

YAVAPAI COLLEGE DISTRICT GOVERNING BOARD

REGULAR BOARD MEETING AGENDA

TUESDAY, MARCH 3, 2020
1:00 P.M.

Sedona Center
4215 Arts Village Drive
Sedona, AZ 86336

Yavapai College
District Governing Board
Regular Board Meeting

Tuesday, March 3, 2020

1:00 p.m. – 4:00 p.m.

Sedona Center, Room #34

4215 Arts Village Drive

Sedona, AZ 86336

Pursuant to Arizona Revised Statutes (A.R.S.) §38-431.02, notice is hereby given to the members of the Yavapai College District Governing Board and to the general public that the Board will hold a public meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda. One or more members of the Board may participate in the meeting by telephonic communication.

Pursuant to A.R.S. §38-431.03.A.2, A.3 and A.4, the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda to review, discuss and consider records exempt by law from public inspection, including the receipt and discussion of information or testimony that is specifically required to be maintained as confidential by state or federal law; or to consult with and instruct its attorneys regarding its position on contracts, litigation or settlement discussions. If indicated in the agenda, the Board may also vote to go into executive session, which will not be open to the public, to discuss specific agenda items.

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the Executive Assistant at (928)776-2307. Requests should be made as early as possible to allow time to arrange the accommodation.

Please note that meeting conclusion time is included for planning purposes only and does not necessarily reflect the actual time of the agenda item. When regular board meetings, public hearings (both truth in taxation and budget adoption public hearings) and budget adoption special meetings are scheduled for the same date, each hearing or meeting will begin immediately upon adjournment of the preceding hearing or meeting. Members of the public wishing to attend those subsequent hearings or meetings are advised to arrive at the time that the first hearing or meeting is scheduled to begin.

AGENDA

- 1.0 General Functions: Procedural (Reference: Board Policy 3.4 Agenda Planning)
 - 1.1 Call to Order (Reference: Board Policy 3.4 Agenda Planning)
 - 1.2 Pledge of Allegiance (Reference: Board Policy 3.4 Agenda Planning)
 - 1.3 Adoption of Agenda – **DECISION** (Reference: Board Policy 3.4 Agenda Planning)
 - 1.4 Board Minutes Approval – **DISCUSSION AND DECISION** (Reference: Board Policy 3.5.4 Secretary)
 - 1.4.1 Public Session Meeting Minutes – Tuesday, February 3, 2020 (*Attached*)
 - 1.4.2 Executive Session Confidential Minutes – Monday, January 27, 2020
 - 1.4.3 Executive Session Confidential Minutes – Monday, February 3, 2020
 - 1.4.4 Regular Board Meeting Minutes – Tuesday, February 11, 2020 (*Attached*)
 - 1.5 Welcome to Guests (Reference: Board Policy 3.4 Agenda Planning)
 - 1.5.1 Open Call
- 2.0 New Business: (Reference: Board Policy 3.2.1 Ownership Linkage)
 - 2.1 Consent Agenda – **DECISION** (Reference: Board Policy 3.4.3.4 Consent Agenda)
 - 2.1.1 Receipt of Report on Revenues and Expenditures for January 2020 (*Attached*)
 - 2.1.2 2020-2021 Faculty Sabbatical Requests (*Attached*)

- 2.1.3 Curriculum Changes: Summary of New Program Proposal (*Attached*)
 - 2.1.3.a Basic Residential Trades Certificate
 - 2.1.3.b Brewing Technology Certificate

- 2.2 President's Monitoring Reports –**MONITORING, DISCUSSION, AND DECISION** (Reference: Board Policy 3.4.4 President Monitoring)
 - 2.2.1 Policy 2.2 Treatment of Students (*Attached*)
 - 2.2.2 Policy 2.5 Financial Condition and Activities (*Attached*)

- 2.3 2020-2021 District Governing Board Budget Proposal – Dr. Clint Ewell – **DISCUSSION AND DECISION** (Reference: Board Policy 3.7.1 Budget) (*Attached*)

- 2.4 2020-2021 Preliminary Capital Budget Review – Dr. Clint Ewell – **DISCUSSION AND DECISION** (Reference: Board Policy 3.7.1 Budget) (*Attached*)

- 3.0 Information Business: (Reference: Board Policy 3.2.1 Ownership Linkage) – **INFORMATION AND DISCUSSION**
 - 3.1 President's Report (Reference: Board Policy 2.8 Communication and Support to the Board)
 - 3.1.1 Presentation on Open Education Resources – Drs. Rhine and Ryan (*Attached*)
 - 3.1.2 Budget to Actual Monthly Report and Cash Reserves Monthly Report (*Attached*)
 - 3.1.3 Wine Making Program

 - 3.2 Vice President of Instruction – Dr. Diane Ryan (Reference: Board Policy 2.8 Communication and Support to the Board)
 - 3.2.1 Introduction of Dr. Tina Redd, Verde Valley Campus Dean
 - 3.2.2 Faculty Senate – Dr. Jennifer Jacobson (*Attached*)

 - 3.3 Vice President of Student Development – Mr. Rodney Jenkins (Reference: Board Policy 2.8 Communication and Support to the Board)
 - 3.3.1 Strategic Enrollment Management (*Attached*)

 - 3.4 Board Self-Evaluation of Board Policies (Reference: Board Policy 3.1.5 Self-Evaluation)
 - 3.4.1 Review Board Policy 3.1 Governing Focus and Style (*Attached*)
 - 3.4.2 Review Board Policy 3.3 Board Member Code of Conduct and Ethics (*Attached*)
 - 3.4.3 Review Board Policy 3.5 Board Chair and Other Officer Roles (*Attached*)
 - 3.4.4 Evaluate Board Policy 4.4 Monitoring President Performance (*Attached*)

 - 3.5 Board Liaisons Reports (Reference: Board Policy 3.4 Agenda Planning)
 - 3.5.1 Board Spokesperson – Board Chair McCasland
 - 3.5.2 Arizona Association of Community College Trustees (AACCT) – Board Chair McCasland and Member Sigafos
 - 3.5.3 Yavapai College Foundation – Member McCarver and Board Chair McCasland

 - 3.6 Dates and Time of Future Meetings and Events (Reference: Board Policy 3.4 Agenda Planning)

3.6.1 2019-2020 Dates, Times, and Places of Future Meetings (*Attached*)

3.6.2 2019-2020 Dates, Times, and Places of Future Events (*Attached*)

4.0 Adjournment of Regular Meeting: Procedural - **DECISION** (Reference: Board Policy 3.4
Agenda Planning)

**Yavapai College District Governing Board
Approved Public Session Meeting Minute
Monday, February 03, 2020; 3:00 PM
District Governing Board Meeting
Rock House, Prescott Campus
1100 E. Sheldon Street
Prescott, AZ 86301**



Item # 1.4.1

Member Present:

Ms. Deb McCasland, Chair
Dr. Patricia McCarver, Secretary
Mr. Ray Sigafoos, Board Member
Mr. Paul Chevalier, Board Member

Administration Present:

Dr. Lisa B. Rhine, President
Atty. Lynne Adams, Board Attorney
Ms. Yvonne Sandoval, Executive Assistant

- 1 **CALL TO ORDER – HEADING**
Board Chair McCasland called the Yavapai College District Governing Board meeting to order at 3:00 p.m.

- 2 **EXECUTIVE SESSION - Pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4) - Receive update from Legal Counsel regarding United States ex rel. Daniel Hamilton v. Yavapai County Community College District, CV12-08193-PCT-PGR - INFORMATION AND DISCUSSION**
Member Sigafoos moved, seconded by Member Chevalier, to go into Executive Session pursuant to A.R.S. §38-431-03(D) to receive legal update from legal counsel regarding United States ex rel. Daniel Hamilton v. Yavapai County Community College District CV12-08193-PCT-PGR. Motion carried unanimously.

- 3 **Convene in Public Session with Possible Action RE: United States ex rel. Daniel Hamilton v. Yavapai County Community College District, CV12-08193-PCT-PGR - DISCUSSION AND/OR DECISION**

- 4 **ADJOURNMENT OF REGULAR MEETING – PROCEDURAL**
Member Sigafoos moved, seconded by Member McCarver, to adjourn the meeting. Motion was carried unanimously.

Meeting adjourned at 3:31 p.m.

Respectfully submitted:

Yvonne Sandoval, Recording Secretary

Date

Ms. Deb McCasland, Chair

Dr. Patricia McCarver, Secretary

**Yavapai College
District Governing Board
Regular Board Meeting
Approved Minutes**

Tuesday, February 11, 2020
1:00pm – 4:00pm
Rock House, Prescott Campus
1100 East Sheldon Street
Prescott, AZ 86301

Member Present:

Ms. Deb McCasland, Chair
Dr. Patricia McCarver, Secretary
Mr. Ray Sigafoos, Board Member
Mr. Steve Irwin, Board Member
Mr. Paul Chevalier, Board Member

Administration Present:

Dr. Lisa B. Rhine, President
Atty. Lynne Adams, Board Attorney
Ms. Yvonne Sandoval, Executive Assistant

Item # 1.4.4

MINUTES

- 1.0 General Functions
 - 1.1 Call to Order
Chair McCasland called the Yavapai College District Governing Board Workshop to order at 12:59pm.
 - 1.2 Pledge of Allegiance
The Pledge of Allegiance was led by Member Irwin.
 - 1.3 Adoption of Agenda - **ACTION**
Member McCarver moved, seconded by Member Irwin to adopt the Governing Board agenda. Motion carried unanimously.
 - 1.4 Board Minutes Approval – **ACTION**
 - 1.4.1 Re-Submission of Board Regular Meeting – Tuesday, November 12, 2019 (Attached)
Member Chevalier moved, seconded by Member Sigafoos, to approve the District Governing Board Minutes from Tuesday, November 12, 2019 meeting. Motion carried unanimously.
 - 1.4.2 Board Budget Workshop – Tuesday, January 21, 2020 (Attached)
Member Chevalier moved, seconded by Member McCarver, to approve the District Governing Board Budget Workshop Minutes from Tuesday, January 21, 2020. Motion carried unanimously.

- 1.4.3 Board Regular Meeting – Tuesday, January 21, 2020 (Attached)
Member McCarver moved, seconded by Member Irwin, to approve the District Governing Board Minutes from Tuesday, January 21, 2020. Motion carried unanimously.
- 1.4.4 Board Public Executive Session – Monday, January 27, 2020 (Attached)
Member McCarver moved, seconded by Member Chevalier, to approve the District Governing Board Minutes from Monday, January 27, 2020. Motion carried unanimously.

The minutes of the executive session held on Monday, January 27, 2020 will be considered for approval by the Board at the next Governing Board meeting.

1.5 Welcome to Guests

1.5.1 General Open Call

Ruth Wick acknowledged the College for recognizing former faculty member Ms. Patty Mikles and hopes the open art faculty position at the Verde Valley campus will be filled.

Bob Oliphant joined the recommendation made by President Rhine that Ms. Patty Mikles name be placed the Verde Valley Art Gallery and commended all the faculty that worked on this endeavor.

Stan Goligoski acknowledged his support of the 3D Construction Program and provided samples of what a 3D printer could accomplish.

Member Sigafos corrected a statement made by Mr. Goligoski in his comments. Member Sigafos indicated that the Board did not vote to purchase any items in Executive Session. Atty Adams confirmed that the Board did not take any votes in Executive Session and instead received legal advices, as was indicated on the agenda for the meeting.

1.6 College Reports – **INFORMATION and DISCUSSION**

1.6.1 President's Report

Dr. Rhine gave a presentation on The Economic Value of Yavapai College. The College will provide a one-page fact sheet.

1.6.2 Information from Instruction and Strategic Initiatives

1.6.2.a Recognition of Faculty Members Advancement of Continuing Contracts

- Ms. Kathie A. Peterson, Communications
- Dr. Rebecca R. Brulet, Science and Engineering
- Dr. Barbara L. Durham, Nursing
- Ms. Jennifer D. Riley, Business & Computer Systems
- Mr. Theodore E. Archer, Career & Technical Education

1.6.2.b Faculty Senate (Attached)

Dr. Jennifer Jacobson gave her report on the following items.

- Faculty Senate
- Curriculum
- General Education Advisory Committee

2.0 New Business

2.1 Resolution for Vacant Board Seat – **ACTION** (Attached)
Member Chevalier moved, seconded by Member McCarver, to approve Resolution 2020-01. The motion passed with three ayes, one nay, one abstention (Ayes: Chevalier, McCarver, McCasland; Nay: Sigafos; Abstained: Irwin)

2.2 Board Self-Evaluation and Monitoring Reports – **ACTION**

2.2.1 Board Self-Evaluation **ACTION** (Attached)

The Board discussed the Yavapai College District Governing Board Self-Evaluation Procedure and evaluation form.

Member Chevalier moved, seconded by Member Sigafos, to adopt the proposed evaluation form document included with the Board packet and replace the evaluation form currently used by the Governing Board for its self-evaluation form, with the following edits to item #4 of the new evaluation form. Remove the words “in the advocacy process” and replace that language with “for student success.” Motion carried unanimously.

2.2.2 President’s Evaluation Monitoring Reports - **ACTION**

Member Irwin moved, seconded by Member McCasland, to suspend the President’s Evaluation of Monitoring Reports to be replaced by a different reporting form and/or process. Motion failed with two ayes and three nays. (Ayes: Irwin and McCasland; Nays: Chevalier, McCarver, and Sigafos)

The Board indicated that it would discuss this issue in greater detail at the upcoming workshop, including the potential for a different format for the President’s future Monitoring Reports.

The President will provide her Monitoring Reports for Policy 2.2 and Policy 2.5 at the March Governing Board Meeting.

2.3 Financial Reporting for December 2019 **INFORMATION and DISCUSSION**

2.3.a Budget to Actual Monthly Reports (Attached)

2.3.b Cash reserves Monthly Reports (Attached)

2.3.c Financial Update (Attached)

2.3.d District Governing Board (Attached)

2.3.e Summary of all Funds (Attached)

Member Chevalier asked, when the Board could anticipate receiving the draft budget. Dr. Ewell stated that the entire draft budget will be provided to the Board in the April Board meeting, although the Board has been reviewing the components of the budget for the past several months.

- 2.4 Curriculum Changes (Attached)
Member Irwin asked if any student(s) are currently enrolled in these two programs being deleted? Dr. Diane Ryan stated that the College has a Teach Out Program to make sure students can complete the programs.

Dr. Ryan requested approve for the following curriculum changes.

- New Program in Assisted Living Facility Caregiver Certificate
- Deletion of Photography Certificate
- Deletion of AAS in Video Game Development

Member McCarver moved, seconded by Member Chevalier, to approve the curriculum changes. Motion carried unanimously.

- 2.5 Verde Valley Art Gallery Naming (Attached)
Member Sigafos moved, seconded by Member Irwin, to approve the naming of the Verde Valley Art Gallery as the Patty Mikles Art Gallery. Motion carried unanimously.

SHORT RECESS

Meeting recessed at 2:35pm; reconvened at 2:49pm.

- 2.6 Overview of Yavapai College Comprehensive Annual Financial Report & Audit Results FY 2018-19 (CARF) – (Attached) **INFORMATION and DISCUSSION**
Mr. Frank D'Angelo gave a presentation on the Yavapai College Comprehensive Annual Financial Report and Audit for 2018-2019.

- 2.7 Review Policies

- 2.7.a Policy 3.3.1 (Attached) **ACTION**

Member Chevalier suggested additional revisions to the policy.

Member Chevalier moved, seconded by Member McCarver, to adopt the edits to Board Policy 3.3.1 Discipline Needed to Govern, as modified by Member Chevalier's additional revisions. Motion carried unanimously.

Approved Revised Policy 3.3.1 Discipline Needed to Govern

The Board shall enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as abiding by Board Policy, respect of roles, abiding by the majority's decisions, and adherence to ethical practices.

- 2.7.b Policy 3.3.3.4 (Attached) **ACTION**

Member Chevalier suggested additional revisions to the policy.

Member Chevalier moved, seconded by Member Irwin, to adopt the revisions to Board Policy 3.3.3.4 Exercising Authority by Majority Decision, as modified by Member Chevalier's additional revisions. Motion carried unanimously.

Approved Revised Policy 3.3.3.4 Board Operates with One Voice

Board members will exercise authority over the organization and the President only as they operate with one voice as a whole. Individual Board members will abide by and uphold the majority decisions of the Board.

3.0 Information Business – **INFORMATION**

3.1 Board Members' 2020 Annual Conflict of Interest Forms
The Board did not have any current conflicts of interest.

3.2 3D Construction Program **INFORMATION and DISCUSSION**

Dr. Diane Ryan provided information regarding the College's anticipated 3D Construction Program, including that the new program would be presented to the Governing Board in the future for approval.

3.2.1 Open Call for the 3D Construction Program

Tom Reilly favorably acknowledged the 3D Construction program and has offered his assistance to the College.

Sandy Griffis indicated that she supported the College moving forward with 3D Construction.

Bob Oliphant expressed skepticism about the viability of a 3D Construction program and urged the Board to proceed cautiously.

In response to Mr. Oliphant's comments regarding the Board's "secret meeting" to discuss the 3D Construction Program, Atty. Adams stated that the meeting was a public meeting at which the Board, went into executive session for legal advice, as allowed by statute. Member Chevalier stated that the Board came out of executive session and held a vote on purchasing equipment in the public session. Member Sigafos clarified that the Board held two votes in public session at the meeting; one to affirm the legal counsel the Board received in executive session and the second to amend the budget to account for the purchase of equipment.

3.3 Board Liaisons Reports

3.3.1 Board Spokesperson

Member Sigafos had no update.

3.3.2 Arizona Association of Community College Trustees (AACCT)

The next meeting will be March 19, 2020 at 10:00am and Zoom.

3.3.3 Yavapai College Foundation

The next meeting will be February 12, 2020 at 11:30am.

4.0 Board Action Items – **ACTION**

4.1 Appointments of the 2020 Board Member Liaisons – **ACTION**

Chair McCasland appointed the following Board Liaisons for 2020:

Board Spokesperson: Deb McCasland

Arizona Association of Community College Trustees (AACCT)

Representatives: Ray Sigafos and Deb McCasland

Yavapai College Foundation Representatives: Patricia McCarver and Deb McCasland

Chair McCasland noted that Member Chevalier had requested that he not be appointed to any liaison positions this year.

4.2 Board Meetings – **ACTION**

4.2.1 Annual Board Workshop – New Proposed Date: Friday, March 20, 2020
from 9:00am-4:00pm, Rock House, Prescott Campus

Member McCarver moved, seconded by Member Sigafoos, to request that other dates be provided to the Board on which the workshop might be held and to give authority to College Administration to schedule a date that is suitable for the entire Board to attend. Motion carried unanimously.

4.2.2 Dates and Times of Future Meeting and Events

4.2.2.a FY 19-20 Dates, Times and Places of Future Meetings (Attached)

4.2.2.a FY 19-20 Dates, Times and Places of Future Events (Attached)

4.3 Vote on the March Annual Board Workshop Focus - **ACTION**

Member Irwin moved, seconded by Member McCarver, to focus on monitoring process revisions at the next Board Workshop. Motion carried unanimously.

5.0 Adjournment of Regular Meeting – **ACTION**

Member McCarver moved, seconded by Member Sigafoos, to adjourn the meeting. Motion carried unanimously.

Regular meeting adjourned at 4:07pm.

Respectfully submitted:

Yvonne Sandoval, Recording Secretary

Date

Ms. Deb McCasland, Board Chair

Dr. Patricia McCarver, Secretary

Item # 2.1.1

YAVAPAI COLLEGE

FINANCIAL UPDATE

January 2020

FY2018-2019 Close and Audit

- The year-end close for FY2018-19 was done in November 2019.
- The auditors began their field work on October 14, 2019. The audit report (Comprehensive Annual Financial Report) was issued in mid-December 2019 in time to qualify for the Certificate of Achievement for Excellence in Financial Reporting award from the Government Finance Officers Association (GFOA).
- The Comprehensive Annual Financial Report (CAFR) for FY2018-19 was presented to the Board in February 2020.

FY 2019-2020 Budget

General Fund

- Total property taxes collected have historically, on average, been approximately .4% less than the levy. We expect this trend to continue.
- Tuition and fees is projected to come in above budget for the fiscal year based upon a slight increase in fall and spring enrollments.
- State appropriations will exceed the budget because of an additional \$1,761,300 of appropriation granted to the District by the State, subsequent to the Board approving the budget. The additional appropriation will be used to fund non-recurring expenses.

Auxiliary Fund

- The Auxiliary Fund is comprised of Auxiliary Enterprises primarily intended to furnish services to students, staff and the public. The majority of the District's Auxiliary Enterprises exist to furnish non-core goods or services to students and employees, charging a fee directly related to, although not necessarily equal to, the cost of the goods or services. Examples include the Bookstore, Food Services, and Housing. The remaining Auxiliary Enterprises are those non-instructional services provided primarily to benefit individuals and groups external to the institution, charging a fee directly related to, although not necessarily equal to, the cost of the goods or services. An example is Community Events. While each Auxiliary Fund operation is managed as a self-supporting activity, the District historically and currently transfers funds from the General Fund to the Auxiliary Fund to subsidize various operations. As the District manages this subsidy it strives to offer these DGB-End-driven services with the charging of reasonable prices.

- The total Auxiliary fund is projected to be within budget for the fiscal year.

Unexpended Plant Fund

- The Unexpended Plant Fund currently has a deficit due to a significant amount of Capital Improvement Projects (CIP) being encumbered for the fiscal year. The supporting revenues to cover this deficit will be received over the remaining fiscal year.

**YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT
REPORT OF EXPENDITURES**

**For the Seven Months Ended January 31, 2020
Fiscal Year 2019-2020**

District Governing Board

Fiscal Year 2019-20 Budget:

\$ 174,800

EXPENDITURES (note 1):	Purpose	Year-to-Date Expenditures	Encumbered Obligations	Total Expenditures/ Encumbrances
Salary Expenses	Staff Support	\$ 28,134	\$ 15,275	\$ 43,409
AJ Crabill	Consulting & Facilitation	9,362	-	9,362
Association of Community College Trustees	Membership & Conference Fees	8,053	-	8,053
Deborah McCasland	Travel	2,602	-	2,602
Govern for Impact	Membership & Conference Fees	7,865	-	7,865
HF Group LLC	Binding	419	-	419
Lisa Rhine	Travel	2,375	-	2,375
Osborn Maledon PA	Legal Counsel	23,191	18,059	41,250
Ourboardroom Technologies	Software Maintenance	11,500	-	11,500
Paul Chevalier	Travel	329	-	329
Ray Sigafos	Travel	2,891	-	2,891
Sodexo Inc.	Food Supplies	1,683	4,317	6,000
Steve Irwin	Travel	2,722	-	2,722
Supplies/Other	Various Vendors	662	-	662
The Governance Coach	Consulting	653	-	653
VVTV	Board Meeting Broadcast	750	-	750
YC Printing Services	Printing	2,224	-	2,224
				<u>143,066</u>
Remaining Budget - January 31, 2020				<u>\$ 31,734</u>

Note 1: Expenditures reported on the modified accrual basis of accounting.

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT

GENERAL FUND - TOP TEN EXPENDITURES BY ACCOUNT

For the Seven Months Ended January 31, 2020 - 58.3% of the Fiscal Year Complete

Fiscal Year 2019-2020

<u>Expenditures By Account</u>	<u>Year to Date (As of 1/31/20)</u>	<u>Prior Year (As of 1/31/19)</u>	<u>Percent Change</u>
Salary and Benefites	\$ 22,013,495	\$ 21,152,088	4.1%
Maintenance Contracts - Software	1,155,532	1,171,253	-1.3%
Scholarship Expense	732,022	736,178	-0.6%
Electricity	644,278	714,585	-9.8%
Contractual Services - Other	512,330	474,666	7.9% 1
Liability Insurance	340,488	346,724	-1.8%
Supplies - Software/Licenses	284,556	313,046	-9.1%
Supplies - General	245,073	230,381	6.4%
Supplies - Instructional	201,252	194,952	3.2%
Water/Sewage/Garbage	196,341	196,109	0.1%
Other	1,854,053	1,751,447	5.9% 2
	<u>\$ 28,179,420</u>	<u>\$ 27,281,429</u>	<u>3.3%</u>

1 - Contractual Services increased by 7.9% due to two new consulting engagements that did not exist in the prior year. They are as follows:

- Insidetrack Inc. was contracted with to improve student enrollment, persistence, graduation rate and to provide training to YC staff.
- The Arbinger Institute was contracted to provide outward mindset training to all employees to improve collaboration, employee engagement and accountability.

2 - Other represents over 60 accounts that include items such as advertising, printing, merchant credit card fees, supplies (e.g. general, custodial, HVAC), travel, telephone/internet, and equipment maintenance contracts.

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT

REPORT OF REVENUES AND EXPENDITURES

For the Seven Months Ended January 31, 2020 - 58.3% of the Fiscal Year Complete

Fiscal Year 2019-2020

RESTRICTED FUND

	<u>Year-to-Date Revenues</u>		<u>Total Revenues</u>	<u>Budget</u>	<u>Percent of Budget</u>
REVENUES:					
Federal Grants and Contracts	\$ 7,850,490		\$ 7,850,490	\$ 11,150,000	70.4%
State Grants and Contracts	99,296		99,296	240,500	41.3%
Private Gifts, Grants and Contracts	715,680		715,680	945,400	75.7%
Proposition 301 Funds	540,098		540,098	760,000	71.1%
State Appropriation - STEM Workforce	527,325		527,325	703,100	75.0%
Fund Balance Applied to Budget	90,000		90,000	90,000	100.0%
Reimbursement Due	-		-	N/A	N/A
TOTAL REVENUES	9,822,889		9,822,889	13,889,000	70.7%

	<u>Year-to-Date Expenditures</u>	<u>Total Encumbered Obligations</u>	<u>Labor Encumbrances</u>	<u>Total Expenditures and Non-Labor Encumbrances</u>	<u>Budget</u>	<u>Percent of Actual and Non- Labor Encumbrances to Budget</u>
EXPENDITURES (Note 1):						
Instruction	\$ 1,452,855	\$ 309,493	\$ 240,759	\$ 1,521,589	\$ 2,842,100	53.5%
Student Services	845,337	303,687	303,687	845,337	1,505,100	56.2%
Scholarships	7,238,342	-	-	7,238,342	9,383,100	77.1%
Public Service	102,190	32,176	32,176	102,190	158,700	64.4%
TOTAL EXPENDITURES	9,638,724	645,356	576,622	9,707,458	13,889,000	69.9%
SURPLUS/(DEFICIT)				\$ 115,431		

COMMENTS:

Restricted Funds expended only to the extent that Grants and Gifts are received.

Third quarter STEM Workforce appropriation was received in January 2020.

Scholarships at 77.1% of budget due to spring 2020 financial aid awards being made. This will even out over the next few months.

Note 1: Expenditures reported on the modified accrual basis of accounting.

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT

REPORT OF REVENUES AND EXPENDITURES

For the Seven Months Ended January 31, 2020 - 58.3% of the Fiscal Year Complete

Fiscal Year 2019-2020

AUXILIARY FUND

	Budgeted Revenues	Budgeted Expenses	Budgeted Surplus/ (Deficit)	Actual Revenues	Actual Expenditures and Non-Labor Encumbrances	Year-to-date Surplus/ (Deficit)
AUXILIARY ENTERPRISES						
Residence Halls and Summer Conferences	\$ 1,298,900	\$ 383,400	\$ 915,500	\$ 1,185,743	\$ 248,850	\$ 936,893
Transfer To Debt Fund to Pay Revenue Bonds	(403,900)	-	(403,900)	(235,608)	-	(235,608)
Subtotal - Residence Halls and Summer Conferences	895,000	383,400	511,600	950,135	248,850	701,285
Bookstore Rental and Commissions	165,000	-	165,000	77,148	-	77,148
Food Service & Vending	63,000	218,000	(155,000)	44,406	123,306	(78,900)
Edventures	75,000	100,400	(25,400)	93,461	74,745	18,716
Winery - Tasting Room	175,000	308,900	(133,900)	122,271	181,475	(59,204)
Family Enrichment Center	592,200	722,700	(130,500)	336,390	447,583	(111,193)
Community Events	698,000	974,000	(276,000)	558,001	707,609	(149,608)
Musical Productions	170,000	174,600	(4,600)	341,834	314,702	27,132
SBDC (Federal Grant Match Requirement)	-	94,700	(94,700)	-	64,245	(64,245)
Yavapai College Foundation	375,200	375,200	-	226,943	226,943	-
Other Auxiliary Enterprises	157,600	118,300	39,300	136,298	122,492	13,806
Fund Balance Applied to Budget	100,000	-	100,000	58,333	-	58,333
General Fund Transfer In	1,170,000	-	1,170,000	682,500	-	682,500
Contingency	-	100,000	(100,000)	-	-	-
Facilities & Administrative Allocation	-	1,090,800	(1,090,800)	-	636,300	(636,300)
	4,636,000	4,661,000	(25,000)	3,627,720	3,148,250	479,470

Comments:

Residence Halls and Summer Conferences revenues are above budget due to Spring 2020 semester room revenues being recorded. This will even out over the next few months.

The Budget currently has a surplus of \$479,470.

Note 1: Expenditures reported on the modified accrual basis of accounting.

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT

REPORT OF REVENUES AND EXPENDITURES

For the Seven Months Ended January 31, 2020 - 58.3% of the Fiscal Year Complete

Fiscal Year 2019-2020

UNEXPENDED PLANT FUND

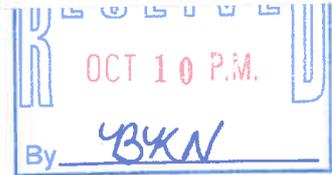
	<u>Year-to-Date Revenues</u>		<u>Total Revenues</u>	<u>Budget</u>	<u>Percent of Budget</u>
REVENUES:					
Primary Property Taxes	\$ 4,996,089		\$ 4,996,089	\$ 8,590,500	58.2%
Primary Property Taxes - Contingency	-		-	(45,000)	0.0%
Investment Income	92,466		92,466	90,000	102.7%
Other	10,696		10,696	30,000	35.7%
Fund Balance Applied to Budget	934,800		934,800	934,800	100.0%
General Fund Transfer In	3,800,000		3,800,000	3,800,000	100.0%
TOTAL REVENUES	9,834,051		9,834,051	13,400,300	73.4%

	<u>Year-to-Date Expenditures</u>	<u>Encumbered Obligations</u>	<u>Labor Encumbrances</u>	<u>Total Expenditures and Non-Labor Encumbrances</u>	<u>Budget</u>	<u>Percent of Actual and Non-Labor Encumbrances to Budget</u>
EXPENDITURES (Note 1):						
Preventative Maintenance	\$ 945,378	\$ 797,076	\$ -	\$ 1,742,454	\$ 3,974,000	43.8%
Unplanned Maintenance	126,378	40,087	-	166,465	262,500	63.4%
Capital Improvement Projects	1,392,226	3,993,853	-	5,386,079	5,237,700	102.8%
Equipment	997,096	1,396,629	-	2,393,725	3,307,400	72.4%
Furniture and Fixtures	172,812	5,223	-	178,035	257,500	69.1%
Library Books	57,566	27,408	-	84,974	98,700	86.1%
Operating Contingency	-	-	-	-	262,500	0.0%
TOTAL EXPENDITURES	3,691,456	6,260,276	-	9,951,732	13,400,300	74.3%
SURPLUS/(DEFICIT)				(117,681)	-	

COMMENTS:

The Budget currently has a deficit of \$117,681 as a result of the majority of Capital Improvement projects being encumbered for the fiscal year. The supporting revenues/transfers will be received over the remaining fiscal year.

Note 1: Expenditures reported on the modified accrual basis of accounting.



Yavapai
COLLEGE

Your community. Your college.

Application

Full-time Faculty Sabbatical

Brandelyn Andres

I. Reviews/Recommendations/Action

The Application for Sabbatical Leave must be completed by the applicant and reviewed at the following levels indicating support or non-support before advancing. Additional comments may be provided.

Due Date		<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	Date	Signature	
Oct. 15	Division Dean	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	10-9-19	[Signature]	
Nov. 1	Pro Gro	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	10-12-19	[Signature]	
Dec. 1	Campus Dean	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	11/9/19	[Signature]	
Dec 15	VP / Provost	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	11/9/19	[Signature]	
Jan. 15	President	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	12-10-19	[Signature]	
Within 1 week	President notifies applicants of recommendation one week prior to submission to Board.					
March 15	Board Action	<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved			
Within 48 hrs	Board Secretary Notifies Recipients 48 hrs. after Board Decision					
April 1	President Notifies Recipients in Writing					
Within 2 weeks of notification from President	Recipient accepts/rejects in writing to President					
Nov. 1, following year	Recipient submits written report to Provost (copy to ProGro). May be asked to present to Board					

II. Submission of Application

- The faculty applicant has verified with Human Resources the completion of 6 full years of probationary/continuing contract status.
- The faculty applicant has read and understands the college requirements in accordance with the Sabbatical Leave of Absence for Full-Time Faculty Policy 2.7.3 and the Intellectual Property Policy 2.3.1.

Signature of Applicant Brandely Andres Date: Oct 9 2019

III. Faculty Acceptance Agreement:

- I agree to return to Yavapai College and resume my duties for a period of two years immediately following my sabbatical leave.
- If the sabbatical is for one-half year, I will return to the College for the remainder of the contract year along with the two-year requirement.
- If I do not return to my college employment, I understand I will be required to reimburse the College for all salary and benefits received during the sabbatical leave.
- I also agree to submit a written report and make a presentation by November 1 of the year following the sabbatical, to the President and Governing Board of the activities completed while on my sabbatical.
- I understand that if I fail to carry out the purposes and activities for which the leave was granted, disciplinary action may be initiated.
- I agree that Yavapai College will have appropriate access to all sabbatical related research materials pursuant to the Yavapai College Intellectual Property Policy.
- I agree to comply with any additional conditions specified below:

**College Commitment to Sabbatical
(to be completed by supervisor)**

COLLEGE COMMITMENT	COST AND SOURCE OF SUPPORT
Salary to employee for the period of the sabbatical:	\$ 60,764 Current Salary Full year 60% = 36,458.40
Replacement plan and cost:	\$ Adjunct: 15 x 828 = 12,420 Full year full: \$44,000
Hardware, software or other support required: (list)	\$ Access to office, TELS, printing & pro gro funds for 2020-2021. Plus, request the ability to teach 1 or 2 online classes a semester.
Staff support required:	\$

Joe E. Smith 10-14-15
Supervisor Date

Campus Dean Date

**Brandelyn Andres
Humanities/Arts and Humanities/Prescott Campus
September 8, 2019**

**Request for Sabbatical Leave:
Dissertation Research and Writing
"The Lovely Works of Marriage":
Goddess Veneration and Female Initiatory Ritual in Ancient Crete**

Date of Proposed Leave: Fall 2020- Spring 2021

I began work on my PhD at Arizona State University in Fall 2015, completing my coursework in Fall 2018. My comprehensive exams were completed in August of 2019 and I am scheduled to defend my dissertation prospectus (some of which is outlined here) on November 6, 2019. After the successful defense, I will be officially advanced to candidacy (ABD) and will begin the research and writing of my dissertation, which is the focus of my sabbatical leave. My hope is to complete and defend my dissertation by the end of Fall 2021.

Project Description

Art historical scholarship has not yet thoroughly examined the potential connections between sacred marriage, female initiation rites, and an "erotic goddess" archetype that may have enjoyed a sustained presence on the island of Crete, possibly as far back as the Neolithic period.¹ I propose that liminality, communicated, in part, through consistent sartorial iconography, is the conceptual nexus of these interrelationships. In Crete, there was a unique juxtaposition of garment types that permitted simultaneous concealment and nudity, which, when associated with marriage and puberty, may have functioned to either educate or signify young female initiates attempting to navigate the complexities of seduction and institutionalized sexual obligation. In addition to this deliberate arrangement of garment types, I will support this argument through an analysis of the painted linear designs that are found in both the fresco imagery and on what are likely votive figures present in these sites of initiation. The association between clothing, dedicatory practice, and ritual is significant; I hypothesize that these lines are indicative of a sacral veiling.² This research will, therefore, focus particularly on Cretan female clothing, a topic that has received relatively limited scholarly attention aside from brief studies conducted by Marinatos

¹ This hypothesis is supported by numerous scholars who have also argued for a continuity in the deities worshipped in the Cretan religious pantheon. Further, A.C. Smith suggests that there was a relative consistency in women's activity across time and region. J.N. Coldstream, *Geometric Greece* (New York: St. Martin's Press, 1977), 328; Paul Friedrich, *The Meaning of Aphrodite* (Chicago: University of Chicago Press, 1978), 26; Nanno Marinatos, "Minoan Religion," in *The Cambridge History of Religions in the Ancient World: From the Bronze Age to the Hellenistic Age*, vol. 1, ed. Michele Renee Salzman (Cambridge: Cambridge University Press, 2013), 241; Peatfield, 350; J.G. Pedley, *Greek Art and Archaeology*, 4th ed. (Upper Saddle River, NJ: Prentice Hall, 2017), 99; Ian Rutherford, "Mycenaean Religion," in *The Cambridge History of Religions in the Ancient World: From the Bronze Age to the Hellenistic Age*, vol. 1, ed. Michele Renee Salzman (Cambridge: Cambridge University Press, 2013), 256, 259; R.F. Willets, *Cretan Cults and Festivals* (New York: Barnes and Nobles, Inc., 1962), 50; Marina L. Moss, *The Minoan Pantheon: Towards an Understanding of its Nature and Extent* (Oxford: British Archaeology Reports, 2005), 209; Nilsson, 24; A.C. Smith, 90, 106; Saro Wallace, *Ancient Crete: From Successful Collapse to Democracy's Alternatives, 12th to 15th Century BCE* (Cambridge: Cambridge University Press, 2010), 135.

² A general interpretation of linear patterning indicative of cloth folds, as seen on comparable sculptures from both Crete and other regions, can be found in the following scholarship: Nikolaïdou, 44; Elizabeth French, "The Development of Mycenaean Terracotta Figurines," *The Annual of the British School at Athens* 66 (1971); Naomi Hamilton, "Ungendering Archaeology: Concepts of Sex and Gender in Figurine Studies in Prehistory," in *Representations of Gender from Prehistory to the Present*, eds. Moira Donald and Linda Hurcombe (New York: St. Martin's Press, 2000), 19; Bernice R. Jones, *Ariadne's Threads: The Construction and Significance of Clothes in the Aegean Bronze Age* (Leuven, BE: Peeters, 2015), 8; A. Bernard Knapp and Lynn Meskell, "Bodies of Evidence on Prehistoric Cyprus," *Cambridge Archaeological Journal* 7:2 (1997): 190, 196; Peatfield, 361; Pedley, 99; Warren, 15. Other, less likely, proposals include linear patterns as tattooing, binding, or simply decorative.

(1993) and Marcar (2005) and a comprehensive survey of garment types conducted by Jones (2015).³ However, in none of these cases, has the iconographical potential of clothing been interrogated. Other symbols of necessary consideration for this study include birds, the crocus flower, and gesture, particularly the act of parting open a garment and *anakalypsis* (the act of nuptial unveiling).

This purpose of this research is to propose a historical/cultural/contextual continuum that clarifies the intersectionality of goddess veneration, sacred marriage ritual, and gendered votive practices. General surveys of Cretan religious artwork conducted thus far tend to be subservient to typographical and chronological divisions, which problematically interrupt perceptions of cultural continuity. In contrast, what is proposed here relies on a specific conceptual focus that will deprivilege these artificial scholarly constructs to instead identify visual indications of religious commonality that transcend temporal boundaries. From this approach, I theorize that three determinations can be reasonably secured. First, the goddess(es)' generalized association with fertility can be parsed out in a way that disassociates eroticism from motherhood, which would reveal another facet of Cretan goddess identity. Second, such a specification, when underscored by the artistic and archaeological evidence, would indicate that Crete can be included within the common cross-cultural and cross-temporal phenomenon of linking the veneration of the "erotic goddess" archetype with female initiation practices informed by the sacred marriage construct. Third, this particular connection between religious belief and cultic practice was established early on the island of Crete, well before the palatial periods.

Survey/Citations from the Literature

Regarding the veneration of female divinity, the general (and tenuous) consensus is that until a well-established Greek cultural presence, the Cretan goddess(es)' primary affiliation was a generalized fertility, with some scholars arguing for secondary household, chthonic, and/or war associations.⁴ These disparate, and in

³ Among these sources, there is a consensus that artistic images (particularly fresco paintings) seem faithful to Cretan sartorial actuality in terms of construction, style, pattern, garment type.

⁴ Anne Baring and Jules Cashford, *The Myth of the Goddess: Evolution of and Image* (London: Penguin Group, 1991), 114, 118; F. Blakolmer, "Pantheon Without Attributes? Goddesses and Gods in Minoan and Mycenaean Iconography," in *Divine Images and Human Imaginations in Ancient Greece and Rome*, ed. J. Mylonopoulos (Leiden, NL: Brill, 2010), 28, 30; Vesa-Pekka Herva, "Flower Lovers, after all? Rethinking Religion and Human-Environment Relations in Minoan Crete," *World Archaeology* 38:4 (December 2006): 587; Arthur Evans, "The Palace of Knossos," *Annual of the British School in Athens* 9 (1902-03); Geraldine Gesell, *Town, Palace, and House Cult in Minoan Crete* (Göteborg, SWE: Paul Åströms Förlag, 1985); Nanno Marinatos, *Minoan Religion: Ritual, Image and Symbol* (Columbia: University of South Carolina Press, 1993); Paul Rehak, "Imag(in)ing a Women's World in Bronze Age Greece: The Frescoes from Xeste 3 at Akrotiri, Thera," in *Among Women: From the Homosocial to the Homoerotic in the Ancient World*, eds. Nancy Sorkin Rabinowitz and Lisa Auanger (Austin: University of Texas Press, 2002); Leonard Shlain, *The Alphabet Versus the Goddess: The Conflict Between Word and Image* (New York: Penguin Group, 1998), 6; Allison Coleman Smith, "The Representation of Women in Bronze Age Aegean Wall Painting," (PhD diss., University of Minnesota, 2003), 99; Caroline Tully, "Thalassocratic Charms: Trees, Boats, Women and the Sea in Minoan Glyptic Art" (paper presented at 12th International Congress of Cretan Studies, Heraklion, Crete, 2016), 1, 2; K.D. White, "The Sacred Grove: A Comparative Study of Some Parallel Aspects of Religious Ritual in Ancient Crete and the Near East," *Greece and Rome* 1:3 (October 1954): 116; Martin P. Nilsson, *A History of Greek Religion*, 2nd ed. (New York: W.W. Norton & Co., Inc., 1964); Peter Warren, "Minoan

some cases vague, characterizations are further obscured by the inability to simply determine whether the religious beliefs were polytheistic or predicated upon the worship of a single “Great Mother Goddess.” These conclusions reflect wider interpretive trends in the scholarship that have addressed goddess identity and worship in the ancient world, in general. These trends, including their potential to be politicized, have revealed some of the pitfalls in this line of inquiry. Most relevant to the scope of the research proposed here is the tendency to impose limitations on goddess identity and (mortal and divine) female experience by assigning fertility and reproduction associations that are inherently reductivist.⁵ Such essentializing inclinations may explain why few scholars have suggested an “erotic” persona as a component of goddess identity in Crete, which is striking when considering that this archetype is relatively universal in the ancient world. Its presence, consistent in iconography and concept, has been well documented in the Near East, Egypt, and the Levant.

The dearth of archaeological and epigraphic evidence surrounding cult practices further compounds the lack of understanding regarding goddess identity and veneration in Crete. However, there is a comfortable level of scholarly consensus regarding some facets of ritual; for example, that there was a version of *hieros gamos* in Crete has found support amongst Evans (1902), Persson (1942), Picard (1948), Nilsson (1964), Platon (1968), and Marinatos (1993).⁶ Female initiatory practices are securely attested to through both imagery and context at sites such as Xeste 3 in Thera and the Kato Syme *temenos* sanctuary. This argument is present in the work of Budin (2003), Hansen (2015), Preziosi and Hitchcock (1999), Lebessi (2005), Lefèvre-Novaro and Rutherford (2014), Nikolaïdou (2012), and Marinatos (1993).⁷

Crete and Pharaonic Egypt,” in *Egypt, the Aegean and the Levant: Interconnections in the Second Millennium BC.*, eds. W. Vivian Davies and Louise Schofield (London: British Museum Press, 1995). A general fertility designation has been proposed by Gesell, Herva, N. Marinatos, White, and Baring and Cashford (who have also identified a secondary association with bees); Warren and Nilsson have advocated for a goddess originating from a domestic cult with snake affiliations; Rehak, Blakolmer, and A.C. Smith have identified a war facet to the goddess’ identity and Tully has labeled the divinity as a tree goddess or, alternatively, a goddess of the sea.

⁵ A. Bernard Knapp, “Representations: Female Figurines and Social Identity on Protohistoric Cyprus,” 2009, accessed October 18, 2017,

http://www.academia.edu/1179086/Representations_female_figurines_and_social_identity_on_Protohistoric_Cyprus, 142; Alan Peatfield, “Ritual and Religion in Neolithic Crete?” in *Decoding Neolithic Atlantic and Mediterranean Island Ritual*, eds. George Nash and Andrew Townsend (Oxford: Oxbow Books, 2016), 359; Marymay Downing, “Prehistoric Goddesses: The Cretan Challenge,” *Journal of Feminist Studies in Religion* 1:1 (Spring 1985): 13-15; Patricia C. Rice, “Prehistoric Venuses: Symbols of Motherhood or Womanhood?” *Journal of Anthropological Research* 37:4 (Winter 1981): 402.

⁶ Marinatos, *Minoan Religion: Ritual, Image and Symbol*, 285; Nilsson, 33.

⁷ Solvejg Hansen, “Using Textiles to Propose a New Identity for the So-Called Goddess of Xeste 3,” in *Tradition: Transmission of Culture in the Ancient World*, eds. Jane Feifer, Mette Moltesen, and Annette Rathje (Copenhagen: Collegium Hyperboreum and Museum Tusculanum Press, 2015), 119; Donald Preziosi and Louise A. Hitchcock, *Aegean Art and Architecture* (Oxford: Oxford University Press, 1999), 95; Marinatos, *Minoan Religion: Ritual, Image and Symbol*, 203; Marianna Nikolaïdou, “Looking for Minoan and Mycenaean Women: Paths of Feminist Scholarship Towards the Aegean Bronze Age,” *A Companion to Women in the Ancient World*, ed. Sharon L. James and Sheila Dillon (Oxford: John Wiley and Sons, Ltd., 2012), 51; Stephanie L. Budin, *The Origin of Aphrodite* (Bethesda, MD: CDL Press, 2003), 65. An additional point of Kato Syme’s significance, according to Budin, is that it is the oldest known sanctuary dedicated to Aphrodite in the world. Thus far, my research has only addressed Kato Syme;

Methodology

In the case of Crete specifically, scholars often rely on an iconographic system comprised of consistent symbolism that lacks uniformity in its application. In this study, iconographical analysis as the primary methodology will be supported through the inclusion of three additional lines of inquiry to substantiate interpretations made in the absence of textual evidence. First, it was Sackett's theory of isochrestic variation, coupled with Binford's iconological approach, that made apparent the significance of pattern in its potential for identifying function and meaning (respectively) through the deliberate replication of imagery; scholars have increasingly looked to these models to inform their work on prehistoric culture since the late 1970s.⁸ Reappearing iconography likely constitutes what Hodder and Huston refer to as constitutive meaning, where the commonalities within visual language underscore the relationships that inform a single social interaction.⁹ Together, the approaches of Sackett, Binford, and Hodder and Huston, reflect the trend in recent scholarship where iconography is not regarded as a set of independent symbols that inform passive conceptions of objecthood but are analyzed as active visual agents within performative social relations.¹⁰

Second, the identification of pattern (both its presence and absence) is a useful strategy for establishing typology, an organizational tool that is instructive when considered against geographical, sociocultural, chronological, and archaeological contexts.¹¹ Additional evidence can be gleaned when expanding this examination of context to what is called use life by Wilson or object biography by Langdon and Kopytoff to consider the possibility of multiple contexts or shifts in meaning or function. Use life/object biography is a particularly useful conceptual framework when situating objects within an extended chronology; in addition to the aforementioned scholars, this strategy has also been effectively utilized by Conkey (1980) and Sampson and Mastrogiannopoulou (2017).

however, including the Mt. Juktas sanctuary, also noteworthy for hosting continuous ritual activity of a comparable nature, will likely be necessary.

⁸ Polly Weissner, "Style or Isochrestic Variation? A Reply to Sackett," *American Antiquity* 50:1 (1985): 160-162; James Sackett, "Approaches to Style in Lithic Archaeology," *Journal of Anthropological Archaeology* 1 (1982); Lewis R. Binford, "Archaeology as Anthropology," *American Antiquity* 28:2 (October 1962); John F. Cherry and Thomas P. Leppard, "A Little History of Mediterranean Prehistory," in *The Cambridge Prehistory of the Bronze and Iron Age Mediterranean*, eds. A. Bernard Knapp and Peter van Dommelen (Cambridge: Cambridge University Press, 2014).

⁹ Ian Hodder and Scott Huston, *Reading the Past: Current Approaches to Interpretation in Archaeology*, 3rd ed. (Cambridge: Cambridge University Press, 2003), 172.

¹⁰ Weissner, 160; Lucy Goodison and Christine Morris, "Goddess Prehistory," in *A Companion to Gender Prehistory*, ed. Diane Bolger (Oxford: John Wiley and Sons, 2003), 282; Marissa Marthari, "Early Cycladic Sculptures as Archaeological Objects," in *Early Cycladic Sculpture in Context*, eds. Marissa Marthari, Colin Renfrew, and Michael Boyd (Havertown, PA: Oxbow Books, 2017), 45; Sackett 70, 82; Hodder and Huston, 157.

¹¹ Colin Renfrew, "The Sculpture of Neolithic Saliagos," in *Early Cycladic Sculpture in Context*, eds. Marissa Marthari, Colin Renfrew, and Michael Boyd (Havertown, PA: Oxbow Books, 2017), 64-65, 68; Adamantios Sampson and Vagia Mastrogiannopoulou, "Figurines from the Late Neolithic Settlement of Ftelia, Mykonos," in *Early Cycladic Sculpture in Context*, eds. Marissa Marthari, Colin Renfrew, and Michael Boyd (Havertown, PA: Oxbow Books, 2017), 70; Richard Bradley, *Image and Audience: Rethinking Prehistoric Art* (Oxford: Oxford University Press, 2009), 47; Margaret W. Conkey, "Context, Structure, and Efficacy in Paleolithic Art and Design," in *Symbols as Sense: New Approaches to the Analysis of Meaning (Language, Thought, and Culture)*, eds. Mary LeCron Foster and Stanley H. Brandes, (New York: Academic Press, 1980), 225; Rice, 402; Hodder and Huston, 166, 181.

Third, cross-cultural comparisons have become increasingly common in the study of prehistoric cultures since the 1970s.¹² The near-formulaic iconographic and conceptual attributes of the “erotic goddess” found throughout the ancient world necessitates the use of such a strategy. While the research focus is dedicated to Crete, related imagery produced in Egypt, the Near East, the Levant, the Cycladic Islands, Mycenae, and Geometric period Greece will additionally be considered. The chronology is limited primarily to the Bronze Age, with expansions earlier to accommodate Egypt and Neolithic Crete. While the cultures listed here likely exercised varying extents of influence upon Crete, it has been suggested that the iconography indicative of an “erotic goddess” on the island of Crete is Near Eastern in origin.¹³ I will utilize the survey of imagery proposed in this prospectus to argue that the symbolism is an amalgamation of well-established indigenous Cretan traditions that later incorporate distinctly Mycenaean imagery. It is my hypothesis that the continuous representation of unique garment types that do not have a parallel in other regions will support the argument of a long-standing Cretan-specific “erotic” divinity. I intend to corroborate the proposed trajectory of influence by examining population shifts against observable modifications made to iconographic convention and changes within isochrestic variation as well. This strategy is based on the argument that alterations made to objects are motivated by either the introduction of new forms that are considered functionally, visually and/or conceptually superior or by the imposition of norms by a newly dominant culture.¹⁴ I would also surmise that, to some extent, an argument for population shifts could be reinforced by citing environmental changes as well.

Research: Survey of Relevant Comparanda

Due to the fragility of natural pigments on terracotta and stone surfaces, as well as the erosion of incised patterns over time, it is essential to inspect firsthand the linear embellishments on small scale Cretan votive figures, in addition to the Egyptian, Near Eastern, Mesopotamian, Aegean, and Cypriot counterparts that may have influenced Cretan religious and sartorial traditions through the phenomenon of syncretism. As part of my research I am applying for associate membership to the American School of Classical Studies at Athens (ASCSA), the W.F. Albright Institute of Archaeological Research in Jerusalem (AIAR), and possibly the Cyprus American Archaeological Research Institute (CAARI). This will be in conjunction with my own independent research conducted on the islands of Crete (particularly at the peak sanctuary sites of Kato Syme and Mt. Jutkas) and Santorini (particularly Xeste 3) to establish the spatial context of Cretan votary and initiatory practices. The duration of my overseas research will be contingent upon funding, approximately three to four months. The remainder of the sabbatical will be spent writing.

¹² Wiessner, 161; Binford, 218; Sampson and Mastrogiannopoulou, 70; Cherry and Leppard, n.p.

¹³ Angeliki Lebessi, “Erotic Goddess of the Syme Sanctuary, Crete,” *American Journal of Archaeology* 133:4 (October 2005): 525.

¹⁴ Weissner, 162; Sackett, 73-74.

Projected Timeline

September-October 2020: W.F. Albright Institute of Archaeological Research (AIAR)
- Jerusalem, Israel

October-November 2020: American School of Classical Studies at Athens (ASCSA)
- Athens, Greece
- Blegen Library, Mycenae

November-December 2020: Crete and Santorini
- Kato Syme, Xeste 3, Heraklion Archaeological Museum, Pseira, Knossos, Hagia Triadha

December 2020: England
- Ashmolean Museum (Oxford) and British Museum (London)

January-April 2021: Projected Writing Outline (Parts I-III)

Part I: Research Topic:

A. Introduction

1. Research Problem: Was there an "erotic" facet of goddess identity on the island of Crete prior to Proto-Geometric period contact with Greece?

2. Hypotheses

a. Cretan religious beliefs made distinctions between the interrelated concepts of fertility and eroticism.

b. Crete can be included within the cross-cultural phenomenon of linking the veneration of the "erotic goddess" with female initiation practices and the sacred marriage construct.

c. "Erotic goddess," initiation, and sacred marriage intersectionality was established early on the island of Crete as early as the Neolithic period.

3. Chronological and cultural parameters of study

B. Literature Review

1. Previous scholarly works

2. Gaps in the scholarship

C. Methodology

1. Iconographical analysis

a. Isochrestic variation (processual)

b. Constitutive meaning (post-processual)

i. identity/individual agency

c. Culturalist approach

2. Use life/object biography

3. Cross-cultural comparison (ethnographic analogy)

a. Modified diffusionism

Part II: "Erotic Goddess" Archetype Context: Writing Outline

A. Conceptual associations

1. Eroticism

2. Warfare

3. Death

- 4. Fertility/Agriculture
- B. Traditions in representation
 - 1. Nude
 - 2. Frontal
 - 3. Gesture
- C. Iconography
 - 1. Rosette
 - 2. Tree
 - 3. Reeds
 - 4. Snake
- D. Spatial/contextual affiliations
 - 1. Household: domestic cult
 - 2. Chthonic: funerary cult
 - 3. Peak sanctuary
 - 4. Cult sanctuary
- E. Sacred Marriage
 - 1. Religious narrative
 - 2. Relationship to political system/kingship
 - 3. Relationship to actual marriage institutions, including bridal costume
 - a. Ceremony/ritual
 - b. Bridal costume
 - c. Conceptual parallels to death/funeral
 - 4. Cross-cultural similarities/differences
 - a. Egypt
 - b. Mesopotamia and the Near East
 - c. Cyprus
 - d. Cyclades
 - e. Mycenae
 - f. Crete
 - 5. Textual evidence
 - 6. Artistic evidence
- F. Intercultural Connections
 - 1. Context: Bronze Age trade climate
 - a. Factors
 - b. Summary of contact
 - i. Crete
 - ii. Cyclades
 - iii. Cyprus
 - iv. Egypt
 - v. Mesopotamia and the Near East
 - vi. Mycenaean
 - c. International style
 - 2. Syncretism
 - a. Explanation of phenomenon
 - b. Discussion of its role in Bronze age transmission of ideas
- G. Female Initiatory Practices

- a. Crete
- b. Cyclades
- c. Cyprus
- d. Egypt
- e. Mesopotamia and the Near East
- f. Mycenaean

Part III: Evidence: Clothing: Writing Outline

- A. Psychology of clothing
- B. Cretan religious garment types
- C. Cretan textile arts
 - 1. Production
 - 2. Trade
 - 3. Link with the landscape
 - 4. Archaeological evidence
- D. General connections between clothing and initiation ritual

May-July 2021: Projected Writing Outline (Parts IV-VII)

Part IV: Evidence: Painting: Writing Outline

- A. Discussion of Aegean painting traditions
 - 1. Cretan naturalism
- B. Crete
 - 1. Building AC, Pseira
 - 2. East Temple Repository, Knossos
 - 3. Throne Room, Palace at Knossos
 - 4. Room 14, Royal Villa, Hagia Triadha
 - 5. Secondary comparanda
- C. Cyclades
 - 1. Xeste 3
 - a. The Adyton Fresco
 - b. Crocus Gatherers
 - i. Minoan clothing diagrams
 - c. Seated Goddess
 - d. Procession of Mature Women
 - 2. House of the Ladies
 - a. Striding Lady
 - b. Presentation Scene
 - 3. Presentation Scene, Pillar Crypt, Phylakopi, Melos
 - 4. Secondary comparanda
- D. Mycenaean
 - 1. Cult Center, Mycenae
 - 2. House of the Frescoes, Room 31, Mycenae
 - 3. Lifesize Processional Frieze, Tiryns
 - 4. Secondary comparanda
- E. Paintings Outside of the Aegean
 - 1. Zimrilim Palace, Mari
 - 2. Egypt Dynasty 18 tomb paintings

- Part V: Evidence: Aegean Cultic Sites: Projected Writing Outline
- A. Discussion of Cretan religious sites
 - 1. Peak sanctuary
 - 2. Cave sanctuary
 - 3. Household and tomb shrines
 - B. Crete
 - 1. Kato Syme
 - 2. Other possibilities (possible – more research needed)
 - a. Mt. Jutkas
 - b. Petsophas
 - c. Anemosphelia
 - d. Piskokephalo
 - e. Stous Athropolithous
 - f. Kannia Sanctuary Complex
 - g. Sanctuary at Gazi
 - h. Karphi Temple
 - C. Cyclades (possible – more research needed)
 - 1. West House, Akrotiri, Thera
 - 2. Hagia Eirene, Keos
 - D. Mycenaean (possible – more research needed)
 - 1. House A at Tylissos
 - E. Structures Outside of the Aegean
 - 1. Ishtar Temple, Mari
 - VI. Part VI: Evidence: Sculpture
 - A. Cretan sculptural traditions
 - 1. Votives
 - B. Material significance
 - 1. Ivory
 - C. “Erotic goddess” iconography and potential connection to ritual: gesture
 - 1. Egypt
 - 2. Crete
 - 3. Cyclades and Mycenae
 - 4. Cyprus
 - 5. Mesopotamia and the Near East
 - D. “Erotic goddess” iconography and potential connection to ritual: clothing
 - 1. Egypt
 - 2. Crete
 - 3. Cyclades and Mycenae
 - 4. Cyprus
 - 5. Mesopotamia and the Near East
 - VII. Part VII: Conclusion
 - A. Conclusions: Is there enough evidence to indicate the presence of an “erotic” divine archetype on the island of Crete prior to Proto-Geometric contact with Greece?

Relevance of the Research Project

- **Relevance to strategic action:** This project directly complements the college's aims at fostering student success, community engagement, and organizational development. The specific nature of this impact is further detailed below.
- **Benefits to YC students:** The knowledge gained through these research endeavors will significantly expand my abilities to teach Yavapai College students detailed, contemporary, and accurate scholarship. To truly be a scholar – and more importantly teacher – of art history, firsthand interaction with artwork is necessary to understand the material, scale, and spatial considerations of an art object. Such information cannot be gleaned through indirect means, such as simply reading about the object or passively looking at a printed reproduction. Further, in-person examination of the material I teach allows me to take photographs specific to instructional content, which is then incorporated into the slideshows I use during lecture. I currently teach four to five sections per semester of Art 200. My research covers what comprises as roughly 75% of the content of this course.
- **Benefits to the college community:** These benefits have already been made manifest and will continue. Since beginning my PhD work, I have presented my research at college events open to the community, in addition to co-leading a highly successful tour of Italy offered in conjunction with a special topics course on its art and music. Most recently, I participated in last year's Stoic Week, where I outlined the research I conducted on Hellenistic epistemology as it relates to an ancient understanding of love and eroticism. Because my dissertation topic is predicated on cross cultural interconnections, there is a wider interdisciplinary relevance that will allow for ample opportunities to further share my work with the YC and wider tri-city communities on a number of topics, for example with the various OLLI and Distinguished Lecture programs.
- **Likely products of research:** Because there is so little work on the "erotic goddess" on the island of Crete, this project has the potential to make a substantial impact within Aegean scholarship. I plan to publish my research, ideally as a monograph. I have also identified further avenues of inquiry that extend beyond the confines of this project, which I hope to also publish as journal articles or, at the least, present in conferences.
- **Benefits to the employee:** My work on a terminal degree has been transformative; its impact on my professional development cannot be overstated. I have gained knowledge that allows me to teach in ways that are more nuanced and up to date with the ever-shifting scholarly trends in my discipline. My dissertation has allowed the opportunity to be exposed to and employ archaeological methods within my scholarship, which has been vital to the interpretation of ancient works, particularly those of prehistory, which is my specialization. This cross-disciplinary understanding of art history has also been beneficial to my teaching as well, as I can provide to my students wider scholarly views that encourage them to cast their intellectual nets wide.
- **Need in county/region:** N/A
- **International and/or potential national markets or profit center opportunities:** N/

Service History

- I have served as full time faculty at Yavapai College since 2012. (This is my eighth year.) I was designated as probationary faculty from 2012-2015; I received continuing contract status in April 2015.
- I served on the GIFT Committee (now the Teaching and Learning Committee); I have served as a peer mentor for three new full time faculty members; I serve on the department-specific committees (Art Gallery Committee and the Art Acquisitions Committee); I served on a committee to commission a new addition to the sculpture garden, as well the committee that oversaw the college's recent website redesign. I serve both the humanities and art departments. This semester (Fall 2019) I joined the Curriculum Committee and am faculty co-advisor to the new medieval history student club. I am chair of the RESPECT Campaign.
- This is my first application for sabbatical leave.

Additional Resources Required/Requested

Because I am taking one year of leave, at 60% of my salary, I will need to seek limited outside employment. Based on the precedence of other YC colleagues who were permitted to work as an adjunct for the college during their sabbatical, I am asking to be assigned one or two online classes during the Fall 2020 and Spring 2021 semesters while on this year of leave. This request is mutually beneficial for both myself and the college. If I cannot obtain a limited teaching assignment at this institution, I will have no choice to find classes to teach elsewhere. I am applying for external funding for my overseas research, but these opportunities are competitive and few in number. I will, therefore, have to fund some of this endeavor on my own, which will be exceedingly challenging on 60% of my salary. Teaching at a new institution will entail additional preparation to teach new courses, combined with time spent applying for these positions and the HR process that will ensue; this is time that would otherwise be spent concentrating on my research and writing. Allowing me to teach for YC would be a great gesture of institutional support, as I can teach classes that need no further preparation. YC would only need to hire one adjunct instructor in my absence, which would limit HR and departmental expenditure of resources. Further, my presence, as the only faculty who teaches art history at YC, would ensure a relative stability of my program in my absence and would prevent any sort of interruption of data collection for assessment: the Humanities is currently collecting data as part of the assessment cycle and my presence during my sabbatical ensures this process isn't mediated by a temporary adjunct. Finally, as I have progressed through my PhD program, I have been integrating knowledge acquired into my course content. By remaining current in my teaching, I can continually incorporate my research findings into my lectures and not have to contend with the herculean task of integrating all of the material after the fact.

Projected Budget (all figures are in US dollars):

- Tuition expenditure for the 2020/2021 academic year: \$12,000

* I will also be applying for professional growth funds for the 2020-2021 academic year to offset my tuition costs.

- Airfare to Europe: \$690
- Jerusalem:
 - one month half room and board at the W.F. Albright Institute of Archaeological Research: \$1200
 - museum and transportation fees: \$150
 - food: \$600
- Athens:
 - airfare from Jerusalem: \$160
 - association fees for the American School of Classical Studies at Athens: \$220
 - independent lodging: \$1000
 - food: \$1200
- Crete and Santorini:
 - ferry from Athens and between Crete and Santorini: \$120
 - lodging: \$800
 - food: \$1200
 - transportation fees (including car rental): \$500
- England
 - ferry to Athens and flight to England: \$250
 - train to Oxford: \$60
 - - lodging (1 week): \$700
 - food: \$400
 - transport and fees: \$150
 - train to London: \$60
 - lodging \$700
 - food: \$400
 - transport: \$100
- Flight back to the United State: \$500

Monthly expenses in the United States during the remainder of the sabbatical: approx.
\$2200

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Yavapai COLLEGE

Your community. Your college.

Full-time Faculty Sabbatical

Application

Laura Clise

I. Reviews/Recommendations/Action

The Application for Sabbatical Leave must be completed by the applicant and reviewed at the following levels indicating support or non-support before advancing. Additional comments may be provided.

Due Date		<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	Date	Signature
Oct. 15	Division Dean	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	9/27/19	<i>[Signature]</i>
Nov. 1	Pro Gro	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	10-12-19	<i>[Signature]</i>
Dec. 1	Campus Dean	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	11/19/19	<i>[Signature]</i>
Dec 15	VP / Provost	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	11/19/19	<i>[Signature]</i>
Jan. 15	President	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	12-10-19	<i>[Signature]</i>
Within 1 week	President notifies applicants of recommendation one week prior to submission to Board.				
March 15	Board Action	<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved		
Within 48 hrs	Board Secretary Notifies Recipients 48 hrs. after Board Decision				
April 1	President Notifies Recipients in Writing				
Within 2 weeks of notification from President	Recipient accepts/rejects in writing to President				
Nov. 1, following year	Recipient submits written report to Provost (copy to ProGro). May be asked to present to Board				

II. Submission of Application

- The faculty applicant has verified with Human Resources the completion of 6 full years of probationary/continuing contract status.
- The faculty applicant has read and understands the college requirements in accordance with the Sabbatical Leave of Absence for Full-Time Faculty Policy 2.7.3 and the Intellectual Property Policy 2.3.1.

Signature of Applicant L. Klein Date: 9-27-19

III. Faculty Acceptance Agreement:

- I agree to return to Yavapai College and resume my duties for a period of two years immediately following my sabbatical leave.
- If the sabbatical is for one-half year, I will return to the College for the remainder of the contract year along with the two-year requirement.
- If I do not return to my college employment, I understand I will be required to reimburse the College for all salary and benefits received during the sabbatical leave.
- I also agree to submit a written report and make a presentation by November 1 of the year following the sabbatical, to the President and Governing Board of the activities completed while on my sabbatical.
- I understand that if I fail to carry out the purposes and activities for which the leave was granted, disciplinary action may be initiated.
- I agree that Yavapai College will have appropriate access to all sabbatical related research materials pursuant to the Yavapai College Intellectual Property Policy.
- I agree to comply with any additional conditions specified below:

Laura Cline
English Department
School of Arts and Humanities
Prescott Campus
Proposed Leave: Spring 2021
Date of Request: Sept 2019
Writing and Reading Memoir as Literature

Project Description—Study and Book Project: Memoir as a Literary Genre

Area of Research

Memoir is a genre that is only growing in popularity in our age of reality television and the cable news tell-all. Tara Westover's popular memoir, *Educated*, has been on the *New York Times* bestseller list for 80 weeks. We read memoirs by celebrities, by unknowns with a fascinating story, by self-help gurus, and by literary writers. More and more, the genre of memoir is blending with other genres: poetry, self-help, history, graphic novels, essays, and even with fiction. The line between truth and fiction in memoir has been a subject of controversy over the years, most prominently in the case of James Frey's *A Million Little Pieces*, a book later proved to be mostly fabricated. The genre itself begs the question of how we draw the line between memory and imagination, between truth and fiction, a question that is increasingly relevant in the information landscape of today.

The academic study of memoir and creative nonfiction has been limited. Briefly searching JSTOR, I only found two articles (Martin and Root) that discussed the study of nonfiction, and that was in the context mainly of writing and rhetoric programs. In a 2017 article from the *New Yorker* entitled "Literary Style and the Lessons of Memoir," the author explores the way that the genre of experimental nonfiction are beginning to blur with literary genres (poetry, in particular).

For my project, I would like to explore the idea of studying memoir as a literary genre. After all, nonfiction genres ask some of the same central questions as literary genres. What is identity? What does it mean to tell the truth? How does style impact meaning? From this study, I would like to prepare a conference presentation (likely the Louisville Conference on Literature and Culture and/or one of the regional Modern Language Association conferences). I will also explore incorporating the teaching of nonfiction in my composition classes (specifically in a unit to be used for ENG 102), and would eventually like to teach an ENG 298 Special Topics course on "Memoir as a Literary Genre" (a course that transfers to NAU as a Department Elective, to ASU as a Department Elective and an Aesthetic and Humanistic Inquiry course, and to UA as an Elective and a T1 Traditions and Cultures/T2 Humanities Course via AZ Transfer). Potentially, there could also be workshops and presentations for OLLI or Community Ed.

At the same time, I will be working to finish my own experimental memoir. I have been working on my own education in writing the genre over the last year. I have taken a creative nonfiction class through YC, and I am currently enrolled in a memoir class. I have had two short pieces from those courses published in *Motherwell Magazine* and *Entropy Magazine* (see citations on the last page of this application). I have also done a Speculative Memoir online workshop, a poetry workshop online and an in-person workshop ("Writing and the Body") in order to hone my craft and to prepare to work on my book. Hopefully I will be able to present to the college community and the larger community excerpts from my writing and/or lectures on the process of writing memoir. Continuing to strengthen my own publication history, I hope to

be credentialable to teach Creative Writing after “publication in at least 3 periodicals with a circulation of 10,000+” (the credentialing criteria for CRW at Yavapai College).

Specific Activities During Sabbatical

1. Read widely in the genre of memoir.
2. Read some secondary sources related to the genre of memoir.
3. Complete an Annotated Bibliography of any academic publications concerning memoir as a literary genre.
4. Attend at least one workshop devoted to the craft of writing memoir (specific workshop To Be Determined)
5. Write an experimental memoir.
6. Prepare a conference presentation based on my research into “Memoir as a Literary Genre” and apply to present at a conference in Fall 2021.
7. Prepare a Canvas course for an ENG 230: Special Topics course.
8. Prepare a unit for ENG 102 on memoir
9. Continue to work towards publication to meet CRW credentialing requirements.

Travel

Location	Time Frame	Description
Writer’s Workshop focused on memoir	3-5 days	To Be Determined

Work in Prescott

Read widely from the list provided below	5 Weeks
Conduct a literature review of existing scholarship to complete an annotated bibliography	2 Weeks
Create a Canvas Shell for an ENG 230: Special Topics class and a module for ENG 102	3 Weeks
Create a conference presentation on Memoir as a Literary Genre and apply for Fall 2021 conferences	2 Weeks
Write an experimental memoir	3 Weeks dedicated to writing, but I plan to write throughout the 16 weeks.

List of Potential Memoirs/ Works of Creative Nonfiction to Read

Paul Hunter, *Clownery* (2017)

Jasmine Dreame Wagner, *On a Clear Day* (2017)

Maya Angelou, *I Know Why the Caged Bird Sings* (1969)

Jeanette Walls, *The Glass Castle* (2006)

Vladimir Nabokov, *Speak, Memory* (1951)

Alfred Kazin, *A Walker in the City* (1969)

Joan Didion, *The Year of Magical Thinking* (2005) or *The White Album* (1979)

Lucy Grealy, *Autobiography of a Face* (1994)

James Frey, *A Million Little Pieces* (2005)

Roxane Gay, *Hunger* (2017)

Keise Laymon, *Heavy* (2018)

Secondary Sources- Books on Memoir as a Genre and Philosophical Works

Mary Karr, *The Art of Memoir* (2016)

Charles Baxter, Ed, *The Business of Memory: the Art of Remembering in the Age of Forgetting* (1999)

G. Thomas Couser, *Memoir: An Introduction* (2011)

Lee McIntyre, *Post-Truth* (2018)

Relevance of the Research Project

Reference to Strategic Plan

1. "To provide quality higher learning and cultural resources"

Studying literature allows students to explore their own culture more deeply as they practice analysis and critical thinking. The discussions that arise from the study of creative nonfiction are particularly relevant to the culture landscape today which requires students to consistently question the difference between truth and

fiction. The class that I plan to create as well as my unit for ENG 102 will address these essential questions for students.

2. “Yavapai College exists to provide educational and cultural opportunities to students of all ages” and “Engaged Community-Goal to increase non-credit enrollment” (1.1.3)

I plan to use make my ENG 298 class available to community education classes and also hope to use my research and conference presentation to present on campus as well, including potentially in an OLLI or community education course.

3. “Improve employee engagement and satisfaction” and “Enhance professional development opportunities for faculty and staff“ (1.1)
 - a. This project will allow me to enhance my professional development by conducting research in an under-studied area of my field (Literature) while also helping me to achieve the personal and professional goal of completing a book length piece of writing. I will also have the opportunity of representing Yavapai College and presenting at a national conference.

Benefits to Yavapai College Students:

The creation of new classes will allow us to broaden the Special Topics offerings in the English department and will allow students to study a topic, which is both timely and relevant in their lives. Mary Karr, author of *The Art of Memoir*, “Changes in the novel have helped to jack up memoir’s audience [...] As fiction grew more fabulist or dystopic or hyperintellectual [...] readers thirsty for reality began imbibing memoir” (qtd in Crum). This desire for reality is clear throughout our current culture and can be discussed as a literary genre in context of other popular culture objects of interest to students such as reality television, YouTube stardom, Instagram celebrity and more. This is particularly useful for engaging students in composition courses. Not only are these context compelling, but will allow students to “analyze and practice with a variety of genres” as the National Council of Teachers of English (NCTE) position statement on postsecondary writing recommends.

This study will also allow me to engage with topics like “How do we distinguish between truth and fiction?” or “How is memory a form of storytelling?” These topics will make for compelling lectures that students can attend.

Generally speaking, having instructors engage in their own scholarship allows for the type of enthusiasm in the classroom that brings students to their discipline and generates excitement about learning. The Two-Year College English Association (TYCA) statement on preparation of English teachers states that two year college English teachers should, “continue to grow and

learn themselves so that they can model for their students ways of reading and writing successfully.” The opportunity to engage in professional writing and research will allow me to develop new ways of teaching my students to write.

Benefits to College Community

The same topics that will interest students will also be of interest to the college community at large. I hope that I will be able to present my research and my own writing in the context of community events at the college. Ideas I have so far are presentations at the library, for community education and to some groups on campus such as the poetry and English clubs. Also, if I am able to meet the requirements for credentialing in creative writing, it will help to increase on campus creative writing faculty presence and allow for continuing revitalization of that program.

Resulting Products of Sabbatical

1. Course Shell for ENG 298-Special Topics: Memoir as a Literary Genre
2. Conference Presentation
3. Book length experimental memoir
4. Unit to be used in ENG 102- College Composition II

Benefits to the Employee

This is a project that has been on my mind and in my pockets of spare time for ages. Allowing myself the opportunity to write, research and read will help me to reinvigorate my passion for my subject and for scholarship generally. Allowing me to write creatively and publish will help me to develop as a writer and allowing me to present at a national conference will help me to develop as my CV. Credentialing in CRW would also be a benefit to me.

Service History

Employment History

Full-Time Professor of English—Continuing Contract (Fall 2013-present)

Full-Time Professor of English—Probationary Contract (Fall 2010-Spring 2013)

Full-Time Professor of English – One Year Contract (Fall of 2009-Spring 2010)

Adjunct Professor of English (Fall 2008-Spring 2009)

History of Faculty Service

English Department Chair (Spring 2018-present)

Faculty Senate (Present)

Riders Read Committee (Present)

Curriculum Chair (AY 2009/2010 and AY 2018/2019)

Dual Enrollment Liaison and Dual Enrollment Advisory Board (Spring 2018-Fall 2019)

Curriculum Committee Member (2010-2019)

Developmental Education Committee (AY 2015/2016 and current)

English Department Challenge Essay Evaluator (2010-2018)

Pathways Committee (AY 2018/2019)

ENG 100 lead faculty (2015- present)

College Honors Program Advisory Board (2014- Present)

LMS Review Committee (2013)

Accreditation Site Visit Committee (2010)

Phi Theta Kappa Advisor (2010-2015)

English Department Assessment and Standards Project Coordinator (2010-2012)

Additional Resources Required

Professional Growth money for Writing Conference (Spring 2021) and for presentation at Writing Conference (Fall 2021)

Department funds for purchase of books on sabbatical reading list (typical practice in ENG department for faculty producing course materials or scholarship)

Member of English department to fulfill department chair duties

TeLS

Print Services

Internet Connection

Continual Access to Office

Works Cited

- Belluck, Pam. "For Better Social Skills, Scientists Recommend a Little Chekhov." *The New York Times*, 3 Oct. 2013, <https://well.blogs.nytimes.com/2013/10/03/i-know-how-youre-feeling-i-read-chekhov/>.
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- Clack, Julie. "Jane Austen: Then and Now." *Princeton University*, 14 Dec. 2017. <https://www.princeton.edu/news/2017/12/14/jane-austen-then-and-now>.
- "EVERY Jane Austen adaptation." *IMBd*, Amazon, 12 Apr. 2011, <https://www.imdb.com/list/ls000175242/>.
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- Kincaid, Victoria. "Austen and the Rise of the Novel." *Austen Authors*, Sharon Lathan, 28 Mar. 2017. <https://austenaauthors.net/austen-and-the-rise-of-the-novel/>.
- Mullan, John. "How Jane Austen's Emma changed to face of fiction." *The Guardian*, 5 Dec. 2015, <https://www.theguardian.com/books/2015/dec/05/jane-austen-emma-changed-face-fiction>.
- Sutherland, Kathryn. "Jane Austen and the invention of the serious modern novel." *The Cambridge Companion to English Literature, 1740-1830*, edited by Thomas Keymer and Jon Mee, Cambridge University Press, 2004, pp. 244-62.

Publications by Applicant:

Cline, Laura. "Dear Left Big Toe." *Entropy*, 30 July 2019, <https://entropymag.org/dear-left-big-toe/>

Cline, Laura. "The night my daughter was born." *Motherwell*, 25 June 2019, <https://motherwellmag.com/2019/06/25/the-night-my-daughter-was-born/>.

Amber Davies-Sloan

IV. Reviews/Recommendations/Action

The Application for Sabbatical Leave must be completed by the applicant and reviewed at the following levels indicating support or non-support before advancing. Additional comments may be provided.

Due Date				Date	Signature
Oct.15	Division Dean	<input type="checkbox"/> Support	Do Not Support	10-14-19	Joe E. Fin
Nov. 1	Pro Gro	Ranking	Support	10-12-19	Joseph DeLuca
Dec. 1	VP	<input checked="" type="checkbox"/> Support	Do Not Support	11/19/19	[Signature]
Dec 15	President	<input checked="" type="checkbox"/> Support	Do Not Support	12-10-19	Lu P. Thomas
Within 1 week	President notifies applicants of recommendation one week prior to submission to Board.				
January	Board Action	<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved		
Within 48 hrs	Board Secretary Notifies Recipients 48 hrs. after Board Decision				
February 1	President Notifies Recipients in Writing				
Within 2 weeks of notification from Board Secretary	Recipient accepts/rejects in writing to President				
Nov. 1, following year	Recipient submits written report to Provost (copy to Pro Gro). May be asked to present to Board				



Full-Time Faculty Sabbatical

Application *Amber Davies-Sloane*

I. Submission of Application

- The faculty applicant has verified with Human Resources the completion of 6 full years of probationary/continuing contract status.
- The faculty applicant has read and understands the college requirements in accordance with the Sabbatical Leave of Absence for Full-Time Faculty Policy 2.7.3 and the Intellectual Property Policy 2.3.1.
- Must be to their Dean by October 15.

II. Optional: Applicant may submit proposal to the Professional Growth Committee for review and feedback from the Professional Growth Committee. This must be completed by October 5.

III. Faculty Acceptance Agreement:

- I agree to return to Yavapai College and resume my duties for a period of two years immediately following my sabbatical leave.
- If the sabbatical is for one-half year, I will return to the College for the remainder of the contract year along with the two-year requirement.
- If I do not return to my college employment, I understand I will be required to reimburse the College for all salary and benefits received during the sabbatical leave.
- I also agree to submit a written report and make a presentation by November 1 of the year following the sabbatical, to the President and Governing Board of the activities completed while on my sabbatical.
- I understand that if I fail to carry out the purposes and activities for which the leave was granted, disciplinary action may be initiated.
- I agree that Yavapai College will have appropriate access to all sabbatical related research materials pursuant to the Yavapai College Intellectual Property Policy.
- I agree to comply with any additional conditions specified below.

Signature of Applicant

Amber Davies-Sloane

Date:

10/14/19

**College Commitment to
Sabbatical (to be
completed by supervisor)**

COLLEGE COMMITMENT	COST AND SOURCE OF SUPPORT
Salary to employee for the period of the sabbatical:	\$ Current Salary \$ 59,059 100% for 1 semester 50% : \$ 29,529.50
Replacement plan and cost:	\$ Adjunct: 15 credits x 828.00 = 12,420 Full-time 1 semester : \$ 22,000
Hardware, software or other support required: (list)	\$ Access to office, TeLS, printing services & 2020-2021 Pro Gro funding.
Staff support required:	\$ _____

Joe E. Sin 10-14-19
Supervisor Date

Campus Dean Date

Amber Davies-Sloan
Communication Department
School of Social Sciences
Prescott Campus
Proposed Leave: Spring 2021
Date of Request: September 25, 2019
Interracial Adoption and Identity: The Effects on Personal Relationships

Project Description—Course of Study: Adoption Identity and Personal Relationships

Area of Research: Statement of the Problem

Over the past six decades, at least 200,000 Korean children have been adopted in to families in more than 15 countries, with a vast majority living in the United States (Jones). With the majority of the adoptions taking place in the 1970's and 1980's (Darnell), many adoptees are now in the throes of adulthood and face various degrees of psychological hardships, including anxiety, abandonment issues, and loss of a sense of identity (Jones). These hardships can lead to feelings of depression, lack of interest or understanding of the self, and most importantly, a difficulty with connections with others.

In the area of Interpersonal communication, scholars study and examine different ways to communicate effectively in relationships; specifically how to create better relationships in one's own life. A common topic that arises is identity. Identity, or how we see ourselves, has a huge impact on how we communicate and relate to others (Adler). Our perception, or how we see and interact with the world is greatly influenced by our personal identity (Adler).

With such a large number of Korean adoptees in the United States reporting identity struggles, there appears to be a clear correlation between identity and how they manage and maintain personal relationships with others. I believe that it is important to identify the connections between these identity struggles and propose tools and other ways to implement healthy communication in adoptee's lives, which will ultimately lead to better relationships for them.

At first look, this does seem like a very specific focus group, and one might wonder how this research might be applicable to a larger group. I have found in my 15 years of teaching that many people struggle with their own identities, which can lead to issues in their personal relationships. I believe the identity questions that Korean adoptees face are not specific to them, and can be applied to any group.

With this information, it is important to conduct research related to identity and how one's identity and sense of self can affect their personal relationships. I plan to conduct a review of the literature that is available, connect personally with groups of adult Korean adoptees to identify common topics/problems related to identity and relationships, conduct a qualitative study of experiences of Korean adoptees, and begin working on a paper that will summarize my research and findings, with the intent to submit to multiple conferences. Finally, I will create a case study to be used in my courses, and will share the case study with my colleagues.

Specific Activities during Sabbatical:

1. Preliminary research and networking will take place at the KAAN (Korean American Adoptee Adoptive Family Network) annual conference in Denver, CO in June 2020.
2. In January and February, I will read past and current literature (see reading list) related to identity and Korean adoption, as well as literature about adoption and identity in general. I

will create a literature review to identify themes that emerge related to identity struggles and communication, specifically how personal relationships are affected.

3. In February and March, after identifying themes related to identity, communication, and relationships, I will create a list of questions to conduct my qualitative research. I will connect in person, by Skype, or through email to Korean adoptees who are willing to share their experiences. My targeted number for participants is 10-15. I will apply for approval from the YC Human Subjects Review Board for the interviews.
4. In April and May, I will compile my research and begin writing a paper that will be submitted to conferences in my research area (Western States Communication conference and National Communication Association conference) and Korean adoptee conferences (Korean American Adoptive Family Network conference and International Korean Adoptee Association conference) that take place throughout the year. I will also create a case study activity to share with colleagues and implement in my courses. The case study will also be submitted as a GIFT (Great Idea for Teaching) at communication conferences.

Reading List:

- Lost and Found: The Adoption Experience* by Betty Jean Lifton (2009)
- Trail of Crumbs: Hunger, Love, and the Search for Home* by Kim Sunee (2008)
- A Single Square Picture: A Korean Adoptee's Search for her Roots* by Katy Robinson (2002)
- Ten Thousand Sorrows* by Elizabeth Kim (2000)
- Coming Home to the Self: The Adopted Child Grows Up* by Nancy Newton Verrier (2003)
- Seeds from a Silent Tree: An Anthology by Korean Adoptees* (1997)
- Twenty Things Adopted Kids Wish Their Adoptive Parents Knew* by Sherrie Eldridge (1999)
- Being Adopted: The Lifelong Search for the Self* (1992)
- Journey of the Adopted Self: A Quest for Wholeness* by Betty Jean Lifton (1994)
- The Primal Wound* by Nancy Newton Verrier (2002)
- All You Can Ever Know* by Nicole Chung (2018)
- Dreams of my Mothers: A Story of Love Transcendent* by Joel Peterson (2015)
- Keurium* by J.S. Lee (2018)
- Through Adopted Eyes: A Collection of Memoirs from Adoptees* (2018)
- The "Unknown" Culture Club: Korean Adoptees, Then and Now* (2015)

Any other resources or books having to do with identity, Korean adoptees, or communication will be added to this list, as I find them.

Relevance of the Research Project:

Reference to Strategic Plan:

1. “To provide quality higher learning and cultural resources” and “Our students will have the abilities to be active participants in the global community.”

This research will expose learners to an important subculture of our society: that of adoptees and their experiences. My case study will show students how this subculture struggles with identity issues and how this affects their personal relationships. Students will be able to develop higher order thinking skills by completing the case study. By sharing my research, I can also be a resource for the community.

2. “Yavapai College exists to provide educational opportunities to students of all ages” and “Engaged Community-Goal to increase non-credit enrollment” (1.1.3)

Adoption is an integral part of our community, and I think making information about adoption and adoptees to people of all ages is important. I would be able to offer courses to families/adoptive parents in our community with the information I gather. Also, I could reach out to adult adoptees and offer workshops about communication and relationships.

3. “Improve Community Engagement” (1.3)

I plan to give presentations on my research. I will reach out to adoption agencies, county resources, the library, etc. to create partnerships and to be a resource for them.

4. “Improve employee engagement and satisfaction” (1.1)

As a Korean adoptee, this research is important to me on a personal and professional level. Looking at the literature and information that already exists, it is evident that more research needs to be conducted to support adoptees and their journeys. The ability to share this information with students will add to the depth of my future courses. Finally, being able to connect with other adult Korean adoptees will enhance my own life.

Benefits to Yavapai College Students:

My sabbatical will help create case studies and lesson plans about the effects of identity on personal relationships. Students in COM100 (Introduction to Human Communication) and COM134 (Interpersonal Communication) can use this information to gain a better understanding of how identity struggles can affect romantic and platonic relationships. Students specifically will be able to apply the case study and information to areas in Interpersonal communication such as: conflict, creation of romantic relationships, disclosure, self-concept, and perception. Students will also be exposed to a subculture they may not be familiar with in Korean adoptees. I believe the experience will be beneficial to them, and will allow them to develop important skills they can use later in life. I also think it will be helpful to increase rapport with my students, since I can speak to the information on a personal level.

Additionally there are benefits to case studies in classes. Using “real-life” examples helps students to connect better, which encourages their critical thinking skills and allows them to become more empathetic. Ultimately, this will lead to better communication skills and relationships, which is an important outcome of these courses. It will also give them the skills to perform better in their own lives, personal and professional.

Benefits to College Community

I plan on creating various presentations that can be tailored to different audiences. I will reach out to the college library to present, and will encourage community members to attend. I will also contact local libraries and different agencies that are connected to adoption around Yavapai County. My hope is to continue this research past my sabbatical and become a valuable resource on adoption, communication, and identity in our community as well as the larger communication research and adoptee/adoptive community.

Resulting Products of Sabbatical—Possible Delivery in Fall 2021 or Spring 2022:

1. Unit of Instruction (case studies) that can be used in COM100 and COM134. These will be shared with my colleagues.
2. Presentation on Adoption Identity and Personal Relationships at YC, local/state adoption agency, and/or other local organizations.
3. Begin research study and academic paper that will be submitted to future communication conferences (WSCA and NCA) and future adoptee conferences (KAAN and ICAA).
4. Case studies activity that will be submitted as GIFTS to future communication conferences (WSCA and NCA)
5. Community enrichment and engagement through presentations and partnerships. I will make myself available for consulting or informative presentations to various adoption agencies, adoptive families, and other community groups that support or engage in adoption practices.

Benefits to the Employee

This sabbatical will allow me the opportunity to concentrate on research I have been conducting since graduate school. My Master’s project focused on discursive strategies for supporting the bi-racial identities of Korean adoptees. Since completing my degree, I have committed myself to being a voice for Korean adoptees and working on research to identify tools for better communication and relationships for adoptees and their families. Taking this time will allow me to continue this important research that will impact and help so many, including myself.

Service History

Employment History

Full-Time Professor of Communication—Continuing Contract (Fall 2013-present)

Full-Time Professor of Communication—Probationary Contract (Fall 2010-Spring 2013)

Adjunct Professor of Communication (Fall 2008-Fall 2009)

History of Faculty Service

Budget and Compensation Committee (2019-present)
Teaching and Learning Committee (2018-present)
Respect Campaign (2016-2019)
Peer Review Oversight Committee (2016-2019)
Peer Mentor Committee for Nanette Hofer (2014-2017)
Peer Mentor Committee for Sandi Van Lieu (2018-present)
Peer Mentor Committee for Kathie Kallevig Peterson (2017-present)
Coordinator for First Year Experience (FYE) (2015-2017)
YC Communication Committee (ad-hoc) (2015)
Curriculum Committee (2013-2015)
Advisor for International Club (2010-2013)
Student Learning Outcomes Assessment Committee (2010-2014)

Additional Resources Required

Professional Growth funding for travel to conference(s)

Depending on funding availability, I'd like to attend at least one conference to connect and network with people to discuss my research and possibly conduct more research. (Communication conferences: WSCA and NCA; Korean Adoptee Conferences (KAAN and IKAA))

TeLS

Printing Services

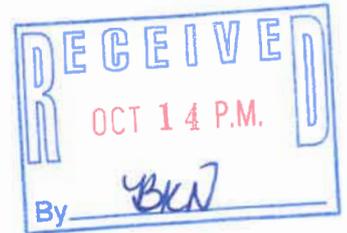
Internet Connection

Access to office

Works Cited

- Adler, R. B., Rosenfeld, L. B., & Proctor, R. F. (2018). *Interplay: the process of interpersonal communication*. New York, NY: Oxford University Press.
- Darnell, Farnad J. et al. (2016). Adoption and Identity Experiences Among Adult Transnational Adoptees: A Qualitative Study. In *Adoption Quarterly*. Routledge Taylor & Francis Group. Page 5.

Jones, M. (2015, January 14). Why a Generation of Adoptees Is Returning to South Korea.
Retrieved from <https://www.nytimes.com/2015/01/18/magazine/why-a-generation-of-adoptees-is-returning-to-south-korea.html>



Mark Woolsey

I. Reviews/Recommendations/Action

The Application for Sabbatical Leave must be completed by the applicant and reviewed at the following levels indicating support or non-support before advancing. Additional comments may be provided.

Due Date		<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	Date	Signature
Oct. 15	Division Dean	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	10-14-19	Joe E. Sid
Nov. 1	Pro Gro	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	10-12-19	Leah Dyke
Dec. 1	Campus Dean	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	11/14/19	[Signature]
Dec 15	VP / Provost	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	11/14/19	[Signature]
Jan. 15	President	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	12-10-19	[Signature]
Within 1 week	President notifies applicants of recommendation one week prior to submission to Board.				
March 15	Board Action	<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved		
Within 48 hrs	Board Secretary Notifies Recipients 48 hrs. after Board Decision				
April 1	President Notifies Recipients in Writing				
Within 2 weeks of notification from President	Recipient accepts/rejects in writing to President				
Nov. 1, following year	Recipient submits written report to Provost (copy to ProGro). May be asked to present to Board				

II. Submission of Application

- The faculty applicant has verified with Human Resources the completion of 6 full years of probationary/continuing contract status.
- The faculty applicant has read and understands the college requirements in accordance with the Sabbatical Leave of Absence for Full-Time Faculty Policy 2.7.3 and the Intellectual Property Policy 2.3.1.

Signature of Applicant *Ang Wong* Date: 10-14-19

III. Faculty Acceptance Agreement:

- I agree to return to Yavapai College and resume my duties for a period of two years immediately following my sabbatical leave.
- If the sabbatical is for one-half year, I will return to the College for the remainder of the contract year along with the two-year requirement.
- If I do not return to my college employment, I understand I will be required to reimburse the College for all salary and benefits received during the sabbatical leave.
- I also agree to submit a written report and make a presentation by November 1 of the year following the sabbatical, to the President and Governing Board of the activities completed while on my sabbatical.
- I understand that if I fail to carry out the purposes and activities for which the leave was granted, disciplinary action may be initiated.
- I agree that Yavapai College will have appropriate access to all sabbatical related research materials pursuant to the Yavapai College Intellectual Property Policy.
- I agree to comply with any additional conditions specified below:

**College Commitment to Sabbatical
(to be completed by supervisor)**

COLLEGE COMMITMENT	COST AND SOURCE OF SUPPORT
Salary to employee for the period of the sabbatical:	\$ Current Salary: \$75,954 100%
Replacement plan and cost:	\$ Adjunct: 15 credits x \$828.00 = 12,420 Full-Time 1 Semester: \$ 22,000
Hardware, software or other support required: (list)	\$
Staff support required:	\$

Joe E. Smith 10-14-19
Supervisor Date

Campus Dean Date

Sabbatical Proposal

For Fall 2020

Submitted by

Mark Woolsey

Speech Communication Instructor

Connecting Communication Courses to Yavapai College

October 14th, 2019

PROJECT DESCRIPTION

Statement of Problem

As a thirty- year Speech Communication instructor, I have always tried to find innovative approaches to recruiting and teaching Communication students. A sabbatical would allow me the time to research, observe and develop new ideas that would serve Yavapai College.

If awarded a sabbatical, there are two primary objectives that I would like to achieve. The first objective would be to connect Communication courses to underserved programs and schools at Yavapai College. The second objective would be to develop activities and events that would connect Communication courses to serve and enhance the campus culture.

OBJECTIVE 1 –

CONNECTING COMMUNICATION COURSES TO OTHER PROGRAMS AND SCHOOLS AT YAVAPAI COLLEGE.

Effective oral communication skills are rated by Fortune 500 Companies as being among *the* most critical skills in obtaining—and keeping—a job. Recent campus forums and meetings on AGEC and “Pathways” restructuring have given me the opportunity to have open discussions with my colleagues from other academic areas on what educational opportunities best serve their students.

While I believe there is a consensus that communication skills are valuable to all students, it is clear that the Communication department is not reaching all of the students at Yavapai College that could benefit from learning communication skills. A good would be the School of Career and Technical Education, there is some confusion as to what specific Communication courses would best serve CTEC students. Part of my sabbatical would allow me to travel to CTEC to observe classroom environments and interview faculty to determine what skills and courses

would best serve their program. Outcomes would include revising current Communication learning outcomes, recommending specific Communication courses for specific CTEC programs, creating new Communication courses and developing new methods of delivery.

One example is a current trend in the Communication discipline to offer one- or two-unit courses that target a specific communication skill. Colorado Mesa University in Grand Junction, Colorado has created an innovative approach to teaching Public Speaking, by implementing a mandatory one-unit course that is required for all students. While I do not envision a mandatory course at Yavapai College, a one-unit Public Speaking course might be beneficial to programs that require demonstrations or presentations as part of their degree or certificated programs. Part of my sabbatical would be to travel to Colorado Mesa University to interview Communication instructors and observe classroom environments to determine if this approach would benefit programs at Yavapai College.

Tentative project timeline:

1. By mid-October, connect Communication Learning Outcomes to CTEC Learning Outcomes for YC courses.
2. By late October, observe YC CTEC learning environments.
3. By late October, research how other Community Colleges connect Communication courses to CTEC students.
4. By early November, interview YC CTEC instructors to determine specific communication needs.
5. By early December, develop new approaches to teaching Communication skills in CTEC programs.
6. By the end of the semester, travel to Colorado Mesa University to observe how Public Speaking could be taught in different educational environments.
7. By the end of the semester, recommend specific Communication courses for CTEC courses.

8. By early in spring 2021 semester, communicate findings to Communication faculty, CTEC faculty and academic counselors.

**OBJECTIVE 2 – CONNECT COMMUNICATION COURSES TO CAMPUS ACTIVITIES
And EVENTS.**

A second objective for my sabbatical would be to research, observe and plan events that would offer YC Communication students public speaking opportunities beyond the classroom. In my seventeen years of service at Yavapai College, I have organized over twenty public speaking events, including a high school speech tournament, an elementary and middle school speech festival, intergenerational discussion forums, open-air speech events and historical reenactments. In addition to contributing to the culture of the college, these events have provided YC Communication students unique learning opportunities beyond the classroom.

A sabbatical would provide the opportunity to research, observe and develop new events for the college. One event that I would like to bring to the college is an intramural speech tournament. Twenty years ago, while working at Fresno City College, I started an intramural speech and debate tournament that drew around twenty students. The speech instructor that took over my program has grown the event to over two hundred students. Part of my sabbatical would be to travel to Fresno City College to observe the event and understand the logistics of hosting a tournament of that size.

In addition, I would like to work with YC campus clubs and organizations to increase their involvement in future activities and events. In the past, I have worked with several Yavapai College clubs and organizations to involve them in our speech events. In 2017, I worked with the College Honors Program to host a live campus debate on the topic “Is the American Culture in

Decline?” Another example was an intergenerational Communication forum cohosted with the YC OLLI program. This event matched Communication students with OLLI students for a spirited intergenerational discussion on contemporary events. The sabbatical would allow me the time to meet with YC clubs and organizations, revise past events and plan new activities for the Yavapai College campus. While I have been able to involve significant numbers Communication students in these events, I would like to increase participation from other academic disciplines at the college. I would like to use part of the semester to meet with fellow YC faculty to connect Public Speaking events to their discipline.

Some of the activities I would like to develop and host in the next few years are:

- A Yavapai College Intramural Debate Tournament.
- Intergenerational and Intercultural Communication forums.
- A Public Speaking event on the Verde Valley campus.

RELEVANCE OF THE RESEARCH OR PROJECT

Strategic Plan

This sabbatical project directly addresses three areas of the Yavapai College Strategic Initiatives.

Student Success and Satisfaction.

The completion of this project will provide direct impact to future Communication students by connecting new areas of instruction and training in areas that are currently underserved and providing public speaking opportunities to all Yavapai College.

This project will also have a direct impact to Public Speaking classes at the college by not only giving them a chance to perform but also instruction on how to organize and provide logistical and technical support in hosting Communication and Public Speaking events.

Quality and Effectiveness of Instruction/ Benefits to the Employee

According to Communication professors Rositta Albert and Harry Triandis “by developing a greater awareness of their student's background, instructors may develop new modes of teaching which may enhance their effectiveness with particular students.” As a Communication instructor, I have no greater joy than connecting my discipline with current Communication students and students from other academic disciplines.

Community Development and Partnerships

The completion of this project will enhance community relations in two ways. First, enhancing and developing communication skills for students who will serve in the Yavapai County. Second to provide Public Speaking opportunities for all Yavapai College students in addition to providing Communication events and activities that would increase the cultural environment of the college. Communication Professor Felipe Korzenny said it best when he noted that, "theory and research in culture and communication are essential to the understanding and development of personal and professional relationships". I firmly believe that learning and developing Communication skills will have a positive outcome for the student, the college and the community at large.

SERVICE HISTORY

Service to Yavapai College

- Fall 2001- Present - Full Time Communication Instructor.

History of Faculty Service

- Co-director Thumb Butte Speech Festival (2002-2010)
- Student Learning Outcomes Assessment Committee Member (2002-2008)
- Student Learning Outcomes Assessment Committee Chair (2009-2011)
- Faculty Senate (2010 – 2012, 2019)
- Faculty Senate President (2011 - 2012)

- Peer Mentor
- Developed new courses at Yavapai College including Com. 217, Argumentation and Debate and Com. 271 Group Communication.

Previous Sabbatical

Fall, 2013

ADDITIONAL RESOURCES REQUIRED

- This project will require resources for travel to Colorado Mesa University and Fresno City College.
- Funds to host Public Speaking events.

Yavapai College
Instruction and Strategic Initiatives

Item # 2.1.3

Date: February 20, 2020
To: Dr. Lisa Rhine
From: Dr. Diane Ryan
RE: Curriculum Proposals

The following curriculum proposals have been reviewed by the appropriate faculty, Deans and the Curriculum Committee. I recommend approval of the addition of certificates in Basic Residential Trades and in Brewing Technology.

Overview of New Programs

Basic Residential Trades Certificate

The Basic Residential Trades certificate prepares students to apply basic skills and knowledge in the core trades of residential carpentry, electrical, and plumbing. In response to district demand for a construction program, a Basic Carpentry Certificate was launched, with a promise to continue to add courses and expand stackable certificates in the areas of electrical, plumbing and HVAC. This proposed certificate meets the Phase II level of including electrical and plumbing.

Brewing Technology Certificate

Currently, there is no community college brewing program in Arizona – the closest is at Central New Mexico Community College. The addition of brewing, to Viticulture and Enology, positions the College to specialize in fermentation science with multiple tracks and multiple employment opportunities. This short certificate will also appeal to the general interest student/community member. The plan is to partner with a local brewery and utilize their facility to teach hands-on application of the curriculum. Eight-week classes with weekend and evening scheduling will help attract working adults from across Arizona. The certificate program is affordable and applicable to be used by breweries as employee training.

Basic Residential Trades Certificate

The Basic Residential Trades certificate prepares students to apply basic skills and knowledge in the core trades of residential carpentry, electrical, and plumbing. Includes NCCER curriculum and instruction in safety, employment, tool usage, measurement, plan reading, codes, supplies, equipment, fixtures, installations, and finishes in these core trades.

Credits: 22

Program Requirements

- CBT 100 Basic Carpentry I
- CBT 110 Basic Carpentry II
- CBT 115 Basic Residential Electrician
- CBT 125 Basic Residential Plumber

Program Outcomes

1. Demonstrate safe operations with construction materials, tools, and equipment (CBT 100, CBT 110, CBT 115, CBT 125)
2. Demonstrate trade-appropriate dress and behavior. (CBT 100, CBT 110, CBT 115, CBT 125)
3. Assemble residential home components related to carpentry, electrical, and plumbing, from rough to finish. (CBT 100, CBT 110, CBT 115, CBT 125)
4. Construct all components of a residential build from rough to finish. (CBT 100, CBT 110, CBT 115, CBT 125)
5. Install and finish floors, walls, ceilings, doors and windows for a residential build. (CBT 100, CBT 110)
6. Install electrical and plumbing conduits, wires, and fixtures. (CBT 115, CBT 125)

President

Name: *Luigi P. Plu* Date: *2-10-2020*

Approved Not Approved

Approved/Change Noted: _____

Governing Board

Board Meeting Agenda: _____ Date: _____

Approved Not Approved

Approved/Change Noted: _____

Summary of New Program Proposal for
Brewing Technology Certificate

The Brewing Technology Certificate provides students with the knowledge and skills to enter into the brewing industry in entry-level positions. These courses include brewing equipment and maintenance, beer production, styles, and food safety principles.

Credits: 16

Item # 2.1.3.b

Program Requirements

- BRW 100 Beer Production and Styles
- BRW 110 Brewing Equipment and Maintenance
- BRW 130 Beer Production I
- BRW 140 Beer Production II
- BRW 192 Draught Systems
- BRW 195 Brewing Practicum
- CUL 100 Food Safety and Sanitation

Program Outcomes

1. Explain the four-essential brewing raw materials; malt, hops, water, and yeast. (BRW100, BRW 130)
2. Explain the basic technologies and manufacturing processes required to transform the four essential raw materials into forms suitable for brewing. (BRW100, BRW 110, BRW 130, BRW 140, BRW 192, BRW 195, CUL 100)
3. Demonstrate an ability to measure, report, and interpret the basic process analytics required in a brewing context (e.g., brewhouse performance, bitterness, recovery, etc.) (BRW100, BRW 110, BRW 130, BRW 140, BRW 192, BRW 195)
4. Identify the composition and processing regimes required to produce various traditional styles of beers. (BRW100, BRW 130, BRW 140, BRW 195)
5. Explain the unit processes leading from raw materials to packaged beer. (BRW 110, BRW 130, BRW 140, BRW 192, BRW 195, CUL 100)
6. Demonstrate the ability to design and brew a beer that meets generally accepted standards. (BRW 110, BRW 130, BRW 140, BRW 195, CUL 100)

President

Name: Luigi P. Plante Date: 2-10-2020

Approved Not Approved

Approved/Change Noted: _____

Governing Board

Board Meeting Agenda: _____ Date: _____

Approved Not Approved

Approved/Change Noted: _____

Item # 2.2.1

President's Monitoring Report Executive Limitations 2.2 - Treatment of Students February 2020

2.2 Treatment of Students

The President shall not cause or allow conditions, procedures or decisions related to the treatment of students and others who use College programs and facilities that are unsafe, unfair, disrespectful, unnecessarily intrusive, or inconsistent with a culture of student success.

Further, without limiting the scope of the above statements by the following list, the President shall not:

2.2.1 Permit students and others who use College programs and facilities to be without reasonable protections against hazards or conditions, including harassment that might threaten their health, safety or well-being.

President's Interpretation

In order to ensure that students (both credit and non-credit) receive a high-quality education, the College must create an environment that fosters learning and excellent student support. The focus of our efforts must remain on the students' success. In order to be successful in their endeavors, students must accept their responsibility to be engaged in the learning process and be aware of expected student behavior. Such policies and expectations will be easily available to students through training, course syllabi, and the YC website.

The College also recognizes that it has a responsibility to the public who makes use of its facilities. The College administration will continue to take measures to provide a safe physical and emotional environment for students and the public.

Alignment with the Strategic Plan

The College's 2015-2020 strategic plan aligns with the District Governing Board's Ends Statements as we strive to improve academic excellence, economic development, and cultural enrichment at a justifiable cost. Strategic actions for 2019-2020 include but are not limited to: the launch of the YC Promise, strategic enrollment management with new student and retention focus, open educational resources, create an academic master plan, Outward Mindset training, and continued investment in Verde campus building L. Updates on the progress of strategic planning initiatives and actions are shared in the year-end follow-up reports and can be found at <https://www.yc.edu/v6/strategic-planning/>



2019-2020-strategic
-action-priorities1.p



2018-2019-strategic
-planning-year-end-

Supporting Evidence

POLICIES, PROCEDURES, AND BEST PRACTICES

Yavapai College develops, implements, evaluates, and revises policies and procedures that affect students, faculty, staff and function of the college. The policies and procedures comply with District Governing Board policies, as well as state and federal laws and regulations including Title IX.

Policies

Through the shared governance process, the College develops and maintains a variety of policies including specific academic policies. These are updated regularly to assure legal compliance and to align with student success activities.

Current policies grouped by category are linked at:

Human Resources (<https://www.yc.edu/v6/policies/hr.html>)

Administrative Services (<https://www.yc.edu/v6/policies/administrative.html>)

General Operations (<https://www.yc.edu/v6/policies/facilities-police.html>)

Yavapai College provides students avenues to appeal academic or non-academic decisions made by faculty or staff. These processes are reviewed annually, evaluated, revised, and when necessary, reviewed by College attorneys to insure students' due process.

Student Policies (<https://www.yc.edu/v6/policies/student.html>)

Student Code of Conduct (<https://www.yc.edu/v6/student-services/codeofconduct.html>)

Housing Handbook (<https://www.yc.edu/v6/residence-life/docs/housing-handbook.pdf>)

Assessment

Assessment includes two components; learning outcomes assessment at the course and program level and occupational and academic department program review.

The primary goal of the outcomes assessment process is to collect information about student attainment of course and program learning outcomes and use it to make improvements in curriculum and instruction to help students be successful. Course and program outcomes assessment is a continuous cycle of improvement that includes creating learning outcomes, assessing the outcomes, and using results to make improvements.

Yavapai College supports the assessment process by supporting an annual Assessment Day in September hosted by the Office of Instructional Support, the Office of Institutional Effectiveness and Research, and the following faculty committees: Student Learning Outcomes Assessment, Curriculum, and General Education. Activities during assessment day are designed as both professional development in the area of course and program assessment and a work session for faculty to engage in dialogue that allow them to discuss assessment results, complete reports, and to make assessment plans for the coming academic year. [YC assessment link](#)

Instructional Support

Instructional Support works closely with faculty for the continual improvement and overall quality and integrity of instructional programs at Yavapai College. The Instructional Support Office oversees academic systems and processes, curriculum, articulation agreements, assessment, academic program review, 25Live, faculty credentialing oversight, faculty payroll & workload maintenance, distance education, state authorization,

Quality Matters, college catalog, computer commons, and professional activities for both adjunct and full-time faculty, including the First Year Faculty @YC annual program. All of these activities are directly related to student success.

Library Services supports and enhances the academic, professional and cultural and lifelong learning needs of the Yavapai College community. The Teaching & eLearning Support team provides resources, training and support for educational technology to students and faculty at Yavapai College. The mission of TeLS is to make the learning experience at Yavapai College the best it can be, by providing exemplary support and training opportunities to faculty, students and staff, working in all modes of course delivery.

Accreditation and Federal Compliance

In 2019-2020, the College will submit a Quality Improvement project on Open Education Resources to the Higher Learning Commission. YC will have three years to complete the project.

In 2018-2019, YC's Automotive program received accreditation by the National Institute for Automotive Service Excellence (ASE).

In 2018-2019, the Yavapai College Police department continued the process of becoming accredited by the International Association of Campus Law Enforcement Administrators (IACLEA). The department is on track to be awarded accreditation in June 2021.

In December 2018, Yavapai College submitted an interim report on the Assessment of Learning by Delivery Mode. The College has made tremendous progress in this area as evidenced by the report below. Feedback from the Higher Learning Commission will be received in the spring of 2019.



Yavapai College
Interim Report - 12-

Yavapai College's Fire Science program was reaccredited by the International Fire Service Accreditation Congress (IFSAC) in spring 2018.

In 2017, the College completed a successful four-year distance accreditation visit. Yavapai College maintains its accredited status and remains in the Higher Learning Commission's Open Pathway that is reserved for best practice institutions. The College will submit an interim report in 2018 to provide evidence that assessment of student learning includes evaluation by mode of delivery. YC's next HLC comprehensive visit will occur in 2022-2023. We are awaiting final approval from the Commission.

Summer 2017, Yavapai College's associate degree nursing program received continuing accreditation from the responsible granting body, the Accreditation Commission for Education in Nursing (ACEN).



The College's Emergency Medical Services program successfully completed its CoAEMSP reaccreditation in fall 2016.



Yavapai College completed a successful Higher Learning Commission (HLC) multi-location visit on November 9 & 10, 2015 at the Career and Technical Education Center (CTEC) and the Sedona Center.

The following Yavapai College programs have third-party program-level accreditation and are in good standing with their accreditors: Nursing, Radiology, Fire Science, and Emergency Medical Services.

[Higher Learning Commission Statement of Affiliation](#)

[Yavapai College Accreditation Website](#)

[Student-Right-to-Know and Higher Education Act \(HEA\) Consumer Information and Disclosures](#)

Student Development

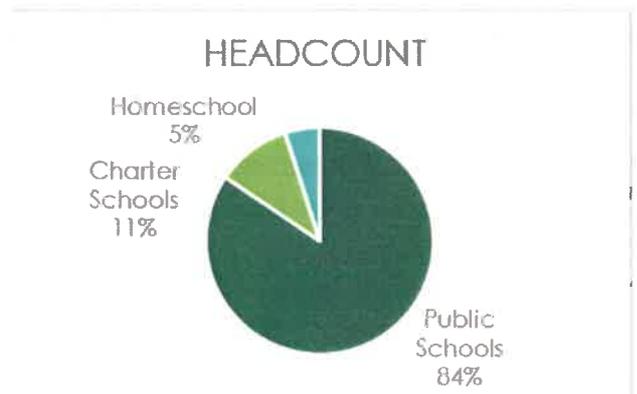
Yavapai College provides comprehensive student services that are focused on student success and completion. [Student Development website](#)

Early College Highlights

Early College Advisors are assigned to serve specific high schools. Implementing this strategy has resulted in very strong relationships with high school counseling departments and administrators. Advisors schedules reflect the needs of the student population, which means they work on the high school campus, attend evening functions at the high school and advise students at a YC campus. Advisors carry a caseload of approximately 450 students when the team is fully staffed.

Public and Charter Schools served in our District:

AAEC, American Heritage, Ash fork, Aspire, Bagdad, Basis, Bradshaw MTN, Chino Valley, Camp Verde, Mingus Union, Mayer, Mountain Institute CTED, Northpoint, Sedona Red Rock, Seligman, South Verde, Tri City Prep, Trinity Christian, Prescott, PV Charter, VACTE CTED.



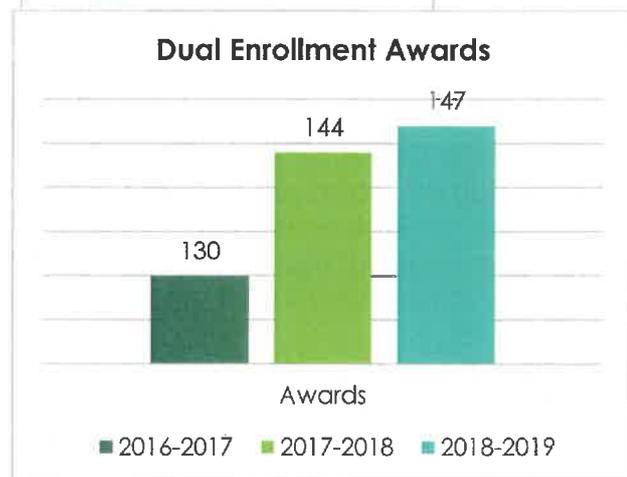
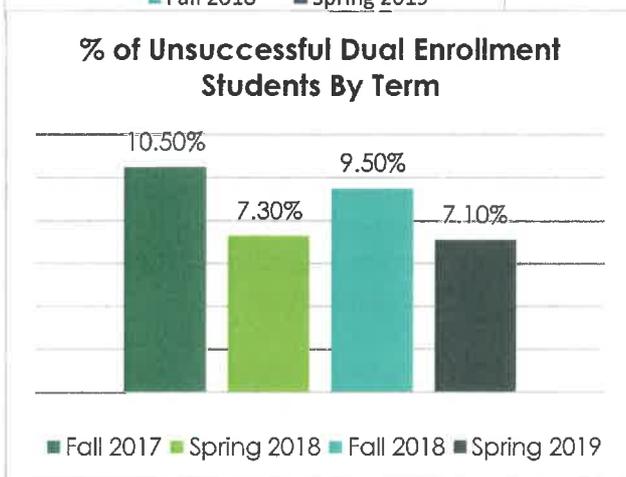
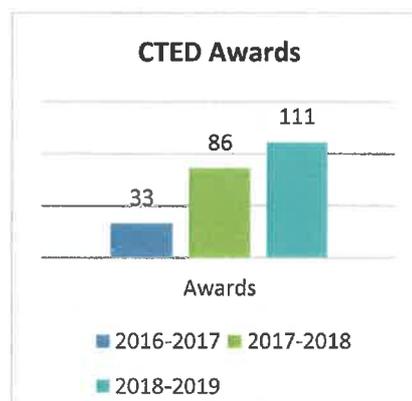
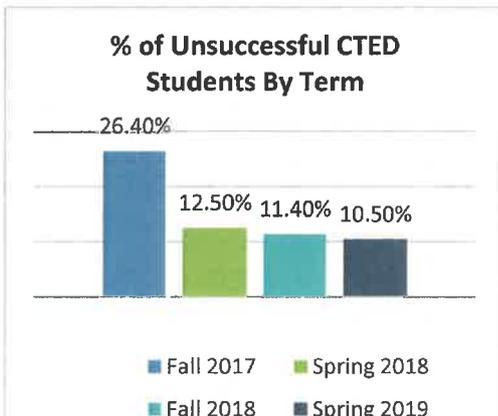
Services Provided out of District: WEST-MEC CTED

YC continually benefits from these relationships as we have unlimited access to students, have increased completion rates and are consistently included in Open Houses, Parent Meetings, CTE Recruitment events and Junior/Senior College Nights. It is through our strong, dependable presence and excellent delivery of customer service that YC continues to be the primary choice for students starting college while attending a Yavapai County high school.

Group advising sessions continue to be an effective method for Early College Advisors to meet with high school students. These sessions are held at the high school campus and were conducted in the following schools to complete graduation applications, PreNursing workshops, New Student Orientation, STU 150 classes, mass registration and program specific sessions. Early College Coordinators at each high school have now been trained to deliver orientation information in a variety of ways in an effort to decrease the loss of instructional time.

	2016-2017	2017-2018	2018-2019
Early College Orientations	1,332	N/A	N/A
Early College Days	1,103	1,152	1,187
Academic Advising Appointments	1,291	887	1,569
Group Advising Sessions		1,322	1,158

The increase in student contact has resulted in a decrease in unsuccessful students and increase in awards in both the CTED and Dual Enrollment programs respectively.



Salesforce

In addition to the main dashboard that was used last year, weekly dashboards were introduced throughout the fall and spring semester. Each week, new goals or outreach groups were added to that week's contact dashboards. Outreach efforts included students with adverse academic standing, students needing graduation applications, students in transfer degrees, students who did not pass a course the previous term, and students six or more credits

Significant Achievements:

In cooperation with Deans Stacey Hilton and Joani Fisher, the Early College team participated in an embedded advisor project that served as a pilot for a retention strategy that YC is considering. In the LEAD program, students take STU 101 and COM 134. Advisors were embedded in the COM 134 canvas class so they could monitor student's academic progress first hand and on a weekly basis. When students fell behind, advisors actively participated in tutoring sessions with a LC tutor, found students quieter spaces to work and study and coached them in areas like: developing more comprehensive discussion board postings, writing an email to their instructor, practicing how to make a professional phone call to schedule a job shadow, etc. In this project, we compared student success in COM 134 to those LEAD students in STU 101. LEAD students in COM 134 were also compared to students in COM 134 that did not have an embedded advisor.

COM134 Summer 2019 Students. Lead students compared to other first-time college students										
Lead Status	Students	Avg. Term GPA			Lead Status	COM134 Grades				
No	28	2.89			No	A	B	C	F	W
Yes	21	2.88			Yes	13	7	1	2	5
Grand Total	49	2.88			Grand Total	10	5	5	1	0
					Grand Total	23	12	6	3	5
Persisted to Fall 2019				COM134 Grades						
Lead Status	No	Yes	%	Lead Status	A	B	C	F	W	
No	5	23	82%	No	46%	25%	4%	7%	18%	
Yes	3	18	86%	Yes	48%	24%	24%	5%	0%	
Grand Total	8	41	84%	Grand Total	23	12	6	3	5	



GEAR UP Information Benefits

YC was awarded the GEAR UP Grant in January 2018 for the 2018-2019 school year. The award was for \$100,000.00, which provided the ability for 200 students to have access to a specialized success advisor, student mentoring, specialized orientations for students and parents, career exploration and planning, trips to the state universities and one on one assistance with completing the 2019-2020 FAFSA application and YC scholarship application.

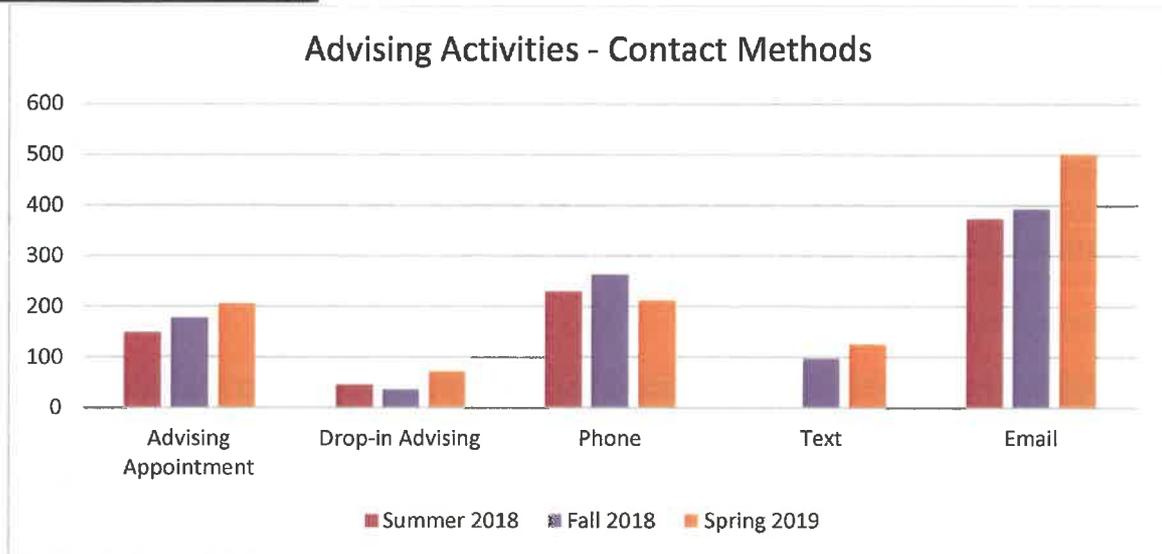
Schools Eligible vs. Served

You must be a 2018-graduating senior from one of these GEAR UP schools:

- Bradshaw Mountain High School
- Mingus Union High School
- Casa Grande Union High School
- Mohave High School
- River Valley High School
- Douglas High School
- Kingman High School
- Lee Williams High School
- Winslow High School

- Casa Verde High School
- Vista Grande High School
- Holbrook High School
- San Luis High School

Overall Advisor Activity.



GEAR UP granted access to the Signal Vine Texting System in the end of September. The GEAR UP team from NAU conducted training. There was an overall increase in all contact types, with the exception of phone. The decrease in phone contact can be attributed to the texting. Students did not need to be called as they previously responded to a text message contact. Drop-in advising also increased, this could be due to the relationship building with the students and the students feeling comfortable stopping by Meghan's office to ask questions and seek help.

- Improve overall term-to-term persistence
 - 74% overall term-to-term persistence for GU Students vs. 72% overall term-to-term persistence for non-GU freshmen students.
- Improve overall fall-to-fall retention
 - 42% overall fall-to-fall retention for GU students vs. 39% overall fall-to-fall retention for non-GU freshmen students.
- Increase touchpoint support
 - GEAR UP students had an **average of 14 contacts** for the 18/19 year vs non-GEAR UP freshman students had an average of 7 contacts for the 18/19 year.
- Average GPA Change for GEAR UP students was +0.03 vs the Average GPA Change for the non-GEAR UP freshmen students was -0.07
- The number of GEAR UP students registering for full time course load will be compared to non-GEAR UP students attend the regular 2-hour New Student Orientation.
 - 42% of GEAR UP Students attend YC full time vs 36% of non-GEAR UP 2018 graduates

Registrar

Commencement and Conferrals

Attendance at Commencement ceremonies hit an all-time high in 2019:

2017	2018	2019
331	336	345

Degree Audit and Conferral Processes:

Accurate and timely degree/certificate audit and conferrals are critical in supporting student success, retention and completion. Our office is now completing the conferral process in three days after verifying that all final grades have been posted. The Registrar's Office is very proud of this fast turnaround time in degree/certificate conferrals.

Conferral by term overview:

Graduate Term	Degrees	Certificates	Graduates	Min Age	Max Age	Grad >50 YOA	Ave Age
2019 Fall	214	342	445	16	76	31	29.4
2018 Fall	131	375	442	15	83	35	29.6
2017 Fall	151	366	442	16	68	31	27.9
2019 Spring	297	751	742	16	71	63	28.8
2018 Spring	287	735	790	16	80	64	27.5
2017 Spring	294	670	742	16	71	63	28.8

Yavapai College Graduate Summary

AWARD TYPE	2016-17	2017-18	2018-19
Associate of Applied Science	286	255	250
Associate of Arts	163	150	170
Associate of Arts in Elem. Ed	7	8	7
Associate of Arts in Fine Art	4	6	7
Associate of Business	19	20	24
Associate of General Studies	41	61	59
Associate of Science	17	13	22
Certificate <1 yr.	819	853	860
Certificate >1 yr.	380	358	377
Total Degrees	1,736	1,724	1,776

Admission Applications

We have had a steady increase in admission applications with May, August and December generally the highest months for applications:

Annual Totals:	2016-17	2017-18	2018-19
	+ 4,350	+5,300	+5,350

Learning Centers

During the 2019-2019 Academic Year the Learning Centers concentrated on making classroom visits, increasing workshop offerings and attendance, and supporting student study groups. The Learning Centers at both campuses increased student usage in all of those areas.

Prescott Learning Center	Prescott Learning Center FA16 & SP17	Prescott Learning Center FA17 & SP18	Prescott Learning Center FA18 & SP19
Students	5576	5065	5097
Visits	16259	15203	13896
Tutoring	3342	2246	2402
Supplemental Instruction	978	563	345
Independent Study	9869	4811	8383
Study Group	958	1676	1454
Workshop Appt.	60	55	132

Verde Learning Center	Verde Learning Center FA16 & SP17	Verde Learning Center FA17 & SP18	Verde Learning Center FA18 & SP19
Students	1161	1121	1149
Visits	3250	1940	3295
Tutoring	2332	999	937
Supplemental Instruction	104	139	42
Independent Study	1021	1154	1784
Study Group	184	184	212
Workshop Appt.	61	20	12

Student Engagement and Activities for 2018-2019

Student Engagement division cultivates an environment that facilitates student success through learning, discovery, and engagement. Students were able to explore options ranging from clubs, school-sponsored organizations, community services, leadership, student government, and a wide variety of campus activities.

Roughrider Student Ambassadors

Student Engagement rolled out the Roughrider Student Ambassador (RSA) program on the Prescott Campus July 2017. The RSA has grown from a staff of four to a staff of six, along with the addition of a Roughrider Mascot (details to follow). The Roughrider Ambassador Program continues to be an important leadership program for students who are dedicated to serving and representing Yavapai College. The Ambassadors are committed to YC students and their success. Through their leadership, collaboration, and creativity, they designed and implemented a number of engagement opportunities for YC students.

Roughrider Mascot comes to Life – RUFF

OI 'Ruff was the original mascot of Yavapai College and created by a YC student over 40 years ago. In the fall of 2018 Ruff got a makeover and came to life as the new face of the Yavapai College Roughriders. He represented and performed at various YC campus and community gatherings, along with a number of athletic and recruiting events, over 100 during the 2019 academic year.

Roughrider Events and Programs

Roughrider Student Ambassadors were involved in organizing, coordinating and communicating events/programs to engage YC students. Our RSAs worked both independently and in collaboration with other divisions, clubs and organizations.

Activity – Prescott Campus	2017-2018	2018-2019	%
Welcome Week	1700 pkts	1838 items	+8
Club Rush	23 Clubs	29 Clubs	+26
Students participated in Club RUSH	827	922	+12
Students Joined a Club	218	237	+9
Roughrider Movie Night	140 guests	120 guests	-17
Resource Days*	236 students	183 students	NC
NAZ Suns & YC Night	280 tickets	305 tickets	+9
Open Gym Nights**	255 participants	1062 participants	NC
YC Town Hall	109 participants	100 participants	-1
Yavapalooza	800 guests + 200 volunteers	881 guests + 157 volunteers	+4

*Resource Days was done for fall and spring in 17-18, only fall for 18-19 – not comparable.

**Open Gym 2017-18 is spring only and one night a week, 2018-2019 is fall and spring and two nights a week.

New for 2018-2019:

- 50th Anniversary Celebrations – The Roughrider Ambassadors and “Ruff” were a key element to the success of the all seven campus celebrations. The Ambassadors engaged with current students and future students, along with community members countywide. Attendance of the combined celebrations was in the 1000’s.
- July of 2018 a Student Engagement Representative was hired on the **Verde Valley Campus**, along with two student Roughrider Ambassadors. Here are some of the events and programs implemented to engage the students who attend the Verde Valley campus:

Activity – Verde Valley Campus	2018-2019
Club RUSH	160 participates
Clubs	5 clubs and organizations
Roughrider Movie Night	16 guests
Roughrider Spirit Days	38 participates
*Sexual Assault Awareness Month	45 participates
*Virtual Blood Drive	40 donors
*Holiday Parade Float	“BEST” float (Large Group)

*Invited and involved community members

Yavapai College Food Pantry (YCFP)

The YCFP fed 297 individuals = 3558 meals from October 10, 2017 through June 30, 2019. Here are some of the statistics for the last two years that we have gathered from the applications filled:

Category	2017-2018	2018-2019	%
Males	38 %	30%	-8
Females	62%	66%	+4
Prefer not to answer	0%	4%	+4
Under 18 years of age	1%	3%	+2
18-30 years of age	58%	49%	-9
30-40 years of age	31%	35%	+4
40-50 years of age	9%	10%	+1
Prescott	55%	44%	-11
Prescott Valley	22%	23%	+1
Chino Valley	7%	19%	+12
Camp Verde (Cottonwood/Clarkdale/Cornville)	9%	11%	+2
Dewey	5%	3%	-2

2018-2019 TRIO Education Talent Search (ETS) Objectives & Outcomes	2018-2019	
	Grant Objectives	Outcome
Number Funded to Serve	700 (100%)	700 (100%)
Secondary School Persistence	98%	100%
Secondary School Graduation	92%	100%
Secondary School Graduation WITH Rigorous Coursework	50%	59%
Postsecondary Education Enrollment	75%	90%
Postsecondary Attainment	20%	31%

- Request filled by month – Oct 10%, Nov 22%, Dec 14%, Jan 7%, Feb 11%, Mar 9%, Apr 8%, May 4%, Jun 9%, Jul 6%, Aug 2%, Sep 1%
- Expansion of the YCFP to the Verde Valley Campus happened on April 26, 2019.

TRIO & Veterans Education & Transition (VET) Services

2018-2019 TRIO Student Support Services (SSS) Objectives & Outcomes	2018-2019	
	Goal	Outcome
Number Funded to Serve	309 (100%)	314 (101%)
Persistence	70%	81%
Good Academic Standing	92%	94%
Associate Degree or Certificate Attainment	40%	57%
Associate Degree/Certificate Attainment AND Transfer to 4-YR Inst	20%	22%

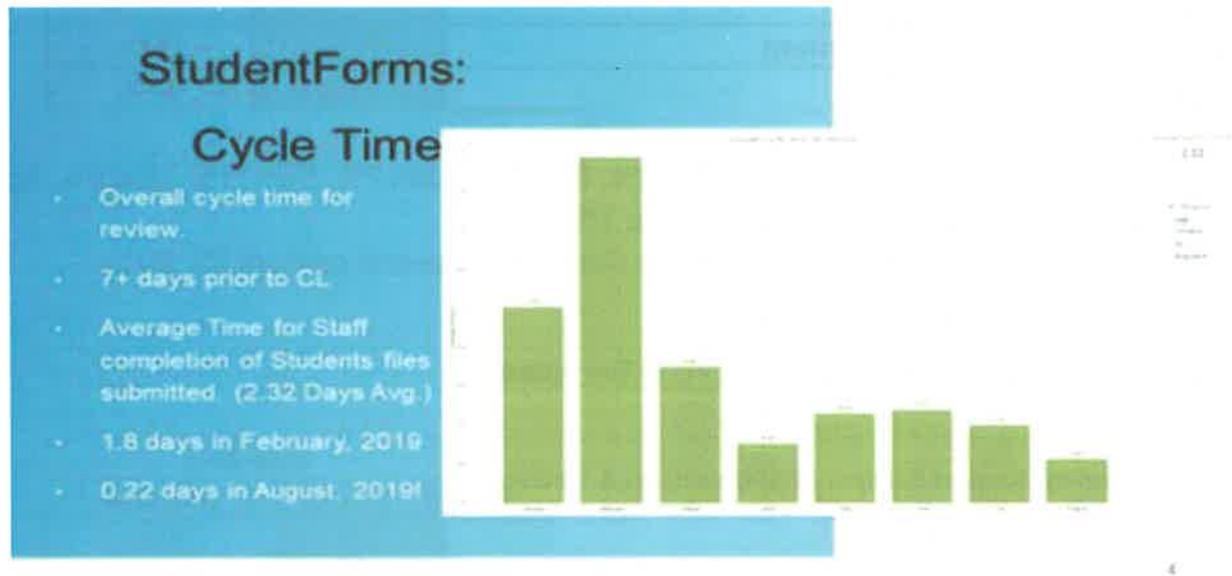
2018-2019 Retention & Graduation Rates – Students Receiving VA Education Benefits

Fall 2018 to Spring 2019	Total Students	Percent
Enrolled Fall 2018	254	100%
Continued Spring 2019	171	67%
Graduated Degree/Certificate Fall 2018	29	11%
Spring 2018 to Fall 2018	Total Students	Percent
Enrolled Spring 2018	271	100%
Continued Fall 2018	148	55%
Graduated Degree/Certificate Spring-Summer 2019	58	21%
Fall 2019 to Spring 2020	Total Students	Percent
Enrolled Fall 2019	263	100%
Continued Spring 2020	TBD	TBD
Graduated Degree/Certificate Fall 2019	30	11%

Financial Aid

Financial Aid at Yavapai College is here to educate students and their families regarding the many financial aid opportunities available, to help students make the best choices to fund their education and achieve their academic goals.

18-19 Financial Aid implemented Campus Logic which enabled students and parents to electronically fill out and sign forms via their phone, provides immediate, online communication to the student, provided text reminders to students and parents and helped to better automate processes. This decreased our awarding process time from weekly to daily! We have had a total of 4,275 forms uploaded and processed through Campus Logic.



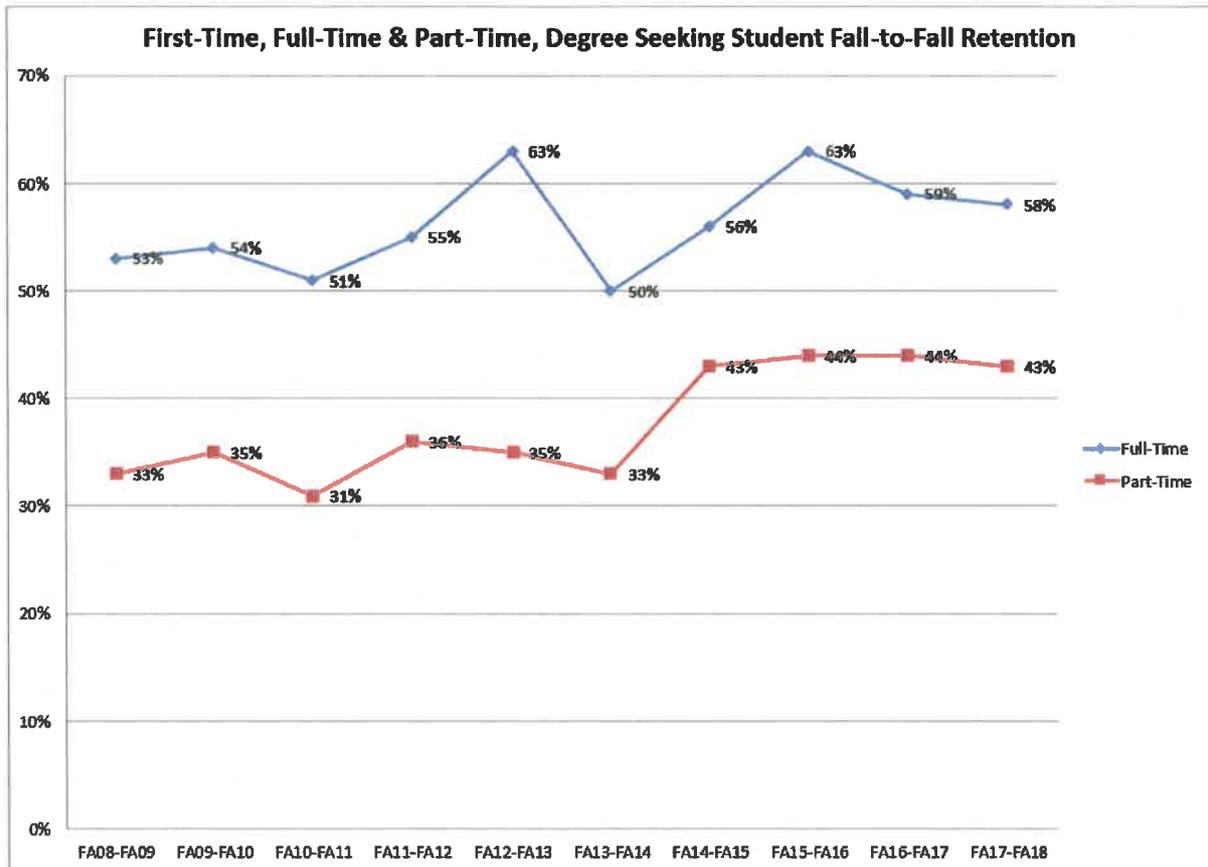
FAFSA Workshops In the fall of 2019, the Financial Aid team provided FAFSA completion Workshops at the following sites and dates. Collectively approximately 500 students and parents attended these workshops held throughout the County:

9/26/2019	Sedona High School
9/30/2019	Prescott High School
10/1/2019	Chino Valley High School
10/1/2019	Mingus Union HS
10/2/2019	Camp Verde HS
10/3/2019	Trinity Christian
10/4/2019	AAEC
10/15/2019	Seligman
10/16/2019	Mayer High School
10/16/2019	Bagdad High School
10/17/2019	Canyon View HS
10/22/2019	Mingus Union HS
10/22/2019	Ashfork
10/23/2019	Bradshaw Mountain HS
10/28/2019	Northpoint HS
10/29/2019	American Heritage Academy - Cottonwood
11/6/2019	Camp Verde High School
11/12/2019	Primevera Online High School
1/28/2020	Camp Verde HS

MEASURES OF STUDENT SUCCESS

Retention

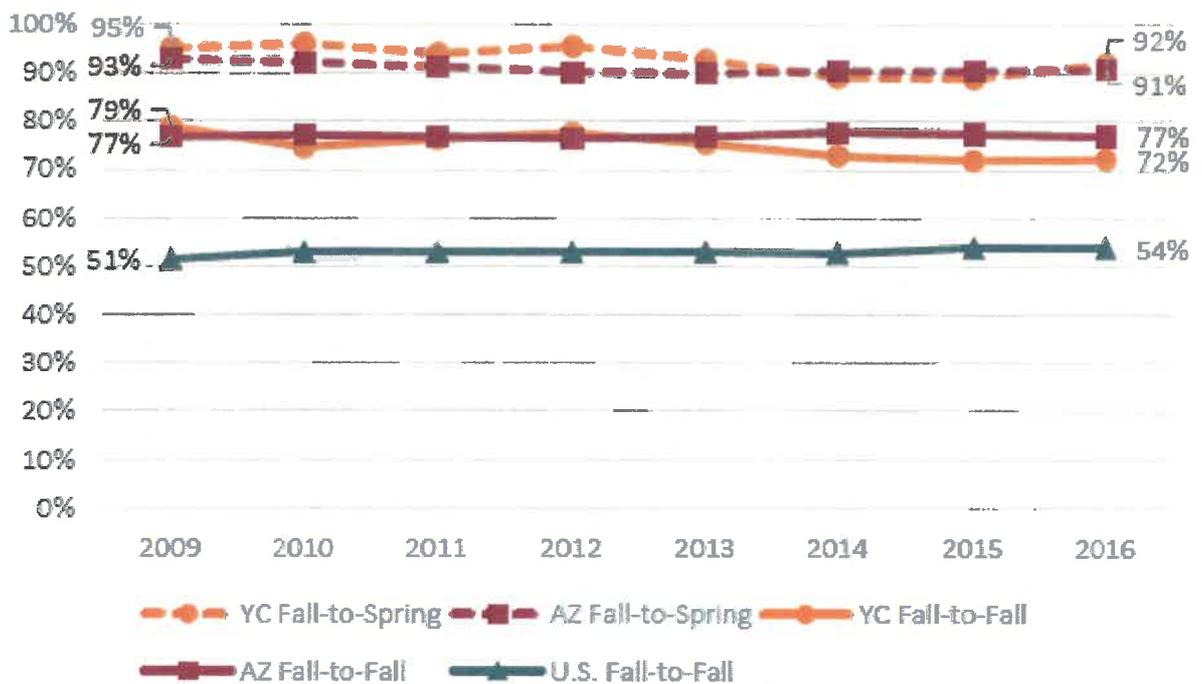
- A key element in fostering student success is retaining students. Yavapai College tracks retention through its participation in the Arizona Strategic Vision Project and the federal Integrated Postsecondary Educational Data Survey (IPEDS).
- Yavapai College's fall-to-fall retention rate for students classified as first time/full-time degree seeking was 58% for the Fall 2017 cohort (source IPEDS).
- YC's fall16 to spring17 retention rate for the credential-seeking cohort was 92%, and 72% of them returned the following fall.



Source: IPEDS

*Fall term represents the year entered

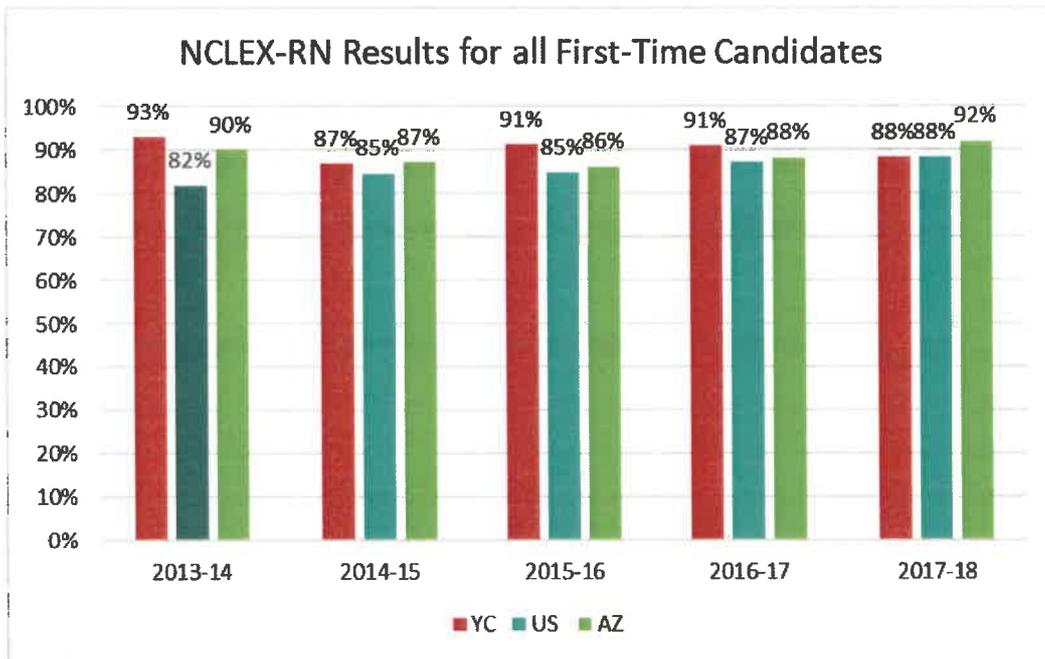
Retention Rates



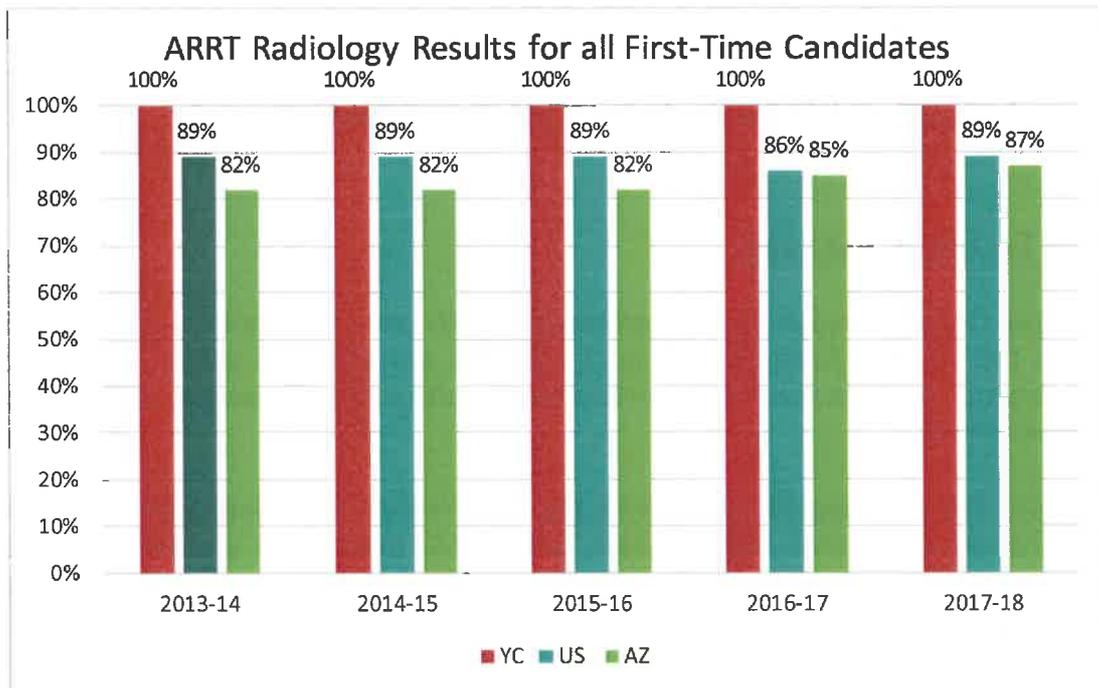
Source: Credential-Seeking Cohort, AZ Strategic Vision, 2019.

Career and Technical Success

- Yavapai College enjoys strong partnerships with Joint Technology and Education Districts within the county. Area High School students are afforded earlier (dual and concurrent enrollment) and increased opportunities to attain qualifications, skills, and abilities in technical fields.
- Yavapai College degree and certificate completers have licensure exams and industry certification pass rates that regularly are higher than state and national averages. This success is due, in part, to industry advisory boards that many of our Career and Technical programs utilize.



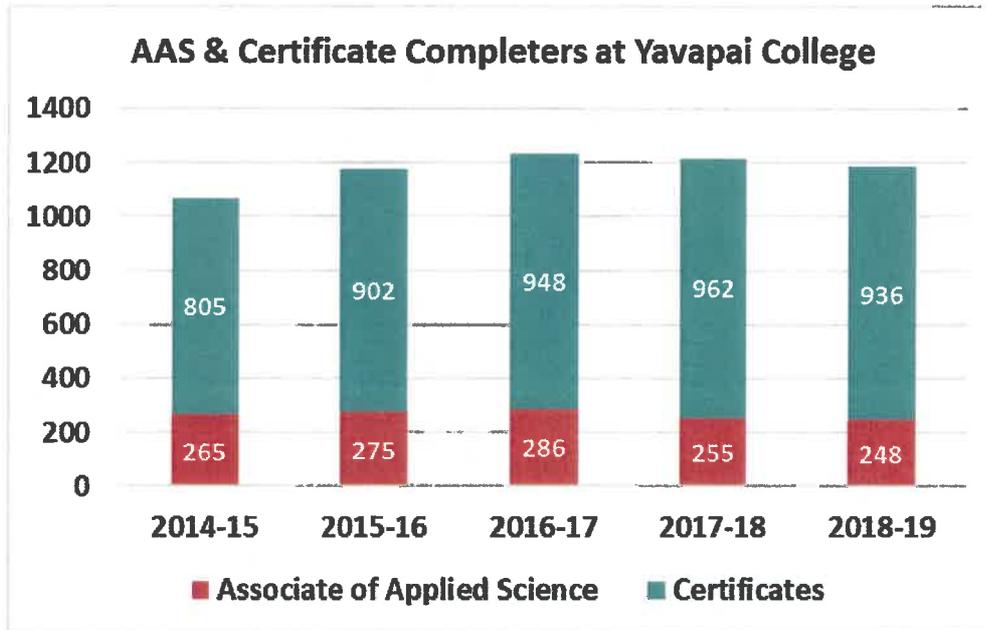
Source: National Council of State Boards, National Council Licensure Examination (NCLEX) 2018



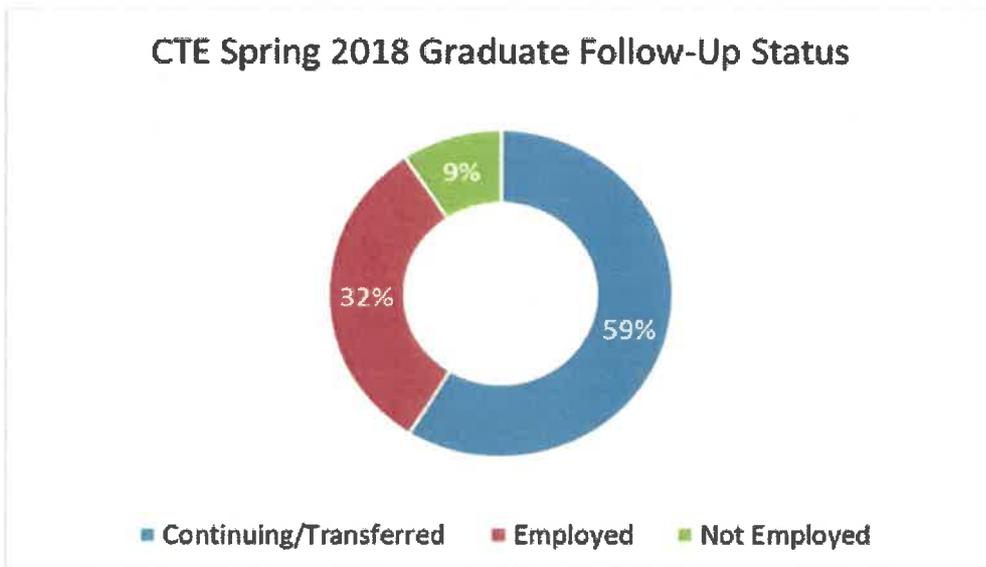
Source: American Registry of Radiologic Licensure Examination (ARRT) 2018

- Over the past five years, Yavapai College has averaged close to 1,200 students annually earning an AAS degree or certificate.

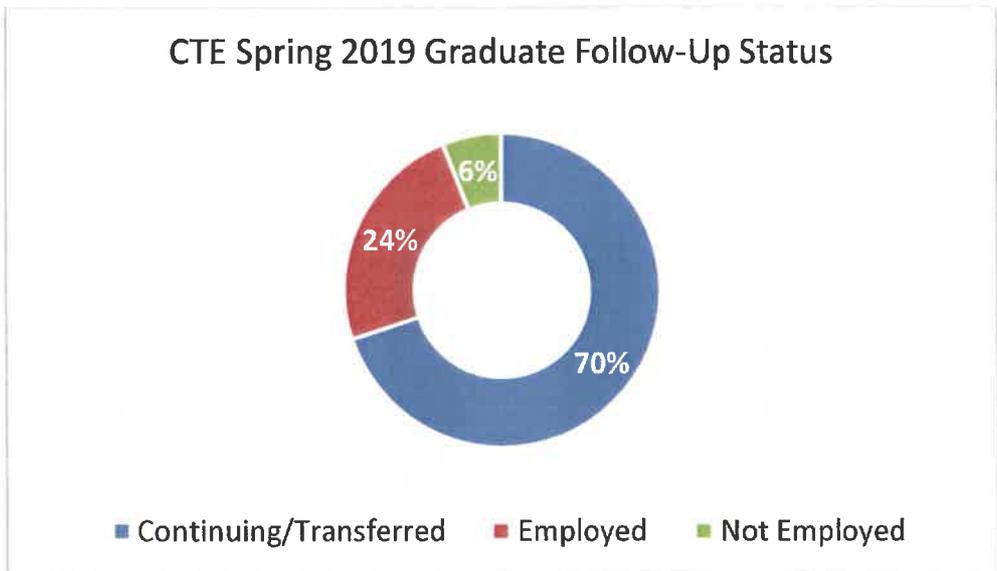
Compilation of AAS and Certificate Completers at Yavapai College:



- Overall, 94% of spring 2019 Associate of Applied Science and Certificate recipients were continuing their education or employed within three months of graduation.

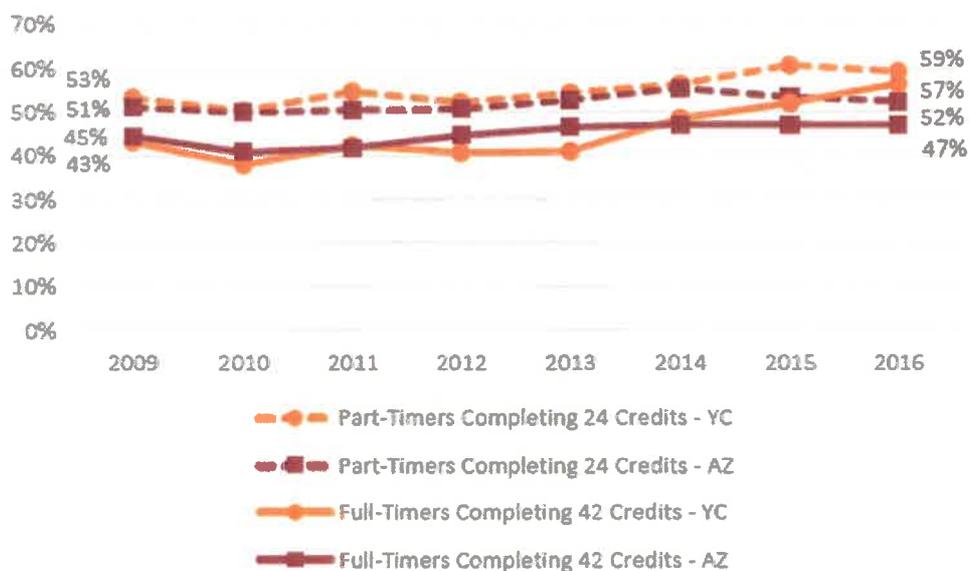


CTE Spring 2019 Graduate Follow-Up Status



- By the end of their second year, 59% of part-time learners in YC's 2016 Credential-Seeking Cohort had completed 24 credits, and 57% of full-time learners in the same cohort had completed 42 credits.

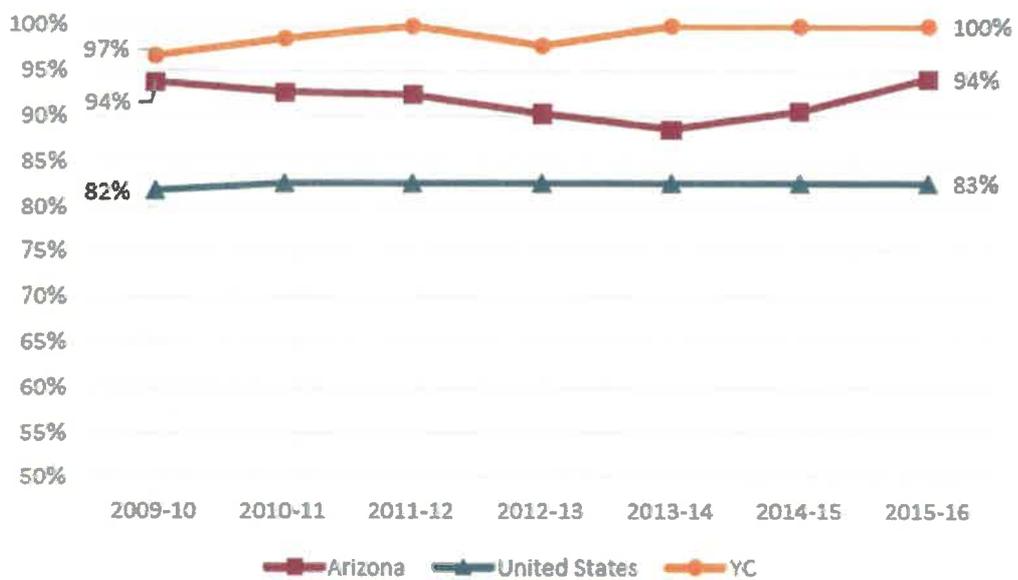
Percent of Learners Attaining Two-Year Credit Thresholds



Source: Yavapai College 2019 Strategic Vision Outcomes Report

- Of all learners in YC's 2015-16 Occupational Cohort who took a technical skill or end-of-program assessment up to one year after college exit, 100% passed the assessment and/or earned an industry-recognized credential.

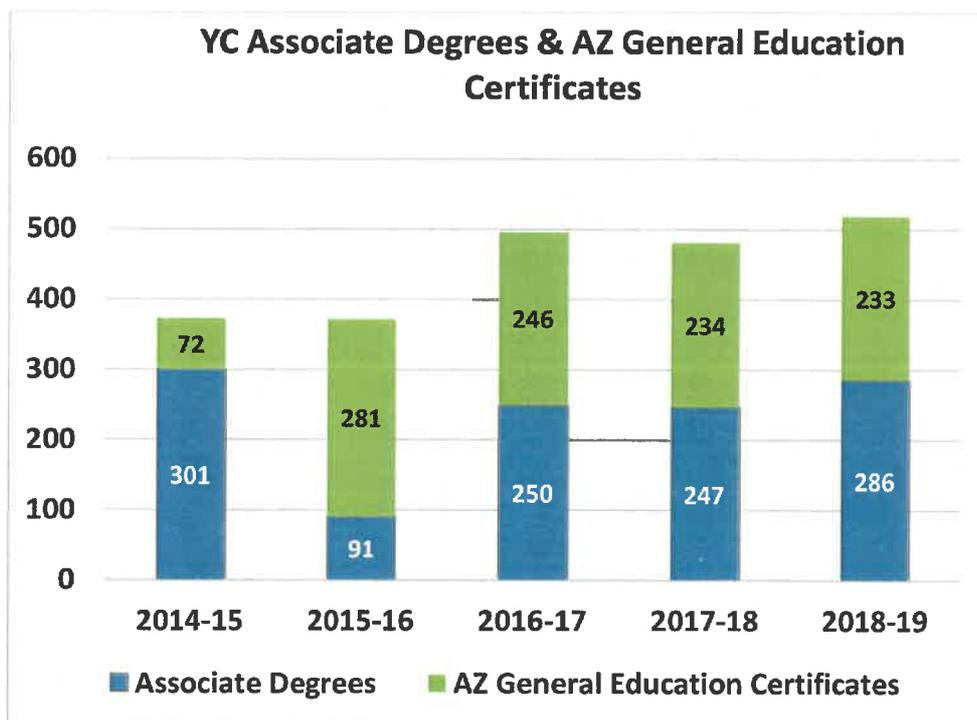
Percent of Occupational Learners Earning Industry-Recognized Credentials



Source: Yavapai College 2019 Strategic Vision Outcomes Report

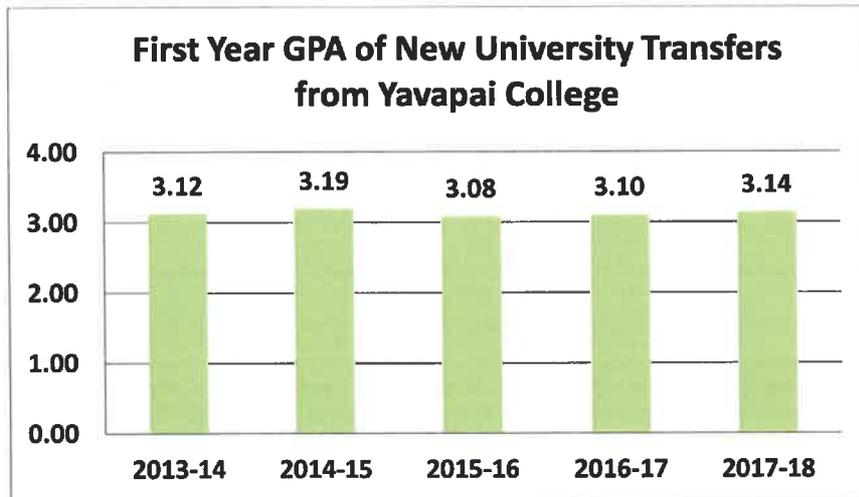
Transfer Success

- In 2018-19, there were 286 associate degree awards and 233 students earning Arizona General Education Certificates.



Source: Yavapai College Office of Institutional Effectiveness and Research

- YC students transferring to public Arizona universities consistently perform at or above the national median for first-year grade point average of 3.0.

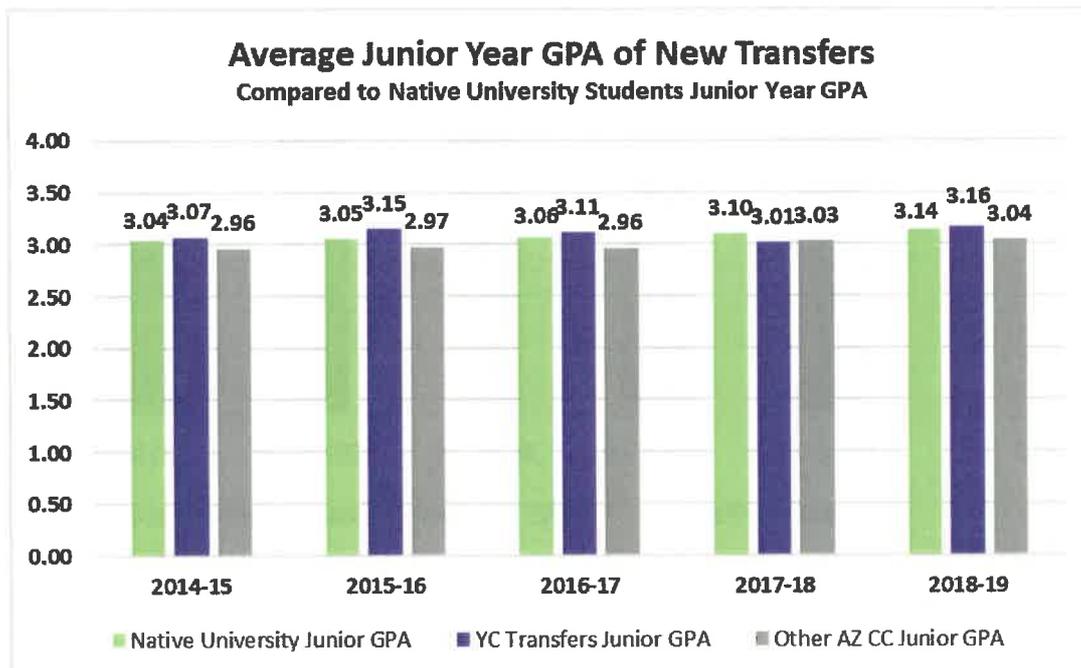


Source: National Community College Benchmark Project, 2019 Final Report

- Yavapai College First Year GPA: 3.14
- AZ Community College First Year GPA: 3.01

Yavapai College transfer students perform on par with both native university students as well as other AZ community colleges. Further comparison of YC transfer students' GPA in their junior academic year to the AZ statewide junior average and native freshmen university students resulted in the following:

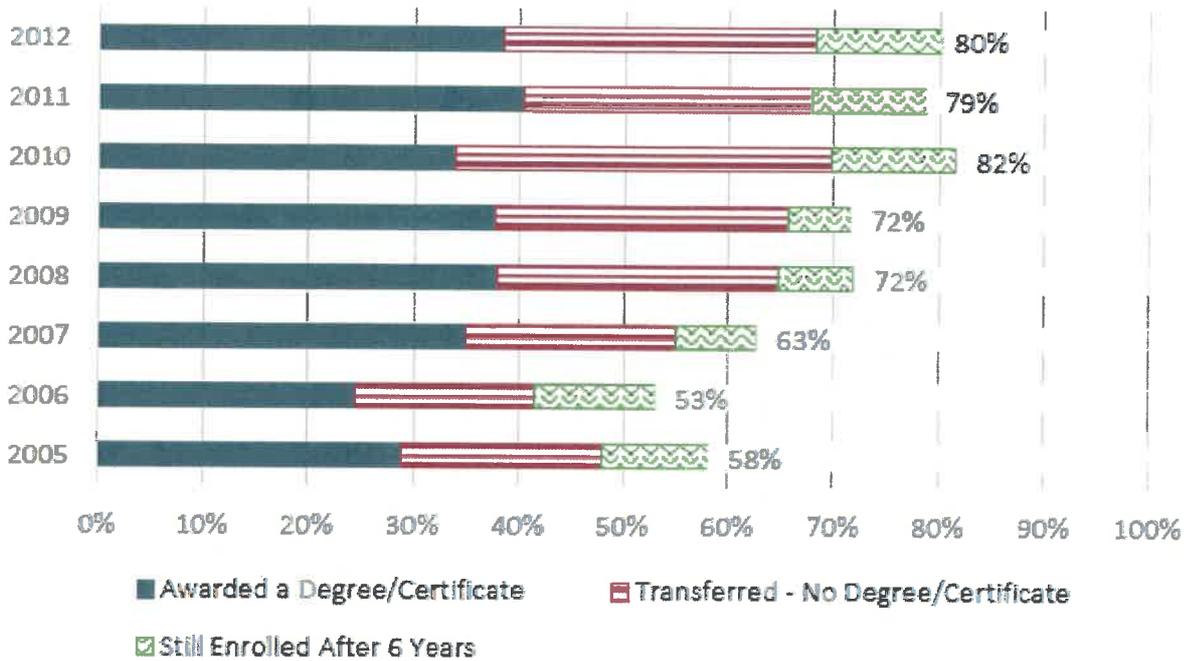
- Yavapai College Junior Year GPA: 3.16
- Other AZ Community Colleges Junior GPA: 3.04
- Native University students – Junior Year GPA: 3.14



Source: Arizona State System for Information on Student Transfer (ASSIST), 2018

- Eighty percent of learners in YC's 2012 Credential-Seeking Cohort achieved a successful outcome within 6 years. YC's successful outcomes is substantially higher than the Arizona community college average of 61%.

Percent of Learners Achieving a Successful Outcome



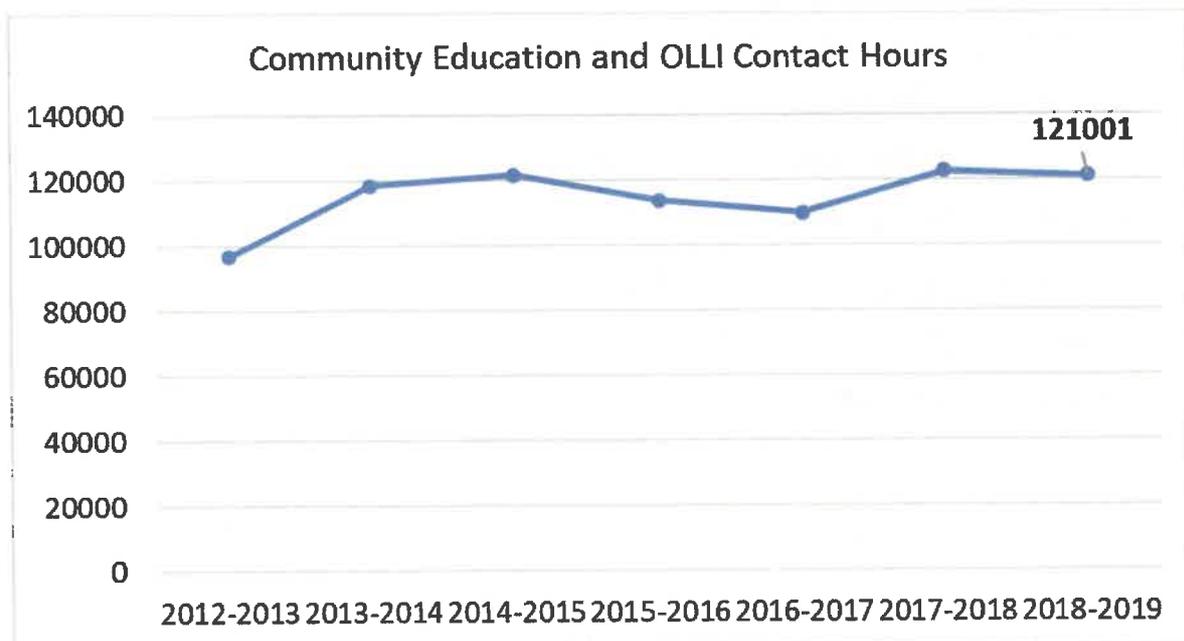
Source: Yavapai College 2019 Strategic Vision Outcomes Report



Associate Degrees &
Transfer 2014-2019.xl

Non-Credit Students

- Community members take credit and non-credit courses and participate in the Osher Lifelong Learning Institute (OLLI) for personal enrichment.
- Community Education Non-Credit and OLLI contact hour enrollments show steady growth with 121,001 contact hours in 2018-19.



Sources: Office of Institutional Effectiveness and Research, Division of Lifelong Learning enrollment



Division of Lifelong Learning Statistics U

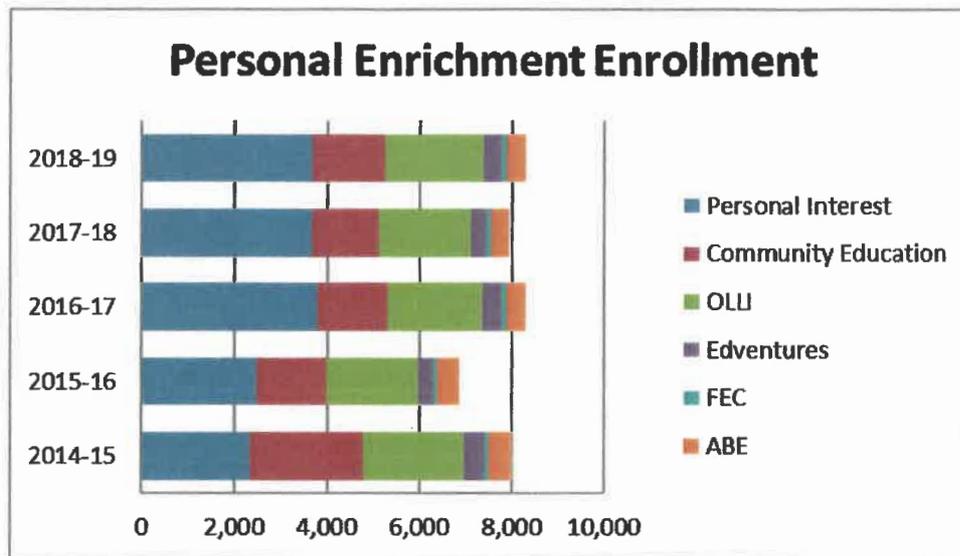
- Data reported by the National Community College Benchmark Project shows YC's non-credit student penetration rate ranks at the 70th percentile for public community colleges.

National Community College Benchmark Report, 2019

Form 14A: Market Penetration Students (AY 2017-2018)	Reported Value	%Rank
Non-Credit Student Penetration Rate	1.80%	70%

Sources: National Community College Benchmark Project 2019

- In 2018-19, there were 3,660 personal interest students registered in credit courses.



Sources: Office of Institutional Effectiveness and Research

President's Conclusion:

I report compliance.

Presidential Monitoring Worksheet for Executive Limitations Policies
Policy 2.2 – Treatment of Students
February 2020

This worksheet is to assist you in assessing the monitoring report, and expediting RELEVANT discussion at the Board meeting.

Executive Limitation 2.2	Treatment of Students The President shall not cause or allow conditions, procedures or decisions related to the treatment of students and others who use College programs and facilities that are unsafe, unfair, disrespectful, unnecessarily intrusive, or inconsistent with a culture of student success. Further, without limiting the scope of the above statements by the following list, the President shall not:	
Is the interpretation reasonable?	YES 5	NO
Does the data show accomplishment of the interpretation?	YES 5	NO
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES 5	NO
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES 1	NO 4
Comments: McCasland: Excellent presentation of accomplishments and future plans. Suggest re-evaluation of monitoring process.		
Executive Limitation 2.2.1	Student Protections Permit students and others who use College programs and facilities to be without reasonable protections against hazards or conditions, including harassment that might threaten their health, safety or well-being.	
Is the interpretation reasonable?	YES 5	NO
Does the data show accomplishment of the interpretation?	YES 5	NO
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES 5	NO
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES 1	NO 4
Comments:		

McCasland: Review monitoring process to align, and streamline, and support student success.

Comments from the Coordinator: Worksheet was completed by all the Board members.

SHADED ITEMS: should be discussed at the meeting.

2.2 Treatment of Students MOTION OPTIONS

The President shall not cause or allow conditions, procedures or decisions related to the treatment of students and others who use College programs and facilities that are unsafe, unfair, disrespectful, unnecessarily intrusive, or inconsistent with a culture of student success.

Further, without limiting the scope of the above statements by the following list, the President shall not:

2.2.1 Student Protections

Permit students and others who use College programs and facilities to be without reasonable protections against hazards or conditions, including harassment that might threaten their health, safety or well-being.

MOTION OPTIONS:

1. If Board intends to accept Monitoring Report:

We have read the President's Monitoring Report regarding policy 2.2, we believe that the interpretation of the policy provided is reasonable, and we believe that there is sufficient evidence to support the conclusion of compliance with the policy. Therefore, I move that we accept the Monitoring Report for Policy 2.2

2. If Board intends to not accept Monitoring Report:

If for Interpretation:

We have read the President's monitoring report regarding Policy 2.2 and we believe that the interpretation of the policy provided is not reasonable. Therefore, I move that we not accept the Monitoring Report for Policy 2.2. I move that the President provide the Board with a new Monitoring Report for Policy 2.2 [at the X board meeting] [within X amount months] that includes a new interpretation.

or

If for Insufficient Evidence:

We have read the President's monitoring report regarding Policy 2.2 and we believe that the interpretation of the policy provided is reasonable, but we do not believe that there is sufficient evidence to support the conclusion of compliance with the policy. Therefore, I move that we not accept the Monitoring Report for Policy 2.2. I move that the President provide the Board with a new Monitoring Report for Policy 2.2 [at the X board meeting] [within X amount months] that

**President's Monitoring Report
Executive Limitations 2.5
Financial Condition and Activities
March 2020**

Item # 2.2.2

2.5 Financial Condition and Activities

With respect to the actual, ongoing financial conditions and activities, the President shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from Board-stated Ends priorities.

Further, without limiting the scope of the above statement by the following list, the President shall not:

2.5.1 Expend more funds than have been received or are available in reserves in the fiscal year.

2.5.2 Enter into any lease agreement for more than one year in duration or that exceeds \$200,000 per year.

2.5.2.1 Make any lease improvements over \$10,000.

2.5.3 Allow reserves to be at an inadequate level for future needs.

2.5.3.1 Allow Current Fund Reserves to drop below seventeen percent (17%) of the operating budgets or Plant Fund Reserves to drop below \$1 million.

2.5.3.2 Allow reserve funds to replenish at an inappropriate rate after, in accordance with specified Board approval, funds have dropped below the President's authorized limits.

Interpretation: It is the responsibility of the administration to plan a budget to ensure progress toward the Board's Ends, while maintaining financial solvency.

The essential factors to ensure a fiscally sound budget include:

- expending funds equal or less than anticipated revenues and available reserves
- aligning resources in a way which materially supports DGB Ends
- maintaining fund reserves as outlined by the DGB and developing a strategy to replenish funds should reserves fall below targets for more than 3 consecutive months
- entering into lease agreements which are at or under one year duration, less than or equal to \$200k, and which will not require more than \$10,000 of renovation.

Supporting Evidence:

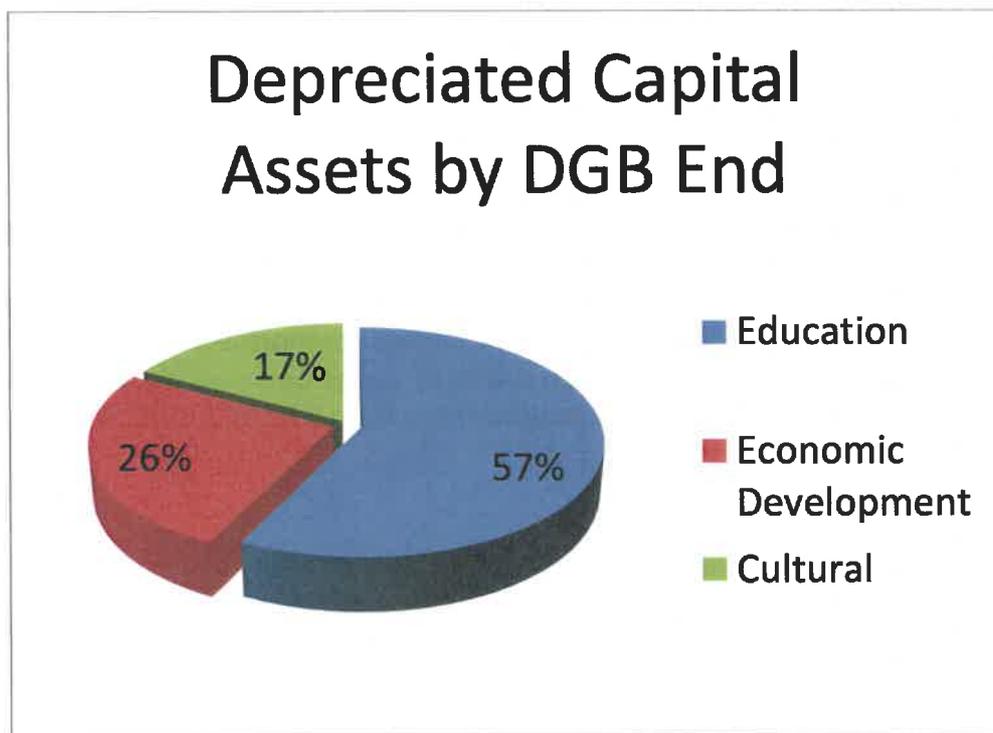
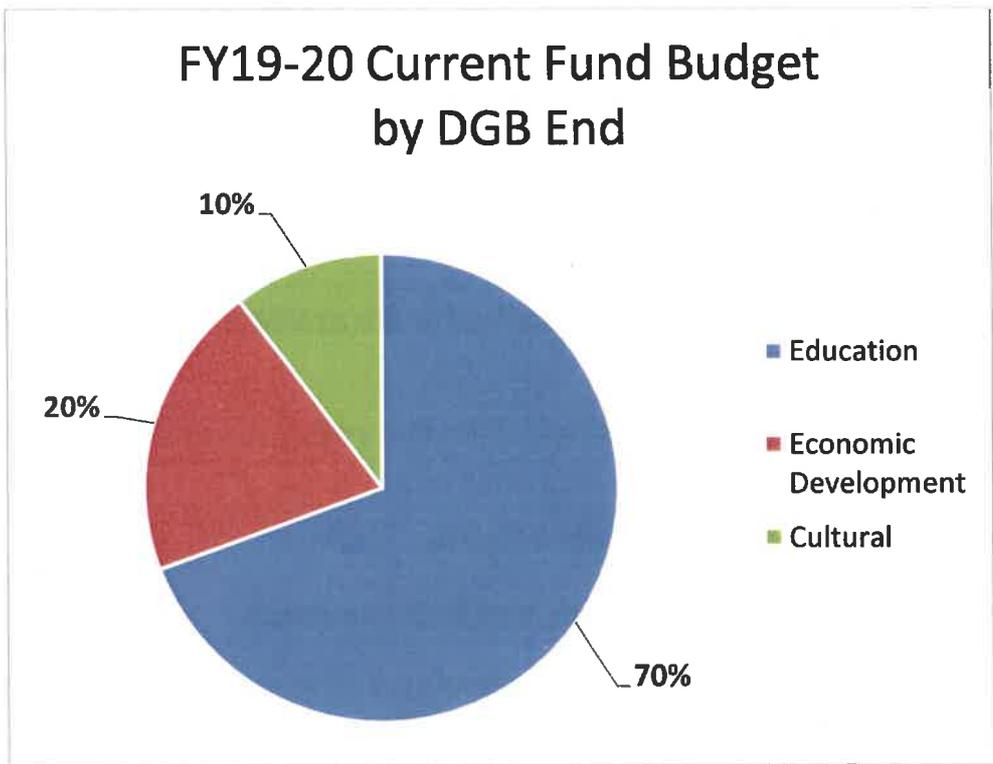
Tracking Revenues and Expenses; Monitoring Fund Reserves

Budget to Actual Reports as well as Cash Reserves Reports are provided as part of the Information from the President update at every DGB meeting.

Aligning Resources with DGB Ends

As part of the annual budget cycle, the Administration presents graphs which demonstrate the alignment of the Operating and Capital Budgets with the DGB Ends. The following

graphs are from the FY19 budget process. It is worth noting that these graphs assume that many Academic programs serve more than one End. For example, Business may support Education and Economic Development, while Music may support Education and Community (Cultural Enrichment). If we did not make the assumption to split these costs, Education would be over 90% of the Operating budget.



Leases

The District leases property from several entities as seen on the table below. For the period March 1, 2019, through February 28, 2020, the District has not spent over \$200,000 on a lease or made real property improvements greater than \$10,000.

Lessor	Lessee	Description	Improvements Over \$10,000
Mayer Unified School District	Yavapai College	Tech Bldg at Mayer HS	No
Town of Chino Valley	Yavapai College	50 Acres of property adjacent to YC's 30-acre campus	No
City of Cottonwood	Yavapai College	.87 Acre land for Verde Valley Regional Fire Training Center	No
Blum Boulders Associates, LLC	Yavapai College	Warehouse Storage	No
Stow It Storage	Yavapai College	Self Storage Facility	No



President's Conclusion:

I report compliance.

Presidential Monitoring Worksheet for Executive Limitations Policies
Policy 2.5 – Financial Condition and Activities
March 2020

This worksheet is to assist you in assessing the monitoring report and expediting discussion at the Board meeting.

Executive Limitation 2.5	Financial Condition and Activities With respect to the actual, ongoing financial conditions and activities, the President shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from Board-stated Ends priorities. Further, without limiting the scope of the above statement by the following list, the President shall not:	
Is the interpretation reasonable?	YES 4	NO
Does the data show accomplishment of the interpretation? McCarver: Yes for some, No for some.	YES 4	NO 1
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES 4	NO 1
Based upon your review of the monitoring report, should this Executive Limitation policy be amended? McCarver: Yes for 3 sections, No for 3 sections.	YES 1	NO 3
McCarver Comments: Data is included for these three sections: 2.5.1 Expend more funds than have been received or are available in reserves in the fiscal year. 2.5.2 Enter into any lease agreement for more than one year in duration or that exceeds \$200,000 per year. 2.5.2.1 Make any lease improvements over \$10,000 There is no supporting data for these three sections: 2.5.3 Allow reserves to be at an inadequate level for future needs. 2.5.3.1 Allow Current Fund Reserves to drop below seventeen percent (17%) of the operating budgets or Plant Fund Reserves to drop below \$1 million. 2.5.3.2 Allow reserve funds to replenish at an inappropriate rate after, in accordance with specified Board approval, funds have dropped below the President’s authorized limits.		
Expenditure of Funds 2.5.1	Expend more funds than have been received or are available in reserves in the fiscal year.	
Is the interpretation reasonable?	YES 4	NO
Does the data show accomplishment of the interpretation?	YES 4	NO

Presidential Monitoring Worksheet for Executive Limitations Policies
Policy 2.5 – Financial Condition and Activities
March 2020

Is there sufficient evidence to indicate compliance with the Executive Limitation policy?		YES 4	NO
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?		YES	NO 4
Comments:			
Lease Limits and Delegation of Lease Authority for Real Property 2.5.2	Enter into any lease agreement for more than one year in duration or that exceeds \$200,000 per year.		
Is the interpretation reasonable?		YES 4	NO
Does the data show accomplishment of the interpretation?		YES 4	NO
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?		YES 4	NO
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?		YES	NO 4
Comments:			
Improvements to Leased Property 2.5.2.1	Improvements to Leased Property Make any lease improvements over \$10,000.		
Is the interpretation reasonable?		YES 4	NO
Does the data show accomplishment of the interpretation?		YES 4	NO
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?		YES 4	NO
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?		YES	NO 4

Presidential Monitoring Worksheet for Executive Limitations Policies
Policy 2.5 – Financial Condition and Activities
March 2020

Comments:		
Reserve Adequacy 2.5.3	Allow reserves to be at an inadequate level for future needs.	
Is the interpretation reasonable?	YES 4	NO
Does the data show accomplishment of the interpretation?	YES 3	NO 1
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES 3	NO 1
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES 1	NO 3
Comments: McCarver: Missing data/evidence		
Reserve Limits 2.5.3.1	Allow Current Fund Reserves to drop below seventeen percent (17%) of the operating budgets or Plant Fund Reserves to drop below \$1 million.	
Is the interpretation reasonable?	YES 4	NO
Does the data show accomplishment of the interpretation?	YES 3	NO 1
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES 3	NO 1
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES 1	NO 2
Comments: McCarver: Missing data/evidence		
Reserve Replenishment	Reserve Replenishment	

Presidential Monitoring Worksheet for Executive Limitations Policies
Policy 2.5 – Financial Condition and Activities
March 2020

2.5.3.2	Allow reserve funds to replenish at an inappropriate rate after, in accordance with specified Board approval, funds have dropped below the President’s authorized limits.	
Is the interpretation reasonable?	YES 4	NO
Does the data show accomplishment of the interpretation?	YES 3	NO 1
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES 3	NO 1
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES 1	NO 3
Comments: McCarver: Missing data/evidence		

Comments from the Coordinator: This worksheet was completed by the following Board members McCasland, Sigafos, McCarver and Chevalier.

SHADED ITEMS should be discussed at the meeting.

2.5 Financial Conditions & Activities MOTION OPTIONS

With respect to the actual, ongoing financial conditions and activities, the President shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from Board-stated Ends priorities. Further, without limiting the scope of the above statement by the following list, the President shall not:

2.5.1 Expenditure of Funds

Expend more funds than have been received or are available in reserves
In the fiscal year.

2.5.2 Lease Limits and Delegation of Lease Authority for Real Property

Enter into any lease agreement for more than one year in duration or that exceeds \$200,000 per year.

2.5.2.1 Improvements to Leased Property

Make any lease improvements over \$10,000.

2.5.3 Reserve Adequacy

Allow reserves to be at an inadequate level for future needs.

2.5.3.1 Reserve Limits

Allow Current Fund Reserves to drop below seventeen percent (17%) of the operating budgets or Plant Fund Reserves to drop below \$1 million.

2.5.3.2 Reserve Replenishment

Allow reserve funds to replenish at an inappropriate rate after, in accordance with specified Board approval, funds have dropped below the President's authorized limits.

MOTION OPTIONS:

1. If Board intends to accept Monitoring Report:

We have read the President's Monitoring Report regarding policy 2.5 and its sub-policies, we believe that the interpretation of the policy provided is reasonable, and we believe that there is sufficient evidence to support the conclusion of compliance with the policy. Therefore, I move that we accept the Monitoring Report for Policy 2.5 and its sub-policies.

2. If Board intends to not accept Monitoring Report:

If for Interpretation:

We have read the President's monitoring report regarding Policy 2.5 and its sub-policies and we believe that the interpretation of the policy provided is not reasonable. Therefore, I move that we not accept the Monitoring Report for Policy 2.5 and its sub-policies. I move that the President provide the Board with a new Monitoring Report for Policy 2.5 [at

the X board meeting] [within X amount months] that includes a new interpretation.

or

If for Insufficient Evidence:

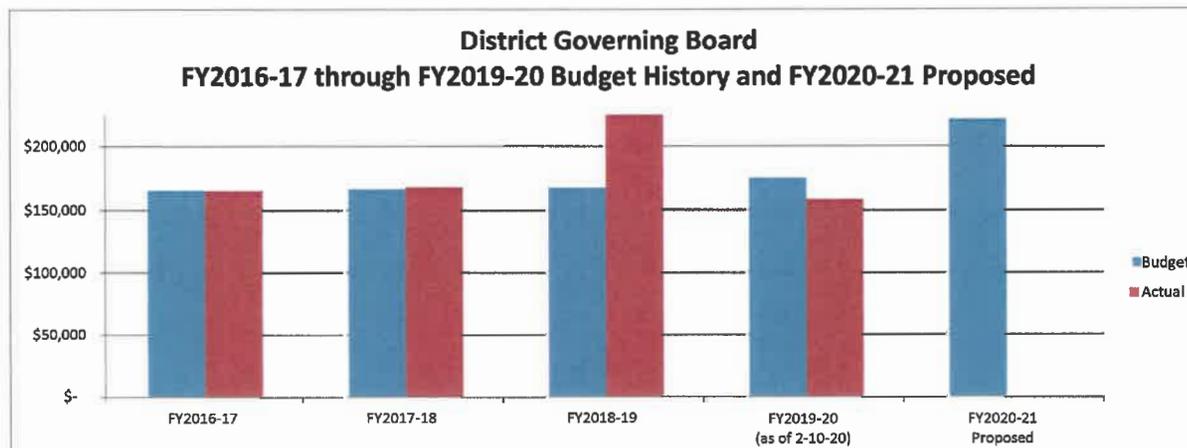
We have read the President's monitoring report regarding Policy 2.5 and its sub-policies and we believe that the interpretation of the policy provided is reasonable, but we do not believe that there is sufficient evidence to support the conclusion of compliance with the policy. Therefore, I move that we not accept the Monitoring Report for Policy 2.5 and its sub-policies. I move that the President provide the Board with a new Monitoring Report for Policy 2.5 and its sub-policies [at the X board meeting] [within X amount months] that provides sufficient evidence to support the conclusion of compliance

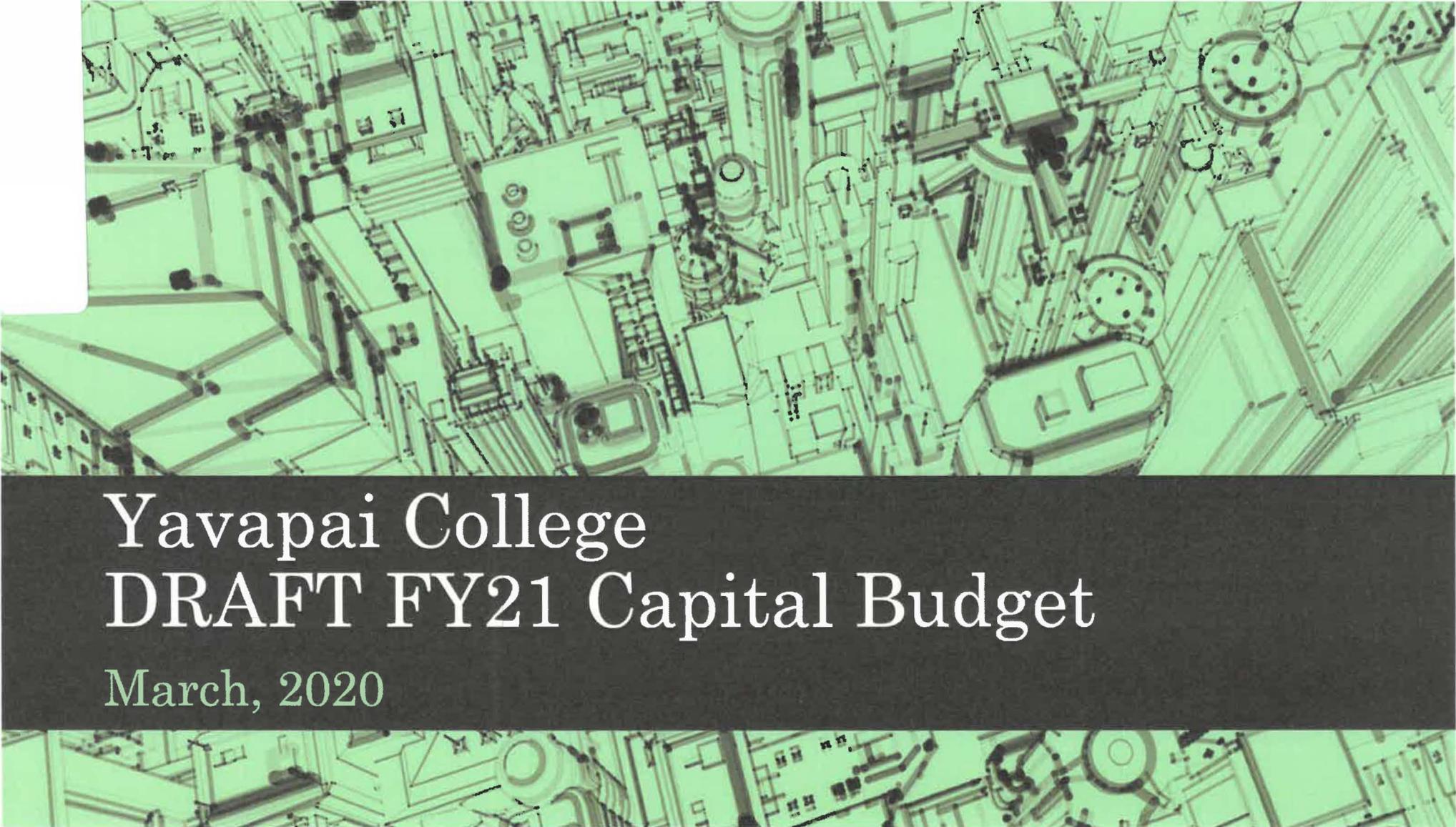
Item # 2.3

District Governing Board FY2016-17 through FY2019-20 Budget History and FY2020-21 Proposed

Account	Expense Type	FY2016-17		FY2017-18		FY2018-19		FY2019-20 (as of 2-10-20)					FY2020-21 Proposed
		Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Encumb.	Estimated	Total	Budget
6xxx	Admin Support Salaries & Benefits	\$ 40,169	\$ 40,521	\$ 41,280	\$ 41,169	\$ 42,165	\$ 32,718	\$ 44,841	\$ 28,134	\$ 15,275	\$ 5,390	\$ 48,799	# \$ 51,538
7000B	Direct Expense (less Capital) Pool	120,000		125,000		125,000		130,000					130,000
7001	Legal Services		33,140		31,735		42,122		23,191	18,059	-	41,250	
7002	Consulting Services		10,189		9,835		8,000		9,362	-	-	9,362	
7005	Professional Services - Other		-		-		-		-	-	-	-	
	Advertising & Printing		4,858		18,880		4,287		2,585	-	-	2,585	
7016	Contractual Services - Other		40,905 *		2,500		78,481		890	-	-	890	* 40,000
7101	Supplies - General		1,462		1,062		493		337	-	500	837	
	Supplies - Software/Computer/Phone/Tech		12,500		11,500		11,500		12,162	-	-	12,162	
	Supplies - Food/Other		3,366		4,352		3,622		1,802	4,317	-	6,120	
	Books & Postage		7		8,742		271		115	-	-	115	
7306	Memberships & Dues - Individual		-		-		175		(825)	-	200	(625)	
7307	Memberships & Dues - Instit'l		6,724		5,896		8,058		-	-	8,000	8,000	
7308	Fees - Filings & Permits		-		-		200		-	-	200	200	
7309	Internet Subscriptions		-		-		25		-	-	-	-	
7401	Travel - In State		714		1,554		386		100	-	-	100	
7402	Travel - In State Development		130		150		-		2,179	-	-	2,179	
7404	Travel - Out Of State		881		264		2,317		5,215	-	-	5,215	
7405	Travel-OutofState-Traing/Conference		9,254		13,911		25,619		10,048	-	500	10,548	
7408	Conference/Train'g Registration Fee		5,725		16,355		8,792		10,120	-	500	10,620	
	Subtotal Direct Expense		129,954		126,734		194,347		77,280	22,376	9,900	109,557	
	011032-Verde Valley Board Advisory Committee												
7001	Attorneys	5,000	436										
	Food & Supplies		-		-		-						
	Subtotal VVBAC		436		-		-						
	Total Direct Expense	\$ 125,000	\$ 130,290	\$ 125,000	\$ 126,734	\$ 125,000	\$ 194,347	\$ 130,000	\$ 77,280	\$ 22,376	\$ 9,900	\$ 109,557	\$ 170,000
	Total Expense	\$ 165,169	\$ 170,812	\$ 166,280	\$ 167,903	\$ 167,165	\$ 227,065	\$ 174,841	\$ 105,415	\$ 37,652	\$ 15,291	\$ 158,356	\$ 221,538
	Available Budget Surplus / (Deficit)		\$ (5,643)		\$ (1,623)		\$ (59,900)					Projected: \$ 16,485	26.7%

* Yavapai County Elections
Turnover



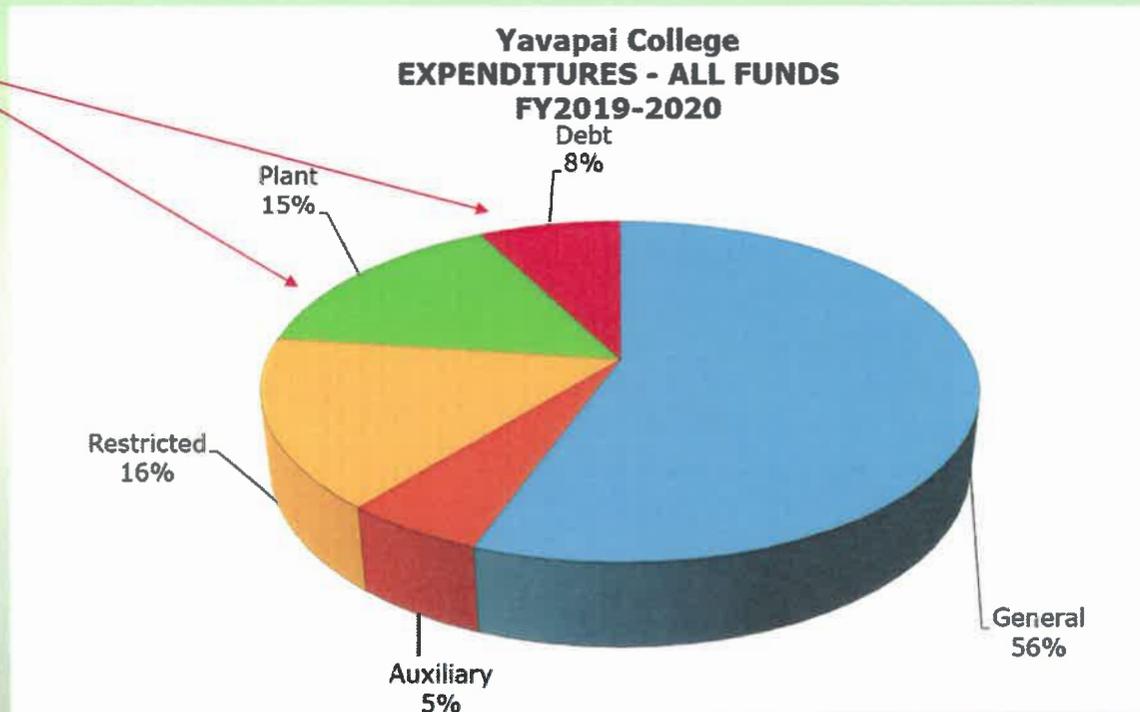


Yavapai College
DRAFT FY21 Capital Budget

March, 2020

Yavapai College Budget by Fund

Today



Source: YC CAFR

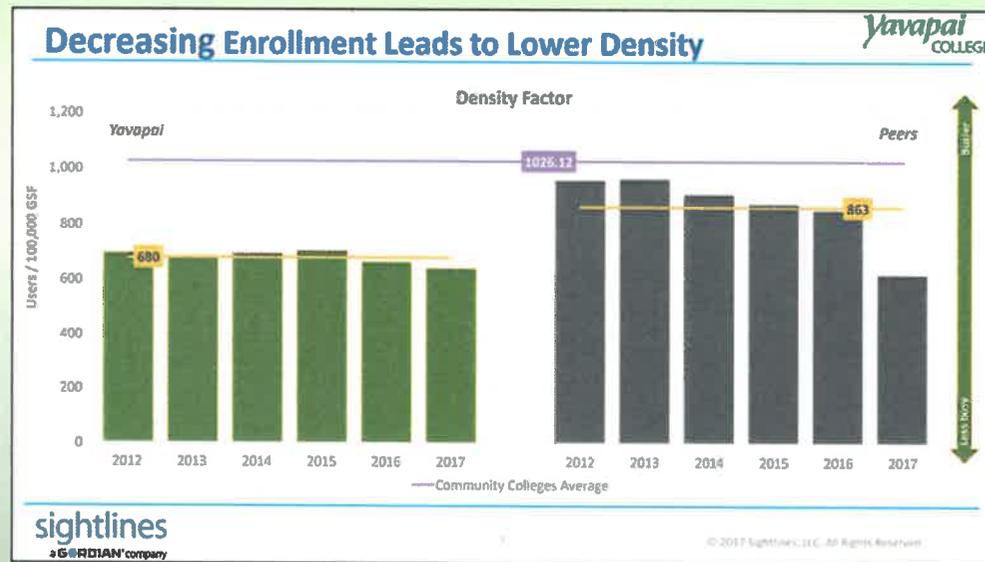
Page 2

DRAFT Debt

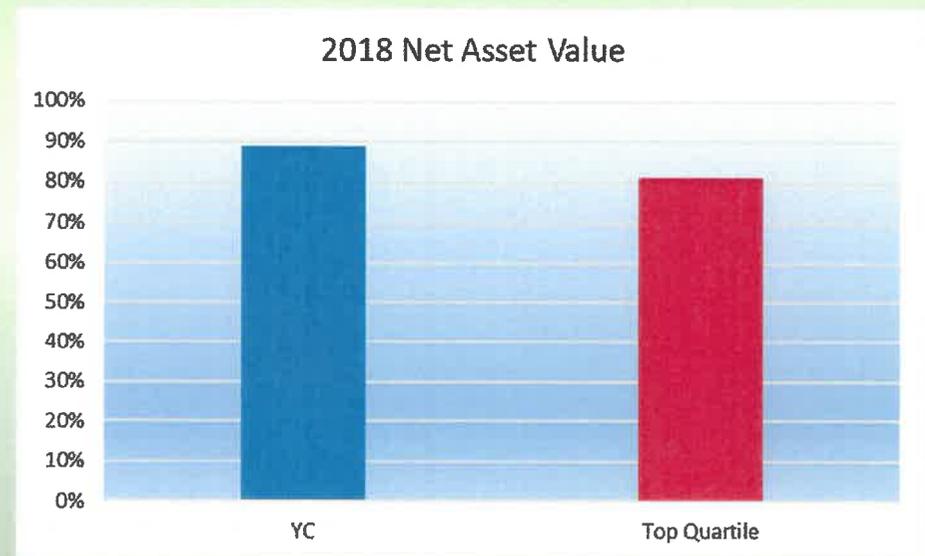
	<u>Budget</u> <u>2019-2020</u>	<u>Budget</u> <u>2020-2021</u>	<u>DOLLAR (\$)</u> <u>DIFFERENCE</u>	<u>PERCENTAGE</u> <u>(%)</u> <u>DIFFERENCE</u>
<u>RETIREMENT OF INDEBTEDNESS</u>				
Secondary Tax Levy	\$ 4,218,600	\$ 2,233,750	\$ (1,984,850)	-47.0%
Property Tax Contingency	(30,000)	(15,000)	15,000	-50.0%
Interest Income	25,000	25,000	-	0.0%
TOTAL RETIREMENT OF INDEBTEDNESS REVENUES	\$ 4,213,600	\$ 2,243,750	\$ (1,969,850)	-46.7%
FUND BALANCE AT JULY 1 APPLIED TO BUDGET	\$ 500,000	\$ 50,000	\$ (450,000)	-90.0%
TRANSFERS IN/OUT				
Obligations P & I	1,443,100	1,435,250	(7,850)	-0.5%
Transfer in from Auxiliary Fund - Revenue Bond P & I	403,900	400,950	(2,950)	-0.7%
TOTAL AMOUNT AVAILABLE FOR RETIREMENT OF REVENUE & PLEDGED REVENUE BONDS	\$ 1,847,000	\$ 1,836,200	\$ (10,800)	-0.5%
TOTAL AVAILABLE FOR EXPENDITURES - RETIREMENT OF INDEBTEDNESS	\$ 6,560,600	\$ 4,129,950	\$ (2,430,650)	-37.0%

Context for Capital Budget

Capacity



Condition



Plant Budget

- Fixed Capital

• Planned	\$ 5.1M
• Unplanned	\$.28M
• Equip Replacement	\$ 2.1M
• FFE	\$.26M
• Library	\$.1M
• Contingency	<u>\$.26M</u>

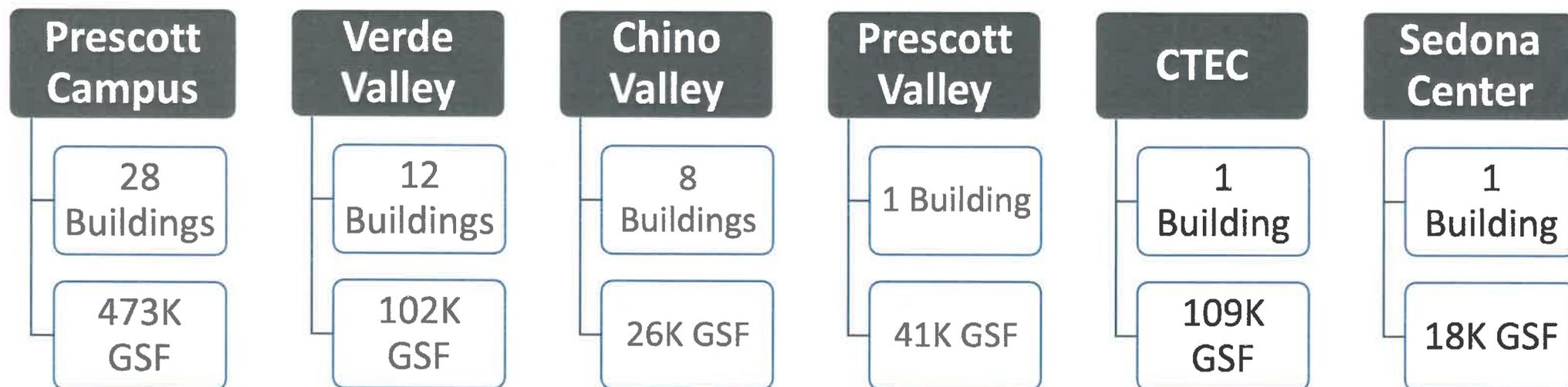
TOTAL \$ 8.1M

- Variable Capital

- Capital Improvement Plan \$3M
 - Renovations for evolving program needs
 - New construction for new community needs

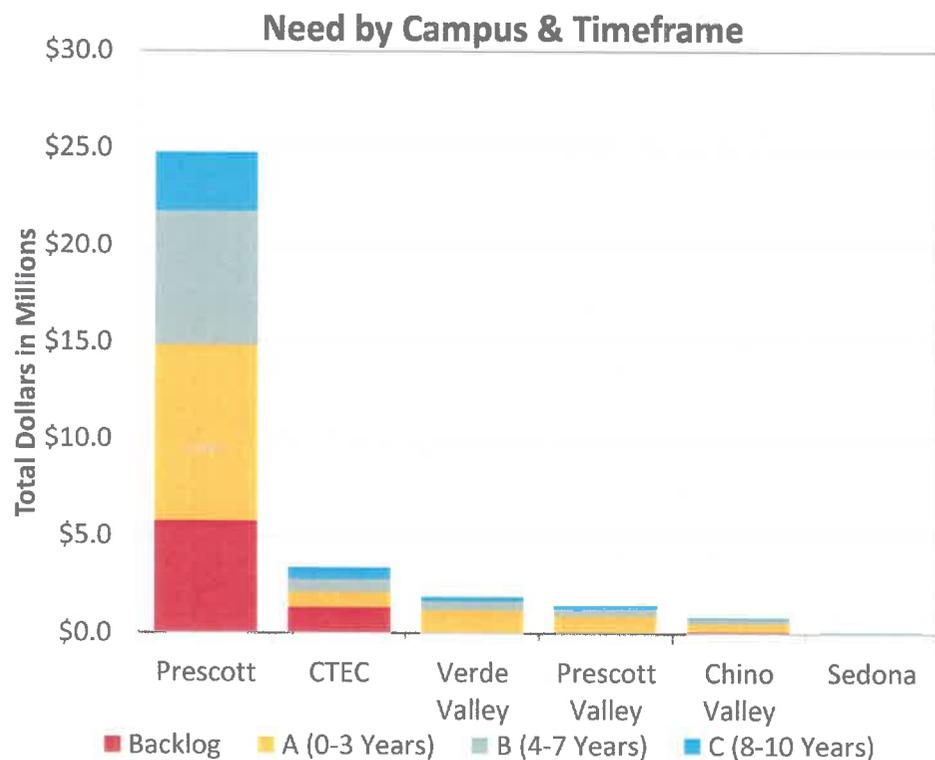
Scope of Assessment

Totaling 769K GSF and 51 buildings



Total 10-Year Need by Timeframe for each Area

Prescott Campus has most total need and most \$/GSF need



>\$19M+ Due within next 3 years

DRAFT Planned & Unplanned

	<u>FY 2020-21</u>	<u>FY 2021-22</u>	<u>FY 2022-23</u>	<u>FY 2023-24</u>	<u>FY 2024-25</u>
Unplanned Maintenance	\$ 275,600	\$ 289,400	\$ 303,900	\$ 319,100	\$ 335,100
Planned Maintenance Total	<u>5,059,000</u>	<u>3,974,000</u>	<u>4,012,900</u>	<u>4,012,900</u>	<u>4,142,100</u>
TOTAL MAINTENANCE	<u>\$ 5,334,600</u>	<u>\$ 4,263,400</u>	<u>\$ 4,316,800</u>	<u>\$ 4,332,000</u>	<u>\$ 4,477,200</u>

Planned Maintenance by Project

	<u>FY 2020-21</u>	
Prescott Campus, Bldg 1	\$ 225,000	Cooling-Replace Liebert Unit; Demolish chiller plant
Prescott Campus, Bldg 3	100,000	Replace roof drainage
Prescott Campus, Bldg 4	100,000	Replace roof drainage
Prescott Campus, Bldg 5	79,000	Replace buidling domestic water supply piping
Prescott Campus, Bldg 10	1,216,000	Cooling-Hot and Cold Line Replacement; Electrical-Upgrade to LED ; Plumbing-Replace all fixtures in dorm room restrooms
Prescott Campus, Bldg 16	2,718,000	Cooling-Replace Package Unit; Electrical-Replace main panel, secondary transformers, Motor Control center; Exterior Shell-Replace existing metal roof with TPO; building gutters; exterior leaders; Repair block; HVAC-Replace 13 AHU units
Prescott Campus, Bldg 19	3,000	Cooling-Replace Split System
Prescott Valley Campus, Bldg 40	458,000	Cooling-Replace Split Systems; Grounds-Parking Lot PV40; HVAC-Replace FCU's; controls
Career & Technical Education Center, Bldg 70	150,000	Safety/Code-Rebuild 3 risers, replace main trunk, clean lines, eliminate the glycol systems
Prescott Campus, Bldg Campus Grounds	10,000	Grounds-Address leaking at building 2 tunnel
Planned Maintenance Total	<u>\$ 5,059,000</u>	

DRAFT Equipment Budget

<u>Department</u>	<u>FY 2020-21</u>	<u>FY 2021-22</u>	<u>FY 2022-23</u>	<u>FY 2023-24</u>	<u>FY 2024-25</u>
Career & Technical Education	\$ 210,750	\$ 338,350	\$ 147,650	\$ 221,343	\$ 252,300
Arts & Humanities	43,290	111,330	94,100	76,513	50,680
Sciences, Nursing, Allied Health, HPER & Athletics	213,900	296,464	348,078	227,458	251,187
Public Safety	62,500	38,400	39,500	39,500	39,500
Digital Media & Viticulture	13,000	38,564	37,564	52,210	28,210
Instructional Support	10,000	11,050	6,110	32,185	17,000
CISCO	21,000	21,000	30,000	32,000	21,000
Information Technology Services	993,214	1,024,023	1,043,070	1,062,298	1,089,006
Business Services	77,016	71,964	61,958	89,988	109,987
Facilities - All	216,000	237,000	255,000	243,000	243,000
District Safety	50,000	50,000	50,000	50,000	50,000
Campus Safety	6,230	4,030	4,270	4,030	2,430
Auxiliary Enterprises	132,000	142,025	165,100	140,250	13,375
Unplanned Equipment - Contingency	-	-	-	-	-
Total Equipment	\$ 2,048,900	\$ 2,384,200	\$ 2,282,400	\$ 2,270,775	\$ 2,167,675

Capital Improvement Plan

- Campus Master Plan
 - Building 1 \$521k
 - Building L \$1M
 - Prescott Circle (FY22) \$400k
 - Internal signage (FY22) \$300k
 - Libraries (FY22-24) \$6.3M
 - PV Land (FY23) \$460k
 - VVC Parking (FY24) \$100k
 - Greenhouse (FY25-26) net 0
 - PV Expansion (FY26-27) \$16.9M
- Emerging Needs
 - CTEC Food (FY21) \$400k
 - VVSTC Phase 1 (FY20-21) \$2M
 - Tech Theater Lab (FY21)- net 0
 - Multi-use field (FY21) – net 0
 - Hotel- Net 0
 - Verde Sign & Land (FY21) - \$300k
 - PV Rad Tech (FY21) \$150k
 - PV Decel Lane (FY21) \$100k
 - CTEC Sign & Land (FY21)- \$300k
 - VVSTC Phase 2 (FY22-23)
 - VVSTC Phase 3 (FY24-25)
 - Bldg 5/6/7 (FY23-24-25) \$7.5M
 - CTEC Offices (FY22)- \$265k

We are \$17M Short

YAVAPAI COLLEGE

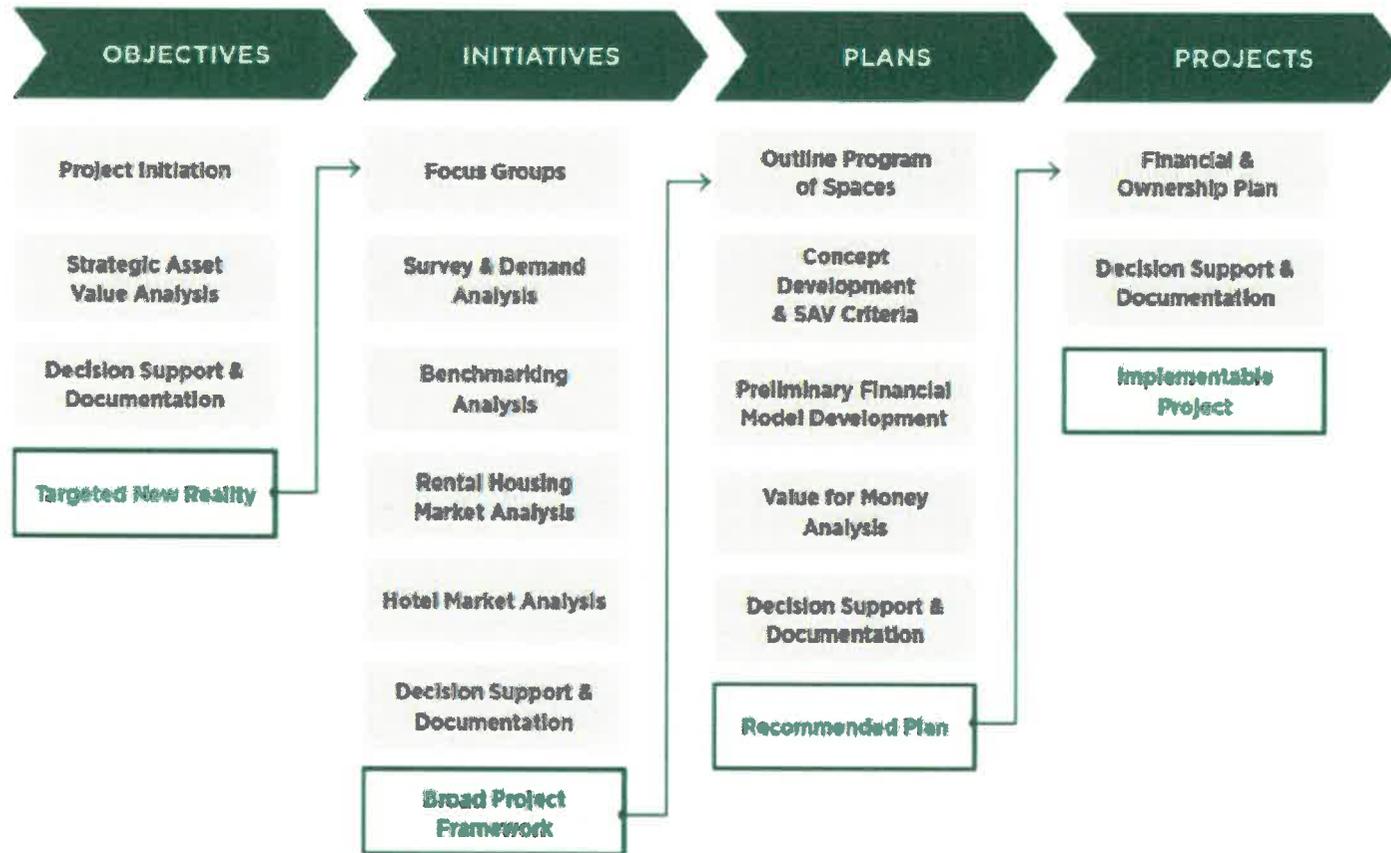
Student Housing and Hotel Development Public Private Partnership (P3) Consulting Services

Market Findings
December 19th 2019



Process Overview

STUDENT HOUSING AND HOTEL DEVELOPMENT P3 CONSULTING SERVICES SCOPE



Housing Study Results

- 418 students, 254 employees
- Generally need ~400 beds for a financially self-sustaining Public-Private Partnership
- YC Demand
 - 74* students Prescott Campus
 - 56 students Verde Valley Campus
 - 25 employees
 - 3D Construction?
- YC Room & Board is equal to Prescott Market
- Students want
 - Private bedroom
 - fewer rules
 - lower prices
- Employees want to live off site

Hotel Study Results

- 20 Room Boutique Hotel run by YC
 - Does not work financially
- Sedona market could support another 125 room hotel
 - Hotel developer could receive fair return including land-lease payment to YC
 - YC could structure the deal to include internship opportunities

Draft Capital Improvement Plan

Capital Improvement Projects - Description	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
CTEC - Food Services Area	\$ 130,000	\$ -	\$ -	\$ -	\$ -
Prescott - Building 1 - Entrance Reconfiguration (HVAC Issues)	509,250	-	-	-	-
Prescott - Technical Theater Building	500,000	-	-	-	-
Prescott - Radiologic Technology - Energized Xray/Lead Walls	150,000	-	-	-	-
Prescott - Multipurpose Field	200,000	-	-	-	-
Prescott Valley - Land (Adjacent to Bldg 40)	-	-	460,000	-	-
Prescott Valley - Deceleration Lane	100,000	-	-	-	-
Verde - Building L Design, Const. & FF&E - Renovation	1,000,000	-	-	-	-
Verde Valley Skilled Trades Center (Phase 1 - 10,000 sq. ft)	873,000	-	-	-	-
Verde and CTEC Campus Signage/Marquees	600,000	-	-	-	-
Contingency	78,950	31,990	143,300	257,720	272,250
Transfer Expenses to Restricted Fund - STEM & Prop. 301	(1,097,500)	(200,000)	(700,000)	(200,000)	(700,000)
Total Capital Projects	3,043,700	1,305,090	5,244,000	5,010,820	5,009,750
Revenue Sources					
Capital Project Accumulation Account	\$ 2,343,700	\$ 1,305,090	\$ 5,244,000	\$ 5,010,820	5,009,750
YC Foundation - Technical Theater & Field	700,000	-	-	-	-
Total Revenues	\$ 3,043,700	\$ 1,305,090	\$ 5,244,000	\$ 5,010,820	\$ 5,009,750
Excess/(Needed Capital)	\$ -				

Does NOT include Hotel

Questions, Discussion, & Feedback

Executive Summary

Overview

Yavapai College ("YC" or the "College") selected the Project Team of Brailsford & Dunlavey, Inc. ("B&D") and DPC Hospitality ("DPC") for Consulting Services regarding Public-Private Partnership ("P3") Housing, and/or a P3 Land Lease for a Campus Hotel, and/or a Boutique Hotel on the Prescott and/or Verde Valley campuses. B&D led the development of the plans for student housing and faculty/staff housing, and DPC Hospitality led the development of hotel plans, working alongside Yavapai College's staff, administration, and students.

The Project Team assessed current housing offerings, analyzed preferences and satisfaction among the campus community, provided an understanding of options within the surrounding off-campus market, identified demand for new housing and hotel accommodations, and outlined the financial implications of implementing hotel development on Yavapai College property. The project relied on input from a wide range of campus stakeholders along with qualitative and quantitative analyses to develop an appropriate strategy. In total, over 650 Yavapai College students, faculty, and staff participated in the process through focus groups, interviews, and an Internet-based survey.

Work Plan

The Project Team's comprehensive work plan included the following tasks, meetings, and analyses completed between August 2019 and January 2020:

- A tour of existing campus housing, sites, and related campus facilities was conducted to provide a visual background for the data and improve the Project Team's understanding of the YC on-campus housing system.
- A Strategic Asset Value ("SAV") workshop was conducted on September 12th, 2019 with key Yavapai College stakeholders to identify and prioritize the strategic objectives that any future projects must address to help advance YC's mission and strategic objectives. This session informed the Strategic Framework that set the framework for subsequent research, recommendations, and decision-making related to B&D's analyses.
- Stakeholder interviews were held with more than 30 key College staff and administrators to understand their departments' perspectives on current housing offerings, their goals / vision for Yavapai College housing, and considerations for new or improved housing.
- Six focus group sessions were held with more than 80 Yavapai College students, faculty, and staff during the fall 2019 semester to gain qualitative information regarding housing preferences and current living conditions, as well as to inform the content of the Internet survey discussed later in the document.

- To gather quantitative data that would help inform the analysis, the Project Team instituted an Internet-based survey for YC students, faculty, and staff. The survey asked a variety of questions related to current housing patterns, satisfaction levels, and preferences related to future housing offerings. More than 400 students and 250 faculty/staff responded to the survey.
- The demand assessment was conducted using B&D's proprietary demand-based programming methodology, which utilizes predictive analytics to project demand from statistically significant survey responses and enrollment figures provided by the College. Demand figures contain detailed insights into housing preferences for various unit types, bedroom occupancy preferences, and rental rates tested within the survey.
- An off-campus housing market analysis was performed to better understand the costs, amenities, and other key metrics of the housing market.
- In order to understand the relative position of Yavapai College housing in comparison to peer institutions, a competitive context assessment was completed. Yavapai College housing-specific information was compared to the following five peer institutions for benchmarking purposes: George C Wallace State Community College, Hutchinson Community College, Minnesota West Community and Technical College, Northeast Community College, and Southwest Texas Junior College. The key characteristics of these housing systems were analyzed including their scale, capacity and bed / unit mix type, rental rates and dining costs, and recent projects among other aspects.
- An analysis was conducted of the hotel markets in Cottonwood, Arizona (proximate to the Verde Valley campus) and Sedona, Arizona (proximate to the Sedona Center) to understand the costs, amenities, and competition, and ultimately determine the feasibility of development of a hotel on Yavapai College property.
- A financial model was developed to project the future performance of the potential hotel development. The flexible model was designed to exhibit the influence of variables such as revenues, expenses, and occupancy.

The Project Team's primary takeaways are as follows:

Key Findings

- Student housing exists only on the Prescott campus. The current inventory caters to more traditional college aged students (18 – 21 years old) with semi-suite units (100% of inventory) and lacks unit type diversity typically attractive to older cohort populations.
- Between fall 2015 – 2019 the College’s housing occupancy percentage has decreased from 97% to 93%; with an average annual occupancy rate of 94%.
- The majority (78%) of YC students are enrolled part-time and have an average age of 31 years old.
- Yavapai College has the highest room and board costs compared to its peer institutions; 43% greater than the average of its peer institutions.
- Yavapai College has 221 student housing beds; 33% less than its peer average.
- Currently Yavapai College does not offer any on-campus faculty/staff housing.

Existing Conditions

Housing Market

- Regional population growth and limited multi-family housing development has tightened the housing supply in the market and increased pressure on those desiring a residence near campus.
- Since 2015 there has been a population increase of 5% around both the Prescott and Verde Valley areas. During the same 5-year period, multi-family housing development has increased 6% and 5%, respectively, and vacancy rates have decreased in both areas.
- The total cost to live in an on-campus semi-suite is equal to the average survey reported off-campus housing cost (~\$1,110/month). It is a value proposition issue as students consider the value from the cost of on-campus semi-suite and meal plan compared to the available apartments and the independence they have living off-campus.
-

Hotel Demand

- Market justification exists for development of a hotel adjacent to Yavapai College’s Sedona Center.
- Tourists represent the target market as tourism is the primary industry in Sedona attracting over three million visitors annually and accounting for 77% of the city’s sales tax revenue.
- Three primary sources of demand were found to exist for a hotel; Individual Business Travelers (IBT), Group and Convention, and Leisure.

Housing Demand

- Insufficient demand exists to build new standalone on-campus student housing or faculty/staff housing facilities
- Although there is a net demand for 74 beds of student housing on the Prescott Campus and 56 beds on the Verde Valley Campus, P3 Developers typically require nearly 400 beds of new development for projects to be financially feasible and self-sustaining.

- The majority of student demand is from students who currently live with family/relatives, the group least likely to live in campus housing
- Although faculty and staff demand equals 25 units, P3 developers will require more scale to meet their required financial returns.
- Faculty and staff indicate a lack of interest in on-campus rental housing despite survey tested rates being within range of renter's current costs. On average renters reported total housing costs within 22% of survey tested rates. Faculty & staff focus on quality of life factors in their housing decisions, e.g. travel time to campus, but are still price conscious.

Existing Conditions

With a total enrollment of greater than 7,400 students Yavapai College has the largest enrollment compared to its five peer institutions; Wallace State, Hutchinson Community College, Minnesota West Community and Technical College, Northeast Community College, and Southwest Texas Junior College. The majority of Yavapai College students are enrolled part-time which aligns with its peers.

Institution	Total Enrollment	Enrollment Status	
		%Full-time	%Part-time
Yavapai College	7,427	22%	78%
George C Wallace State Community College	5,057	51%	49%
Hutchinson Community College	5,574	37%	63%
Minnesota West Community and Technical College	3,362	33%	67%
Northeast Community College	5,016	42%	58%
Southwest Texas Junior College	6,894	27%	73%
Peer Averages:	5,181	38%	62%
Variance:	+30%	-16%	+16%

Figure 1: Yavapai College Enrollment Comparison

Yavapai College has two residence halls, Kachina and Marapai, which provide 221 beds of student housing. Student housing is located solely on the Prescott campus. Both residence halls offers only one unit type, a semi-suite unit. Semi-suites are similar to traditional hall-style units except that bathrooms are located within the unit. Residents do not have living or dining areas within their private living space. A standard semi-suite unit at Yavapai College provides double occupancy accommodations, with a limited number of single occupancy units. An example floor plan of a semi-suite unit at Yavapai College is shown below. Faculty and staff housing is not currently offered at Yavapai College.

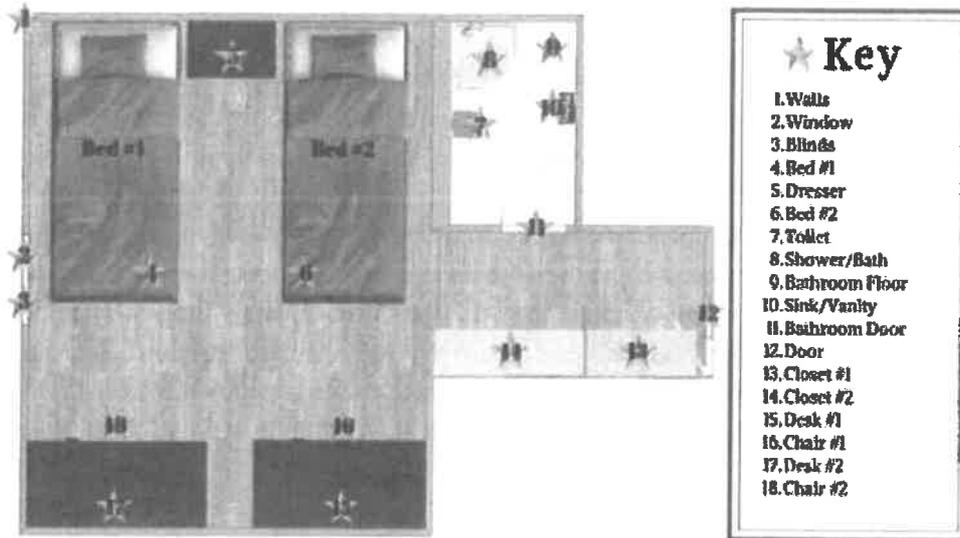


Figure 2: Yavapai College Semi-Suite Unit

During the 5-year period of fall 2015 – 2019 the Yavapai College’s housing occupancy percentage has decreased slightly from 97% to 93%.

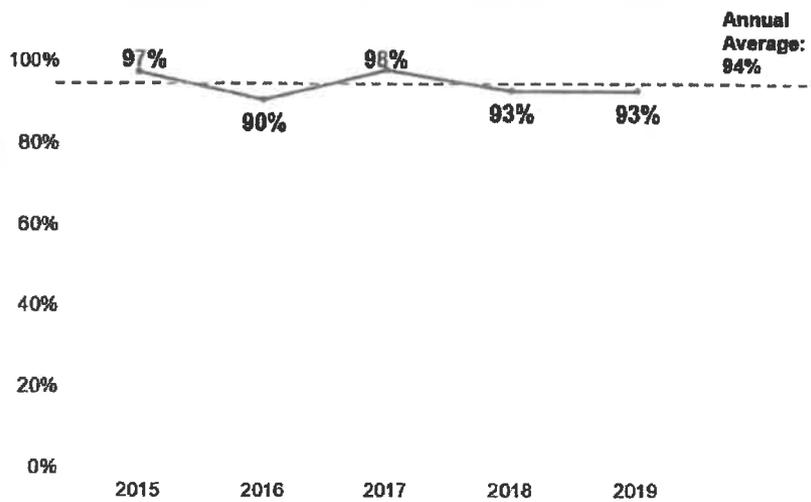


Figure 3: Yavapai College Housing Occupancy Rate

The College offers two dining options on the Prescott campus (Rider Diner and The Café) and one option on the Verde Valley campus (the Verde Café). Those students living in the residence halls are required to purchase one of two meal plans, 19 meals/week + \$75 Rough Rider or 15 meals/week + \$100 Rough Rider.

Student Housing Demand

Based on the results of the Internet-based survey, a student housing demand assessment was conducted to understand the opportunity to house students on campus at survey tested housing options. The demand assessment was conducted using B&D’s proprietary demand-based programming methodology, which utilizes predictive analytics to project demand from statistically significant survey responses and enrollment figures provided by the College. Demand figures contain detailed insights into housing preferences for various unit types, bedroom occupancy preferences, and rental rates tested within the survey. With a projected stabilized enrollment (no growth over 2019 student enrollment), a summary of the housing demand on the Yavapai College Prescott Campus and the Verde Valley Campus is shown below. The number of beds of demand are based on the unit types and prices tested in the survey. The potential capture rate represents the percentage of beds of demand that could be filled compared on the number of enrolled students.

The net demand on both campuses is insufficient to build new student housing at current construction costs as P3 student housing developers require nearly 400 beds of new construction for financial feasibility.

Cohort Year	Enrollment (2019)	Beds of Demand (2019)	Potential Capture Rate (%)
1 Year	2,032	200	10%
2 Years	480	77	16%
3 Years	287	8	3%
4+ Years	188	10	5%
TOTAL	2,987	295	10%
YC EXISTING BEDS		221	
NET DEMAND		74	

Figure 4: 2019 On-Campus Student Housing Demand Summary (Prescott Campus)

Cohort Year	Enrollment (2019)	Beds of Demand (2019)	Potential Capture Rate (%)
1 Year	420	51	12%
2 Years	99	5	5%
3 Years	59	0	0%
4+ Years	39	0	0%
TOTAL	618	56	9%

Figure 5: 2019 On-Campus Student Housing Demand Summary (Verde Valley Campus)

Based on information provided by the College, an opportunity exists for approximately 130 beds of potential demand from Gunsmithing, Aviation, and future Yavapai College programs. However, an analysis of these specific cohorts must be conducted to quantify the demand for unit types and rates.

Faculty & Staff Housing Demand

Similar to the student housing demand, a faculty and staff housing demand assessment was conducted to understand the opportunity to house faculty and staff on campus at survey tested housing options. With a projected stabilized enrollment (no growth over 2019 student enrollment), a stabilized number of employees was assumed for Yavapai College. A summary of the rental housing demand at Yavapai College is shown below. The number of units of demand are based on the unit types and prices tested in the survey. The potential capture rate represents the percentage of beds of demand that could be filled compared on the number of enrolled students.

The demand for Yavapai College faculty/staff housing is shown below. Insufficient demand exists to develop faculty/staff housing at current construction costs as P3 developers require more scale to meet financial requirements.

Cohort	Employee Count	Units of Demand (2019)	Potential Capture Rate (%)
Faculty	261	14	5%
Staff	441	11	3%
TOTAL	702	25	1%

Figure 6: 2019 On-Campus Faculty & Staff Housing Demand Summary

Hotel Analysis

DPC Hospitality conducted an analysis of the Sedona, Arizona and Cottonwood, Arizona hotel markets. The conclusions reached are based upon our present knowledge of the competitive market area resulting from fieldwork completed on September 10th, 2019.

At the request of Yavapai College, DPC examined the feasibility of a 20-room boutique hotel on the Yavapai College Verde Valley campus and the feasibility of a P3 Land Lease for a Campus Hotel proximate to the Sedona Center. Research and analysis determined that the market conditions were not strong enough to support the development of a 20-room boutique hotel at the Yavapai College Verde Valley campus as such a development would provide an Internal Rate of Return (IRR) of -4%. Projections and IRR analysis can be found in Appendices F and G.

With regards to developing a hotel adjacent to Yavapai College’s Sedona Center, it is our opinion that there will likely be market justification for developing a hotel with approximately 125 units, which is the basis for this analysis. The major demand segments are Leisure (tourism), Individual Business Travelers (IBT), and Group and Convention, with Leisure being the primary demand source. Tourism is the primary industry in Sedona attracting over three million visitors annually and accounting for 77% of the city’s sales tax revenue. The city of Sedona was analyzed for a P3 Hotel for several reasons: 1) Sedona is one of Arizona’s premier tourism, recreation, resort, retirement and art centers, 2) Its location offers tremendous views, a temperate climate and a vibrant locale in the center of the state’s famous Red Rock Country, and 3) Sedona is located within both Coconino and Yavapai counties, both of which have seen increased population growth helping fuel new businesses.

	Population		
	2000	2010	2017 (est.)
Sedona	10,192	10,020	10,319
Coconino County	116,320	134,679	144,057
Yavapai County	167,517	210,899	225,364
State of Arizona	5,130,632	6,401,569	6,965,897

Office of Economic Opportunity

Figure 7: Historical Population in Yavapai and Coconino Counties

The potential hotel site will be adjacent to the Yavapai College Sedona Center located at SH 89A and Cultural Park Place. The site is located in the eastern portion of Sedona, near both the Cultural Park Trailhead and the Schuerman Mountain Trailhead. The site provides great access, visibility and tremendous views of the surrounding natural beauty. It is anticipated that Yavapai College would acquire or extend its current undeveloped land at the Sedona Center to provide roughly two acres for a potential hotel development.

In determining the viability of the potential hotel project, we have assumed that Yavapai College would work to attract a third-party developer who would develop, own and operate 125-room hotel under a ground-lease arrangement. This study assumes the development of a 3 to 4-star full-service hotel with approximately 8,000 square feet of meeting space. A developer could benefit from relaxed permitting by building on College land while Yavapai College could benefit its culinary program by potentially serving banquets hosted at the hotel.

It is anticipated that during a request for proposals (RFP) process, each developer would provide their own recommendations regarding whether they would operate the hotel as branded or independent. Sedona’s lodging industry provides strong examples of both types of hotels as having success.

Of the 42 hotels in the Sedona area, we have identified seven hotels with 739 guestrooms to be competitive with the potential hotel. In addition, the 117-unit Element hotel is expected to open in early 2020 near the

Village of Oak Creek. After the Element and the potential hotel are open, the competitive set will comprise a total of nine hotels with 981 guestrooms.

A penetration analysis compared the occupied rooms from each competitor. Since the potential hotel will have more meeting space per guestroom than most of its older competitors, we estimate it will penetrate Group demand at 104% of its fair share.

We further estimate the uniqueness of the site and its proximity to outdoor recreation and local businesses will allow it to likely achieve 100% of its fair share in Leisure and IBT demand, respectively. Therefore, we estimate the overall penetration for the subject to be 101% when it stabilizes in 2024.

In estimating the Average Daily Rate (ADR), we gathered rack rates for each property of the competitive set. We also collected individual ADR's and compared them to the market average of 2019. Based on our observations of the market, we estimated the average rate anticipated for each demand segment. Leisure travelers, for example, will pay the highest rate because they tend to travel during festivals or other peak periods when there is excess demand. IBT travelers will tend to pay the least because they book during slower periods.

The following table calculates a weighted average based on our analysis stated in 2019 dollars. The following table uses a 3.0% annual rate of inflation from 2022 through 2024 to express the ADR in future dollars and the resulting room revenue.

Average Daily Rate and Rooms Revenues				
Fiscal Year	Occupancy	Average Daily Rate		Rooms Revenue
		2019 Dollars	Inflated Dollars	
2022	68%	\$220.00	\$240.50	\$7,462,715
2023	72%	\$220.00	\$247.50	\$8,130,375
2024	74%	\$220.00	\$255.00	\$8,608,800

Figure 8: Average Daily Rate 2022 - 2024

In preparing this analysis, we consulted expense ratios for full-service hotels in the Mountain and Pacific regions with an average size of 220 rooms as found in the USA Edition of Trends in the Hotel Industry by CBRE Hotels (formerly PKF Consulting). The data presented by CBRE Hotels is expressed in ratios to total revenue as well as dollars per available room. Costs are expressed in 2019 dollars based on the stabilized occupancy that is estimated for 2024. The following figure is stated using inflated dollars and summarizes all the analysis contained herein.

Summary Income Statement *				
	2022	2023	2024	2025
Occupancy	68%	72%	74%	74%
Average Daily Rate *	\$240.50	\$247.50	\$255.00	\$262.75
Rooms Revenue	7,463,000	8,130,000	8,609,000	8,870,000
Other Income	<u>2,890,000</u>	<u>3,006,000</u>	<u>3,111,000</u>	<u>3,204,000</u>
Total Revenues	10,353,000	11,136,000	11,720,000	12,074,000
Departmental Expenses	3,897,000	4,079,000	4,234,000	4,362,000
Undistributed Expenses	2,707,000	2,788,000	2,869,000	2,955,000
Other Fixed Expenses	1,101,000	1,148,000	1,175,000	1,194,000
Reserve for Replacement	<u>207,000</u>	<u>334,000</u>	<u>469,000</u>	<u>483,000</u>
Net Operating Income	2,441,000	2,787,000	2,973,000	3,080,000

* Inflated Dollars.

Figure 9: Potential Hotel Financial Pro Forma Summary

A return on investment analysis looks at the whole life of the investment, from construction to operation and a future sale. By comparing the project costs to the potential operating results, we can calculate the potential return on the equity investment.

We based our estimated return on investment on an all-in cost of \$29.4 million (inclusive of construction costs and developer fee), and a construction loan on 65% of costs, or \$19,100,000 (rounded). The loan terms are based on a 25-year amortization schedule at 5.5% per annum. The majority of hotel loans are structured for a 25-year term.

We have further assumed that Yavapai College and a potential developer agree to an annual land lease of \$500,000 per year in analyzing the project. The land lease payment is expressed as a ground rent payment under the 10-year fixed expenses.

Because an IRR is an expression of equity return over the life of the investment, our analysis shows an assumed sale of the hotel in the fifth year based on a reversion analysis. The sales value is based on a theoretical terminal cap rate of 8.0% that is applied to the sum of the net operating income (NOI) projected at the time of sale. From the projected sales price, we deduct a real estate commission, title insurance, and the outstanding debt at the time of sale. The resulting proceeds of the sale are added to the distributable cash flow for that year for potential distribution.

The IRR is then calculated over the life of the investment showing cash being invested in 2020 prior to the start of construction, dividends being paid starting in 2022 once the hotel is open, and the hotel hypothetically being sold in 2026 to calculate a final dividend being paid. This analysis is based on inflated

dollars and the occupancy estimates derived in our report. Using these assumptions, the developer IRR is calculated to be 21.5%. A typical expected return for new hotel development is between 18% and 25%.

Recommendations

Student and Faculty & Staff Housing

There is minimal demand for new on-campus student housing or faculty/staff housing on both the Prescott and Verde Valley campuses. Therefore, B&D does not recommend the development of new on-campus student housing or faculty/staff housing on either campus.

There are significant challenges and financial exposure in developing and operating P3 student housing without nearly 400 beds. Should the Verde Valley campus decide to pursue student housing, B&D suggests additional analysis to determine if other delivery methods are financially feasible for the College (e.g., an affiliation agreement or purchase of housing with local property managers). This approach may not be ideal but for a number of years will act as a measure to test the appeal of college housing to students at the Verde Valley campus.

If the College decides to develop new on-campus student housing on the Verde Valley campus it must consider two things: 1) that this would be first-time housing for the Verde Valley campus and 2) that the majority of students currently live with family. When introducing first-time housing to a campus it is critical to consider the indirect expenses. Indirect expenses are those costs associated with the services critical in supporting student housing like food service, security, residential services, student life, recreation, counseling, health services, and parking. Projecting indirect costs requires additional assessment and strategic thinking on a more global level. To determine the true costs, Yavapai College needs to understand the current resources and where the gaps exist. Considering the College's financial constraints the expenses associated with expansion of services on the Verde Valley campus are potentially cost prohibitive. Additionally, students currently living with family are the cohort least likely to reside in campus housing due to the financial burden.

Should Yavapai College decide on its own to pursue development of new on-campus student housing, phased development would be a conservative approach that would require additional financial analysis. However, this potential approach will likely require financial support from the College and considering the College's current financial constraints may not be financially feasible at this time. The development of housing in phases is an approach that provides the following benefits:

- Allows students and the Verde Valley campus to become familiar with on-campus housing operations and associated services
- Creates additional interest in on-campus housing from prospective students who do not currently attend Yavapai College

In addition, if there is first-time housing on the Verde Valley campus, B&D suggests the following to ensure a high quality residential student experience:

- Design a new student housing community that is appealing to full-time, single students enrolled in programs specific to the campus (e.g., Hospitality, Vitoculture, and Culinary)
- Create a targeted marketing campaign for the launch of the new student housing community for prospective students

The Verde Valley housing demand is only from first-year and second-year students. It is essential that any on-campus housing have appropriate in-residence programming to support these students. The first year experience is critical for student success and retention.

At the request of Yavapai College B&D researched Tiny-houses as an alternative housing solution for new on-campus housing. Tiny-houses are miniature versions of houses ranging from 200 – 400 square feet per unit. There are some institutions which have implemented Tiny-houses as a temporary housing solution (e.g., UC Santa Cruz) and others which are pursuing Tiny Homes (e.g., Jackson College) as a potential housing solution. However, due to the costs that could range from \$20,000 - \$65,000 per unit, the need for 30% – 50% of upfront capital required by developers, and considering the price sensitivity of the Yavapai College community this housing type is likely a cost prohibitive development option at this time for Yavapai College. Should market conditions change alternative housing solutions like this may warrant further consideration and analysis by Yavapai College. The following figure shows potential costs to meet

Location	# of Units	Total Cost		Upfront Capital Required	
		Minimum (\$20,000/unit)	Maximum (\$65,000/unit)	Minimum (30%)	Maximum (50%)
Prescott	74	\$1,480,000	\$4,810,000	\$444,000	\$2,405,000
Verde Valley	56	\$1,120,000	\$3,640,000	\$336,000	\$1,820,000
Total	130	\$2,600,000	\$8,450,000	\$780,000	\$4,225,000

Figure 10: Tiny-Houses Option Estimated Costs

Hotel

It is recommended that Yavapai College attempt to attract a third-party developer (likely through an RFP process) to develop, own, and operate the potential hotel while leasing the land from Yavapai College. However, as with all hotel projects, it is necessary to determine the risks and benefits of undertaking such a project. For the purposes of this project, we will be assuming the position of Yavapai College. The following are the benefits and risks of a potential hotel project.

Benefits

1. Currently, the Culinary Program of the Sedona Center lacks the opportunity to serve banquets and group functions which would enhance their experience. Having an adjacent hotel with a ballroom would provide this opportunity.
2. Having an adjacent hotel could potentially allow Yavapai College to expand into a more intensive Hospitality program where students might have the opportunity to work within the hotel.
3. Receiving the estimated potential annual ground lease of \$500,000 would provide income that Yavapai College could use to address student and/or faculty and staff housing needs.

Risks

1. Yavapai College would need to consider the cost to acquire the additional vacant land it would need to provide a ground lease to a developer. Additionally, there would be a cost to market and/or attract a developer when pursuing a request for proposals. Note: These additional capital costs will need to be determined but are likely to exceed \$1,000,000+.
2. It is possible that the cost to develop the hotel increases due to inflation or variances in expected hotel quality. This could affect the developer's return on investment and its willingness to negotiate on the ground lease.
3. Hotel market conditions in Sedona are currently attractive but are subject to national corrections or downturns which could impact project attractiveness.

Next Steps

If Yavapai College wishes to pursue a developer for a hotel in Sedona, the Project Team would recommend the following actions:

1. Determine which specific land sites surrounding the Yavapai College Sedona Center are available and at what price.
2. If possible, determine if college relationships with local hotel owners/developers exist and gauge potential interest developing and operating. Some current developers who own or manage hotels in the Sedona market include but are not limited to Sunridge Properties, Glacier House Hotels, and Ponderosa Hotel Management.
3. If local developer interest is not found, consider conducting an official hotel developer RFP process.

This document has been constructed to summarize the key findings and resulting recommendations of the housing and hotel analysis, and to provide the College with the information necessary to guide its housing and hotel efforts. The Project Team conducted research using both primary and secondary information sources that are deemed reliable, but whose accuracy cannot be guaranteed. The Project Team does not represent or warrant that the estimates and projections contained herein will be realized, as the actual performance will be influenced by market and other external factors.

Status of YC Facilities

As of 2011 (YC’s peak enrollment year), YC had 786,000 sq. ft. of facilities. College enrollments had been growing steadily for over a decade, and its 2000 Campus Master Plan had called for new facilities throughout the district, most of which were completed by 2011. Today, YC has 802,000 sq. ft.

Based on the 2012 CMP analysis, we learned we had too many classrooms. Most recent growth had come from online or dual enrollments, so room utilization was well below national norms. Based on this 3rd party feedback, we converted some classrooms into other types of needed space like expanding learning center & testing center, creating REDC space, and making more office & storage space.

We also started to reimagine what a college campus should be in light of part-time enrollments and the growth of online. We created more “sticky” space to encourage our part time students to hang out and/or study on campus. And we increased the quantity and sizes of our labs for more hands-on learning opportunities. The following table shows the net changes in classrooms and labs.

	2011		2019		Net Change	
	Classrooms	Labs	Classrooms	Labs	Classrooms	Labs
Prescott	48	37	37	34	-11	-3
Verde	39	10	16	15	-23	5
CTEC	5	14	12	17	7	3
PV	11	1	11	5	0	4
Chino	6	6	6	6	0	0
Sedona	3	2	4	2	1	0
				TOTAL	-26	9

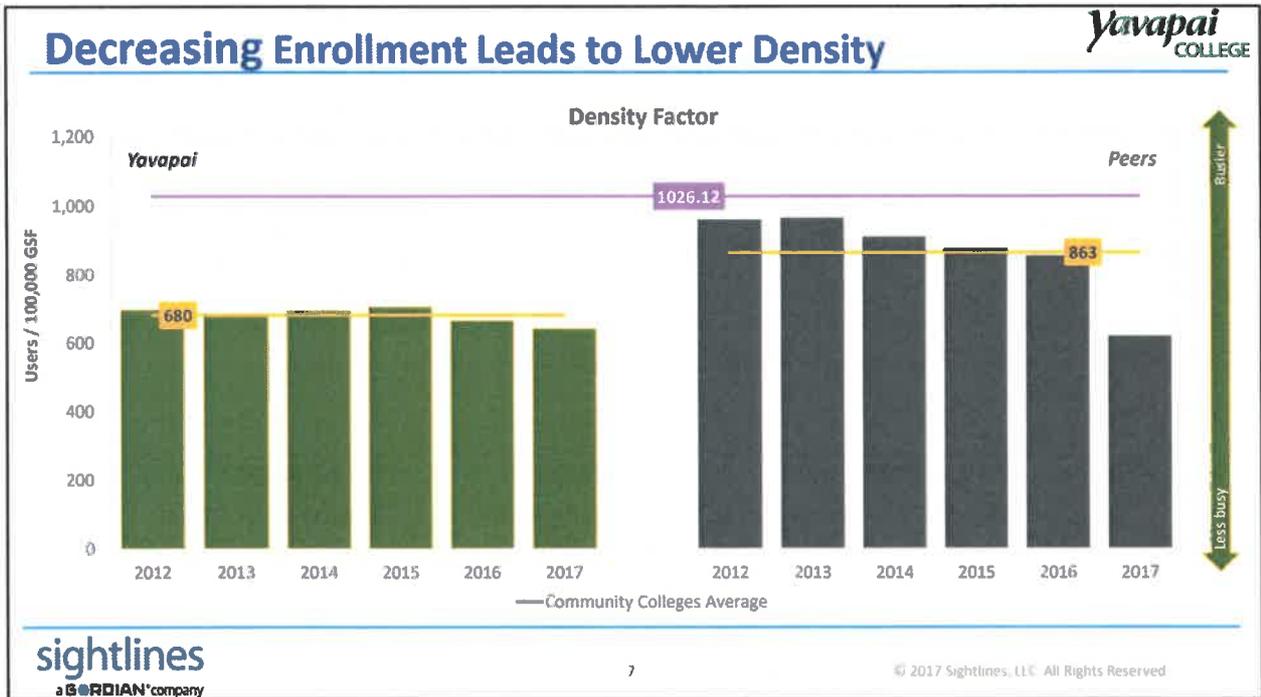
(NOTE: In regard to the large drop in VVC classrooms, it is worth noting that the VVC had many small (400-600 Sq. ft.) classrooms which necessitated small class caps. These were converted to fewer, larger classrooms, labs, and student space.)

Per Sightlines, the average Baccalaureate granting school has grown its footprint 40% since 2011— despite enrollments growing only 7%! Community colleges have shrunk roughly 16% since 2011. In theory, we should not need additional space; however, we might need different *types* of space, By focusing on renovating existing space, YC has grown its footprint just over 2% during this time frame.

Major changes included:

- Selling YC classroom condo at PV Library
- Adding wing at PV center
- Adding central plant at VVC
- Adding Pavilion at VVC
- Demolishing “temporary” buildings at VVC
- Adding Chiller plant at Prescott Campus
- Demolishing residence hall at Prescott Campus

Even with the 10% reduction in teaching spaces, there is plenty of room for growth throughout the district. Per the 2018 Sightlines study, YC facility density (faculty, staff, students per 1000 square feet) is lower than the community college average—we could grow 50% within our existing footprint!



Similarly, room utilizations are still low. For example, looking at M-F 8a-8p, VVC room utilization is about 35%-- and that is with Building L offline this semester!

Given our current excess capacity, we need to be very judicious about building new space as we move forward. Given our proximity to the Expenditure Limit, we need to be thoughtful about creating new locations that would increase operating expenditures beyond what would be required if we added space at an existing Center or Campus.

Net Asset Value scores are a reflection of the condition of an organization’s facilities. The higher the percentage, the closer to “like new” a building is; while low scores indicate lots of deferred maintenance has accrued. With DGB approval, YC continues to reinvest in its buildings and infrastructure, with the belief that this lowers the Total Costs of Ownership over the life of the Asset. YC has a NAV of 89% which places us in the top quartile of schools across the country.

Zero Textbook Costs:

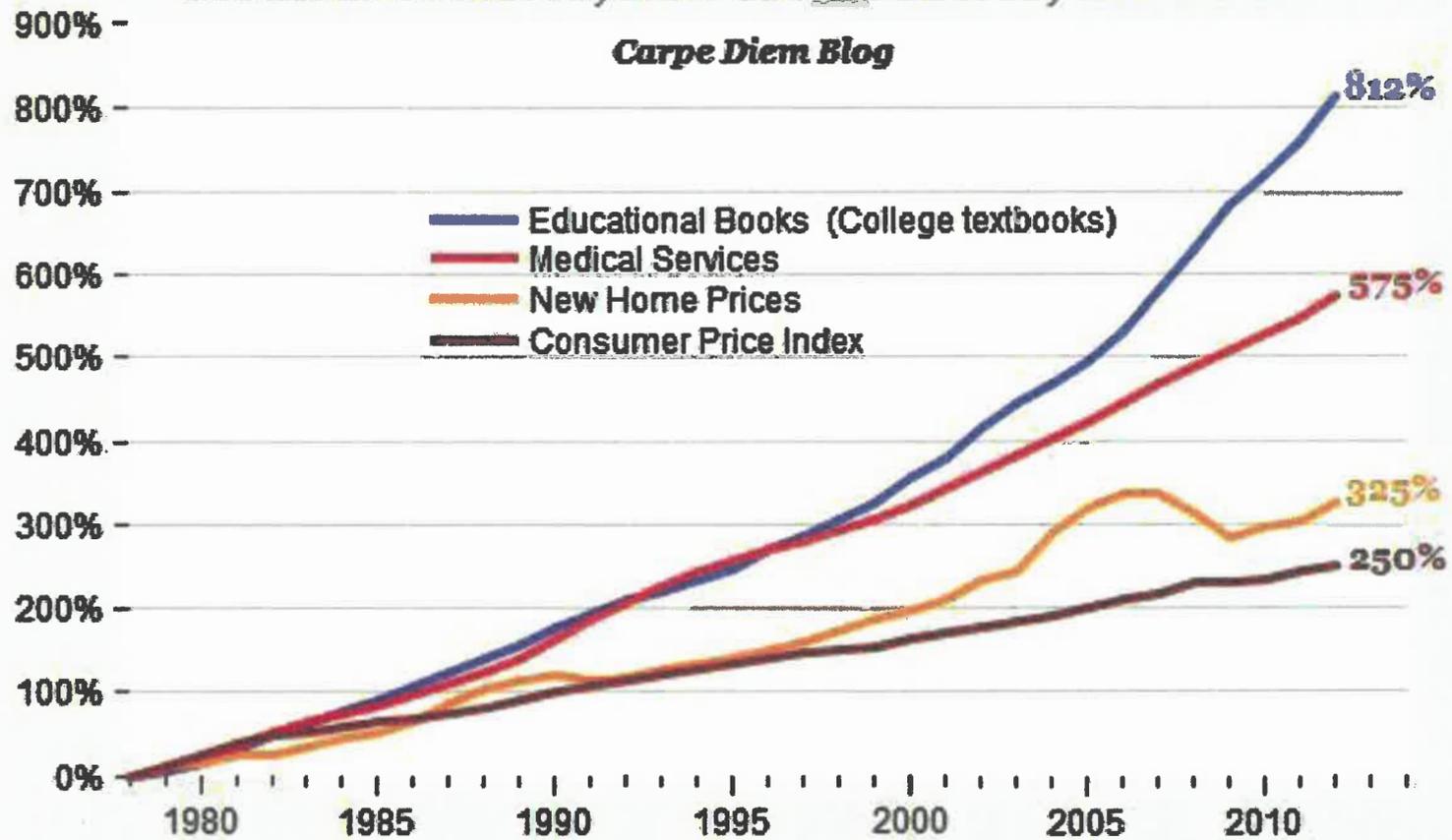


Presentation to the District Governing Board, March 3, 2020

Lisa Rhine and Diane Ryan

Percent Change Since 1978 for Educational Books, Medical Services, New Home Prices, and CPI

Carpe Diem Blog



Sources: BLS, Census Bureau

Affordability is a Barrier to Student Success

The cost barrier kept

2.4 million

low and moderate-income college-qualified high school graduates from completing college in the previous decade.

Yavapai
COLLEGE

The Advisory Committee on Student Financial Assistance <http://files.eric.ed.gov/fulltext/ED529499.pdf>

YC
You Can!

Book Costs are Significant to Total Cost of College Attendance

Yavapai College's recommended budget for textbooks
and course materials

\$1,600

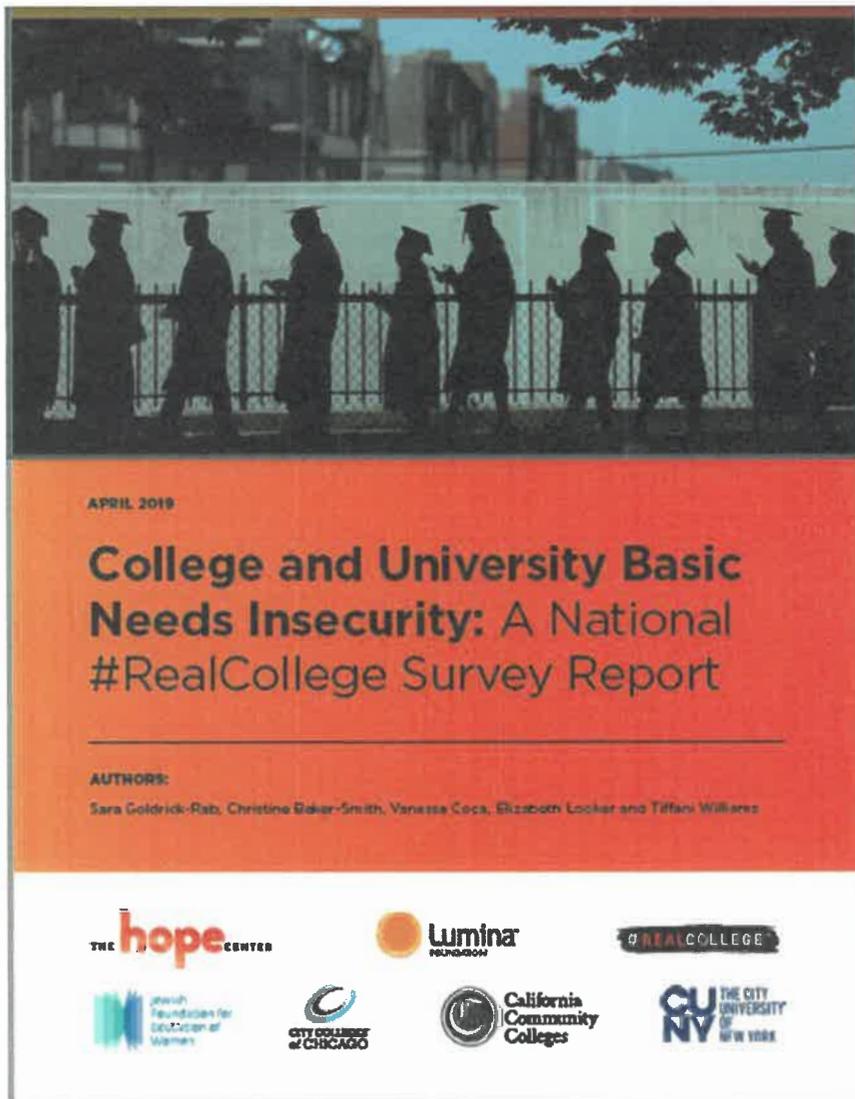
(Annual base tuition is \$2,360)

Yavapai
COLLEGE

<https://trends.collegeboard.org/college-pricing/figures-tables/average-estimated-undergraduate-budgets-2017-18>

<https://www.collegesimply.com/colleges/arizona/yavapai-college/price/>

YC
You Can!



42%-56%
of community college
students report
food insecurity

*Students shouldn't have to choose
whether to
buy a textbook
or
feed themselves or their family*

Textbook Affordability Spectrum

OPEN

(REALLY OPEN)

- 
- **True OER** (SUNY OPEN, Open Stax, etc.)
 - **Open Repositories** (MERLOT, OTN, IRs)
 - **Web Content** (Khan Academy, YouTube)
 - **Library Content** (Open to YC community)
 - **Textbooks on Reserve** (Also rentals, used copies)
 - **All Inclusive Access**
 - **Hybrid Platforms** (B&N BNED, McGraw Hill, SmartBook)
 - **Code Access Content**
 - **New Textbooks**

CLOSED

(‘FAUX’PEN)

Adapted from Steven Bell's PALCI OER PPT, Nov. 2017

OER Adoption Spectrum

Open Pioneer

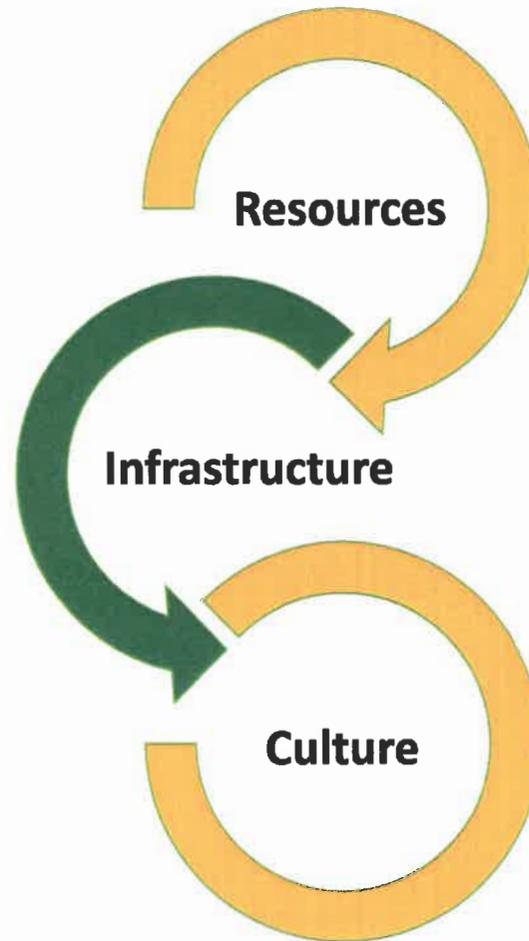


- *OER Creators/Authors/Advocates*
- Adopts Open Textbook
- Uses an Alternate Textbook
- Uses Hybrids, Inclusives, Access Code
- Places Textbook on Reserve
- Recommends Print Text but Allows Open Counterpart
- *Will NEVER Stop Using Commercial Textbooks*

Traditionalist

Adapted from Steven Bell's PALCI OER PPT, Nov. 2017

OER Sustainability Framework

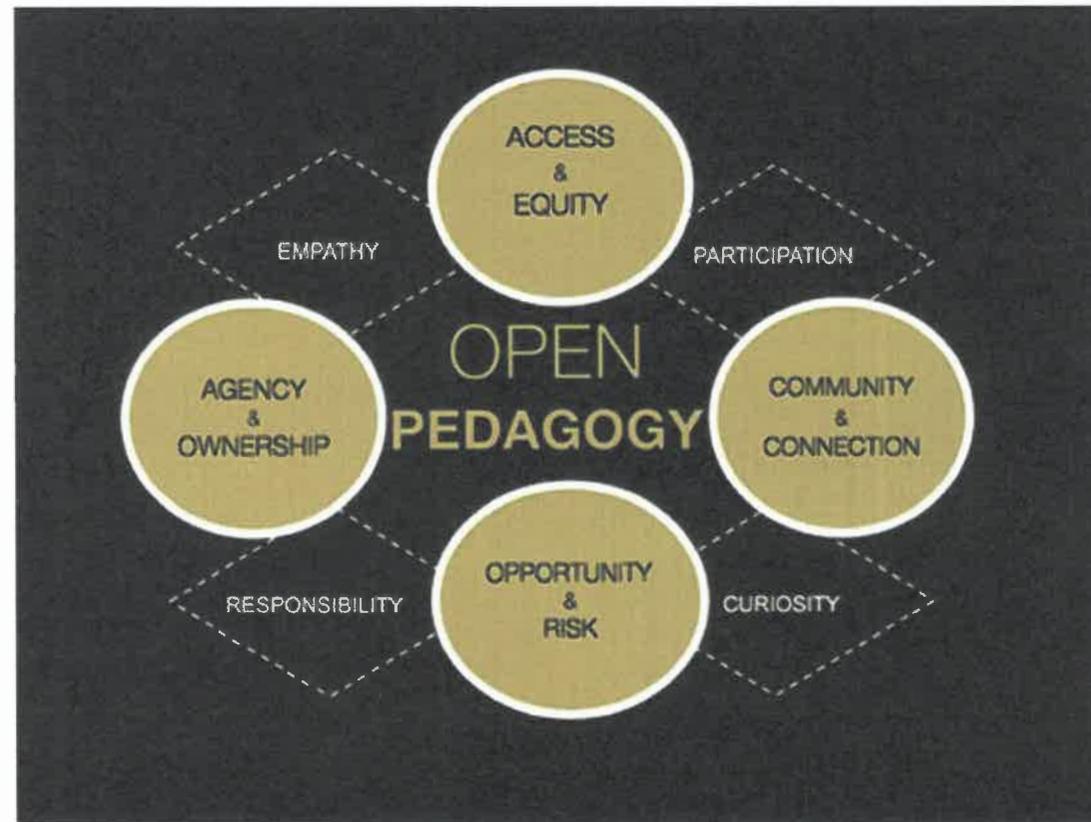


Librarians, Instructional support, Coalition of willing faculty, Resource streams

Policy, processes and standards, oversight and support

College priority, Emphasis on student-centered pedagogy, mindset shift of faculty, appreciation for true needs of students, valued and embraced by students

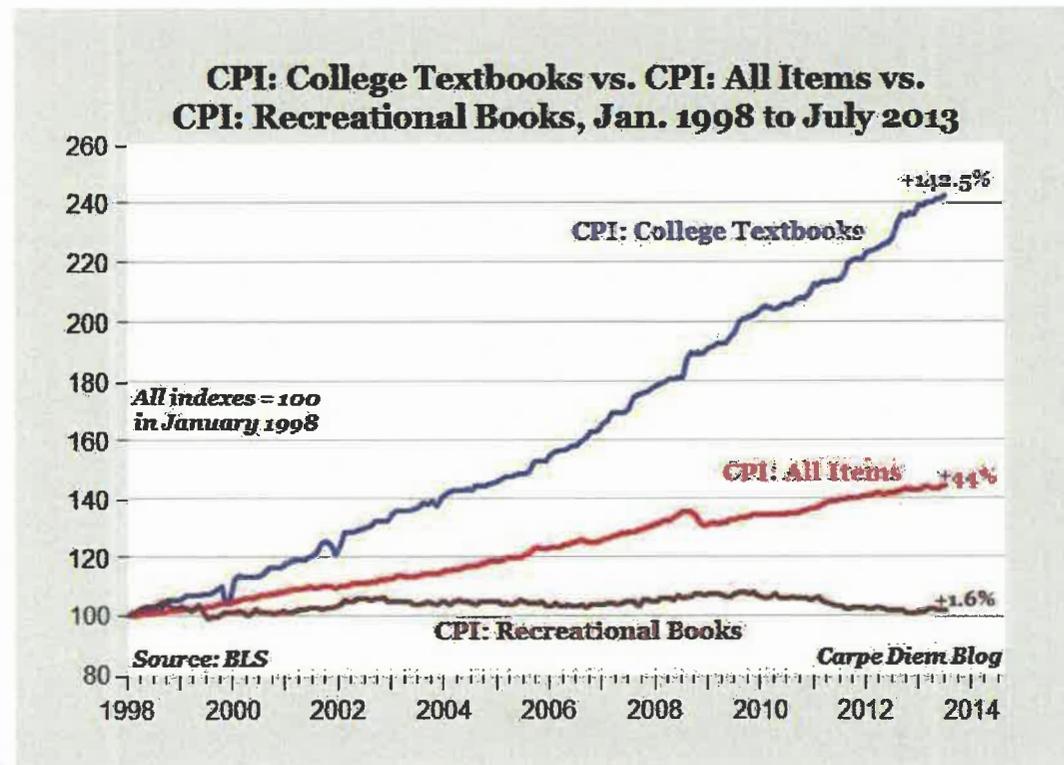
What is Open Pedagogy?



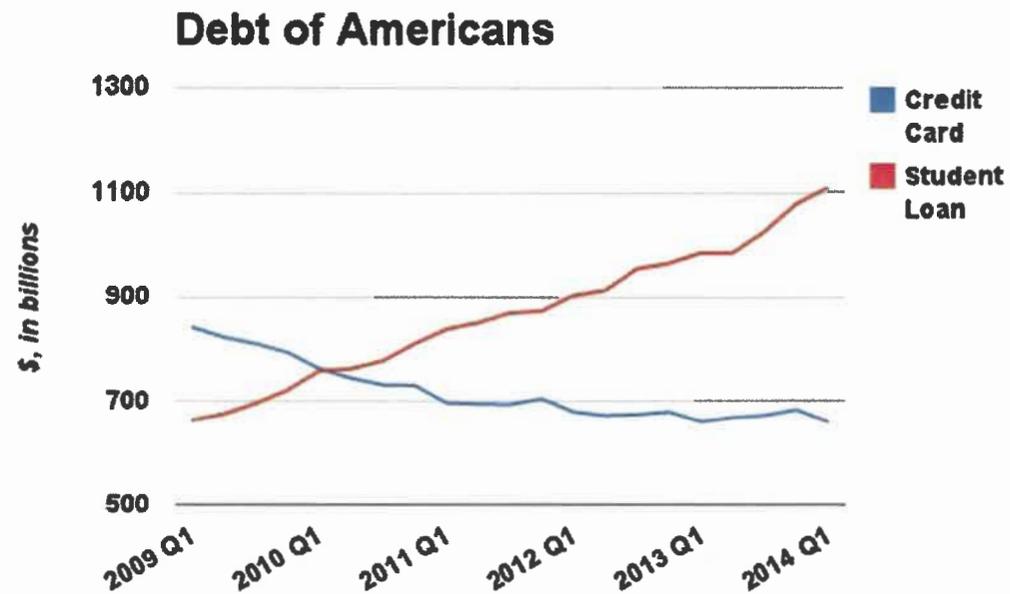
What is OER?

*OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their **free use and re-purposing** by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Textbook Cost as a Driver to OER

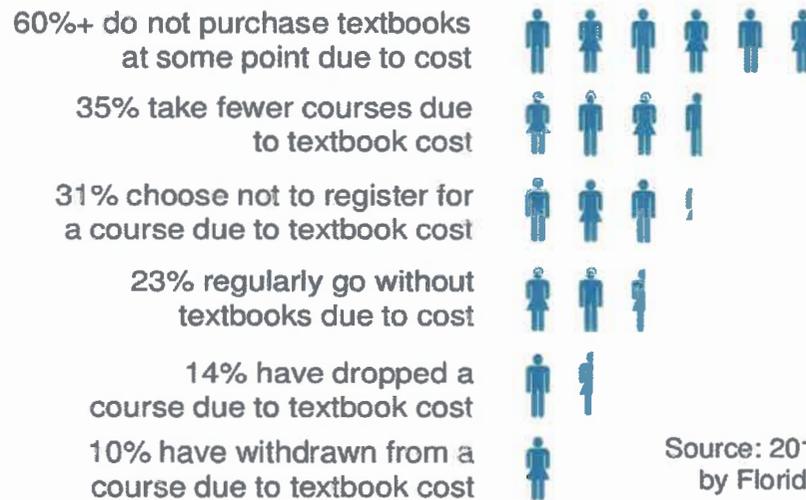


Student Debt as a Driver to OER



Textbook Costs & Student Success

There is a direct relationship between textbook costs and student success



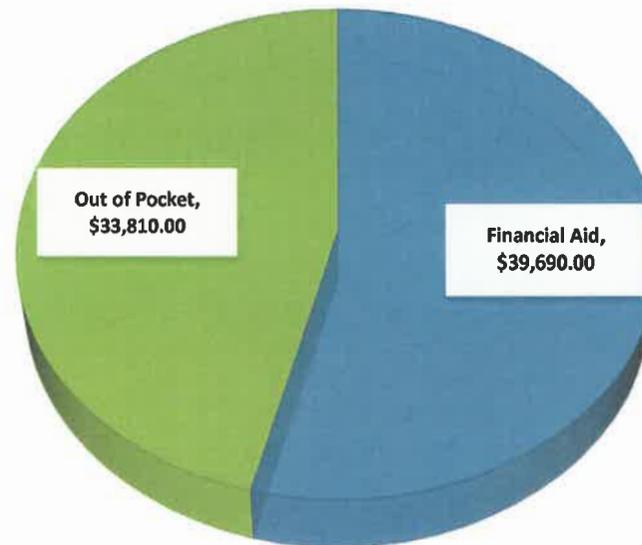
Source: 2012 student survey by Florida Virtual Campus

www.projectkaleidoscope.org

Affordability

- OER course enrollments as of FA19: 735
- Average cost of textbooks: \$100

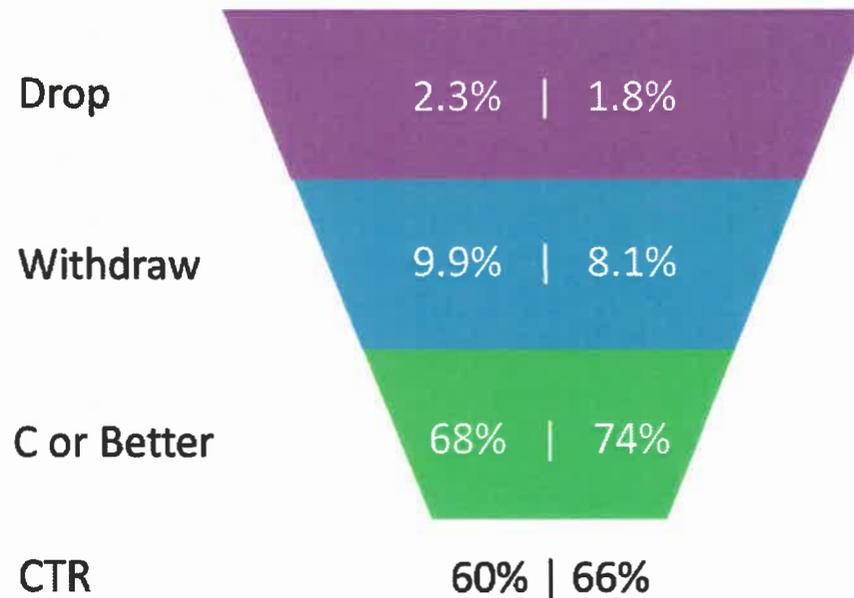
STUDENT SAVINGS



Student Persistence

Commercial vs OER

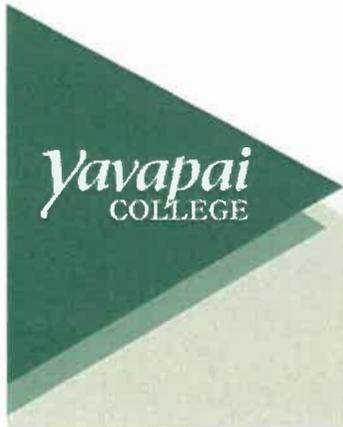
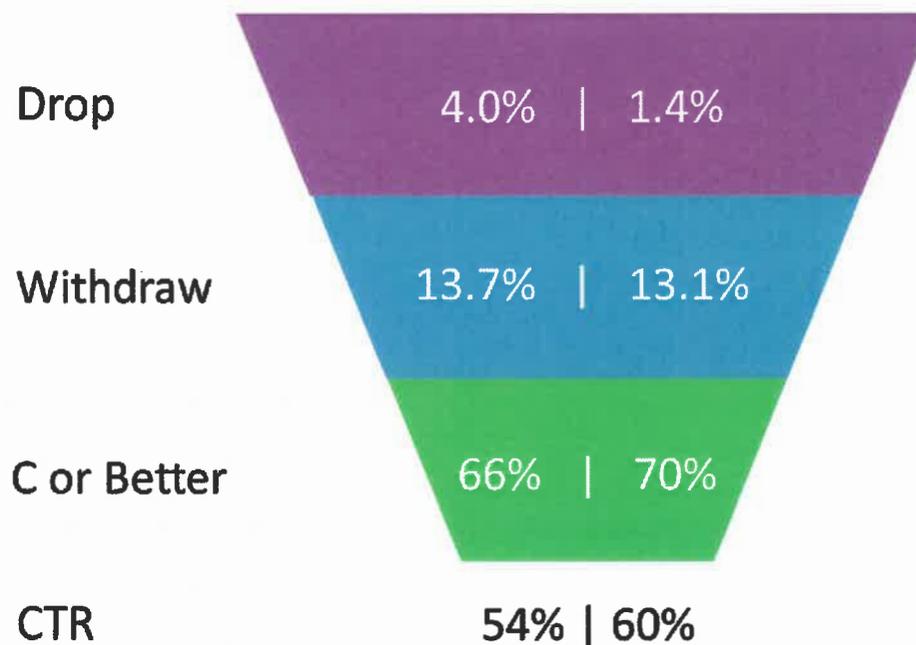
(Face to Face)



Student Persistence

Commercial vs OER

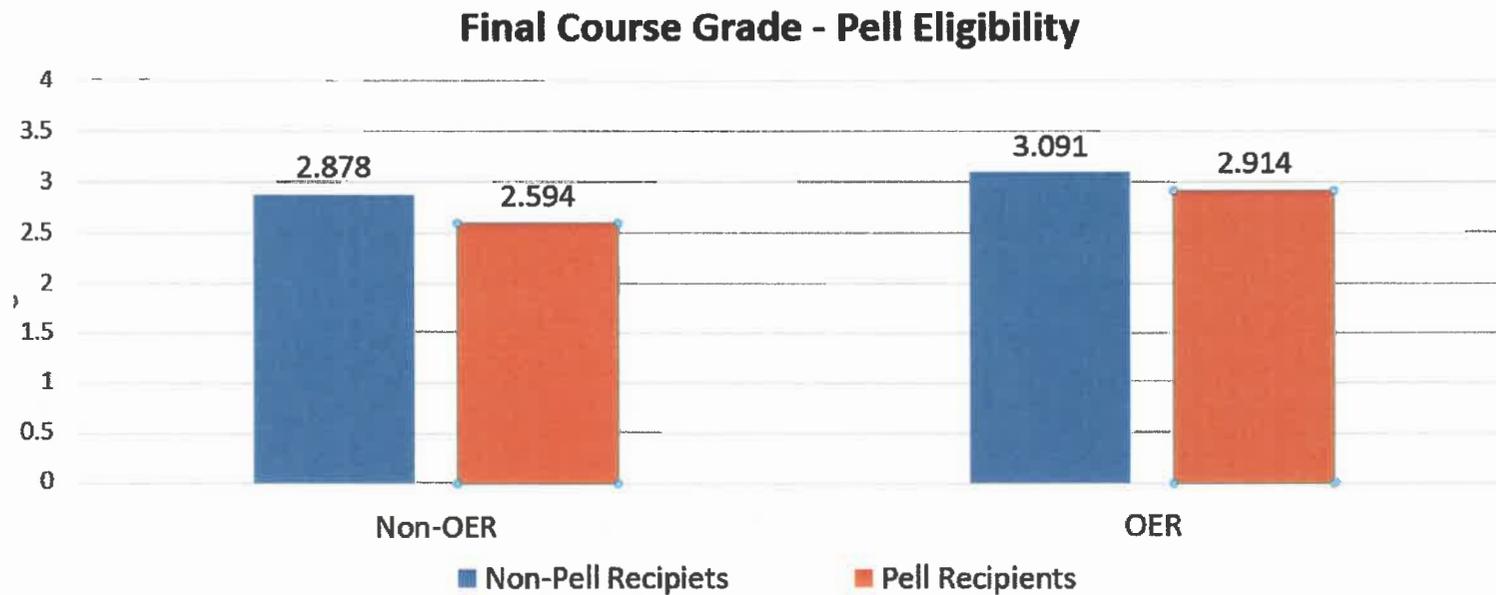
(Online)



Additional Credit Hours

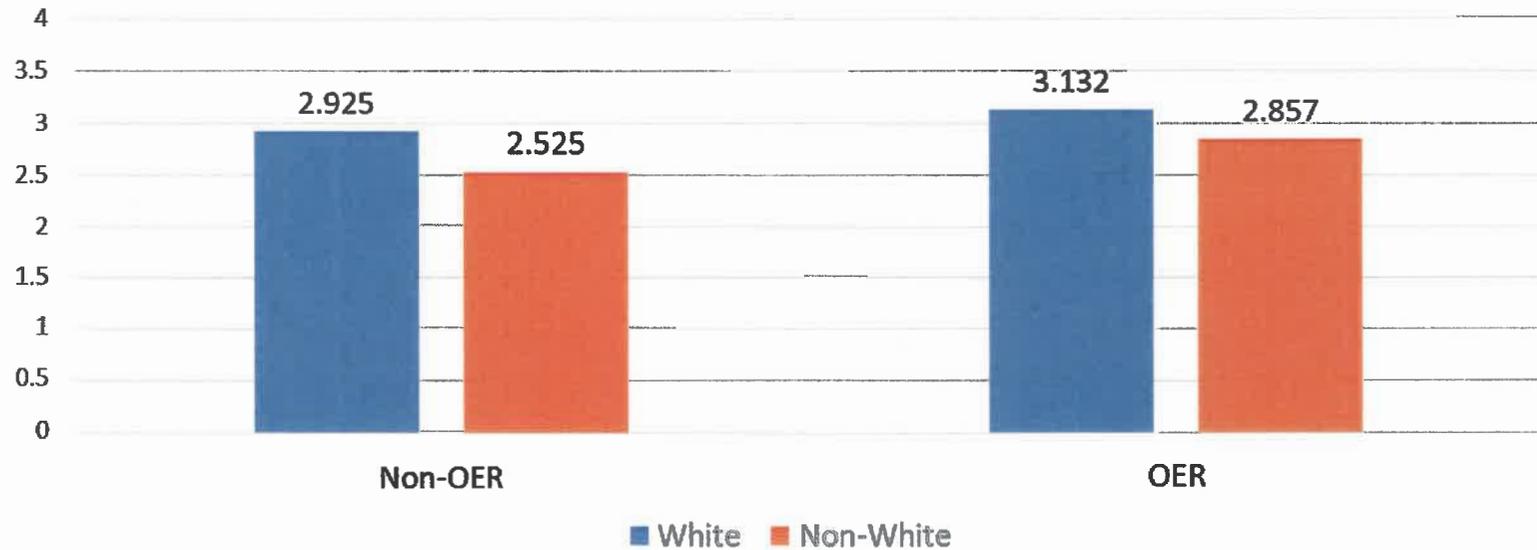
Student Type	
Non-OER	OER
Average Load	Average Load
8.49	8.86

OER and Equity



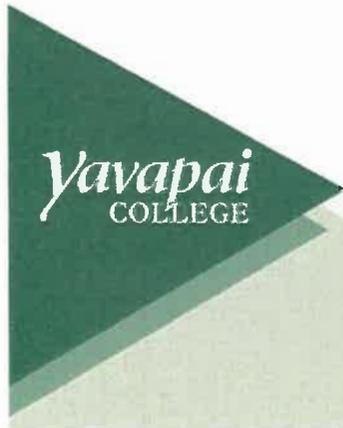
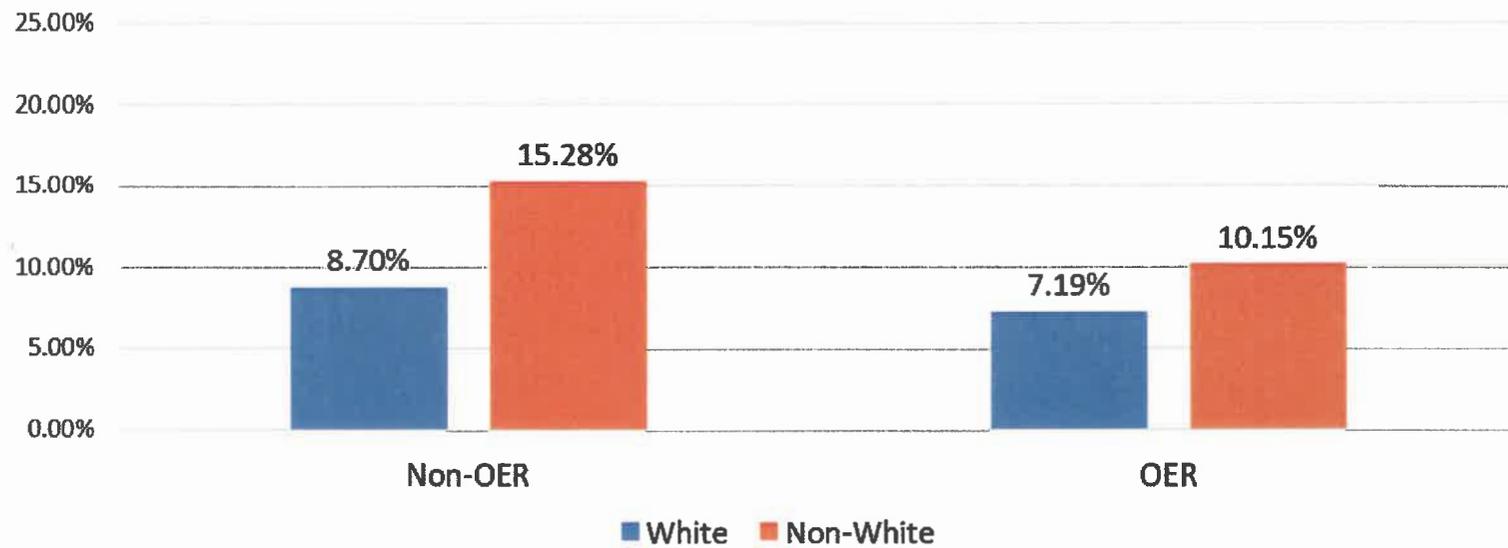
OER and Equity

Final Course Grade - White vs. Non-White



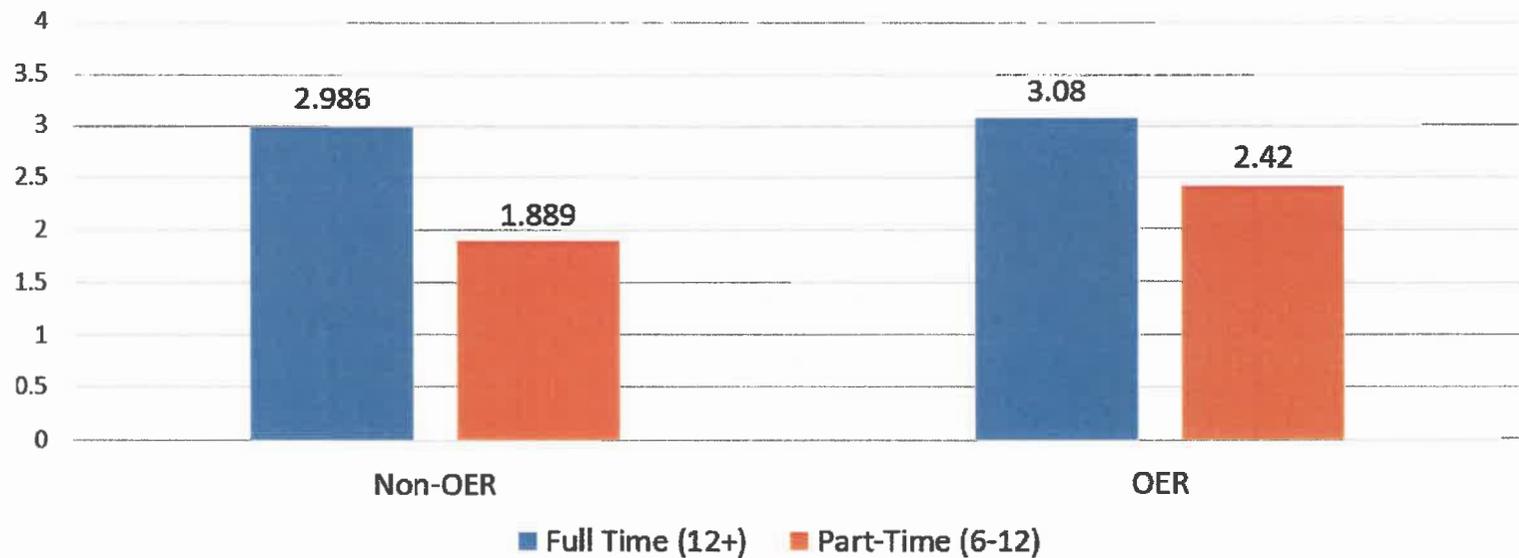
OER and Equity

Percentage: DFW Results



OER and Equity

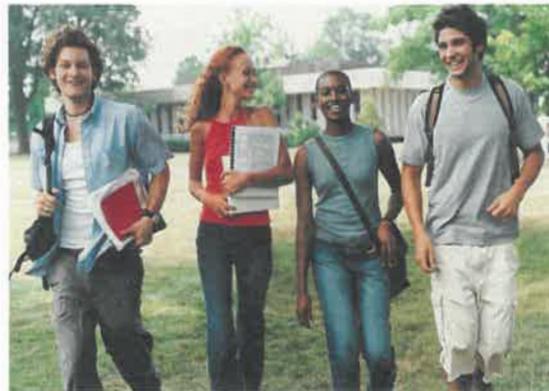
Final Course Grade: Full vs. Part Time Students



What do students say about OER courses?

Between September 2015 and December 2018, twenty OER perceptions studies were published involving 10,807 students. The researchers found:

- When comparing the quality of OER course material to a commercial textbook, 59% of the students reported the OER material was of higher quality, 34% rated it about the same, and 7% thought the OER material was of lower quality.
- When students were asked what they liked about the OER course material, they reported no or low cost, ease of access and navigability, and different types of learning materials and assignments that were applicable to diverse students.



What do faculty say about teaching with OER?

Between September 2015 and December 2018, six OER perceptions studies were published involving 379 faculty members. The researches found:

- The majority of faculty reported the quality of OER material was better or the same as publisher material, using OER facilitated meeting diverse learner's needs, and perceived greater student satisfaction with the learning experience. Two of the benefits stated, were re-professionalizing teach and pedagogical freedom.
- When preparing for a course taught with OER material, 72% of faculty stated they spent the same amount of time preparing as before, 18% spent more and 10% less.

What are the next steps for the OER Program at YC ?

- OER Online Training Course – Cohort 1 launched February 10th with 12 faculty members. Cohort 2 will launch March 30th. Self-paced facilitated module course to train faculty on open pedagogy, open licensing, course mapping, course central design, and where to locate OER content (text, videos, music, etc...).
- OER Marketing Plan – Starting with a logo for Z Courses.
- Ongoing program evaluation



OER Classes Identified in Banner

Spring 2020 

Search Results Table

Course	Course Title	CRN	Start Date	End Date	Ca	
COM 100	Intro Human Communication	16126	01/13/20	05/08/20	Pr	
COM 100	Intro Human Communication	16127	01/13/20	05/08/20	Pr	
COM 100	Intro Human Communication	16128	01/13/20	05/08/20	Pr	
COM 100	Intro Human Communication	16129	 Zero Textbook Cost	01/13/20	05/08/20	Or
COM 100	Intro Human Communication	16130	01/13/20	05/08/20	Or	
COM 100	Intro Human Communication	16356	01/13/20	03/07/20	Or	
COM 100	Intro Human Communication	16792	03/16/20	05/08/20	Or	
COM 131	Fund Speech Communication	16124	01/13/20	05/08/20	Pr	
COM 131	Fund Speech Communication	16125	01/13/20	05/08/20	Pr	
COM 131	Fund Speech Communication	17056	01/13/20	05/08/20	Ve	
COM 134	Interpersonal Communication	16131	01/13/20	05/08/20	Or	
COM 134	Interpersonal Communication	16132	01/13/20	05/08/20	Or	
COM 134	Interpersonal Communication	16526	03/16/20	05/08/20	Or	
COM 134	Interpersonal Communication	16599	01/13/20	05/08/20	Pr	
COM 134	Interpersonal Communication	16920	01/13/20	05/08/20	Pr	

References

Croteau, E. (2017). Measures of student success with textbook transformations: The affordable learning Georgia initiative. *Open Praxis*, 9(1), 93-108.

Florida Virtual Campus (2012). *2012 Florida student textbook survey*. Tallahassee, FL. Retrieved from https://www.openaccesstextbooks.org/%5Cpdf%5C2012_Florida_Student_Textbook_Survey.pdf

Hewlett (2017). *Open educational resources*. Retrieved from <https://hewlett.org/strategy/open-educational-resources/>

Hilton III, J. (2019). Open educational resources, student efficacy, and user perceptions: a synthesis of research published between 2015 and 2018. *Educational Technology Research and Development*. Retrieved from <https://link.springer.com/article/10.1007/s11423-019-09700-4>

Hilton, J., Fischer, L., Wiley, D., & Williams, L. (2016). Maintaining momentum toward graduation: OER and the course throughput rate. *International Review of Research in Open and Distance Learning*, 17(6), 19-26.

Wiley, D., Williams, L., DeMarte, D., & Hilton, J. (2016). The Tidewater Z-degree and the INTRO model for sustaining OER adoption. *Education Policy Analysis Archives*, 24(41), 1 – 12.

Item # 3.1.2

Yavapai College Budget to Actual Status by Fund January 2020

The President's Monthly report below provides a brief financial status of each of the District's five funds for the period July 1, 2019, through January 31, 2020.

Source: Monthly Revenue and Expenditure
Financial Reports

General Fund



For the seven months ended January 31, 2020, the General Fund has a surplus of \$3,775,900. This is primarily the result of tuition and fee revenues being recorded for the spring 2020 semester and an additional appropriation granted to the District by the State, subsequent to the Board approving the budget.

For the fiscal year ended June 30, 2020, General Fund revenues are projected to be over budget by \$1,771,300 mostly due to an additional appropriation granted to the College by the State, subsequent to the Board approving the budget, and expenditures are projected to be under budget by \$16,400, resulting in a net surplus of \$1,754,900. The additional appropriation will be used to fund non-recurring expenses.

Auxiliary Fund



For the seven months ended January 31, 2020, the Auxiliary Fund has a modest surplus primarily due to residence hall income being recorded for the spring 2020 semester. This will even out over the next few months.

For the fiscal year ended June 30, 2020, the Auxiliary Fund is projected to be within budget.

Unexpended Plant Fund



For the seven months ended January 31, 2020, the Unexpended Plant Fund has a deficit of \$117,700 due to a significant amount of Capital Improvement Projects (CIP) being encumbered for the fiscal year. The supporting revenues to cover this deficit will be received over the remaining fiscal year.

For the fiscal year ended June 30, 2020, the Unexpended Plant Fund is projected to be within budget.

Restricted Fund



The Restricted Fund, which accounts for federal, state and private monies, includes expenditures that are restricted to the amount of grants or gifts received and which do not exceed the grant award or gift received. Restricted Funds are primarily driven by federal financial aid which will fluctuate depending on the financial needs of our students. As of January 31, 2020, the Restricted Fund has a small surplus and is expected to be below budget for the fiscal year.

Debt Service Fund

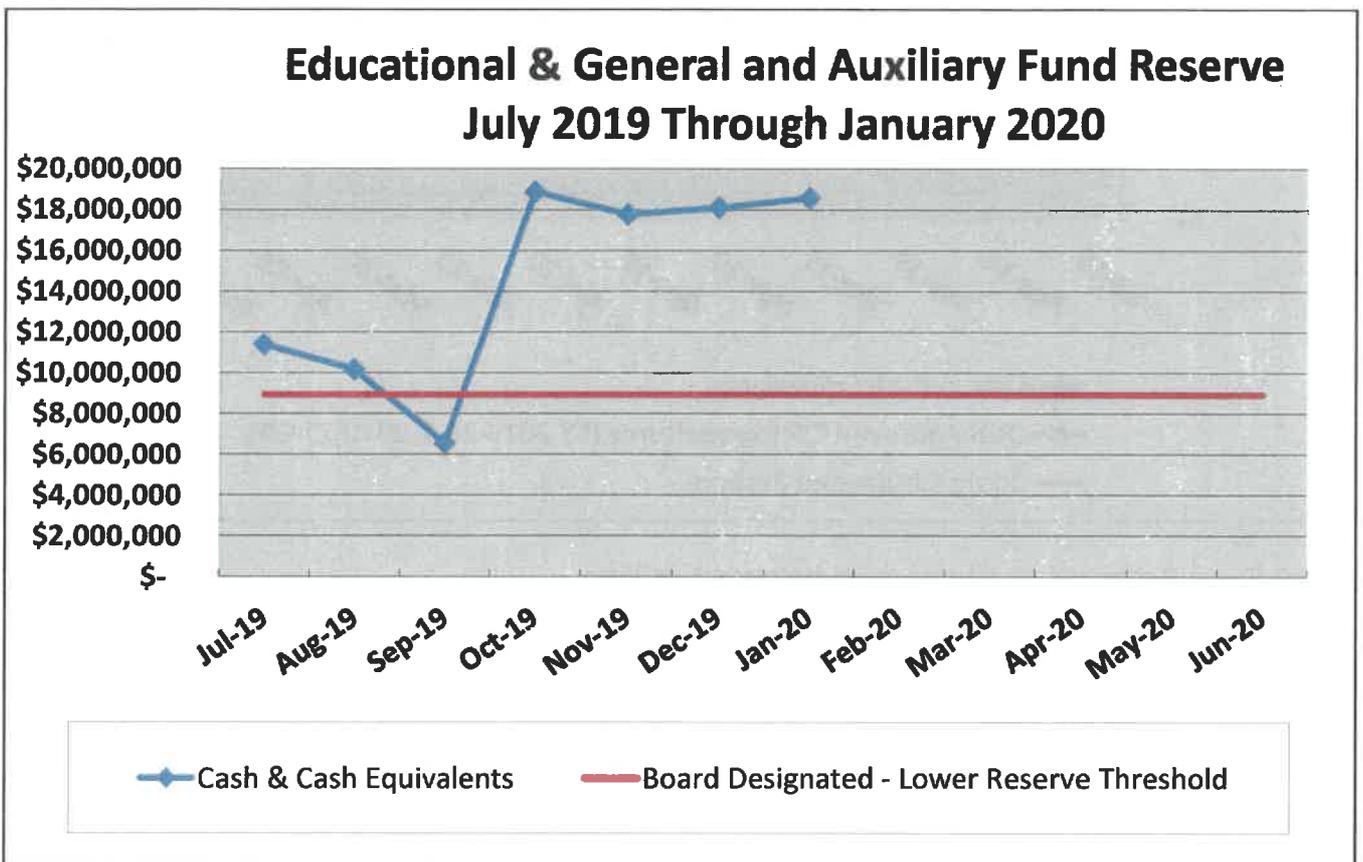


The Debt Service Fund accounts for the monies used to pay the interest and principal on the District's long-term bonds. College debt is at fixed rates of interest—for the seven months ended January 31, 2020, there were no variances from budget.

**Yavapai College
Cash Reserves
January 2020**

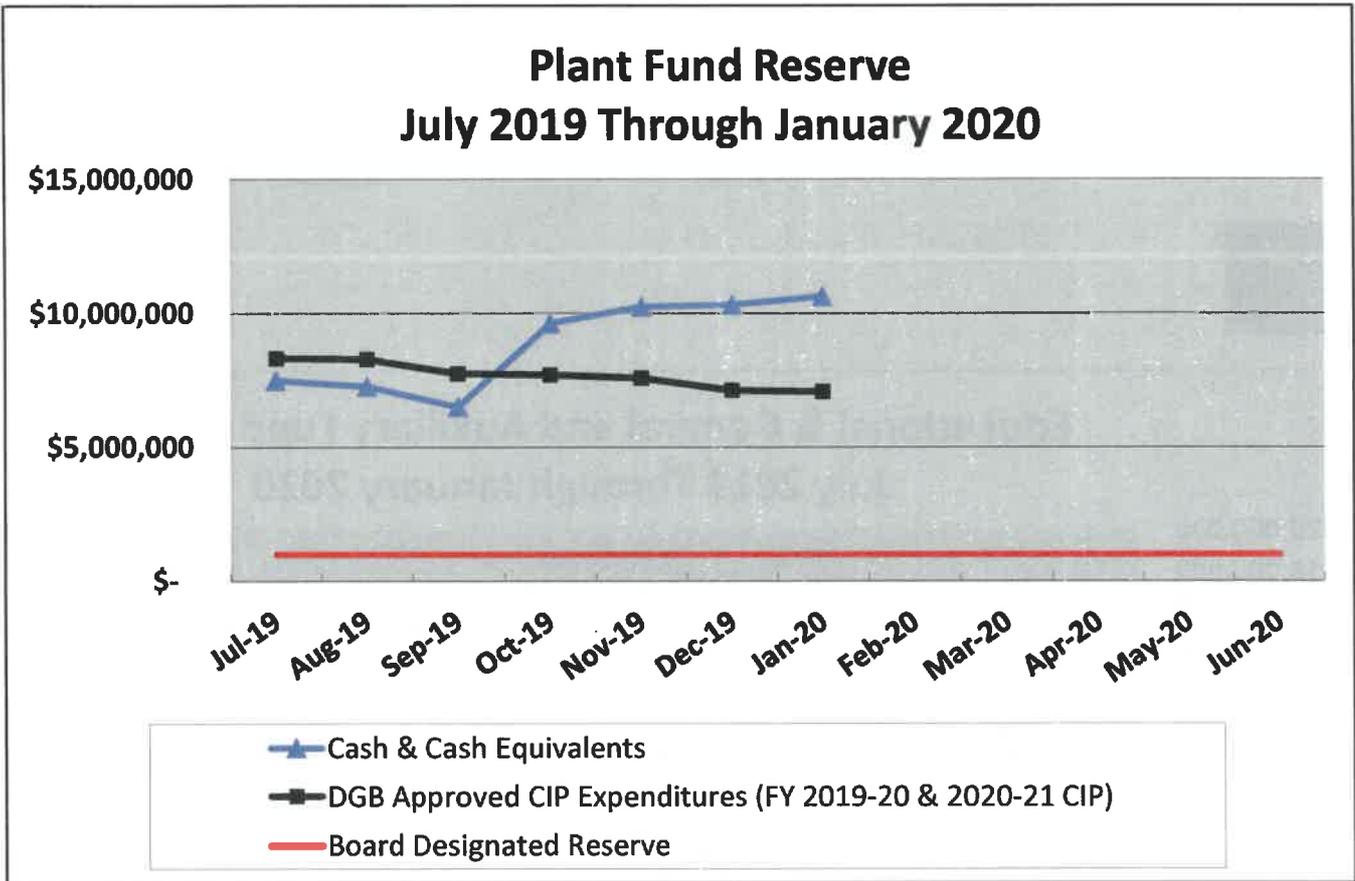
The President’s monthly report on cash reserves below displays the District’s reserves from July 1, 2019, through January 31, 2020, in relation to the District Governing Board’s (DGB) reserve requirements.

Source: Banner Finance



Current Fund Reserves shall not drop below seventeen percent (17%) of the operating budgets.

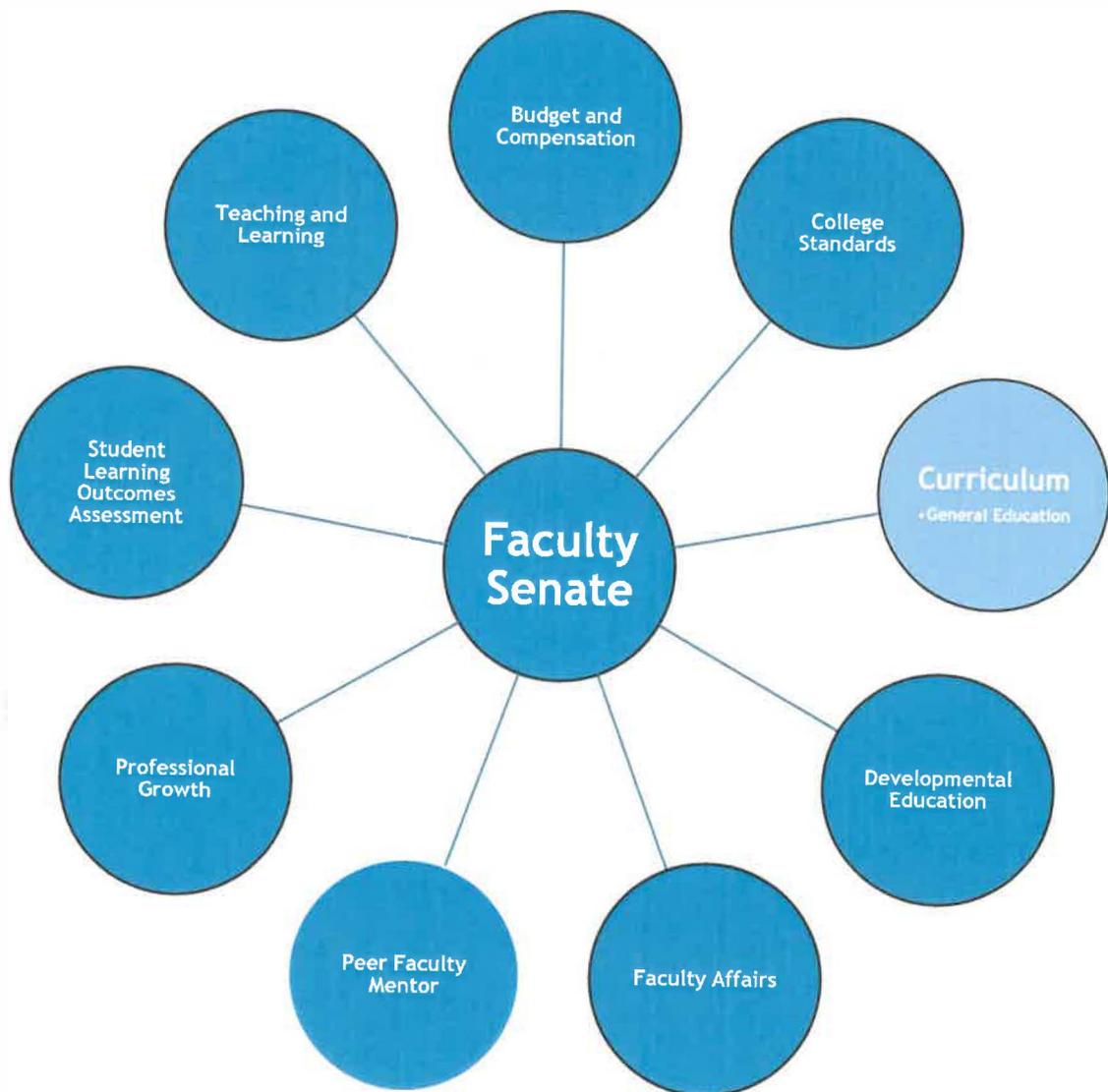
For the period July 1, 2019, through January 31, 2020, Current Fund reserves have been in compliance with the DGB’s reserve requirements with the exception of September when Reserves temporarily dropped below the DGB’s reserve requirements. This dip generally occurs two times per year, September and March, during the months preceding the collection of property taxes by the county.

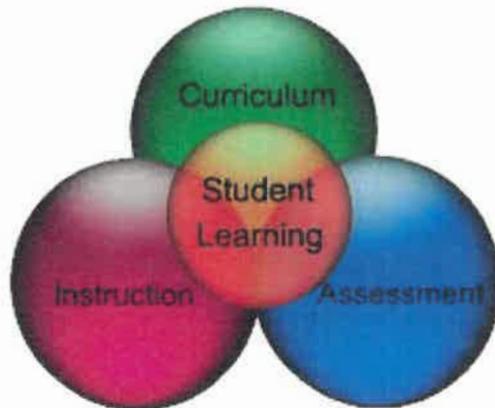
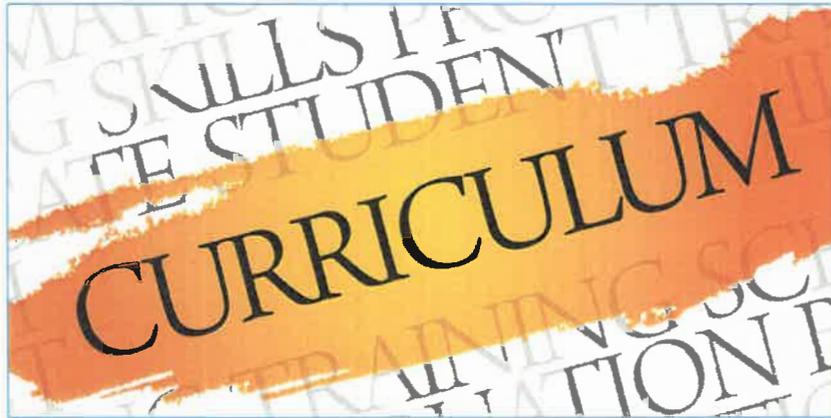


Plant Fund Reserves shall not drop below \$1 million.

For the period July 1, 2019, through January 31, 2020, Plant Fund reserves have exceeded the DGB's \$1,000,000 designated reserve and are currently above the amount of monies needed to cover the next seventeen months of CIP that have been approved by the DGB.

Item # 3.2.2





Committee Members

- Two Faculty From Each School
- Academic and Career Advising
- Curriculum and Articulation
- District Assessment
- Faculty Senate
- Instructional Support
- Library
- Registration and Admissions

Developing a Curriculum



DACUM

Strategic Enrollment Management

Prepared for the District Governing Board
March 3, 2020



Yavapai
COLLEGE



YC
You Can!

SEM Committee

Diana Dowling, Co-Chair, Enrollment Management

Tom Hughes, Co-Chair, IER

Joani Fisher, Dean

John Morgan, Dean

Scott Farnsworth, Dean

Tania Sheldahl, Student Affairs

Ray Ceo, Financial Aid

Sheila Jarrell, Registrar

Dean Holbrook, Scheduling

Patrick Burns, ITS

Jennie Jacobson, Faculty

Tyler Rumsey, Marketing

Jodi Showler, Advising

Shannon Johns, Answer Center

Frank D'Angelo, Business Office

Cassidy Grantham, Business Office

Stephanie Scovill, Faculty

Brandelyn Andres, Faculty

Heather Mulcaire, Student Development

Patti Schlosberg, Curriculum

Deborah Chambers, Student Affairs

Yavapai
COLLEGE

YC
You Can!

SEM Mission

Aligned with Yavapai College's mission, vision and goals, Strategic Enrollment Management (SEM) is a collaborative process that includes maximizing enrollment and developing innovative, institutional programs and services to recruit, retain and support students throughout their education and career pathways.

The logo for Yavapai College, featuring the word "Yavapai" in a stylized script font above the word "COLLEGE" in a smaller, all-caps sans-serif font. The logo is positioned on a dark green triangular background that points to the right.

Yavapai
COLLEGE

The logo for YC, featuring the letters "YC" in a large, bold, blocky font. Below "YC" is the phrase "You Can!" in a smaller, sans-serif font. The logo is positioned on a light green triangular background that points to the right.

YC
You Can!

ELT SEM Priorities

1. Implement multi-year class schedule
2. Implement full-year/2-year financial aid packages
3. Empower Admissions Staff to address student issues
4. Implement proactive monitoring of at-risk students

SEM Goals

1. Increase Hispanic student enrollment
2. Increase enrollment of stopped out students with some college, no degree
3. Help to remove potential barriers for students
4. Develop robust enrollment management plan

Hispanic Enrollment

- Fastest growing
- Younger
- Lower educational attainment on average

MEDIAN AGE BY ETHNICITY

Hispanic Median Age

28.0

White Non Hispanic Median Age

56.8

Source: EASI Analytics Inc., 2019

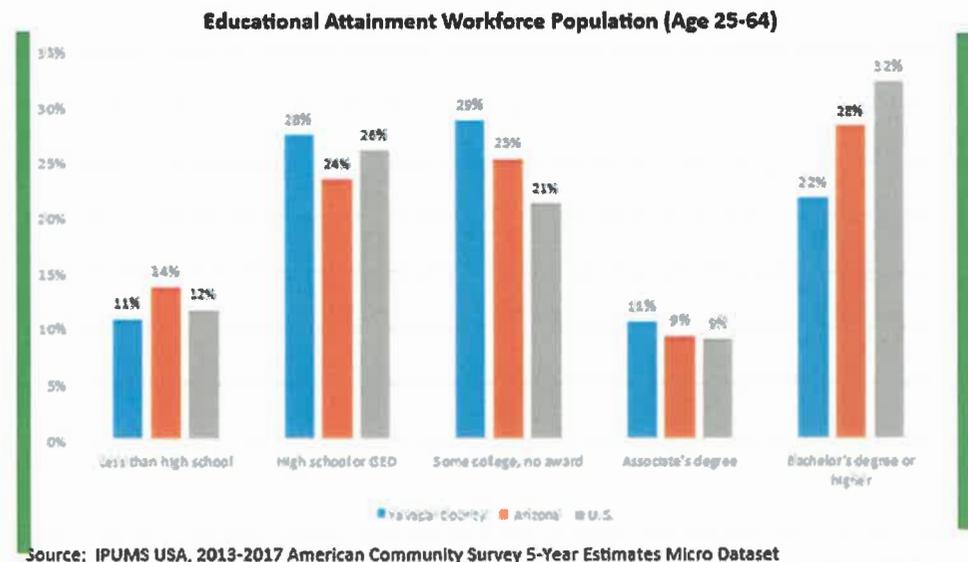
Yavapai
COLLEGE

YC
You Can!

Some College, No Degree

- Educational Attainment
 - >75,000 working-aged county residents need a certificate or degree

Yavapai
COLLEGE



YC
You Can!

Removing Barriers Adding Support

- Students are now immediately assigned a team of support
 - ➔ Admission Advisor
 - ➔ Financial Aid Advisor
 - ➔ Enrollment Advisor
 - ➔ Retention Advisor

2019-2020 Retention Projects

1. Promise Student Coaching
2. CTE Division Early Alert Pilot
3. Student Withdrawal Analysis
4. Predictive Retention Model

Promise Student Coaching

Promise Coached vs. Recent H.S., FT, Not Promise

- ✓ Greater FAFSA completion rate
- ✓ Larger % of Pell recipients
- ✓ Higher fall-to-spring retention

CTE Division Early Alert Pilot

- Identifies CTE students who are significantly below the class average based on graded assignments.

Details

1. CTE Degree/Certificate Seeking Students
2. Selected courses-at least 10 students with 75% using Canvas
3. Students must have a minimum of two graded assignments
4. The program flags students who have a relative frequency score of .75 or lower
5. Data Sources are Canvas and Banner

Student Withdrawals

- Identify patterns & trends
 - Courses
 - Days enrolled prior to withdrawal(s)
 - Program, FT vs. PT, Course Delivery Method, Withdrawal Type, Race/Ethnicity, Age, First Generation, High School GPA, Financial Aid, Number of Terms Registered
- Determine Advisor workload
- Increase response time to collect reasons for withdraw(s)

Predictive Retention Model

- Identify at-risk students for early intervention
- Develop a binomial logistic regression model to predict dropout risk of degree/certificate seeking cohort (i.e. fall-to-spring, fall-to-fall). Model informed by the University of Nevada, Reno model developed by Dr. Serge Herzog
 - Determine baseline (historical) retention to maximize correct classification
 - Identify statistical outliers to get trimmed dataset
 - Choose model with optimal balance in correct classification
 - Assign all students a retention probability (bin and prioritize for type and level of intervention)
- Data elements (predictors)
 - Student socio-demographics, academic preparation, financial aid profile, student social integration, student academic experience
 - Model building and testing spring 2020
 - Fall 2020 first operational model

Questions



Item # 3.4.1

District Governing Board Policy Governance Process Policy 3.1 Governing Focus and Style February 2020

This worksheet is to assist in reviewing the language/wording of the Governance Process policies. For EACH ITEM and sub-item, please respond and provide examples if applicable.

Governing Focus and Style 3.1	The Board shall govern Yavapai College proactively rather than reactively. The Board shall stay adequately informed by incorporating within the Board meeting reports from the President on strategic issues and engaging the Board in strategic thinking on relevant issues and approach its task with a style which emphasizes: <ul style="list-style-type: none"> - Outward vision rather than an internal preoccupation; - Diversity in viewpoints; - Strategic leadership derived from future rather than past or present thinking; - Clear distinction of Board and staff roles; - Collective rather than individual decisions; and - Emphasis on intended long-term impacts on the communities, not on the administrative or programmatic means of attaining those effects. More specifically, the Board:	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	McCasland: The policy is relevant, but currently is not successfully implemented.
No	1	Chevalier: This should be written better.
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced	1	Chevalier: What is outward vision/internal preoccupation? ; why ignore present thinking – is all present thinking bad?; why don't we also seriously consider short term impacts on communities?;
Removed		
Trustee Obligation 3.1.1	Shall operate in all ways mindful of its civic trusteeship obligation to all the owners of its district (all residents of the county) and its lawful obligations in compliance with Title 15, Chapter 12 Community Colleges of the Arizona Revised Statutes and all other applicable federal and state statutes and regulations.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	Chevalier: It's not comprehensive enough.
No	1	
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		

**District Governing Board Policy Review
Governance Process
Policy 3.1 Governing Focus and Style
February 2020**

This worksheet is to assist in reviewing the language/wording of the Governance Process policies. For EACH ITEM and sub-item, please respond and provide examples if applicable.

Removed		
---------	--	--

Values and Perspectives 3.1.2	Shall direct, control, and inspire the organization through the establishment of written policies that clearly define the organization's values.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	5	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced	1	McCasland: Review, update, and revise to provide greater clarity and usefulness in achieving student success.
Removed		
Member Expertise 3.1.3	Shall use the expertise of individual members to enhance the ability of the Board as a body, rather than to substitute his/her individual values for the group's values.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	5	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
Hindrance 3.1.6	Shall not allow an officer, individual, or committee of the Board to hinder the fulfillment of his or her commitments.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	McCasland: What do we mean here?
No	1	

District Governing Board Policy Review
Governance Process
Policy 3.1 Governing Focus and Style
February 2020

This worksheet is to assist in reviewing the language/wording of the Governance Process policies. For EACH ITEM and sub-item, please respond and provide examples if applicable.

If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced	1	
Removed		

Are there any additions that you would suggest for this set of policies?		
	Check One	If Yes, provide suggested additions.
Yes	1	McCasland: We are all committed to achieving our Ends. Is this the best process to evaluate our achievements?
No	2	

Comments from the Coordinator: This worksheet was completed by all the Board members.

Item # 3.4.2

**District Governing Board Policy, _____
Governance Process
Policy 3.3 Board Member Code of Conduct and Ethics
March 2020**

This worksheet is to assist in reviewing the language/wording of the Governance Process policies. For EACH ITEM and sub-item, please respond and provide examples if applicable.

3.3 Board Member Code of Conduct and Ethics	The Board expects of itself, as a whole and of its individual members, ethical and professional conduct. This commitment includes proper use of authority and appropriate decorum in group and individual behavior when acting as Board members.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.1 Discipline Needed to Govern	The Board shall enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as policy-making principles, respect of roles, speaking with one voice, and adherence to ethical practices.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	3	Chevalier: Needs to replace the word "speaking" with the word "operating". Board members speak for themselves.
No	1	
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced	1	Chevalier: See above.
Removed		
3.3.2 Conflict of Interest	Board members must avoid any situation that may constitute a conflict of interest or the appearance of a conflict of interest with respect to their fiduciary responsibility to the College's ownership. Any question as to whether a potential conflict of interest exists shall be referred to legal counsel for the College.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?

**District Governing Board Policy Review
Governance Process
Policy 3.3 Board Member Code of Conduct and Ethics
March 2020**

This worksheet is to assist in reviewing the language/wording of the Governance Process policies. For EACH ITEM and sub-item, please respond and provide examples if applicable.

Yes	4	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.2.1 Self-Dealing	There must be no self-dealing or any conduct of private business or personal services between any Board member(s) and the organization, except as allowed by law, to ensure openness, competitive opportunity, and equal access to information.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.2.2 Employment	Board members must not use their positions to obtain employment in the College for themselves, family members, or close associates.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.2.3 Acceptance of Employment	Should a Board member or the Board member's spouse be considered for employment by the College, the Board member must withdraw from deliberation and voting on any matter that pertains to such employment	

**District Governing Board Policy Review
Governance Process
Policy 3.3 Board Member Code of Conduct and Ethics
March 2020**

This worksheet is to assist in reviewing the language/wording of the Governance Process policies. For EACH ITEM and sub-item, please respond and provide examples if applicable.

		consideration and shall have no access to applicable Board information. If a Board member or the Board member's spouse accepts employment from the College, the Board member must resign his/her Board position in accordance with Arizona statute.
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.2.4 Personal Gain		Board members will refrain from using their Board position for personal or partisan gain, will take no private or individual action that will compromise the Board or administration, and will respect the confidentiality of information that is privileged from disclosure under applicable law.
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.2.5 Voting		When a matter under consideration might involve or appears to involve a conflict of interest for a Board member, that member shall declare the conflict at the beginning of discussion on the issue and will not vote on, participate in discussion regarding, or attempt to influence votes on any matter related to the conflict.
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	

**District Governing Board Policy Review
Governance Process
Policy 3.3 Board Member Code of Conduct and Ethics
March 2020**

This worksheet is to assist in reviewing the language/wording of the Governance Process policies. For EACH ITEM and sub-item, please respond and provide examples if applicable.

No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.2.6 Conflict of Interest Agreement	Each Board member shall complete and submit a Conflict of Interest form, in a format determined by the Board, at least one time each year. Such form shall require the submission by the Board member of information relating to any potential conflicts of interest or shall affirm that no such potential conflict currently exists.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.3 Individual Authority	Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies:	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	3	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.3.1 Interaction with	Board members' interaction with the President or with staff must recognize and actively communicate that authority rests only with the	

District Governing Board Policy Review
Governance Process
Policy 3.3 Board Member Code of Conduct and Ethics
March 2020

This worksheet is to assist in reviewing the language/wording of the Governance Process policies. For EACH ITEM and sub-item, please respond and provide examples if applicable.

President or Staff	Board in a legally constituted meeting, and not with any individual Board member or group of Board members except as noted in these governance policies.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.3.2 Interaction with Public, Press, or other Entities	Board members' interaction with the public, press, or other entities must recognize the same limitation and the similar inability of any Board member or Board members to speak for the Board.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	3	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.3.3 Judgments of President Performance	Board members will make no formal evaluations of the President's performance except in compliance with the official evaluation process, and the President's performance shall be assessed only against explicit Board policies.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	3	McCasland: What about the President's achievement of goals and strategic plan?

**District Governing Board Policy Review
Governance Process
Policy 3.3 Board Member Code of Conduct and Ethics
March 2020**

This worksheet is to assist in reviewing the language/wording of the Governance Process policies. For EACH ITEM and sub-item, please respond and provide examples if applicable.

No	1	
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.3.4 Board Operates with One Voice	Board members will exercise authority over the organization only as they operate with one voice as a whole in Board meetings. Individual Board members will abide by and uphold the final majority decisions of the Board.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
3.3.4 Understanding the College as a Whole	Although Board members are elected by individual Yavapai College districts, they will seek to represent the ownership as a whole rather than the people of an individual district. Therefore, Board discussions will generally be about the welfare of the entire Yavapai College District.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		

**District Governing Board Policy Review
Governance Process
Policy 3.3 Board Member Code of Conduct and Ethics
March 2020**

This worksheet is to assist in reviewing the language/wording of the Governance Process policies. For EACH ITEM and sub-item, please respond and provide examples if applicable.

3.3.4.1 Contact for Complaints	<p>Board members will work carefully with the public to ensure use of standard College procedures for handling community complaints or grievances. When individual Board members receive complaints from members of their constituency, the following process shall be followed:</p> <p>The Board member will encourage the individual(s) to contact an appropriate College staff member, and the Board member will also contact the President. The President will let the Board member know when the College processes have been followed and the complaint has been addressed.</p> <p>The Yavapai College District Governing Board supports the faculty and employee grievance policy, and recognizes that this process was derived through a joint deliberative process resulting in a rational approach to resolving an employee's grievance. The Yavapai College District Governing Board encourages employees to use this process, which may ultimately lead to a direct appeal to the District Governing Board. The Board also recognizes that extreme circumstances may require an employee to seek a direct hearing before the Board. The Board will decide if circumstances warrant a direct appeal or the employee will be referred back to the administrative grievance policy.</p>
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It this policy still relevant and useful to the governance process?

	Check One	If No, why is it not relevant or useful?
Yes	4	
No		

If "No", does this policy need to be:

	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		

Are there any additions that you would suggest for this set of policies?

	Check One	If Yes, provide suggested additions.
Yes		
No	2	

Comments from the Coordinator: This worksheet was completed by the following Board members McCasland, Sigafos, McCarver, and Chevalier.

Item # 3.4.3

**District Governing Board Policy, _____
Governance Process
Policy 3.5 Board Chair and Other Officer Roles
February 2020**

Board Chair and Other Officer Roles 3.5	The Chair's role is to ensure the integrity of the Board's process and to represent the Board to outside parties.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	5	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
Meeting Discussion Content 3.5.1.1	Meeting discussion content shall be those issues which, according to Board Policy 3.4.3.2, clearly belong to the Board to decide, not the President.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	5	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		

Deliberation 3.5.1.2	Deliberation shall be timely, fair, orderly, and thorough, but also efficient, limited to time, and kept to the point.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	5	
No		

District Governing Board Policy Review
Governance Process
Policy 3.5 Board Chair and Other Officer Roles
February 2020

If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
Behavior 3.5.1.3	The Chair shall ensure that any violations of the Board's policies concerning individual and group behavior are addressed promptly and in an appropriate manner.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	5	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		
Removed		
Chair Decision Authority 3.5.2	The Chair has the authority to make all decisions that fall within any reasonable interpretation of the Board's Governance Process and on the Board-President Linkage policies. The Chair does not have the authority to make decisions that fall within the Board's Ends or Executive Limitations policies. Therefore, the Chair has no authority to supervise or direct the President.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	Chevalier: The Chair should be able to make them but any two Board members should be allowed to put the Chair's decision on the next Board agenda for discussion/possible action if they disagree with it.
No	1	
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced	1	Chevalier: Revise wording to state what I just said above.
Removed		
Outside Parties 3.5.2.2	The Chair shall represent the Board to outside parties in announcing Board-stated positions and in stating Chair decisions and interpretations within the area delegated to her or him.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?

District Governing Board Policy Review
Governance Process
Policy 3.5 Board Chair and Other Officer Roles
February 2020

Yes	5	Chevalier: But any Board member also has the right to state Board decisions to outside parties and to state his/her opinion about the Board decision.
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced	1	Chevalier: Add the language above.
Removed		
Delegation of Authority 3.5.2.3	The Chair may delegate his or her authority at any time, but remains accountable for its use. Yavapai College District Governing Board members hereby delegate to the Chair of his or her designee the authority to sign on behalf of the Board and/or Yavapai College such documents as have been approved by the Board at a legal meeting.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	4	Chevalier: Delegate his or her authority to anyone? And for what, - anything, including the running of Board meetings? I think not. The authority to run a meeting in the absence of the Chair should only go to the Secretary. That is what e we elected the Secretary to do.
No	1	
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced	1	Chevalier: Language is too broad. Revise as above.
Removed		
Board Chair's Role in Monitoring 3.5.3	The Chair shall ensure the conduct of Board self-evaluation in accordance with Policy 3.1.4.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	5	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced		

**District Governing Board Policy Review
Governance Process
Policy 3.5 Board Chair and Other Officer Roles
February 2020**

Removed		
Secretary 3.5.4	Unless the Chair has delegated his or her authority otherwise pursuant to Policy 3.5.2.3, the Secretary fulfills the duties of the Chair in the absence of the Chair, including chairing Board meetings and signing documents on behalf of the Board and/or Yavapai College. The Secretary assures the accuracy of Board documents. The Board has its own documents so the accuracy of Board records are critical for historical purposes. The Secretary attests to the Board's adoption of policy.	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	5	Chevalier: What does the Secretary do now to clarify the accuracy of Board documents?
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced	1	Chevalier: State in our policies how the Secretary will clarify the accuracy of documents and attest to the Board's adoption of policy.
Removed		
Board Liaisons 3.5.5	All Board liaisons are appointed by the Board Chair annually. The role of a Board liaison is to serve as a communication representative between the Board and committee. The Board liaison serves as the point of contact for information review, input, and approval prior to Board receipt. Board liaisons attend and participate in all meetings and conference calls of their assigned committees. Board liaisons should provide advice and input to their assigned committees, especially in terms of Board policies. Upon request, Board liaisons provide written or oral reports on the progress of their assigned committees. The positions are: 1) Foundation Liaison 2) AADGB Representative 3) Board Spokesperson	
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	5	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced	1	Chevalier: I do not believe that our Board members should be giving "advice" to the College Foundation Board. That can be a

**District Governing Board Policy Review
Governance Process
Policy 3.5 Board Chair and Other Officer Roles
February 2020**

Removed		breach of the fine line that legally separates the College/Board and the Foundation. Recommended we take "advice" out as it pertains to the Foundation.
Board Spokesperson 3.5.5.1		The Spokesperson is the formal conduit for the Board and is responsible for communicating as the Board representative with the public and the media - newspaper, radio, television, etc. The Spokesperson shall speak with one voice on behalf of the Board, instead of communicating his or her personal views on matters. If appropriate in the Chair's judgment, the Chair may designate at any time another Board member to serve as an adjunct Spokesperson on a specific matter or matters or for a specific period of time.
It this policy still relevant and useful to the governance process?		
	Check One	If No, why is it not relevant or useful?
Yes	5	
No		
If "No", does this policy need to be:		
	Check One	If Revised/Replaced, provide suggested revision.
Revised/Replaced	1	Chevalier: Change the word 'speak' to the word: "operate". Everyone on the Abord gets to speak for themselves.
Removed		

Are there any additions that you would suggest for this set of policies?		
	Check One	If Yes, provide suggested additions.
Yes	1	McCasland: Is this the best wording and format to evaluate these policies?
No	2	

Comments from the Coordinator: This worksheet was completed by all the Board members.

Suggested changes/additions should be discussed at the meeting.

Item # 3.4.4

District Governing Board Policy Self-Evaluation Evaluation of Board-President Linkage Policies Policy 4.4 Monitoring President Performance March 2020

This worksheet is to assist you in assessing our Board's own compliance with our Board-President policies.

Board-President Linkage 4.4	Monitoring President Performance Systematic and rigorous monitoring of the President's job performance shall be solely against the only expected President job outputs: organizational accomplishment of Board policies on Ends and organizational operation within the boundaries established in Board policies on Executive Limitations. <i>Accordingly:</i>	
Have we acted consistently with respect to this item of policy?		
	Check One	Specific Example to Support Your Response
Always	3	Sigafoos: this is aspirational in the early year of the new President. The current policy was suspended for the May 2019 evaluation. It remains to be seen how the process plays out in May 2020.
Most of the time	2	
Some of the time		
Rarely		
Never		

Board-President Linkage 4.4.1	Monitoring Reports The President shall submit monitoring reports required by the Board in a timely, accurate, and understandable fashion, using acceptable benchmarks and data, which directly address the provisions of the Board policies being monitored.	
Have we acted consistently with respect to this item of policy?		
	Check One	Specific Example to Support Your Response
Always	4	
Most of the time	1	
Some of the time		
Rarely		
Never		
Board-President Linkage 4.4.2	Methods The Board shall acquire monitoring data by one or more of three methods: (a) by internal report, in which the President discloses compliance information to the Board, (b) by external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies, and (c) by	

**District Governing Board Policy Self-Evaluation
Evaluation of Board-President Linkage Policies
Policy 4.4 Monitoring President Performance
March 2020**

This worksheet is to assist you in assessing our Board’s own compliance with our Board-President policies.

	direct Board inspection, in which a designated member or members of the Board assess compliance with the appropriate policy criteria.	
Have we acted consistently with respect to this item of policy?		
	Check One	Specific Example to Support Your Response
Always	4	
Most of the time		
Some of the time		
Rarely	1	
Never		

Board-President Linkage 4.4.3	Standard for Compliance In every case, the standard for compliance shall be any reasonable President interpretation of the Board policy being monitored.	
Have we acted consistently with respect to this item of policy?		
	Check One	Specific Example to Support Your Response
Always	5	
Most of the time		
Some of the time		
Rarely		
Never		

Board-President Linkage 4.4.4	Schedule All policies which instruct the President shall be monitored at a frequency and by a method chosen by the Board. The Board shall monitor any policy at any time by any method, but shall ordinarily depend on a routine schedule, following the monitoring schedule in the Board’s Annual Agenda Calendar.	
Have we acted consistently with respect to this item of policy?		
	Check One	Specific Example to Support Your Response
Always	3	
Most of the time	2	
Some of the time		

**District Governing Board Policy Self-Evaluation
 Evaluation of Board-President Linkage Policies
 Policy 4.4 Monitoring President Performance
 March 2020**

This worksheet is to assist you in assessing our Board’s own compliance with our Board-President policies.

Rarely		
Never		

Comments from the Coordinator: This worksheet was completed by all the Board members.

Item # 3.6.1

DATES AND PLACES OF FUTURE MEETINGS – FY 2019-2020	
TYPE OF MEETING	DATE/DAY/TIME/LOCATION
JULY and AUGUST 2019 – NO BOARD MEETINGS	
Board Retreat	August 13, 2019, Day, Time 8 a.m. – 5 p.m. Location: Verde Valley Campus – Building M, Room 147
Board Retreat	September 9, 2019, Monday, 8:30 a.m. Location: Prescott Campus – Rock House
Regular Board Meeting	September 10, 2019, Tuesday, 1:00 p.m. Location: Prescott Campus – Rock House
Regular Board Meeting	October 8, 2019 Tuesday, 1:00 p.m. Location: Verde Valley Campus – M-137
Regular Board Meeting	November 12, 2019, Tuesday, 1:00 p.m. Location: Chino Valley Center 120/121
DECEMBER 2019 – NO REGULAR BOARD MEETING	
Board Budget Workshop	January 21, 2020, Tuesday 8:30 a.m. Location: Prescott Campus – Rock House
Regular Board Meeting	January 21, 2020, Tuesday, 1:00 p.m. Location: Prescott Campus – Rock House
Executive Session	January 27, 2020, Monday, 2:30 – 4:20 p.m. Location: Prescott Campus – Rock House
Executive Session	February 3, 2020, Monday, 3:00pm-4:00pm Location: Prescott Campus – Rock House
Regular Board Meeting	February 11, 2020, Tuesday, 1:00 p.m. Location: Prescott Campus-Rock House
Regular Board Meeting* After the Board Meeting there will be a tour of Building L at the Verde Valley Campus.	March 3, 2020, Tuesday, 1:00 p.m. Location: Sedona Center, Room 34
Annual Board Workshop	March 24, 2020, Tuesday, 9:00 a.m. Location: Prescott Campus – Rock House
Regular Board Meeting*	April 6, 2020, Monday, 1:00 p.m. Location: Prescott Campus – Rock House
Regular Board Meeting	May 12, 2020, Tuesday, 1:00 p.m. Location: Prescott Campus, Community Room 19-147
JUNE 2020 NO REGULAR BOARD MEETING	

*Regular Board Meeting not held on the typical 2nd Tuesday of the month.

Item # 3.6.2

DATES AND PLACES OF EVENTS – FY 2019-2020	
TYPE OF EVENT	DATE/DAY/TIME/LOCATION
Verde Valley Commencement	May 10, 2019, Friday, 6:00 p.m. Location: Verde Valley Campus Mabery Pavilion
Nursing Pinning Ceremony	May 11, 2019, Saturday, 1:00 p.m. Location: Prescott Campus – Performing Arts Center
Prescott Commencement	May 11, 2019, Saturday, 6:00 p.m. Location: Prescott Campus – Performing Arts Center
YC GED Graduation	May 18, 2019, Saturday, 1:30 p.m. Location: Prescott Campus – Performing Arts Center
Northern Arizona Regional Training Academy (NARTA) Commencement	May 23, 2019, Thursday – 11:00 a.m. Location: Prescott Campus – Performing Arts Center
President’s Picnic	June 14, 2019, Friday 10a.m. – 2:00 p.m. Location: Cottonwood – Riverfront Park
GFI Quebec City	June 19, 2019, Wednesday – June 23, 2019 Sunday
Fall Convocation	August 12, 2019, Monday 8:30 – 4:30 p.m. Location: Prescott Campus – Performing Arts Center
AACCT Conference	September 6, 2019, Friday – September 8, 2019 Sunday Location: Hassayampa Inn
ACCT Leadership Congress	October 16, Wednesday – October 19 2019, Saturday Location: San Francisco, California
Northern Arizona Regional Training Academy (NARTA) Commencement	December 12, 2019, Thursday – 11:00 a.m. Location: Prescott Campus – Performing Arts Center
Nursing Pinning Ceremony	December 13, 2019, Friday – 3:00 p.m. Location: Prescott Campus – Performing Arts Center
All Arizona Academic Team Luncheon	February 27, 2020 Thursday – 12:30 p.m. Location: TBA, Phoenix, AZ
Annual Scholarship Reception	April 3, 2020, Friday – 11:30 AM Location: Prescott Resort and Conference Center Prescott, AZ
Annual Scholarship Reception	April 9, 2020, Thursday – 4:00 PM Location: Southwest Wine Center, Clarkdale, AZ
ACCT Governance Leadership Institute	April 15, 2020, Wednesday – April 17 2020, Friday Location: Pima Community College, Tucson, AZ
Tech Student Pinning Ceremony	May 7, 2020, Thursday, 6:00 p.m. Location: Prescott Campus – The Community Room
Verde Valley Commencement	May 8, 2020, Friday, 5 p.m. Location: Sedona Performing Arts Center
Prescott Commencement	May 9, 2020, Saturday, 10:00 p.m. Location: Finlay Toyota Center – 3201 N. Main Street Prescott Valley, AZ 86314
Nursing Pinning Ceremony	May 9, 2020, Saturday, 1:00 p.m. Location: Prescott Campus – Performing Arts Center
Northern Arizona Regional Training Academy (NARTA) Commencement	May 21, 2020, Thursday – 11:00 a.m. Location: Prescott Campus – Performing Arts Center
Govern For Impact (GFI) Conference	June 18, 2020 Thursday – June 20, 2020 Saturday Location: Fort Worth, Texas
ACCT Leadership Congress	September 30, Wednesday – October 3, 2020, Saturday Location: Chicago, Illinois *Early Bird Registration Ends Friday July 24!!!