



North Idaho College

Board of Trustees Meeting

April 28, 2021

NIC Main Campus – Edminster Student Union Building, Driftwood Bay Room

Connect via Zoom: <https://nic.zoom.us/j/86764608914> or by phone: (669) 900-6833 Meeting ID: 867 6460 8914

Amended April 27, 2021

***Mission statement:** North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.*

This meeting is a business meeting of the Board Trustees and the NIC Administration. Members of the public interested in offering public comment on any agenda item must submit a request by 12 p.m. the day of the board meeting to shannon.goodrich@nic.edu. The request must identify the agenda topic comment will relate to and include the commenter's full name, and must also specify whether comment will be made in person or over Zoom.

Physical attendance by the public will be limited in accordance with the Governor's modified Stage 3 of the Idaho Rebounds plan and the NIC Rebounds operations guidelines. To ensure appropriate physical distancing, the allowable room capacity is 15 people. Masks must be worn for those choosing to attend in person and members of the public may also view and/or listen to the open portion of the meeting through the Zoom virtual meeting platform.

AGENDA

5:30 p.m. EXECUTIVE SESSION

Action for Executive Session under Idaho Code Idaho Code § 74-206(1)(b)*

6:00 p.m. BOARD MEETING

Convene/Call to Order/Verification of Quorum	Todd Banducci
Pledge of Allegiance	Todd Banducci
Review Minutes	Todd Banducci
Public Comment	Todd Banducci
Celebrating Success: Tree Campus USA: After the Storm	Chris Martin/Bill McElver

CONSTITUENT REPORTS

ASNIC	2 minutes	Kai Sedlmayer
Faculty Assembly	2 minutes	Chris Pelchat
Staff Assembly	2 minutes	Jeff Davis
Senate	2 minutes	Steve Kurtz

PRESIDENT'S REPORT 5 minutes Rick MacLennan

KTEC REPORT 5 minutes Michael Barnes

OLD BUSINESS

Tab 1: Second Reading/Action: Revised Leave Without Pay Policy 3.04.06 and Rescind Policies 3.04.06.01 and 3.04.07 Karen Hubbard

NEW BUSINESS

Tab 2: Action: Award Tenure	Lita Burns
Tab 3: First Reading: FY22 General Fund Operating Budget	Chris Martin

INFORMATION

Course Scheduling and Cancellation
Tab 4: FY21 and FY22 Faculty Sabbaticals
Operational Decision-making

Lita Burns
Lita Burns
Rick MacLennan

BOARD CHAIR REPORT

5 minutes

Todd Banducci

REMARKS FOR THE GOOD OF THE ORDER**

ADJOURN

* Executive sessions may be called for the purposes of considering personnel matters, deliberating regarding an acquisition of an interest in real property, considering records that are exempt from public disclosure, considering preliminary negotiations involving matters of trade or commerce in which this governing body is in competition with another governing body, communicating with legal counsel regarding pending/imminently-likely litigation, communicating with risk manager/insurer regarding pending/imminently-likely claims.

** Remarks are subject to NIC Policy 2.01.03. Copies are available from the President's Office.

BOARD OF TRUSTEES MEETING
April 28, 2021

SUBJECT

Executive Session

DISCUSSION

From time to time the board will find it necessary to adjourn to executive session. When an executive session is required, a number of specific steps must be taken. These steps are:

1. Cite Idaho Code § 74--206.
2. Cite one or more specific subsections in the code section and provide sufficient detail to identify the purpose and topic of the executive session but not information sufficient to compromise the purpose of the executive session.
3. Approve a motion to adjourn by two-thirds, roll call vote.
4. Take no action and make no final decisions in executive session.

_____ MOVES THAT THE BOARD, PURSUANT TO IDAHO
CODE § 74—206, CONVENE IN EXECUTIVE SESSION TO:

- _____ Consider personnel matters [Idaho Code § 74--206(1)(a) & (b)]
- _____ Deliberate regarding an acquisition of an interest in real property [Idaho Code § 74-206(1)(c)]
- _____ Consider records that are exempt from public disclosure [Idaho Code § 74-206(1)(d)]
- _____ Consider preliminary negotiations involving matters of trade or commerce in which this governing body is in competition with another governing body [Idaho Code § 74-206(1)(e)]
- _____ Communicate with legal counsel regarding pending/imminently-likely litigation [Idaho Code § 74-206(1)(f)]
- _____ Communicate with risk manager/insurer regarding pending/imminently-likely claims [Idaho Code § 74-206(1)(i)]
- _____ To consider labor contract matters authorized under section 67-2345A [74-206A](1)(a) and (b), Idaho Code.

Purpose/Topic summary: (Provide sufficient detail to identify the purpose and topic of the executive session but not contain information sufficient to compromise the purpose of the executive session.)

SECONDED _____

BY: Roll call:

_____ Banducci
_____ Barnes
_____ Howard
_____ McKenzie
_____ Wood

CONVENE AT: _____ ADJOURN AT: _____



North Idaho College
BOARD OF TRUSTEES MEETING
Edminster Student Union Building, Driftwood Bay Room
March 24, 2021
MINUTES

CALL TO ORDER AND VERIFICATION OF QUORUM

Chair Todd Banducci called the meeting to order at 6:00 p.m. and verified that a quorum was present.

ATTENDANCE

Trustees: Todd Banducci
Michael Barnes
Ken Howard
Greg McKenzie
Christie Wood

Also present: Rick MacLennan, President
Graydon Stanley, Vice President for Student Services
Lita Burns, Vice President for Instruction
Chris Martin, Vice President for Finance and Business Affairs
Marc Lyons, Attorney for North Idaho College

Chair Banducci called for any changes to the minutes from the meeting held on February 24, 2021 and the special meeting held on March 15, 2021. There were no changes noted and the minutes were accepted, as presented.

PUBLIC COMMENT

Tom Breazeal offered comment on the INBRE Program.

CELEBRATING SUCCESS

VP Lita Burns and Natural Sciences Division Chair Paul Lambert offered introductory remarks on the Idea Network for Biomedical Research Excellence (INBRE). Microbiology Professor Rhena Cooper provided an overview of the program, including discussion of the program grant, student participation, and completion rates.

CONSTITUENT REPORTS

ASNIC

President Kai Sedlmayer reported that ASNIC is nearing completion of a project to light the beach volleyball court and working a project to create building directories to help students navigate campus. She went on to report on other projects and activities developed by the student Events Board.

Trustee McKenzie asked how members of the public can attend ASNIC meetings. Ms. Sedlmayer responded that meeting Zoom links are posted on the ASNIC webpage.

Faculty Assembly

Chair Chris Pelchat reported that during their March meeting, faculty began establishing commitments for college committees and officer nominations for next academic year. He reported that during the meeting they also received updates on advising, the First Year Experience Taskforce, faculty engagement in commencement, new student seminars, and engaged in discussions on the topics of bookstore resources and first amendment rights. He also reported that

an adjunct instructor, Nikole King, was added to the faculty executive committee and he discussed her efforts in conducting a survey of adjunct faculty regarding their experiences working as part time instructors at NIC.

Trustee McKenzie asked if Faculty Assembly meetings are open to the public. Chair Pelchat responded that the meetings are closed and others interested in attending should request an invitation through the assembly's executive committee.

Staff Assembly

Chair Jeff Davis reported on activities from the last Staff Assembly meeting, including recognition of the March Sterling Silver Award winner, Teri Cruz, and Chief Communications Officer Laura Rumpler, and an update on the college's emergency response to COVID-19 from Alex Harris, director of Title IX, Student Conduct & Security.

Trustee McKenzie asked if Staff Assembly meetings are open to the public. Chair Davis responded that meetings are open only to staff employees.

College Senate

Chair Steve Kurtz reported on activities from the last two Senate meetings, including policy reviewed for first reading and a review of revisions to the Senate constitution and bylaws. He also reported that Senate received a report on the redesign project of the college website and he closed by reporting that Senate voted to adopt a resolution in support of the resolutions of ASNIC and Staff and Faculty Assemblies on the topic of the obligation of the board of trustees to uphold NIC policy.

Trustee McKenzie asked if Senate meetings are open to the public. Chair Kurtz responded that meetings are open to senators and guests only and he recommended that individuals interested in attending contact the executive committee.

PRESIDENT'S REPORT

Dr. MacLennan provided a brief update on the process for consulting with ACCT to provide board training, as directed by the board. He commented that he hadn't learned yet if chair Banducci had conducted the reference check on the consultants that he had asked for. He went on to comment that Shannon would be reaching out to the trustees to schedule a board workshop for presentation of the college's compensation study, two by two budget previews with trustees prior to the April board meeting, as well as a budget and capital workshop in May and the full day board retreat with the consultants from ACCT.

Trustee McKenzie asked Dr. MacLennan to address elements of a recent communication to the board and a recent article published in the Chronicle of Higher Education that Dr. MacLennan had shared with the board. Dr. MacLennan responded that he had no additional comment on either matter.

OLD BUSINESS

Head Start Continuation Grant Application

Head Start Director Beth Ann Fuller stood for questions on the grant application being presented for second reading. There were no questions or comment and Trustee Howard made a motion to approve the Head Start continuation grant application, as presented. The motion, seconded by Trustee Barnes, carried unanimously.

FY21 Head Start Funding Increase for Cost of Living Adjustment and Supplemental funding for COVID-19 Response

Ms. Fuller presented information in support of a cost of living funding increase and supplemental funding appropriated to NIC Head Start for continued response to COVID-19, both of which require board approval for NIC Head Start to accept.

Chair Banducci requested a motion for the board to waive the second reading of this request and take action at this time. The motion to waive the second reading and take action was made by Trustee Wood and seconded by Trustee Howard. The motion carried unanimously.

Trustee Wood made a motion for the board to approve NIC Head Start accepting funding for a cost of living adjustment and to allow acceptance of supplemental funds for COVID-19 response. The motion, seconded by Trustee Howard, carried unanimously.

President's Compensation

College Attorney Marc Lyons explained that in June the board and the president had agreed on a new contract and at that time the budget was not yet approved, so there were no wage increases for employees or the president. He went on to explain that last fall, the board approved employee step increases to take effect in January 2021 and the board is now asked to consider whether the president's contract should be amended to reflect an increase of \$363.88 per month.

Trustee Howard made a motion for the board to approve an increase to the president's compensation of \$363.88 per month retroactive to January 2021. The motion was seconded by Trustee Wood.

Trustee McKenzie offered comparisons of the proposed increase to the average increase for faculty members and to members of the Coeur d'Alene community. Trustee Howard commented that the wage comparators the board should consider include those from other institutions of higher learning, adding that the president's pay is mid-range of other community colleges in Idaho and this amount is within the range of a reasonable increase. Trustee McKenzie further expressed his feeling that in the context of this community, at this time, this is not the best use of tax payor funds. Trustee Wood commented that at the president's request, the board had delayed considering the president's increase until the budget was approved, and she expressed her agreement with Trustee Howard that the increase should be retroactive to January. The motion carried with three in favor and two opposed.

NEW BUSINESS

Revised Leave Without Pay Policy #3.04.06

Chief Human Resources Officer Karen Hubbard presented revised policy 3.04.06, explaining that revisions include combining elements of existing policies covering the continuation of health benefits while on leave without pay and leaves without pay for educational purposes. She further explained that revisions include moving approvals of leaves without pay from the board of trustees to the President's Cabinet member and the president.

Trustee Wood commented on the change in approving authority and expressed there are reasons for these types of requests to come to the board, and that she trusts that the board would make the right decisions.

Chair Banducci expressed disagreement with removing the board's authority to approve leaves without pay and he shared his agreement with Trustee Wood's comments that there are reasons for the board's oversight, and he added that the administration should be able to provide the necessary

background to help the board make good decisions in these cases. He added his interest in the having approval of sabbatical leaves returned to the board.

Trustee McKenzie expressed his interest in leaving approval of leaves without pay with the board or the board chair.

Dr. MacLennan commented that if the board feels approval authority should remain with the board, the full board should be involved in approvals rather than delegating that authority to one trustee.

Trustee Howard commented that the board's role is to develop policy, adding that this is one of the areas in which the board may not be able to understand the institutional impacts of requests of this type, and he expressed his feeling that these matters should be left to the operational duties of the president.

Ms. Hubbard pointed out differences in leave without pay and sabbatical leave.

A brief discussion took place about the practice around sabbatical leaves and Trustee Howard commented that the topic of sabbatical leaves is not on the agenda and asked that the discussion focus on the policy on the agenda. Trustee McKenzie asked if language could be added to the policy that delegates authority for approval of leaves without pay to the board chair.

Further discussion ensued about offering amendments to the policy and Trustee Howard commented that at times it is appropriate for the administration pull policy back for further work, but if this policy comes before the board for a second reading, trustees can then recommend amendments, as needed. Dr. MacLennan commented that the revised policy had come through the normal development process and he briefly discussed a process to incorporate trustee input for response from the constituent groups and asked that any trustee input be sent to his office.

Acceptance of the FY21 A133 Federal Audit

VP Chris Martin briefly explained that the audit related to the college's federal awards had been delayed because guidance related to CARES Act funds hadn't been released in time for this portion of the audit to be conducted and included with the full audit report in November. Jodi Daugherty from the auditing firm of Eide Bailly reported that there were no findings from the audit of controls over financial reporting and compliance with laws and regulations. She also reported that there were no findings from the audit of federal programs, including financial aid, the grant for aging services and Higher Education Emergency Relief Funds. Mr. Martin referred the board to the section of the report that lists the specific federal awards that come through the institution.

Trustee Howard made a motion to accept the audit, as presented. The motion, seconded by Trustee Wood, carried unanimously.

INFORMATION ITEMS

Budget Planning Overview

VP Martin began with a review of the current quarterly income statement, highlighting that operating revenue is trending approximately 12% over plan, due, in part, to better than expected fall enrollment and allocation of CARES Act funds included in the college's nonoperating revenue. Following a question from Chair Banducci, Martin reviewed the institution's allocations of CARES Act funds for student aid and institutional needs related to COVID-19. He continued by reporting that expenses are trending better than expected in the areas of personnel expense, travel, and utilities.

Mr. Martin next reviewed the recommendations for the college approved by the Joint Finance Appropriations Committee of the Idaho Legislature, totaling approximately \$1.1 million, and a

\$250,000 allocation through the State Board of Education for a Zero Textbook Cost Initiative. VP Burns explained that the textbook initiative supports faculty in utilizing open educational resources or other types of low- or no-cost textbooks for students.

Following a question from Chair Banducci about the purpose of the allocation for expansion of the nursing program, VP Burns explained that the \$200,000 allocation will be used to hire additional nursing faculty so the college may increase the number of students entering the nursing program.

VP Martin next reviewed the planning assumptions and anticipated expense impacts considered in developing the FY22 budget, and briefly reviewed elements of a three-year budget planning forecast.

Board Conduct Policy Update

Trustee Howard reported that following preliminary discussions on a revised board conduct policy, he and Trustee Barnes had agreed to develop a procedure to accompany the policy and they had begun to review other board governance policies and agreed on goals for proceeding with their efforts.

Trustee Barnes commented on the importance of separating a policy statement from the processes for carrying out the policy.

Spring Enrollment

Dr. MacLennan commented briefly on efforts by the college to strategically impact enrollment and offered a future opportunity to detail those efforts for the board.

VP Graydon Stanley provided enrollment trends for year over year changes in headcount, credits, and full time equivalent. He provided enrollment trends for student demographic groups, including student type, part time and full time, and modality of instruction. He also discussed initiatives underway to capture enrollment and improve retention.

Following a question from Trustee McKenzie, VP Stanley discussed elements of a student survey conducted during spring semester on impacts of the pandemic and he commented briefly on a national student engagement survey currently underway with community college students.

Athletics Update

VP Stanley provided an update on the progress of athletic programs through the training protocols outlined by the Northwest Athletic Conference that if navigated successfully, lead teams to competition.

Athletic Director Bobby Lee provided an update on the status of the team competitions, reporting that the wrestling team had been competing since February and will participate in the national competition in April. He reviewed daily and weekly safety protocols and practices athletes undergo to continue actively training and competing.

Chair Banducci expressed his disappointment with NWAC's rule not allowing spectators and he commented on the revenue losses that may be attributed to this and to the loss of summer sports camps. VP Stanley and Mr. Lee responded that guidance may change by the time competition begins. Dr. MacLennan commented that it has not been made clear if Higher Education Emergency Relief Funds may or may not be used to recover lost athletic revenue and he shared that the college continues its commitment to support athletic programs.

BOARD CHAIR REPORT


Chair Banducci commented that he looks forward to seeing the final remodel of the Meyer Health and Science Building and to see the nursing program expand.

REMARKS FOR THE GOOD OF THE ORDER

Trustee McKenzie requested that the board email account become accessible to trustees. Trustee Wood commented that this topic can be added to a future board agenda. Trustee McKenzie requested an agenda item on accreditation and he expressed his interest in a tour of the Workforce Training Center and the Aerospace facility. Dr. MacLennan responded that he could arrange tours of any NIC site.

There were no other comments and Chair Banducci adjourned the meeting at 9:55 p.m.

Respectfully Submitted,
Shannon Goodrich, Board Clerk

**North Idaho College**
BOARD OF TRUSTEES WORKSHOP
Edminster Student Union Building, Driftwood Bay Room
April 7, 2021
MINUTES

Board Chair Todd Banducci opened the workshop at 11:00 a.m.

Dr. MacLennan made some introductory remarks and Chief Human Resources Officer Karen Hubbard commented briefly on the collaborative efforts between Evergreen Solutions and the college to conduct the compensation study. She introduced Jeff Ling and Michael Misrahi, representing Evergreen Solutions.

Mr. Ling provided a brief overview of Evergreen's considerations when conducting compensation market studies for two-year higher education institutions. Mr. Misrahi reviewed the college's current employee compensation structure. He then discussed the comparison methodology, survey results for staff and faculty positions, recommendations for adjustments to the structures for both employee groups, and implementation considerations. He also discussed recommendations for adjunct faculty rates, faculty chair positions, compensation considerations for doctoral attainment, and recommendations for maintaining the proposed structures.

Trustee Howard asked why such a wide-area scope of institutions was surveyed and he expressed interest in understanding comparative data for Idaho institutions and the institutions in Spokane. He asked if it would be possible to run the comparison using only those institutions.

Mr. Misrahi explained that market surveys should include enough comparators to return results with statistically relevant data, and he added that recruitment for faculty and administrator positions typically expands beyond the more local regional area. He went on to explain that data from the other peer institutions would need to be removed and an updated market summary produced.

Chair Banducci expressed agreement with looking at comparative data for Idaho and Spokane institutions only.

Trustee Wood expressed her understanding of the need for a wider search for comparator data and she cautioned the board about adjusting the study.

Following a question from Chair Banducci Mr. Misrahi responded that a new data set could be produced in about a week, but revised recommendations could take 30 days.

Trustee Howard commented that he is interested in having additional information to the help the board with a better understanding of how to move forward with recommendations. He suggested that the board ask Evergreen to adjust the data on the peer averages then determine if the recommendations need to be revised.

Ms. Hubbard commented that some of the institutions for which trustees have expressed interest in seeing comparator data, initially did not provide complete responses to Evergreen, and pursuing those institutions further could extend the project. She added that historically, the college has looked beyond the Idaho and Spokane market for when conducting market surveys. She also commented that Evergreen's recommendation to remove the first two grades in the faculty structure would have a minimal impact to the structure.

Dr. MacLennan commented that he is comfortable with the sample size and the institutions surveyed, knowing that the cost of living was adjusted for those institutions in western Washington.

He commented briefly on the potential difficulty of obtaining complete data from institutions and expressed his appreciation to Ms. Hubbard for her expertise and efforts in working with Evergreen to produce credible results. He commented further that the administration will utilize the data and recommendations provided to develop budget recommendations for the board's input and guidance.

Following a question from Chair Banducci, Dr. MacLennan responded that the administration will work to obtain the additional information requested.

There were no other comments and Chair Banducci closed the workshop at 12:30 p.m.

Respectfully submitted,
Shannon Goodrich, Board Clerk

BOARD OF TRUSTEES MEETING
April 28, 2021

TAB 1

SUBJECT

Revised Policy 3.04.06: Leave Without Pay

BACKGROUND

This policy revision was initiated by Human Resources as part of the college's comprehensive policy review process.

DISCUSSION

The proposed revisions combine three existing policies relating to leave without pay into a single policy. Therefore, in addition to the approval of the revised policy 3.04.06: Leave Without Pay, the following policies are proposed for elimination.

3.04.06.01: Leave Without Pay for Educational Purposes

3.04.07: Health Insurance Continuation While on Leave Without Pay

COMMITTEE ACTION

This policy has been reviewed and approved by President's Cabinet and the College Senate.

FINANCIAL IMPACT

None.

REQUESTED BOARD ACTION

Request the board consider a motion to approve revisions to policy 3.04.06 and approve elimination of policies 3.04.06.01 and 3.04.07.

Prepared by,
Karen Hubbard
Chief Human Resources Officer

Policy

<i>(Impact Area - Dept Name)</i> Employees	<i>(General Subject Area)</i> Leaves	<i>(Specific Subject Area)</i> Leave Without Pay (LWOP)
	Author: Human Resources	Supersedes Policy # 3.04.06.01 & 3.04.07
Relates to Procedure #	Impact:	
Legal Citation (if any):		
<i>North Idaho College</i>		

~~LEAVE WITHOUT PAY~~

~~A North Idaho College employee may request leave without pay. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested and the effect that granting it will have on the employee's unit or program. Approval by the employee's administrative superiors, the president, and the board of trustees is required.~~

Benefits eligible employees may request a Leave Without Pay (LWOP). A LWOP permits an employee to request a leave that extends longer than two weeks up to a maximum of one year. Employees may request a LWOP for a variety of reasons, but should do so, when practical, at least ninety (90) days in advance of the leave. NIC weighs such requests on an individual basis depending on the reason for the request and the effect that granting it will have on the employee's department or program. The requested LWOP must be approved by the employee's President's Cabinet member and the president prior to the LWOP commencing, when possible. Employees will be required to exhaust all other applicable types of accrued leave before commencing leave without pay, per relevant leave policies in 3.04D.

Health Insurance

When an employee covered by a North Idaho College insurance plan takes leave without pay for any reason, the employee may choose to maintain their current health insurance for themselves and their dependents either by paying a portion or all of their premiums or by enrolling in COBRA (The Consolidated Omnibus Budget Reconciliation Act of 1985).

Policy

Policy # 3.04.06.01

RESCIND WITH PASSAGE OF REVISED 3.04.06

Effective Date 01/28/98

<i>(Impact Area - Dept Name)</i> Employees	<i>(General Subject Area)</i> Leaves	<i>(Specific Subject Area)</i> Leave without Pay for Educational Purposes
	Author:	Supersedes Policy # 3.04.1, Pg. 3, #5
Relates to Procedure #	Impact:	
Legal Citation (if any):		
<i>North Idaho College</i>		

Policy Narrative

[Page 1 of 1]

Leave of Absence without Pay for Educational Purposes

Leave-of-absence without pay for educational purposes is considered on an individual basis. As soon as such a possibility is contemplated, the appropriate division chair or supervisor along with the appropriate vice president should be consulted. Formal requests for an educational leave-of-absence without pay must be made at least ninety (90) days in advance of the leave.

Policy

Policy # 3.04.07

Effective Date 6/20/91
Reviewed 10/15

RESCIND WITH PASSAGE OF REVISED 3.04.06

<i>(Impact Area - Dept Name)</i> Employees	<i>(General Subject Area)</i> Leaves	<i>(Specific Subject Area)</i> Health Insurance Continuation While On Leave Without Pay
	Author:	Supersedes Policy # 3.08.7
Relates to Procedure #	Impact:	
Legal Citation (if any):		
<i>North Idaho College</i>		

Policy Narrative

[Page 1 of 1]

When an employee who is covered by the North Idaho College health insurance plan takes leave without pay for any reason, it will be the policy to allow that employee to enroll in COBRA (The Consolidated Omnibus Budget Reconciliation Act of 1985) for health insurance benefits. If an employee does not or cannot enroll for COBRA benefits, their health benefits will cease.

BOARD OF TRUSTEES MEETING
April 28, 2021

TAB 2

SUBJECT

Tenure Candidates

BACKGROUND

As prescribed by [Tenure Policy 3.02.09](#), candidates for tenure, upon favorable recommendations by the Tenure Committee, Vice President of Instruction and the President will be forwarded to the Board of Trustees for their regularly scheduled April meeting.

DISCUSSION

Candidates' applications and recommendations of the Tenure Committee have been reviewed by the vice president for instruction and the president. Three candidates are endorsed by the vice president for instruction and the president for conferral of tenure and are listed below. Candidate portfolios have been made available for board review.

Victor Begay, Social & Behavioral Sciences
Blythe Buchan, Nursing
Bryan Hannaford, Communication & Fine Arts

FINANCIAL IMPACT

None

REQUESTED BOARD ACTION

It is recommended that the board of trustees consider a motion to approve tenure beginning fall 2021 for the faculty members presented.

Prepared by
Lita A. Burns, PhD
Vice President for Instruction

BOARD OF TRUSTEES MEETING
April 28, 2021

TAB 3

SUBJECT: First Reading: FY22 General Operating Budget

BACKGROUND: Proposed budgets for Fiscal Year 2022 for the total institution as developed by the college administration are presented to the Board for consideration and discussion. These budgets include the general fund, plant fund, fee-based funds, service funds and grants and reflect the anticipated changes in revenues and expenditures for FY22.

DISCUSSION:

General Overview:

Planning assumptions for FY22 include a forecasted decline for traditional credit enrollment of 3%. This decline is based on trend data and information developed by the Strategic Enrollment Management Committee.

State Funding:

The state general fund appropriation increased to \$12.97M for FY22. The appropriation includes the restoration of the FY21 5% holdback of \$621,300, the impact of Enrollment Workload Adjustment in the amount of \$126,500, change in health benefit costs of \$46,000, as well as funding for Change in Employee Compensation in the amount of \$171,400. Additionally, the state general fund appropriation includes \$200,000 for expanded nursing program support.

The state CTE allocation increased by \$401K over FY21. This allocation includes the restoration of the 5% holdback of \$287,300, change in health benefit costs of \$23,800, and \$89,900 to support Change in Employee Compensation.

Levy Increase:

The budget proposal includes no increase to the Maintenance and Operation Levy. The budget does include a recommendation to take \$415,000 in new property on the rolls.

Tuition and Fee Income:

This proposed budget includes no increases in tuition for any student type.

Expenses:

Without factoring in any change in employee compensation, the FY22 budgeted expenses increased 1.0% or \$497K.

Change in Employee Compensation:

This proposal includes placeholder amounts for potential implementation of the salary study as well as provides for a step increase for all full-time, benefits-eligible employees as well as an increase to the part-time and adjunct rates of pay.

Course Fee Rates:

Included with the budget are all FY22 course fees for board review and approval.

REQUESTED BOARD ACTION: First reading. No action is required at this time. The second reading of the FY22 Budget is scheduled for May 26, 2021.

Prepared by: Chris A. Martin
Vice President for Finance and Business Affairs



North Idaho College

FY2022 Budget

**First Reading
Presented to the Board of
Trustees April 28, 2021**

**North Idaho
College General
Fund Operating
Budget FY 2022**

	<u>FY21 Budget</u>	<u>PROPOSED FY22 Changes</u>	<u>PROPOSED FY22 Budget</u>
Changes in Revenue			
Tuition and Fees Base	\$ 10,115,521		\$ 10,115,521
Adjustment of Tuition Base to FY21	-	\$ 797,751	\$ 797,751
Actual Estimated 3% Decline in enrollment		\$ (300,000)	\$ (300,000)
Subtotal	<u>\$ 10,115,521</u>	<u>\$ 497,751</u>	<u>\$ 10,613,272</u>
State General Funds Base	\$ 11,805,400		\$ 11,805,400
State General Fund 5% Reduction		621,300	\$ 621,300
State General Fund Change ¹	-	543,900	\$ 543,900
State Liquor Tax	\$ 200,000		\$ 200,000
CTE Funding Base	\$ 5,459,400		\$ 5,459,400
CTE 5% Reduction		287,300	\$ 287,300
CTE Funding Change ²	-	113,700	\$ 113,700
Property Tax Base	\$ 16,894,145		\$ 16,894,145
New Property on Rolls (max estimate) 0% Tax Increase		415,000	\$ 415,000
Interest Income Base	\$ 175,000		\$ 175,000
All other Revenue			
County Tuition Payments	\$ 800,000	\$ (100,000)	\$ 700,000
Miscellaneous Tax Receipts	\$ 650,000	\$ 200,000	\$ 850,000
Revenue sharing from other funds	\$ 105,000	\$ 145,000	\$ 250,000
Estimated Salary Salvage		\$ 296,720	\$ 296,720
Fund Balance Transfer	\$ 1,118,482	\$ (1,118,482)	\$ -
Other Revenue ³	<u>\$ 276,118</u>	<u>\$ -</u>	<u>\$ 276,118</u>
FY22 Revenue Projection	<u>\$ 47,599,066</u>	<u>\$ 1,902,189</u>	<u>\$ 49,501,255</u>
Percentage Change			3.84%
			\$ 1,902,189

¹ Change in health benefit costs \$46,000, 2% CEC \$171,400, Enrollment Workload Adjustment \$126,500, Nursing Program Support

² \$200,000 2% CEC \$89,900, Benefit Cost Change \$23,800

³ Includes support from Foundation for Entrepreneurship, U of I and LCSC for De Armond and indirect revenue and admin fees from federal programs

North Idaho College
General Fund

FY 2022

Operating Expenses <i>Includes FY21 Step Increase</i>	FY21 Original	FY22 Proposed	\$ Difference	% Difference
Academic Instruction	\$ 12,792,427	\$ 13,338,213	\$ 545,786	4.3%
CTE Instruction	5,060,102	4,819,482	\$ (240,621)	-4.8%
Academic Support	5,951,915	6,105,479	\$ 153,564	2.6%
Student Services	3,767,367	4,064,000	\$ 296,633	7.9%
Institutional Support	8,238,867	8,007,666	\$ (231,201)	-2.8%
Physical Plant	4,463,207	4,511,410	\$ 48,203	1.1%
Public Service	49,000	49,000	\$ -	0.0%
Student Aid	959,532	959,533	\$ 1	0.0%
Transfers	6,316,649	6,241,138	\$ (75,511)	-1.2%
Total Expenditures	\$ 47,599,066	\$ 48,095,920	\$ 496,854	1.0%

Total Revenue (from prior page)

\$ 49,501,255

Revenue over (under) expenses without salary impact

\$ 1,405,335

Step Increase for FY22	\$ 465,750
Benefits on Step Increase	\$ 79,636
PT Increase	\$ 78,285
Benefits on Part Time Increase	\$ 6,772
Strategic Budget Initiatives	\$ 350,000
Recommendation for Salary Study Implementation	\$ 424,893

**North Idaho College
General Fund
Proposed Operating
Budget FY 2022**

Includes \$350,000 for Strategic Budget Initiatives

	FY21 Approved		FY22 Proposed Budget
Revenue			
Tuition and Fees	\$ 10,115,521	\$	10,613,272
State General Fund Allocation	11,805,400		12,970,600
State Liquor Tax Allocation	200,000		200,000
State CTE Allocation	5,459,400		5,860,400
Property Taxes	16,894,145		17,309,145
Other Revenue			
County Tuition Payments	800,000		700,000
Miscellaneous Tax Receipts	650,000		850,000
Revenue sharing from other funds	105,000		250,000
Estimated Salary Salvage Fund	-		296,720
Balance Transfer	1,118,482		-
Other Revenue	451,118		451,118
Total Revenue	\$ 47,599,066	\$	49,501,255
 Operating Expenses			
Salary	\$ 24,375,959	\$	24,490,333
Benefits	9,125,391		9,318,411
Equipment Inventory	1,391,915		1,080,605
General Expenses	12,705,801		13,556,571
Total Expenditures	\$ 47,599,066	\$	48,445,920
		\$	1,055,335

Personnel Costs are approximately 70.38% of the total budget in FY21 and 69.79% in FY22

PROPERTY TAX TIMELINE

May	<p>NIC Determines Budgeted Levy Request Amount</p> <p style="text-align: center;">Includes:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Base From Prior Year</p> <p>New Construction</p> <p>Annexation</p> <p>Levy % Increase (max 3)</p> </div> </div>
June	Prelim New Construction provided by County
September	<p>NIC Submission of Budgeted Levy Request to Kooetenai County Auditor must</p> <p>match board approved budgeted amount</p>
October	<p>Levies set</p> <p style="text-align: center;"><i>Rate for NIC</i></p> $\frac{\text{Budgeted Levy Request}}{\text{Taxable valuation of County}} = \text{Levy Rate}$
November	<p>Tax Bills Mailed</p> <p style="text-align: center;">Taxes Paid to NIC = Levy Rate from above x taxable value of property</p>
December	Property Taxes Due
January	County remits taxes collected to NIC in December
July	County remits taxes collected to NIC in June



North Idaho College

FY2022 Budget

**First Reading
Presented to the Board of
Trustees April 28, 2021**

**North Idaho
College General
Fund Operating
Budget FY 2022**

	<u>FY21 Budget</u>	<u>PROPOSED FY22 Changes</u>	<u>PROPOSED FY22 Budget</u>
Changes in Revenue			
Tuition and Fees Base	\$ 10,115,521		\$ 10,115,521
Adjustment of Tuition Base to FY21	-	\$ 797,751	\$ 797,751
Actual Estimated 3% Decline in enrollment		\$ (300,000)	\$ (300,000)
Subtotal	<u>\$ 10,115,521</u>	<u>\$ 497,751</u>	<u>\$ 10,613,272</u>
State General Funds Base	\$ 11,805,400		\$ 11,805,400
State General Fund 5% Reduction		621,300	\$ 621,300
State General Fund Change ¹	-	543,900	\$ 543,900
State Liquor Tax	\$ 200,000		\$ 200,000
CTE Funding Base	\$ 5,459,400		\$ 5,459,400
CTE 5% Reduction		287,300	\$ 287,300
CTE Funding Change ²	-	113,700	\$ 113,700
Property Tax Base	\$ 16,894,145		\$ 16,894,145
New Property on Rolls (max estimate) 0% Tax Increase		415,000	\$ 415,000
Interest Income Base	\$ 175,000		\$ 175,000
All other Revenue			
County Tuition Payments	\$ 800,000	\$ (100,000)	\$ 700,000
Miscellaneous Tax Receipts	\$ 650,000	\$ 200,000	\$ 850,000
Revenue sharing from other funds	\$ 105,000	\$ 145,000	\$ 250,000
Estimated Salary Salvage		\$ 296,720	\$ 296,720
Fund Balance Transfer	\$ 1,118,482	\$ (1,118,482)	\$ -
Other Revenue ³	<u>\$ 276,118</u>	<u>\$ -</u>	<u>\$ 276,118</u>
FY22 Revenue Projection	<u>\$ 47,599,066</u>	<u>\$ 1,902,189</u>	<u>\$ 49,501,255</u>
Percentage Change			3.84%
			\$ 1,902,189

¹ Change in health benefit costs \$46,000, 2% CEC \$171,400, Enrollment Workload Adjustment \$126,500, Nursing Program Support

² \$200,000 2% CEC \$89,900, Benefit Cost Change \$23,800

³ Includes support from Foundation for Entrepreneurship, U of I and LCSC for De Armond and indirect revenue and admin fees from federal programs

North Idaho College
General Fund

FY 2022

Operating Expenses <i>Includes FY21 Step Increase</i>	FY21 Original	FY22 Proposed	\$ Difference	% Difference
Academic Instruction	\$ 12,792,427	\$ 13,338,213	\$ 545,786	4.3%
CTE Instruction	5,060,102	4,819,482	\$ (240,621)	-4.8%
Academic Support	5,951,915	6,105,479	\$ 153,564	2.6%
Student Services	3,767,367	4,064,000	\$ 296,633	7.9%
Institutional Support	8,238,867	8,007,666	\$ (231,201)	-2.8%
Physical Plant	4,463,207	4,511,410	\$ 48,203	1.1%
Public Service	49,000	49,000	\$ -	0.0%
Student Aid	959,532	959,533	\$ 1	0.0%
Transfers	6,316,649	6,241,138	\$ (75,511)	-1.2%
Total Expenditures	\$ 47,599,066	\$ 48,095,920	\$ 496,854	1.0%

Total Revenue (from prior page)

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General Fund
Proposed Operating
Budget FY 2022**

Includes \$350,000 for Strategic Budget Initiatives

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		\$	1,055,335

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PROPERTY TAX TIMELINE

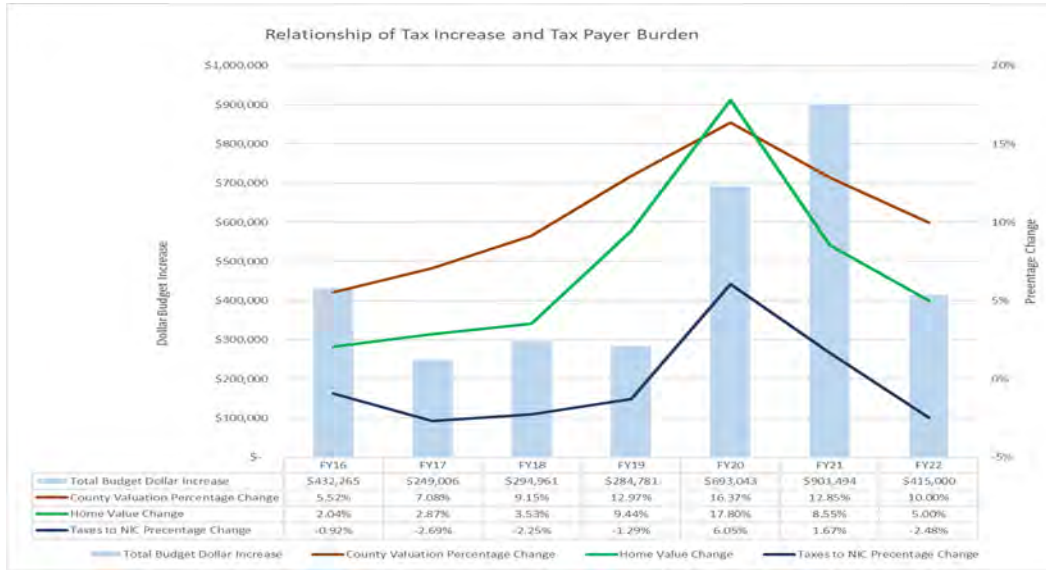
May	<p>NIC Determines Budgeted Levy Request Amount</p> <p style="text-align: center;">Includes:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Base From Prior Year</p> <p>New Construction</p> <p>Annexation</p> <p>Levy % Increase (max 3)</p> </div> </div>
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December	Property Taxes Due
January	County remits taxes collected to NIC in December
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PROPERTY TAX HISTORICAL STATISTICS

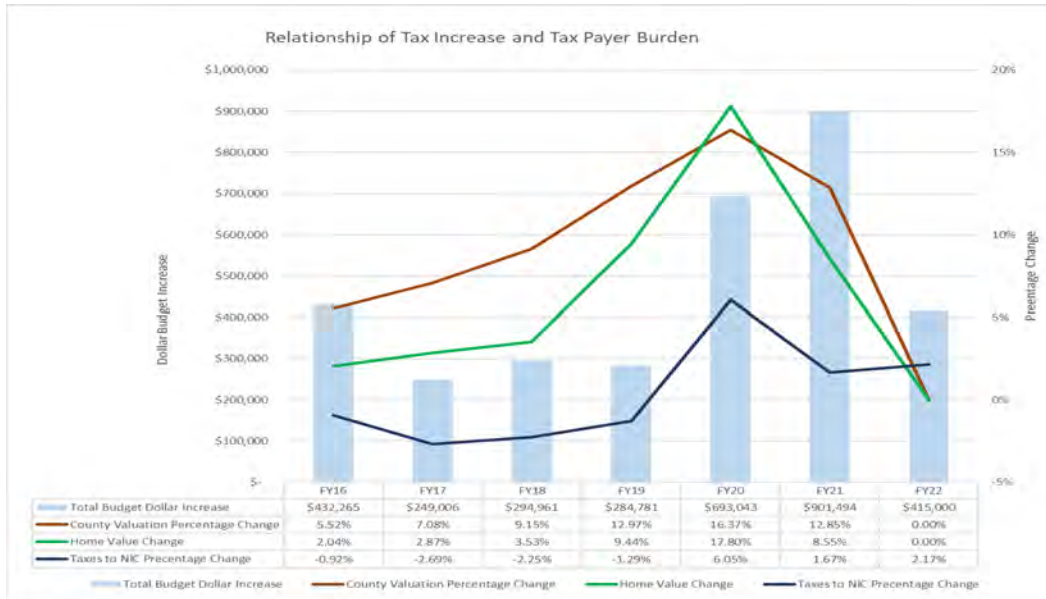
Fiscal Year Tax Year	FY15 2014	FY16 2015	FY17 2016	FY18 2017	FY19 2018	FY20 2019	FY21 2020	FY22 2021
Base Levy (prior year)	\$ 13,798,144	\$ 14,038,595	\$ 14,470,860	\$ 14,719,866	\$ 15,014,824	\$ 15,299,605	\$ 15,992,648	\$ 16,894,142
New Property	\$ 240,451	\$ 432,265	\$ 249,006	\$ 149,270	\$ 284,781	\$ 387,051	\$ 417,500	\$ 415,000
Tax Increase	\$ -	\$ -	\$ -	\$ 145,691	\$ -	\$ 305,992	\$ 483,994	\$ -
Total Budget Dollar Increase	\$ 240,451	\$ 432,265	\$ 249,006	\$ 294,961	\$ 284,781	\$ 693,043	\$ 901,494	\$ 415,000
FY Budgeted Levy	\$ 14,038,595	\$ 14,470,860	\$ 14,719,866	\$ 15,014,827	\$ 15,299,605	\$ 15,992,648	\$ 16,894,142	\$ 17,309,142
Budget Percentage Change	1.74%	3.08%	1.72%	2.00%	1.90%	4.53%	5.64%	2.46%
County Valuation	\$ 12,403,809,731	\$ 13,087,886,159	\$ 14,014,269,046	\$ 15,296,356,440	\$ 17,280,370,464	\$ 20,108,639,485	\$ 22,692,241,648	\$ 22,692,241,648
County Valuation Percentage Ch	-	5.52%	7.08%	9.15%	12.97%	16.37%	12.85%	0.00%
Levy Rate	0.001131797	0.001098933	0.001039593	0.000981595	0.000885375	0.00079707	0.000746593	0.0007627780
Levy Rate Change	0	-2.90%	-5.40%	-5.58%	-9.80%	-9.97%	-6.33%	2.17%
Sample Taxable Home Value	\$ 172,490	\$ 176,010	\$ 181,055	\$ 187,440	\$ 205,140	\$ 241,650	\$ 262,300	\$ 262,300
Home Value Change	0	2.04%	2.87%	3.53%	9.44%	17.80%	8.55%	0.00%
Taxes to NIC	\$ 195	\$ 193	\$ 188	\$ 184	\$ 182	\$ 193	\$ 196	\$ 200
Taxes to NIC Percentage Change	0	-0.92%	-2.69%	-2.25%	-1.29%	6.05%	1.67%	2.17%

Note: FY22 and Tax Year 2021 County Valuation and Sample Home value increase are approximated.

10% Change in County Valuation; 5% Change in Home Value; 0% increase in levy (new construction only)



No Change in County Valuation; No Change in Home Value; New Construction only



SAMPLE L2 WORKSHEET CALCULATIONS

Highest of the last 3 years approved non-exempt Property			Property Tax Replacements	Highest non-exempt P-tax Budget + P Tax replacements	3% increase	Non-exempt approved levy rate	Foregone Amount	
2017	2018	2019						
TY2020	\$ 15,014,827	\$ 15,299,608	\$ 15,991,606	\$ 141,515	\$ 16,133,121	\$ 483,994	0.0797070%	\$ 3,341,527

Highest of the last 3 years approved non-exempt Property			Property Tax Replacements	Highest non-exempt P-tax Budget + P Tax replacements	3% increase	Non-exempt approved levy rate	Foregone Amount	
2018	2019	2020						
TY2021	\$ 15,299,608	\$ 15,991,606	\$ 16,894,142	\$ 141,515	\$ 17,035,657	\$ 511,070	0.0746593%	\$ 3,341,527

FY 2022 L2 Calculations	
Computation of allowable 3% budget increase:	
Highest Non-Exempt P tax budget plus replacements	\$ 17,035,657
Multiply Line 1 by 3%	\$ 511,070
<i>Computation of Allowable New Property on the Rolls</i>	
Prior Year Levy Rate	0.0746593%
New Construction Roll (2020 Final Number)	\$ 524,122,444
Annexation Value (2020 Final Number)	\$ 33,718,921
Total Non-Exempt Allowable Budget before replacement	\$ 17,963,207
<i>Property Tax Replacement</i>	
Annual amount of Agricultural Equipment Replacement	\$ 10,034
Annual amount of Personal Property Replacement	\$ 128,276
Recovered Homeowners Exemption	\$ 1,004
Total Property Tax Replacement	\$ 139,314
Total Maximum Budget without foregone	\$ 18,102,521
Available foregone	\$ 3,341,527
Total Maximum with foregone	\$ 21,444,048

FY21 Levy Rate: 0.000746593					FY22 @ 1% 0.00070026					
Home Value	Exemption	Taxable Value	FY21 Taxes	Home Value	Exemption	Taxable Value	FY22 Taxes	Increase	Percent Change	
\$ 200,000	\$ 100,000	\$ 100,000	\$ 75	\$ 210,000	\$ 100,000	\$ 110,000	\$ 77	\$ 2.37	3.17%	
\$ 300,000	\$ 100,000	\$ 200,000	\$ 149	\$ 315,000	\$ 100,000	\$ 215,000	\$ 151	\$ 1.24	0.83%	
\$ 400,000	\$ 100,000	\$ 300,000	\$ 224	\$ 420,000	\$ 100,000	\$ 320,000	\$ 224	\$ 0.11	0.05%	
\$ 500,000	\$ 100,000	\$ 400,000	\$ 299	\$ 525,000	\$ 100,000	\$ 425,000	\$ 298	\$ (1.03)	-0.34%	
\$ 600,000	\$ 100,000	\$ 500,000	\$ 373	\$ 630,000	\$ 100,000	\$ 530,000	\$ 371	\$ (2.16)	-0.58%	
\$ 750,000	\$ 100,000	\$ 650,000	\$ 485	\$ 787,500	\$ 100,000	\$ 687,500	\$ 481	\$ (3.86)	-0.79%	
\$ 1,000,000	\$ 100,000	\$ 900,000	\$ 672	\$ 1,050,000	\$ 100,000	\$ 950,000	\$ 665	\$ (6.69)	-1.00%	
\$ 1,250,000	\$ 100,000	\$ 1,150,000	\$ 859	\$ 1,312,500	\$ 100,000	\$ 1,212,500	\$ 849	\$ (9.52)	-1.11%	
\$ 1,500,000	\$ 100,000	\$ 1,400,000	\$ 1,045	\$ 1,575,000	\$ 100,000	\$ 1,475,000	\$ 1,033	\$ (12.35)	-1.18%	
\$ 10,000,000		\$ 10,000,000	7,466	\$ 10,500,000	\$ -	\$ 10,500,000	\$ 7,353	\$ (113.21)	-1.52%	

FY21 Levy Rate: 0.000746593					FY22 @ 2% 0.00070708					
Home Value	Exemption	Taxable Value	FY21 Taxes	Home Value	Exemption	Taxable Value	FY22 Taxes	Increase	Percent Change	
\$ 200,000	\$ 100,000	\$ 100,000	\$ 75	\$ 210,000	\$ 100,000	\$ 110,000	\$ 78	\$ 3.12	4.18%	
\$ 300,000	\$ 100,000	\$ 200,000	\$ 149	\$ 315,000	\$ 100,000	\$ 215,000	\$ 152	\$ 2.70	1.81%	
\$ 400,000	\$ 100,000	\$ 300,000	\$ 224	\$ 420,000	\$ 100,000	\$ 320,000	\$ 226	\$ 2.29	1.02%	
\$ 500,000	\$ 100,000	\$ 400,000	\$ 299	\$ 525,000	\$ 100,000	\$ 425,000	\$ 301	\$ 1.87	0.63%	
\$ 600,000	\$ 100,000	\$ 500,000	\$ 373	\$ 630,000	\$ 100,000	\$ 530,000	\$ 375	\$ 1.46	0.39%	
\$ 750,000	\$ 100,000	\$ 650,000	\$ 485	\$ 787,500	\$ 100,000	\$ 687,500	\$ 486	\$ 0.83	0.17%	
\$ 1,000,000	\$ 100,000	\$ 900,000	\$ 672	\$ 1,050,000	\$ 100,000	\$ 950,000	\$ 672	\$ (0.20)	-0.03%	
\$ 1,250,000	\$ 100,000	\$ 1,150,000	\$ 859	\$ 1,312,500	\$ 100,000	\$ 1,212,500	\$ 857	\$ (1.24)	-0.14%	
\$ 1,500,000	\$ 100,000	\$ 1,400,000	\$ 1,045	\$ 1,575,000	\$ 100,000	\$ 1,475,000	\$ 1,043	\$ (2.28)	-0.22%	
\$ 10,000,000		\$ 10,000,000	7,466	\$ 10,500,000	\$ -	\$ 10,500,000	\$ 7,424	\$ (41.55)	-0.56%	

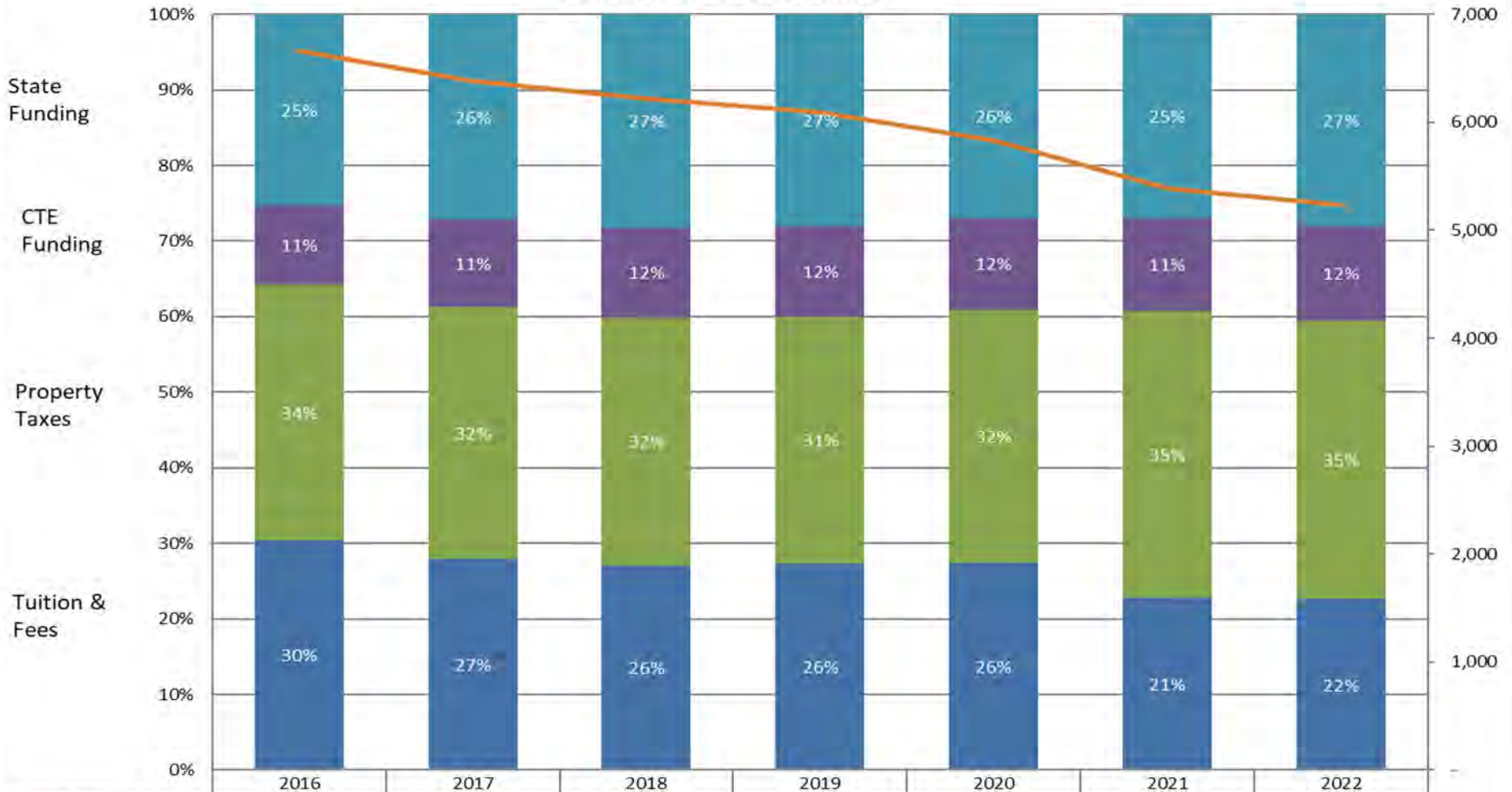
FY21 Levy Rate: 0.000746593					FY22 @ 3% 0.00071391					
Home Value	Exemption	Taxable Value	FY21 Taxes	Home Value	Exemption	Taxable Value	FY22 Taxes	Increase	Percent Change	
\$ 200,000	\$ 100,000	\$ 100,000	\$ 75	\$ 210,000	\$ 100,000	\$ 110,000	\$ 79	\$ 3.87	5.18%	
\$ 300,000	\$ 100,000	\$ 200,000	\$ 149	\$ 315,000	\$ 100,000	\$ 215,000	\$ 153	\$ 4.17	2.79%	
\$ 400,000	\$ 100,000	\$ 300,000	\$ 224	\$ 420,000	\$ 100,000	\$ 320,000	\$ 228	\$ 4.47	2.00%	
\$ 500,000	\$ 100,000	\$ 400,000	\$ 299	\$ 525,000	\$ 100,000	\$ 425,000	\$ 303	\$ 4.77	1.60%	
\$ 600,000	\$ 100,000	\$ 500,000	\$ 373	\$ 630,000	\$ 100,000	\$ 530,000	\$ 378	\$ 5.08	1.36%	
\$ 750,000	\$ 100,000	\$ 650,000	\$ 485	\$ 787,500	\$ 100,000	\$ 687,500	\$ 491	\$ 5.53	1.14%	
\$ 1,000,000	\$ 100,000	\$ 900,000	\$ 672	\$ 1,050,000	\$ 100,000	\$ 950,000	\$ 678	\$ 6.28	0.93%	
\$ 1,250,000	\$ 100,000	\$ 1,150,000	\$ 859	\$ 1,312,500	\$ 100,000	\$ 1,212,500	\$ 866	\$ 7.03	0.82%	
\$ 1,500,000	\$ 100,000	\$ 1,400,000	\$ 1,045	\$ 1,575,000	\$ 100,000	\$ 1,475,000	\$ 1,053	\$ 7.79	0.74%	
\$ 10,000,000	\$ -	\$ 10,000,000	7,466	\$ 10,500,000	\$ -	\$ 10,500,000	\$ 7,496	\$ 30.11	0.40%	

These calculations assume a 5% increase in the value of the home from FY21 to FY22

These calculations assume a 10% increase in the taxable value of the county from FY21 to FY22

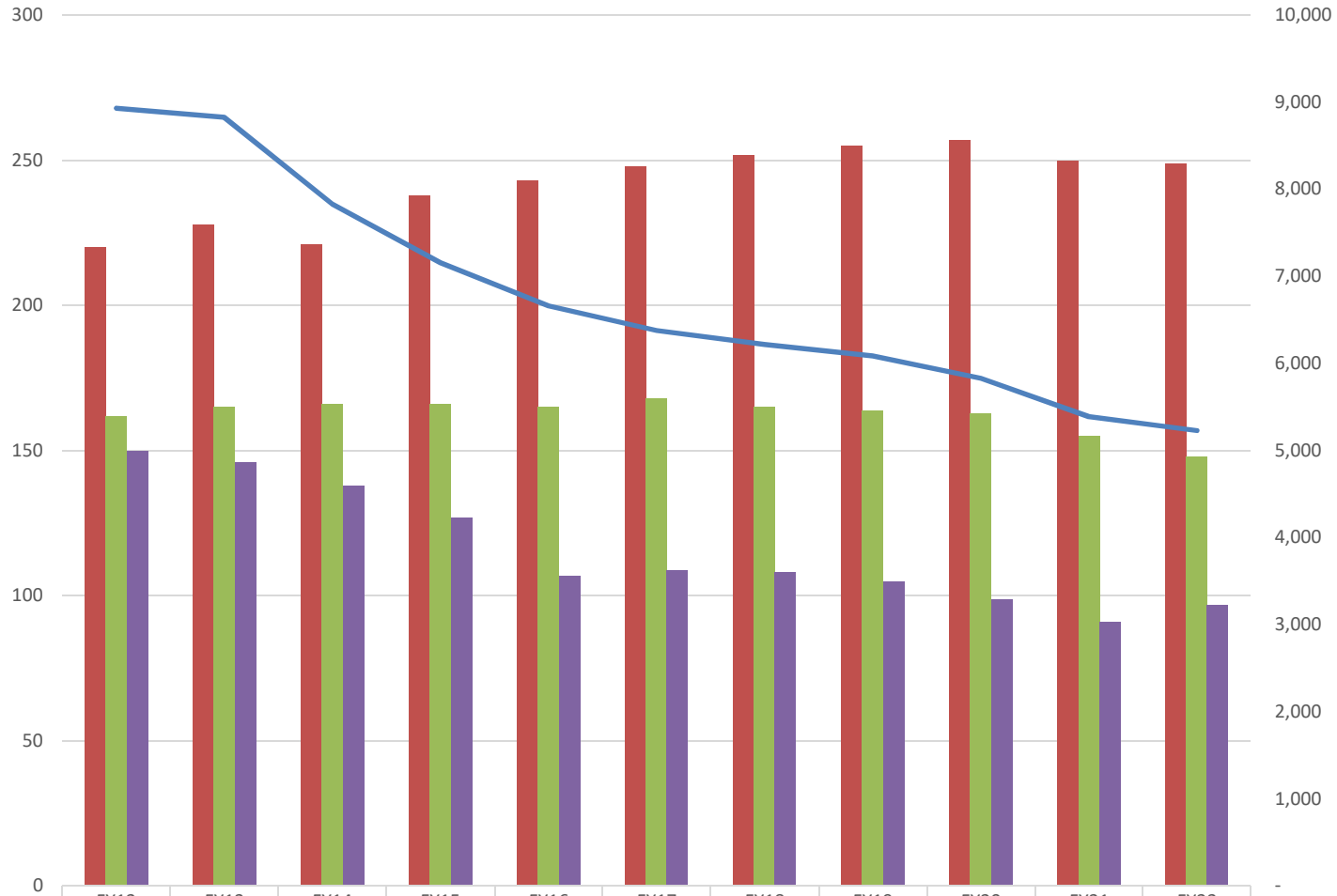
These calculations assume the inclusion of new property on the rolls at \$415,000 increase to the budgeted levy

Revenue and Enrollment History



State Funding	10,835,800	11,985,000	12,925,100	13,109,900	12,895,400	12,005,400	13,170,600
CTE Funding	4,521,834	5,106,033	5,456,533	5,636,500	5,797,900	5,459,400	5,860,400
Property Taxes	14,470,860	14,719,866	15,014,827	15,299,608	15,992,651	16,894,145	17,299,145
Tuition & Fees	13,061,524	12,322,272	12,420,630	12,820,693	13,155,922	10,115,322	10,613,272
FTE (Credit Only)	6,662	6,381	6,218	6,089	5,830	5,392	5,230

Staffing and Enrollment Trends



Staff/Admin	220	228	221	238	243	248	252	255	257	250	249
Faculty Full Time	162	165	166	166	165	168	165	164	163	155	148
Faculty PT (FTE)	150	146	138	127	107	109	108	105	99	91	97
CR enrollment (FTE)	8,932	8,825	7,830	7,158	6,662	6,381	6,218	6,089	5,830	5,392	5,230

Staff increase from FY14 to FY15 includes addition of staff at Lakeside Children's Center
 Decrease from FY20 to FY21 is due to early retirement program and attrition
 Faculty Decrease from FY21 to FY22 is for Aerospace closure and attrition

Academic Instruction	Faculty	Staff	Grand Total
Business and Professional Programs	7	-	7
Cardinal Learning Commons	2	4	6
Communication and Fine Arts	15	2	17
English, Modern Language and Humanities	20	1	21
Math, Computer Science and Engineering	19	1	20
Natural Science	17	4	21
Nursing	11	4	15
Outreach	-	2	2
P.E. and Resort Recreation Management	2	1	3
Social and Behavioral Sciences	14	1	15
Total	107	20	127

Career Technical Instruction	Faculty	Staff	Grand Total
Aerospace	-	1	1
Business and Professional Programs	11	2	13
Health Professions	6	1	7
Nursing	2	-	2
P. E. and Resort Recreation Management	2	-	2
Trades and Industry	17	3	20
Total	38	7	45

Academic Support	Faculty	Staff	Grand Total
Dual Credit	-	5	5
E-Learning	-	5	5
Entrepreneurship	-	3	3
Information Technology Support	-	15	15
Instructional Administration Library	-	10	10
Math Education Center	3	6	9
	-	1	1
Total	3	45	48

Student Services	Faculty	Staff	Grand Total
Academic Support	-	1	1
Enrollment Services	-	33	33
Other	-	4	4
Student Services	-	11	11
Total	- 49	49	49

Institutional Support	Faculty	Staff	Grand Total
Community and Government Relations	-	9	9
Development	-	8	8
Finance	-	11	11
Human Resources	-	6	6
Institutional Effectiveness Information	-	3	3
Technology Support	-	12	12
Mail Services	-	3	3
President	-	2	2
Total	-	54	54

Physical Plant	Faculty	Staff	Grand Total
Custodial	-	18	18
Landscape	-	6	6
Maintenance	-	15	15
Security	-	7	7
Total	-	46	46

Transfers	Faculty	Staff	Grand Total
Athletics	-	16	16
Children's Center	-	12	12
Total	-	28	28
Grand Total	148	249	397

FT Employee Distribution by Function



**NORTH IDAHO COLLEGE
TUITION AND FEES PER
SEMESTER 2021/2022 SCHOOL
YEAR**

Fiscal Year 2022

	2020/2021	2021/2022	Difference	% Increase
<u>Total Tuition and Fees</u>				
In-District	<i>(\$141.50 per credit)</i>			
5 credits	\$ 707.50	\$ 707.50	\$ -	0.00%
12 credits	\$ 1,698.00	\$ 1,698.00	\$ -	0.00%
15 credits	\$ 2,122.50	\$ 2,122.50	\$ -	0.00%
Out-of-District	<i>(\$165 per credit) *</i>			
5 credits	\$ 1,075.00	\$ 1,075.00	\$ -	0.00%
12 credits	\$ 2,480.00	\$ 2,480.00	\$ -	0.00%
15 credits	\$ 2,975.00	\$ 2,975.00	\$ -	0.00%
Washington Residents 5 credits	<i>(\$246 per credit)</i>			
5 credits	\$ 1,230.00	\$ 1,230.00	\$ -	0.00%
12 credits	\$ 2,952.00	\$ 2,952.00	\$ -	0.00%
15 credits	\$ 3,690.00	\$ 3,690.00	\$ -	0.00%
WUE Residents	<i>(\$287 per credit)</i>			
5 credits	\$ 1,435.00	\$ 1,435.00	\$ -	0.00%
12 credits	\$ 3,444.00	\$ 3,444.00	\$ -	0.00%
15 credits	\$ 4,305.00	\$ 4,305.00	\$ -	0.00%
Out of State/ International 5 credits	<i>(\$364 per credit)</i>			
5 credits	\$ 1,820.00	\$ 1,820.00	\$ -	0.00%
12 credits	\$ 4,368.00	\$ 4,368.00	\$ -	0.00%
15 credits	\$ 5,460.00	\$ 5,460.00	\$ -	0.00%

***\$215.00 per credit for the first 10 credits, then \$165.00 for credits 11-18
FY22 NIC will waive Accident Insurance Fee of \$11 on the first credit**

Comparison of **Resident** Tuition & Fees Per Semester

Institution	Estimated 2021/2022	Cost to attend NIC
CSI, Twin Falls	\$2,100	\$ 2,475.00
NIC, Coeur d'Alene	\$2,123	\$ 2,123.00
CWI, Nampa	\$2,085	\$ 2,475.00
CEI, Idaho Falls	\$1,935	\$ 2,475.00
SCC, Spokane	\$2,246	\$ 3,690.00
SFCC, Spokane	\$2,246	\$ 3,690.00
FVCC, Montana	\$2,495	\$ 4,305.00
LCSC, Lewiston	\$4,271	\$ 2,475.00
BSU, Boise	\$4,525	\$ 2,475.00
UI, Moscow	\$4,812	\$ 2,475.00
EWU, Cheney	\$3,730	\$ 3,690.00
ISU, Pocatello	\$4,929	\$ 2,475.00

At this time, no announcements regarding tuition changes have been made for any of these institutions

Cost based on 15 credit hours.

Tuition Rate History

Year	Fiscal Year	FT Total Cost Per Student	Per Credit Total Cost Per Student	% Increase
2015-2016	FY16	\$ 1,596.00	\$ 133.00	6.0%
2016-2017	FY17	\$ 1,646.00	\$ 137.00	3.0%
2017-2018	FY18	\$ 1,682.00	\$ 140.00	2.1%
2018-2019	FY19	\$ 1,700.00	\$ 141.50	1.1%
2019-2020	FY20	\$ 1,700.00	\$ 141.50	0.0%
2020-2021	FY21	\$ 1,700.00	\$ 141.50	0.0%
2021-2022	FY22	\$ 1,700.00	\$ 141.50	0.0%

FY16 and FY17 increase in fees for Student Wellness and Recreation Center

**NORTH IDAHO COLLEGE
TUITION AND FEES PER
CREDIT 2021/2022 SCHOOL
YEAR Fiscal Year 2022**

Per Credit Breakdown - First 12 Credits

	Tuition	OOS/OOD Tuition	Gen Fee	Commencement	Stu Health	Athletic	Stud Act	ASNIC	DHC Bond Fee	Total
In District	101.50		13.50	0.33	2.83	3.00	3.17	2.33	15.00	141.50
Out Dist	101.50	23.50	13.50	0.33	2.83	3.00	3.17	2.33	15.00	165.00
Wash	101.50	104.50	13.50	0.33	2.83	3.00	3.17	2.33	15.00	246.00
WUE	101.50	145.50	13.50	0.33	2.83	3.00	3.17	2.33	15.00	287.00
Out State	101.50	222.50	13.50	0.33	2.83	3.00	3.17	2.33	15.00	364.00

DHC Bond fee supports operations of the Student Union Building, Student Wellness and Recreation Center, Residence Hall and associated bonds.

**North Idaho College
Proposed Plant Fund Budget
FY2022**

		FY21 Budget		FY22 Proposed Budget
Total Funding:	\$	4,317,638		4,205,101
Obligations:				
Rent	\$	330,425		227,784
Instructional Equipment Replacement	\$	329,857		319,961
Fund Computer Equipment Replacement	\$	677,250		677,250
Capital Investment Reserve	\$	2,588,111 ¹		2,588,111
Deferred Maintenance	\$	231,900		231,900
Instructional Furniture Replacement	\$	57,844		57,844
Administrative Furniture Replacement	\$	27,251		27,251
Plant Fund Contingency	\$	75,000		75,000
Net Plant Fund	\$	-		-

1- includes the 1% property tax increase for FY13

Capital Investment Reserve

FY2022 Budget Proposal

	FY2018 actual	FY2019 actual	FY2020 actual	FY2021 estimate	FY2022 estimate
Capital Investment Reserve Beginning Balance	\$ 2,636,502	\$ 5,272,961	\$ 10,132,138	\$ 10,047,249	\$ 11,685,360
Sources					
Tax revenue dedicated to Capital Investment	\$ 2,588,111	\$ 2,588,111	\$ 2,588,111	\$ 2,588,111	\$ 2,588,111
Interest income on cash pool	\$ 48,348	\$ 187,372	\$ 100,000	\$ 50,000	\$ 50,000
Contribution from General Fund Fund Balance		\$ 2,800,000			
Subtotal Sources	\$ 2,636,459	\$ 5,575,483	\$ 2,688,111	\$ 2,638,111	\$ 2,638,111
Uses					
Land improvements					
Meyer Health & Sciences Expansion			\$ 487,000	\$ 1,000,000	\$ 6,600,000
(Proposed) DeArmond Building		\$ 660,000			
Christainson Gymnasium Feasibility Study		\$ 56,307			
Property Acquisition			\$ 2,286,000		
Subtotal uses	\$ -	\$ 716,307	\$ 2,773,000	\$ 1,000,000	\$ 6,600,000
Net change this year	\$ 2,636,459	\$ 4,859,177	\$ (84,889)	\$ 1,638,111	\$ (3,961,889)
Capital Investment Reserve ending balance	\$ 5,272,961	\$ 10,132,138	\$ 10,047,249	\$ 11,685,360	\$ 7,723,471
Board Reserve Designated for Property	\$ 1,000,000	\$ 1,026,563	\$ 1,040,000	\$ 1,040,000	\$ 1,040,000
Acquisition Total Board Reserves	\$ 6,272,961	\$ 11,158,701	\$ 11,087,249	\$ 12,725,360	\$ 8,763,471

**North Idaho College
Fee Based Activities
Proposed Budget FY2022**

	ASNIC	STUDENT HEALTH SERVICES	STUDENT ACTIVITIES AND RECREATION	ATHLETICS	COMMENCEMENT	TOTAL FEE BASED ACTIVITIES	FY21 BUDGET
TUITION & FEES REVENUE	\$ 128,632	\$ 157,250	\$ 176,143	\$ 166,696	\$ 18,337	\$ 647,058	\$ 653,107
SALES REVENUE						\$ -	\$ -
RENTAL REVENUE						\$ -	\$ -
OTHER REVENUE			8,600	1,393,962		1,402,562	\$ 1,410,911
TOTAL REVENUE	\$ 128,632	\$ 157,250	\$ 184,743	\$ 1,560,658	\$ 18,337	\$ 2,049,620	\$ 2,064,018
OPERATING EXPENSES							
SALARY EXPENSE	\$ -	\$ 110,051	\$ 106,873	\$ 798,394		\$ 1,015,318	\$ 1,027,259
BENEFITS REMODEL		40,037	40,583	299,221		379,841	\$ 371,436
PROJECT GENERAL	77,000					77,000	\$ -
EXPENSES	121,632	7,162	37,257	463,043	18,337	647,431	\$ 667,732
TOTAL OPERATING EXPENSES	\$ 198,632	\$ 157,250	\$ 184,713	\$ 1,560,658	\$ 18,337	\$ 2,119,590	\$ 2,066,427

**North Idaho College
Service Units
Proposed Budget
FY2022**

	DHC OPERATIONS	WORKFORC E TRAINING	LAKESIDE CHILDREN' S CENTER	OTHER AUXILIARY SERVICES	FY22 BUDGET	FY21 BUDGET
FEDERAL REVENUE			\$ 22,000		\$ 22,000	\$ 22,000
RENTAL REVENUE				125,000	\$ 125,000	\$ 125,000
STUDENT FEE REVENUE	\$ 833,482				\$ 833,482	\$ 839,912
OTHER REVENUE *	\$ 1,190,136	\$ 2,244,457	332,771	\$ 25,000	\$ 3,792,364	\$ 3,885,458
FUND BALANCE TRANSFER	\$ 92,000				\$ 92,000	\$ 349,418
GENERAL FUND SUPPORT	\$ -		\$ 246,332	\$ 262,901	\$ 509,233	\$ 533,001
TOTAL REVENUE	\$ 2,115,618	\$ 2,244,457	\$ 601,103	\$ 412,901	\$ 5,374,079	\$ 5,754,789
SALARY EXPENSE	\$ 683,792	\$ 1,212,818	\$ 399,679	\$ 235,000	\$ 2,531,289	\$ 3,144,325
BENEFITS	205,138	351,623	188,399	82,250	827,410	\$ 262,850
EQUIPMENT INVENTORY	-	-	-	-	-	\$ -
GENERAL EXPENSES TOTAL	1,082,010	675,930	13,025	85,795	1,856,760	\$ 2,334,455
OPERATING EXPENSES	\$ 1,970,940	\$ 2,240,371	\$ 601,103	\$ 403,045	\$ 5,215,459	\$ 5,741,630
NET INCOME	\$ 144,678	\$ 4,086	\$ -	\$ 9,856	\$ 158,620	\$ 13,159

DHC Operations include Bookstore Operations, Student Union Operations, Residence Hall, Food Service, and Student Wellness and Recreation Other Auxiliary Services include Parking Services, One Card and Event Services.

* For DHC Operations this figure is net of cost of goods sold.

** DHC Operations includes \$590K in debt service.

**North Idaho College
FY2022 Budget
Proposal (based on
FY21 figures) Grants**

	Area Agency on Aging	Head Start	Other Grants	FY22 BUDGET
Tuition and Fee Revenue				
Federal Revenue	\$ 1,320,680	\$ 3,648,010		\$ 4,968,690
State Revenue	678,590			678,590
Rental Revenue		17,000		17,000
Other Revenue	-		1,240,100	1,240,100
Total Revenue	\$ 1,999,270	\$ 3,665,010	\$ 1,240,100	\$ 6,904,380
Salary Expense	\$ 545,500	\$ 2,104,840		\$ 2,650,340
Benefits	162,938	796,815		\$ 959,753
Equipment	6,000	-		\$ 6,000
Operating Expenses	1,284,832	763,355	1,240,100	\$ 3,288,287
Total Expenses	\$ 1,999,270	\$ 3,665,010	\$ 1,240,100	\$ 6,904,380

*Other Grants Include: **EDA i6 (\$675K)** Adult Education (\$400K), CTE Grants (CND/AdvOpp) (\$150K), TRiO (\$250K), INBRE (\$175K) and other grants*

**North Idaho College
FY2022 Budget Proposal**

Total Institution

	General Fund	Fee Based	Services	Grants	FY22 BUDGET	FY21 BUDGET
Tuition and Fee Revenue	\$ 10,613,272	\$ 647,058	\$ 833,482		\$ 12,093,811	\$ 14,813,431
Federal Revenue			22,000	4,968,690	4,990,690	4,155,307
State Revenue	\$ 19,031,000			678,590	19,709,590	19,379,579
Local Revenue	\$ 17,309,145				17,309,145	15,992,651
Interest Income	\$ 175,000				175,000	175,000
Purchase Discount	\$ 1,500				1,500	1,500
Net Sales Revenue	-	-	3,792,364		3,792,364	4,209,576
\$ Rental Revenue	-	-	125,000	17,000	142,000	187,709
Other Revenue	\$ 2,371,338	1,402,562	601,233	1,240,100	5,615,233	6,231,503
Total Revenue	<u>\$ 49,501,255</u>	<u>\$ 2,049,620</u>	<u>\$ 5,374,079</u>	<u>\$ 6,904,380</u>	<u>\$ 63,829,333</u>	<u>\$ 65,146,256</u>
Salary Expense	\$ 24,490,333	\$ 1,015,318	\$ 2,531,289	\$ 2,650,340	\$ 30,687,280	\$ 32,141,197
Benefits Equipment	\$ 9,318,411	379,841	827,410	959,753	11,485,415	11,161,327
Operating Expenses	\$ 1,080,605	77,000	-	6,000	1,163,605	88,394
	<u>\$ 13,556,571</u>	<u>647,431</u>	<u>1,856,760</u>	<u>3,288,287</u>	<u>19,349,049</u>	<u>21,251,523</u>
Total Expenses	<u>\$ 48,445,920</u>	<u>\$ 2,119,590</u>	<u>\$ 5,215,459</u>	<u>\$ 6,904,380</u>	<u>\$ 62,685,349</u>	<u>\$ 64,642,441</u>
Net Income	<u>\$ 1,055,335</u>	<u>(69,970)</u>	<u>\$ 158,620</u>	<u>\$ 0</u>	<u>\$ 1,143,984</u>	<u>\$ 500,939</u>

* FY22 Budget proposal for Grants is based on FY21 information

Tab 4 - Faculty Sabbatical

Faculty Sabbatical Proposals

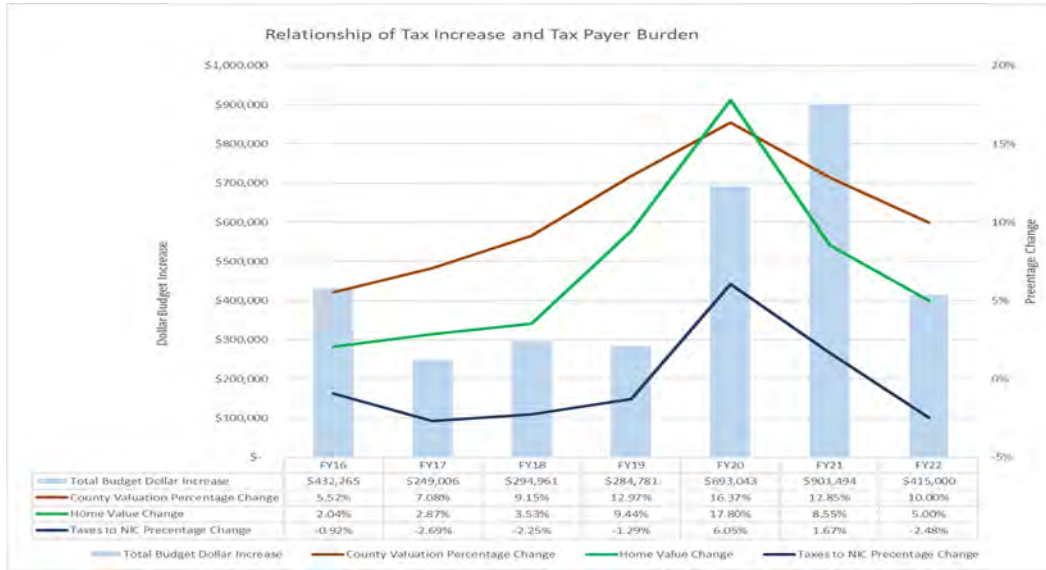
Fiscal Year 2020-21

PROPERTY TAX HISTORICAL STATISTICS

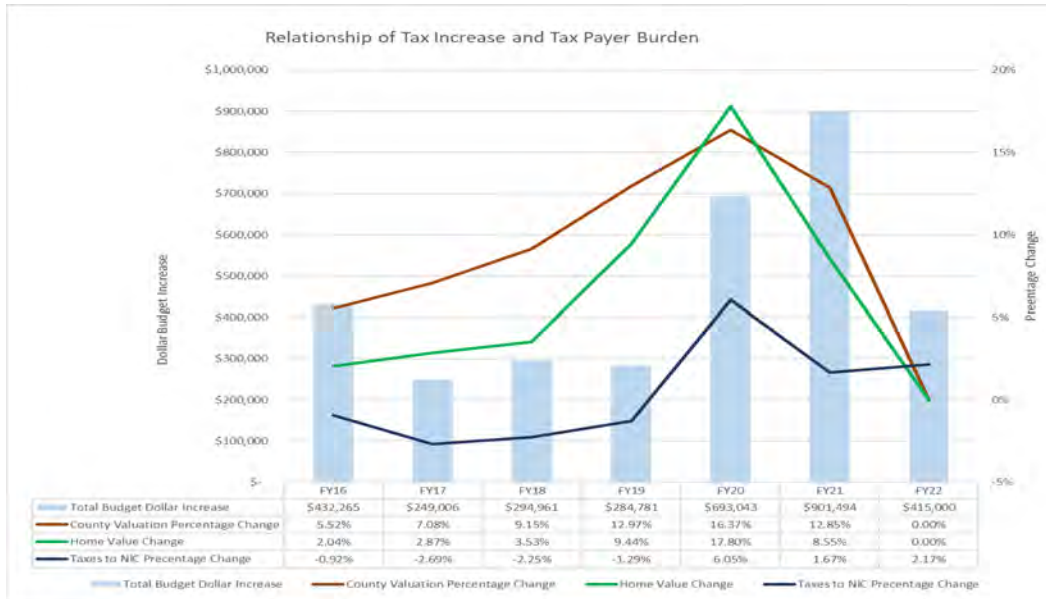
Fiscal Year Tax Year	FY15 2014	FY16 2015	FY17 2016	FY18 2017	FY19 2018	FY20 2019	FY21 2020	FY22 2021
Base Levy (prior year)	\$ 13,798,144	\$ 14,038,595	\$ 14,470,860	\$ 14,719,866	\$ 15,014,824	\$ 15,299,605	\$ 15,992,648	\$ 16,894,142
New Property	\$ 240,451	\$ 432,265	\$ 249,006	\$ 149,270	\$ 284,781	\$ 387,051	\$ 417,500	\$ 415,000
Tax Increase	\$ -	\$ -	\$ -	\$ 145,691	\$ -	\$ 305,992	\$ 483,994	\$ -
Total Budget Dollar Increase	\$ 240,451	\$ 432,265	\$ 249,006	\$ 294,961	\$ 284,781	\$ 693,043	\$ 901,494	\$ 415,000
FY Budgeted Levy	\$ 14,038,595	\$ 14,470,860	\$ 14,719,866	\$ 15,014,827	\$ 15,299,605	\$ 15,992,648	\$ 16,894,142	\$ 17,309,142
Budget Percentage Change	1.74%	3.08%	1.72%	2.00%	1.90%	4.53%	5.64%	2.46%
County Valuation	\$ 12,403,809,731	\$ 13,087,886,159	\$ 14,014,269,046	\$ 15,296,356,440	\$ 17,280,370,464	\$ 20,108,639,485	\$ 22,692,241,648	\$ 22,692,241,648
County Valuation Percentage Ch	-	5.52%	7.08%	9.15%	12.97%	16.37%	12.85%	0.00%
Levy Rate	0.001131797	0.001098933	0.001039593	0.000981595	0.000885375	0.00079707	0.000746593	0.0007627780
Levy Rate Change	0	-2.90%	-5.40%	-5.58%	-9.80%	-9.97%	-6.33%	2.17%
Sample Taxable Home Value	\$ 172,490	\$ 176,010	\$ 181,055	\$ 187,440	\$ 205,140	\$ 241,650	\$ 262,300	\$ 262,300
Home Value Change	0	2.04%	2.87%	3.53%	9.44%	17.80%	8.55%	0.00%
Taxes to NIC	\$ 195	\$ 193	\$ 188	\$ 184	\$ 182	\$ 193	\$ 196	\$ 200
Taxes to NIC Percentage Change	0	-0.92%	-2.69%	-2.25%	-1.29%	6.05%	1.67%	2.17%

Note: FY22 and Tax Year 2021 County Valuation and Sample Home value increase are approximated.

10% Change in County Valuation; 5% Change in Home Value; 0% increase in levy (new construction only)



No Change in County Valuation; No Change in Home Value; New Construction only



SAMPLE L2 WORKSHEET CALCULATIONS

Highest of the last 3 years approved non-exempt Property			Property Tax Replacements	Highest non-exempt P-tax Budget + P Tax replacements	3% increase	Non-exempt approved levy rate	Foregone Amount	
2017	2018	2019						
TY2020	\$ 15,014,827	\$ 15,299,608	\$ 15,991,606	\$ 141,515	\$ 16,133,121	\$ 483,994	0.0797070%	\$ 3,341,527

Highest of the last 3 years approved non-exempt Property			Property Tax Replacements	Highest non-exempt P-tax Budget + P Tax replacements	3% increase	Non-exempt approved levy rate	Foregone Amount	
2018	2019	2020						
TY2021	\$ 15,299,608	\$ 15,991,606	\$ 16,894,142	\$ 141,515	\$ 17,035,657	\$ 511,070	0.0746593%	\$ 3,341,527

FY 2022 L2 Calculations	
Computation of allowable 3% budget increase:	
Highest Non-Exempt P tax budget plus replacements	\$ 17,035,657
Multiply Line 1 by 3%	\$ 511,070
<i>Computation of Allowable New Property on the Rolls</i>	\$ 416,480
Prior Year Levy Rate	0.0746593%
New Construction Roll (2020 Final Number)	\$ 524,122,444
Annexation Value (2020 Final Number)	\$ 33,718,921
Total Non-Exempt Allowable Budget before replacement	\$ 17,963,207
<i>Property Tax Replacement</i>	
Annual amount of Agricultural Equipment Replacement	\$ 10,034
Annual amount of Personal Property Replacement	\$ 128,276
Recovered Homeowners Exemption	\$ 1,004
Total Property Tax Replacement	\$ 139,314
Total Maximum Budget without foregone	\$ 18,102,521
Available foregone	\$ 3,341,527
Total Maximum with foregone	\$ 21,444,048

FY21 Levy Rate: 0.000746593					FY22 @ 1% 0.00070026					
Home Value	Exemption	Taxable Value	FY21 Taxes	Home Value	Exemption	Taxable Value	FY22 Taxes	Increase	Percent Change	
\$ 200,000	\$ 100,000	\$ 100,000	\$ 75	\$ 210,000	\$ 100,000	\$ 110,000	\$ 77	\$ 2.37	3.17%	
\$ 300,000	\$ 100,000	\$ 200,000	\$ 149	\$ 315,000	\$ 100,000	\$ 215,000	\$ 151	\$ 1.24	0.83%	
\$ 400,000	\$ 100,000	\$ 300,000	\$ 224	\$ 420,000	\$ 100,000	\$ 320,000	\$ 224	\$ 0.11	0.05%	
\$ 500,000	\$ 100,000	\$ 400,000	\$ 299	\$ 525,000	\$ 100,000	\$ 425,000	\$ 298	\$ (1.03)	-0.34%	
\$ 600,000	\$ 100,000	\$ 500,000	\$ 373	\$ 630,000	\$ 100,000	\$ 530,000	\$ 371	\$ (2.16)	-0.58%	
\$ 750,000	\$ 100,000	\$ 650,000	\$ 485	\$ 787,500	\$ 100,000	\$ 687,500	\$ 481	\$ (3.86)	-0.79%	
\$ 1,000,000	\$ 100,000	\$ 900,000	\$ 672	\$ 1,050,000	\$ 100,000	\$ 950,000	\$ 665	\$ (6.69)	-1.00%	
\$ 1,250,000	\$ 100,000	\$ 1,150,000	\$ 859	\$ 1,312,500	\$ 100,000	\$ 1,212,500	\$ 849	\$ (9.52)	-1.11%	
\$ 1,500,000	\$ 100,000	\$ 1,400,000	\$ 1,045	\$ 1,575,000	\$ 100,000	\$ 1,475,000	\$ 1,033	\$ (12.35)	-1.18%	
\$ 10,000,000		\$ 10,000,000	7,466	\$ 10,500,000	\$ -	\$ 10,500,000	\$ 7,353	\$ (113.21)	-1.52%	

FY21 Levy Rate: 0.000746593					FY22 @ 2% 0.00070708					
Home Value	Exemption	Taxable Value	FY21 Taxes	Home Value	Exemption	Taxable Value	FY22 Taxes	Increase	Percent Change	
\$ 200,000	\$ 100,000	\$ 100,000	\$ 75	\$ 210,000	\$ 100,000	\$ 110,000	\$ 78	\$ 3.12	4.18%	
\$ 300,000	\$ 100,000	\$ 200,000	\$ 149	\$ 315,000	\$ 100,000	\$ 215,000	\$ 152	\$ 2.70	1.81%	
\$ 400,000	\$ 100,000	\$ 300,000	\$ 224	\$ 420,000	\$ 100,000	\$ 320,000	\$ 226	\$ 2.29	1.02%	
\$ 500,000	\$ 100,000	\$ 400,000	\$ 299	\$ 525,000	\$ 100,000	\$ 425,000	\$ 301	\$ 1.87	0.63%	
\$ 600,000	\$ 100,000	\$ 500,000	\$ 373	\$ 630,000	\$ 100,000	\$ 530,000	\$ 375	\$ 1.46	0.39%	
\$ 750,000	\$ 100,000	\$ 650,000	\$ 485	\$ 787,500	\$ 100,000	\$ 687,500	\$ 486	\$ 0.83	0.17%	
\$ 1,000,000	\$ 100,000	\$ 900,000	\$ 672	\$ 1,050,000	\$ 100,000	\$ 950,000	\$ 672	\$ (0.20)	-0.03%	
\$ 1,250,000	\$ 100,000	\$ 1,150,000	\$ 859	\$ 1,312,500	\$ 100,000	\$ 1,212,500	\$ 857	\$ (1.24)	-0.14%	
\$ 1,500,000	\$ 100,000	\$ 1,400,000	\$ 1,045	\$ 1,575,000	\$ 100,000	\$ 1,475,000	\$ 1,043	\$ (2.28)	-0.22%	
\$ 10,000,000		\$ 10,000,000	7,466	\$ 10,500,000	\$ -	\$ 10,500,000	\$ 7,424	\$ (41.55)	-0.56%	

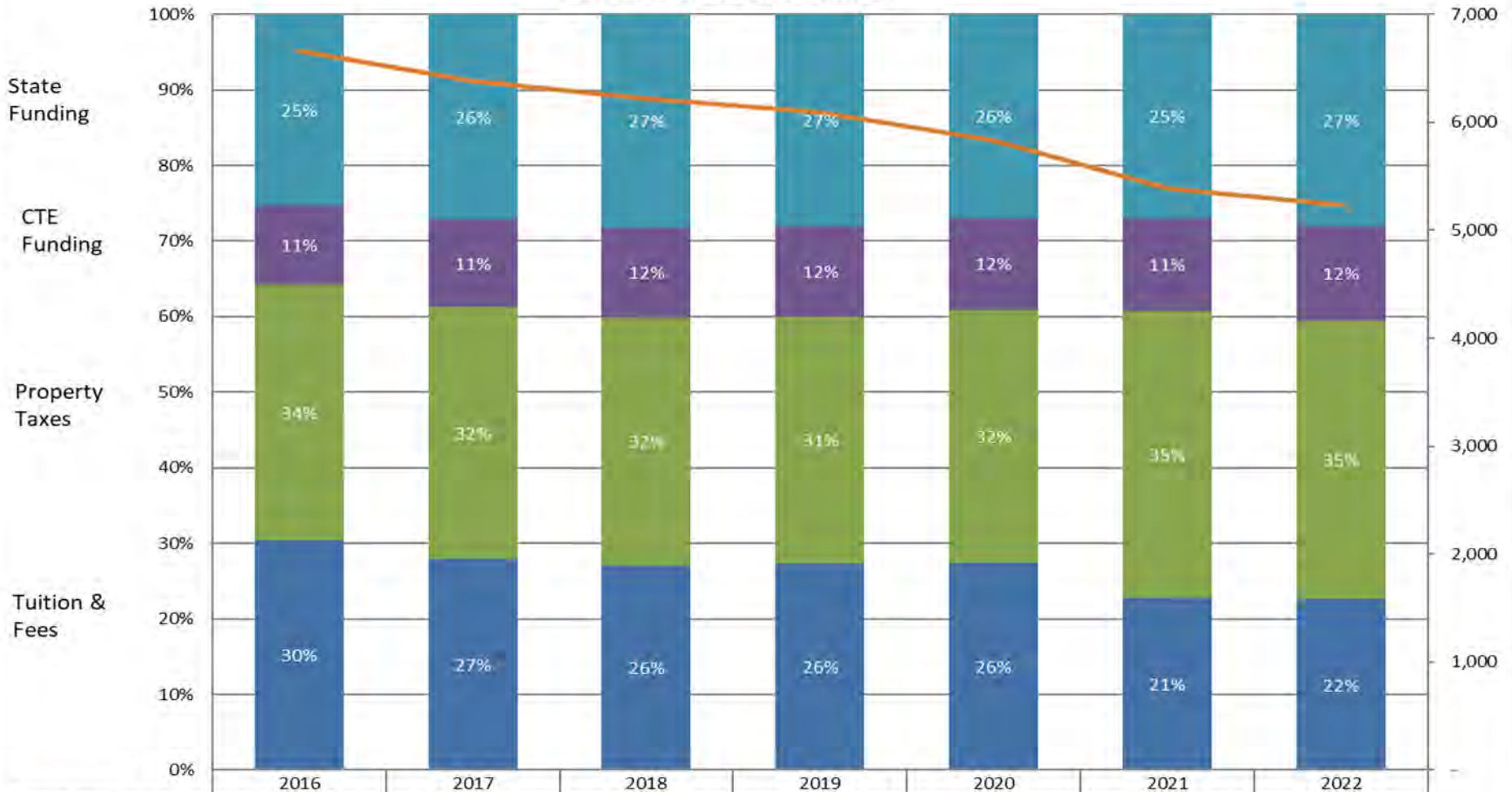
FY21 Levy Rate: 0.000746593					FY22 @ 3% 0.00071391					
Home Value	Exemption	Taxable Value	FY21 Taxes	Home Value	Exemption	Taxable Value	FY22 Taxes	Increase	Percent Change	
\$ 200,000	\$ 100,000	\$ 100,000	\$ 75	\$ 210,000	\$ 100,000	\$ 110,000	\$ 79	\$ 3.87	5.18%	
\$ 300,000	\$ 100,000	\$ 200,000	\$ 149	\$ 315,000	\$ 100,000	\$ 215,000	\$ 153	\$ 4.17	2.79%	
\$ 400,000	\$ 100,000	\$ 300,000	\$ 224	\$ 420,000	\$ 100,000	\$ 320,000	\$ 228	\$ 4.47	2.00%	
\$ 500,000	\$ 100,000	\$ 400,000	\$ 299	\$ 525,000	\$ 100,000	\$ 425,000	\$ 303	\$ 4.77	1.60%	
\$ 600,000	\$ 100,000	\$ 500,000	\$ 373	\$ 630,000	\$ 100,000	\$ 530,000	\$ 378	\$ 5.08	1.36%	
\$ 750,000	\$ 100,000	\$ 650,000	\$ 485	\$ 787,500	\$ 100,000	\$ 687,500	\$ 491	\$ 5.53	1.14%	
\$ 1,000,000	\$ 100,000	\$ 900,000	\$ 672	\$ 1,050,000	\$ 100,000	\$ 950,000	\$ 678	\$ 6.28	0.93%	
\$ 1,250,000	\$ 100,000	\$ 1,150,000	\$ 859	\$ 1,312,500	\$ 100,000	\$ 1,212,500	\$ 866	\$ 7.03	0.82%	
\$ 1,500,000	\$ 100,000	\$ 1,400,000	\$ 1,045	\$ 1,575,000	\$ 100,000	\$ 1,475,000	\$ 1,053	\$ 7.79	0.74%	
\$ 10,000,000	\$ -	\$ 10,000,000	7,466	\$ 10,500,000	\$ -	\$ 10,500,000	\$ 7,496	\$ 30.11	0.40%	

These calculations assume a 5% increase in the value of the home from FY21 to FY22

These calculations assume a 10% increase in the taxable value of the county from FY21 to FY22

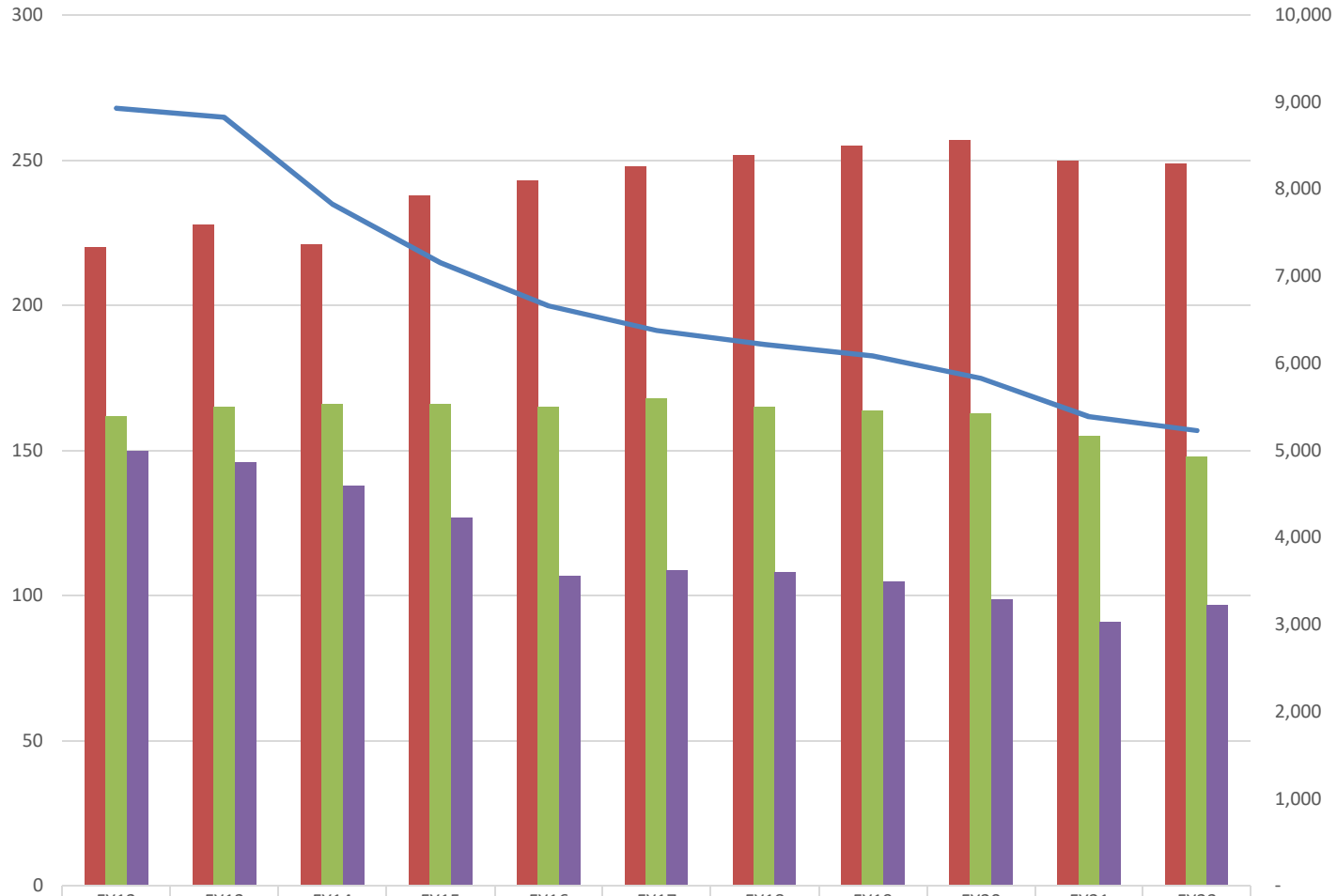
These calculations assume the inclusion of new property on the rolls at \$415,000 increase to the budgeted levy

Revenue and Enrollment History



State Funding	10,835,800	11,985,000	12,925,100	13,109,900	12,895,400	12,005,400	13,170,600
CTE Funding	4,521,834	5,106,033	5,456,533	5,636,500	5,797,900	5,459,400	5,860,400
Property Taxes	14,470,860	14,719,866	15,014,827	15,299,608	15,992,651	16,894,145	17,299,145
Tuition & Fees	13,061,524	12,322,272	12,420,630	12,820,693	13,155,922	10,115,322	10,613,272
FTE (Credit Only)	6,662	6,381	6,218	6,089	5,830	5,392	5,230

Staffing and Enrollment Trends



Staff/Admin	220	228	221	238	243	248	252	255	257	250	249
Faculty Full Time	162	165	166	166	165	168	165	164	163	155	148
Faculty PT (FTE)	150	146	138	127	107	109	108	105	99	91	97
CR enrollment (FTE)	8,932	8,825	7,830	7,158	6,662	6,381	6,218	6,089	5,830	5,392	5,230

Staff increase from FY14 to FY15 includes addition of staff at Lakeside Children's Center
 Decrease from FY20 to FY21 is due to early retirement program and attrition
 Faculty Decrease from FY21 to FY22 is for Aerospace closure and attrition

Academic Instruction	Faculty	Staff	Grand Total
Business and Professional Programs	7	-	7
Cardinal Learning Commons	2	4	6
Communication and Fine Arts	15	2	17
English, Modern Language and Humanities	20	1	21
Math, Computer Science and Engineering	19	1	20
Natural Science	17	4	21
Nursing	11	4	15
Outreach	-	2	2
P.E. and Resort Recreation Management	2	1	3
Social and Behavioral Sciences	14	1	15
Total	107	20	127

Career Technical Instruction	Faculty	Staff	Grand Total
Aerospace	-	1	1
Business and Professional Programs	11	2	13
Health Professions	6	1	7
Nursing	2	-	2
P. E. and Resort Recreation Management	2	-	2
Trades and Industry	17	3	20
Total	38	7	45

Academic Support	Faculty	Staff	Grand Total
Dual Credit	-	5	5
E-Learning	-	5	5
Entrepreneurship	-	3	3
Information Technology Support	-	15	15
Instructional Administration	-	10	10
Library	3	6	9
Math Education Center	-	1	1
Total	3	45	48

Student Services	Faculty	Staff	Grand Total
Academic Support	-	1	1
Enrollment Services	-	33	33
Other	-	4	4
Student Services	-	11	11
Total	-	49	49

Institutional Support	Faculty	Staff	Grand Total
Community and Government Relations	-	9	9
Development	-	8	8
Finance	-	11	11
Human Resources	-	6	6
Institutional Effectiveness Information	-	3	3
Technology Support	-	12	12
Mail Services	-	3	3
President	-	2	2
Total	-	54	54

Physical Plant	Faculty	Staff	Grand Total
Custodial	-	18	18
Landscape	-	6	6
Maintenance	-	15	15
Security	-	7	7
Total	-	46	46

Transfers	Faculty	Staff	Grand Total
Athletics	-	16	16
Children's Center	-	12	12
Total	-	28	28
Grand Total	148	249	397

FT Employee Distribution by Function



**NORTH IDAHO COLLEGE
TUITION AND FEES PER
SEMESTER 2021/2022 SCHOOL
YEAR**

Fiscal Year 2022

	2020/2021	2021/2022	Difference	% Increase
<u>Total Tuition and Fees</u>				
In-District	<i>(\$141.50 per credit)</i>			
5 credits	\$ 707.50	\$ 707.50	\$ -	0.00%
12 credits	\$ 1,698.00	\$ 1,698.00	\$ -	0.00%
15 credits	\$ 2,122.50	\$ 2,122.50	\$ -	0.00%
Out-of-District	<i>(\$165 per credit) *</i>			
5 credits	\$ 1,075.00	\$ 1,075.00	\$ -	0.00%
12 credits	\$ 2,480.00	\$ 2,480.00	\$ -	0.00%
15 credits	\$ 2,975.00	\$ 2,975.00	\$ -	0.00%
Washington Residents	<i>(\$246 per credit)</i>			
5 credits	\$ 1,230.00	\$ 1,230.00	\$ -	0.00%
12 credits	\$ 2,952.00	\$ 2,952.00	\$ -	0.00%
15 credits	\$ 3,690.00	\$ 3,690.00	\$ -	0.00%
WUE Residents	<i>(\$287 per credit)</i>			
5 credits	\$ 1,435.00	\$ 1,435.00	\$ -	0.00%
12 credits	\$ 3,444.00	\$ 3,444.00	\$ -	0.00%
15 credits	\$ 4,305.00	\$ 4,305.00	\$ -	0.00%
Out of State/International	<i>(\$364 per credit)</i>			
5 credits	\$ 1,820.00	\$ 1,820.00	\$ -	0.00%
12 credits	\$ 4,368.00	\$ 4,368.00	\$ -	0.00%
15 credits	\$ 5,460.00	\$ 5,460.00	\$ -	0.00%

***\$215.00 per credit for the first 10 credits, then \$165.00 for credits 11-18
FY22 NIC will waive Accident Insurance Fee of \$11 on the first credit**

Comparison of **Resident** Tuition & Fees Per Semester

Institution	Estimated 2021/2022	Cost to attend NIC
CSI, Twin Falls	\$2,100	\$ 2,475.00
NIC, Coeur d'Alene	\$2,123	\$ 2,123.00
CWI, Nampa	\$2,085	\$ 2,475.00
CEI, Idaho Falls	\$1,935	\$ 2,475.00
SCC, Spokane	\$2,246	\$ 3,690.00
SFCC, Spokane	\$2,246	\$ 3,690.00
FVCC, Montana	\$2,495	\$ 4,305.00
LCSC, Lewiston	\$4,271	\$ 2,475.00
BSU, Boise	\$4,525	\$ 2,475.00
UI, Moscow	\$4,812	\$ 2,475.00
EWU, Cheney	\$3,730	\$ 3,690.00
ISU, Pocatello	\$4,929	\$ 2,475.00

At this time, no announcements regarding tuition changes have been made for any of these institutions

Cost based on 15 credit hours.

Tuition Rate History

Year	Fiscal Year	FT Total Cost Per Student	Per Credit Total Cost Per Student	% Increase
2015-2016	FY16	\$ 1,596.00	\$ 133.00	6.0%
2016-2017	FY17	\$ 1,646.00	\$ 137.00	3.0%
2017-2018	FY18	\$ 1,682.00	\$ 140.00	2.1%
2018-2019	FY19	\$ 1,700.00	\$ 141.50	1.1%
2019-2020	FY20	\$ 1,700.00	\$ 141.50	0.0%
2020-2021	FY21	\$ 1,700.00	\$ 141.50	0.0%
2021-2022	FY22	\$ 1,700.00	\$ 141.50	0.0%

FY16 and FY17 increase in fees for Student Wellness and Recreation Center

**NORTH IDAHO COLLEGE
TUITION AND FEES PER
CREDIT 2021/2022 SCHOOL
YEAR Fiscal Year 2022**

Per Credit Breakdown - First 12 Credits

	Tuition	OOS/OOD Tuition	Gen Fee	Commencement	Stu Health	Athletic	Stud Act	ASNIC	DHC Bond Fee	Total
In District	101.50		13.50	0.33	2.83	3.00	3.17	2.33	15.00	141.50
Out Dist	101.50	23.50	13.50	0.33	2.83	3.00	3.17	2.33	15.00	165.00
Wash	101.50	104.50	13.50	0.33	2.83	3.00	3.17	2.33	15.00	246.00
WUE	101.50	145.50	13.50	0.33	2.83	3.00	3.17	2.33	15.00	287.00
Out State	101.50	222.50	13.50	0.33	2.83	3.00	3.17	2.33	15.00	364.00

DHC Bond fee supports operations of the Student Union Building, Student Wellness and Recreation Center, Residence Hall and associated bonds.

**North Idaho College
Proposed Plant Fund Budget
FY2022**

		FY21 Budget		FY22 Proposed Budget
Total Funding:	\$	4,317,638		4,205,101
Obligations:				
Rent	\$	330,425		227,784
Instructional Equipment Replacement	\$	329,857		319,961
Fund Computer Equipment Replacement	\$	677,250		677,250
Capital Investment Reserve	\$	2,588,111 ¹		2,588,111
Deferred Maintenance	\$	231,900		231,900
Instructional Furniture Replacement	\$	57,844		57,844
Administrative Furniture Replacement	\$	27,251		27,251
Plant Fund Contingency	\$	75,000		75,000
Net Plant Fund	\$	-		-

1- includes the 1% property tax increase for FY13

Capital Investment Reserve

FY2022 Budget Proposal

	FY2018 actual	FY2019 actual	FY2020 actual	FY2021 estimate	FY2022 estimate
Capital Investment Reserve Beginning Balance	\$ 2,636,502	\$ 5,272,961	\$ 10,132,138	\$ 10,047,249	\$ 11,685,360
Sources					
Tax revenue dedicated to Capital Investment	\$ 2,588,111	\$ 2,588,111	\$ 2,588,111	\$ 2,588,111	\$ 2,588,111
Interest income on cash pool	\$ 48,348	\$ 187,372	\$ 100,000	\$ 50,000	\$ 50,000
Contribution from General Fund Fund Balance		\$ 2,800,000			
Subtotal Sources	\$ 2,636,459	\$ 5,575,483	\$ 2,688,111	\$ 2,638,111	\$ 2,638,111
Uses					
Land improvements					
Meyer Health & Sciences Expansion			\$ 487,000	\$ 1,000,000	\$ 6,600,000
(Proposed) DeArmond Building		\$ 660,000			
Christainson Gymnasium Feasibility Study		\$ 56,307			
Property Acquisition			\$ 2,286,000		
Subtotal uses	\$ -	\$ 716,307	\$ 2,773,000	\$ 1,000,000	\$ 6,600,000
Net change this year	\$ 2,636,459	\$ 4,859,177	\$ (84,889)	\$ 1,638,111	\$ (3,961,889)
Capital Investment Reserve ending balance	\$ 5,272,961	\$ 10,132,138	\$ 10,047,249	\$ 11,685,360	\$ 7,723,471
Board Reserve Designated for Property	\$ 1,000,000	\$ 1,026,563	\$ 1,040,000	\$ 1,040,000	\$ 1,040,000
Acquisition Total Board Reserves	\$ 6,272,961	\$ 11,158,701	\$ 11,087,249	\$ 12,725,360	\$ 8,763,471

**North Idaho College
Fee Based Activities
Proposed Budget FY2022**

	ASNIC	STUDENT HEALTH SERVICES	STUDENT ACTIVITIES AND RECREATION	ATHLETICS	COMMENCEMENT	TOTAL FEE BASED ACTIVITIES	FY21 BUDGET
TUITION & FEES REVENUE	\$ 128,632	\$ 157,250	\$ 176,143	\$ 166,696	\$ 18,337	\$ 647,058	\$ 653,107
SALES REVENUE						\$ -	\$ -
RENTAL REVENUE						\$ -	\$ -
OTHER REVENUE			8,600	1,393,962		1,402,562	\$ 1,410,911
TOTAL REVENUE	\$ 128,632	\$ 157,250	\$ 184,743	\$ 1,560,658	\$ 18,337	\$ 2,049,620	\$ 2,064,018
OPERATING EXPENSES							
SALARY EXPENSE	\$ -	\$ 110,051	\$ 106,873	\$ 798,394		\$ 1,015,318	\$ 1,027,259
BENEFITS REMODEL		40,037	40,583	299,221		379,841	\$ 371,436
PROJECT GENERAL EXPENSES	77,000					77,000	\$ -
	121,632	7,162	37,257	463,043	18,337	647,431	\$ 667,732
TOTAL OPERATING EXPENSES	\$ 198,632	\$ 157,250	\$ 184,713	\$ 1,560,658	\$ 18,337	\$ 2,119,590	\$ 2,066,427

North Idaho College
Service Units
Proposed Budget
FY2022

	DHC OPERATIONS	WORKFORCE TRAINING	LAKESIDE CHILDREN'S CENTER	OTHER AUXILIARY SERVICES	FY22 BUDGET	FY21 BUDGET
FEDERAL REVENUE			\$ 22,000		\$ 22,000	\$ 22,000
RENTAL REVENUE				125,000	\$ 125,000	\$ 125,000
STUDENT FEE REVENUE	\$ 833,482				\$ 833,482	\$ 839,912
OTHER REVENUE *	\$ 1,190,136	\$ 2,244,457	332,771	\$ 25,000	\$ 3,792,364	\$ 3,885,458
FUND BALANCE TRANSFER	\$ 92,000				\$ 92,000	\$ 349,418
GENERAL FUND SUPPORT	\$ -		\$ 246,332	\$ 262,901	\$ 509,233	\$ 533,001
TOTAL REVENUE	\$ 2,115,618	\$ 2,244,457	\$ 601,103	\$ 412,901	\$ 5,374,079	\$ 5,754,789
SALARY EXPENSE	\$ 683,792	\$ 1,212,818	\$ 399,679	\$ 235,000	\$ 2,531,289	\$ 3,144,325
BENEFITS	205,138	351,623	188,399	82,250	827,410	\$ 262,850
EQUIPMENT INVENTORY	-	-	-	-	-	\$ -
GENERAL EXPENSES TOTAL	1,082,010	675,930	13,025	85,795	1,856,760	\$ 2,334,455
OPERATING EXPENSES	\$ 1,970,940	\$ 2,240,371	\$ 601,103	\$ 403,045	\$ 5,215,459	\$ 5,741,630
NET INCOME	\$ 144,678	\$ 4,086	\$ -	\$ 9,856	\$ 158,620	\$ 13,159

DHC Operations include Bookstore Operations, Student Union Operations, Residence Hall, Food Service, and Student Wellness and Recreation Other Auxiliary Services include Parking Services, One Card and Event Services.

* For DHC Operations this figure is net of cost of goods sold.

** DHC Operations includes \$590K in debt service.

**North Idaho College
FY2022 Budget
Proposal (based on
FY21 figures) Grants**

	Area Agency on Aging	Head Start	Other Grants	FY22 BUDGET
Tuition and Fee Revenue				
Federal Revenue	\$ 1,320,680	\$ 3,648,010		\$ 4,968,690
State Revenue	678,590			678,590
Rental Revenue		17,000		17,000
Other Revenue	-		1,240,100	1,240,100
Total Revenue	\$ 1,999,270	\$ 3,665,010	\$ 1,240,100	\$ 6,904,380
Salary Expense	\$ 545,500	\$ 2,104,840		\$ 2,650,340
Benefits	162,938	796,815		\$ 959,753
Equipment	6,000	-		\$ 6,000
Operating Expenses	1,284,832	763,355	1,240,100	\$ 3,288,287
Total Expenses	\$ 1,999,270	\$ 3,665,010	\$ 1,240,100	\$ 6,904,380

*Other Grants Include: **EDA i6 (\$675K)** Adult Education (\$400K), CTE Grants (CND/AdvOpp) (\$150K), TRiO (\$250K), INBRE (\$175K) and other grants*

**North Idaho College
FY2022 Budget Proposal**

Total Institution

	General Fund	Fee Based	Services	Grants	FY22 BUDGET	FY21 BUDGET
Tuition and Fee Revenue	\$ 10,613,272	\$ 647,058	\$ 833,482		\$ 12,093,811	\$ 14,813,431
Federal Revenue			22,000	4,968,690	4,990,690	4,155,307
State Revenue	\$ 19,031,000			678,590	19,709,590	19,379,579
Local Revenue	\$ 17,309,145				17,309,145	15,992,651
Interest Income	\$ 175,000				175,000	175,000
Purchase Discount	\$ 1,500				1,500	1,500
Net Sales Revenue	\$ -	-	3,792,364		3,792,364	4,209,576
Rental Revenue	\$ -	-	125,000	17,000	142,000	187,709
Other Revenue	\$ 2,371,338	1,402,562	601,233	1,240,100	5,615,233	6,231,503
Total Revenue	<u>\$ 49,501,255</u>	<u>\$ 2,049,620</u>	<u>\$ 5,374,079</u>	<u>\$ 6,904,380</u>	<u>\$ 63,829,333</u>	<u>\$ 65,146,256</u>
Salary Expense	\$ 24,490,333	\$ 1,015,318	\$ 2,531,289	\$ 2,650,340	\$ 30,687,280	\$ 32,141,197
Benefits	\$ 9,318,411	379,841	827,410	959,753	11,485,415	11,161,327
Equipment	\$ 1,080,605	77,000	-	6,000	1,163,605	88,394
Operating Expenses	\$ 13,556,571	647,431	1,856,760	3,288,287	19,349,049	21,251,523
Total Expenses	<u>\$ 48,445,920</u>	<u>\$ 2,119,590</u>	<u>\$ 5,215,459</u>	<u>\$ 6,904,380</u>	<u>\$ 62,685,349</u>	<u>\$ 64,642,441</u>
Net Income	<u>\$ 1,055,335</u>	<u>(69,970)</u>	<u>\$ 158,620</u>	<u>\$ 0</u>	<u>\$ 1,143,984</u>	<u>\$ 500,939</u>

* FY22 Budget proposal for Grants is based on FY21 information

Tab 4 - Faculty Sabbatical

Faculty Sabbatical Proposals

Fiscal Year 2020-21

**Sabbatical proposal for
David Cunnington, Biology Professor
Fall 2020**

Education

A.A., Big Bend Community College, General (1984)
B.S., Eastern Washington University, Zoology (1989)
B.A., Eastern Washington University, Biology Education (1989)
M.Ed., University of Idaho, Post-secondary Biology Education (2000)

Service to the College

- Taught Biology and Zoology at North Idaho College since 1990. Consistently carried overloads in these subject areas because I value having meaningful connections with students both in lecture and in lab situations.
- Over the past 10 years have acted as the lead Biology 100 instructor making all decisions related to syllabus, schedule, lab exercises, etc. Up until recently, when NIC changed its credit load policy, taught 10 of the 11 lab sections for this class.
- Currently there are 4 additional adjunct faculty that teach Biology 100 labs. Am responsible for finding, managing, and training these faculty members, as well as managing grades for their students.
- Maintain the Bio 100 lab manual, which was created by Bob Murray to reduce student expense and better serve our educational objectives, for continued relevance and applicability to our current biology course.
- Dual credit supervisor: At this time I am the mentor for 3 dual credit High School instructors. One of them teaches my Bio 100 class every semester and the other two teach the class every other semester.
- Advising: Currently my advisee list is not that extensive. I only have 8 advisees. Historically I have had as many as 30 advisees.
- Committee work: have served on various committees during my career
 - Curriculum council- served 6 years with the first 4 being a representative of the Natural Science Division and the last two, one being the assistant chair and the last I was the committee chair person.
 - Division co-chair- I spend one year acting as an interim division chair (along with Pete Zao) for the division of Natural sciences.
 - Portal leadership committee-I served 5 years

Sabbatical Proposal and Rationale

If I am granted sabbatical I plan to research, adopt, and implement an Open Educational Resource (OER) textbook for the Biology 100 classes at NIC. I attended a workshop a few years ago to investigate the possibilities of using an OER text in my class. I was super excited about the idea, but the reality was that I didn't have the time to make it happen. A sabbatical will provide me the opportunity to create a thoroughly researched and well-designed product for our Biology 100 students' use.

There are many benefits for our students and the college with OER textbooks.

- OER textbooks are free for faculty and students to use. The current professional text that is utilized for my class costs the students \$115 each. There is potential to save our students \$21,850 per semester in textbook expenses.
- Textbooks are so costly that many students simply do not purchase them. With the OER text ALL students will have unlimited access to this learning tool. Students who can't afford a text will not be disadvantaged.
- Research has shown that when textbooks are free to students, grades and retention go up and the number of withdrawals and 'D' and 'F' grades go down (see attachment).

Timeline and Detailed Plan

If granted sabbatical I plan to take Fall 2020 semester to develop the appropriate text.

- Researching available resources and supplementary materials
- Selecting the appropriate texts, pieces of texts, and supplements to match our student learning objectives
- Editing text content to assure that the components for student success are included and there are not superfluous materials to distract student focus.
- Organizing text and supplementary materials in a thoughtful, meaningful, and educationally sound presentation.
- Publishing on our Canvas Learning Management System.

I plan to use the textbook that I have created in Spring 2021.

Implementation and Assessment of the OER product

In the first semester of implementation, Spring 2021,

- I will assess the content and flow of the text with respect to course expectations from an instructor's perspective.
- I will edit errors and make any tweaks necessary that present themselves while using the text from the instructor and student perspectives.
- I will survey students about how they are utilizing the text and their satisfaction with it. (As a comparator, I will survey students using the current text, F '19 and Sp '20)
- I will note how trends in retention and course success are changing over time.

- I will be an advocate and support for faculty adopting OER texts. I plan to work with Kathrine Tanski (educational designer at NIC) to expand the possibilities for student success at NIC.

College Mission, Vision, and Values

Mission: North Idaho College meets the diverse educational needs of students through a commitment to student success and educational excellence.

Providing an OER textbook supports NIC's mission of student success and educational excellence. As I mentioned, research shows that when textbooks are freely available to students, student retention and success is improved. Quality educational experiences will be provided to each and every student.

Vision: North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational activities by the communities it serves.

This project will help level the playing field for those students that have financial difficulties and may not take a class due to the cost of "extra" supplies like an expensive textbook. Learning opportunities are more accessible and affordable. OER texts go a long way to actualize our college vision.

Values: North Idaho College is dedicated to the core values of student success, educational excellence and stewardship which guide its decisions and actions.

The OER text that I create will lend to our core values by

- ... helping students achieve educational goals***
- ... continuously improving services and outcomes***
- ... promoting economic sustainability***
- ... being aware and responsive to changing community resources***

Additionally, the Idaho State Board of Education, in new policy presented 10/17/19, directs institutions to offer free, open-licensed textbooks and low-cost educational materials for common-numbered courses.

I appreciate that NIC affords its faculty the occasion for professional growth and a means to improve our course offerings through sabbatical opportunities.

Thank you,



David Cunnington

MHS 201

dacunnin@nic.edu

Ext. 3475

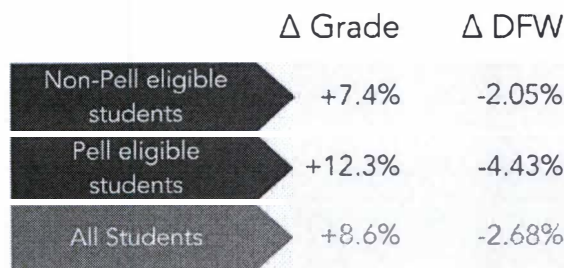
In your academic career, has the cost of required textbooks caused you to:

64.2%	Not purchase the required textbook
42.8%	Take fewer courses
40.5%	Not register for a specific course
35.6%	Earn a poor grade
22.9%	Drop a course
18.1%	Withdraw from a course
17.2%	Fail a course

<https://dlss.fivc.org/documents/210036/1314923/%202018+8student+Textbook+and+Course+Materials+8urvey+Report+--+FINAL+VERSION+--+20190308.pdf/07478d85-89c2-3742-209a-9cc5df8cd7ea>

University of Georgia

Change from non-OER to OER



[The Impact of Open Educational Resources on Various Student Success Metrics](#)

DFW above = D or F grades and withdrawals

Paula Lambert
Division Chair of Natural Sciences

November 6, 2019

To Whom It May Concern:

I am writing this recommendation on behalf of David Cunnington, who is applying for a Fall 2020 sabbatical. I have worked with David for several years and know that he cares deeply for his students. He works to find innovative ways to help students learn and reduce costs while still maintaining quality education for his course.

This request for time to create an Open Educational Resource (OER) textbook pertaining to North Idaho College's BIOL 100 Concepts of Biology course is timely. BIOL 100 is a general education course with enrollments of over 500 students per year. The Idaho State Board of Education direction pertaining to cost reductions for general education textbooks has initiated collaborative discussions into how best to maintain quality and reduce costs for our current academic courses. David has attended workshops on the creation of OER resources and now feels the time is right to create one for his course.

I support this request and recommend that David be given the opportunity to produce an OER text that can be used for little to no cost for a general education course.

If you need any additional information, please feel free to contact me.

Sincerely,



Paula Lambert
Division Chair of Natural Sciences
North Idaho College
208-765-3249



North Idaho College

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www.nic.edu

Dean of General Studies
Larry Briggs, PhD
larry.Briggs@nic.edu
(208)769-3474

November 8, 2019

To: Members of the Sabbatical Committee

From: Larry Briggs 

Re: David Cunnington application for sabbatical

Open Educational Resources (OER) have been an increasingly common topic of discussion in higher education and in Idaho. Among the concerns motivating advocates for OER is the barrier to achievement when students choose, as part of their management of limited resources, not to purchase texts, course materials, and other educational resources. Absent the essentials for learning, these students are compromised in their ability to engage, learn, and demonstrate their abilities. Data shows, not surprisingly, that students are less likely to be successful without course materials, thus leading to greater likelihood of departure. Faculty need to be the curators of quality for OER, as they are deeply aware of the content, the conceptual challenges, the hard ideas, the sequencing, and the interrelationship of knowledge. So, too, it is important for faculty to shape the larger dialog on OER in part by focusing on those courses that best lend themselves to an OER approach—that is foundational courses in the discipline, and in fields with consistently high enrollments.

Professor David Cunnington's sabbatical proposal is well suited to the imperative of faculty development of OER materials. As the lead faculty for BIOL 100 at NIC, he brings a wealth of experience to thinking through OER at NIC in a key course for general education. His plan includes timely development followed by student surveys of their experience with OER in spring 2021. This research-based approach has the benefit of immediate feedback for informing future iterations of material. Partnership with e-Learning and instructional designer Kathrine Tanski draws not only on her expertise, but serves to broaden institutional capacity for other work that may be pursued towards OER, as state action has indicated will be expected of higher education in the coming year.

I am pleased to offer my recommendation to the committee of Professor Cunnington's proposal.

It outlines a meaningful contribution to the promotion of student success and thoughtfully incorporates existing NIC resources toward the development and adoption of OER on our campus.

Thank you for including my letter in your careful consideration of Professor Cunnington's sabbatical proposal for fall 2020. Please let me know if you would like any further information about my support for it.

JAMES R. JEWELL

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North Idaho College
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EDUCATION:

Ph.D., West Virginia University, 2006

Major: History

Fields: 19th Century U. S., Early U. S., Public History and Modern European History.

M.A., Eastern Washington University, 1995

Major: History

Fields: United States and Modern European History.

B.A., Eastern Washington University, 1994

Major: History

Minor: Business Administration/Economics.

ADMINISTRATION:

North Idaho College

2019 -Present

Social and Behavioral Sciences Division Co-Chair

Fall 2016

Social and Behavioral Sciences Division Interim Co-Chair,

TEACHING EXPERIENCE:

North Idaho College:

2018 -Present

Professor of History

(academic rank was instituted in Fall 2018 and my qualifications met the threshold for Full Professor upon conversion)

2004-2018

History Instructor

Courses Taught:

History 102, **History of Civilization, 1500 to Present;**

History 111, **U.S. History, Pre Contact to 1877; ****

History 112, **U.S. History, 1877 to Present; ****

History 208A: **Explorations in American History:**

The Civil War

History 208B: **Explorations in American History: The Revolution**
History 223: **Pacific Northwest History**;
History 290: **The Historians Craft**
Integrative 250: **Death and Dying** (team taught with the Anthropology professor)**
** Indicates offered in both online and face to face format

Eastern Washington University:

Adjunct Professor, 2019
History 300: **United States Military History**

University of Idaho:

Adjunct Professor, 2008-2013
History 404, Special Topics: **Early American Military History**
History 415: **Civil War and Reconstruction (1828-1877)**

Bloomsburg University:

Visiting Instructor, 2002-2004
History 121, **U.S. History, Pre Contact to 1877.**
History 122, **U.S. History, 1877 to Present.**
History 387, **Early National U.S. History**
History 404, Topics in American History: **American Revolutionary Experience.**
History 404, Topics in American History: **Frontier America.**

PUBLICATIONS:

BOOKS:

Little Glory to be Won: The Department of the Pacific and the Civil War in the Far West (Norman: University of Oklahoma Press, under contract and under second review, with anticipated publication date of 2020).

On Duty in the Pacific Northwest during the Civil War: Correspondence and Reminiscences of the First Oregon Cavalry Regiment (Knoxville: University of Tennessee Press, 2018).

BOOK CHAPTER:

“Thwarting Southern Schemes and British Bluster in the Pacific Northwest During the Civil War,” in Adam Arenson and Andrew Graybill, editors, *Civil War Wests: Testing the Limits of the United States* (Berkeley: University of California Press, 2015).

PEER REVIEWED JOURNAL ARTICLES:

“‘I am now permitted to tell you where I have been and what I have been doing:’ Two Accounts of the 361st Infantry Regiment during WWI,” *Journal of America’s Military Past* 43 (Winter 2018) 1.

“All Cut to Pieces: Lt. John McCall and the First Oregon Cavalry Regiment on the Crooked River,” *Military History of the West* 45 (Fall 2016).

“One of Lincoln’s Men in the Pacific Northwest: Allen Francis and the First American Consul in Victoria, V.I.,” *Columbia: The Magazine of Northwest History* 29 (2015) 3.

“Dissatisfied Spirits, Republicans, Imperialists, and Other Dangers Along the Southern Border,” *Journal of the West* 51 (2012) 3.

“The Far Western Borders: the Civil War’s New Frontier,” *Journal of the West* 51 (2012) 3.

“The Cruellest Irony: A Palouse Family and the First World War,” *Columbia: The Magazine of Northwest History*, 26 (2012) 3.

“Doing Nothing with a Vengeance:” The Diary of David Hobart Taylor, First Oregon Cavalry, January 1 – May 30, 1862,” *Oregon Historical Quarterly*, vol. 110 (Winter 2009) 4.

“Last Days of the War with the Confederacy’s Boy General,” *North Carolina Historical Review*, vol. 79 (Spring 2004) 1.

“Using Methods of Barbarism in South Africa: The British Concentration Camp Policy During the Boer War,” *Scientia Militaria*, vol. 31 (Spring 2003) 1.

“Dear Mrs. Wilmer: Trooper J.J. Rohn Recalls the Steptoe Battlefield,” *Military History of the West*, vol. 32 (Fall 2002) 2.

“ ‘A Toilsome, Tedious Undertaking:’ Theodore Garnett Recalls Cavalry Service with General Stuart, June 16-28, 1863,” *Gettysburg Magazine*, no. 20, (January 1999).

“Up Goat Trails and Across Prairies: Sergeant William Connolly’s Reminiscences of the 1877 Nez Perce War,” *Idaho Yesterdays*, vol. 41, (Winter 1998) 4.

“ ‘Going Back to the Dances. . .’ An Interview by James Robbins Jewell,” *Pacific Northwest Forum*, vol 10, (1996) 1 & 2.

“Straw Hat Work Force: The Chinese in Small Town Economies,” *Pacific Northwest Forum*, vol. 7, (1993), 1 & 2.

POPULAR PRESS ARTICLES:

“Fighting the Civil War in the Far West: Captain John Drake and the Firefight Along Crooked River, Oregon,” *Blue and Gray Magazine*, 32 (2016) 5.

“Lynchburg’s ‘Lame Lion’ in the Stonewall Brigade: John W. Daniel in the ‘Perfect Storm’ of Manassas,” *Blue and Gray Magazine*, 30 (2014) 6.

"From Haw's Shop to Woodburn Hall: Two Days in the Life of St. George Tucker Brooke," *Blue and Gray Magazine*, 28 (2012) 6.

"Lt. Richard Kennon and Big Indian Take a Night Swim in the Potomac: An Episode during Jeb Stuart's Ride to Gettysburg," *Blue and Gray Magazine* vol. 26 (2010), 7.

"Eleven Months and a World Away," *Pacific Northwest Inlander*, March 30, 2006.

"Christmas 1944: Inland Northwesterners at the Battle of the Bulge," *Pacific Northwest Inlander*, December 16, 2004.

**I started as a columnist for *America's Civil War* magazine with the July 2019 issue **

NON FICTION LITERATURE:

"Can't You Stay a Little Longer," *SpokeWrite* vol. 1 (Winter 2010) 4.

ACADEMIC PRESENTATIONS AND CONFERENCE ACTIVITY:
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"Lincoln's Man in the Pacific Northwest: Allen Francis and the First American Consul in Victoria, V.I.," *Pacific Northwest History Conference* (Vancouver, WA), April 5, 2014.

"The Far West: The Civil War's New Frontier," *Future of Civil War History Conference* (Drew University, NJ), March 30-31, 2012.

"Thwarting Southern Schemes and Defusing British Bluster in the Pacific Northwest During the Civil War," *Pacific Northwest Historians Guild Conference*, (Seattle, WA), March 1, 2008.

"Dissatisfied Spirits, Republicans, Imperialists, and Other Dangers Along the California-Mexico Border," *Scottish Association for the Study of America Conference*, (Edinburgh, Scotland) March 2, 2007.

"French Imperialists, Mexican Republicans, and the Department of the Pacific During the Civil War," *Great Lakes History Conference* (Grand Rapids, MI), October 28-29, 2004.

"Using Methods of Barbarism in South Africa: The British Concentration Camp Policy During the Boer War," *War and Society in Africa Conference* (South African Military Academy), September 12-14, 2001.

Chair, "South African Warfare," *War and Society in Africa Conference*, (South African Military Academy), September 12-14, 2001

"Smoke Before the Fire: Jefferson, Slavery, and the Expansion of the Republican Spirit into the Territories," 11th Annual *Tri-University History Conference* (Guelph, Ontario), October 27-28, 2000.

Director, Fourth *U.S. Senator Rush D. Holt History Conference*, West Virginia University, (Morgantown, West Virginia), October 13 and 14, 2000.

“Jefferson on the Question of Slavery in the Territories,” Third Annual *U.S. Senator Rush D. Holt History Conference* (Morgantown, West Virginia), September 15-16, 1999.

“Into the Storm: Spokane During the War,” *Foley Library Association’s Annual Spring Presentation Series*, in conjunction with Gonzaga University’s exposition on World War II, (Spokane, Washington), March 15, 1996.

“The Anglo-Allied Defeat Before Gallipoli,” 27th Annual *Northwest British Studies Conference* (Spokane, WA), October 9-10, 1995.

AWARDS AND GRANTS:

ASNIC (Associated Students of North Idaho College) *Faculty Award*, North Idaho College 2012.

Cecil Dryden Alumni Award. Eastern Washington University, 2010.

National Endowment for the Humanities, “‘Landmarks in American History;’ Revolution to Republic: Philadelphia’s Place in Early America,” June 2010.

Mellon Research Fellowship, Virginia Historical Society, Richmond, Virginia, 2009.

North Idaho College Foundation Grant, North Idaho College, 2006.

Thornburg Doctoral Research Award, West Virginia University, 2003.

Best Editorial Columnist, Division 3, West Virginia Press Association, 2002

Eberly College of Arts and Sciences Outstanding Graduate Teaching Instructor, West Virginia University, 2002.

Robert and Wynona Wilkins Scholarship Award, Outstanding Graduate Teaching Instructor, Department of History, West Virginia University, 2002.

West Virginia Humanities Council Mini Grant, 2000.

COLLEGE AND PROFESSIONAL SERVICE:

COLLEGE/UNIVERSITY SERVICE:

Sabbatical Leave Committee, North Idaho College, 2011-2012. 2018.

Tenure Committee, North Idaho College, 2012-2018.

General Education Matriculation Council (revising required course offerings), 2014-2015.

Legislative Committee, North Idaho College, 2006-2007, 2008-2011.

Instructional Search Committee(s): World History (2X), American Indian Studies (2X), Political Science (3X), and Anthropology faculty positions, North Idaho College, 2006, 2008, 2011, 2012, and 2017.

Meet and Confer Committee, North Idaho College, 2007-2008.

Curriculum Committee, Department of History, Bloomsburg University, 2002-2004.

SELECT PROFESSIONAL SERVICE:

Grader, Educational Testing Services (A.P. U.S. History), 2000-2015.

Kootenai County Historic Preservation Commission, Commissioner, 2009 – 2011.

Board of Editors, *Idaho Yesterdays*, 2005- 2008.

2019 Sabbatical Application

Prof. James Jewell, Ph.D.

(for Fall 2020)

Abstract:

Historians almost universally agree that the Civil War is the second most important period in United States history. The national identity was recast by two decades of increasingly ugly and divisive social, cultural, and political confrontations punctuated by four bloody years of war. Naturally, classes devoted to the study of the Civil War have long populated course offerings at colleges and universities throughout the country, resulting in widespread, basic knowledge about what happened during that important period. However, increasingly institutions in the West have discontinued those courses, which is not the case for schools in the East. My professional view is that this is due to a disconnect between students and those transformational events. The understandable, yet unfortunate, malaise is caused by Civil War scholars. Until recently, the Civil War era was not simply bound by a time definition. It has also been framed by implied geographic boundaries. With just two exceptions, Civil War era studies ignore the Far West in general, and the Pacific Northwest more specifically. In fact, most general history survey textbooks simply do not include any coverage of the Far West after the struggle over California's admission as a new state in 1850. It is as if the entire lands west of the Rocky Mountains cease to exist until the transcontinental railroad is completed in 1869. That treatment, and the message it conveys, particularly to people living in the West today, is inaccurate, leading to an incomplete understanding of the significance of Civil War era to the growth of the West. I plan to use a Fall 2020 sabbatical to continue the work I, and a small group of Civil War historians, have been doing to rectify this misconception. Doing so will make the Civil War era more relevant to people living in the Pacific Northwest. I will do this by completing my manuscript, *Agents of Empire: The First Oregon Cavalry and the Opening of the Pacific Northwest during the Civil War*, for the University of Oklahoma Press. While most of my time will be devoted to writing and editing the manuscript, I will start by visiting the Oregon State Historical Society archives in Portland to spend several days researching the only archival material I have yet to examine. The finished monograph will stress how the recruitment of a volunteer force during the war enabled the state of Oregon and the federal government to explore and open the interior Pacific Northwest, and how that regiment contributed to the Union cause by filling the void left by the Regular Army forces when they were ordered to the East to engage Confederate forces.

Goals and objectives of the sabbatical leave:

The objective of my sabbatical leave is to complete the monograph and send it to the University of Oklahoma Press. Even though nearly all of the research was conducted for a previous work, writing the manuscript, gathering images, working with archives on permission to use the materials, and working with a cartographer to have maps made is time-consuming and labor intensive. A sabbatical will allow for a much higher percent of each day to be committed to this work and to avoid interruptions, the latter is the bane of all writers.

Leave activities/Timeline:

Goal/Task 1 (Mid June): Travel to Oregon Historical Society in Portland for a five-day research trip to go through the extensive papers of Governor Addison Gibbs, who maintained correspondence with the company officers in the First Oregon Cavalry Regiment. Also, I will select which images to use in the book from the OHS photograph collection.

Goal/Task 2 (Mid July to End of August): Write Chapters 1 and 2

Goal/Task 3 (September to mid October): Write Chapters 3 and 4

Goal/Task 4 (Mid October to end of November): Write Chapter 5 and 6

Goal/Task 5 (Early December): Complete bibliography and write appendices

Goal/Task 6 (By end of December): Review and edit entire work

Goal/Task 7 (First week of January 2021): Send completed draft to editor at University of Oklahoma Press for distribution to “blind reviews”/anonymous experts in the field.

Title and table of contents:

Agents of Empire: The First Oregon Cavalry and the Opening of the Pacific Northwest during the Civil War

Introduction (already started, and will be completed during winter break)

Chapter 1 (1861): Raising an Army

Chapter 2 (1862): Manning the Frontier

Chapter 3 (1863): Negotiations, Town Building, and the First Long Campaign

Chapter 4 (1864): Exploration and the Three-Pronged Strategy

Chapter 5 (1865): Doing More with Less

Chapter 6: Having “Materially Aided in the Development of the Treasures of this Land”

Appendix A: List of Officers Who Served in the First Oregon Volunteer Cavalry Regiment (completed)

Appendix B: List of First Oregon Volunteer Cavalrymen Who Died in Service (completed)

Bibliography

Assessment and documentation methods:

Completing the chapters in accordance with the timeline will provide an ongoing assessment of success during the sabbatical. However, the most obvious assessment for whether or not the sabbatical leave was a success will be the publication of the book. From a teaching perspective, I will be able to assess through use of excerpts pulled from the book how important it is to give regional students a more tangible connection between where they live and the war.

How the completion of *Agents of Empire: The First Oregon Cavalry and the Opening of the Pacific Northwest during the Civil War* during my sabbatical leave contributes to the mission of North Idaho College:

Completion of this monograph during sabbatical leave reinforces NIC's stated commitment to educational excellence. Being at the forefront of the slowly growing reconsideration of what should be included when studying/teaching the Civil War era demonstrates educational excellence in a manner difficult to match. Any work in one's field strengthens a faculty member's ability to provide students with superior educational experiences. This is even more so when the faculty member takes a leading role in changes coming to their field, and thus their area of teaching. Support from the school also demonstrates institutional commitment to student success by ensuring faculty have opportunities to immerse themselves in the work of their field of expertise. Making that possible, in this case the cross section of the Civil War and Far West/PNW history, ensures students are taught by faculty actively engaged in new approaches within their field.

Need for new or additional knowledge on the topic:

There has long been a perception by readers, fueled by poor scholarship from historians, that the United States, west of the line from Minnesota down to Texas went into a period of stasis during the Civil War. This troubling error has made it into the most commonly used Pacific Northwest history survey, *The Pacific Northwest: An Interpretative History*, as well as the survey studies that preceded that book. Civil War historians are just as guilty of this dismissal of the impact the war had on the rapidly growing Pacific Northwest and conversely, the role that regional military personnel had on the war. However, it was a crucial era in the development of the region. Similarly, the service provided by the Oregon cavalry regiment materially assisted the Union war effort in a host of ways. Therefore, a study of the role played by the Oregon cavalry regiment at the intersection of Pacific Northwest and Civil War history will cause scholars and the general public to rethink how the conflict that redefined the national identity impacted the Pacific Northwest and how what happened in the region impacted the war. Dr. Eugene Van Sickle, Professor of History and current Assistant Vice President at the University of North Georgia concurs, noting:

"Dr. Jewell's study adds to the field of American history in two important ways. First, the study corrects what is a purposeful omission, by some scholars, of the West in the scholarship of Civil War history. The Civil War was a continental conflict that reached the Northwest, with important consequences for the nation as well as Native peoples. Secondly, the process of western expansion arguably accelerated during the Civil War period and this work, at the very least, reminds historians that larger historical processes continued in the midst of national upheaval."

Please see the attached statement from Drs. Adam Arenson (Associate Professor of History at Manhattan College) and Andrew Graybill (Professor of History and Director of the Clements Center for Southwest studies at Southern Methodist University) -they co-edited the book *Civil War West: Testing the Limits of the United States* -pointing out the significance hole in the field that a monograph book on the Oregon cavalry will help to fill.

How completion of *Agents of Empire: The First Oregon Cavalry and the Opening of the Pacific Northwest during the Civil War* connects to my teaching responsibilities:

Completion of the monograph will connect directly to two courses I currently teach and two that I have taught in the past: HIST 111 (the first half of the U.S. History survey), HIST 290 (Historians' Craft), and if ever offered again HIST 208A (Explorations in American History: The Civil War) and HIST 223 (History of the Pacific Northwest). I will use the Oregon cavalry's service to connect our area to the Civil War (Oregon cavalymen founded the modern city of Boise and explored eastern Oregon and Idaho) in my HIST 111 courses. The use of the full range of sources for this book will be incorporated to demonstrate the breadth and depth required to be successful with historical research for student in the HIST 290 course. Obviously, should student numbers allow teaching HIST 208A in the future, excerpted chapters from the book will be used for an entire unit of study on "other" aspects of the Civil War. Similarly, should student numbers increase to make offering HIST 223 feasible, excerpted chapters of the book would help connect the course to the Civil War, noting the important role the Oregon cavalry played in opening the region for development. Finally this work will provide students in all courses with a full understanding of how important the Civil War period was for the *entire* country. On a personal level, the opportunity to focus solely on scholarly work for a semester will reenergize me in the classroom, much in the way that teaching INTR 250A has, especially the first two years of offering that course.

How the project benefits the institution:

The benefits to North Idaho College are two-fold. First, NIC students benefit from having more knowledgeable faculty, particularly when the study/research is at the forefront of new trends in one's field, as is the case here. While I have already done most of the research, synthesizing that research into an effective argument about the role the Oregon Cavalry played in the development of the interior part of the Pacific Northwest, enhances my ability to use the conclusions from the book in my courses during units dedicated to both the Civil War and the rise of the West. Secondly, every institution benefits from having faculty that are active scholars, not just because of the expanded expertise, but because of the enhanced reputation they bring to the institution. Like it or not, outside perceptions about the faculty are important, thus, taking a leading role in new approaches within one's field is the sort of thing that should play well with community leaders and local politicians. Thus, through these two avenues, the work I will do during my sabbatical will certainly benefit the institution, both in the classroom and in the larger perception.

October 29th, 2019

To The Sabbatical Leave Committee:

I am writing this letter in support of the proposed sabbatical leave of Dr. James Jewell. As a faculty member at North Idaho College, since 2012, I have had the pleasure of working with James in a number of capacities. We have team-taught a popular INTR 250 course for the last 4 years, and currently are co-chairs of the Social and Behavioral Sciences Division. During that time I have observed the dynamic nature of his classroom instruction, including the countless times Dr. Jewell takes a specific historical event and brings it to life for students, helping them to appreciate and connect with the past in a more dynamic way. I have also observed his service to the college through the Tenure Committee, hiring committees, GEM Council, leading the development of INTR courses, helping to facilitate the development of faculty titles, as well as stepping in to co-chair the SBS Division during Alan Lamb's sabbatical and eventually continuing in that position when Alan retired. Since I was hired in 2012 I can attest to the valuable role he has played on the North Idaho College campus in teaching, service, and leadership.

While his work here at NIC is important, Dr. Jewell's book proposal on the The First Oregon Cavalry is an opportunity for him and the college to be recognized far beyond the borders of our local region. His work is clearly situated in important scholarly discourse, which will spark tremendous interest from both academics and non-academics, but from my perspective it is also valuable for students. In the classroom, such a product helps to connect students from this area to the Civil War and appreciate the role of the Cavalry in shaping the Pacific Northwest. It provides a unique opportunity for students to engage critically with narratives surrounding the Civil War to better understand the political, economic, and cultural factors, which may have influenced the problematic lack of interest in this region. Most importantly, the work is an excellent tool to reinforce Dr. Jewell's research experience and contributions to his field. Such examples can translate into student respect, engagement, and success in the classroom, as students understand James does not simply talk about, but actively contributes to, our understanding of history.

In closing, as I review the proposal I expect one might question whether this can be carried out within one semester, but Dr. Jewell is uniquely qualified to meet such an expectation. This is supported by the fact that he has balanced teaching and publication for almost two decades without sacrificing quality instruction. While his commitment to teaching and scholarship has resulted in countless long nights, daily coffee runs, and the occasional dozing off at a meeting or two, I expect James will tell you that in the end it is all worth it. He has served NIC in a variety of ways, taken on leadership roles, engaged in innovative instruction, maintained high expectations for students, modeled the importance of combining teaching with scholarship, and published extensively in the process. Therefore, I have no doubt that if approved for sabbatical he will meet the timeline of activities and produce an excellent final product for which he and the institution will be proud to share with the general public.

Sincerely,



Brad Codr, Ph.D.
Division Co-Chair
Associate Professor of Anthropology
Social and Behavioral Sciences Division
North Idaho College
208-769-5914
becodr@nic.edu



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Dean of General Studies

Larry Briggs, PhD

larry.Briggs@nic.edu
(208)769-3474

October 30, 2019

To: Members of the Sabbatical Committee

From: Larry Briggs 

Re: James Jewell application for sabbatical

In the academy, the pursuit of scholarship is a highly respected ideal. The reasons include contributions to the knowledge and thinking in one's chosen field, to influence future efforts in the discipline, to model at a high level what we expect of our students, to exemplify lifelong learning, and to advance teaching excellence. The proposal for sabbatical from Dr. James Jewell promises to reach each of these ideals of a scholarly pursuit. It is a true pleasure to offer my strongest recommendation for Dr. Jewell to receive a sabbatical.

The Civil War is among the most widely researched and popular periods of study in the American experience. Giants in the field of history have devoted their entire careers to understanding and analyzing these absolutely pivotal years. The acclaim for the landmark Ken Burns' documentary on the Civil War is evidence of its importance in the public imagination. It is therefore truly impressive to have a proposal for a sabbatical at NIC to support a book length publication to advance what we know about the Civil War. Fellow published authors attest to the contributions of Dr. Jewell's work. The relative neglect of the West as a theatre of the conflict and the postwar trajectory of the country will in part be addressed by the scholarship of Dr. Jewell. He will be building upon an established record of contributions, both in the academic and public sphere, to the history of the Civil War.

Surely the merits of furthering scholarship in a significant way are a compelling reason for a sabbatical. But in addition, Dr. Jewell has explicitly and directly outlined how his work will translate into the classroom and to his teaching. Generally, higher education values hands-on experience with good reason—it makes “real” and concrete what might otherwise be abstract, theoretical, or two-dimensional. What better way to give students of history and related fields an opportunity to see, read, handle, and appreciate the past than to have an active scholar as their teacher, to bring the raw materials of history into their classes in a most immediate way. Through Dr. Jewell's knowledge of and immersion in the archival records, NIC students will not only have the opportunity to see how history is done, but attempt it themselves, situated in the very region where the events occurred, the people lived, and the future emerged. Such opportunities exist elsewhere, but not with the vibrancy and currency conveyed by

an active scholar. These are enriched learning environments more often associated with universities than community colleges. To be conducting and publishing research while carrying a demanding teaching load, and contributing to instructional leadership, in his role as co-chair of the Social and Behavioral Science Division, is a testament to Dr. Jewell's passion and commitment to the topic, characteristics that are fundamental to teaching excellence because they promote students' enthusiasm and provide models for learning deeply and in a disciplined way. This is an effort the college should support in a notable way with a sabbatical.

Part of the community benefit, both for NIC and for the wider area, is to reinforce in the public sphere the college's central role for advancing knowledge, in this case of the past, and for the future, through the quality education provided by our faculty. Having a recognized scholar on the faculty elevates the profile of the institution and demonstrates the breadth and depth of the impressive educators at NIC.

Support for this sabbatical proposal will serve the college, our students, and the community well, by providing Dr. Jewell with an opportunity to focus on important, ambitious research that promises a wide range of contribution to teaching and learning. Please let me know if the committee would like any further information related to my whole-hearted support for James Jewell's sabbatical proposal.

November 4, 2019

Dear Sabbatical Committee Members:

I am thrilled that Professor James Jewell asked me to write a letter in support of his sabbatical application, because I have such great respect for him and his work. I hope and believe the committee will share my admiration and grant him his requested leave.

I have become familiar with Jim and his work as a referee for one of his book manuscripts and then through getting to know him at conferences, including the Society of Civil War Historians meeting. He is part of a group of historians (in which I include myself) working to research and expand knowledge of the Civil War's impact on and in the American West. Simply put, when the North and South went to war in 1861, they fought over whether slavery could expand into new territories, including the land west of the Mississippi River. Not only that, but westerners were keenly interested in the fighting, and as Jim shows in his work, became involved in it, at home and across the continent. After the war, the "Greater Reconstruction" described by such distinguished scholars as Elliott West of the University of Arkansas and Heather Cox Richardson of Boston College meant that the United States reconstituted itself in ways that both affected and reflected the traditional narrative of Reconstruction as a battle over the future of southern society. It was much bigger than that, and Jim's work already has contributed to showing it. *Agents of Empire*, the book that this sabbatical would enable him to complete, will contribute mightily to our understanding of these issues; its publisher, the University of Oklahoma Press, is one of the nation's leading presses for western American history, and its interest in Jim's work is a tribute to him and his research.

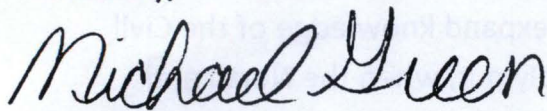
Jim's sabbatical will benefit him and his scholarship, but it also will prove of considerable value to North Idaho College. His additional research will help him in working with history and general education students who want and need immersion in original sources and the literature of such subject fields as the Civil

War era, the American West, military history, and the history of American expansion and imperialism. The results of the sabbatical will also bring beneficial attention to North Idaho College, which will benefit from one of its own becoming even better known in the field, publishing with an outstanding press, and bringing that additional background and knowledge into the classroom.

I have eagerly read Jim Jewell's earlier work, and I am eager to see this book come out. North Idaho College should feel the same way, and I hope he will receive this well-earned, well-deserved sabbatical to help him bring his research and writing to completion.

Thank you.

Sincerely,



Michael Green,

Associate Professor of History;

Executive Director, Pacific Coast Branch of the American Historical Association

We write in support for Dr. James Jewell's application for a sabbatical leave to complete work on his monograph about the First Oregon Volunteer Cavalry Regiment.

We first met Jim as part of a ground-breaking symposium on the history of the Civil War Era in the American West. We had more than 70 applications to be part of our conference and edited volume, and Jim's research immediately stood out, as so little scholarship has been produced on the military and political history of the Pacific Northwest during the Civil War Era.

Jim's impressive essay was chosen to be the opening chapter in our edited volume, *Civil War Wests: Testing the Limits of the United States* (University of California Press, 2015), as it brought together many of the most important themes in the volume, including the military history of future Union and Confederate leaders in the Pacific Northwest (including George Pickett, of Gettysburg fame), as well as the rumors, conspiracies, and enforcement actions that kept U.S. troops busy in the region during the Civil War.

Jim has been one of the very few scholars writing about these troops, even as the relationship between Indigenous nations and the territorial, state, and federal governments in this era has increasingly been a subject of interest to scholars of Indigenous cultures, mining frontiers, race relations, and border enforcement.

Jim's work on the Oregon regiment thus remains poised to make an important scholarly contribution to our understanding of the region and why this overlooked military presence during the Civil War has important lessons for the history of the American West and how we conceive of land claims and military service during the Civil War and Reconstruction.

We look forward to seeing Jim's book come to fruition, and to celebrating this accomplishment in our scholarly circles. We enthusiastically support his request for leave. Please let us know of any questions.

Sincerely,

Adam Arenson
Associate Professor of History and Director of the Urban Studies Program
Manhattan College
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and

Andrew R. Graybill
Professor of History
Director, Clements Center for Southwest Studies
Faculty-in-Residence, Ware Commons
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Faculty Sabbatical Proposals

Fiscal Year 2021-22

Fall 2021 Sabbatical Proposal: Jonathan Frey, English & Humanities Division

Abstract:

For Fall 2021, I am proposing a sabbatical focused on three writing and publishing projects:

1. ***The Night Office, a novel-in-process***: an 85K-word novel in its eighth full draft that began as my master's thesis in 2009, and that, by the start of Fall 2021, will be ready to move toward publication. This novel is the culmination of over a decade of creative work, a lengthy and recursive process that has served my students richly, bolstering my mastery of the writing process and shaping my approach to teaching the craft of writing. During Fall 2021, I propose to pursue publication of the novel through traditional and small press processes.
2. ***A new fiction project***: early in its drafting stages—about 7K words at this point—this project will likely be the principal project for the next period of my writing life. The shape of this project will allow me to draft it in sections that can, individually, be published as short stories in literary journals and eventually together as a novel. As did *The Night Office* before it, this project has served and will continue to serve as a case study for my students of the working life of a long-term writing project. During Fall 2021, I intend to draft two additional sections, revise and hone the first, and begin moving them through the process of publication in literary journals.
3. ***In the Fragments: Conversations on Evangelicalism***: a nonfiction project comprised of long-form interviews about the state of Evangelical Protestantism with a range of academics, artists, and clergy on the edges of that movement. To date, two interviews have been conducted, of an anticipated ten or twelve. I propose to use Fall 2021 to arrange and conduct additional interviews while developing connections for publication of the project in book form.

Together, these projects will refresh and develop my connections in and knowledge of the ever-changing literary publishing world by allowing me to devote time to writing and publishing in my field. This work is foundational to my continued ability to provide excellent education to my students in composition, creative writing, and publishing courses, and to further NIC's engagement with the local and regional literary community.

Goals and Objectives:

The objective of my proposed sabbatical is to make measurable progress in each of these projects, toward the development of my own ability to guide my students through vagaries of writing and publishing. Specifically:

- for *The Night Office*, the goal is to research and query 20-40 literary agents about the project, and to research small presses who might be interested in publishing the book.
- for the *new fiction project*, the goal is to compose two additional 5-7K-word sections, and to substantially revise the first 7K-word section and submit it to 5-10 literary journals for potential publication.
- for *In the Fragments*, the goal is to arrange and conduct 2-4 additional interviews, and to network with colleagues at Washington State University, Samford University, and Palm Beach Atlantic University to contact and query the specialized publishing houses that might be interested in the project.

Naturally, the eventual goal is to see each of these projects published, but as movement through the publishing process relies on many factors outside of my control, I am framing my specific objectives in terms of what I can control.

Ultimately, the sabbatical would provide a season of dedicated focus on the complex and involved processes of writing and publishing, processes that directly correlate to my effectiveness in the classroom, and processes which, when stretched around my rigorous day-to-day teaching and college service responsibilities,

lose momentum and stretch out over years. This season of dedicated focus will allow me to remain current in my foundational knowledge and practice in the field, which is so necessary to my teaching and community engagement.

Activities and Timeline:

Before Sabbatical (Summer 2021):

- finalize manuscript of *The Night Office*
- contact Profs. Gregory Spatz and Rachel Toor (both of EWU) to gather and create an initial list of literary agents to query regarding *The Night Office*
- collaborate with Dr. David Wang (professor emeritus at WSU, the subject of one of the completed *In the Fragments* interviews and a supporter of the project) to generate a list of potential interview subjects
- contact Rev. Rodney McAuley (pastor and community organizer, Spokane) to arrange interview #3 for *In the Fragments*
- contact other potential interview subjects for *In the Fragments* (possibilities with strong existing networking connections include Rev. Thabiti Anyabwile (Anacostia River Church, Washington, DC), Dr. Haley Goranson Jacob (Whitworth University), Kenyon Adams (performance artist and arts administrator, NYC), Rev. Dr. Kent Hughes (Westminster Theological Seminary, emeritus), Rev. Duke Kwon (Grace Meridian Hill, Washington, DC))

Sabbatical Month 1 (August 2021):

- compose base query letter for *The Night Office*
- research and query 10 literary agents, re: *The Night Office*
- revise *new fiction project*, section #1
- prepare and conduct interview with Rev. Rodney McAuley
- contact interview subjects #4 and 5 to arrange interviews
- contact Dr. Will Kynes (Samford University) and Dr. Josh Malone (Palm Beach Atlantic University) regarding publishing houses for *In the Fragments*

Sabbatical Month 2 (September 2021):

- research and query 10 additional literary agents, re: *The Night Office*
- submit *new fiction project*, section #1, to 2-3 literary journals
- begin composing *new fiction project*, section #2
- prepare McAuley interview for print (transcribe, edit)
- prepare and conduct interview #4 for *In the Fragments*
- query publishing houses, re: *In the Fragments*

Sabbatical Month 3 (October 2021):

- depending on response from first 2 rounds of queries, either:
 - adjust query letter for *The Night Office*
 - research and query 10 additional literary agents
 - begin researching small presses who might be interested in the book
- submit *new fiction project*, section #1, to 2-3 literary journals

- complete draft of *new fiction project*, section #2, solicit feedback from colleagues
- prepare interview #4 for print (transcribe, edit)
- prepare and conduct interview #5 for *In the Fragments*
- depending on response from first round of queries, re: *In the Fragments*, either:
 - continue corresponding with publishing houses
 - send additional queries to alternate publishing houses

Sabbatical Month 4 (November 2021):

- depending on response from initial rounds of queries, either:
 - research and query 10 additional literary agents
 - query 5-10 small presses re: *The Night Office*
- depending on responses from literary journal submissions, either:
 - revise *new fiction project*, section #1
 - submit *new fiction project*, section #1, to 2-3 more literary journals
- revise *new fiction project*, section #2
- begin drafting *new fiction project*, section #3
- prepare interview #5 for *In the Fragments* for print (transcribe, edit)
- contact interview subjects #6 and 7 to arrange interviews
- depending on response from queries, re: *In the Fragments*, either:
 - move forward with publishing plan and timeline for 2022
 - send additional queries

Sabbatical Month 5 (December 2021):

- depending on response from *The Night Office* queries, either:
 - begin editing and collaborating on manuscript with agent or small press
 - query 5-10 additional small presses re: *The Night Office*
- submit *new fiction project*, section #2, to 2-3 literary journals
- complete drafting *new fiction project*, section #3, and solicit feedback from colleagues
- depending on response from queries, re: *In the Fragments*, collaborate with Dr. David Wang to develop and adjust 2022 publishing plan and timeline
- **Assessment:** Compile and assess log of sabbatical activities and connections to teaching and college service
- **Assessment:** Create implementation plan to integrate connections from sabbatical into 2022 courses (see below)

Assessment and Documentation:

As discussed above, the process of publishing literary projects such as these both depends on factors outside of my control and generally moves too slowly to be reliably contained within the parameters of the proposed sabbatical. Therefore, I will focus assessment and documentation on three factors I can control, measure, and complete in a timely manner: *time dedicated*, *tasks completed*, and *correlation to NIC teaching and service*.

Over the course of the sabbatical, I will keep a detailed daily log of tasks completed and time devoted to each using an Excel spreadsheet. This is similar to techniques I use to keep track of work during a normal semester. The goal will be to complete the tasks outlined above by dedicating forty or more hours per week

to them, according to a pre-determined weekly schedule. At the end of the sabbatical, I will use the log to assess the sabbatical project according to the three criteria.

The first two criteria (*time dedicated* and *tasks completed*) are self-explanatory and readily measurable, but the last (*correlation to NIC teaching and service*) is more complex. In order to facilitate measuring it, I will build into the reporting spreadsheet a column in which I will make daily note of specific points of application between the day's work and particular facets of my teaching and college service. At the end of the sabbatical, then, I will be able to aggregate a rich compilation of connections between the work of the sabbatical and the work I will do upon returning to full-time teaching and college service.

During the last two weeks of the sabbatical, I will use this compilation to create a *detailed, multi-point plan to implement these connections* in clear and specific ways to my courses and college service, specifically working to connect them to course outcomes. This implementation plan will then be integrated into my Spring and Fall 2022 courses and college service activities, and will be part of my sabbatical assessment report to my dean and division chair.

Need and Benefit to NIC:

It is commonly understood in the field of creative writing that effective teaching in the discipline requires a robust and current writing and publishing practice. The Association of Writers and Writing Programs (AWP), the international authority on academic creative writing and creative writing pedagogy, makes the following recommendation: "It is the position of AWP that teaching writers must have access to a liberal policy of leave and sabbatical. As with other arts, the writing teacher will be effective as a teacher only insofar as he or she is active and engaged as a writer; large, recurring periods of time devoted to the writer's own work are crucial to effective teaching" (["AWP Guidelines for Creative Writing Programs & Teachers of Creative Writing"](#)).

One part of this is recognition of the fact that, in teaching writing, we invite students into the complexities of the creative process and craft. Creative writing teachers are craftspeople, opening our personal literary toolboxes to show our students how to handle the tools of the trade. If my experience with those tools is only rudimentary or is outdated, my teaching is also rudimentary or outdated.

In teaching composition, I use the very same approach, drawing upon my experience as a writer to communicate to my students both practical techniques and guidance as they embark on the process, guidance that I can offer only because I have myself walked that path and practiced those techniques often and recently.

The other part of this emphasis on active writing and publishing is the reality that, while writing is a solitary act, publishing is not, and we cannot effectively teach creative writing without teaching publishing. (This is why a class like Trestle Creek Review (ENGL 207) is part of NIC's creative writing curriculum). For this reason, the writing teacher must be an active participant in the broader literary community through reading, networking, and publishing. That participation not only serves the students by way of hard-earned practical guidance, but connections within the literary community allow the writing teacher to invite the students themselves into that literary community, as I have worked to do over my tenure at NIC by bringing writers and publishers into my classrooms and onto campus for events.

I began teaching at NIC over a decade ago, fresh out of grad school, a rich season of rigorous writing and publishing practice. In the years since, I have made a serious effort to continue my professional development by continuing to write and publish, but my commitment to my teaching and college service responsibilities means that that practice has slowed significantly, and it is now in need of refreshing for the sake of my students and my own ability to teach them well.

If the college is willing to invest in this sabbatical, I will be able to bring back to campus a richly restocked and honed literary toolbox to share with my students along with a new slate of connections in the literary community through which to continue to facilitate NIC's community engagement.

Connection to NIC's Mission:

Ultimately, then, this project is clearly aligned with NIC's Mission, with regard to student success, educational excellence, community engagement, and lifelong learning. In helping renew my writing and publishing practice, NIC will be contributing directly to the excellence of the education I provide to all of my writing students, in creative writing and composition alike. The moments of most effective connection in my classroom are not the moments when I trot out sophisticated vocabulary or display some illuminating insight in lecture. They are the moments when I stand alongside the students at the dusty workbench and show them how to wield the tools. I can only do that when my own hands know the motions intimately. This—in my field—is educational excellence, and it yields the clearest and richest results in student success and lifelong learning. The season of focused work in the craft that this sabbatical proposes will ensure I can continue to provide it.

Beyond the classroom, I feel my greatest contribution to NIC is in facilitating the college's engagement with the community through literature. Over the decade I've spent at NIC, I've worked to design and direct our Writing Center Visiting Writers Series and to facilitate our participation in Spokane's much-lauded Get Lit! literary festival, which together have brought dozens of regional and national writers to campus. I've served as faculty advisor to the campus literary magazine, *Trestle Creek Review*, regularly using my connections in the regional literary community to both create encounters for my students with regional writers, editors, artists, and arts administrators, and to create a name for the magazine and the college in the broader literary community. All of that work, naturally, is predicated upon my professional network within that community, a network that stands to be enriched and advanced by this sabbatical, much to the college's ultimate benefit.

Connection to Teaching:

It would be difficult to overstate how directly this proposal connects to my teaching. As discussed above, the proposal is, at heart, a proposal to dedicate the semester to the central foundational tasks that enliven and enable my teaching. Without dedicated time to write, my teaching stagnates. When I am actively writing, my teaching is energized.

By pursuing publication of *The Night Office*, I will gather connections and experiences to bring into my fiction writing class (ENGL 292) and my publishing class (*Trestle Creek Review*, ENGL 207). By beginning in earnest the work on the proposed *new fiction project*, in addition to the obvious benefit to fiction writing students, I will renew my engagement in the writing process, central to my work teaching composition (ENGL 101, ENGL 114C), literary nonfiction (ENGL 293), and Writing in the Wild (INTR 250E). My work developing and publishing *In the Fragments*, in addition to its benefits to my publishing students in *Trestle Creek Review*, will deeply benefit my students in literary nonfiction, for whom interviewing is a central skill we discuss and practice in class. By dedicating the last weeks of the proposed sabbatical to revisiting the practical applications to teaching that emerge from day-to-day work, I will be able to ensure that the benefit of the sabbatical will have direct and intentional influence on my teaching moving forward.

Jonathan Frey

Curriculum Vitae

Associate Professor of English, North Idaho College

1912 E. 12th Ave
Spokane, Washington 99202
cell: (971) 232-0118
office: (208) 769-3337
email: jafrey@nic.edu

Degrees

Master of Fine Arts in Fiction Writing

Eastern Washington University – Spokane, Washington.

June 2009, *summa cum laude*

Thesis: “The Night Office, a novel-in-process”

Bachelor of Fine Arts in Theatre Studies, Playwriting Emphasis

Southern Methodist University – Dallas, Texas.

May 2001, *cum laude*

Courses Taught

North Idaho College – Coeur d’Alene, Idaho, 2010-present:

Literary Editing and Publishing (English 207), 2011-present

A course devoted to the compilation, editing, and publication of the student literary journal, *Trestle Creek Review*. The course helps students hone their aesthetic and critical vocabulary through discussion of submissions, and gives students practical insight into the literary publishing industry.

Creative Writing: Fiction (English 292), 2011-present

A course that teaches the fundamentals of short fiction writing through close reading and analysis of published fiction, through creation and critique of the students’ original fiction, and through a range of creative exercises and activities.

Creative Writing: Literary Nonfiction (English 293), 2012-present

A course introducing a range of short literary nonfiction forms, including the personal essay, literary journalism, the lyric essay, and the segmented essay, presented through discussion and analysis of a range of contemporary work, and through creation and critique of the students’ original work.

Creative Writing: Poetry (English 291), Fall 2020

A course introducing contemporary poetic forms and strategies through discussion and close reading of a range of largely contemporary poetry, and through creation and critique of the students' original poems.

Integrative Inquiry: Writing in the Wild (Interdisciplinary Studies 250), 2016-present

A course in nature writing, taught collaboratively with a colleague who specializes in eco-criticism, introducing students to a wide array of interdisciplinary factors at work in literary approaches to engaging the natural world, including treatment of literary theory, creative strategies, and composition of student work in both academic and literary modes.

Integrative Inquiry: Page to Stage (Interdisciplinary Studies 250), Spring 2019

A course in theatre, taught collaboratively with a colleague who specializes in theatrical performance and direction, introducing students to the process of theatre-making, beginning with playwriting and continuing through discussion of direction, design, and performance, and culminating in the production of students' original plays.

Writing and Rhetoric I (English 101/101P), 2010-present

A course designed to prepare students for reading and writing in college and beyond. The course deals extensively with critical reading and with expository and analytical writing and includes a range of lessons on grammar and the writing process. *Both in-person (2010-present) and online (2012-present) iterations.*

Writing Across the Curriculum (English 114C), 2014-present

A support course for students co-enrolled in English 101, both online and in-person, providing additional workshop and collaborative space for students who might otherwise struggle with college-level reading and writing.

Fundamentals for Writing (English 099), 2010-2011, Spring 2018

A course that focuses on providing students with fundamental writing and critical reading skills, including essay development and writing process. It is designed to prepare them for English 101 and for critical engagement with texts in professional and cultural contexts.

Independent Study (English 299), Fall 2011, Fall 2013, Spring 2016, Fall 2016, Fall 2017

Courses in creative writing and publishing designed with and for advanced individual students.

Spokane Community College – Spokane, Washington, 2009-2010

College Composition (English 101), 2009-2010

Developmental Writing (English 099), Winter 2010

Eastern Washington University – Cheney, Washington, 2007-2009

College Composition (English 101), 2007-2008

Advanced Research and Argumentation (English 201), 2008-2009

Introduction to Creative Writing (Creative Writing 210), Spring 2009

College Service

North Idaho College – Coeur d’Alene, Idaho, 2010-present

- **Lead Faculty for Creative Writing**, 2011-present: Revision of the department’s creative writing offerings, including developing new courses and modifying existing ones to suit the needs of the college and our students, and to coordinate with transfer institutions.
- **Faculty Editorial Advisor for *Trestle Creek Review***, 2011-present: Direction of the student literary journal, including publicity and promotion; solicitation of student, faculty, and community submissions; recruiting and advising student editorial board; publication of the annual journal; and collaboration with the NIC Graphic Design Department, local art galleries, printers, and booksellers.
- **Creator and Director, NIC Writing Center Visiting Writers Series**, 2012-present: Organization, development, and promotion of English Department-hosted literary reading and discussion series, in collaboration with the NIC Writing Center and English Club, which has brought a range of regional and national writers to campus, including Sharma Shields, Shawn Vestal, Leyna Krow, Nance Van Winckel, Gregory Spatz, Maya Jewell Zeller, Samuel Ligon, and many others.
- **Get Lit! Festival Liaison**, 2011-present: Coordination of the department’s relationship with Spokane’s Get Lit! Literary Festival, including hosting, promoting, and moderating annual on-campus events and panel discussions of national and international writers and publishers.
- **Academic Advisor**, 2010-present: Development of relationship and frequent conferences with students from a range of disciplines—especially creative writing students—to facilitate, encourage, and advise their academic and extra-curricular pursuits, and to assist and prepare them for transfer to four-year institutions to continue their education. Advising students have transferred to such regional institutions as the University of Idaho, Boise State University, Lewis-Clark State College, Eastern Washington University, and the University of Montana, along with national institutions such as the University of Chicago, Bennington College, and Columbia University.
- **Writing Center Consultant**, 2012-present: Consultation with students in all disciplines and at all stages of undergraduate education to discuss and develop their writing, both creative and academic.
- **Mentor and Chair, Faculty Tenure Evaluation Teams** for Profs. Jamison Lee (English) and Jacalyn Marosi (ASL Studies), 2015-2018 and 2019-present: Guidance of faculty colleagues throughout the tenure process, including frequent conversation and collaboration, classroom observation and feedback, and coordination of the team of other faculty members responsible for formal evaluation and recommendation of the faculty member for conferral of tenure.
- **Member, Faculty Tenure Evaluation Team** for Prof. Jessica Raetzke (Photography), 2014-2017: Participation with faculty colleague through the tenure process, including frequent conversation and collaboration, classroom observation and feedback, and contributing to the team of other faculty members responsible for formal evaluation and recommendation of the faculty member for conferral of tenure.
- **English and Humanities Representative, Baccalaureate Degree Exploratory Committee**, 2018: Collaboration with colleagues from various disciplines and upper administration to consider paths available for NIC to begin offering baccalaureate degrees, including working with an English-department colleague to compose and propose a potential baccalaureate degree program in English and creative writing.
- **Faculty Advisor, Moderator, and Emcee, Northwest Undergraduate Conference in the Humanities**, 2016-2018: Advising the Conference Director and assisting in selection of award-winning papers, moderation of panels of regional undergraduates, and emceeding keynote sessions.

- **Member, English 101P/English 114C Curriculum Design Committee**, 2013: Collaboration with English Department colleagues to create a curriculum for beginning writers to expediate and support their movement through the college's composition sequence in response to the State Board of Education's removal of developmental writing from the college's curriculum. Piloting the resulting curriculum for both in-person and online English 101 students.
- **Member, English Department Faculty Hiring Committee**, Fall 2014: Collaboration to review application materials, select and interview finalists, and to recommend hiring two tenure-line English faculty and one English Special Appointment.
- **NIC Faculty Senator and Senate Alternate**, 2012-2014: Participation in the college's shared governance structure, including regular meeting attendance, keeping of minutes, and contribution to revision of policy and procedure.
- **Member, Senate Sub-Committee on Adjunct Equity**, 2013-2014: Service on a sub-committee focused on pay and benefit equity for adjunct faculty, including collaboration on recommended changes to be presented to the Director of Human Resources.

Spokane Community College – Spokane, Washington. 2009 –2010

- **Member**, Committee on Theme-Based English 101 Curriculum
- **Faculty Mentor** for Eastern Washington University graduate students enrolled in a for-credit internship

Eastern Washington University – Cheney, Washington. 2007 –2009

- **Assistant Fiction Editor and Editorial Assistant**, *Willow Springs*, 2007-2009: Selection and editing of fiction and other manuscripts for publication, preparing and conducting interviews with published fiction writers for publication in the journal, participation in community outreach events including writing workshops for local high school students.
- **Teacher**, Writers in the Community, 2008-2009: Design and delivery of creative writing curriculum for middle and high school students in the greater Spokane area.
- **Graduate Student Advisor**, *Northwest Boulevard*, 2009: Advising the editors of EWU's undergraduate literary journal.
- Contribution to TA pre-service training and to a department committee designing themed readings for English 101.

Honors and Awards:

North Idaho College Faculty Achievement Award, 2018, a competitive award granted annually to a faculty member, nominated by students or colleagues, in recognition of excellence in teaching and college service.

Tenure Conferral, Promotion to Associate Professor, 2015, upon completion of the tenure review process and on the recommendation of a Faculty Tenure Evaluation Team, Division Chair, and Vice President for Instruction.

Best New American Voices Nominee in Fiction, 2010, a competitive nomination recognizing excellence in fiction writing by a graduate student.

Rosenfield Award for Playwriting, 2001, an award given annually to a Southern Methodist University undergraduate playwright, in recognition of excellence in the craft.

Publications and Playwriting Productions:

“Between Swans and Swans” – *Field and Compass*. January 2018.

“Landscape with Strip Mall” – *Assay: A Journal of Nonfiction Studies*. Fall 2015.

God in the Fragments: an essay sequence – *Bark*. 2015.

“Hymnody” – February 2015

“Epistemology” – March 2015

“Weaker Brother” – April 2015

“Flight” – May 2015

“Devotion” – June 2015

“Passing: A Conversation with Rob Burns” – July and August 2015

“Brother Jed” – September 2015

“Advent” –December 2015

“A Conversation with Charles Baxter” (interview) – *Willow Springs*. Spring 2010.

Sinking Flowers, New Visions/New Voices New Plays Festival – Dallas, Texas. April 2001.

The Night the House Burned, The Buffet Company – Dallas, Texas. March 2000.

Academic Presentations and Invited Lectures:

Reclaiming Environmental Writing, a panel designed and moderated at North Idaho College – Coeur d’Alene, Idaho. April 2018. A panel of environmental writers Ana Maria Spagna and Josh MacIvor-Anderson, presented as part of Eastern Washington University’s annual Get Lit! literary festival.

Humor in Fiction, a panel moderated at North Idaho College – Coeur d’Alene, Idaho. April 2016. A panel of national fiction writers Richard Fifield and Shawn Vestal, presented as part of Eastern Washington University’s annual Get Lit! literary festival.

“Landscape with Strip Mall,” presented at *Association for the Study of Literature and the Environment* – Moscow, Idaho. June 2015. An essay presented as part of the panel, “Earth Writing, Geography, and Memory.”

The Nuts and Bolts of Publishing, a panel moderated at North Idaho College – Coeur d’Alene, Idaho. April 2015. A panel of national authors and publishers Rick Barot, Christine Holbert, and Renée E. D’Aoust, presented as part of Eastern Washington University’s annual Get Lit! literary festival.

Strangers in a Strange Land, a panel moderated at North Idaho College – Coeur d’Alene, Idaho. April 2014. A panel of national fiction writers, David Abrams, Adrienne Harun, and Nathan Oates, presented as part of Eastern Washington University’s annual Get Lit! literary festival.

The Modern Memoir, a panel moderated at North Idaho College – Coeur d’Alene, Idaho. April 2013. A panel of national memoirists, Joe Wilkins and Anna Vodicka, presented as part of Eastern Washington University’s annual Get Lit! literary festival.

Setting Speaks, a panel moderated at North Idaho College – Coeur d’Alene, Idaho. April 2012. A panel of national fiction writers, Lori Ostlund, K.L. Cook, and Jason Skipper, presented as part of Eastern Washington University’s annual Get Lit! literary festival.

Finding Themes in Our Life Story, a panel moderated at North Idaho College – Coeur d’Alene, Idaho. April 2011. A panel of national and regional nonfiction writers, including Sam Keane and Ruth McLaughlin, presented as part of Eastern Washington University’s annual Get Lit! literary festival.

Dramatizing Ordinary Experience through Poetry, a panel co-moderated at Spokane Community College – Spokane, Washington. April 2010. A panel of major regional poets, including Greg Pape and Timothy Kelly, presented as part of Spokane’s annual Get Lit! literary festival.

The Logic of English 101, TA Preservice Training for the English Department at Eastern Washington University – Cheney, Washington. September 2008. A seminar for new instructors of English 101, introducing them to a variety of different perspectives on the logical progression of the course and to pedagogical tools useful in designing their sections.

Approaching a Text as a Writer, given to an Introduction to Fiction class at Eastern Washington University – Cheney, Washington. May 2008. A lecture on and discussion of Nabokov’s “Spring in Fialta,” designed to explore the content of the story while demonstrating how a writer mines a text for questions of craft.

Techniques of Narrative in “Everything That Rises Must Converge,” given to an Introduction to Creative Writing class at Eastern Washington University – Cheney, Washington. February 2008. A lecture designed to introduce students to traditional techniques of fiction writing through Flannery O’Connor’s “Everything That Rises Must Converge.”

References:

Dr. Lloyd Duman (Associate Dean of Instruction at North Idaho College, former Chair of English and Humanities)

Phone: 208-769-7713

Email: lpduman@nic.edu

Prof. Molly Michaud (Interim Chair of English and Humanities at North Idaho College)

Phone: 208-769-7878

Email: mamichaud@nic.edu

Dr. Larry Briggs (Dean of Instruction, General Studies, at North Idaho College)

Phone: 208-769-3474

Email: ljbriggs@nic.edu

Professor Gregory Spatz (Program Director, The MFA at Eastern Washington University)

Phone: 509-990-8706

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20 October 2020

Sabbatical Review Committee
North Idaho College
1000 W. Garden Avenue
Coeur d'Alene, ID 83814

Re: Recommendation for a Sabbatical for Jonathan Frey

Dear Sabbatical Review Committee,

It is with great enthusiasm that I write in strong support of Jonathan Frey's request for a sabbatical for Fall semester 2021.

Since joining our faculty in 2011, Jonathan took up the lead faculty position in Creative Writing. In this role, Jonathan has revitalized every aspect of NIC's creative writing program. He entirely resurrected our literary magazine, *The Trestle Creek Review*, bringing both his literary genius and publication expertise to bear in this effort, guiding students as they learn every aspect of editing, design, advertising, and creating allegiances with NIC's fine arts students who typically provide the cover art.

Jonathan has equally directed his efforts to reaffiliate North Idaho College with our local colleges, Eastern Washington University, specifically, to bridge partnership with our region's largest literary festival, *Get Lit!* In this capacity, Jonathan has brought national and international literary celebrities to our campus for panel discussions, readings, and interactive sessions for our students to participate in literary functions previously unavailable at our campus.

Pedagogically, Jonathan helped create NIC's answer to developmental writing as the State Board eliminated that from our offerings. Working with a small group of colleagues, Jonathan's valuable insight, classroom experience, and professional dedication helped lead the way as we developed English 114C, a support course to assist formerly "remedial" students through college-level writing. His efforts resulted in a wildly successful model our division continues to use today. Jonathan has also developed and updated a series of courses for creative writers and for the entire campus with two integrated inquiry courses and several fiction and non-fiction offerings. Earning the "North Idaho College

Faculty Achievement Award” in 2018 for his outstanding instruction and campus involvement, Jonathan also devotes himself to advising, mentoring faculty and serving on FETs, and working as a consultant at our Writing Center.

Jonathan’s sabbatical proposal clearly outlines how his work will benefit our college. From reestablishing literary connections in writing, editing, and publication, his students will better understand publishing in today’s world. From completing his own work, his students will know their professor engages in the world he’s introducing them to and helping them navigate within. Finally, from honing his own skills, Jonathan will be reminded of his own scholarly pursuits and how integral those are as he guides his students through their own.

Thank you for considering Jonathan for this sabbatical. He is so deserving of this opportunity. If you have any questions, please don’t hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Molly Michaud', with a stylized, cursive script.

Molly Michaud, Interim Division Chair
English, Humanities, Modern Languages
208-769-5985



North Idaho College

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Dean of General Studies
Larry Briggs, PhD
larry.briggs@nic.edu
(208)769-3474

October 30, 2020

Members of the Sabbatical Committee:

Thematic in Jonathan Frey's record of professional development at NIC is that the teachers of writing best serve their students by being writers themselves. So, it is an extension of his well-established practice that Jonathan is applying for a sabbatical to be able to commit a focused period of time away from the heavy demands of teaching to the craft of writing. I'm very pleased to support his proposal to the committee.

At the General Education Summit this fall, one of the faculty recognized for teaching excellence with a GEM award for Written Communication noted that she often writes alongside her students on the topic, form, and assignment they are working on. This approach validates that "real" writers grapple with the process of composition, the choices around voice, and style, and content that students take up in their work. Through such an approach, students see how someone with greater experience and skills than themselves navigates the imaginative, creative, and technical space to be a writer. And that practice then fosters students seeing themselves as writers, breaking the myth that it is "easy" or "natural" for someone "to have it" (or not) to be a writer. Instead, there is the experience that "real" writers encounter struggle, uncertainty, failed ideas, flawed execution, and hard effort towards fluency. So too, students learn that one piece of writing may be especially successful or effective, and another, left wanting or unsatisfactory.

As I read Jonathan's proposal, I was reminded of comments by Jess Walter, who has twice spoken at the keynote for the Northwest Undergraduate Conference in the Humanities that NIC has hosted for several years. He beautifully expressed at the fall 2019 conference the practice of writing, the discipline, the resolve, the risks, the introspection, and the evolving perspective of self as writer in a very relatable way.

Jonathan embodies this idea. Of course, his students are among those who participate in the Northwest Undergraduate Conference in the Humanities (on hiatus due to COVID). They not only have the chance to hear from celebrated writers like Jess Walter, his students present on panels with other students and to a diverse audience of students and faculty from schools across the region. The energetic discussion of themes, relationships, and ideas across each other's work is evident to anyone who has attended, as participants create a community of practitioners who are developing their skills and thinking.

Further, his leadership, as editorial advisor of the *Trestle Creek Review*, provides students with direct experience not only as producers of written material, but in constructing and publishing written work. Through such opportunities, students can in the span of a two-year program at

NIC begin in a general composition course to contributing to a finished, respected publication approaching its 40th year in print.

It is just this type of rich experiential learning that distinguishes valuable, foundational learning from exceptional, transformational learning. His students can vibrantly see the connection across their classroom environment to what a career in writing, in publishing, and in related endeavors can be. Providing such vivid experiences is at the heart of NIC's mission. The collaborative, community-oriented approach that characterizes Jonathan's work on *Trestle Creek* and his involvement in the Humanities Conference is further exemplified in his team-teaching with Aaron Cloyd and with Joe Jacoby in two INTR 250 courses. Jonathan is one of the few NIC faculty who have developed, received Curriculum Council approval for, and then taught with exceptional NIC colleagues two INTR 250s. The rich possibility to further the impressively engaging teaching evident in Jonathan's NIC career is clear in his proposed sabbatical.

The readers of this letter know well the demands of full-time teaching at NIC. Jonathan proposes strengthening his teaching by engaging in work leading to three publications. Such dedication to one's craft is extraordinary and a credit to him, to the college for supporting such endeavors, to his students, and to a wider community now and in the future, who will benefit from the creative expression that adds to both the fiction and non-fiction literature.

I hope that the committee will agree that Jonathan's ambitious proposal should be granted a sabbatical. Please reach me if you would like anything further about my letter of support.

Best,

Larry

November 3, 2020

Members of the Sabbatical Committee,

It is my great pleasure to write in support of Jonathan Frey's application for sabbatical leave in fall of 2021.

In my 20+ years of teaching at Eastern Washington University in the creative writing MFA program, seldom have I encountered a student as committed, generous, wise, insightful, and gifted as Jonathan. He was an exceptional student in the classroom in his two years here, and our thesis work together one-on-one on beginning a draft of the novel he now hopes to finish during this proposed leave was among the most satisfying, positive, and enriching advising experiences of my teaching career. He is an exceptionally dedicated and hard-working writer and teacher.

Since his completion of the MFA degree in 2009, Jonathan and I have stayed in touch. I've gone to visit his creative writing classroom at NIC and on three separate occasions I've read for him as part of the annual visiting writer series he organizes there for NIC students. Every time I've visited, I've been struck by the kind of magic he's worked for NIC writing students. The model of his good-natured seriousness, his warm, generous, hands-on approach to teaching and his active engagement with students in every aspect of writing, reading, and publishing is palpable. It's evident too in star students he's encouraged to continue their studies with us here at EWU, post-NIC – most recently the amazing Michelle Brumley, who was just awarded one of the most competitive and highest yielding scholarships from the English department spring of 2020. What I've witnessed every time I've been on NIC's campus with Jonathan is a kind of buzz and excitement from his students about writing and learning; this can only come from their proximity to an instructor who, because of his own commitment to the work and craft of writing and because of his own love for reading, models a kind of excitement and enthusiasm and seriousness that students feel compelled to mirror. From the outside, as I said, it looks like a kind of magic, but of course it isn't magic at all. It's simple discipline. It's earnest, honest dedication to the work of writing, and it's the rare combination of that dedication with a capacity to articulate and explain all the attendant issues, mysteries, and problems inherent in writing – what the writing process is, how it works, how it fails, and why – coupled with a willingness to be generous with students in sharing as much as humanly possible with them about everything he knows. Not all great writers are good teachers. Far from it. Not all good teachers of writing are big-name, celebrated writers either. But *no one* can effectively teach creative writing without having a practitioner's inside, hands-on experience with the practice and discipline of writing.

Jonathan's already shown what his practice and dedication to writing can accomplish in the way of student engagement and student success there at NIC. If he's awarded a sabbatical leave dedicated to advancing his creative work, publishing his novel, starting new work, etc., you can be sure that the creative energy he'll bring back to the classroom at the end of his time away will be double or quintuple what you've seen so far.

I highly encourage you support his application for professional leave.

Sincerely,

Professor Gregory Spatz
Program Director
gregoryspatz @
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North Idaho College

November 3, 2020

Sabbatical Review Committee
North Idaho College
1000 W. Garden Ave
Coeur, d'Alene, ID 83814

Re: Recommendation for a Sabbatical for Jonathan Frey

Dear Sabbatical Review Committee,

It is with great pleasure that I write in strong support of Jonathan Frey's request for a sabbatical for the 2021/22 academic year.

Jonathan has taught full-time at North Idaho College since 2010 and is one of our very effective department members. He has served as the lead faculty for the *Trestle Creek Review*—which includes acting as editorial consultant and point person for the *Review's* publication—he collaboratively teaches INTR250, *Writing in the Wild*, he coordinates *Get Lit* readings and workshops at the college, and he teaches composition courses both online and face-to-face. He also has spent time consulting in our Writing Center and advising students; Jonathan has demonstrated consistent devotion to his students, the department, his colleagues, and the college in his decade of service to North Idaho College.

As you can see from Jon's proposal, he is interested in using his sabbatical to continue to work on several professional development projects. The first includes finishing and publishing a novel he has worked on for several years. He also plans to work on a nonfiction project that he and I have discussed several times. This project looks to inform how he teaches his creative nonfiction course. He also plans to continue work on third project which includes developing several short stories that may become a novel.

The sabbatical leave would allow Jon the time and attention to attend to the many tasks related to writing, editing, publishing. His work during his sabbatical serve to aid him as an instructor of creative fiction, nonfiction, poetry, and composition. I find it impressive that Jon continues to work to develop his craft so that he can use his knowledge to teach his students. I find it equally impressive that even though he knows the difficulties of navigating the world of negotiating with publishers to have his words read by a larger audience, he is not deterred.

In awarding a sabbatical leave to Jon for the fall of 2021, the college would be recognizing the work he has done for the college and giving him the means to accomplish his professional development goals.

Thank you for considering Jonathan Frey for this sabbatical. He will be an excellent choice. If you have any further questions, please don't hesitate to contact me.

Sincerely,

Lloyd Duman, Interim Associate Dean
North Idaho College
(208) 769-7713

Proposed Sabbatical Plan for Sherry Simkins

North Idaho College Division of Communication and Fine Arts

Proposed Sabbatical Period: Fall 2021

Project Abstract

This sabbatical proposal consists of completing two projects centered in student's self-efficacy and identity development:

1) Completion of my dissertation for the Ed.D. program in Educational Leadership with an emphasis in Higher Education from Idaho State University. The dissertation focuses on understanding community college student women leaders' experiences. I hope to shed light on this important segment of leaders, their self-efficacy and the challenges and supports they encounter to their leadership identity development (Komives et al, 2005).

2) Exploration of retention strategies for high anxiety students in COMM 101. It is no surprise that COMM 101 – Fundamentals of Oral communication is often a dreaded course for students. While many people dislike public speaking, for some, the course is seemingly unsurmountable due to high anxiety. Research indicates that anxiety is rising among college students and is particularly high for those in their first year of college (LeBlanc & Marques, 2019). Developing a process and data report to identify these student, as well as developing retention strategies to increase student's self-efficacy, may mean the difference between degree completion and dropping out.

Goals and Objectives

My primary goal for sabbatical leave is to complete the dissertation. At the end of my dissertation, I hope to achieve the following goals:

1. Understand community college student women leader's experiences in visible, executive positions such as ASNIC, The Sentinel, and Phi Theta Kappa.
 - a. What motivates them to take on an executive leadership position?
 - b. What strategies do they utilize to gain self-efficacy and develop their leadership identity? How do they come to see themselves as leaders?
 - c. What barriers do they encounter to self-efficacy and leadership identity development?
2. Provide valuable insight for student development staff and administrators seeking to develop climates encouraging and supportive of women's leadership identity development
3. Explore and perhaps uncover the power of community colleges to support student women's development
4. Contribute to leadership identity development theory, practice, and research to increase women's opportunities and motivations to lead.

My secondary goal is to apply information gained from both current literature and through conducting my dissertation research to student's self-efficacy and identity development in the classroom. These insights will allow me to generate best practices on supporting high anxiety

students in public speaking courses. At the end of the sabbatical, I hope to accomplish the following goals:

1. Develop a process and data report to identify high anxiety students
2. Take the research on identity development and self-efficacy and apply it to create best practices and strategies for helping students gain self-efficacy in the classroom.
3. Implement strategies in my own classroom the following semester
4. Share with colleagues for potential department and college-wide implementation.

Leave Activities and Timelines

I am currently working on the dissertation proposal. Upon approval from my committee, which I hope to gain in Summer 2021, I will move into the data collection and analysis stages. My timeline is aggressive, but reasonable. I hope that by taking a sabbatical in Fall 2021, I will be able to complete the dissertation and graduate in Spring 2022.

There will be times during the dissertation process that I will be waiting for committee member feedback. By October, I will have designed a process and data report for identifying high anxiety students which may involve self-assessments and/or the creation of a CROA report. By November, I will have identified strategies for enhancing students' self-efficacy. By Spring 2022, I will pilot these tools in my own course. After the pilot in my course, I will create a summary to share with department and campus colleagues.

Assessment/Documentation Methods

Upon completion of my dissertation, I am required to complete a dissertation defense. Ultimately, completion will be documented through the awarding of the Ed.D. (Spring 2022). Findings from the dissertation will be shared with student development staff, administrators, and the NIC American Association for Women in Community Colleges.

For COMM 101 retention strategies, upon creating a process to identify high anxiety students and strategies for increasing self-efficacy, I will write up a summary report. This report will be shared with the Communication Department for consideration of department-wide implementation. While some strategies will be unique to the Communication discipline, I anticipate there will be the potential to create a universal data report to identify at risk students in all disciplines, along with universal strategies for helping student to gain self-efficacy. I will share my findings with various areas on campus such as advising, instructional leadership, and faculty (Spring/Fall 2022).

Contribution to College Mission

The two projects I am seeking to engage in connect directly to NIC's mission and the following core values:

- **Student Success**
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life

- **Educational Excellence**
High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes
- **Stewardship**
Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources
- **Diversity**
A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Through completion of the doctoral dissertation, I will be directly engaging in research and increasing the body of knowledge on community college student women. This endeavor meets *educational excellence* through enhancing my professional development and teaching. I am aiming to improve the experiences of community college women's *student success* through identifying methods for supporting them to achieve their goals. In addition, my dissertation has direct ties to *diversity*. Gaining insight into community college women's leadership is important to creating equity and inclusion and is another key to bridging the leadership gender gap.

Exploring retention strategies for high anxiety COMM 101 students is focused on ensuring the *success* of all students and striving for *educational excellence* in the classroom by improving student outcomes. Each semester, the department has students that self-identify as high anxiety. These same students have often enrolled in the course previous semesters and dropped the course (multiple times). Understanding methods for identifying those that do not readily share their challenges, as well as developing strategies for supporting and retaining high anxiety students, is key to *stewardship* of both student and institutional resources.

Need for New Knowledge in Field

Women are underrepresented in executive leadership positions in both business and academia (Gagliardi, Espinosa, Turk, and Taylor, 2017; Hinchliffe, 2020; Association of Governing Boards of Universities and Colleges, 2010). Previous research on undergraduate women in high profile leadership positions has been informally and formally conducted at Ivy League institutions, research universities, and selective liberal arts colleges. Community college women's leadership experiences have not been studied and consequently are a clear deficiency in the research. Given the shorter time frame these students have to develop their leadership identity, it is likely this population will differ from university women. If this population is not represented, the literature on leadership would not be representative of the largest population of women students. Leaving this population un-studied continues to marginalize and dismiss the experiences of diverse women. Further, given the diversity inherent at community colleges, where non-traditional, first generation, and traditional young women from various racial, academic, and economic backgrounds interact in institutions that have been deemed more supportive of women, the proposed research could reveal significant differences between student women leadership by institution type.

Educators need to develop new tools for assisting high anxiety students. According to the American College Health Association (Fall 2018), 63% of college students felt overwhelming anxiety in the last year and 23% reported being diagnosed or treated by a mental health professional in the last year.

Given these startling numbers, research on helping students generate self-efficacy in the classroom is paramount for today's college student.

Connection to Teaching Responsibilities

Both projects connect to my duties as a division chair and faculty member. Better understanding women's leadership identity development will allow me to support and encourage the women in my classroom and division. I am a strong believer in mentoring and will continue to support women's development across campus. Exploring this topic will allow me to delve into literature on identity development and self-efficacy. Gender roles, self-concept, and identity are critical components to Interpersonal Communication courses and will enhance my understanding and teaching on these subjects.

My research into self-efficacy and identity development will go directly into the COMM 101 classroom to benefit many students. As I develop a process for identifying high anxiety students and successful strategies for retaining these students, I anticipate making pedagogical changes. I hope to share tools with my colleagues so we as a department and campus can find meaningful ways to retain high anxiety students.

Institution Benefits

Better understanding undergraduate women's experiences will be helpful to those on campus that work directly with student leadership, as well as campus administrators and faculty who are primarily responsible for creating programs, policies and procedures supportive of women's development. This information will help NIC to understand the institutional climate in relation to supporting equity and inclusion for women students. Further, while my focus will be on student women leaders, I believe the information I learn will be applicable to women in community colleges at all levels. This information may be of interest to the American Association of Women in Community Colleges chapter at NIC and I look forward to sharing my findings with them.

Enhancing COMM 101 retention strategies for high anxiety students has direct benefits to the institution as this course enrolls over 1300 students annually. The NIC Strategic Enrollment Plan identifies retention as one of the top priorities at NIC. Finding ways to support high anxiety students will help remove barriers for these students and could positively impact NIC's completion numbers.

References

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Association of Governing Boards of Universities and Colleges. (2010). *2010 Policies, practices, and composition of governing boards of independent colleges and universities*.

<http://agb.org/sites/default/files/legacy/u3/2010PublicBoardCompositionSurveySummary.pdf>

Gagliardi, J. S., Espinosa, L.L., Turk, J. M., & Taylor, M. (2017). *American college president study 2017*. Washington, DC: American Council on Education.

<https://www.aceacps.org/summary-profile/>

Hinchliffe, E. (2020, May 19). *The number of female CEOs in the Fortune 500 hits an all-time record*. Fortune. <https://fortune.com/2020/05/18/women-ceos-fortune-500-2020/>

Komives, S. R., Owen, J. E., Longerbeam, S. D., Mainella, F. C., & Osteen, L. (2005).

Developing a leadership identity: A grounded theory. *Journal of College Student Development*, 46(6), 593–611. <https://doi.org/10.1353/csd.2005.0061>

LeBlanc, N.J. and Marques, L. (2019, May 28). *Anxiety in college: What we know and how to cope*. *Harvard Health Blog*.

<https://www.health.harvard.edu/blog/anxiety-in-college-what-we-know-and-how-to-cope-2019052816729>

Sherry N. Simkins

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Education and Honors

Master of Arts in Professional Communication

Emphasis in Corporate and Interpersonal
Communication Southern Utah University – 2007

- *Recipient of the Outstanding MA Student in Communication Award*
- *Master's Thesis Topic: Health Communication and Partner Notifications*

Bachelor of Science in Communication

Southern Utah University – 2005

- *Recipient of the Outstanding Student in Department of Communication Award*
- *Capstone: MoveOn: Political Activism in the Digital Community*

Work Experience

North Idaho College, Coeur d'Alene, ID 2007 to Present

Division Chair – Communication and Fine Arts
2012-Present
North Idaho College

Professor of Communication
2019-Present

Assistant Division Chair – Communication, Fine Arts, and
Humanities 2011-2012

Communication Instructor
2007-2019
Tenure Awarded 2011

Southern Utah University, Cedar City, UT 2005-2007

Communication Instructor (Graduate Student)
2005-2007

Academic Advisor/Assistant Orientation
Director 2005-2007

Campus Service (highlights)

2008-09 Commencement Committee Chair
2008-Present Communication Faculty Mentor
2009-10 Faculty Assembly Secretary
2009-10 COMM 101 Assessment
Coordinator 2010-12 Curriculum Council
Representative 2011-12 Employee Day
Committee Chair

2012-Present State General Education Communication Representative
2012-15 North Idaho College General Education Reform Executive Committee Member
2013- Present Day of Dialogue Committee Member
2014-15 Institutional Optimization Committee Member
2015-Present Crisis Response Team Member
2016-Present Interstate Passport Institutional Liaison
2017- Present Founder/Member of the NIC American Assoc. for Women in Community
Colleges 2017-2018 Academic Master Plan Committee Member
2018-Present Interstate Passport State Facilitator for Idaho
2019 NIC Career Services Program Reviewer
2019-Present Employee Complaint (Grievance) Committee Member

Courses Taught

North Idaho College

Fundamentals of Oral
Communication Interpersonal
Communication Intercultural
Communication Argumentation

Southern Utah University

Introduction to Communication

Professional Development

Presenter (2009, August) NIC Faculty Workshop regarding “Multigenerational Teaching and Learning”

Attendee (2009) Course Improvement Project

Presenter (2009) Western States Communication Association
“Sexually Transmitted Disease Internet Partner Notification: Reversing the Discourse of Disease.”

Presenter (2009) NIC Instructional Workshop
“Multigenerational Teaching and Learning”

Attendee (2014) EDCI 505: Understanding General Education Workshop

Chair and Participant (2014) Northwest Communication Association Roundtable
“The Online Basic Course: Responding to Public Speaking Change Agents”

Presenter (2015) Western States Communication Association
“Evaluating C.R.A.P.: A Lesson in Research”

Committee Member (2015) American Association of Women in Community Colleges
National Day of Dialogue Committee
Attendee (2015) Chair Academy “Leadership in the Digital Age”

Attendee (2015) Quality Matters North Idaho College

Workshop

Attendee (2015) Crisis Response Team Training

Attendee (2015) Green Dot

Presenter and Chair (2016) Western States Communication Association
“Leading and Creating Positive Departments”

Participant (2019) Lobby recital piano duet with Dr. Dwayne Huff.

Organizer (2019) Instructional Leadership and Management Team Liberating Structures

Workshop Presenter (2019, Oct.) “Advising for Student Success” Interstate Passport Webinar

Presenter (2020, Feb.) “Interstate Passport: Streamlining Transfer for Increased Student Success”
NWCCU Webinar

Publications

Simkins, S. (2009) Informative Speech published in Seiler, Beall, and Barton’s text, *Public Speaking: Making Connections*.

Simkins, S. (2009) Flash Campaign: Moveon.org’s Digital Issue Advocacy in *Reflections on Technology and Democracy*, ed. L. Trepanier. Cedar City, UT: Southern Utah University Press.

Simkins, S. (2011) “There’s No Easy Way to Say This…” STD Partner-Notification Via an E-Card in *Health Communication in the Caribbean and Beyond*, ed. Godfrey Steele. University of West Indies Press.

Simkins, S. (2015) Informative Speech published in Barton, M. H. & Holiman, J. *Introducing Communication: A Digital Learning Experience*. Dubuque, IA: Kendall Hunt

Awards

2019 Sterling Silver Employee of the Month



North Idaho College

1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

Dean of General Studies
Larry Briggs, PhD
larry.Briggs@nic.edu
(208)769-3474

October 12, 2020

Members of the Sabbatical Committee:

Over the course of the seven years of my time at NIC, Sherry Simkins has exemplified a very high standard of achievement as an educator, division chair, leader on campus matters beyond her service as chair, and as a major contributor to statewide and national forums. She exemplifies the qualities of an exceptional candidate for a sabbatical and I offer my full support for her application and recommend she be awarded sabbatical to further the depth and breadth of her already most impressive record to the college. A sabbatical will further cement Sherry's role as among the very best colleagues we have at NIC.

Sherry has been the only division chair who has been in that role across my entire tenure as a dean at NIC. Every other area on campus that has been a part of General Studies has had one or more transition in leadership. It is a testament to the regard of her faculty and her steadfast commitment to the often difficult role of division chair that Sherry has established herself as a leader amongst leaders, who is relied on for shaping large matters like the theoretically grounded adoption of Liberating Structures as a framework for fostering productive engagement across all of the direct reports to Vice President Lita Burns, to the subtle, and sometimes unnoticed, but vital, well put question in the midst of a hard conversation that moves the group forward.

My observations of Sherry's teaching show her to be a very adept educator, fluid in her prompts, feedback, coaching, and assessment of student learning. She knows how to make the classroom environment a vibrant place for the full diversity of students who are fortunate to have her as their faculty. Part of her success is based in her long-standing, active participation in general education, from before the massive shift to the current statewide GEM system adopted in 2015, through the present where she has helped revise statewide competency language with peers from across Idaho public higher education.

Further exemplifying her creative vision for contribution, Sherry invited me to serve as a mentor in one of her doctoral courses that involved her being the institutional representative for the Western Interstate Commission on Higher Education (WICHE) Passport initiative. In her typically well-organized and professional manner, Sherry presented her plan, maintained a rigorous schedule of preparation, engagement with colleagues at NIC, coordination with participating WICHE institutions, and discussion with Passport leadership. This work resulted in a proposal that was adopted by the college, with the endorsement of her fellow division chairs and faculty leaders. Consequently, not only was it a very easy task for me to validate the work Sherry completed for her practicum, NIC became the first institution in the state to join WICHE Passport. The benefits to students are evident as some 200 have completed the

Passport that is transferrable as a complete package of general education abilities to any WICHE participating school in the country.

There are many other examples of the quality of Sherry's work, including on matters of free speech and artistic expression, advancing program review, addressing sometimes difficult student and personnel issues, budget management, and forums for recognizing student excellence and faculty contributions.

All of them reinforce her ability to flourish in the ambitious proposal she has submitted for a sabbatical, taking up two vital strands of higher education in the 21st century—women in student leadership at two-year institutions, and student self-efficacy in the communication classroom.

The merits of her proposal are clear. Women are a majority on our college campuses, at all levels, undergraduate and graduate. Her dissertation proposal identifies a gap in knowledge that promises to advance how we understand and can further women's leadership at institutions like NIC.

In addition, she has outlined work to develop student retention strategies in a core course, COMM 101, that serves as a critical contributor to the success of students across disciplines and to endeavors beyond the classroom.

Sabbaticals are vital means to investing in excellence toward the fulfillment of college mission. Such investments are made with careful deliberation to realize the multiplier benefits to the individual selected, to the programs associated with that individual, to the students we serve, to the welfare of the institution's reputation and standing, and to the wider community, both local to NIC, and to the colleagues at other institutions, and to the places and people our graduate will influence in their lives.

An investment in Sherry Simkins for a sabbatical is certain to realize the immediate and future benefits to her and to the future. It will extend the reach of her ability to help NIC achieve its ambitious mission. I hope the committee agrees.

Please do not hesitate to reach me if there are any questions about my letter of support.

Best,

Larry

October 26, 2020

Dear Sabbatical Review Committee,

It is an honor to write this letter of support for Sherry Simkins' application for sabbatical during the Fall 2021 semester.

Sherry is a positive role model, supportive colleague and tremendously effective leader for our division. Since accepting her role as Division Chair, I have observed her strength in leadership, collaboration, respect for others, and overall fairness. I have witnessed her tackle complex issues with grace and determination. She always does her due diligence in understanding all perspectives regarding a situation and then successfully establishes the best solution. I have had the pleasure to serve with her as an Assistant Division Chair for the past several years and, as a result, have strengthened my own management skills while witnessing her leadership skills.

She supports the NIC mission through her continuous efforts to support the success of our students by helping them with their educational goals. Her dedication to student success is evident in her choice to advance her education by completing a student-centered project focused on mentoring women student leaders in community colleges and exploring retention for COMM101 students.

I am highly confident that NIC's students will benefit from her proposed research in assessing retention strategies for high anxiety students while in COMM 101. This data will aid communication faculty by helping us identify potential strategies to address student needs proactively.

Through her effective leadership, contributions to the NIC community, and overall accomplishments, I have every confidence that Sherry Simkins is an outstanding candidate for a Fall 2021 sabbatical.

Feel free to contact me regarding any questions.

Sincerely,

Audry Bourne

Audry Bourne, M.A., M.S.

Professor of Communication

Assistant Division Chair of Communication and Fine Arts

audry.bourne@nic.edu

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North Idaho College

1000 West Garden Avenue, Coeur d'Alene, Idaho 83814

Communication Department

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(208) 769-7880 Fax
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Josh W. Misner, Ph.D.
1000 West Garden Avenue
Coeur d'Alene, ID 83814
January 16, 2020

To the sabbatical committee:

I am writing this letter of recommendation on behalf of Sherry Simkins in support of her application for sabbatical during the Fall 2021 semester. Having worked directly in the same department with Sherry since Spring 2008 and having worked with her in her role as division chair since 2012, this recommendation is based upon frequent and direct experience with the very same skillset for which she is seeking development during the proposed sabbatical.

As an active member of the American Association of Women in Community Colleges, Sherry has worked tirelessly on developing material for the annual Day of Dialogue held at NIC, an event designed to inspire and motivate aspiring women leaders and to promote healthy dialogue around topics impacting those same leaders. It seems only fitting that her doctoral research is focused on understanding and developing community college student women leaders. Personally, having been on the committee for doctoral students at Gonzaga, whose dissertations were on similar topics surrounding the critical need for mentoring women leaders, I can attest to the level of success developing women leaders attain with vs. without positive mentorship. Such a dissertation could foster and nurture a whole new generation of women in leadership.

Sherry's secondary goal of exploring retention strategies for COMM101 also carries incredible value for the mission of North Idaho College. COMM101 is one of the only courses required of nearly all programs the college offers, and by funneling the vast majority of NIC students through the class, it provides a priceless opportunity to study retention strategies, thereby promoting student success and completion. Such strategies could then be applied to other programs at the college, and if successful, would provide a rich benefit to the campus community.

For these reasons and more, I am truly honored to provide a full recommendation for Sherry Simkins to be awarded sabbatical for Fall 2021. The potential benefits from these projects could leave an impact on generations to come.

Sincerely,

Josh W. Misner, PhD
Professor of Communication
North Idaho College

Faculty Sabbatical

Policy and Procedure 3.04.08

Policy

Policy # 3.04.08

Effective Date 6/21/95

Reviewed 2/20/14

<i>(Impact Area - Dept Name)</i> Employees	<i>(General Subject Area)</i> Leaves	<i>(Specific Subject Area)</i> Sabbatical for full-time tenured faculty who have completed seven full-time academic years of service.
	Author: Office of Instruction	Supersedes Policy #
Relates to Procedure # 3.04.08	Impact:	
Legal Citation (if any):		
<i>North Idaho College</i>		

Policy Narrative

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The North Idaho College Board of Trustees recognizes that the college has a responsibility for professional growth of its faculty. Therefore, the college is committed to providing sabbatical leaves to full-time, tenured faculty who have completed seven full academic years of service with the college. Leaves may be granted for either one semester at full pay or for two semesters at half pay. Recipients may apply again after seven more continuous years of full-time service.

Procedure

Procedure #3.04.08

Effective Date: 12/17/95

Revised: 1/26/10

2/20/14

<p><i>(Impact Area - Dept Name)</i></p> <p>Employees</p>	<p><i>(General Subject Area)</i></p> <p>Sabbaticals</p>	<p><i>(Specific Subject Area)</i></p> <p>Sabbatical for full-time tenured faculty who have completed seven years of full-time academic service</p>
	<p>Author: Office of Instruction</p>	<p>Supersedes Procedure #</p>
<p>Relates to Policy # 3.04.08</p>	<p>Impact:</p>	
<p>Legal Citation <i>(if any)</i>:</p>		
<p><i>North Idaho College</i></p>		

Procedure Narrative

[Page 1 of 4]

A. PURPOSES FOR WHICH A SABBATICAL LEAVE CAN BE GRANTED:

1. To work toward an advanced degree in the instructor's major teaching discipline(s).
2. To complete course work, a program of study, or travel designed to advance the instructor's expertise in their discipline and field of teaching.
3. To engage in research and/or pursue publication related to the instructor's discipline or field.

4. To pursue work outside the institution that contributes directly to methods and practices that enhance teaching effectiveness.

B. APPLICATION TIMELINE

1. Mid-September - The vice president for instruction notifies full-time, tenured faculty that applications are available.
2. Mid-November - The sabbatical applications are due in the vice president for instruction's office with recommendations from the appropriate dean and division chair.
3. First of December - The applications are sent to the Sabbatical Leave Committee for evaluation and ranking. The Sabbatical Leave Committee consists of five full-time faculty members appointed by the vice president for instruction and deans.
4. Mid- January - The Sabbatical Leave Committee evaluates and rank-orders the applications and sends them to the vice president for instruction and deans for approval. The approved list of ranked applications will be submitted to President's Cabinet.
5. End of February - President's Cabinet will determine the number of leaves to be funded. NIC will make every effort to award at least one sabbatical annually. In the event that no sabbatical is awarded, the administration will provide a written explanation to the executive committee of Faculty Assembly.
6. First of March - The Sabbatical Leave Committee will notify every applicant of approval or denial of the request. The committee will also provide the applicant with an anonymous summary evaluation rubric in order to provide feedback.

C. APPLICATION CONTENT

Applicants must submit a detailed plan of what they propose to do during the sabbatical. The applications should include all of the following:

1. The applicant's current resume or CV which includes a summary of his/her relevant professional work and activities.
2. A detailed plan of what the applicant proposes to do while on sabbatical leave. This should include:
 - A one paragraph description of the intended project (abstract).

- Goals and objectives of the leave.
 - Leave activities and timelines.
 - Assessment/documentation methods.
3. A detailed description of:
- How the project contributes to the mission of the college.
 - The need for new or additional knowledge in the applicant's field or discipline.
 - How the project connects to the applicant's teaching responsibilities.
 - How the project benefits the institution.
4. Supportive documentation:
- Recommendation from the division chair (required)
 - As deemed appropriate:
 - Letters of support
 - Travel plans
 - Financial commitments
 - A detailed description of colleague and administrative support for the project

D. RATING SYSTEM

Sabbatical leave applications will be rated using a rubric established by the Sabbatical Leave Committee. Applicants will be rank ordered based on their total rubric score.

In the event of a tie score on the rubric, the applicant with the longest period since last receiving sabbatical will be selected. If there is still a tie score, the applicant with the longest service to NIC will be selected for sabbatical.

OBLIGATIONS OF RECIPIENT(S)

The faculty member is expected either to return to active service at NIC for at least one academic year after completion of the leave. A sabbatical recipient who does not return for at least one full year of service will be required to repay the total salary and benefits received from NIC while on leave. Within six weeks after returning from sabbatical, the faculty member must submit to the vice president for instruction and the appropriate dean and division chair, a written assessment report of his/her sabbatical activities. In addition, the faculty member will be asked to give a presentation in an appropriate format of their sabbatical that is open to the NIC community.