applicant will be provided a topic. The applicant will provide all training material needed for their topic as if they were to teach in a classroom.

- Applicant will move forward to the formal interview phase with questions and answers asked by the interview panel.

- Based on the results of all the different phases of the interview process, the Director will forward recommendations up to the Dean of Military Academics, Technical Education, and Military Outreach who will forward request for approval up to the Vice-President of Instruction.

Hired Candidate

The approved hired candidate's supervisor is responsible for ensuring that the newly hired candidate completes all required employment paperwork with Human Recourses and is familiar with the Barton Community College's Policy guidelines (Attachment M - Barton Community College Policies and Procedures).

After completion of employment paperwork, the newly hired candidate will go through an orientation process with the Director which will include but not limited to areas as listed in the New Instructor Orientation portion in this handbook.

The Director will introduce the newly hired applicant to the DPTMS staff of Troop Schools, which consist of the Chief of Troop Schools, Project Administrator and Training Coordinator. They will receive a brief introduction, the DPTMS Troop Schools staff's roles and their relationship with Barton Community College.

The Director will introduce newly hired candidate to the Dean of Military Academics, Technical Education and Military Outreach. Introduce the newly hired candidate to the Administrative Staff and faculty and the relationship to Military Programs.

Prior Learning Assessment Enrollment Form

BARTON COMMUNITY COLLEGE
245 NE 30 Rd · Great Bend, KS 67530
Prior Learning Assessment for College Credit Enrollment Form

This form is an example of how to fill out the manual form for MOST courses. The preferred method to register students for MOST courses is by using a digital **online registration** format. The Enrollment Specialist will provide you with the information and digital link for you to use to enroll students for this course and to enter students' information into Banner for prior learning transfer credit for completing course

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Barton

Personal Information:　　　　Course #1 _MLTR 9028_____ **Credit Hrs___3___**
　　　　　　　　　　　　　　　　Course #2_____Credit Hrs_____

Social Security Number: _111-22-3333_____

Name: ___Smith_____ ___Joe_____ __P___
　　　　　　　　Last　　　　　　　　　First　　　　　　　　　　Middle

Address: __12 Apple Lane_____

City: __Anywhere city_____ State: OK_____ Zip: _12345_

Date of Birth: _1 Jan 1800_____ **Phone Number:** _123-123-1234_____

Installation _Fort USA_____　　**Email address:** _mymilitary@email.com_____

First Day of Class__2 Jan 2020_____ **Gender**: ☐ Male　　☐ Female

Decline Award of Credit:
　☐ I choose to decline the PLA for college credit hours for this class.

___Joe P. Smith_____　　　　___First Day_____
　　　　　Signature　　　　　　　　　　　　　*Date*

White- Original　Yellow-Student

Attachment K

Barton Community College
Vehicle Inspection Checklist

ITEM WHAT TO CHECK	LOOK FOR KNOWN DEFICIENCIES	CHECK OFF	
TIRES			
Condition	Tread depth, wear, weathering, evenly seated, bulges, imbedded objects, cuts, breaks. At least one mm of tread over entire traction surface. *(Using a penny, place it in the tire tread with head facing downward. If the tread does not reach the top of Lincoln's head, there is insufficient tread depth)*	Front	Rear
Spare tire	Spare tire (inflated), jack, lug wrench	Pass	Fail
LIGHTS			
Head lights	Both high and low beams operational, cracked, condensation, secured	Left	Right
Tail Lights	Lenses intact, tail light working when turned on (red)	Left	Right
Brake lights	Lenses intact, brake light working when brake is applied (red)	Left	Right
Turn Signals	Lenses intact, left and right turn signals blink (red lights in rear and yellow lights in front)	Front Left	Rear Right
Backup lights	Lenses intact, left and right backup lights work (White Light)	Left	Right
Four-way Flashers	Lenses intact, left and right turn signals flash/blink at the same time	Front Left	Rear Right
License Plate Light	Lenses intact, does light stay on		
		Pass	Fail
WINDSHIELD & WINDOWS & WIPERS			
Windshield	Not cracked, broken or scratched to the degree that impairs vision	Pass	Fail
Rear Window	Not cracked, broken or scratched to the degree that impairs vision	Pass	Fail
Windows	Windows go up and down, scratched or tinted to the degree that impairs vision	Pass	Fail
Window controls	Check handles, push electric buttons	Front	Rear
Windshield wipers	Both wipers are installed on vehicle, windshield wipers work, blades show signs of wear	Pass	Fail
MIRROR			
Mirror Outside	Missing, cracked	Left	Right
Mirror Inside	Missing, cracked	Pass	Fail
BUMPERS			
Bumper Front	Missing, loose, broken	Pass	Fail
Bumper Rear	Missing, loose, broken, bent in any way to cause a hazard	Pass	Fail
BRAKES			

Brakes	Foot pedal cannot travel more than half way to floor, does brake light stay on	Pass	Fail
Emergency Brake	Properly adjusted, check emergency brake by: pull/push emergency brake, apply foot to brake, gently press gas pedal, ensure brake holds vehicle	Pass	Fail

Interior

Horn	Does it work	Pass	Fail
Defroster Front	Ensure hot air blows out above the dash	Pass	Fail
Defroster Rear	Check light on dash, if in the winter ensure it works by allowing the rear windshield to clear up	Pass	Fail
Emergency equipment	(OPTIONAL) First aid kit, warning triangle, flashlight, fire extinguisher, blanket, flares, shovel, chains, tools, etc. (Check host nation laws for any additional equipment)	Pass	Fail
Heater	Ensure heater works	Pass	Fail

SEATBELTS

Seatbelt Front/Rear (Include shoulder harness during inspection, may have a center seat belt)	Missing, frayed, does not snap	Front	Rear

DECALS/INSURANCE

K-Tag	Missing, needs replacing	Pass	Fail
License Plate	Expired, check sticker/decal to ensure plate is current	Pass	Fail
Insurance	Missing, Expired	Pass	Fail

UNDER THE HOOD
FLUIDS

Brake	Filled to appropriate level	Pass	Fail
Windshield washer	Windshield washer fluid	Pass	Fail
Battery	Check the color indicator on the battery	Pass	Fail
Power Steering	Filled to appropriate level	Pass	Fail
HOSES	Cuts, cracks, leaks, bulges, chaffing, deterioration	Pass	Fail
BATTERY	Terminals, clean and tight, held down securely	Pass	Fail

Inspector's Name: _____
Signature_____
Operator Name:
_____Signature_____

Date inspection was conducted_____

Date follow-up inspection was conducted_____

Military On-Site Training

Faculty Assignment and Compensation Contract

Assignment			
Faculty Name		Employee#	
Location			
Dates			
CRN			
Class Title			
Course Code/ Number		# of Students	

Compensation information		
☐ Total Amount to be Paid: *(break down of pay is available)*		
☐ Month to be paid: *(pay date is on or before the 27th of each month)*		

REIMBURSEMENT INFORMATION

The following items are authorized reimbursement for this assignment

☐ Meal reimbursement		
Meal rate per day: _____	B: _____ D:_____ L:_____ Incidentals: _____	
☐ Miscellaneous Items		
☐		

Other Expenses –BCC will be providing or arrange the following accommodations

☐ Lodging		
☐ Vehicle		
☐ Gas card		
☐ Toll *(in the state of KS, OK and TX)*		
☐ Car Wash Card – BCC # ____		

By my signature below, I acknowledge that I have read through and agree to perform the service prescribed in my job description as set forth by the Board and its authorized representatives, and to abide by all applicable rules and regulations, policies of the Board and its authorized representatives, all of which are incorporated herein by reference and made part of this appointment.

I acknowledge this appointment is for the term specified above and that the appointment will expire at the conclusion of the defined term unless expressly extended, in writing by the College. Notwithstanding any provision herein, BCC retains the right to terminate these services for cause. I further acknowledge that no oral statements or statements in College policies are intended to create any right to continuing employment.

_____ _____   _____ _____
Employee Signature   Date   Supervisor Signature   Date

Barton Community College Policies and Procedures

New Employee

During on-boarding and orientation with Human Resources, they will make you aware of the college's policies and procedures this applies to all new faculty and staff employees. HR representative will have you sign a document acknowledging your receipt of the Barton Community College On-line New Employee Guide, including the President's expectations. You will be required to read these documents on you own.

Annual Review of the College's Policies and Procedures

It is suggested that all Faculty (Full-time, Part-time, Adjunct Faculty) and Staff employees to review the college's policies and procedures annually. These policies and procedures are reviewed, and modified periodically, then presented to the President and Broad of Trustees for approval.

How to access Barton Community College's Policies & Procedures page:
https://internal.bartonccc.edu/policy

OR

- Visit www.bartonccc.edu
- Scroll to the bottom of the page on the left-hand side.
- Select "Policies and Procedures "
- Most policies and procedures that pertain to Adjunct Faculty can be found under the "Human Resources and Instruction" link. Each of the policies are expanded upon on the College's website.

Example of Typical Military Unit & Leaders

Typical military unit size & leaders

	Typical Unit Size (US Army)		
Unit	**Approximate Personnel**	**Composition**	**Typical Commander & Enlisted Leaders**
Army	100,000	2+ corps, HQ	General/ Command Sergeant Major of the Army
Corps	30,000+	2+ divisions	Lt. General/ Command Sergeant Major
Division	15,000+	3 brigades, HQ, support units	Maj. General/ Command Sergeant Major
Brigade	4,500+	3+ regiments, HQ	Brig. General/ Command Sergeant Major
Regiment	1,500+	2+ battalions, HQ	Colonel/ Command Sergeant Major
Battalion	700	4+ companies, HQ	Lt. Colonel / Command Sergeant Major
Company	175	4 platoons, HQ	Captain/ First Sergeant
Platoon	40	4 squads	Lieutenant / Sergeant First Class
Squad	10		Staff Sergeant
Team	5		Sergeant

BARTON COMMUNITY COLLEGE DIRECTORY

Advisement Center
Learning Resource Center – North End, L-134, (620) 792-9225
https://bartonccc.edu/academicadvising
- Change of major and/or advisor
- Graduations checks
- General advisement

Bookstore
Student Union - Upper Level (620) 792-9229
https://bartonccc.edu/bookstore
- Books and supplies
- Book buyback
- Coffee, drinks, sandwiches, muffins, chips and candy
- Barton apparel and accessories
- Computers

Campus Safety
Campus Safety and Title IX (T-Building), (620) 792-9217
https://www.bartonccc.edu/campussafety
- Campus emergencies – medical and criminal
- Safety – secure campus buildings
- Open and lock buildings
- Patrol campus buildings and housing units

Registration & Enrollment Services

Kirkman Building, P-107A, (620) 792-9252
https://bartonccc.edu/enrollment
The Office of Enrollment Services provides and maintains the accuracy, integrity, and confidentiality of academic records for all Barton students.
- Transcript requests
- Request proof of enrollment
- Request a duplicate diploma
- Name and address changes
- Schedule changes
- Grade information
- Transcript evaluation
- Graduation evaluations/ceremony information
- Residency paperwork
- Other requests related to your student records

This office also ensures the privacy of your student records in accordance with the Family Educational Rights and Privacy Act (FERPA).

Financial Aid
Kirkman Building, P-107A, (866)257-2574
https://bartonccc.edu/financialaid

- State financial aid
- Institutional financial aid
- External scholarships and loans

Information Services
Administration Building
https://internal.bartonccc.edu/it/help
IT Help Desk

- On campus – ext. 100
- Off campus – 620-786-1100
- Email – cougartechsupport@bartonccc.edu
- **Cougar Tech Support -**
  https://forms.office.com/Pages/ResponsePage.aspx?id=jzFwT5Y5jEGhyumzq5b4FOLg0_Am1mpJkm
  u38uzHilxUOEVFVTlJUFAyMEhJU0c5TDEyR0ZHWEZUQi4u

Human Resources
Kirkman Building, (620)792-9237
https://internal.bartonccc.edu/humres

- College directories
- College Policy & Procedure Manual
- Early retirement
- Employee information management
- Personnel laws & regulations
- Student employment (placement handled by Career Center)
- Employee compensation, relations, & separation
- Employee ID's
- Employee recruitment
- Job descriptions
- Mandatory online employee training courses
- Professional Development Committee
- New employee orientation
- CDL drug testing
- Employee exit interviews
- Employee benefits
- Course work grants
- Unemployment
- Worker's compensation

Library
Learning Resource Center, 792-9362
https://internal.bartonccc.edu/library

- Local newspapers, Books, Popular magazines and Professional journals
- Computers for research
- Inter-library loan services
- Fax machine (free)
- Online databases (on and off campus access)
- College archival records
- Plaza de Cavanaugh (community room)
- Cohen Center for Kansas History
- Faculty Resource Room: room for faculty to meet, receive training, and work on courses (students are not allowed in this room as instructors use this room to grade exams, etc.)
  Headphones: available for check-out (library use only)
- Children's collection, includes DVDs
- Special Collections: Reference, Professional, and College Life
- Sunflower Classroom: reserve via Facilities/R-25
- Coffee Cove: coffee, snack and microwave
- Quiet Rooms: 2, no reservations (on a first-come, first-serve basis)

Attachment P

President and President's Staff

President's Staff is a recommending body to the President of Barton. It is comprised of senior level administrators, executive directors, directors, and key staff whose expertise is regularly sought for making administrative decisions at Barton. Members are responsible for developing and implementing policies, procedures, strategic planning and comprehensive administrative framework that advances and guides College operations.

Dr. Carl Heilman
President
A-120, Rm. 120, (620) 792-9301

Amye Schneider
Assistant to the President
A-122, Rm. 122, (620) 792-9302

President's Staff Members

Elaine Simmons
Vice President of Instruction
S-Bldg. Rm. 143, (620) 792-9214

Mark Dean
Vice President of Administration
P-Bldg. Rm. 116A, (620)792-9235

Angela Maddy
Vice President of Student Services
Learning Resources Center Rm 137, (620) 792-9226

Brian Howe
Dean of Academics
Fine Arts Bldg. Rm. 129A, (620) 792-9254

Dr. Kathy Kottas
Dean of Workforce Training & Community Education
T-Bldg. Rm143, (620) 792-9107

Kurtis Teal
Dean of Military Academics, Technical Education & Outreach Programs
Fort Riley Campus, Bldg. 211, Rm 211, (785) 784-6606 ext. 710

Todd Mobray
Director of Institutional Research
A-Bldg. Rm 124, (620) 792-9245

Claudia Mather
Associate Dean of Distance Learning
(620) 792-2701 ext. 761

Renee Demel
Interim Chief Information Officer
A-Bldg. Rm. 127, (620) 792-9232

Teaching Principles/Ethics

TEN PRINCIPLES FOR INSTRUCTING ADULTS EFFECTIVELY

- Act a leader, helper, guide change agent, coordinator, and facilitator of learning
- Promote active participation and three-way communication
- Develop a collaborative climate.
- Recognize the individuality of the learner.
- Assist your learners to set and understand goals.
- Use effective questioning.
- Be experience-centered.
- Promote mutual problem solving
- Be a group member
- Reinforce learning through self-evaluation.

A CODE OF ETHICS FOR INSTRUCTORS

- Seek and share truth.
- Govern behavior by ethically sound principles
- Maintain high standards of professional integrity.
- Recognize unique human personalities and strive to help each learner reach full potential.
- Deal impartially with all learners.
- Strive to broaden understandings and knowledge to become a better instructor and leader.
- Contribute to and loyally support the organization and its missions and standards.
- Be conscious of the privilege and responsibility to preserve and strengthen the integrity of the organization.

Jeffrey A. Cantor, Delivering Instruction To Adult Learners, 1992, Wall & Emerson, Inc., Toronto, Canada

Non-Discrimination Notice: To provide equal employment, advancement and learning opportunities to all individuals, employment and student admission decisions at Barton will be based on merit, qualifications, and abilities. Barton County Community College does not discriminate on the basis of race, color, national   origin, sex, disability, age or any characteristic protected by law in all aspects of employment and admission in its education programs or activities. Any person   having inquiries concerning Barton County Community College's non-discrimination compliance policy, including the application of Equal Opportunity Employment, Titles IV, VI, VII, IX, Section 504 and the implementing regulations, is directed to contact the College's Compliance Officer, Barton County Community College,   Room A-123, Great Bend, Kansas 67530 (620) 792-9234. Any person may also contact the Director, Office of Civil Rights, U.S. Department of Education, Washington,   DC 20201.