

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

Tuesday, January 12, 2021  
1:00 p.m.

**Online Only**

Link: <https://www.youtube.com/user/YavapaiCollege>

The College is committed to protecting the health and safety of its students, employees, and other community members during the COVID-19 pandemic. Therefore, until further notice, all College District Governing Board meetings will be held online only via Zoom. For the January Board Meeting, members of the public may provide comments to the Board during Open Call to the Public via Zoom. In order to participate, you will need to register in advance of the Board Meeting. Registration will close at Monday, January 11, 2021 at 5:00 p.m. As with in-person comments, each member of the public will be limited to three (3) minutes. You will need to complete the Yavapai College District Governing Board Request to Speak – OPEN CALL electronic form: <https://yc.jotform.com/203514285068859>

After submitting your completed form, you will automatically receive the zoom link.

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 or closed caption, 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.

**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) {Time: 1}
  - 1.2 Pledge of Allegiance (Reference: Board Policy 3.4 Agenda Planning) {Time: 1}
  - 1.3 Adoption of Agenda – **DECISION** (Reference: Board Policy 3.4 Agenda Planning) {Time: 5}
  - 1.4 Board Minutes Approval – **DISCUSSION AND DECISION** (Reference: Board Policy 3.5.4 Secretary) {Time: 5}
    - 1.4.1 Regular Board Meeting Minutes – Tuesday, November 17, 2020 (*Attached*)
    - 1.4.2 Executive Session Confidential Minutes – Tuesday, November 17, 2020

- 1.5 Open Call - **INFORMATION** (Reference: Board Policy 3.1.1 Trustee Obligation and Board Policy 3.2.1 Ownership Linkage) {Time: 10}
- 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) {Time: 5}
    - 2.1.1 Receipt of Report on Revenues and Expenditures for September 2020 (*Attached*)
    - 2.1.2 Receipt of Report on Revenues and Expenditures for November 2020 (*Attached*)
    - 2.1.3 Yavapai College Academic Program Proposals
      - 2.1.3.1 Summary of New Program Proposal for Technical Theater Certificate in Stagecraft (*Attached*)
      - 2.1.3.2 Summary of Program Deletion Proposal for Hotel and Restaurant Management Certificate (*Attached*)
    - 2.1.4 Fiscal Year 2021 Faculty Sabbatical Requests for Approval (*Attached*)
      - 2.1.4.1 Dr. Jeb Bevers – Biology Department
      - 2.1.4.2 Dr. Karly Way Schauwecker – Social & Behavioral Science Department
      - 2.1.4.3 Dr. Suzanne Waldenberger – Humanities Department
  - 2.2 President’s Monitoring Reports – **MONITORING, DISCUSSION, AND DECISION** (Reference: Board Policy 3.4.4 President Monitoring) {Time: 10}
    - 2.2.1 Policy 2.4 Planning (*Attached*)
    - 2.2.2 Policy 2.8 Communication and Support to the Board (*Attached*)
  - 2.3 Refresher on Open Meeting Law and Conflict of Interest Requirements and Annual Conflict of Interest Declaration from Board Member – Attorney Lynne Adams **INFORMATION AND DISCUSSION** (Reference Board Policy 3.1.1.1 Open Meeting Law and Board Policy 3.3.2 Conflict of Interest) {Time: 5} (*Attached*)
- 3.0 Information Business: (Reference: Board Policy 3.2.1 Ownership Linkage) –
  - 3.1 Board Self-Evaluation and Review of Board Policies - **INFORMATION AND DISCUSSION** (Reference: Board Policy 3.1.5 Self-Evaluation) {Time: 10}
    - 3.1.1 Review Board Policy 3.7 Cost of Governance (*Attached*)
  - 3.2 President’s Report - **INFORMATION** (Reference: Board Policy 2.8.1 Information to the Board) {Time: 45}
    - 3.2.1 Update on the College – Dr. Lisa Rhine
      - 3.2.1.1 Fundraising Update – Mr. Rodney Jenkins (*Attached*)
      - 3.2.1.2 Budget to Actual Monthly Report and Cash Reserves Monthly Report for September 2020 (*Attached*)
      - 3.2.1.3 Budget to Actual Monthly Report and Cash Reserves Monthly Report for November 2020 (*Attached*)
    - 3.2.2 Faculty Senate Report – Dr. Jennifer Jacobson (*Attached*)
  - 3.3 Board Liaisons Reports – **INFORMATIONAL AND DISCUSSION** (Reference: Board Policy 3.4 Agenda Planning) {Time: 10}
    - 3.3.1 Board Spokesperson – Board Member Deb McCasland
    - 3.3.2 Arizona Association of Community College Trustees (AACCT) – Board Member Deb McCasland and Board Member Ray Sigafos
    - 3.3.3 Yavapai College Foundation – Board Member Deb McCasland

- 3.4 Dates and Time of Future Meetings and Events (Reference: Board Policy 3.4 Agenda Planning) {Time: 5}
  - 3.4.1 2020-2021 Dates, Times, and Places of Future Meetings (*Attached*)
    - 3.4.1.1 Board Regular Meeting on Tuesday, February 9, 2021 – **INFORMATION** (*Attached*)
  - 3.4.2 2020-2021 Dates, Times, and Places of Future Events (*Attached*)
- 4.0 Adjournment of Regular Meeting: Procedural - **DECISION** (Reference: Board Policy 3.4 Agenda Planning) {Time: 1}

Yavapai College  
District Governing Board  
Regular Board Meeting

# Item #1.4.1

Tuesday, November 17, 2020  
1:00 p.m.

**Online Only**

Link: <https://www.youtube.com/user/YavapaiCollege>

**Member Present:**

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

**Administration Present:**

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

## MINUTES

- 1.0 General Functions: Procedural (Reference: Board Policy 3.4 Agenda Planning)
  - 1.1 Call to Order (Reference: Board Policy 3.4 Agenda Planning) {Time: 1}  
Chair McCasland called the Yavapai College District Governing Board Meeting to order at 1:00p.m.
  - 1.2 Pledge of Allegiance (Reference: Board Policy 3.4 Agenda Planning) {Time: 1}  
The Pledge of Allegiance was led by Member Padilla.
  - 1.3 Adoption of Agenda – **DECISION** (Reference: Board Policy 3.4 Agenda Planning) {Time: 5}  
**Member Sigafos moved, seconded by Member Padilla, to adopt the District Governing Board Agenda. Motion was carried 4-1 (Ayes: McCasland, McCarver, Sigafos, and Padilla; Nay: Chevalier)**
  - 1.4 Board Minutes Approval – **DISCUSSION AND DECISION** (Reference: Board Policy 3.5.4 Secretary) {Time: 5}
    - 1.4.1 Regular Board Meeting Minutes – Tuesday, October 20, 2020 (*Attached*)  
**Member Padilla moved, seconded by Member McCarver, to approve the District Governing Board Minutes for Tuesday, October 20, 2020. Motion carried unanimously.**
  - 1.5 Open Call - **INFORMATION** (Reference: Board Policy 3.1.1 Trustee Obligation and Board Policy 3.2.1 Ownership Linkage) {Time: 10}  
No community members registered for 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) {Time: 5}
- 2.1.1 Receipt of Report on Revenues and Expenditures for September 2020  
*(Attached)*  
Member Chevalier asked that this matter be pulled from the Consent Agenda for discussion. During discussion, Member Chevalier asked Dr. Ewell questions about the financial reports included on pages 15 and 16 of the Board Packet. Dr. Ewell indicated that he would look into the issues raised.
- Member Chevalier moved, seconded by Member Sigafos, to table Consent Agenda item 2.1.1. Receipt of Report on Revenues and Expenditures for September 2020 until the Tuesday, January 12, 2021 District Governing Board Meeting. Motion was carried unanimously.**
- 2.2 Overview and Environmental Scan of Yavapai County and Yavapai College – **INFORMATION AND DISCUSSION** (Reference: Board Policy 2.8.1.1 Timely Information & Criteria) {Time: 45}  
Dr. Tom Hughes provided a presentation on the Overview and Environmental Scan of Yavapai County and Yavapai College to the District Governing Board.
- 2.3 President’s Monitoring Reports – **MONITORING, DISCUSSION, AND DECISION** (Reference: Board Policy 3.4.4 President Monitoring) {Time: 10}
- 2.3.1 Policy 2.3 Compensation and Benefits *(Attached)*  
**Member McCarver moved, seconded by Member Padilla, we have read the President’s Monitoring Report regarding Policy 2.3 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 2.3 and its sub-policies. Motion carried unanimously.**
- 3.0 Information Business: (Reference: Board Policy 3.2.1 Ownership Linkage) –
- 3.1 Board Self-Evaluation and Review of Board Policies **INFORMATION AND DISCUSSION** (Reference: Board Policy 3.1.5 Self-Evaluation) {Time: 10}
- 3.1.1 Evaluation Board Policy 4 Board – President Linkage *(Attached)*  
Chair McCasland indicated that she agreed with Mr. Sigafos’s comment.
- 3.1.2 District Governing Board Self-Evaluation *(Attached)*  
Member McCarver suggested that the District Governing Board Self-Evaluation be completed quarterly by the Board because the topics are not specific to any Board meeting, but seem to be more appropriately answered over time.
- 3.2 President’s Report - **INFORMATION** (Reference: Board Policy 2.8.1 Information to the Board) {Time: 45}
- 3.2.1 Update on the College – Dr. Lisa Rhine  
Dr. Rhine provided an update on the College’s operations.
- 3.2.1.1 Fall Enrollment Update – Dr. Tom Hughes  
Dr. Hughes gave a presentation on the College’s Fall enrollment numbers.

- 3.2.1.2 Budget to Actual Monthly Report and Cash Reserves Monthly Report (*Attached*)
- 3.2.1.3 Recruitment & Retention Update – Mr. Rodney Jenkins  
Mr. Rumsey, Ms. Dowling, and Ms. Sheldahl gave a presentation on the College’s recruitment and retention efforts.
- 3.2.2 Faculty Senate Report – Dr. Jennifer Jacobson
  - 3.2.2.1 Fall 2019 Sabbatical Report from Ms. Beth Beecham – Study of Jane Austin (*Attached*)  
Ms. Beecham gave a presentation on her Fall 2019 Sabbatical on the Study of Jane Austin.
  - 3.2.2.2 Spring 2020 Sabbatical Report from Mr. Chris Dunn – Investigation of a Dense Meteorite Collection Area (*Attached*)  
Mr. Dunn gave a presentation on his Spring 2020 Sabbatical on the investigation of a dense meteorite collection area.
- 3.3 Board Liaisons Reports – **INFORMATIONAL AND DISCUSSION** (Reference: Board Policy 3.4 Agenda Planning) {Time: 10}
  - 3.3.1 Board Spokesperson – Board Chair Deb McCasland  
Chair McCasland indicated that she had provided a comment to Ray Newton from Quad Cities News on Dr. Rhine and the Viticulture and Enology program.
  - 3.3.2 Arizona Association of Community College Trustees (AACCT) – Board Chair Deb McCasland and Board Member Ray Sigafoos  
Chair McCasland reported that the AACCT is moving forward with the President’s Council (AC4) to develop lobbying and education resources for community college trustees/board members throughout Arizona.
  - 3.3.3 Yavapai College Foundation – Board Secretary Patricia McCarver and Board Member McCarver reported at the last District Governing Board meeting. The next Yavapai College Foundation meeting will be tomorrow, November 18, 2020. The Foundation is continuing the virtual fundraising during COVID, and more information is available on the Foundation’s website.
- 3.4 Dates and Time of Future Meetings and Events (Reference: Board Policy 3.4 Agenda Planning) {Time: 5}
  - 3.4.1 2020-2021 Dates, Times, and Places of Future Meetings (*Attached*)
    - 3.4.1.1 Board Budget Workshop and Regular Meeting on Tuesday, January 12, 2021 - **INFORMATION, DISCUSSION, AND DECISION** (*Attached*)  
**Chair McCasland moved, seconded by Member Sigafoos, to have a hybrid (in person and zoom) Board Budget Workshop and Regular Meeting on Tuesday, January 12, 2021 with appropriate social distancing for attendees and a limited audience (for social distancing reasons), and to give the Board Chair the authority to adjust the meeting logistics to comply with the College’s COVID-19 Re-Entry Plan and any current safety measures or requirements, if needed. Motion carried 3-1 (Aye: McCasland, Sigafoos, and Padilla; Nay: Chevalier) and 1 Abstention (McCarver).**

3.4.1.2 April's Board Regular Meeting - **INFORMATION, DISCUSSION, AND DECISION** (*Attached*)  
The Board agreed to the date change for the April Regular Board Meeting to April 20, 2021.

3.4.1.3 2021-2022 Board Meeting Calendar - **INFORMATION, DISCUSSION, AND DECISION**

3.4.2 2020-2021 Dates, Times, and Places of Future Events (*Attached*)

- 4.0 EXECUTIVE SESSION – A.R.S. §38-431.03(A)(1), Review of President's Contract Terms – **PROCEDURAL** (Reference: Board Policy 4.5 President Compensation and Benefits) {Time: 45}  
**Member Sigafos moved, seconded by Member McCarver, to move into executive session pursuant to A.R.S. §38-431.03(A)(1) to review the President's Contract Terms. Motion carried unanimously.**
- 5.0 Convene in Public Session with Possible Action RE: Potential Amendments to President's Contract Terms as a Result of Executive Session – **DECISION** (Reference: Board Policy 3.2 Board Job Description) {Time: 5}  
**Chair McCasland moved, seconded by Member McCarver, to increase Dr. Rhine's base salary by four percent effective as of December 1, 2020. Motion carried unanimously.**
- 6.0 Adjournment of Regular Meeting: Procedural - **DECISION** (Reference: Board Policy 3.4 Agenda Planning) {Time: 1}  
**Member Sigafos moved, seconded by Member McCarver, to adjourn the meeting. Motion carried unanimously.**

**Regular meeting adjourned at 5:17 p.m.**

# Item#2.1.1

## YAVAPAI COLLEGE

### FINANCIAL UPDATE

September 2020

#### FY2019-2020 Close and Audit

- The year-end close for FY2019-20 is planned for November 2020.
- The auditors began their field work on October 12, 2020. The audit report (Comprehensive Annual Financial Report) will be issued in mid-December 2020 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 FY2019-20 will be presented to the Board in early 2021.

#### FY 2020-2021 Budget

##### General Fund

- Total property taxes collected in a fiscal year, including past due taxes from prior years, has averaged approximately .2% less than the current year levy. We expect collections to decrease slightly due to the effects of COVID-19 which will be covered by the budgeted property tax contingency account.
- Tuition and fees is projected to come in below budget for the fiscal year based upon a 9.8% decrease in fall enrollment. This shortfall will largely be covered by the budgeted tuition and fees contingency set-aside and reduced spending as result of the pandemic.

##### Auxiliary Fund

- The Auxiliary Fund is comprised of Auxiliary Enterprises and Public Services. Auxiliary Enterprises generally exists 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 Bookstore, Food Services, and Housing. Public Services 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. This is most notable in the public services area where the District strives to balance offering these DGB-End-driven services with the charging of reasonable prices.

- The total Auxiliary fund is projected to be below budget for the fiscal year due to the effects of COVID-19. The largest decreases are expected to be in the residence halls, the FEC and community events. Several full-time employees have been moved to other departments which will lessen the impact. The total amount of the shortfalls will depend upon several factors including the college's ability to operate at closer to normal levels in the spring of 2021.

#### 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 Three Months Ended September 30, 2020  
Fiscal Year 2020-2021**

**District Governing Board**

**Fiscal Year 2020-21 Budget:**

**\$ 181,450 \***

	<b><u>Purpose</u></b>	<b><u>Year-to-Date Expenditures</u></b>	<b><u>Encumbered Obligations</u></b>	<b><u>Total Expenditures/ Encumbrances</u></b>	
<b>EXPENDITURES (note 1):</b>					
Salary Expenses	Staff Support	\$ 10,892	\$ 28,517	\$ 39,409	
Association of Community College Trustees	Membership & Conference Fees	7,420	-	7,420	
Association of Community College Trustees	Consulting & Facilitation Fees	-	12,200	12,200	
JS Reporting, Inc.	Captioning Services	450	-	450	
Osborn Maledon PA	Legal Counsel	9,839	50,161	60,000	
Ourboardroom Technologies	Software Maintenance	6,708	-	6,708	
Supplies/Other	Various Vendors	46	-	46	
YC Printing Services	Printing	332	-	332	
				<u>126,565</u>	<u>126,565</u>
<b>Remaining Budget - September 30, 2020</b>					<b><u>\$ 54,885</u></b>

\* Original budget reduced by \$80,000. Yavapai County Elections will not be invoicing the District for November elections because the candidates ran unopposed.

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

**YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT**

**REPORT OF REVENUES AND EXPENDITURES**

**For the Three Months Ended September 30, 2020 - 25.0% of the Fiscal Year Complete**

**Fiscal Year 2020-2021**

**SUMMARY - ALL FUNDS**

	<u>Year-to-Date Revenues</u>		<u>Year-to-Date Revenues</u>	<u>Budget</u>	<u>Percent of Budget</u>		
<b>REVENUES:</b>							
General Fund	\$ 14,340,525		\$ 14,340,525	\$ 48,664,600	29.5%		
Restricted Fund	4,679,162		4,679,162	13,831,000	33.8%		
Auxiliary Fund	945,078		945,078	5,089,000	18.6%		
Unexpended Plant Fund	4,092,694		4,092,694	10,405,500	39.3%		
Debt Service Fund	1,033,865		1,033,865	4,129,900	25.0%		
<b>TOTALS</b>	<b>25,091,324</b>		<b>25,091,324</b>	<b>82,120,000</b>	<b>30.6%</b>		
		<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>
<b>EXPENDITURES (note 1):</b>							
General Fund		\$ 10,527,828	\$ 20,450,527	\$ 18,923,474	\$ 12,054,881	\$ 48,664,600	24.8%
Restricted Fund		4,319,698	1,212,492	938,193	4,593,997	13,831,000	33.2%
Auxiliary Fund		704,531	1,245,215	1,040,454	909,292	5,089,000	17.9%
Unexpended Plant Fund		1,950,878	2,858,364	-	4,809,242	10,405,500	46.2%
Debt Service Fund		1,400	1,031,489	-	1,032,889	4,129,900	25.0%
<b>TOTALS</b>		<b>17,504,335</b>	<b>26,798,087</b>	<b>20,902,121</b>	<b>23,400,301</b>	<b>82,120,000</b>	<b>28.5%</b>
<b>SURPLUS/(DEFICIT)</b>					<b>1,691,023</b>	<b>-</b>	

**COMMENTS:**

Through the third month, 28.5% of budget has been committed (excluding labor encumbrances) compared to 30.6% of revenues received.

The budget currently has a surplus of \$1,691,023.

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

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT

Revised

REPORT OF REVENUES AND EXPENDITURES

For the Three Months Ended September 30, 2020 - 25.0% of the Fiscal Year Complete

Fiscal Year 2020-2021

GENERAL FUND

	Year-to-Date Revenues		Total Revenues	FY 20/21 Budget	Percent of Budget	FY 20/21 Estimate	Budget to Estimate Variance	FY 19/20 Actuals	Percent Change (Current Versus Prior Year)		
<b>REVENUES:</b>											
Primary Property Taxes	\$ 9,800,634		\$ 9,800,634	\$ 39,320,500	24.9%	\$ 39,222,200	\$ (98,300)	\$ 9,497,022	3.2%		
Primary Property Taxes - Contingency	-		-	(150,000)	0.0%	(51,700)	98,300	-	0.0%		
Tuition and Fees	5,010,738		5,010,738	11,647,000	43.0%	10,831,700	(815,300)	5,531,939	-9.4%		
Tuition and Fees - Contingency	-		-	(570,000)	0.0%	-	570,000	-	0.0%		
State Appropriations	146,450		146,450	585,800	25.0%	585,800	-	590,675	-75.2%		
Other Revenues	42,954		42,954	419,700	10.2%	\$ 381,900	(37,800)	66,528	-35.4%		
Interest Income	574		574	54,900	1.0%	54,900	-	60,401	-99.0%		
Fund Balance Applied to Budget	492,100		492,100	1,968,400	25.0%	1,968,400	-	950,000	-48.2%		
General Fund Transfer In/(Out)	(1,152,925)		(1,152,925)	(4,611,700)	25.0%	(5,088,923)	(477,200)	(1,603,275)	-28.1%		
<b>TOTAL REVENUES</b>	<b>14,340,525</b>		<b>14,340,525</b>	<b>48,664,600</b>	<b>29.5%</b>	<b>47,904,277</b>	<b>(760,300)</b>	<b>15,093,290</b>	<b>-5.0%</b>		
<b>EXPENDITURES (Note 1):</b>											
		Year-to-Date Expenditures	Total Encumbered Obligations	Labor Encumbrances	Total Expenditures and Non-Labor Encumbrances	FY 20/21 Budget	Percent of Actual and Non-Labor Encumbrances to Budget	FY 20/21 Estimate	Budget to Estimate Variance	FY 19/20 Actuals	Percent Change (Current Versus Prior Year)
Instruction		\$ 3,251,441	\$ 7,724,695	\$ 7,567,971	\$ 3,408,165	\$ 19,327,900	17.6%	\$ 19,037,943	\$ (289,967)	\$ 3,438,714	-5.4%
Academic Support		1,207,088	2,047,505	1,987,924	1,266,669	4,432,200	28.6%	4,387,878	(44,322)	1,224,681	-1.4%
Institutional Support		3,205,288	5,124,176	4,376,428	3,953,036	10,487,100	37.7%	10,350,768	(136,332)	3,288,063	-2.5%
Student Services		1,300,687	2,702,637	2,626,235	1,377,089	6,479,600	21.3%	6,414,804	(64,796)	1,453,936	-10.5%
Operation/Maintenance of Plant		1,307,601	2,645,953	2,159,355	1,794,199	6,467,100	27.7%	6,402,429	(64,671)	1,505,446	-13.1%
Scholarships		182,521		-	182,521	1,121,900	16.3%	1,020,929	(150,936)	409,722	-55.5%
Public Service		73,202	205,561	205,561	73,202	348,800	21.0%	341,824	(6,976)	76,188	-3.9%
<b>TOTAL EXPENDITURES</b>		<b>10,527,828</b>	<b>20,450,527</b>	<b>18,923,474</b>	<b>12,054,881</b>	<b>48,664,600</b>	<b>24.8%</b>	<b>47,956,574</b>	<b>(758,000)</b>	<b>11,396,750</b>	<b>-7.6%</b>
<b>SURPLUS/(DEFICIT)</b>					<b>\$ 2,285,644</b>	<b>\$ -</b>					

COMMENTS:

First quarter State Aid was received in July 2020.

Tuition and Fees revenues above budget due to most of the revenue related to the fall 2020 semester being recorded. This will even out over the next few months. Tuition & Fees is below the prior year due to COVID-19 and reduced enrollment.

The budget includes a transfer of \$1,080,000 of CARES Act monies coming from the Restricted fund. Of this amount \$380,000 was spent at the end of last fiscal year to take care of immediate needs. Much of the remaining \$700,000 is being spent directly out of the Restricted fund due to the Federal grant guidelines which were communicated after the FY 2020-21 budget was adopted.

Instructional expenditures primarily under budget due to faculty contracts beginning in mid-August.

Institutional Support expenditures above budget due to the payment and or encumbering of various expenses at the beginning of the fiscal year (e.g. insurance, software licenses, IT maintenance, dues, etc.).

Scholarships are below the prior year by 63.2% mainly as a result of athletics not being played for the fall semester.

The Budget currently has a surplus of \$2,285,644.

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

**YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT**

**GENERAL FUND - TOP TEN EXPENDITURES BY ACCOUNT & ACCOUNTS GREATER THAN \$100,000**

**For the Three Months Ended September 30, 2020 - 25.0% of the Fiscal Year Complete**

**Revised**

**Fiscal Year 2020-2021**

<u>Expenditures By Account</u>	<u>Year to Date (As of 9/30/20)</u>	<u>Prior Year (As of 9/30/19)</u>	<u>Percent Change</u>	
Salary and Benefites	\$ 7,689,794	\$ 7,963,683	-3.4%	<b>1</b>
Maintenance Contracts - Software	842,086	822,436	2.4%	
Liability Insurance	330,003	340,488	-3.1%	
Electricity	279,808	325,834	-14.1%	<b>2</b>
Supplies - Software/Licenses	210,428	204,559	2.9%	
Scholarship Expense	182,521	409,722	-56.5%	<b>3</b>
Supplies - General	123,491	81,198	52.1%	<b>4</b>
Contractual Services - Other	114,074	233,711	-51.2%	<b>5</b>
Memberships & Dues - Instit'l	98,189	93,082	5.5%	
Other	657,434	922,037	-43.8%	<b>6</b>
	<u>\$ 10,527,828</u>	<u>\$ 11,396,750</u>	<u>-7.6%</u>	

- 1** - Salary and Benefits decreased by 3.4% as a result of several full-time vacant positions being held open and a large decrease in part-time wages due to COVID-19.
- 2** - Electricity decreased from the prior year due to campus/center closures resulting from COVID-19.
- 3** - Scholarship Expense primarily decreased as a result of athletics not being played for the fall semester.
- 4** - Supplies General increased due to additional resources needed as a result of COVID-19 (PPE such as face coverings).
- 5** - Contractual Services is significantly less than the prior year mainly due to the Outward Mindset training provided by the Arbinger Institute last fiscal year.
- 6** - Other represents over 50 accounts that include items such as printing, merchant credit card fees, supplies (e.g. custodial, HVAC), travel, telephone/internet, and equipment maintenance contracts. While most of the decrease is a result of COVID-19 and goods/services not being used this fiscal year, some of the decrease can be attributed to the timing of payments.

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

**YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT**

**REPORT OF REVENUES AND EXPENDITURES**

**For the Three Months Ended September 30, 2020 - 25.0% of the Fiscal Year Complete**

**Fiscal Year 2020-2021**

**RESTRICTED FUND**

	<u>Year-to-Date Revenues</u>		<u>Total Revenues</u>	<u>Budget</u>	<u>Percent of Budget</u>
<b>REVENUES:</b>					
Federal Grants and Contracts	\$ 3,705,448		\$ 3,705,448	\$ 12,435,000	29.8%
State Grants and Contracts	50,149		50,149	254,000	19.7%
Private Gifts, Grants and Contracts	321,649		321,649	1,044,000	
Proposition 301 Funds	343,786		343,786	420,500	81.8%
State Appropriation - STEM Workforce	174,375		174,375	697,500	25.0%
Fund Balance Applied to Budget	15,000		15,000	60,000	25.0%
Restricted Fund Transfer Out	-		-	(1,080,000)	0.0%
Reimbursement Due	68,755		68,755	N/A	N/A
<b>TOTAL REVENUES</b>	<b>4,679,162</b>		<b>4,679,162</b>	<b>13,831,000</b>	<b>33.8%</b>

	<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>
<b>EXPENDITURES (Note 1):</b>						
Instruction	\$ 290,293	\$ 659,019	\$ 445,385	\$ 503,927	\$ 2,242,100	22.5%
Academic Support	81,320	-	-	81,320	-	100.0%
Institutional Support	72,576	-	-	72,576	-	100.0%
Student Services	322,870	485,315	432,740	375,445	1,499,400	25.0%
Operation/Maintenance of Plant	39,743	-	-	39,743	-	100.0%
Scholarships	3,463,114	-	-	3,463,114	9,930,500	34.9%
Public Service	49,782	68,158	60,068	57,872	159,000	36.4%
<b>TOTAL EXPENDITURES</b>	<b>4,319,698</b>	<b>1,212,492</b>	<b>938,193</b>	<b>4,593,997</b>	<b>13,831,000</b>	<b>33.2%</b>
<b>SURPLUS/(DEFICIT)</b>				<b>\$ 85,165</b>		

**COMMENTS:**

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

First quarter STEM Workforce appropriation was received in July 2020.

Academic Support, Institutional Support and Operation/Maintenance of Plant expenditures were spent from the federal CARES Act Institutional funds received by the college, and we not specifically budgeted.

Scholarships at 34.9% of budget due to fall 2020 financial aid awards being made.

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

**YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT**

**REPORT OF REVENUES AND EXPENDITURES**

**For the Three Months Ended September 30, 2020 - 25.0% of the Fiscal Year Complete**

**Fiscal Year 2020-2021**

**AUXILIARY FUND**

	<u>Budgeted Revenues</u>	<u>Budgeted Expenses</u>	<u>Budgeted Surplus/ (Deficit)</u>	<u>Actual Revenues</u>	<u>Actual Expenditures and Non-Labor Encumbrances</u>	<u>Year-to-date Surplus/ (Deficit)</u>
<b>AUXILIARY ENTERPRISES</b>						
Residence Halls and Summer Conferences	\$ 626,000	\$ 348,950	\$ 277,050	\$ 78,926	\$ 64,196	\$ 14,730
Transfer To Debt Fund to Pay Revenue Bonds	(400,950)	-	(400,950)	(100,975)	-	(100,975)
Subtotal - Residence Halls and Summer Conferences	<u>225,050</u>	<u>348,950</u>	<u>(123,900)</u>	<u>(22,049)</u>	<u>64,196</u>	<u>(86,245)</u>
Bookstore Rental and Commissions	130,000	-	130,000	31,340	-	31,340
Food Service & Vending	35,500	286,000	(250,500)	1,695	38,255	(36,560)
Edventures	424,800	382,600	42,200	(5,285)	9,798	(15,083)
Winery - Tasting Room	153,800	319,300	(165,500)	54,096	66,187	(12,091)
Family Enrichment Center	452,800	741,800	(289,000)	65,777	127,845	(62,068)
Community Events	607,000	989,300	(382,300)	140,655	197,432	(56,777)
Performing Arts Productions	198,500	236,150	(37,650)	-	22,626	(22,626)
SBDC (Federal Grant Match Requirement)	-	97,300	(97,300)	-	12,723	(12,723)
Yavapai College Foundation	422,600	422,600	-	84,741	84,741	-
Other Auxiliary Enterprises	82,500	74,200	8,300	4,995	12,789	(7,794)
Fund Balance Applied to Budget	100,000	-	100,000	25,000	-	25,000
General Fund Transfer In	2,256,450	-	2,256,450	564,113	-	564,113
Contingency	-	100,000	(100,000)	-	-	-
Facilities & Administrative Allocation	-	1,090,800	(1,090,800)	-	272,700	(272,700)
	<u><u>5,089,000</u></u>	<u><u>5,089,000</u></u>	<u><u>-</u></u>	<u><u>945,078</u></u>	<u><u>909,292</u></u>	<u><u>35,786</u></u>

**Comments:**

The Budget currently has a surplus of \$35,786, however, the Auxiliary Fund is expected exceed budget due to the effects of COVID-19. The largest decreases are expected to be in the residence halls, FEC and Community Events. Several full-time employees have been moved to other departments which will lessen the impact. The total amount of the shortfalls will depend upon several factors including the college's ability to operate at closer to normal levels in the Spring of 2021.

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

**YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT**

**REPORT OF REVENUES AND EXPENDITURES**

**For the Three Months Ended September 30, 2020 - 25.0% of the Fiscal Year Complete**

**Fiscal Year 2020-2021**

**UNEXPENDED PLANT FUND**

	<u>Year-to-Date Revenues</u>			<u>Total Revenues</u>	<u>Budget</u>	<u>Percent of Budget</u>	
<b>REVENUES:</b>							
Primary Property Taxes	\$ 2,091,333			\$ 2,091,333	\$ 8,390,500	24.9%	
Primary Property Taxes - Contingency	-			-	(45,000)	0.0%	
Investment Income	1,361			1,361	30,000	4.5%	
Other	-			-	30,000	0.0%	
General Fund Transfer In	2,000,000			2,000,000	2,000,000	100.0%	
<b>TOTAL REVENUES</b>	<b>4,092,694</b>			<b>4,092,694</b>	<b>10,405,500</b>	<b>39.3%</b>	
		<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>
<b>EXPENDITURES (Note 1):</b>							
Planned Maintenance		\$ 1,033,525	\$ 779,026	\$ -	\$ 1,812,551	\$ 3,166,000	57.3%
Unplanned Maintenance		50,204	94,343	-	144,547	275,600	52.4%
Capital Improvement Projects		318,264	1,244,048	-	1,562,312	4,053,200	38.5%
Equipment		529,129	663,492	-	1,192,621	2,091,000	57.0%
Furniture and Fixtures		18,769	28,826	-	47,595	257,500	18.5%
Library Books		987	48,629	-	49,616	98,700	50.3%
Contributions to Capital Projects Accumulation Account		-	-	-	-	201,000	0.0%
Operating Contingency		-	-	-	-	262,500	0.0%
<b>TOTAL EXPENDITURES</b>		<b>1,950,878</b>	<b>2,858,364</b>	<b>-</b>	<b>4,809,242</b>	<b>10,405,500</b>	<b>46.2%</b>
<b>SURPLUS/(DEFICIT)</b>					<b>(716,548)</b>	<b>-</b>	

**COMMENTS:**

The Budget currently has a deficit of (\$716,548) as a result of a significant amount of Capital Improvement and Preventative Maintenance 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.



# Item#2.1.2

## YAVAPAI COLLEGE

### FINANCIAL UPDATE

November 2020

#### FY2019-2020 Close and Audit

- The year-end close for FY2019-20 was completed in November 2020.
- The auditors began their field work on October 12, 2020. The audit report (Comprehensive Annual Financial Report) was issued in mid-December 2020 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 FY2019-20 will be presented to the Board in February 2021.

#### FY 2020-2021 Budget

##### General Fund

- Total property taxes collected in a fiscal year, including past due taxes from prior years, has averaged approximately .2% less than the current year levy. We expect collections to decrease slightly due to the effects of COVID-19 which will be covered by the budgeted property tax contingency account.
- Tuition and fees is projected to come in below budget for the fiscal year based upon a 9.8% decrease in fall enrollment. This shortfall will largely be covered by the budgeted tuition and fees contingency set-aside and reduced spending as result of the pandemic.

##### Auxiliary Fund

- The Auxiliary Fund is comprised of Auxiliary Enterprises and Public Services. Auxiliary Enterprises generally exists 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 Bookstore, Food Services, and Housing. Public Services 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. This is most notable in the public services area where the District strives to balance offering these DGB-End-driven services with the charging of reasonable prices.

- The total Auxiliary fund is projected to be below budget for the fiscal year due to the effects of COVID-19. The largest decreases are expected to be in the residence halls, the FEC and community events. Several full-time employees have been moved to other departments which will lessen the impact. The total amount of the shortfalls will depend upon several factors including the college's ability to operate at closer to normal levels in the spring of 2021.

#### Unexpended Plant Fund

- The District Governing Board increased the Plant Fund budget by \$1,350,000 earlier in the year for the new Verde Valley Skilled Trades Center and planned maintenance scheduled at the Performing Arts Center. 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 Five Months Ended November 30, 2020  
Fiscal Year 2020-2021**

**District Governing Board**

**Fiscal Year 2020-21 Budget:**

**\$ 181,450 \***

	<b><u>Purpose</u></b>	<b><u>Year-to-Date Expenditures</u></b>	<b><u>Encumbered Obligations</u></b>	<b><u>Total Expenditures/ Encumbrances</u></b>	
<b>EXPENDITURES (note 1):</b>					
Salary Expenses	Staff Support	\$ 20,499	\$ 22,898	\$ 43,397	
Association of Community College Trustees	Membership & Conference Fees	7,322	-	7,322	
Association of Community College Trustees	Consulting & Facilitation Fees	-	25,000	25,000	
JS Reporting, Inc.	Captioning Services	1,200	-	1,200	
Osborn Maledon PA	Legal Counsel	18,736	41,264	60,000	
Ourboardroom Technologies	Software Maintenance	6,708	-	6,708	
Supplies/Other	Various Vendors	46	-	46	
YC Printing Services	Printing	1,375	-	<u>1,375</u>	
					<u>145,048</u>
<b>Remaining Budget - November 30, 2020</b>					<b><u>\$ 36,402</u></b>

\* Original budget reduced by \$80,000. Yavapai County Elections did not invoice the District for November the elections because the candidates ran unopposed.

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



**YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT**

**REPORT OF REVENUES AND EXPENDITURES**

**For the Five Months Ended November 30, 2020 - 42.7% of the Fiscal Year Complete**

**Fiscal Year 2020-2021**

**GENERAL FUND**

	<u>Year-to-Date Revenues</u>		<u>Total Revenues</u>	<u>FY 20/21 Budget</u>	<u>Percent of Budget</u>	<u>FY 20/21 Estimate</u>	<u>Budget to Estimate Variance</u>	<u>FY 19/20 Actuals</u>	<u>Percent Change (Current Versus Prior Year)</u>		
<b>REVENUES:</b>											
Primary Property Taxes	\$ 16,180,417		\$ 16,180,417	\$ 39,320,500	41.2%	\$ 39,222,200	\$ (98,300)	\$ 15,828,370	2.2%		
Primary Property Taxes - Contingency	-		-	(150,000)	0.0%	(51,700)	98,300	-	0.0%		
Tuition and Fees	8,013,763		8,013,763	11,647,000	68.8%	10,808,446	(838,554)	8,632,898	-7.2%		
Tuition and Fees - Contingency	-		-	(570,000)	0.0%	-	570,000	-	0.0%		
State Appropriations	292,900		292,900	585,800	50.0%	585,800	-	1,181,350	-75.2%		
Other Revenues	101,738		101,738	419,700	24.2%	\$ 344,154	(75,546)	131,460	-22.6%		
Interest Income	19,754		19,754	54,900	36.0%	54,900	-	107,048	-81.5%		
Fund Balance Applied to Budget	820,167		820,167	1,968,400	41.7%	1,968,400	-	1,583,333	-48.2%		
General Fund Transfer In/(Out)	(1,921,542)		(1,921,542)	(4,611,700)	41.7%	(5,188,923)	(577,200)	(2,672,125)	-28.1%		
<b>TOTAL REVENUES</b>	<b>23,507,197</b>		<b>23,507,197</b>	<b>48,664,600</b>	<b>48.3%</b>	<b>47,743,277</b>	<b>(921,300)</b>	<b>24,792,334</b>	<b>-5.2%</b>		
		<u>Year-to-Date Expenditures</u>	<u>Total Encumbered Obligations</u>	<u>Labor Encumbrances</u>	<u>Total Expenditures and Non-Labor Encumbrances</u>	<u>FY 20/21 Budget</u>	<u>Percent of Actual and Non-Labor Encumbrances to Budget</u>	<u>FY 20/21 Estimate</u>	<u>Budget to Estimate Variance</u>	<u>FY 19/20 Actuals</u>	<u>Percent Change (Current Versus Prior Year)</u>
<b>EXPENDITURES (Note 1):</b>											
Instruction		\$ 7,030,730	\$ 5,995,161	\$ 5,810,178	\$ 7,215,713	\$ 19,327,900	37.3%	\$ 18,941,303	\$ (386,606)	\$ 7,788,151	-9.7%
Academic Support		2,040,152	1,700,360	1,654,486	2,086,026	4,432,200	47.1%	4,387,878	(44,322)	2,046,076	-0.3%
Institutional Support		4,863,508	4,252,975	3,424,908	5,691,575	10,487,100	54.3%	10,350,803	(136,297)	5,111,813	-4.9%
Student Services		2,446,366	2,259,233	2,169,727	2,535,872	6,479,600	39.1%	6,350,008	(129,592)	2,628,963	-6.9%
Operation/Maintenance of Plant		2,367,452	2,170,301	1,766,625	2,771,128	6,467,100	42.8%	6,402,429	(64,671)	2,697,470	-12.2%
Scholarships		302,907		-	302,907	1,121,900	27.0%	1,020,929	(154,936)	375,318	-19.3%
Public Service		146,623	165,461	165,461	146,623	348,800	42.0%	341,824	(6,976)	122,052	20.1%
<b>TOTAL EXPENDITURES</b>		<b>19,197,738</b>	<b>16,543,491</b>	<b>14,991,385</b>	<b>20,749,844</b>	<b>48,664,600</b>	<b>42.6%</b>	<b>47,795,174</b>	<b>(923,400)</b>	<b>20,769,843</b>	<b>-7.6%</b>
<b>SURPLUS/(DEFICIT)</b>					<b>\$ 2,757,353</b>	<b>\$ -</b>					

**COMMENTS:**

Second quarter State Aid was received in October 2020.

Tuition and Fees revenues above budget due to a significant amount of the revenue related to the spring 2021 semester being recorded. This will even out over the next few months. Tuition & Fees is below the prior year due to COVID-19 and reduced enrollment.

The budget includes a Transfer In of \$1,080,000 of CARES Act monies coming from the Restricted fund. Of this amount \$380,000 was spent at the end of last fiscal year to take care of immediate needs. Much of the remaining \$700,000 is being spent directly out of the Restricted Fund due to the Federal grant guidelines which were communicated after the FY 2020-21 budget was adopted, and therefore will not be transferred into the General Fund.

Institutional Support expenditures above budget due to the payment and or encumbering of various expenses at the beginning of the fiscal year (e.g. insurance, software licensense, IT maintenance, dues, etc.).

Scholarships are below budget as a result of athletics not being played for the fall semester.

The Budget currently has a surplus of \$2,757,353.

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

**YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT**

**GENERAL FUND - TOP TEN EXPENDITURES BY ACCOUNT & ACCOUNTS GREATER THAN \$100,000**

**For the Five Months Ended November 30, 2020 - 42.7% of the Fiscal Year Complete**

**Fiscal Year 2020-2021**

<u>Expenditures By Account</u>	<u>Year to Date</u>	<u>Prior Year</u>	<u>Percent Change</u>	
Salary and Benefites	\$ 15,496,951	\$ 16,094,301	-3.7%	<b>1</b>
Maintenance Contracts - Software	946,113	928,227	1.9%	
Electricity	442,632	515,468	-14.1%	<b>2</b>
Liability Insurance	367,926	340,488	8.1%	<b>3</b>
Supplies - Software/Licenses	322,700	248,873	29.7%	<b>4</b>
Scholarship Expense	302,907	375,318	-19.3%	<b>5</b>
Supplies - General	176,615	169,124	4.4%	
Water/Sewage/Garbage	148,958	153,303	-2.8%	<b>2</b>
Contractual Services - Other	145,231	434,104	-66.5%	<b>6</b>
Supplies - Instructional	144,491	153,019	-5.6%	
Internet Subscriptions	101,186	72,555	39.5%	<b>7</b>
Memberships & Dues - Instit'l	130,128	117,270	11.0%	
Advertising Services	101,133	131,159	-22.9%	<b>8</b>
Maintenance Contracts - Equip	100,971	73,062	38.2%	<b>9</b>
Other	269,796	963,572	-72.0%	<b>10</b>
	<u>\$ 19,197,738</u>	<u>\$ 20,769,843</u>	<u>-7.6%</u>	

- 1** - Salary and Benefits decreased by 3.7% as a result of several full-time vacant positions being held open and a large decrease in part-time wages due to COVID-19.
- 2** - Both Electricity and Water/Sewage/Garbage decreased from the prior year due to less usage because of COVID-19.
- 3** - Liability insurance increased due to additional insurance purchased to cover COVID-19 exposure.
- 4** - Software/Licenses increased modestly due to additional resources purchased mostly as a result of COVID-19.
- 5** - Scholarship Expense decreased as a result of athletics not being played for the fall semester.
- 6** - Contractual Services is significantly less than the prior year mainly due to the Outward Mindset training provided by the Arbinger Institute last fiscal year, Student Services training provided by Inside Track, and less in classroom interpreting services for the deaf this fiscal year.
- 7** - Internet Subscriptions have increased in several departments mainly due to COVID-19, most significantly in the library.
- 8** - Advertising Services is below the prior year as a result of different marketing campaigns, initiatives and mediums, as well as the timing of purchases compared to the prior year.
- 9** - Maintenance Contracts on network and data storage equipment have increased from the prior year.
- 10** - Other represents over 60 accounts that include items such as printing, merchant credit card fees, supplies (e.g. custodial, HVAC), travel, telephone/internet, and natural gas. While most of the decrease is a result of COVID-19 and goods/services not being used this fiscal year (e.g. travel), some of the decrease can be attributed to the timing of payments.

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

**YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT**

**REPORT OF REVENUES AND EXPENDITURES**

**For the Five Months Ended November 30, 2020 - 42.7% of the Fiscal Year Complete**

**Fiscal Year 2020-2021**

**RESTRICTED FUND**

	<u>Year-to-Date Revenues</u>		<u>Total Revenues</u>	<u>Budget</u>	<u>Percent of Budget</u>
<b>REVENUES:</b>					
Federal Grants and Contracts	\$ 4,582,486		\$ 4,582,486	\$ 12,435,000	36.9%
State Grants and Contracts	107,906		107,906	254,000	42.5%
Private Gifts, Grants and Contracts	321,649		321,649	1,044,000	30.8%
Proposition 301 Funds	489,692		489,692	420,500	116.5%
State Appropriation - STEM Workforce	348,750		348,750	697,500	50.0%
Fund Balance Applied to Budget	25,000		25,000	60,000	41.7%
Restricted Fund Transfer Out	-		-	(1,080,000)	0.0%
Reimbursement Due	46,320		46,320	N/A	N/A
<b>TOTAL REVENUES</b>	<b>5,921,803</b>		<b>5,921,803</b>	<b>13,831,000</b>	<b>42.8%</b>

	<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>
<b>EXPENDITURES (Note 1):</b>						
Instruction	\$ 492,999	\$ 549,934	\$ 353,293	\$ 689,640	\$ 2,242,100	30.8%
Academic Support	87,960	-	-	87,960	-	100.0%
Institutional Support	73,385	69,038	-	142,423	-	100.0%
Student Services	549,213	380,357	347,471	582,099	1,499,400	38.8%
Operation/Maintenance of Plant	39,743	-	-	39,743	-	100.0%
Scholarships	4,027,433	-	-	4,027,433	9,930,500	40.6%
Public Service	87,965	76,447	68,910	95,502	159,000	60.1%
<b>TOTAL EXPENDITURES</b>	<b>5,358,698</b>	<b>1,075,776</b>	<b>769,674</b>	<b>5,664,800</b>	<b>13,831,000</b>	<b>41.0%</b>
<b>SURPLUS/(DEFICIT)</b>				<b>\$ 257,003</b>		

**COMMENTS:**

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

Second quarter STEM Workforce appropriation was received in October 2020.

Academic Support, Institutional Support and Operation/Maintenance of Plant expenditures were spent from the federal CARES Act Institutional funds received by the college, and we not specifically budgeted.

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

**YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT**

**REPORT OF REVENUES AND EXPENDITURES**

**For the Five Months Ended November 30, 2020 - 42.7% of the Fiscal Year Complete**

**Fiscal Year 2020-2021**

**AUXILIARY FUND**

	<u>Budgeted Revenues</u>	<u>Budgeted Expenses</u>	<u>Budgeted Surplus/ (Deficit)</u>	<u>Actual Revenues</u>	<u>Actual Expenditures and Non-Labor Encumbrances</u>	<u>Year-to-date Surplus/ (Deficit)</u>
<b>AUXILIARY ENTERPRISES</b>						
Residence Halls and Summer Conferences	\$ 626,000	\$ 348,950	\$ 277,050	\$ 330,859	\$ 96,477	\$ 234,382
Transfer To Debt Fund to Pay Revenue Bonds	(400,950)	-	(400,950)	(168,292)	-	(168,292)
Subtotal - Residence Halls and Summer Conferences	<u>225,050</u>	<u>348,950</u>	<u>(123,900)</u>	<u>162,567</u>	<u>96,477</u>	<u>66,090</u>
Bookstore Rental and Commissions	130,000	-	130,000	33,107	2,051	31,056
Food Service & Vending	35,500	286,000	(250,500)	2,432	79,065	(76,633)
Edventures	424,800	382,600	42,200	2,330	17,281	(14,951)
Winery - Tasting Room	153,800	319,300	(165,500)	92,564	119,286	(26,722)
Family Enrichment Center	452,800	741,800	(289,000)	125,853	283,321	(157,468)
Community Events	607,000	989,300	(382,300)	144,750	301,254	(156,504)
Performing Arts Productions	198,500	236,150	(37,650)	-	34,763	(34,763)
SBDC (Federal Grant Match Requirement)	-	97,300	(97,300)	-	34,413	(34,413)
Yavapai College Foundation	422,600	422,600	-	164,503	164,503	-
Other Auxiliary Enterprises	82,500	74,200	8,300	17,201	32,159	(14,958)
Fund Balance Applied to Budget	100,000	-	100,000	41,667	-	41,667
General Fund Transfer In	2,256,450	-	2,256,450	940,188	-	940,188
Contingency	-	100,000	(100,000)	-	-	-
Facilities & Administrative Allocation	-	1,090,800	(1,090,800)	-	454,500	(454,500)
	<u><b>5,089,000</b></u>	<u><b>5,089,000</b></u>	<u><b>-</b></u>	<u><b>1,727,162</b></u>	<u><b>1,619,073</b></u>	<u><b>108,089</b></u>

**Comments:**

Residence Halls room revenues for the Spring 2021 semester have being recorded.

The Budget currently has a surplus of \$108,089, however, the Auxiliary Fund is expected to exceed budget due to the effects of COVID-19. The largest decreases are expected to be in the residence halls, FEC and Community Events. Several full-time employees have been moved to other departments which will lessen the impact. The total amount of the shortfalls will depend upon several factors including the college's ability to operate at closer to normal levels in the Spring of 2021.

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

**YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT**

**REPORT OF REVENUES AND EXPENDITURES**

**For the Five Months Ended November 30, 2020 - 42.7% of the Fiscal Year Complete**

**Fiscal Year 2020-2021**

**UNEXPENDED PLANT FUND**

	<u>Year-to-Date Revenues</u>		<u>Total Revenues</u>	<u>Budget</u>	<u>Percent of Budget</u>		
<b>REVENUES:</b>							
Primary Property Taxes	\$ 3,485,555		\$ 3,485,555	\$ 8,390,500	41.5%		
Primary Property Taxes - Contingency	-		-	(45,000)	0.0%		
Investment Income	16,431		16,431	30,000	54.8%		
Other	3,362		3,362	30,000	11.2%		
General Fund Transfer In	2,000,000		2,000,000	2,000,000	100.0%		
Fund Balance	1,350,000		1,350,000	1,350,000	100.0%		
<b>TOTAL REVENUES</b>	<b>6,855,348</b>		<b>6,855,348</b>	<b>11,755,500</b>	<b>58.3%</b>		
		<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>
<b>EXPENDITURES (Note 1):</b>							
Planned Maintenance		\$ 1,124,135	\$ 1,417,960	\$ -	\$ 2,542,095	\$ 3,916,000	64.9%
Unplanned Maintenance		165,331	51,614	-	216,945	275,600	78.7%
Capital Improvement Projects		707,188	3,623,713	-	4,330,901	4,653,200	93.1%
Equipment		934,621	347,001	-	1,281,622	2,091,000	61.3%
Furniture and Fixtures		22,615	47,266	-	69,881	257,500	27.1%
Library Books		17,864	38,890	-	56,754	98,700	57.5%
Contributions to Capital Projects Accumulation Account		-	-	-	-	201,000	0.0%
Operating Contingency		-	-	-	-	262,500	0.0%
<b>TOTAL EXPENDITURES</b>		<b>2,971,754</b>	<b>5,526,444</b>	<b>-</b>	<b>8,498,198</b>	<b>11,755,500</b>	<b>72.3%</b>
<b>SURPLUS/(DEFICIT)</b>					<b>(1,642,850)</b>	<b>-</b>	

**COMMENTS:**

The DGB increased the CIP budget in September 2020 by \$600,000 for the new Verde Valley Skilled Trades Center.  
 The DGB increased the Planned Maintenance budget in October 2020 by \$750,000 to begin roof and HVAC work on the Performing Arts Center this fiscal year, while the PAC is dark, instead of next fiscal year.  
 The Budget currently has a deficit of (\$1,642,850) as a result of a significant amount of Capital Improvement and Preventative Maintenance 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* **Item #2.1.3**  
Academic Affairs

Date: December 15, 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 deletion of the Hotel and Restaurant Management Certificate and the addition of a certificate in Technical Theater Certificate in Stagecraft.

**Overview of Program Deletion**

Hotel and Restaurant Management Certificate

After review of the enrollment, retention and completion data provided through the program review process, and discussions with the Director and adjunct faculty of the program, it was decided that the current Hotel and Restaurant Management certificate would be deleted.

**Overview of New Program**

Technical Theater Certificate in Stagecraft

This Technical Theater certificate is designed to prepare students for a wide range of careers within theatrical operations and production: in audio, lighting, set and props design and construction, costuming, hair and wigs, and make-up design. Currently in our area, there are established high school programs in technical theater, but no post-secondary offerings of this content. With approximately 120 students passing through these programs each year, it is to Yavapai College's benefit to establish a program that will capture this student set in a dual enrollment program.

## Technical Theater Certificate in Stagecraft

The Technical Theater Certificate in Stagecraft is designed to prepare students for a wide range of careers within theatrical operations and production. This hands-on experience working on theatrical productions and events in the performing arts and entertainment industry includes a wide variety of specializations in audio, lighting, set and props design and construction, costuming, hair and wigs, and make-up design.

**Credits:** 16-18

### Program Requirements

THR 147 Production Workshop Practicum: Theater Production Crew

THR 160 Lighting for Stage and Media

THR 161 Sound Design for Stage and Media

THR 162 Rigging and Safety

THR 163 Costuming, Hair and Make-Up

THR 164 Theater Set & Props Building

### Program Outcomes

- 1) Demonstrate a general understanding of design and implementation for theatrical arts production areas including scenery, lighting, sound, costumes, and properties.
- 2) Perform safe construction and installation techniques for technical theater disciplines.
- 3) Apply professional behavior as part of a team implementing technical theater elements for a production.

**Note:** Currently in our area, there are established high school programs in technical theater, but no post-secondary offerings of this content. With approximately 120 students passing through these programs each year, it is to Yavapai College's benefit to establish a program that will capture this student set in a dual enrollment program.

#### President

Name: Lisa B. Rhine Date: 01-04-2021

Approved  Not Approved

Approved/Change Noted: \_\_\_\_\_

#### Governing Board

Board Meeting Agenda: \_\_\_\_\_ Date: \_\_\_\_\_

Approved  Not Approved

Approved/Change Noted: \_\_\_\_\_

# Item #2.1.3.2

## Summary of Program Deletion Proposal for

### Hotel and Restaurant Management Certificate

The Hotel and Restaurant Management Certificate is designed to prepare graduates for management careers in restaurants and hotels. The curriculum provides a well-rounded mix of business and life skills in demand in the field of hospitality.

**Credits:** 30

Reason/s for deleting the program:*	<input type="checkbox"/> Program content and learning outcomes outdated
	<input type="checkbox"/> No longer meets needs of employers
	<input type="checkbox"/> Has been replaced by another program (specify replacement program below)
	<input checked="" type="checkbox"/> Enrollment not adequate
	<input type="checkbox"/> Other (specify below)

#### Program Summary Update:

- There are 48 students that have HRMT as their program of study in Banner.
- 30 of these students have not taken a hospitality class in the HRMT certificate program.
- Of the 18 students that have taken classes towards the HRMT certificate, 12 are registered for Fall 2020. Most are registered for courses that do not apply to HRMT.

#### Progress of the Students in the Program:

- 4 of the 18 students are 50% or more complete with the HRMT certificate.

#### Communication Plan:

- Students will receive a letter via email and mail that includes the teach out plan to end in Summer 2021.
- Verde Admin's will assist with contacting students via phone and email to encourage them to complete.
- Student Enrollment and Student Affairs have been notified of the teach-out plan to share with advisors.

#### President

Name: Lisa B. Rhine Date: 01-04-2021

Approved  Not Approved

Approved/Change Noted: \_\_\_\_\_

#### Governing Board

Board Meeting Agenda: \_\_\_\_\_ Date: \_\_\_\_\_

Approved  Not Approved

Approved/Change Noted: \_\_\_\_\_

# Item#2.1.4.1



Your community. Your college.

## Application

## Full-time Faculty Sabbatical

### I. Reviews/Recommendations/Action

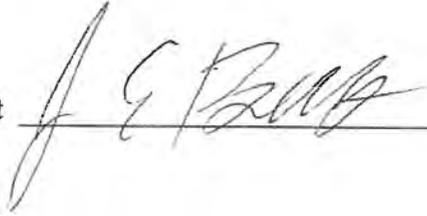
The Application for Sabbatical Leave must be completed by the applicant and reviewed at the following levels indicating support or non-support before advancing. Additional comments may be provided.

Due Date				Date	Signature
Oct. 15	Division Dean	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	10/12/20	<i>[Signature]</i>
Nov. 1	Pro Gro	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	11/1/2020	<i>[Signature]</i>
Dec. 1	<del>Campus Dean</del>	<del><input type="checkbox"/> Support</del>	<input type="checkbox"/> Do Not Support		
Dec 15	VP / Provost	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	12.10.2020	<i>Diane N. Ryan</i>
Jan. 15	President	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	12-10-2020	<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



Date:

10-8-2020

Jeb Bevers

Biology Department

Science and Health Division

Prescott Campus

Title

Historic Research on Alfred Russell Wallace's Private Library Collection and Culminating Research and Work on Three Arizona Fossil Sites

Proposed Sabbatical Dates: Spring 2022

## Project Description

This proposed sabbatical application has multiple goals, with two major divisions amongst them.

**The first goal** is to make use of the time for work in finalizing several aspects of the paleontology research I have been conducting, with many students, since 2006. This will require work on additional comparative materials, literature reviews, and in drafting out papers for publication on these three fossil sites in Arizona.

The field proportion of this may entail some brief visits to the Museum of Northern Arizona, the Mesa Museum of Natural History, Petrified Forest National Park, the Milk Creek locality, and work with Howard Hutchison in Escalante, Utah. In total I do not foresee any of the field activities and museum specimen comparison work requiring more than a month of effort. The second part of this will involve a more exhaustive search and review of related literature. I already have a sizeable piece of this and will be digging deeper into a comprehensive examination and readings of relevant materials. A third part of this will be to continue on the analyses of the fossil materials. Some of this has already been conducted, but I will be adding to the data set. The fourth, and final part of this activity will be to draft out a series of papers for publication in scientific journals.

**The second goal** is to visit, examine, and collect photographic copies of the private library of Alfred Russell Wallace's books which are now held at the Linnaean Society in London, England. Besides teaching and practicing science itself, and in particular, paleontology and evolutionary biology, one of my long term academic interests is the history of science. Though Charles Darwin's name is well known, there were two individuals who independently came up with the theory of natural selection. Alfred Russell Wallace, a junior contemporary of Darwin's, is the other. A large amount of Wallace's published materials – books, papers, letters – are well known to many scientists and science historians. What is unknown are the abundant private notes which Wallace left in his extensive personal library. During my brief 2015 visit to the Linnaean Society of London, I discovered that many pages of the books, previously owned by Alfred Russell Wallace, were penciled in with abundant personal notes. I took a few photographic snapshots of several of these and noted this to the librarians. They remarked that they were unaware of this and no one, to their knowledge, had caught this before. I have since been in email contact with the librarians of the Linnaean Society of London and have indicated my intention to work on Wallace's book notes for a paper in the history of science. They are delighted to hear of this exciting project and have been quite encouraging towards my intended work and visit (see Dr. Isabelle Charmantier's note of support on the following page). Wallace's wealth of personal notes represents a previously unknown archive for Wallace's firsthand reflections over his personal readings and research.

### Statement of support

I am writing to support Jeb Bevers' application for a sabbatical in spring 2022, to come to the Library of the Linnean Society to undertake work on personal copies of Alfred Russel Wallace's books.

As Professor Bevers indicates in his project proposal, Alfred Russel Wallace was the co-discoverer of the theory of evolution by natural selection and he was instrumental in Darwin's publication of this theory. Before Darwin published his *Origins of Species* in 1859, both men co-authored a dual paper presenting this theory at a meeting of the Linnean Society on 1 July 1858. Wallace was not only the co-discoverer of evolution and a strong supporter of Darwin throughout his life, but also a key naturalist who worked on biogeography and species distribution. As a result, the Society has numerous books and manuscripts from Wallace's library.

While the manuscripts are well known and have been digitised ([http://linnean-online.org/wallace\\_notes.html](http://linnean-online.org/wallace_notes.html)), much less is known about Wallace's books in our collection. While some are within the recently donated Darwin and Wallace Collection, many others, donated over the years, are scattered within the library, each shelved according its subject within the Universal Decimal Classification that is used in the library. Our new librarian, Will Beharrell, has recently started auditing some sections and has rediscovered some of Wallace's books with inscriptions, and he has duly noted the existence of these annotations in our catalogue. However, while the provenance of Wallace's books is indicated in our online catalogue, most of the annotations are unknown and uncatalogued.

Professor Bevers' proposed project would not only enhance our knowledge of Wallace's books within our collection, it would also allow for an improved access to these annotated books to the wider community of historians of science and Wallace scholars. This is therefore a worthy and important project that the Linnean Society is very keen to support.

Dr Isabelle Charmantier

Head of Collections, Linnean Society of London

[isabelle@linnaean.org](mailto:isabelle@linnaean.org)

5/10/2020

The goals of this project will be worked on as indicated below:

## **Part I. Paleontology of Three Arizona Fossil Sites**

### **1) Museum, Field, and Collaborative Aspects**

Natural history museums are the library archives for paleontological work, as they are for many other science disciplines. I have conducted some extensive examinations and comparative morphology and data collections from the collections of several museums, so I don't intend for extensive efforts on this aspect of the project, yet there's always additional specimens and information which can be gleaned from further work. I plan to make some brief visits for further paleontological comparisons with some of our most local museums: The Mesa Museum of Natural History, the Museum of Northern Arizona, and the Sharlot Hall Museum collections. The library archives of the Museum of Northern Arizona's Paleontology Department is a source I intend to research further, as I have never had much time to do this.

There are three field sites I have been surveying, with students, since 2006. Two of these are the Milk Creek and a more recently located adjacent site, the Carter Wash Mollusk site. Both of these are within Yavapai County and they are within three miles of each other. In the summer of 2020 I received support from an NSF group that had surveyed with me in 2019 that the mollusk locality has a radiometric reading of 4.6 million years in age, whereas the larger, nearby Milk Creek site was dated to 22.36 million years. This was stunning news that supported two distinct fossil sites of differing geologic periods (Miocene and Pliocene). The third fossil site also contains some Pliocene, and perhaps Pleistocene, deposits from Petrified Forest National Park.

I plan to conduct some additional visits of not more than 4 to 8 days of effort at the Milk Creek and Carter Wash Mollusk sites. Mainly I intend to focus on a couple of very productive and/or less accessible localities from the Milk Creek site. From the Carter Wash Mollusk site I will make some additional surveys for the less common vertebrate fossil materials and sample a couple of mollusk spots that I haven't yet worked. I may make one trip to Petrified Forest National Park for a brief two to four day survey and collaborations with Adam Marsh, the chief paleontologist I have worked with on the surveys at this site. I may also visit Howard Hutchison in Escalante, Utah for continued collaborations with the Carter Wash Mollusk site materials. Howard is a retired paleontology curator from UC Berkeley and has been very helpful with pointing out literature, taxonomic information, and some screen washing techniques for the microfossil specimens we have located here.

### **2) Data Analyses and Specimen Examinations**

Though a good number of specimens, which I have collected with students, have been identified and we have professionally stored these, there are several which we continue to work on. I will be recording and compiling taxonomic information, biodiversity, and morphometric data for analyses into the intended papers. I expect that this will require a few weeks to a month or more of focus.

### **3) Literature Review, Reading, and Search**

During, and beyond, this time, I will be making a literature search and pertinent readings for the work and papers. This is an open ended time frame which will be ongoing before, during, and after the sabbatical. Though I have been searching, reading, reviewing, and using the literature it is a time crunched effort to fit a comprehensive review in during my regular workload. I predict that I will be spending a 100 to 200 hours on this activity during the sabbatical time frame.

### **4) Drafts of Papers for Publication**

There are a minimum of four papers, though I also see a potential of additional aspects and splitting of these into further reports. The specific topics for the papers will be as follows:

#### **1. The Milk Creek Fauna**

This will compile the updated taxonomic listing of mammal fossils from this Miocene Locality. The first report on this locality was in 1950 and the last published paper that referenced this locality was in 2005. There are several additional taxa to be added to this site from the work we have made there. My students and I also conducted measurements that estimate the body mass of several extinct camelids and some of the antilocaprids from this locality. There is also the best specimen of any equid fossil from this site to work on, though I think this will be a separate paper. The biomass measurements may also become a separate paper.

#### **2. The Milk Creek Fossil Collecting History**

In addition to the fossil fauna diversity and descriptions I intend to write a paper on the history of paleontological research at the Milk Creek locality. The Milk Creek, or Walnut Grove, site has had scientific surveys and collections conducted here since 1948. It is represented by five museum collections in Arizona (including Yavapai College), one in New York, and one in California. I have visited each collection and gathered data from the specimens, the specimen cards, archived letters, and field notes. The story of this collecting history, the people, and their personalities, is as fascinating as the specimens collected. As I have been able to work on this project for such a time, and to visit all of the collections, I feel obligated, as well as desiring, to publish this history.

#### **3. Petrified Forest and the Bidahochi Fauna**

So far, my students and I have conducted two surveys into the Bidahochi sediments of Petrified Forest National Park (PEFO). This formation extends rather widely across northeastern Arizona and has been published on from a site known as White Cone within the Navajo and Hopi Nations. That work took place between the 1930's and 1960's and is approximately 40 miles from the sites we have worked on at PEFO. My students and I are the first team to survey and collect from this formation at PEFO. During these two brief surveys (I plan on conducting a third at some time) we have located the first non-Triassic fish, the first fossil equid material, specimens of rodents, a lizard, snake, frog, bird and several mollusks. All of these specimens are firsts for PEFO and the paper will be a description of the fossil materials, taxa, and comparisons with the White Cone materials and papers.

#### 4. Carter Wash Mollusk Site

This locality, which is near the original Milk Creek locality, I first noticed and did a brief survey at around a decade ago. I located a small amount of vertebrate mammal fossil material here and considered it to be an extension of the Milk Creek locality. In 2019, when a team from Stony Brook University, Purdue University, and the University of Michigan were out here on an NSF grant to examine the geology of some SW fossil sites one of them thought they observed fossil shells – microfossils. I took another look and confirmed this. This same group later supported a radiometric dating that indicates this is not the Milk Creek beds. I have now collected and surveyed, with students, 1000's of microfossil shells (to date 10 taxa of mollusks) and a few vertebrate fossil materials from this new fossil site, the Carter Wash Mollusk Site. I intend to publish one, or perhaps, two papers on this site.

#### Student collaborations and co-authors

Of the above papers, all of them, except the history of Milk Creek, will include my students who have assisted on this work through the Directed Research activities as co-authors. The co-authored papers will be another support which I and YC can offer to my students, many of them completing their B.S. in science, or a related field and several have begun some graduate studies. The time frame for drafting these papers is rather fluid and will intersect considerably with the literature reviews, data analyses, specimen reviews, and some collaborations. I predict that I will be spending 2 to 4 weeks per draft of each paper.

#### Estimated Time Frames, Locations, and Activities of this Work

##### 1. Arizona Fossil Sites

Activity	Time	Location
Field surveys at Milk Creek and the Carter Wash Mollusk Site	4-8 days	Yavapai County, ~90 miles , RT, from Prescott. I would call this 540 miles for 6 day trips to the locality.
Field Survey/Collaboration with Petrified Forest National Park on the Bidahochi materials	3-5 days	Petrified Forest National Park, AZ. ~ 500 miles of driving, RT from Prescott.
Mesa Museum of Natural History	1-2 days	Mesa, AZ. 230 miles driving, RT from Prescott.
Museum of Northern Arizona	2-4 days	Flagstaff, AZ. 200 miles of driving, RT from Prescott.
Howard Hutchison collaboration and research	4-6 days	Escalante, UT. 840 miles of driving, RT from Prescott.
Total time range for field surveys, museum work, and research collaborations	14 to 25 days	Total estimated mileage 2,310 with an estimated 3 weeks of meals.

2. Data analyses and specimen examinations	14-45 days	Prescott, excepting for some time in museum visits.
3. Literature review, reading, and search	100-200+ hours	Prescott
4. Drafts of Papers to Publish	8-16 weeks	4 papers, or more. In Prescott.

## Part II. Alfred Russell Wallace's Personal Library Books

Evolutionary biology is central to all of biology and is either a major theme or connecting concept in all the courses which I instruct. It was a major focus for my doctoral research (*Colonization and Population Biology of Pikas (Ochotona princeps) on Mount St. Helens*) which focused on the microevolution of these mammals. I have always had an interest in the history of our Earth and a great enthusiasm for the human history which developed our modern understanding of ourselves and our place in the universe. One of the key figures in the history of evolutionary biology is Alfred Russell Wallace. Though often overshadowed by Charles Darwin, who admittedly had more influential contributions to biology and geology, Wallace independently came up with the theory of natural selection. Wallace's letter on his ideas, to Darwin, woke Darwin up to publish, jointly, on what he had hesitated to publish for two decades. Wallace also helped to establish the discipline of biogeography, which was a central piece of my M.S. thesis (*Biogeography and Species Density Distributions of Tasmanian Mammals*).

Wallace, coming from a lower middle class family became a self-educated scientist and naturalist. His ventures into South America and the West Indies (Indonesia) and Malaysia with detailed work on population variations, zoogeographic boundaries, species differences on islands raised his status to the equal of many 19<sup>th</sup> century biologists and geologists with radical, non-anthropomorphic ideas. For Wallace, it was a race against poverty and obscurity which funneled his abundant energies and observations into publications and the scientific world. After the joint publication of the theory of natural selection, with Charles Darwin, Wallace became a noted figure in the history of biology.

This project will be historic science research into the personal notes from Alfred Russell Wallace's books, which are now archived at the Linnaean Society of London. I will gather this historic material on Wallace's personal notes and make photographic copies of these, along with my own notations of the work for the three weeks which I will be at the Linnaean Society of London Library for gathering this. I will be making a listing of the 600+ volumes from the library to determine the order of research priorities. The books with the highest priority will be ones with a focus on natural selection and evolutionary biology. The second focus will be on texts with other areas of biology and natural history. A third priority will be any materials in science fields beyond biology. And a fourth will be from Wallace's books that are outside of the sciences.

For each book examine I will make a citation and photograph relevant pages with Wallace's personal notations. I will also journal and record some major points of each day's efforts, though

much of this will be conducted after the library research, as time will not permit a detailed investigation and sorting of the materials collected at the time. The work at the Linnaean Society of London library, plus other writings and biographies on Wallace, will be the basis for the history of science paper, I will work on. Though I expect that this paper, and perhaps a book, will come in the months to year or so after obtaining and photographing the book annotations.

#### **OER Search, Review, and Addition**

Beyond the direct historic research time on Alfred Russell Wallace's personal notes from his former private book collection, I will also conduct additional work on Wallace's life and works. This will include reading and reviewing a number of papers and books which Wallace published, and a review of some of his letters which are accessible online. In addition, I will search and review the related materials on the Open Educational Resources for materials on Alfred Russell Wallace and some related historic figures in biological science. If I find that the OER materials are deficient in some useful and pertinent information on Alfred Russell Wallace's impact to science and the history of biology I will add a piece to this work.

#### **Public Talks to the local community and beyond**

I plan to make several talks to the community in Yavapai County upon completion, and perhaps during, this sabbatical. In the past years I have given several talks at Yavapai College, the Central Arizona Geology Club, Embry Riddle Aeronautical University, and at several local schools in my paleontology work. Both of these projects – on the fossil sites and the historic research on Alfred Russell Wallace – will provide new materials for further talks to the local community in an outreach to illustrate some of what Yavapai College does through this work.

In addition to local presentations I will also make presentations at regional and national science conferences with this work. These presentations will also highlight the wonderful contributions which my students have made in this work and I expect, that as in the past, several students will be given the opportunity to attend and present at these conferences.

The products that will result from this work will likely be presentations at scientific and public meetings; one, or more, scientific publications; and possibly an article in a regional or national magazine on Arizona fossils. The historic pieces on the Milk Creek fossil site and Alfred Russell Wallace's materials should also be published in historic journals. It is possible that the Wallace material will also be expanded into a book. Some of these may entail private intellectual property. I would permit Yavapai College to have access to any articles that I will write out of this project. I could leave this material in our biology website for downloading, if the college is interested.

I would be happy to present this information to the board and to other faculty or at a faculty seminar.

Please note the cited listing of prior presentations.

### **Relevance of the Research to Students in my Classes**

This project will have positive results on my students in my classes and on the reputation of Yavapai College. It will increase my own expertise and depth in understanding and analyzing paleontological resources, which will result in increased understanding and appreciation of these resources for my students, particularly students in Bio 105 and Bio 182 courses that I instruct. This would support the quality and education of instruction goal (goal number 1) at Yavapai College. The history of science aspect, focused on the personal book annotations of Alfred Russell Wallace will add relevant materials to all of my courses and help increase my student's personal understanding of historic events and conditions. The publications of this material will add to the high reputation which Yavapai College already has in showing what its members are doing in education, research, and for the community.

The work at Milk Creek has already benefitted YC students in real life experiences and hands on learning with a paleontological field site. In addition to use in Bio 105 and Bio 182 lecture concepts, I had two students working in the Directed Research, Paleontology focus this during the spring of 2013 and have four students interested in this for the spring of 2014. Additional research on the fossil sites will increase the information which I can present to students and potentially provide additional lab activities for students in both Bio 105 and Bio 182. I am already applying some of the materials and methodologies of paleontology field work with my Bio 182 students during this restricted online format that we are applying due to the covid 19 concerns.

In all of my classes I present a number of historic figures and present glimpses into their biographies and work that we continue to teach students. Some of the figures who were prominent in the development of paleontology and evolutionary biology that I present, while tying in the science, include Alfred Russell Wallace, Charles Darwin, Mary Anning, Charles Lyell, Thomas Huxley, William Smith, and Nicolas Steno. Besides the historic paper on Alfred Russell Wallace, which I will work on, I will be using this historic material to bring further background and contextual experience for my students.

### **Benefits to the Employee**

This work will increase my information knowledge base and expertise in the areas of paleontology, comparative morphology, field localities and methodologies, and palaeoecology of the southwest. All of these will reinforce and benefit my teaching in these topics in several classes. The main use of this information will be in Bio 182 and Bio 105, though I can use some of this material in Bio 100 courses and also, in terms of anatomical methodologies, in Bio 156.

The long term goal of my Directed Research activities at the three fossil localities has been to publish this research, which will include several students in those publications. Though some of this has been presented at professional meetings and some abstracts have been published, it will be a significant personal accomplishment to publish the entire work in some scientific and historic journals. Though I've been working on this in my spare time, it does require a greater

amount of focus to work on analysis and results of this fossil material in order to publish and present on it.

Ever since I was an undergraduate, at Oregon State University, I have had an interest in the history of science, particularly paleontology and evolutionary biology. The efforts I plan to make to obtain the notes from Alfred Russell Wallace's materials will be the pinnacle of a dream to make some contribution in this field and to my chosen field of evolutionary biology and natural history.

Contacts, work and potential collaborations with other researchers from various fossil sites, museums, and the Linnaean Society Library will also assist on building and maintaining my professional contacts.

### **Sabbatical 2020 Budget and Needs**

#### **Proposed Sabbatical: Historic Research on Alfred Russell Wallace's Private Library Collection and Culminating Research and Work on Three Arizona Fossil Sites**

For this Sabbatical, which has two major parts, one in Arizona and Utah and the other in London, England I have broken down a budget estimate as follows.

#### **1. Arizona Fossil Sites**

Activity	Estimated Time Frame	Location	Costs
Field surveys at Milk Creek and the Carter Wash Mollusk Site	6 days	Yavapai County, ~90 miles, RT, from Prescott.	\$240 (at \$0.445/mile) Lodging & meals not needed.
Field Survey/Collaboration with Petrified Forest National Park on the Bidahochi materials	5 days	Petrified Forest National Park, AZ. ~ 500 miles of driving, RT from Prescott.	\$222, mileage \$45/three days Petrified Forest National Park lodging Meals - \$225 or less (rate of \$45/day)
Mesa Museum of Natural History	2 days	Mesa, AZ. 230 miles driving, RT from Prescott.	\$102, mileage \$90 meals (or less) Lodging not needed
Museum of Northern Arizona	3 days	Flagstaff, AZ. 200 miles of driving, RT from Prescott.	\$89, mileage \$135, meals (or less) Lodging not needed
Howard Hutchison collaboration and research	5 days	Escalante, UT. 840 miles of driving, RT from Prescott.	\$373, mileage \$225 meals (or less) Lodging not needed

Total time range for field surveys, museum work, and research collaborations	21 days		\$1,028, mileage \$45 lodging \$ 675 meals (or less) Total = \$1,748
2. Data analyses and specimen examinations	14-45 days		Prescott, excepting for some time in museum visits.
3. Literature review, reading, and search	100-200+ hours		Prescott
4. Drafts of Papers to Publish	8-16 weeks		4 papers, or more. In Prescott.

Funds for these activities will potentially include: Professional growth, science budgets, directed research, or my own expenses. Any portion which I pay for I will then apply that to my taxes for this year. I do not require any funds for the lodging, except at Petrified Forest NP. At the other locations I have places which I am welcome to stay at.

For the above, I would also request the use of the following:

My office, for reading, paper work, data analysis, and computer use.

A classroom on the upper floor of building four and some lab prep table space for examination and storage of fossil specimens.

A dissecting microscope, electronic calipers, storage materials for fossils (vials and boxes), GPS, field data sheets, notebooks for data storage.

## **2. Work on Alfred Russell Wallace's annotated personal notes at the Linnaean Society Library in London, England.**

### **Estimated Costs for the London, England History of Science Portion**

Item	Cost - London Price listings and airfare are from 10/2/2020
Flights from PHX to London \$637-1,021	London \$1,021, maximum, or less.
Lodging	Airbnb or Hotel – Ranges from \$30-129 (Airbnb) and \$31-170 hotels. Current default lodging rate is \$94/day x 21 days = \$1,974, maximum or less.
London Tube public transport system = London buses and subway	\$47.60/week or \$142.80 for three weeks.

Meals	\$45/day default price for three meals (\$9 breakfast, \$12 lunch, \$24 dinner) x 21 days = \$945
Shuttle from Prescott to PHX	\$78
Total Estimated Flight, Lodging, Meals, and other Travel Expenses for England	\$4,160, or less

For this part of my sabbatical I am requesting the following support:

Funds from Professional Growth and, if available, from the Science Department or the YC Foundation, to cover the remaining expenses. I am also investigating, with the Grant Office, if there are any applicable grants which I may apply for regarding this project. If there is no other funding, then I will fund this myself. I believe that I will be able to have my lodging and meals at a lower end than the average, as I usually am able to do. That doesn't mean that I will book the cheapest lodging, but I can generally locate suitable lodging which is well below the median range.

\$5,908 is the combined budget estimate for the fossil work and historic research on Alfred Russel Wallace's private book annotations. As indicated above, these are maximum budget estimates and will likely be considerably lower in actuality.

**Prior presentations given related to paleontology and the history of science**

2020 – Western Association of Vertebrate Paleontology, Las Vegas, NV. Two presentations: *First Notice of Fossil Mollusks in the Milk Creek Formation, a Vertebrate Fossil Site (Late Miocene, Yavapai County, Arizona)*, J. E. Bevers & *First Two Seasons Surveys of Fossils from Four Hemphillian Localities at Petrified Forest National Park*, J. E. Bevers<sup>1</sup>, D. Curtis<sup>1</sup>, C. Neff<sup>1</sup>, S. Fiorentino<sup>1</sup>, A. Marsh<sup>2</sup>, M. Smith<sup>2</sup>, and B. Kligman<sup>2</sup> 1. Yavapai College, Prescott, AZ, 2. Petrified Forest National Park, AZ

2019 – Geological Society of America, Mesa, AZ. *The History of Research from the Milk Creek Site*, J. E. Bevers and *A Preliminary Report on the First Neogene Fossils from Petrified Forest National Park*. J. E. Bevers<sup>1</sup>, D. Curtis<sup>1</sup>, C. Neff<sup>1</sup>, S. Fiorentino<sup>1</sup>, A. Marsh<sup>2</sup>, M. Smith<sup>2</sup>, and B. Kligman<sup>2</sup> 1. Yavapai College, Prescott, AZ, 2. Petrified Forest National Park, AZ

2019 – Western Association of Vertebrate Paleontology meetings, Eugene, OR. *The History of Research from the Milk Creek Site* (J. E. Bevers), and *A Preliminary Report on the First Neogene Fossils from Petrified Forest National Park*. J. E. Bevers<sup>1</sup>, D. Curtis<sup>1</sup>, C. Neff<sup>1</sup>, S. Fiorentino<sup>1</sup>, A. Marsh<sup>2</sup>, M. Smith<sup>2</sup>, and B. Kligman<sup>2</sup> 1. Yavapai College, Prescott, AZ, 2. Petrified Forest National Park, AZ

2019 – Arizona Nevada Academy of Science, Yuma, AZ. *A Preliminary Report on the First Neogene Fossils from Petrified Forest National Park*. J. E. Bevers<sup>1</sup>, D. Curtis<sup>1</sup>, C. Neff<sup>1</sup>, S. Fiorentino<sup>1</sup>, A. Marsh<sup>2</sup>, M. Smith<sup>2</sup>, and B. Kligman<sup>2</sup> 1. Yavapai College, Prescott, AZ, 2. Petrified Forest National Park, AZ. and *The Effects of Diet on the Growth of Wax Worms*. J. De La Hoz and J. E. Bevers

2018 – Society of Vertebrate Paleontology meetings, Albuquerque, NM. *History of Fossil Research at Milk Creek, Arizona (Late Miocene) and the Yavapai College Collection*. J. E. Bevers, Jeb , D. Curtis, S. Fiorentino, and C. Neff, Biology Department, Yavapai College, Prescott, AZ

2018 – Western Association of Vertebrate Paleontology meetings .... *History of Fossil Research at Milk Creek, Arizona (Late Miocene) and the Yavapai College Collection*. J. E. Bevers, D. Curtis, S. Fiorentino, and C. Neff, Biology Department, Yavapai College, Prescott, AZ and *The Camels of the Milk Creek Fauna (Late Miocene, Yavapai County, Arizona)*. J. E. Bevers, D. Curtis, S. Fiorentino, I. Morton, and C. Neff, Biology Department, Yavapai College, Prescott, AZ, USA; & C. Weideman, Department of Biological Sciences, Northern Arizona University, Flagstaff, AZ, USA.

2017 - Hosted the Western Association of Vertebrate Paleontology meetings at Yavapai College and led a field trip for participants to the Milk Creek Formation. Information on talks and the meetings are at WAVP 2017. Opening co-keynote speaker for *Mary Anning and the First Jurassic Park*. Also presented on: *History of Paleontological Research at the Milk Creek Formation, AZ*, Jeb Bevers, and *The Milk Creek Mammal Fauna of Central Arizona (Late Miocene) with New Taxa and an Estimate of Body Mass of Camelids and Antilocaprids Using Astragali Areas*, Jeb Bevers<sup>1</sup>, Carley Weideman<sup>2</sup> & Dirilee Curtis<sup>1</sup>, <sup>1</sup>Yavapai College, Prescott, AZ, <sup>2</sup>Northern Arizona University, Flagstaff, AZ. (2017), Western Association of Vertebrate Paleontology, Yavapai College, Prescott, AZ.

2016 - Presentation given to the Society of Vertebrate Paleontology meetings in Salt Lake City, UT. *The Milk Creek Mammal Fauna of Central Arizona (Late Miocene) with New Taxa and an Estimate of Body Mass of Camelids and Antilocaprids Using Astragali Areas*, Jeb Bevers<sup>1</sup>, Carley Weideman<sup>2</sup> & Dirilee Curtis<sup>1</sup>, <sup>1</sup>Yavapai College, Prescott, AZ, <sup>2</sup>Northern Arizona University, Flagstaff, AZ

2015 - talks given to the Central Arizona Geology Club and at Embry Riddle Aeronautical University both in Prescott, AZ. *Paleontology and the Milk Creek Fauna*

2009 - Western Association of Vertebrate Paleontology, presentation: Review of the Milk Creek Formation and Prior Mammalian Fauna with Two Recent Specimens of Small Mammals. Petrified Forest National Park, AZ.

#### **Citations:**

##### **Fossils from the Bidahochi and Milk Creek localities**

Baskin, Jon Alan. *Small Vertebrates of the Bidahochi Formation, White Cone, Northeastern Arizona*. 1975.

Morgan, G. S. and R. S. White Jr. (2005) Miocene and Pliocene Vertebrates from Arizona. Vertebrate Paleontology in Arizona. New Mexico Museum of Natural History and Science Bulletin No. 29.

Parmley, Dennis, and David L. Peck. (2020) "Amphibians and Reptiles of the Late Hemphillian White Cone Local Fauna, Navajo County, Arizona." *Journal of Vertebrate Paleontology*, vol. 22, no. 1, pp. 175–178., doi:10.1671/0272-4634(2002)022[0175:aarotl]2.0.co;2.

Reed, C. A. (1950) Preliminary Announcement of a New Mammalian Fossil Locality In the Pliocene of Arizona. Plateau, Museum of Northern Arizona. Vol 22 (4).

Honey, J. G. and B. E. Taylor. (1978) A Generic Revision of the Protolabidini (Mammalia, Camelidae), with a Description of Two New Protolabidines. Bulletin of the American Museum of Natural History. Vol. 161: Art. 3. 367-425.

Uyeno, Teruya, and Robert Rush Miller. (1965) "Middle Pliocene Cyprinid Fishes from the Bidahochi Formation, Arizona." *Copeia*, vol. no. 1, p. 28., doi:10.2307/1441236.

#### **Mollusk fossils and taxonomy:**

Bequaert, J. C., & Miller, W. B. (1973). *The mollusks of the arid Southwest: With an Arizona check list*. Tucson, AZ: University of Arizona Press.

Burch, J. B. (1989). *North American freshwater snails*. Hamburg, MI: Malacological Publications.

Burch, J. B. (1962). *How to know the Eastern land snails: Pictured-keys for determining the land snails of the United States occurring east of the Rocky Mountain Divide*. Dubuque, IA: W.C. Brown.

Burch, J. B. (1975). *Freshwater Sphaeriacean clams (Mollusca, Pelecypoda) of North America*. Hamburg, MI: Malacological Publications.

Burch, J. B. *North American Freshwater Snails*. Malacological Publications, 1989.

Herrington, H. B. (1962). A Revision of the Sphaeriidae of North America (Mollusca: Pelecypoda). *American Midland Naturalist*, 68(2), 507. doi:10.2307/2422763

Nekola, J. C. (2014). Overview of the North American Terrestrial Gastropod Fauna\*. *American Malacological Bulletin*, 32(2), 225-235. doi:10.4003/006.032.0203

Pilsbry, H. A. (1939) *Land Mollusca of North America (North of Mexico): 2 Vols in 4 Pts.*

Pilsbry, Henry Augustus. (1905) Mollusca of the Southwestern States. I-XI ..., doi:10.5962/bhl.title.10264.

Sturm, Charles F., et al. (2006) *The Mollusks: a Guide to Their Study, Collection, and Preservation*. Universal Publishers.

Nekola, Jeffrey C., and Brian F. Coles. (2010) "Pupillid Land Snails of Eastern North America." *American Malacological Bulletin*, vol. 28, no. 1-2, pp. 29–57., doi:10.4003/006.028.0221.

Taylor, D. W. (1960). Late Cenozoic Molluscan Faunas from the High Plains. Geol. Survey Professional Paper. 337

Taylor, D. W. (1966) Summary of North American Blancan Nonmarine Mollusks. *Malacologica*. 4(1): 1-77.

### **Selected references on Alfred Russel Wallace**

Online links:

Wallace Online: [http://wallace-online.org/Wallace-Bio-Sketch\\_John\\_van\\_Wyhe.html](http://wallace-online.org/Wallace-Bio-Sketch_John_van_Wyhe.html)

The Alfred Russel Wallace Correspondence Project: <http://wallaceletters.info/content/homepage>

The Alfred Russell Wallace Website: <http://wallacefund.info/>

Books and articles

Fichman, Martin. *An Elusive Victorian: the Evolution of Alfred Russel Wallace*. Univ. of Chicago Press, 2004.

Flannery, Michael A. *Alfred Russel Wallace: a Rediscovered Life*. Discovery Institute Press, 2011.

Knapp, Sandra. *Alfred Russel Wallace in the Amazon: Footsteps in the Forest*. Natural History Museum, 2013.

Raby, Peter. *Alfred Russel Wallace: a Life*. Princeton University Press, 2002.

Shermer, Michael. *In Darwins Shadow: the Life and Science of Alfred Russel Wallace: a Biographical Study on the Psychology of History*. Oxford University Press, 2002.

Wallace, Alfred Russel. "Darwinism : an Exposition of the Theory of Natural Selection, with Some of Its Applications / by Alfred Russel Wallace." 1891, doi:10.5962/bhl.title.20219.

Wallace, Alfred Russel. "Contributions to the Theory of Natural Selection. A Series of Essays. By Alfred Russel Wallace ..." 1870, doi:10.5962/bhl.title.1254.

Wallace, Alfred Russel. *Infinite Tropics: an Alfred Russel Wallace Anthology*. Edited by Andrew Berry, Verso, 2003.

Wallace, Alfred Russel. *Borneo, Celebes, Aru*. Penguin Books, 2007.

Wallace, Alfred Russel. *The Annotated Malay Archipelago*. Edited by John Van Wyhe, NUS Press, 2015.

# Item #2.1.4.2



Your community. Your college.

## Full-time Faculty Sabbatical

### Application

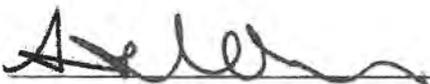
#### I. Reviews/Recommendations/Action

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				Date	Signature
Oct. 15	Division Dean	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	10/15/2020	Tina Redd
Nov. 1	Pro Gro	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	11/1/2020	Leah Dyke
Dec. 1	<del>Campus Dean</del>	<input type="checkbox"/> Support	<input type="checkbox"/> Do Not Support		
Dec 15	VP / Provost	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	12.10.2020	Diane N. Ryan
Jan. 15	President	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	12.10.2020	Lu P. Phinck
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  Date: 10/12/2020

**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:

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## 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:	\$ 78,594
Replacement plan and cost:	\$ 0
Hardware, software or other support required: (list)	\$ 0
Staff support required: Three adjuncts to cover 30 load units	\$ 25,590

Tina Redd  
Supervisor

10/30/2020  
Date

Tina Redd  
Campus Dean

10/30/2020  
Date

**Karly Way Schauwecker, Ph.D.**  
**Social & Behavioral Science, Verde Campus**

**Proposed Sabbatical Leave: August 9, 2021 to May 13, 2022**

Project Title:

**Walk the Bridge to Yavapai College**

Purpose: To illuminate bridges to Yavapai College  
for our underserved communities in need of workplace readiness skills,  
including GED, ESL, and practical skills training

## **Project Description**

### **Abstract**

This project focuses on underserved populations throughout Yavapai County for whom “college” is not even on the radar (yet). It is for our community members who want to earn a GED or gain language proficiency through ESL courses; those who would like to gain practical skills training in communication, computer/internet skills, personal finance, and more. It is also for those who dream of starting a business or engaging in a career that seems little “impossible” (at the moment). It is for those who are a little intimidated by education (and aren’t really sure what a community college is anyway). In short, this project focuses on attracting community members (district-wide) to the great programs that we already have in place at Yavapai College, and once here, retaining our community members as students, perhaps even “converting” some to enroll in certificate and credit courses. This project merges several previous research endeavors and service work, builds on the College programming we have in place, provides opportunities to strengthen community partnerships, and directly addresses several of Yavapai College’s Strategic Initiatives (a win-win-win!)

## Statement of Problem to be Researched

### Background

In spring 2020, I led a research project to gauge community interest in creating a Certificate Program in Addictions Counseling. (This project supported the College's 2019-2020 Strategic Initiative 2: Economic Responsiveness, b. Investigate Addiction Counseling.) While my findings concluded that there *was* community interest in creating a certificate, my research uncovered more fundamental and immediate needs that must be addressed first, to create a foundation for additional programming.

Through the course of my qualitative interview research and community surveys, the following themes emerged:

- “Part of the support we need would be like a first-year experience, education and training awareness, advising. For some, it's so daunting, I can tell you half of our clients' parents don't have an education, they don't have a high school diploma, they don't believe themselves worthy, they've never even entertained that. In order to stay sober, you have to have a livable wage, how are they going to do that? Sometimes what our clients need most is help with verbal communication, with language and writing.”
- “Many of our work industries do not give opportunities to individuals who have been incarcerated or have minimal experiences. Providing more orientations or programs to show non-experienced individuals how to learn is important. One never stops learning, no matter what age.”
- “What we most need is behavioral health/mental health, that kind of support, building confidence, building self-esteem, knowing they're worth it, free programming or funding for classes...Maybe we say, 'take one class that's up your alley.' We're going to give you a class – say, cyber security, is this what you really want to do, especially for those who don't have a high school diploma. In my heart, I know that education and awareness are key.”
- “We need programs not just for the addict but the whole family; support for the addict, resources and treatment to build skills sets, coping skills, changing

behavior so that they can change. Addiction affects the whole family, most of the time spouses enable rather than not, as that is what they have been trained to do. The kids are affected, a lot of times the kids have been removed.”

- “There are resources that people need to recover, if you keep trying to brush it under the rug, no one will recover. It’s all about relationships and connections, it’s about communication, being mindful, and being an example. Our clients don’t think they can do anything different, they’ve given up on life. Structure, giving them a routine, time management. Self-love is the key thing we try to give them, self-care and self-love. They don’t know how to eat, save money, communicate.”
- “I like the idea of teaching alternative therapeutic approaches as exploring different options can help people find healthy ways to manage mental health or to cope with trauma as all too often trauma is what leads to addiction and so many other issues.”

Ah yes, trauma – I know it well. The landmark Kaiser-Permanente/CDC study conducted in the late 1990s on adverse childhood experiences (ACEs) revealed that childhood trauma is a relatively common experience in the U.S. Extensive research over the past two decades has revealed consistent results, with nearly 2/3 of Americans reporting at least one ACE during their childhoods, and more than 1 in 4 growing up in households where they experienced three or more ACEs (CDC, 2020).

What exactly are we talking about with “ACEs” and childhood trauma? Certainly, physical, emotional, and sexual abuse are included in ACE criteria, but also experiencing the loss or separation from a parent (due to death, divorce, incarceration, immigration, etc.) domestic violence or substance abuse in the home (CDC, 2020).

Today, new lines of research are exploring the “legacy” of trauma -- i.e., how historical and cultural traumas may affect generations of families (DeAngelis, 2019). This may offer new insights regarding “first generation” college students, “third culture” community members, and the unique challenges they face.

Why does this matter? During adolescence and adulthood, high ACE scores are correlated with a higher frequency of engaging in “risky behavior” (substance abuse, unsafe sex, and smoking); increased rates of anxiety, depression, suicide; and higher rates of heart disease, diabetes, and cancer. When it comes to education, the higher the ACE score, the less likely a person is to complete high school or attend college. Not surprisingly, high ACE scores also correlate with higher rates of poverty and a lessened ability to earn a living wage (CDC, 2020).

### **Isolation, Loneliness & Disconnection**

Mental health practitioners warn that in our “COVID-19 times,” children, teens, and adults with trauma histories are increasingly vulnerable to symptoms of increased anxiety, depression, and PTSD, all fueled by increased feelings of isolation, loneliness, and “acute traumatic stress” (Smith & Lim, 2020; University of California San Francisco, 2020). Yael and Yager (2019) argue that loneliness creates a self-perpetuating loop in “preserving” symptoms, and that programming geared toward trauma survivors must build community and social support.

For more than a decade, “trauma-informed care” has been a buzzword among health practitioners, child safety workers, and educators. It focuses on a “whole person” approach to healing, rather treating symptoms, diagnoses, and “pathology.” While this has resulted in a seismic shift in understanding the lifelong impact of trauma, educator Shawn Ginwright, Ph.D. (2018) argues that the “trauma-informed care” approach is incomplete. Instead, he advocates for a community-based approach, one that he calls *healing-centered*, as opposed to *trauma-informed*.

In explaining the distinction, Ginwright (2018) notes: “A healing centered approach to addressing trauma requires a different question that moves beyond ‘*what happened to you*’ to ‘*what’s right with you*’ and views those exposed to trauma as agents in the creation of their own well-being rather than victims of traumatic events... Healing centered engagement also advances the move to ‘strengths-based’ care and away from the deficit based mental health models that drives therapeutic interventions.”

Ginwright (2018) has identified four key elements of healing centered engagement: (1) advocating for policies and opportunities to address the lack of access; (2) building a healthy identity and sense of belonging through activities to restore well-being; (3) focusing on strength-based strategies in positive psychology (i.e., building on experiences, knowledge, skills, and curiosity to foster and sustain well-being, rather than merely suppressing symptoms); and (4) supporting adult leaders and teachers in sustaining their own healing and well-being.

Certainly, community and social support are pivotal factors in preserving health and well-being – and in healing from trauma (Reblin & Uchino, 2008). In her book, *Ordinary Magic: Resilience in Development*, psychologist Ann Masten (2014) noted that “just one” supportive teacher, coach, mentor, or extended family member was “enough” to change the trajectory of childhood trauma, through support, encouragement, and unconditional positive regard.

Decades of research identify similar themes among first-generation college students. Connecting with at least one other “significant person” as a support and champion are central to the success of first-gen college students -- and engagement with a community of like-minded others is extremely beneficial in providing that valuable

social support (Dennis, Phinney & Chuateco, 2005; Clauss-Ehlers & Wibrowski, 2007). Certainly, Yavapai College already has plenty of “first gen” supports in place, with federal programs like TRIO and Upward Bound (not to mention our dedicated President Dr. Lisa Rhine to champion the cause!)

Why would it be any different for our “pre-college” community members? Given the greater likelihood of high ACE scores among these most vulnerable populations, it is more important than ever to target creative outreach, meaningful social support and community engagement.

### **Building on Current Programming**

The good news: we have a terrific GED, ESL and Adult Basic Education team, led by Program Director Craig Lefever, who tells me that their greatest recruitment tool is word of mouth -- i.e., happy attendees referring friends and family members to classes and programs. However, he tells me that this population is extremely “fragile,” in that one “life emergency” or sudden hardship (loss of transportation, ill family member, etc.) will often derail a student's participation. Typically, students *do* return, but sometimes it takes months (or even years!)

In speaking with Craig’s colleagues, Karen Eads (who teaches practical skills and business courses) and Dawnette Polland (who teaches ESL), both highlighted other specific needs of their students (and the program in general). Given their primary roles as teachers, they do not have the time to spend on “necessities” to build and sustain the program, such as:

- Marketing & recruitment (via church/community talks, informational workshops, webinars & presentations)
- Building funding partnerships for certificate programs through NACOG (Northern Arizona Council of Governments)
- Cultivating community partners (for work force training & program funding)
- Providing support and resources for program participants (transportation, childcare, digital access)
- Creating relevant programming to meet community needs (personal finance, skills training)

### **Expanding Community Partnerships**

Community partners abound that could help this project – and Spectrum Health Care is one. Over the summer, I served as project lead in creating a four-course, completely online OER program for Spectrum Health Care employees, called Compassionate Care in Behavioral Health. This unique project was designed to meet a Verde Valley employer’s need (Spectrum Health Care) for employee professional development. The collaboration resulted from a series of discussions between Dr. Lisa Rhine, Dr. Diane Ryan, and Dr. Tina Redd, who met with April Rhodes, CEO of Spectrum Health Care in Cottonwood.

Four existing Yavapai College courses were selected for the program:

COM 134 Interpersonal Communication

PSY 101 Introduction to Psychology

SOC 140 Sociology of Relationships & Family

SOC 250 Social Problems

My role: beginning in July, I consulted with Spectrum leadership to design a series of four OER Canvas shells in 8-week formats, tailoring all assessments and learning materials in accordance with Spectrum training needs.

This project turned out to be a win-win-win for Yavapai College, Spectrum Health Care, and Spectrum employees. Not only does it provide valuable training, but it introduces new students to Yavapai College, and offers employees the opportunity to complete four college courses concurrently in 8-week online formats, which can be easily managed -- even with busy work and family lives. Since COM 134, PSY 101, SOC 140, and SOC 250 are all Gen Ed courses, they can be applied toward future degree programs -- whether at Yavapai or another 4-year institution -- with no out-of-pocket costs to students. All materials are OER and embedded into the courses, and tuition is free, as Spectrum offers a tuition reimbursement benefit to its employees.

Most significantly, through the process of teaching my first course (COM 134), I gained first-hand knowledge of some of the unique programs that my students were involved with, and realized the opportunity for additional partnerships with Spectrum. One example: Spectrum's Workplace Adjustment Training Program. This program is for clients with felonies to get paid minimum wage as they learn "soft skills" -- all while working with vocational staff to find community jobs or "meaningful activity" upon graduation.

I had the opportunity to speak with the Workforce Adjustment Group a few weeks ago and discussed my ideas for a proposed sabbatical project – i.e., collaborating to better serve our most vulnerable populations and provide a bridge to Yavapai College. I was thrilled to hear their enthusiastic response, as Clinical Program Director Gina Vega-Mendez, LCSW responded unequivocally, “*We’re in!*”

Another enthusiastic collaborator is my former student (and Verde Valley Campus success story), Damien Browning, CEO of Steps to Recovery. When I first met Damien over a decade ago, he was fresh out of prison and very apprehensive about taking college classes for the first time. Damien was determined to turn his life around, however, and that he did! He credits Yavapai College for where he is today, and wants nothing more than to connect his clients to Yavapai College.

The primary obstacle preventing more of Damien’s clients from attending Yavapai has been funding for credit and community education classes. (This was mentioned by ABE and GED instructors Karen Eads and Dawnette Polland as well: most often their students do not have the extra money to pay for credit courses.)

One of the most stunning aspects of working on this proposal: no one I talked with in the Verde Valley was even aware that there was such a thing as Adult Basic Education at Yavapai College (let alone that free classes were available via Zoom from Prescott during COVID-19). As soon as I found out after speaking to Program Director Craig Lefever, I sent the URL links straight to Damien! Of course, after COVID, funding for credit and community education courses will remain an “unmet need” and a key topic to explore in the proposed “Walk the Bridge to Yavapai College” project.

As for programming needs, respondents from the Verde communities of Cottonwood, Clarkdale, Cornville, Camp Verde, Sedona, and Kinlichee identified these priorities during my spring 2020 survey research for the Addiction Certificate project:

- **Awareness education on substance use/addiction**, courses or workshops (89.7%, n=26)
- **Awareness education on mental health**, courses or workshops (89.7%, n=26)
- **Counseling services for students** in person, via teleconference or text message (86.2%, n=25)
- **Certificate program in Trauma Recovery** (82.8%, n=24)
- **Job readiness training** -- vocational skills, building a resume, interview coaching, job shadowing, mentoring, internships (82.8%, n=24)
- **Practical skills training** – communication, conflict resolution, computer skills, money management, starting a home-based business, public speaking (82.1%, n=23)
- **Transition to college programming & GED support for first-generation students** (79.8%, n=23)

The only option that was *not* favored among respondents was offering 12-step meetings on campus (12.8%, n =6 responded “not at all”).

Additional comments included:

- “Offer free parenting courses with babysitting.” (Verde)
- “Zoom self-help classes on body movement/awareness (e.g., yoga, meditation, breathwork), nutrition, sound, aroma and massage therapies.” (Verde)
- “Mental Health First Aid classes.” (Verde)
- “I believe there should be training on the soul, the spirit, the field...I believe if we had energy healing circles, everything would change. (Verde)

- “Schedule hiking, planting, harvesting natural remedies, such as herbs.” (Verde)
- “Education on the cycle of addiction, neurobiology of addiction, causes of relapse, the need for community to assist in recovery, and why addiction is considered a mental health disorder and a disease.” (Verde)
- Somatic experience therapy, traumatic brain injury support and outreach.

## **Relevance of the Research or Project**

### **Reference to Strategic Plan**

My proposed “Walk the Bridge to Yavapai College” program would support the following Strategic Plan Initiatives:

- **1. Student Success Goal (d.) Strategic Enrollment:** *Define programs, delivery methods, recruitment & retention, pricing & discounts.*

The “Walk the Bridge to Yavapai College” program would address recruitment and retention, by attracting community members to Yavapai College through GED, ESL, ABE, or community education programs and retaining these students through social support/community engagement, possibly toward credit and/or certificate programs, as applicable.

- **2. Economic Responsiveness (a.) Increase VVC CTE:** *Prepare more people to enter the workforce into fields with living wage jobs.*

A central focus of the “Walk the Bridge to Yavapai College” program would be to empower GED, ESL, and ABE students who desire to be in workforce, preparing them with practical skills for “living wage jobs.”

- **3. Enrollment (Engaged Community) (g.) Academic Master Plan:** *We will perform a comprehensive evaluation of our current program mix. Which*

*programs should grow, shrink, end, begin to meet community needs.*

The “Walk the Bridge to Yavapai College” program would directly address community needs in several ways:

- Engaging with our most fragile and vulnerable community populations
- Offering community support in pursuit of educational goals, self-awareness and personal empowerment
- Providing “trauma-informed” and “healing centered” programming, (possibly even free workshops on my personal “go-to” healing modalities, expressive arts and gentle yoga)
- Hosting campus events on wellness and resilience (and collaborating with community partners, including Spectrum Health Care, Steps to Recovery, NACOG, the OLLI program, Treehouse Learning, the VA, United Way, other nonprofits and local agencies)

### **Identified Need in Yavapai County**

The communities served by Yavapai College vary as widely as the terrain of the county. In focusing our most recent U.S. Census data by city/town, the complexity of this story is evident.

**Table 1. Yavapai County Demographics by Community (U.S. Census Data, 2018).**

	Prescott (N=43,314)	Prescott Valley (N=45,751)	Chino Valley (N=12,003)	Camp Verde (N=11,239)	Cotton- wood (N=12,199)	Sedona (N=10,335)
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Population % change April 1, 2010- July 1, 2018	8.9%	17.7%	11.0%	3.4%	8.8%	3.0%
Age 65 +	35.6%	26.1%	23.2%	21.3%	27.2%	37.4%
Age <18	12.9%	20.5%	18.5%	23.4%	18.9%	8.6%
Caucasian	86.0%	74.5%	78.5%	67.2%	77.7%	84.3%
Hispanic	9.5%	20.8%	16.7%	20.6%	18.5%	12.0%
American Indian	0.5%	0.6%	1.2%	10.0%	0.1%	0.0%
Homeowner	66.1%	67.3%	72.5%	72.4%	48.3%	76.9%
Median home value	\$328,000	\$210,500	\$190,700	\$185,300	\$159,600	\$461,900
Median Rent	\$896	\$929	\$862	\$727	\$907	\$1,244
# Household	2.1	2.38	2.45	2.63	2.23	1.93
Non-English Spoken home	8.1%	14.9%	12.0%	12.6%	13.8%	13.1%
Computer @ Home	90.3%	90.7%	87.5%	88.7%	82.3%	95.3%
Broadband Service	84.0%	80.3%	79.1%	77.2%	69.0%	89.5%
Education: H.S. Grad	93.9%	87.3%	83.4%	84.2%	88.7%	95.2%

Without Health Insurance <65*	9.1%	15.6%	19.4%	12.9%	19.0%	15.0%
Per Capita Income	\$32,993	\$24,515	\$27,435	\$20,447	\$21,296	\$44,187
Persons in Poverty %	12.3%	14.2%	9.3%	22.0%	19.5%	11.4%

To better understand the diverse social locations of Yavapai County residents, consider the cells highlighted by color, based on related themes. The green highlighted cells reveal striking findings related to socioeconomic status in Cottonwood (indicated by % Homeowner, Median Home Value, Median Rent, Per Capita Income, % Persons in Poverty). Nearly 1 in 5 residents are living below the official poverty line in Cottonwood (19.5%) and nearly 1 in 4 in Camp Verde (22.0%). Disparities are also evident by the rates of home ownership and the median prices of homes across the county (Table 1).

The blue highlighted cells in Table 1 indicates residents who have earned a high school diploma. In the Verde Valley, these rates are lowest in Camp Verde (84.2%) and Cottonwood (88.7%). Thus, there are significant opportunities in these communities to communicate the availability of GED classes and Adult Basic Education, particularly on the Verde Campus.

The pink highlighted cells indicate non-English language(s) being spoken at home. These rates are highest in Cottonwood (13.8%), Sedona (13.1%), and Camp Verde (12.6%). Again, this indicates a significant opportunity in the Verde Valley to

communicate the availability of free ESL programming -- and building that bridge to additional college programming.

Another important factor: the “digital divide” which continues to persist, particularly in the Verde Valley. As a college, we were quite nimble in transitioning to online and Zoom course delivery options in the midst of COVID-19. However, the **yellow highlighted cells** report the percentage of residents who have a computer at home and a broadband internet connection. Among Cottonwood residents, only 69.0% have broadband connections, and 82.3% have home computers. For Camp Verde residents, 88.7% have household computers and 77.2% have broadband connections. This is important to consider as we debate course and workshop delivery options.

### **How This Project Will Benefit Yavapai College Students**

In addition to the self-empowerment and educational opportunities highlighted above, there is a strong need in our local communities for awareness education to support those struggling with the effects of trauma, from all ages and walks of life. The “Walk the Bridge to Yavapai College” program will directly address these needs, by building a more engaged and healing centered community. A sense of community could not be more important during this time of our COVID-19 pandemic, when so many are feeling isolated, disconnected, and lonely.

### **How This Project Will Benefit the College Community**

The “Walk the Bridge to Yavapai College” project will benefit the college community in several ways, most specifically by supporting the Strategic Plan Initiatives outlined above:

- **1. Student Success Goal (d.) Strategic Enrollment**

The “Walk the Bridge to Yavapai College” program would address recruitment and retention, by attracting community members to Yavapai College (particularly, to the Verde/Sedona campuses) through GED, ESL, or ABE courses and retaining these students through community engagement and “bridge” programming toward credit and/or certificate programs, as applicable.

- **2. Economic Responsiveness (a.) Increase VVC CTE**

A central focus of the “Walk the Bridge to Yavapai College” program would be to empower GED, ESL, and ABE students who desire to be in workforce, preparing them with practical skills for “living wage jobs.”

- **3. Enrollment (Engaged Community) (g.) Academic Master Plan:**

The “Walk the Bridge to Yavapai College” program would directly address community needs by:

- Engaging with our most fragile and vulnerable community populations
- Offering support in pursuit of educational goals, self-awareness and personal empowerment
- Providing “healing centered” programming
- Hosting “wellness-oriented” campus events
- Offering opportunities for faculty and staff to share their knowledge, skills, and expertise

- Utilizing the Verde Valley and Sedona campuses as centers of community engagement
- Providing community education on trauma-related issues, including free workshops for families on mental health and addiction

On this last point, my spring 2020 research project highlighted that most families are utterly unprepared to cope with a loved one's addiction – yet they are key to a successful recovery (Marano, 2012). Families are typically frustrated and in desperate need of information. They often feel very alone, are extremely stressed-out, and have a tendency toward self-blaming (Kelly, Fallah-Sohy, Cristello, & Bergmann, 2017). Families generally need to learn new ways of behaving (instead of “shaming” and/or enabling), to help transcend common reactions of feeling extremely angry, powerless, and victimized (Marano, 2012). Information-seekers who play an advocacy role for their loved ones could be another target audience for community outreach programming.

#### **International and/or Potential National Markets or Profit Center Opportunities**

N/A (at this time)

#### **Products to Result from Research Support Time**

The primary product will be a proposed program design and rollout for “Walk the Bridge to Yavapai College.” The report would include a detailed overview, prioritized

tasks for implementation, and a timeline, to be shared with our community and Yavapai College partners, including Verde Valley/Sedona Campus Dean Dr. Tina Redd, the Yavapai College Governing Board, and President's Executive Leadership Team.

### **Benefits to the Employee**

To best explain the potential benefits of this sabbatical for me personally, I will return to Shawn Ginwright's (2018) discussion of "healing centered engagement." Ginwright highlights the absolute necessity of supporting those engaged in "healing work" through sabbaticals and continuing education to attend to their own personal well-being -- and to allow the space for creative exploration. I couldn't agree more!

This year, I engaged in two monumental back-to-back projects (researching the viability of an Addiction Certificate and the Spectrum Compassionate Care program), which were tacked on to my full-time teaching schedule (150+ students) each semester. Over the summer, I taught two online sociology courses, completed a QM "refresher" training, two OER training workshops, and designed two OER courses (SOC 101 and PSY 101) to share with the college community. While doing all of this, I was also working with Spectrum's leadership team to prepare the first OER course for the Spectrum employee group, COM 134 Interpersonal Communication. This was on the heels of completing my M.A. in Communication (awarded on May 1, 2020) -- which was all happening against the backdrop of COVID-19, which has demanded so much of educators -- requiring heightened sensitivity and compassion for what so many of our students have been experiencing as well.

Suffice to say, the biggest benefit: *my own health and well-being!* Most significantly, a break from my usual teaching obligations would allow me the opportunity for research and reflection, to formulate a plan for the College to better serve our most fragile populations and foster greater community engagement. My focus on well-being and service through civic engagement has been at the root of several ad hoc projects over the years, including the Yoga Teacher Training (RYT-200) & Service Program that I taught at our Sedona Center in 2019; the myriad Service Learning projects that I offered for years on the Verde Campus (*"How Do I Use This Thing," "Pen Pals with Middle-Schoolers," "Senior Life Stories,"*); and my course work and practice in expressive arts therapies.

### **Service History**

- Years of Full-Time Faculty Service at YC:
  - F/T Probationary, 3 years: Fall 2003-Spring 2006
  - F/T Continuing Contract, 14 years: Fall 2006-present
  
- History of Faculty Service:
  - SLOA, 2003-2004
  - Faculty Affairs Committee, 2004-2006
  - College Honors Advisory Board, 2007-2020
  - Budget/Compensation Committee, 2014-2016
  - Faculty Affairs Committee, 2015-2016
  - Service Learning Coordinator, 2015-2016
  - Teaching and Learning Center, 2016-2017

- OER Committee, 2018-2020
  - Outward Mindset Facilitator (2019-2020)
  - Curriculum Committee, 2018-2020
  - Project Lead, Spectrum Compassion Care Certification (a 4-course, 12-credit OER program designed exclusively for Spectrum Employees)
- Date of last sabbatical: None.

### **Additional Resources Required**

I will utilize my home office, with resources provided by the College (desktop computer, MS Office software) and my personal equipment (printer, broadband internet connection) to complete my research. If I travel to explore programs offered in other communities, I will use my personal vehicle and funds to finance this research.

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## **Walk the Bridge to Yavapai College**

### **Project Summary Addendum**

**Karly Way Schauwecker, Ph.D.**

**Purpose:** To illuminate bridges to Yavapai College for underserved communities throughout Yavapai County, with a particular focus on workplace readiness skills, GED, ESL, practical skills training & strength-based approaches to personal well-being

**Target Populations:** Community members with marginalized and intersecting identities, including those who have experienced:

- Intergenerational cycles of poverty and lack of educational attainment
- Barriers related to culture/ethnicity, lack of English language proficiency
- Histories of trauma, mental health and substance use issues
- Isolation & disconnection from a supportive social network

**Approach:** Trauma-informed education that is strength-based and healing-centered, focusing on the **individual in context** – of his/her family, affiliated groups/subcultures, and the greater community (Ginwright, 2018). This approach has been informed by my experience as a teaching faculty

member, as a sociologist/psychologist, and a qualitative researcher for over three decades. Much of my research has focused on the aftermath of developmental trauma and recovery, including my first published book (Way, 1997). What differentiates my approach and the associated benefits to the college is my academic experience.

**Goal:** To reach underserved community members for whom “college” is not on the radar (yet), including those seeking to:

- Earn a GED
- Gain language proficiency through ESL courses
- Expand practical skills in communication and computer/digital literacy
- Grow entrepreneurial skills needed to start a business
- Increase knowledge of personal finance, time management & organization
- Cultivate resilience and coping skills for better health and well-being

*Walk the Bridge to Yavapai College* focuses on attracting community members to the great programs that we already have in place at the College, and once here, retaining these community members as students, perhaps even “converting” some to enroll in certificate and credit courses. This project merges several previous research endeavors and service work, builds on College programming already in place, provides opportunities to build/strengthen community partnerships, and directly addresses several of

## Yavapai College's Strategic Initiatives (a win-win-win!)

### **Deliverables:**

The deliverables for this project will consist of (1) a detailed project report, and (2) a PowerPoint presentation outlining the program design for "*Walk the Bridge to Yavapai College.*" Both deliverables will include the following elements:

- **Project Overview**
- **Needs/Opportunity Analysis**, informed by a detailed literature review and prior research
- **Strength-Based Approach**, based on ongoing meetings with community partners and interviews
- **Prioritized Tasks for Implementation**
- **Proposed Timeline for Rollout**

### **Sabbatical Tasks & Timelines:**

- **Monthly Dean Meeting** **August 2021 to May 2022**
  - I will meet monthly via Zoom with my dean, Dr. Tina Redd to provide project updates and to discuss progress, challenges, and opportunities
- **Monthly Community Partner Meetings** **August 2021 to May 2022**

- I will meet monthly with community partners outlined in this report to discuss needs, strengths, and opportunities

- **Interim Project Report** **December 10, 2021**

- Needs/Opportunity Analysis, Phase 1 Strengths Evaluation

- **Final Project Report** **May 1, 2022**

- **ELT & Board Presentations** **May 2022**

# Item #2.1.4.3



Your community. Your college.

## Full-time Faculty Sabbatical

### Application

#### 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				Date	Signature
Oct.15	Division Dean	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	10/14/20	Joani Fisher
Nov. 1	Pro Gro	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	11/1/20	Sept. Dyle
Dec. 1	<del>Campus Dean</del>	<input type="checkbox"/> Support	<input type="checkbox"/> Do Not Support		
Dec 15	VP / Provost	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	12.10.2020	Diane N. Ryan
Jan. 15	President	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	12-10-2020	Lisa F. Plunk
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 Suzanne Waldenberger Date: October 19, 2020  
*Suzanne Waldenberger*

**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:

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## 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: Yes. Full Salary for 21/22	\$ Current 20/21 salary  \$70,997.00
Replacement plan and cost: Hire adjuncts to teach classes for Spring 2022. 5 ARHU @ 3 credits= 15	\$ 12,795 15 X 853.00 (current adjunct rate)
Hardware, software or other support required: (list) None needed	\$ NA
Staff support required: None	\$ NA

*Joani Fisher*

10/14/20

Supervisor

Date

Campus Dean

Date

Dr. Suzanne Waldenberger  
Humanities Department  
School of Arts and Humanities  
Prescott Campus  
Proposed Leave: Spring 2022  
Date of Request: October 15, 2020

Globalizing the Humanities in the State of Arizona

## **Project**

I propose to create a collection of free and open educational resources suitable for use in a two-semester humanities survey course sequence, with a special emphasis on collecting and curating materials that provide a global perspective to the study of the humanities. This collection will be housed in the Canvas Commons and therefore available to humanities instructors at all the community colleges in the state to serve as not only a resource but a foundation for broadening the scope of humanities education across the state community college system. It is my hope that making these materials available to my colleagues will accelerate efforts to move away from a Eurocentric model of humanities education in the state of Arizona in favor of a broader and more inclusive focus.

### **Statement of the Problem**

At the humanities ATF meeting in 2019, a lively discussion developed regarding the need to update the shared humanities survey courses across the state. Everyone in attendance was agreed that the two-semester sequence of courses focused on the Western Humanities needed to be updated. Our students are diversifying; we live in an increasingly globalized society; and the humanities need to change along with our society to provide a broader, more inclusive and less Eurocentric introduction to the ideas and values of human cultures.

At the same time, we recognized that making already broad survey courses even more comprehensive would be problematic for some colleges, especially at the smaller rural community colleges that may not have the expertise amongst their faculty to cover such a wide range of topics. Indeed, our conversation in 2019 was prompted by a question from the representative from Northland Pioneer college asking if there were any resources that faculty at his college could draw upon when asked to teach the humanities survey courses.

Despite the enthusiasm of the ATF members at that meeting, little has happened in the intervening year. If this project is going to get done, someone will have to take the lead. Therefore, on October 9, 2020, I presented my sabbatical proposal to the Humanities ATF at our annual meeting. The group expressed approval and support of the project, as noted in the 2020 meeting notes, and several members sent individual messages endorsing my project. (See appendix.)

### **Timeline of Activities**

I have chosen to request a sabbatical in the spring semester so I can use the fall semester to lay the groundwork for my project. The Humanities ATF will meet in October 2021, which is an ideal time to set the stage for a project that will involve humanities instructors from across the state. Using the October meeting to acquaint my colleagues with my project and to make plans for the spring semester will allow me to make the most of my time in once my sabbatical begins.

#### January-February

##### **Consulting with Colleagues**

- Since I am aiming to provide resources to add a global focus for the two-semester survey course sequence that makes up the state's shared course matrix, I have to start by talking with my fellow humanities instructors across the state. I need to understand how the humanities survey course fits within each college's own programs and departments, how individual instructors

conceptualize these courses, what resources are already being used and where instructors see gaps in topics or expertise.

- I am also determined to consult with humanities representatives Sheila White of Diné College and Edison Cassadore of Tohono O’odham Community College. As much as is feasible and appropriate, I’d like to include materials, lesson plans or other learning opportunities in the statewide collection that will provide opportunities to introduce humanities students to the art, philosophy, literature and music of local indigenous groups.
- Both the [Arizona State University Global Studies](#) and [University of Arizona College of Social and Behavioral Sciences/Global Studies](#) programs help define what constitutes global education in the state of Arizona. Of special interest for this project is the UA course GLS 251: Dimensions of Globalization: Language, Literature and Cultures. Meeting with my ASU and UA colleagues will ensure that any changes made to the shared courses at the community colleges will not affect current articulation agreements.
- There are, of course, resources outside the state of Arizona, as well. In particular, I want to consult with Montgomery College’s [Global Humanities Institute](#) – a nationally-known institute supporting curriculum design, research, professional development and learning communities in applying humanities topics in a global context and from a community college perspective.
- But my primary personnel resource undoubtedly will be Matthew Bloom of Scottsdale Community College. As the OER Coordinator for the Maricopa Community College system, Open Educational Resources Committee Chair at Scottsdale College and a board member of the Community College Consortium for OER, he will be an invaluable resource to draw upon for this sabbatical project, especially as I move into the next phases of the project, detailed below.
- In the early part of my project, I will also read relevant materials related to the development, purposes and scope of global humanities. (see reading list below)

### February-April

#### **Finding, Curating and Organizing Free and Available Materials**

- The bulk of this project will consist of assembling materials suitable for a two-semester series of classes. I do not plan on writing curriculum or assembling a “plug and play” set of classes for other instructors to adopt. Instead, my goal is to assemble materials that instructors can draw upon to create a class that suits their own purposes and goals, with an emphasis on making available resources that will allow for a broader, more global perspective in the class.
- Much of my efforts will be directed toward finding sources that address the great cultural achievements in Asia, African and the Americas. These are the topics that have been most neglected in traditional humanities courses and which are woefully under-represented in most collections of humanities teaching materials. This will involve not only combing through the biggest and most well-known collections of OER materials, ([OpenStax](#), [MERLOT](#), [OER Commons](#), etc.) but also materials produced or provided by educational institutions that focus on topics related to global humanities and nonwestern cultural studies.
- A second issue arises in looking at free and open resources available even for Western topics. Many of them are old and outdated. There seems to have been considerable effort in the 1980s and 1990s to produce educational materials in the Western humanities, largely from the National Endowment for the Humanities. But as attention has shifted from the Western canon to a more inclusive view of education in general, those materials have not been replaced or updated. A second purpose of the project is to find and assemble the most current and suitable sources for Western humanities topics as well.

## April-May

### **Organizing and Publishing the Materials**

- Assembling the materials in an accessible and useful format for instructors who want to take advantage of them is a necessary final step in this project. I propose to use the YC Canvas program as an initial repository for these materials by creating a public Canvas shell shared in the Canvas Commons. While I recognize that this creates a minor barrier for access in that only those with a Canvas account will be able to see and use the collection, it is the platform used by the Maricopa Millions project and is therefore already a standard for OER activities in the Arizona community college system. One product of my sabbatical will be a recommendation whether to maintain the materials in Canvas or to recommend another platform (eg. Pressbook or another open publishing source) for the college to consider.
- To create cross-cultural connections, I envision the materials organized by era and genre. For example, Zoroastrianism in Iran and Buddhism in India arose around the same time as Christianity in the Middle East. The Shona people of the Kingdom of Zimbabwe were building their capital city, Great Zimbabwe, as the Gothic Cathedrals of Europe arose in France, Germany and England, and as Pueblo Bonito in Chaco Canyon and Cahokia of the Mississippian culture reached their zeniths in North America.
- Finally, I will produce a conference presentation to publicize and share the results of my efforts at professional conferences. Two outlets I have already identified at which to present my work are the 2022 AACU Global Learning conference in October 2022 and the Globalizing the Community College Curriculum conference at UA in January 2023.

### **Reading List:**

- Bronstein, Marcia, Shelley Jones and Sharyn Neuwirth. 2014. "Awakening Global Awareness in the Humanities," *Diversity and Democracy*, 17, no. 2 (Spring).
- Cribb, Julian. 2017. *Surviving the 21<sup>st</sup> Century: Humanities Ten Great Challenges and How We Can Overcome Them*. Switzerland: Springer International Publishing.
- Fiero, Gloria K. 2016. *Landmarks in Humanities*, 4<sup>th</sup> ed. New York: McGraw-Hill Education
- Hoveland, Kevin. 2014. *Global Learning: Defining, Designing, Demonstrating*. Washington: American Association of Colleges and Universities.
- Johnson, June. 2014. *Global Issues, Local Arguments*. New York: Pearson Publishing
- Mills, Shala. 2014. "A Collaborative Alternative to MOOCs: AACU's Global Challenges Project," *Diversity and Democracy*, 17, no. 2 (Spring).
- Nair, Indira and Margaret Henning. 2017. *Models of Global Learning*. Washington: American Association of Colleges and Universities. <https://secure.aacu.org/imis/ItemDetail?iProductCode=E-GLMODELS>
- Semau, Scott. (2012) *Global Problems: The Search for Equity, Peace, and Sustainability*. New York: Pearson Publishing
- Whitehead, Dawn Michele, ed. 2016. *Essential Global Learning*. Washington: American Association of Colleges and Universities.

## **Relevance to the College Mission, Goals, Initiatives**

### **College Mission**

“Our students will have the abilities to be active participants in the global community.”

Adding a more global perspective to the foundational survey courses at Yavapai college cannot help but contribute to the college’s goal of graduating students who can be active participants in the global community. Being aware of and appreciating the arts, philosophies, religions and histories of people around the world will make our graduates better able to meet and engage with global citizens with relevant knowledge, confidence and sensitivity. The interdisciplinary nature of the humanities provides an ideal foundation for developing the depth and breadth of understanding and appreciation necessary to successfully interact across cultural differences in the modern world.

“...to provide quality higher learning and cultural resources”

This project will provide our students with the best open educational resources available on a variety of global topics in the humanities. Creating a repository of materials with a global focus will expand instructors’ ability to incorporate a global perspective into their classes. Yavapai College will not only provide those “quality higher learning...resources” to our own learning communities but will be providing a benefit to humanities instructors around the state seeking to broaden their own survey courses.

### **YC Values**

“Yavapai College values the diversity within our community and the rich cultures of Yavapai College”

By making available learning materials that allow instructors to globalize and localize (through the inclusion of Arizona Native American materials) their humanities survey courses, this project will enhance YC’s efforts to acknowledge and incorporate into our curriculum the diversity that exists in Yavapai College. Expanding the global emphasis in our curriculum will demonstrate the college’s recognition of the contributions ALL societies have made to the questions of enduring concern that are the realm of humanities education.

### **President’s Equity Task Force**

“ ...to begin to enact a learning environment that promotes dialogue about equity and ensures that all members of the community feel like they belong even as we grapple, together, with appreciating differences”

Adding consideration of global humanities topics to our curriculum will work toward creating a more inclusive and equitable environment at YC, demonstrating to students from or associated with nonwestern cultures that their heritage is equally a part of the academic consideration of the humanities, as well as providing all our students the opportunity to explore humanities topics from a wider perspectives than has previously been provided.

“...to focus on increasing access and equity for historically underserved students, faculty and staff.”

Providing high-quality teaching and learning resources at no costs to students is an equity issue. There is no question that cost is one of the biggest barriers to students completing their degree, especially at community colleges and especially for historically underserved students. Identifying and making available free and open resources that instructors at YC can draw on is in line with those efforts.

### **Benefits to Yavapai College Students**

Developing a cache of free and open resources that can be used to broaden the scope of YC's Humanities I/II courses will benefit our students in several ways.

- Representation matters. When students see themselves and their heritage in the sanctioned curriculum of their school or university, it sends a message that they belong at the institution and that the institution recognizes that all modern people derive from rich, innovative cultures worthy of investigation. In the humanities, a diverse curriculum emphasizes that the great questions that have driven human art and knowledge are truly universal and...well, human. A multicultural curriculum has been shown to positively affect retention (Donald, 2016) and to
- Expanding the curriculum of YC's humanities survey courses will also introduce students from majority populations in the region to topics, ideas and perspectives that may not have been a part of their education before. As noted above, the strategic goal of creating “active participants in the global community” necessitates some familiarity with people and cultures of that community. Students challenged to think beyond their own perspectives and experienced and to see how the local intersects with the global develop the higher-level thinking skills necessary for critical thinking.
- As noted above, any effort to lower the cost of course materials is of benefit to our students. Lowering cost barriers to college positively affects enrollment, retention and graduation numbers.

### **Benefits to the College Community**

The materials assembled for this project will also be suitable for Art History, History, Religion, History, Philosophy, Music and Art courses. Any instructor whose course touches upon the broad topics of the humanities will therefore have be able to add a global component to their own classes. This collection will also make it easier for any instructor at YC to take on the rather daunting task of teaching a broad humanities survey course. It is my hope that once these materials are assembled and available, Yavapai College will start to offer HUM 241 and 242 on a more regular basis.

### **Benefits to the Employee**

I have had a long-time interest in broadening the scope of humanities education at Yavapai College. I have worked to add courses to the YC catalog that include nonwestern perspectives, including HUM 260 - Intercultural Perspectives and HUM 248 - Introduction to Folklore. I am also a tireless advocate for including classes in the YC schedule every year that reflect the diversity of our student body. I endeavor to ensure that the classes mentioned above, along with REL 203 - Indigenous Religions, ANT 214: Magic, Witchcraft and Healing: The Supernatural in Cross-Cultural Perspective, ANT 232 – Indians of the

Southwest, and HUM 243: History of Film (a world cinema class) are offered regularly. In January of 2019, I was a recipient of a small grant from the University of Arizona, allowing me to attend a conference on “Globalizing the Community College Curriculum” conducted by the Center for Middle Eastern Studies at UA. Working with humanities professors state-wide and curating a collection of materials that will allow the shared state-wide Humanities I/II sequence to widen its scope beyond the Western humanities is another step along this path.

**Service History:**

Employment History

Full-Time Professor of Humanities—Continuing Contract (Fall 2012-present)

Full-Time Professor of Humanities—Probationary Contract (Fall 2009-Spring 2012)

History of Faculty Service

YC Representative, Humanities ATF (2009-present)

Advisor for YC Pride Club (2010-2012)

General Education Coordinator (2011-2019)

Curriculum Committee (2011-2019)

Student Learning Outcomes Assessment Committee (2013-2019)

Peer Mentor Committee for Nanette Hofer (2014-2017)

YC Learning Management Committee (ad-hoc) (2015)

Respect Campaign (2016-present)

Humanities Department Chair, (2017-2020)

Peer Mentor Committee for Bryan Roberts (2019-present)

Advisor for YC Poetry Club (2019-present)

Students of Leadership (2019-2020)

Director, Riders Read Program (2019-present)

Standards Committee (2020)

Teaching and Learning Committee (2020-ongoing)

Peer Mentor Committee for Kris Wade-Jones (2020-ongoing)

Respect Campaign, Interim Chair (2020-ongoing)

Co-Chair, President’s Equity Task Force (2020-ongoing)

**Additional Resources Required**

Office Access

Internet Connection

Assistance from staff in the library (for research and access of materials) and TeLS (for creating a Canvas shell and archiving materials)

## Appendix

I was very gratified at the encouragement I received during the 202 Humanities ATF meeting. Several members of the group sent individual messages to endorse this project. They are collected below.

### **Mary Coyle, Cochise Community College**

I am fully supportive of your sabbatical plan and hope to benefit from your research in my own teaching. Thank you for taking on this important project which will benefit the entire state.

### **James Wermers, Arizona State University**

I think the project you are proposing is sorely needed, and has the potential for significant impact on teaching and learning in Arizona. Not only does your project promise to expand access to humanities materials by embracing an OER model, but it also aims to do so in a way that takes seriously the call to diversity, equity, and inclusion that is so central to our educational institutions in this state and beyond. I sincerely hope your institution sees fit to fund this project, as I have no doubt it will benefit all of us.

### **Ryan Jones, Northland Pioneer Community College**

Your proposed project is an amazing opportunity for institutions across the state, especially those, like mine, with limited resources that serve students facing economic challenges. Not only will your project dramatically improve the kinds of courses we will all be able to offer and facilitate long-term, statewide collaboration on free and OER Humanities resources, it will also help students be successful in those courses, since they won't have to choose between paying for the educational materials they need and paying their families' bills. As we saw at the Arizona Humanities Articulation Task Force meeting, most institutions in the state do not have faculty exclusively assigned to the Humanities, and therefore lack the time and resources to undertake a project like this. With a framework in place, lots of people can collaborate, but it is unlikely that we can get to that point without a project like yours. I very much appreciate your willingness to undertake this effort, and hope your sabbatical proposal is accepted.

### **Matthew Hernando, Coconino Community College**

As lead instructor for History and Humanities at Coconino Community College, I think Dr. Waldenberger's sabbatical proposal to create a collection of open educational resources in the humanities would be of great benefit to myself and other humanities instructors at colleges and universities in the state of Arizona. I strongly recommend approval of her proposal.

# Item #2.2.1

## Monitoring Report Executive Limitations 2.4 – Planning January 2021

### **Executive Limitations 2.4 – Planning**

The President shall not permit planning that allocates resources in a way that deviates materially from Board-stated Ends priorities, risks fiscal jeopardy, or does not enable the long-term ability of the College to achieve Ends.

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

#### **2.4.1 Multi-Year Strategy**

Operate without a documented, multi-year strategy that can be expected to achieve a reasonable interpretation of the Ends.

#### **2.4.2 Situational Planning**

Permit planning that risks any situation or donation described as unacceptable in the “Financial Condition and Activities” policy.

#### **2.4.3 Planning for Fiscal & Organizational Capability**

Permit planning that endangers the fiscal soundness of future years or ignores the building of organizational capability sufficient to achieve Ends in future years.

##### **2.4.3.1 Personnel Transitions & Competent Operations**

Operate without succession plans to facilitate smooth operations during key personnel transitions and ensure competent operations of the College over the long term.

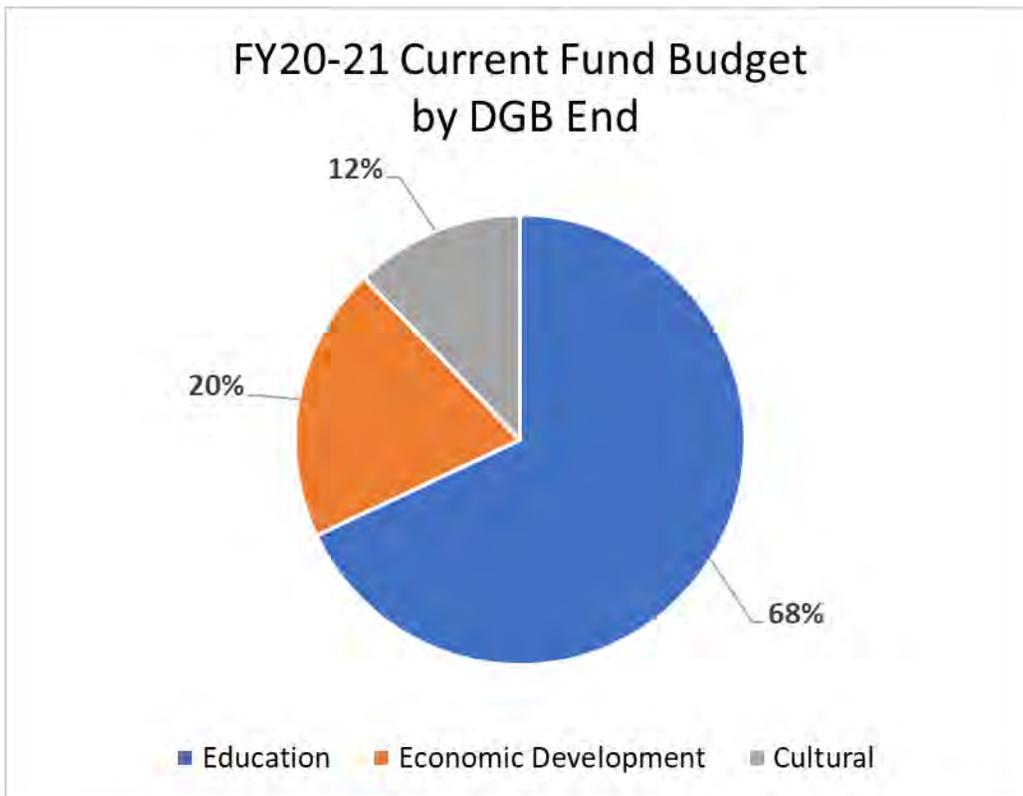
### **President’s Interpretation:**

Given the pace of change, the College has adopted a rolling three-year plan that is updated annually to ensure it addresses the current environment. The current strategic plan supports the Board’s Ends. It serves as the guiding document for the development of the annual College budget which the Board approves. The College’s budget avoids fiscal jeopardy by adhering to the Financial Conditions and Activities as outlined in 2.5 of Executive Limitations. As staff leadership is essential to the successful implementation of the Strategic Plan, each supervisor is evaluated for the professional development of his/her subordinates so that successful succession is part of planning.

### **Supporting Evidence:**

#### **Resource Allocation that aligns with the Board’s Ends priorities**

The following is an estimate of how the College Education & General Fund Budget allocates expenses to the Board’s Ends of Education, Economic Development, or Cultural Enrichment. In the case where a department supports two ends, the budget was typically split evenly.



**Situational Financial Planning**

As outlined in Monitoring Report 2.5, the College has adopted a variety of financial planning best practices to limit risks including transparency, annual benchmarking exercises, monthly financial reports, healthy contingencies and reserves, conservative budget assumptions, etc.

To help create fiscal transparency, the Vice President of Finance & Administrative Services systematically presents a series of budget-related information to the Board as is documented on our College’s budget website. [Yavapai College Budget](http://www.yc.edu/v5content/budget/) (<http://www.yc.edu/v5content/budget/>). In addition to the annual budget calendars and most recent budget presentations, the budget website includes a *Budget-In-Brief* document for the current year’s budget, as well as 5 years of YC budgets and 5 years of Certified Annual Financial Reports.

In regard to reserves, the Board has established fund reserve minimums for both the Operating and Capital Funds. As was demonstrated through the Cash Reserves Monthly Reports, these fund reserve targets have been consistently exceeded. Moreover, as has been demonstrated in the annual Budget Book, the College has created contingency expense budgets to cover the eventuality that the revenue targets are not achieved in any given year.

Yavapai College has received the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA) for over 20 years in a row. The GFOA established the Certificate of Achievement for Excellence to encourage and assist state and local governments to go beyond the minimum requirements of generally accepted accounting principles to prepare comprehensive annual financial reports that demonstrate transparency and full disclosure. YC has also had unqualified audit opinions during that same timeframe.

**Long Term Ability to Achieve Ends/ Fiscal Soundness of Future Years**

The College maintains an on-going cycle of environmental scanning as method to anticipate future changes, and adjusts plans accordingly. The Scan is shared with the Board annually. [https://www.yc.edu/v6/strategic-planning/docs/environmentalscan2020\\_2021final.pdf](https://www.yc.edu/v6/strategic-planning/docs/environmentalscan2020_2021final.pdf)

As part of the [Preliminary Budget \(https://www.yc.edu/v6/budget/docs/fy21-dev-dgb-presentations/fy2020-21-preliminary-budget-book-apr-dgb-4-6-20.pdf\)](https://www.yc.edu/v6/budget/docs/fy21-dev-dgb-presentations/fy2020-21-preliminary-budget-book-apr-dgb-4-6-20.pdf) presentation to the Board, the College provides five year projections of Revenues and Expenses to project both financial solvency and compliance with the AZ Expenditure Limitation statute. The College also presents its capital budget in a multi-year format to forecast Preventative Maintenance Plans, Equipment Replacement Plans, and Capital Improvement Plans (CIP). Finally, the College presents Debt trends and forecasts.

### **Multi-Year Strategic Plan**

Yavapai College maintains an integrated strategic planning process that links academic, technology, and campus master planning to inform budget decisions which support the long-term achievement of the Ends. The College created its current Strategic Plan in FY2014-15 ([2015 2020 Strategic Plan https://www.yc.edu/v5content/strategic-planning/docs/Yavapai-College-2015-2020-Strategic-Plan.pdf](https://www.yc.edu/v5content/strategic-planning/docs/Yavapai-College-2015-2020-Strategic-Plan.pdf)). Given the timing of the Presidential transition, with the District Governing Board's approval, the President's Cabinet extended the current plan through FY23 requiring progress on strategic action priorities reported annually.

The Strategic Plan consists of 5 broad Initiatives designed to move the College towards its Ends over the long term. The Initiatives include Student Success, Economic Responsiveness, Engaged Community, Organizational Development, and Fiscal Stewardship. For each Initiative, the College has created one or more Goals, each with one or more Strategies of how to achieve that Initiative. Key Performance Measures were established for each Initiative to assess whether the Goals had been met. If not, new Strategic Actions would be created. YC annually updates progress on the College's Initiatives and Strategies. [Strategic Action Priorities and Progress Reports \(https://www.yc.edu/v6/strategic-planning/\)](https://www.yc.edu/v6/strategic-planning/) are posted to the website annually.

### **Strategic Planning Underway to Chart Future**

The Strategic Plan process is in full swing. This Fall, a cross-functional Strategic Planning Committee was created to research current trends and best practices in higher education. Importantly, they have also delved into YC's performance compared to benchmark institutions, and reviewed feedback from both employees and students. From this they have compiled a list of Strengths, Weaknesses, Opportunities, and Threats. In the Spring semester, they will use this information to recommend a new Strategic Plan to the Executive Leadership Team and the college community at large. These updates will be shared with the DGB later this Spring. You can monitor the Committee's progress on the [Strategic Planning \(https://www.yc.edu/sp\)](https://www.yc.edu/sp) website.

### **Organizational Capability and Transitions**

The quality, effectiveness and efficiency of service organizations such as YC are largely determined by having capable employees. As outlined in Monitoring Report 2.1.1, the College seeks to develop organizational capability through a variety of professional development activities including orientations, tuition waivers, internal training, external training, guest speakers at Convocations, sabbaticals, and conferences.

The College currently has an informal succession planning system. Through our organizational structure, Managers are exposed to the work of their Directors, and Faculty Chairs are exposed to the work of their Deans. For example, a common practice at the college is to appoint an employee to lead a department or division when the leader will be out of the office for an extended period of time, providing those employees an opportunity to learn by doing. Employees are further developed through opportunities to serve on a variety of College committees and operational project teams.

Formal transition plans are developed on an ad hoc basis for key positions once separation notice has been given. This often involves other College employees filling the role while a formal search is conducted. Another formal process is the "career ladder" practice where employees can go through specific training and skill building or take on additional responsibilities that drive organizational goals and earn salary advancement to support the College.

So far, this has been piloted with hard-to-hire technical positions in Information Technology Services and Student Development, and in Facilities and Human Resources positions.

Seeing the need to align and comprehensively address employee training and succession planning, this year YC invested in Learning Management and Performance Management systems. These systems provide the infrastructure to design and develop supervisor, leadership, and succession planning programs that are seamless and have greater organizational impact. We launched the performance management component allowing performance planning, monitoring and annual evaluation to take place electronically, moving an age-old manual hard-copy process online. It is a priority of Human Resources to leverage other components of this new technology platform to expand and enhance the college's ability to design, develop, monitor and track employee training and succession planning programs as well as expand on the career ladder pilots launched this year. The new tool also allows for more robust data and monitoring of this objective moving forward.

**President's Conclusion:**

**I report compliance.**

**Presidential Monitoring Worksheet for Executive Limitations Policies**

**Policy 2.4 and Sub-Policies – Planning**

**January 2021**

**Compilation**

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

<b>Executive Limitation 2.4</b>	<b>Planning</b> The President shall not permit planning that allocates resources in a way that deviates materially from Board-stated Ends priorities, risks fiscal jeopardy, or does not enable the long-term ability of the College to achieve Ends.  Further, without limiting the scope of the above statement by the following list, the President shall not:	
Is the interpretation reasonable?	YES <b>5</b>	NO
Does the data show accomplishment of the interpretation?	YES <b>4</b>	NO <b>1</b>
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES <b>4</b>	NO <b>1</b>
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES	NO <b>5</b>
Comments: <b>Chevalier: I do not know how resources are allocated. The College, while not required by the Board to do so, could provide a detailed transparent budget as all the major public entities in our county do. It does not so I am in the dark so is the public.</b>		
<b>Executive Limitation 2.4.1</b>	<b>Multi-Year Strategy</b> Operate without a documented, multi-year strategy that can be expected to achieve a reasonable interpretation of the Ends.	
Is the interpretation reasonable?	YES <b>5</b>	NO
Does the data show accomplishment of the interpretation?	YES <b>5</b>	NO
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES <b>5</b>	NO
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES	NO <b>5</b>
Comments:		

<b>Executive Limitation 2.4.2</b>	<b>Situational Planning</b> Permit planning that risks any situation or donation described as unacceptable in the "Financial Condition and Activities" policy.		
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	NO 5
Comments:			
<b>Executive Limitation 2.4.3</b>	<b>Planning for Fiscal &amp; Organizational Capability</b> Permit planning that endangers the fiscal soundness of future years or ignores the building of organizational capability sufficient to achieve Ends in future years.		
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	NO 5
Comments:			
<b>Executive Limitation 2.4.3.1</b>	<b>Personnel Transitions &amp; Competent Operations</b> Operate without succession plans to facilitate smooth operations during key personnel transitions and ensure competent operations of the College over the long term.		
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	NO 5

Comments:

**SHADED ITEMS** should be discussed at the meeting

**Coordinators Comments:** This worksheet was completed by all the Board Members.

## **2.4 Planning Motion Options**

### MOTION OPTIONS:

#### **1. If Board intends to accept Monitoring Report:**

We have read the President's Monitoring Report regarding Policy 2.4 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 2.4 and its sub-policies.

#### **2. If Board intends to not accept Monitoring Report:**

- If for Unreasonable Interpretation:

We have read the President's monitoring report regarding Policy 2.4 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 2.4 and its sub-policies. I move that the President provide the Board with a new Monitoring Report for Policy 2.4 and its sub-policies [at the X board meeting] [within X amount months] that includes a new interpretation.

#### **- If for Insufficient Evidence:**

We have read the President's monitoring report regarding Policy 2.4 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 2.4 and its sub-policies. I move that the President provide the Board with a new Monitoring Report for Policy 2.4 and its sub-policies [at the X board meeting] [within X amount months] that provides sufficient evidence to support the conclusion of compliance.

# Item #2.2.2

## Monitoring Report Executive Limitations Policy 2.8-Communication and Support to the Board January 2021

### **Executive Limitations 2.8 Communication and Support to the Board:**

The president shall not permit the Board to be uninformed or unsupported in its work.

### **President's Interpretation:**

The President is forthcoming with information that the Board needs to accomplish its work. The Board is provided with relevant data, risk assessments, points of view and possible impacts on, important issues including, this year, the health and welfare of the College during the COVID-19 pandemic. Monitoring reports are submitted to the Board on a timely basis and provides relevant data that demonstrates compliance. The President informs the Board of any non-compliance matters of which she is aware outside of the Board's monitoring schedule. The President informs the Board of any matters or incidents that may be in the news, may result in legal actions or of publicly visible internal changes, including changes in executive personnel. The Board is provided with monthly reports of budget deviations and reserves. The President notifies the Board of her absence and who is designated to act in the President's place during that absence. The President employs personnel whose responsibilities, in part, are to support the administration of the Board and its activities and supports professional development of these personnel on Board governance models, practices and procedures.

### **Supporting Evidence:**

To comply with Executive Limitations Policy 2.8, the President's Office tracks all electronic communication to the District Governing Board logging information shared, requests, activities, and standard monthly Board business. From January 1, 2020 to November 31, 2020 the President and her staff corresponded via 1,637 electronic mail entries with Board members. Both the 2019 and 2020 Electronic Communication with the Board represented in Figure 1 shows that sixty percent of the President and staff emails are under the category of Board Administrative Support. These are the majority of emails that are sent to the Board. Reviewing the 2019 versus 2020 Comparison graph in Figure 2 shows an overall increase in four out of the six categories. This is a fifty-one percent increase in electronic communication from last year which is largely contributed to the COVID-19 pandemic. The nature and/or topic of email entries are grouped into the following categories:

### **President's Communication with the Board:**

On a regular basis the President interacts with the Board and that communication falls within one of the three categories:

**For Information Only** – Keeps the Board abreast of any college information, incidents and occurrences that are necessary to know about as they carry out their work

**Absence of the President** – Keeps the Board well informed when the President is absent from the college or otherwise unavailable.

**Board Administrative Support** – Response to Board's ongoing questions, concerns to immediate community, and organizational matters.

### **Administrational Staff's Communication with the Board:**

The President's staff routinely corresponds with the Board, using the established form of electronic communication, on a variety of topics, requests, updates, concerns, and Board Meeting preparation during the COVID-19 pandemic. The three categories of emails the staff uses includes:

**Board Administrative Support** – This is the staff's responses to the Boards on-going business concerns, requests, and responses to immediate community and organizational matters.

**Monthly Reports** – The President's staff sends Board members reports and documents via District Governing Board Regular monthly meeting agendas, Retreat agendas, Executive Session agendas, and Special Session agendas.

**Monitoring Data** – During the months in which the Board is in session, the coordinator to the Board sends out the required monitoring report interpretations and data along with the monitoring report worksheets for the Board members to complete, two weeks before the assigned Board meeting. Once the monitoring reports have been completed and received, the coordinator reviews the completed worksheets to make sure all worksheet line items have been answered and all assigned Board worksheets are accounted for. The coordinator will then send each Board member a confirmation email receipt confirming the Board members comments and ratings. The coordinator creates a comprehensive summary of the Board's individual ratings for inclusion in the Regular Board Meeting.

**Conference Arrangements** - Throughout the year both in and out of state conference registrations and travel arrangements are prepared and completed by the Board coordinator. Due to COVID-19 all 2020 prearranged travel reservations were either cancelled, converted to virtual conferences, credited or refunded. The coordinator works with the YC business office to insure adherence to all travel policies and regulations.

Figure 1: 2020 Electronic Communication with Board

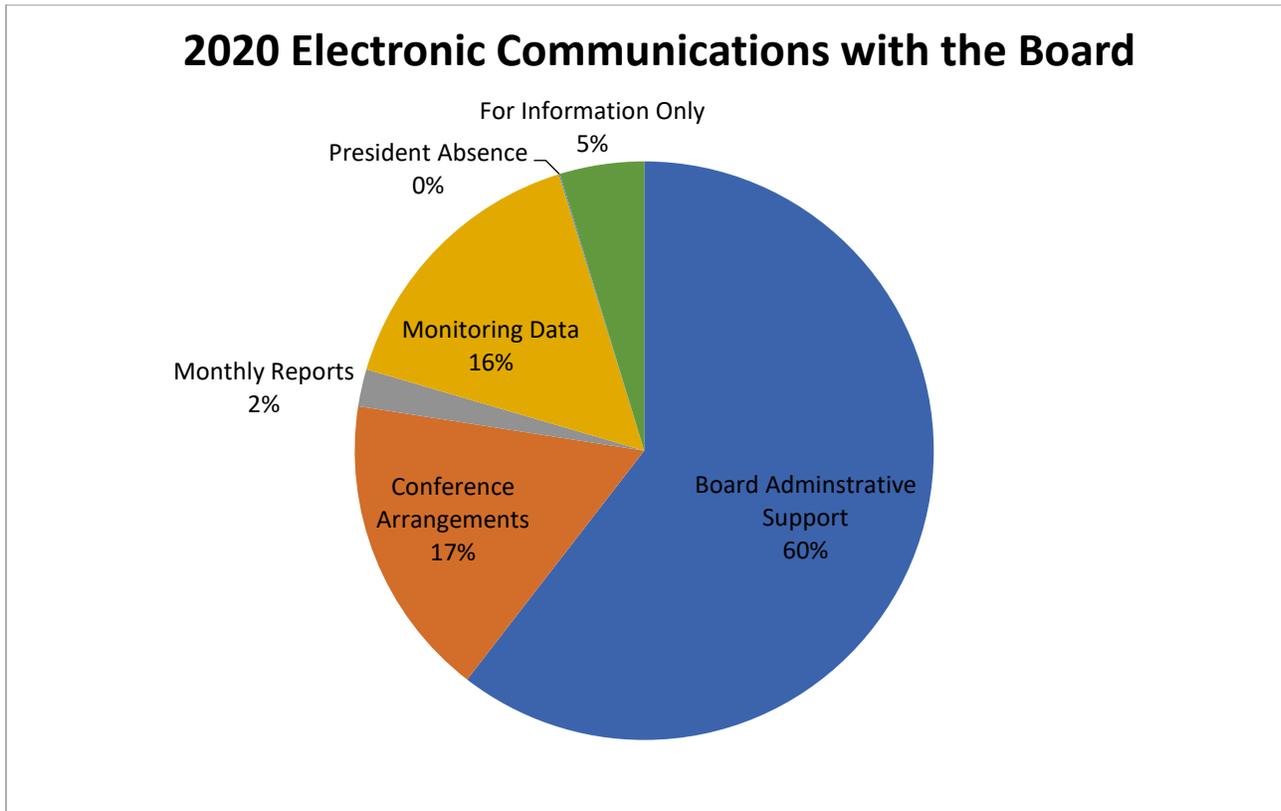
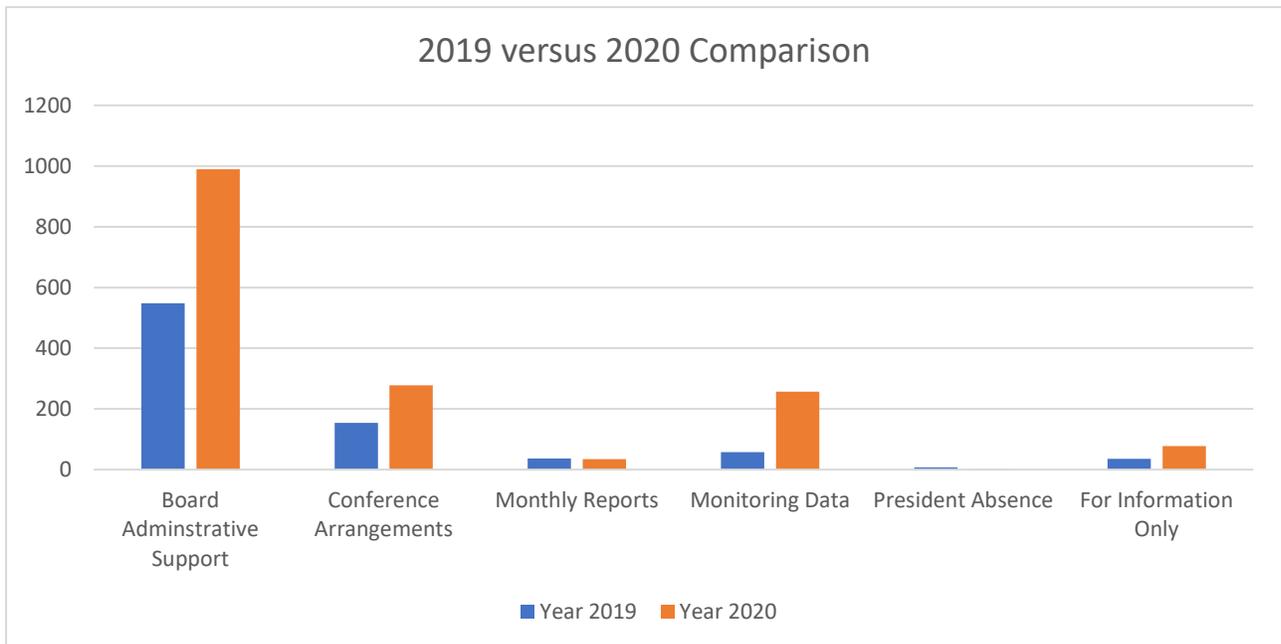


Figure 2: 2019 to 2020 Communication Comparison



## **Special Arrangements Required Due to COVID-19 Pandemic**

The COVID-19 Pandemic required the president's staff to shift from face-to-face delivery of Board meeting to entirely remote delivery including opportunities for community involvement and comment for our Budget Hearing. Working diligently with significant support of YC Information Technology staff, the president's staff arranged for Zoom capability, community comment through YouTube and made arrangements onsite for Board members to utilize College equipment in socially isolated computer stations to participate virtually as needed. This required hours of planning and testing with IT staff that resulted in a smooth, seamless transition of Board meetings to the remote environment. Other Arizona Community Colleges contacted the staff and consulted to learn about our methods for delivery so that they could be replicated at their institutions positioning YC as an exemplar model in transitioning to the remote Board environment.

## **Onboarding of New Board Members**

At the direction of Chair McCasland, two new Board members participated in Onboarding Sessions arranged by president's staff. Mr. Padilla and Mr. Kuknyo each received six hours of training. Mr. Padilla attended on August 31 and September 1, 2020 and Mr. Kuknyo attended on December 8 and December 10, 2020. The Onboarding sessions, also attended by Chair McCasland and President Rhine, and supported by staff, included training conducted by Board Attorney, Lynne Adams of Osborn Maledon PA, and Association of Community College Trustees' Consultant Dr. Pamila Fisher.

Attorney Adams provided guidance on:

- Statutory obligations
- Key open meeting law provisions and
- Conflicts of interest

Pamila Fisher provided an

- Overview of Community College Governance
  - Brief History and Evolution of Mission
  - Local and State Models
  - Participatory Governance
- Roles and Responsibilities of Community College Governing Boards
- Best Practices: Statutes, Accreditation, and Local Board Policies
  - Roles and Responsibilities
  - Top 20 Truths
  - Board/CEO Relations and Delegation of Authority
  - Communication Protocols
  - Most Frequent Problem Areas
- Traditional and Carver Models of Policy Governance

**Coordination of Consulting with ACCT Consultant for Board Chair and President**

In addition to arranging for Onboarding of new Board members, the president’s staff coordinates schedules, arranges meetings for the Board Chair, college president and staff to review monthly board meeting agendas and to receive coaching with ACCT consultant Dr. Pamila Fisher.

District Governing Board Chair/Members Meeting with President and Staff 2020

Board Agenda Meeting Review with Board Chair, President, Staff	ACCT Coaching with Board Chair and President	New Board Member Onboarding
January 7, 2020	April 30, 2020	Padilla: August 31, 2020
January 30, 2020	July 14, 2020	Padilla: September 1, 2020
February 18, 2020	August 25, 2020	Kuknyo: December 8, 2020
March 18, 2020	August 26, 2020	Kuknyo: December 10, 2020
July 16, 2020	September 15, 2020	
August 21, 2020	September 30, 2020	
October 2, 2020		
November 6, 2020		
December 16, 2020		

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

**2.8.1 Information to the Board**

Withhold, impede, or confound information relevant to the Board’s informed accomplishment of its job.

**Supporting Evidence**

From the start of January 2020 to November 2020 the Board was given timely data and alerts pertaining to College interests in emails from the President *For Information Only*. Information was shared immediately upon the President being made aware of each incident or occurrence.

**2.8.1.1 Timely Information & Criteria**

Allow the Board to be without timely decision information to support informed Board choices, including relevant environmental scanning data, a representative range of staff and external points of view, a risk assessment including probability and impact of risks, and alternative choices with their respective implications.

**Supporting Evidence**

Providing COVID-19 Reentry Plan and Phase updates, annual Environmental Scans, ongoing enrollment updates, tuition and scholarship proposals, re-organized monthly budget reports, College Highlights, Facilities Newsletter, and Student Information, along with the Yavapai Combined Trust Report are all examples of hard data mined, organized and presented before the Board during monthly Regular Board meetings. Curriculum and program presentations, updates

on completed and requested sabbaticals, the guest lecture series and all other extracurricular academic events are provided to the Board in Regular Board meetings by the Faculty Senate President. Student Development reports on scholastic awards and achievements through the organizations College Honors program, Student Leadership Council and Student Ambassador programs.

Within this past year the President’s Office has organized a total of 4 Executive Sessions on January 27, 2020; February 3, 2020; May 12, 2020; and November 17, 2020 to keep the Board well informed with different matters that the college is currently addressing. A Regular Board meeting was added to the Board schedule in July to keep the Board updated on the changes in the Trust’s Liability Insurance Coverage and a Special Session was added in August to receive update and approval from the Board on the College’s COVID-19 pandemic reentry plan.

<b>Month</b>	<b>Agenda Item Attachment</b>
<u>January 2020</u>	-All Arizona Academic Team <b>-Faculty Senate:</b> <i>Peer Faculty Mentor Oversight Committee</i> <b>-College Highlights:</b> January 2020 – Listed on the DGB Website <b>-Facilities Management Newsletter:</b> January 2020 – Listed on the DGB Website <b>-Yavapai Combined Trust:</b> January 2020 – Listed on the DGB Website
<u>February 2020</u>	-Faculty Members Advancement of Contracts -Overview of Yavapai College Comprehensive Annual Financial Report and Audit Results <b>-Faculty Senate:</b> <i>General Education Advisory Committee</i> <b>-College Highlights:</b> February 2020 – Listed on the DGB Website <b>-Facilities Management Newsletter:</b> February 2020 – Listed on the DGB Website
<u>March 2020</u>	-2020-2021 Faculty Sabbatical Requests -Strategic Enrollment Management -Yavapai College Draft FY21 Capital Budget <b>-Faculty Senate:</b> <i>Developing Curriculum</i> <b>-College Highlights:</b> March 2020 – Listed on the DGB Website <b>-Facilities Management Newsletter:</b> March 2020 – Listed on the DGB Website
<u>April 2020</u>	-Update on College on COVID-19 -Consideration of the Preliminary Budget -Nomination for Emeritus Status: Stephen Mason <b>-Faculty Senate:</b> <i>Faculty Report Dr. Jeb Bevers and Student: Giovanni Hernandez</i> <b>-College Highlights:</b> April 2020 – Listed on the DGB Website <b>-Facilities Management Newsletter:</b> April 2020 – Listed on the DGB Website
<u>May 2020</u>	-2020 Commencement -Enrollment <b>-Faculty Senate:</b> <i>Faculty Response to COVID</i> <b>-College Highlights:</b> May 2020 – Listed on the DGB Website <b>-Facilities Management Newsletter:</b> May 2020 – Listed on the DGB Website

<u>July 2020</u>	-COVID-19-Changes in Trust Liability Coverage and Reentry Plan -Enrollment and Athletics
<u>August 2020</u>	-COVID-19 Reentry Plan Approval
<u>September 2020</u>	-Letter for Alternate to Service on Yavapai Combined Trust -COVID-19 Update -Capital Improvements <b>-Faculty Senate:</b> <i>Allied Health Services, Health Information Management Emergency Medical Services</i> <b>College Highlights:</b> September 2020 – Listed on the DGB Website <b>Facilities Management Newsletter:</b> September 2020 – Listed on the DGB Website <b>Student Information Newsletter:</b> September 2020 – Listed on the DGB Website <b>Yavapai Combined Trust:</b> September 2020 – Listed on the DGB Website
<u>October 2020</u>	-Refinance Revenue Bonds -Spring 2021 College Reentry Plan -Proposed Scholarship, Tuition, and Fees for Fiscal Year 2022 -Budget Revision Request for Fiscal Year 2021 and Budget Format for Fiscal Year 2022 <b>-Faculty Senate:</b> <i>Care in Behavioral Health – Dr. Karly Way</i> <b>-College Highlights:</b> October 2020 – Listed on the DGB Website <b>-Facilities Management Newsletter:</b> October 2020 – Listed on the DGB Website <b>-Student Information Newsletter:</b> October 2020 -Listed on the DGB Website
<u>November 2020</u>	-Overview and Environmental Scan -Fall Enrollment Update -Recruitment and Retention Update <b>-Faculty Senate:</b> <i>Sabbatical Report: Ms. Beth Beecham and Mr. Chris Dunn</i> <b>-College Highlights:</b> November 2020 – Listed on the DGB Website <b>-Facilities Management Newsletter:</b> November 2020 – Listed on the DGB Website <b>- Student Information Newsletter:</b> November 2020 -Listed on the DGB Website

**2.8.1.2 Monitoring Data**

The President will not neglect to submit timely monitoring data including interpretations of Board policies that provide the observable metric or conditions that would demonstrate compliance, rationale for why the interpretations are reasonable and evidence of compliance.

**Supporting Evidence** Both the President and her staff have provided the required annual monitoring reports as voted on by the Board, in the time frame the Board requested.

<b>Month</b>	<b>Monitoring Reports Provided</b>	<b>Compliance</b>
<u>January 2020</u>	2.4 Planning	Yes

	2.8 Communication and Support to the Board.	Yes
	3.7 Cost of Governance	Yes
<u>February 2020</u>	*The Board Chair requested that monitoring reports be suspended.	NA
<u>March 2020</u>	2.2 Treatment of Students	Yes
	2.5 Financial Condition and Activities	Yes
	3.1 Governing Focus and Style	Yes
	3.3 Board Member Code of Conduct and Ethics	Yes
	3.5 Board Chair and Other Officer Roles	Yes
	4.4 Monitoring President Performance	Yes
<u>April 2020</u>	2.6 Asset Protection *Due to COVID-19 pandemic all policies evaluations and reviews of Board Governance and Board/President Linkage was voted on by the Board.	Yes
<u>May 2020</u>	2.0 Executive Limitation *Due to COVID-19 pandemic all policies evaluations and reviews of Board Governance and Board/President Linkage was voted on by the Board.	Yes
<u>September 2020</u>	2.1 Treatment of Employees	Yes
	3.3 Board Member Code of Conduct Ethics	Yes
	3.4 Agenda Planning	Yes

	4.6 Conferral of President Emeritus/a Status	Yes
	4.1 Unity of Control	Yes
	4.5 President Compensation and Benefits	Yes
	4.7 President Succession	Yes
<u>October 2020</u>	2.2 Treatment of Students	Yes
	3.0 Governance Process	Yes
	3.2 Board Job Description	Yes
	4.2 Accountability of the President	Yes
	4.3 Delegation to the President	Yes
<u>November 2020</u>	2.3 Compensation and Benefits	Yes
	4.0 President Linkage	Yes

### **2.8.1.3 Ends & Executive Limitations Non-Compliance**

Let the Board be unaware of any actual or anticipated non-compliance with any Ends or Executive Limitations policy, regardless of the Board’s monitoring schedule.

#### **Supporting Evidence**

The President has not been made aware of any actual or anticipated non-compliance with the Ends or Executive Limitations.

In addition to providing the Board with all requested monitoring reports, the President has also been diligent in keeping the board informed of any organizational concerns outside of the designated monitoring report time period.

### **2.8.1.4 Incidental Information**

Let the Board be unaware of any incidental information it requires, including anticipated media coverage, actual or anticipated legal actions, material or publicly visible internal changes or events, including changes in executive personnel, and significant illegal drug use.

#### **Supporting Evidence**

The Board has always been made aware of any incidental information related to media coverage,

legal action, internal changes, significant illegal drug use and COVID-19 pandemic updates, through electronic communication from the president utilizing the category: *For Information Only*.

**2.8.1.4.1 Monthly Reports**

Allow the Board to be without monthly reports of budget deviations and reserves.

**Supporting Evidence**

<b>Monthly Reports of Budget (Actual)</b>	
<b>Agenda Month</b>	<b>Reports Provided</b>
January 2020	<p><u>November 2019</u></p> <ul style="list-style-type: none"> <li>• Receipt of Report on Revenues and Expenditures</li> <li>• Budget to Actual Monthly Cash Reserves Monthly Report</li> </ul>
February 2020	<p><u>December 2019</u></p> <ul style="list-style-type: none"> <li>• Receipt of Report on Revenues and Expenditures</li> <li>• Budget to Actual Monthly Cash Reserves Monthly Report</li> </ul>
March 2020	<p><u>January 2020</u></p> <ul style="list-style-type: none"> <li>• Receipt of Report on Revenues and Expenditures</li> <li>• Budget to Actual Monthly Cash Reserves Monthly Report</li> </ul>
April 2020	<p><u>February 2020</u></p> <ul style="list-style-type: none"> <li>• Receipt of Report on Revenues and Expenditures</li> <li>• Budget to Actual Monthly Cash Reserves Monthly Report</li> </ul>
May 2020	<p><u>March 2020</u></p> <ul style="list-style-type: none"> <li>• Receipt of Report on Revenues and Expenditures</li> <li>• Budget to Actual Monthly Cash Reserves Monthly Report</li> </ul>
September 2020	<p><u>July 2020</u></p> <ul style="list-style-type: none"> <li>• Receipt of Report on Revenues and Expenditures</li> <li>• Budget to Actual Monthly Cash Reserves Monthly Report</li> </ul>
October 2020	<p><u>August 2020</u></p> <ul style="list-style-type: none"> <li>• Receipt of Report on Revenues and Expenditures</li> </ul>

	<ul style="list-style-type: none"> <li>Budget to Actual Monthly Cash Reserves Monthly Report</li> </ul>
November 2020	<p style="text-align: center;"><u>September 2020</u></p> <ul style="list-style-type: none"> <li>Receipt of Report on Revenues and Expenditures</li> <li>Budget to Actual Monthly Cash Reserves Monthly Report</li> </ul>

**2.8.1.5 Policy Compliance**

Allow the Board Chair to be unaware that, in the President’s opinion, the Board is not in compliance with its own policies on Governances Process and Board-President Delegation, particularly in the case of board behavior which is detrimental to the work relationship between the Board and the President.

**Supporting Evidence**

The President has not observed any actions or behaviors by any Board member that is not in accordance with policy 2.8.1.5. However, in the September 8, 2020 Regular Board Agenda was a line item: Potential Board Response to Published Statement from an individual Board Member on a blog. The motion was carried four (ayes) and one (nay) to release the Board’s statement.

**2.8.2 Board Administrative Support**

Allow the Board to be without reasonable administrative support for Board activities.

**Supporting Evidence**

In order to ensure quality support to the Board, presidential staff must engage in professional development on various Board related topics annually. The Executive Assistant and Coordinator to the President and District Governing Board participated in the ACCT Virtual Leadership Congress in October 2020. This provided opportunities for networking and exchange of successful ideas and information on effective community college models, curriculum strategies, campus innovations and community outreach programs. Both the Executive Assistant and the Coordinator attended virtual ACCT webinars which included: *Road to Recovery – A Solutions Based Community College Leadership*, *Planning for a Changing Labor Market*, and *Bridging K-12 to College Transitions*. In June 2020, the Coordinator participated in the three-day Governance for Impact Virtual Conference. Lastly, May 2020, the Executive Assistant and the Coordinator finished a 7-month Policy Governance Study Program through Governance for Impact, to better understand the theories and practices of the Carver Model for Board Governance.

**President’s Conclusion: I report compliance.**

**Presidential Monitoring Worksheet for Executive Limitations Policies**

**Policy 2.8 – Communication and Support to the Board**

**January 2021**

**Compilation**

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

<b>Executive Limitation 2.8</b>	<b>Communication and Support to the Board</b> The President shall not permit the Board to be uninformed or unsupported in its work.  Further, without limiting the scope of the above statement by the following list, the President shall not:	
Is the interpretation reasonable?	YES <b>5</b>	NO
Does the data show accomplishment of the interpretation?	YES <b>5</b>	NO
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES <b>5</b>	NO
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES	NO <b>5</b>
Comments: <b>McCasland: Excellent flow of information to the Board in a very challenging time.</b>		
<b>Executive Limitation 2.8.1</b>	<b>Information to the Board</b> Withhold, impede, or confound information relevant to the Board's informed accomplishment of its job.	
Is the interpretation reasonable?	YES <b>5</b>	NO
Does the data show accomplishment of the interpretation?	YES <b>4</b>	NO <b>1</b>
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES <b>4</b>	NO <b>1</b>
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES	NO <b>5</b>
Comments: <b>McCasland: Fully utilized "For Information Only" emails and executive sessions to expand the Board's knowledge of pertinent information.</b>  <b>Chevalier: Detailed information on how the College's money is intended to be spent is not provided to the Board or the public. I am kept in the dark so is the public.</b>		

<b>Executive Limitation</b> <b>2.8.1.1</b>	<b>Timely Information &amp; Criteria</b> Allow the Board to be without timely decision information to support informed Board choices, including relevant environmental scanning data, a representative range of staff and external points of view, a risk assessment including probability and impact of risks, and alternative choices with their respective implications.	
Is the interpretation reasonable?	YES <b>5</b>	NO
Does the data show accomplishment of the interpretation?	YES <b>5</b>	NO
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES <b>5</b>	NO
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES	NO <b>5</b>
Comments:		
<b>Executive Limitation</b> <b>2.8.1.2</b>	<b>Monitoring Data</b> Neglect to submit timely monitoring data including interpretations of Board policies that provide the observable metrics or conditions that would demonstrate compliance, rationale for why the interpretations are reasonable and evidence of compliance.	
Is the interpretation reasonable?	YES <b>5</b>	NO
Does the data show accomplishment of the interpretation?	YES <b>5</b>	NO
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES <b>5</b>	NO
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES <b>1</b>	NO <b>4</b>
Comments: <b>McCasland: Incorporate additional items into data monitoring that reflect the actual accomplishment of critical needs and strategic plan initiatives.</b>		
<b>Executive Limitation</b> <b>2.8.1.3</b>	<b>Ends &amp; Executive Limitations Non-Compliance</b> Let the Board be unaware of any actual or anticipated non-compliance with any Ends or Executive Limitations policy, regardless of the Board's monitoring schedule.	
Is the interpretation reasonable?	YES <b>5</b>	NO
Does the data show accomplishment of the interpretation?	YES <b>5</b>	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	NO 5
Comments:			
<b>Executive Limitation 2.8.1.4</b>	<b>Incidental Information</b> Let the Board be unaware of any incidental information it requires, including anticipated media coverage, actual or anticipated legal actions, and material or publicly visible internal changes or events, including changes in executive personnel, and significant illegal drug use.		
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	NO 5
Comments:			
<b>Executive Limitation 2.8.1.4.1</b>	<b>Monthly Reports</b> Allow the Board to be without monthly reports of budget deviations and reserves.		
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	NO 5
Comments:			
<b>Executive Limitation 2.8.1.5</b>	<b>Policy Compliance</b> Allow the Board Chair to be unaware that, in the President's opinion, the Board is not in compliance with its own policies on Governances Process and Board-President Delegation, particularly		

	in the case of board behavior which is detrimental to the work relationship between the Board and the President.	
Is the interpretation reasonable?	YES <b>5</b>	NO
Does the data show accomplishment of the interpretation?	YES <b>4</b>	NO
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES <b>4</b>	NO
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES <b>1</b>	NO <b>4</b>
Comments: <b>McCasland: Suggest we develop Board Member Code of Ethics that establishes policies and guidelines for Trustee behavior and appropriate Board-President delegation and interaction.</b>  <b>Chevalier: I do not know what information on this is provided to the Board Chair.</b>		
<b>Executive Limitation 2.8.2</b>	<b>Board Administrative Support</b> Allow the Board to be without reasonable administrative support for Board activities.	
Is the interpretation reasonable?	YES <b>5</b>	NO
Does the data show accomplishment of the interpretation?	YES <b>5</b>	NO
Is there sufficient evidence to indicate compliance with the Executive Limitation policy?	YES <b>5</b>	NO
Based upon your review of the monitoring report, should this Executive Limitation policy be amended?	YES	NO <b>5</b>
Comments: <b>McCasland: We have excellent administrative support of the Board. We need to be mindful to not overtax the staff.</b>		

**SHADED ITEMS** should be discussed at the meeting.

**Coordinators Comments:** This worksheet was completed by all the Board Members.

## **2.8 Communication and Support to the Board Motion Options**

### MOTION OPTIONS:

#### **1. If Board intends to accept Monitoring Report:**

We have read the President's Monitoring Report regarding Policy 2.8 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 2.8 and its sub-policies.

#### **2. If Board intends to not accept Monitoring Report:**

- If for Unreasonable Interpretation:

We have read the President's monitoring report regarding Policy 2.8 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 2.8 and its sub-policies. I move that the President provide the Board with a new Monitoring Report for Policy 2.8 and its sub-policies [at the X board meeting] [within X amount months] that includes a new interpretation

- If for Insufficient Evidence:

We have read the President's monitoring report regarding Policy 2.8 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 2.8 and its sub-policies. I move that the President provide the Board with a new Monitoring Report for Policy 2.8 and its sub-policies [at the X board meeting] [within X amount months] that provides sufficient evidence to support the conclusion of compliance.

**YAVAPAI COMMUNITY COLLEGE DISTRICT  
DISCLOSURE OF SUBSTANTIAL INTEREST FORM  
(Conflict of Interest - Annual)**

State law requires you to disclose any substantial interest you or your relatives have in any Yavapai College vote, decision, contract, sale or purchase. See the attached guidelines for definitions and an explanation of the law governing conflict of interest. Members of the Yavapai College Governing Board must complete and submit this form promptly when a situation arises or may arise that requires disclosure. In addition, Board members will be asked to complete this form at least once annually, as required by Board Policy 3.3. This form shall be kept in a file maintained by the College and which shall be open to the public.

**Identify any business or activity in which you have or may have a substantial interest (indicate if sole owner, partner, relative of owner/partner). Please attach a separate piece of paper if you have more than one business or activity to disclose.**

Business name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Business Tax ID#: \_\_\_\_\_

Provide a full description of the type of substantial interest:

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Describe any current or future Board or College action or decision that may affect the interest described above or that could potentially cause a conflict of interest to arise:

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**If you or a relative has financial or ownership interest in a Yavapai College matter, you understand that you may not vote upon or participate in any manner in such matter.**

***No conflict of interest exists for me at this time.***

I hereby certify that the information provided herein is true and correct to the best of my knowledge and belief.

\_\_\_\_\_  
Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

# Item #3.1.1

<b>Cost of Governance 3.7</b>	Because poor governance costs more than learning to govern well, the Board shall invest in its governance capacity.  Accordingly:	
<b>Is this policy still relevant and useful to the governance process?</b>		
	<b>Check One</b>	<b>If No, why is it not relevant or useful?</b>
Yes	<b>5</b>	<b>McCasland: Especially important now with two new Board members.</b>
No		<b>Kuknyo: Investment comes in many forms.</b>
<b>If "No", does this policy need to be:</b>		
	<b>Check One</b>	<b>If Revised/Replaced, provide suggested revision.</b>
Revised/Replaced		
Removed		
<b>Budget 3.7.1</b>	Costs shall be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability. The Board shall develop its budget by April each year to ensure its inclusion in the overall district budget and shall include, but not be limited to allowances for support and training (including consulting and technical services, orientation, conferences, and workshops); audits and other third party monitoring of organizational performance; and ownership linkages (surveys, focus groups, etc.) and Board legal services.	
<b>Is this policy still relevant and useful to the governance process?</b>		
	<b>Check One</b>	<b>If No, why is it not relevant or useful?</b>
Yes	<b>5</b>	<b>McCasland: Regular, ongoing education through a variety of activities is very important.</b>
No		
<b>If "No", does this policy need to be:</b>		
	<b>Check One</b>	<b>If Revised/Replaced, provide suggested revision.</b>
Revised/Replaced		

Removed		
<b>Are there any additions that you would suggest for this set of policies?</b>		
	<b>Check One</b>	<b>If Yes, provide suggested additions.</b>
Yes	<b>1</b>	<b>McCasland: Review and update documents to assist in becoming a high performing Board utilizing timely, productive and effective monitoring processes.</b>  <b>Kuknyo: Not yet.</b>
No	<b>3</b>	

**Suggested changes/additions** should be discussed at the meeting.

**Coordinators Comments:** This worksheet was completed by all the Board Members.

**Item #3.2.1.1**

**Yavapai College Foundation**

**District Governing Board**

**Presentation**

**January 12, 2021**



**Welcome**

**Valerie Wood**

**Yavapai College Foundation**

**President**

# Yavapai College Foundation

## Mission & Vision

- **Mission** is to support Yavapai College objectives and activities through resource development and promote community awareness of the College and its programs.
- **Vision** is to support Yavapai College by enhancing educational, cultural, social and economic opportunities in our communities.

# Yavapai College Foundation



# Reorganization Goals

## Increase Fundraising by Better Positioning Staff

- **Donor Relations/Annual Giving:** Karen Leja (Specialist, Donor Relations/Annual Giving) to both assume some of Mary's former duties and provide support to the fundraising efforts.
- **Assist auxiliaries & third-party organizations:** Wine & Dine for FoSWC, Framing the Future for FoFEC with their fundraising efforts.
- **Closely coordinate the YC Foundation Scholarship program with the YC Office of Financial Aid.**
- **Provide support for all donor relations/stewardship program** for donors, alumni & friends of Yavapai College.
- **Manage YCF communications** via bi-monthly E-newsletter, YC360 assistance, various marketing special projects as needed.
- **Expand Alumni to include Development:** Kammie's (Director of Development/Alumni) role to include development activities.
- **Lead the Alumni engagement and development efforts.**
- **Articulate Yavapai College's mission, strengths & priorities** to external partners, finding areas of collaboration & working to articulate the case for support.
- **Create & execute development campaigns** that support the Strategic Vision of Yavapai College.
- **Develop creative strategies & tactics to grow engagement** of and participation by Yavapai College Alumni with 50% of role devoted to growing Athletics Alumni.

# Reorganization Goals

- Expand Ashley's role (Major Gift Officer) to include both corporate & academic fundraising.
- Work with faculty members to identify and execute a strategy to increase private donor groups associated with a particular program or school.
- Work to identify major corporate organizations and connect them to the college for scholarships and/or naming opportunities.
- Jason Herbers (Major Gift Officer, Athletics) report to the foundation director with a dotted line to the AD.
- Manage all athletic events that are related to potential development opportunities.
- Develop national industry-wide partnerships with athletic facing organizations to enhance the fund development process for athletics.

# Development Goals

## Six Months

- Develop & Implement a comprehensive five- year **Development Plan**.
- Develop and Implement a five-year **Fundraising Plan for Athletics**.
- Develop and Implement an **Alumni Giving Tree process**.
- Develop a **Foundation Board Engagement Plan** with specific fundraising goals from the Board members.

## Twelve Months

- **Increase Legacy League members** by X%.
- **Increase Corporate Giving/Sponsorships** by 25%.
- **Launch a Facility Naming Project** endeavoring to achieve at least (2) building naming a year.
- **Launch a comprehensive athletic scholarship program** that brings in at least \$200,000 for scholarships year (1), \$300,000 year (2), \$450,000 year (3), \$500,000 year (4) & \$600,000 year (5).

# A Few Strategies

## Engage the College

- **Fundraising Training for all Coaches, Assistant Coaches & Athletic administrators** (30 days).
- **Fundraising Training for Deans, Faculty leaders/chairs** (6-12 months).
- **Engage all current and past employees** to encourage gifts (within 6 months).
- **Work with faculty** to connect with private foundations within their disciplines (within 6 months).

## Engage the Community

- **Increase Alumni** engagement and develop call campaigns (annual day of giving, phone banking for scholarships, crowdfunding campaigns, etc.).
- **Improve relationships with donors.**
- **Engage more corporate prospects** (Walmart Corporate, Lowes Corporate, etc.).
- **Participate as partners in major community events** (Indoor Football, etc.).

# Yavapai College Foundation

Thank you for your Support !



# Item #3.2.1.2

## Yavapai College Budget to Actual Status by Fund September 2020

The President's Monthly report below provides a brief financial status of each of the District's five funds as of September 30, 2020.

Source: Monthly Revenue and Expenditure  
Financial Reports

### General Fund



As of September 30, 2020, the General Fund has a surplus of \$2,285,600. This is primarily the result of tuition and fee revenues being recorded for the fall 2020 semester.

For the fiscal year ended June 30, 2021, General Fund revenues are projected to be under budget by \$760,300 and expenditures are projected to be under budget by \$758,000, resulting in a net deficit of \$2,300 — a .001% negative variance.

### Auxiliary Fund



As of September 30, 2020, the Auxiliary Fund has a small surplus and for the fiscal year ended June 30, 2021, the Auxiliary Fund is projected to exceed budget due to the effects of COVID-19. The largest decreases are expected to be in the residence halls, the FEC and community events. Several full-time employees have been moved to other departments which will lessen the impact. The total amount of the shortfalls will depend upon several factors including the college's ability to operate at closer to normal levels in the spring of 2021.

### Unexpended Plant Fund



As of September 30, 2020, the Unexpended Plant Fund has a deficit of \$716,500 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, 2021, 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 September 30, 2020, the Restricted Fund has a small surplus and is expected to be at budget for the fiscal year.

### Debt Service Fund

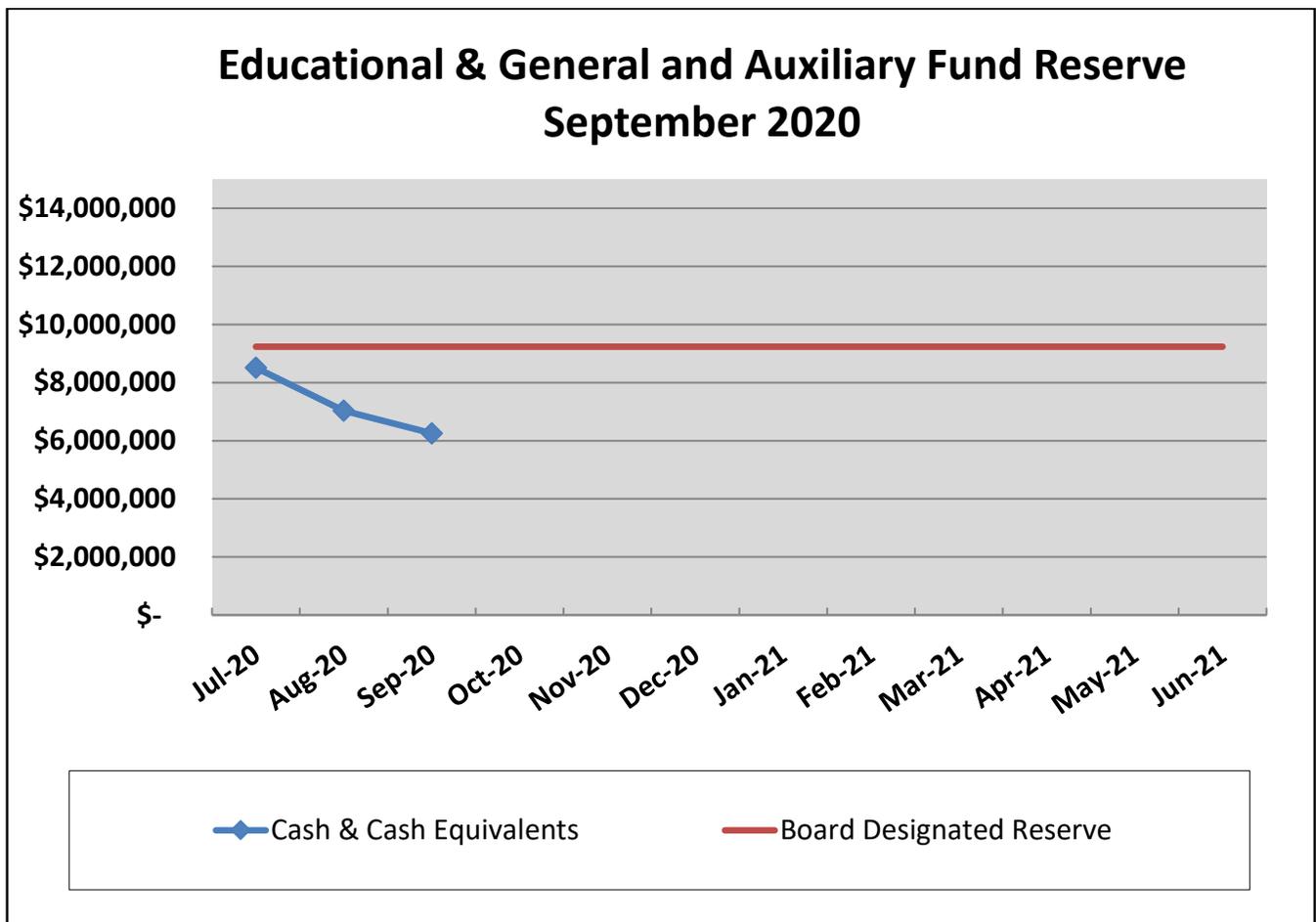


The Debt Service Fund accounts for the monies used to pay the interest and principal on the District's long-term bonds. College debt is at fixed rates of interest—for the three months ended September 30, 2020, there were no variances from budget.

# Yavapai College Cash Reserves September 2020

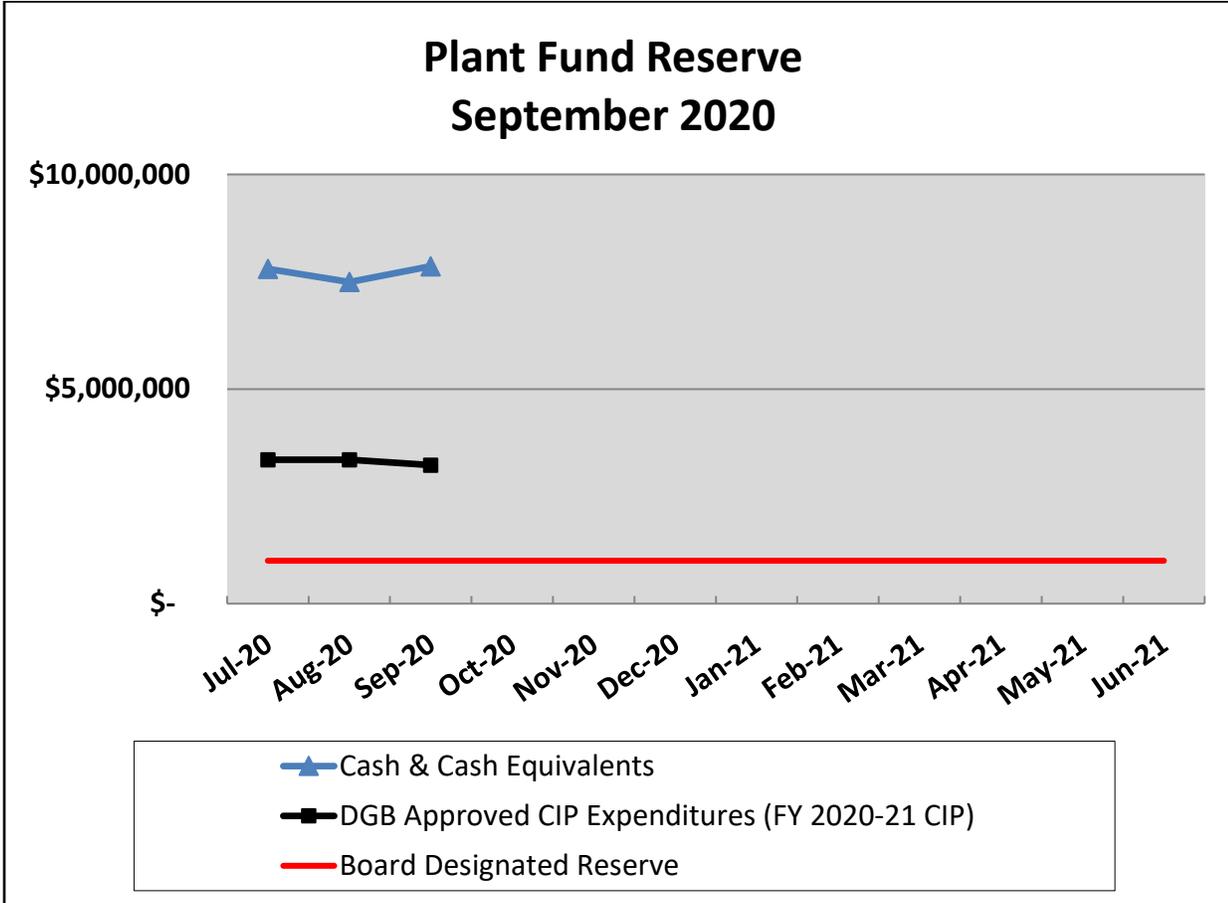
The President's monthly report on cash reserves below displays the District's reserves at September 30, 2020, in relation to the District Governing Board's (DGB) reserve requirements.

Source: Banner Finance



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

As of September 30, 2020, Current Fund reserves have temporarily dropped below the DGB's reserve requirements. This dip generally occurs two times per year, during the months preceding the collection of property taxes by the county. We expect the Current Fund reserves to exceed the DGB's threshold within a reasonable amount of time.



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

As of September 30, 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 nine months of CIP that have been approved by the DGB.

# Item#3.2.1.3

## Yavapai College Budget to Actual Status by Fund November 2020

The President's Monthly report below provides a brief financial status of each of the District's five funds as of November 30, 2020.

Source: Monthly Revenue and Expenditure  
Financial Reports

### General Fund



As of November 30, 2020, the General Fund has a surplus of \$2,757,400. This is primarily the result of tuition and fee revenues being recorded for the spring 2021 semester.

For the fiscal year ended June 30, 2021, General Fund revenues are projected to be under budget by \$921,300 and expenditures are projected to be under budget by \$923,400, resulting in a net surplus of \$2,100.

### Auxiliary Fund



As of November 30, 2020, the Auxiliary Fund has a small surplus due to spring residence halls room revenues being recorded and for the fiscal year ended June 30, 2021, the Auxiliary Fund is projected to exceed budget due to the effects of COVID-19. The largest decreases are expected to be in the residence halls, the FEC and community events. Several full-time employees have been moved to other departments which will lessen the impact. The total amount of the shortfalls will depend upon several factors including the college's ability to operate at closer to normal levels in the spring of 2021.

### Unexpended Plant Fund



As of November 30, 2020, the Unexpended Plant Fund has a deficit of \$1,642,900 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, 2021, 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 November 30, 2020, the Restricted Fund has a moderate surplus and is expected to be at budget for the fiscal year.

## Debt Service Fund

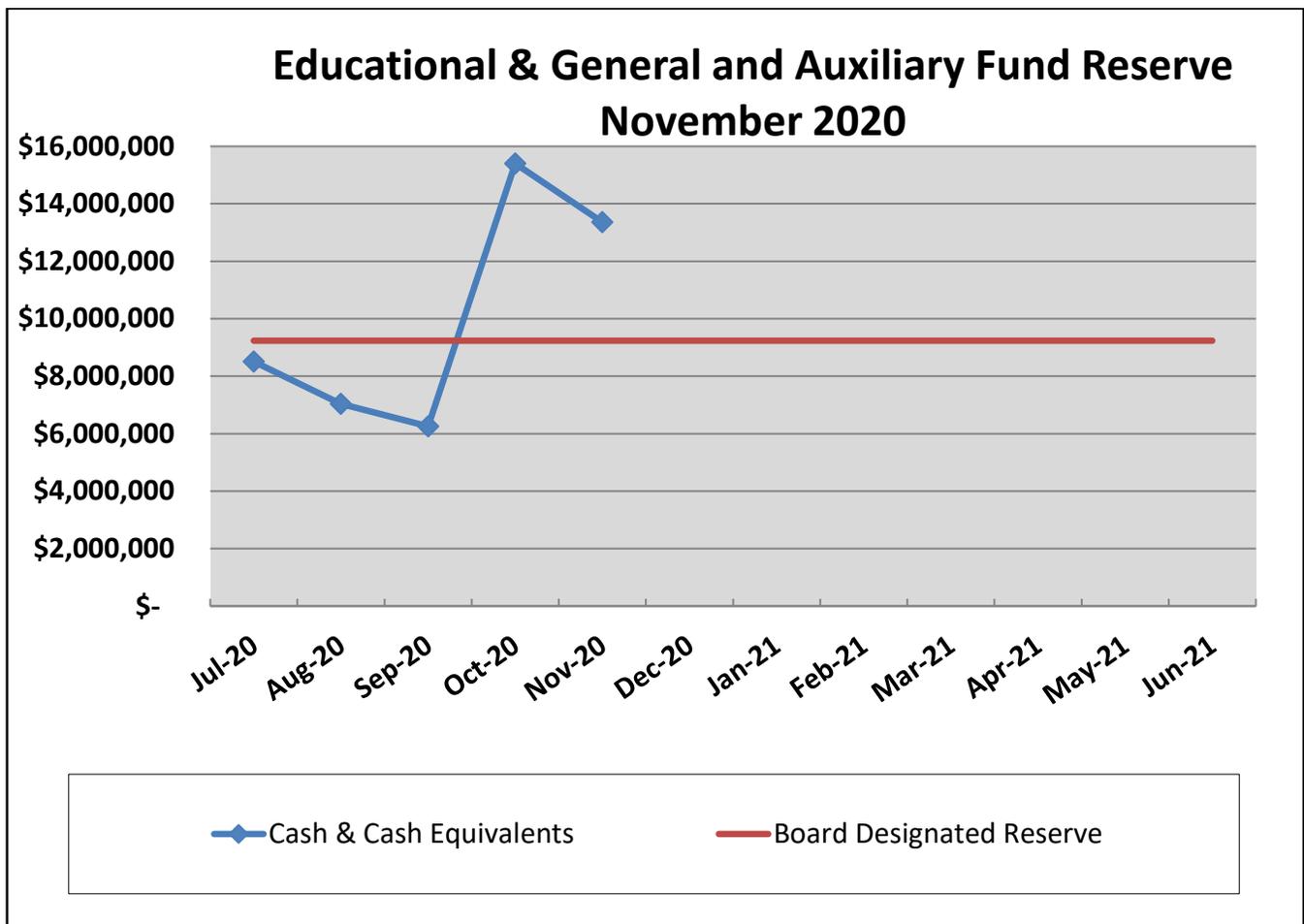


The Debt Service Fund accounts for the monies used to pay the interest and principal on the District's long-term bonds. College debt is at fixed rates of interest—for the five months ended November 30, 2020, there were no variances from budget.

## Yavapai College Cash Reserves November 2020

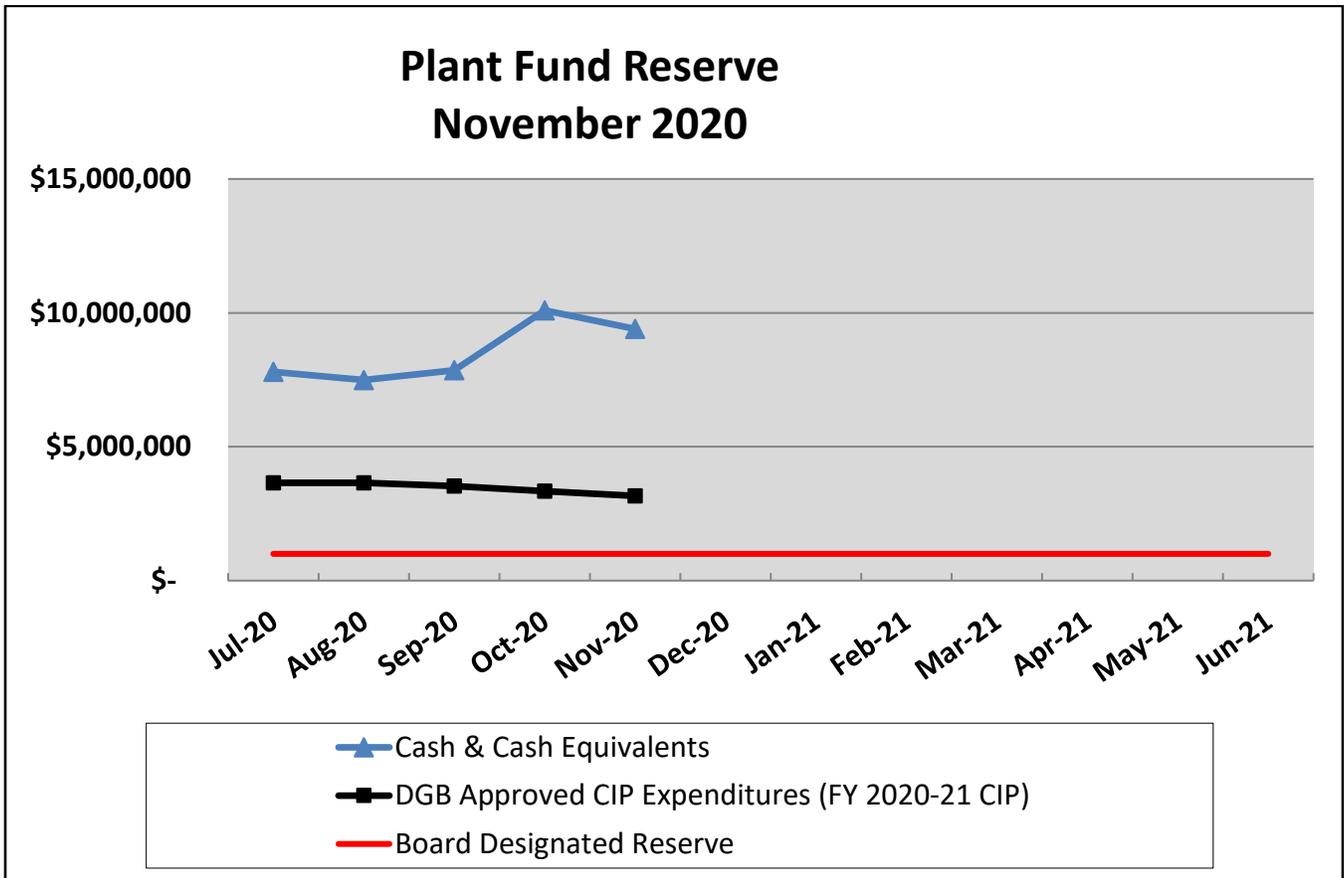
The President's monthly report on cash reserves below displays the District's reserves at November 30, 2020, in relation to the District Governing Board's (DGB) reserve requirements.

Source: Banner Finance



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

Property taxes were collected in October which increased the reserves above the DGB's requirements. We expect the reserve balance to dip below the DGB's requirements prior to the collection of property taxes in March 2021. This dip generally occurs two times per year, during the months preceding the collection of property taxes by the county.



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

As of November 30, 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 seven months of CIP that have been approved by the DGB.

# Faculty Association **Item #3.2.2**

- **Faculty Senate**
  - Budget and Compensation
  - College Standards
  - Curriculum
    - General Education Curriculum
  - Developmental Education
  - Faculty Affairs
  - Peer Faculty Mentor
  - Professional Growth
  - Student Learning Outcomes Assessment
  - Teaching and Learning

# Faculty Association

- **2020-21 Projects and Accomplishments (so far)**
  - Continue to work with administration on improving shared governance
  - Continue improving retention during the semester and from one semester to the next
  - Continue working with TELS to improve our online and WebLive (Zoom) courses
  - Continue removing the reading requirement on some courses
  - Faculty donated \$550 to I AM YC Emergency fund and \$150 to Season to Be Kind
  - Faculty Affairs drafted a department chair policy which is now being circulated among stakeholders
  - Promote concurrent enrollment courses

# Item #3.4.1

DATES AND PLACES OF FUTURE MEETINGS – FY 2020-2021	
TYPE OF MEETING	DATE/DAY/TIME/LOCATION
<b>JUNE 2020– NO BOARD MEETINGS</b>	
Regular Board Meeting*	July 28, 2020 Friday, Time 2 p.m. Location: Zoom
Board Special Session	August 5, 2020 Wednesday, Time 1 p.m. Location: Zoom
Regular Board Meeting	September 8, 2020, Tuesday, 1:00 p.m. Location: Rock House or Zoom
Regular Board Meeting*	October 20, 2020 Tuesday, 1:00 p.m. Location: Sedona Center or Zoom
Regular Board Meeting*	November 17, 2020, Tuesday, 1:00 p.m. Location: Zoom
Budget Workshop/Regular Meeting	January 12, 2021, Tuesday 9:00 a.m. Location: Rock House or Zoom
<b>Regular Board Meeting</b>	<b>February 9, 2021, Tuesday, 1:00 p.m.</b> <b>Location: Rock House or Zoom</b>
<b>Two-Day Board Retreat</b>	<b>Friday and Saturday, February 26 and 27, 2021</b> <b>9:00am – 4:00pm</b> <b>Location: Prescott Valley Campus Room 214 or Zoom</b>
<b>Regular Board Meeting</b>	<b>March 9, 2021, Tuesday, 1:00 p.m.</b> <b>Location: Verde Valley Campus room 137 or Zoom</b>
<b>Regular Board Meeting*</b>	<b>April 20, 2021, Tuesday, 1:00 p.m.</b> <b>Location: Rock House or Zoom</b>
<b>Regular Board Meeting*</b>	<b>May 18, 2021, Tuesday, 1:00 p.m.</b> <b>Location: Prescott Campus Community Room (19-147) or Zoom</b>
<b>JUNE 2021 NO REGULAR BOARD MEETING</b>	
<b>JULY 2021 NO REGULAR BOARD MEETING</b>	

\*Regular Board Meeting not held on the typical 2<sup>nd</sup> Tuesday of the month.

## Dates

Month	Meeting Type
June	No Meeting
Tuesday, July 28, 2020 2:00pm <b>Zoom</b>	Regular Meeting
Tuesday, August 4, 2020 4:00pm <b>Zoom</b>	Special Session
Tuesday, September 8, 2020 1:00pm <b>Rock House or Zoom</b>	Regular Meeting
Tuesday, October 20, 2020 1:00pm <b>Sedona Campus or Zoom</b>	Regular Meeting
Tuesday, November 17, 2020 1:00pm <b>Verde Valley Campus or Zoom</b>	Regular Meeting
<b>Postponed</b> 4:00pm – 6:00pm <b>Rock House and Outside Atrium</b>	Board Recognition
Tuesday, January 12, 2021 9:00am <b>Rock House with a Zoom</b>	Budget Workshop/Regular Meeting
Tuesday, February 9, 2021 1:00pm <b>Rock House or Zoom</b>	Regular Meeting
Friday & Saturday, February 26 & 27, 2021 9:00am – 4:00pm <b>Prescott Valley Campus or Zoom</b>	Two-Day Board Retreat
Tuesday, March 9, 2021 1:00pm <b>Verde Valley Campus or Zoom</b>	Regular Meeting
Tuesday, April 20, 2021 1:00pm <b>Rock House or Zoom</b>	Regular Meeting
Tuesday, May 18, 2021 1:00pm <b>Prescott Campus Community Room (19-147) or Zoom</b>	Regular Meeting

# Item#3.4.2

DATES AND PLACES OF EVENTS – FY 2020-2021	
TYPE OF EVENT	DATE/DAY/TIME/LOCATION
ACCT Leadership Congress	August 3, Monday - 6, Thursday, 2020 -Time: 11-1:15PM Eastern Location: Zoom
Fall Convocation	August 10, 2020, Monday 9:30 a.m. – 4:00 p.m. Location: Virtual
ACCT Virtual Leadership Congress	Monday October 5 – Thursday October 8 Location: Virtual
*YC Presentation-COVID-19: Challenges Imposed, Lessons Learned	*Tuesday October 6 <sup>th</sup> 12:15-1:15 (Arizona Time)
<i>Enhancing the Federal Pell Grant Program to Maximize Student Success</i> ACCT Webinar Series: Improving Access and Affordability of Workforce Training with Short -Term Pell	November 12, 2020, Thursday 12PM Location: Virtual Webinar
<i>Enhancing the Federal Pell Grant Program to Maximize Student Success</i> ACCT Webinar Series: Expanding Educational Opportunity for Incarcerated Students through Second Chance Pell	December 3, 2020, Thursday 12PM Location: Virtual Webinar
District Governing Board Social In Recognition of Outgoing Board Members	December 9, 2020, Wednesday 4:00 p.m. – 6:00 p.m. Location: Rock House/Outside Atrium
Northern Arizona Regional Training Academy (NARTA) Commencement	December 10, 2020, Thursday – Time: 11 AM -1 PM Location: Calvary Chapel of Prescott 2313 State Route 69 Prescott, Arizona
Nursing Pinning Ceremony	December 11, 2020, Friday – 1:00 pm Location: Prescott Campus – Performing Arts Center
<b>Spring Convocation</b>	<b>January 13, 2021 Wednesday – 9 AM</b> <b>Location: Zoom</b>
<b>ACCT Community College National Legislative Summit</b>	<b>Monday, February 8 – Wednesday, February 10, 2020</b> <b>Location: Virtual</b>
<b>Nursing Pinning Ceremony</b>	<b>May 12, 2021, Wednesday – 4:00 pm</b> <b>Location: Prescott Campus – Performing Arts Center</b>
<b>Verde Valley Commencement</b>	<b>May 14, 2021 Friday – Time: TBA</b> <b>Location: Verde Valley Campus</b>
<b>Prescott Commencement</b>	<b>May 15, 2021 Saturday – Time: TBA</b> <b>Location: Performing Arts Center</b>
<b>GED Graduation Ceremony</b>	<b>May 22, 2021, Saturday – Time: 1:00-3:00 pm</b> <b>Location: Prescott Campus – Performing Arts Center</b>
<b>Northern Arizona Regional Training Academy (NARTA) Commencement</b>	<b>May 27, 2021, Thursday – Time: TBA</b> <b>Location: Prescott Campus – Performing Arts Center</b>
<b>Govern for Impact Conference</b>	<b>Thursday, June 17 – Saturday, June 19, 2021</b> <b>Location: TBA</b>
<b>ACCT Leadership Congress 2021</b>	<b>Wednesday, October 13 – Saturday, October 16, 2021</b> <b>Location: San Diego, California</b>