A Message from the President

As I set out to write this letter, we have just finished four days of celebration commemorating our 50th anniversary. I was heartened to see so many alumni return. To hear their stories. And to see leaders from the local community come out to support us. It’s the people that make this place so special, and people involved with Prescott College – over the past 50 years and today – are passionate about PC, and passionate about the mission and philosophy of education that serves as a foundation for everything we do.

I’m convinced more than ever that what we have here is something out of the ordinary: the best of an intimate small liberal arts college campus community, plus the flexibility to meet people “where they are” physically or spiritually in life through our hybrid distance programs that provide the same mission-based, high-quality, self-directed, experiential education.

While we have a proud history of innovation, it’s no secret that Prescott College has also had its challenges. But we never gave up. We always came back. We are the comeback college.

Instead of being torn apart by difficult times and hard decisions, our faculty, staff and trustees came together. As we begin our second half-century, I can say with great confidence that we have gotten our house in order and we are here to stay.

• We have balanced our budgets and are adding cash to the reserves.
• Our fall enrollment for resident undergraduate students was up for the first time in five years, and projections for next fall are even higher.
• We have renewed our commitment to resident undergraduate programs while also preparing new structured professional programs for fall 2017 in areas such as sustainable business management where we already have student interest and accreditation approval.

Our goal is doubling enrollment over the next five years.

We are benefitting today from the hard work of so many people over the last 50 years. Thank you. And thank you for the privilege of stewarding this amazing institution.

As we draw inspiration from our founding and history this year, I – we all – must look forward with hope to the next 50 years.

Onward

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Prescott College Board of Trustees

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Table of Contents

1 A Message from John Flicker
2 Board of Trustees Members
3 Early Childhood Education Grant
5 Collaborative Conservation in Kino Bay
7 Increasing Diversity at PC
9 2015-2016 by the Numbers
11 Donor Recognition
14 50 Years of Innovation

A distinctive tradition in higher education begins: First Wilderness Orientation.

The historic Sisters of Mercy Hospital building becomes a center for operations near the heart of downtown Prescott.
The Center for Place- and Nature-Based Early Childhood Education

Children learn best through experiencing the world around them, but unfortunately there have been a number of cultural trends that mean young people are spending less time in nature and are less physically active than ever. Children’s lives are being lived more in the digital realm and their educations are becoming more academically focused earlier and earlier. Research demonstrates the importance of nature and other direct experiences with the environment in young children’s development and education. Not only do more early childhood practitioners need training in this area, but more research should be done to help understand the most effective ways to design and implement quality place- and nature-based early childhood education programs.

To this end, Prescott College established a Center for Place- and Nature-Based Early Childhood Education in 2016 with a $100,000 grant from the George B. Storer Foundation. Building on the strong foundation that already exists in the College’s Environmental Education, Environmental Studies, and Education departments, we set out to train pre-service and new teachers in developmentally appropriate nature-based pedagogy in early childhood education through an overhaul of our Early Childhood Education curriculum.

A second purpose of the Center is to provide professional development for current early childhood educators, both professional and para-professional, in place- and nature-based early childhood education through hosting an annual, weeklong Summer Institute. A third goal of establishing the Center is to study and conduct high level research on the effectiveness of place- and nature-based early childhood education through graduate student fellowships, in order to add to current professional knowledge in the field with the end-goal of exporting such knowledge to other institutions engaged in preparation of early childhood educators.

In the first year the College redesigned the Foundation course for the Early Childhood Education program at the bachelor’s degree and post-grad certificate level to include a unit on place- and nature-based education. In addition to adding that unit, themes of place- and nature-based education were woven throughout the entire course, and a class called Children in Nature was added to the required Early Childhood Education course sequence.

Twenty-eight people – white, Latino, and Native American – attended the first Summer Institute that introduced current early childhood educators and students in Prescott College teacher preparation programs to the concepts of place- and nature-based education. The week incorporated presentations...
by several environmental and early childhood educators and a Navajo Elder. It had significant experiential components including a model classroom and a culminating project at the local zoo. Participants collaborated on lesson planning and presentation of place- and nature-based experiences for approximately 17 community children participating in the Zoolittles program at the Heritage Park Zoological Sanctuary.

In addition to the highly successful Summer Institute, the College submitted the refocused Early Childhood Education program for reapproval to the Arizona Department of Education. The first Storer Fellow, one of our Ph.D. students, began data collection for a research project on the effects of including place- and nature-based pedagogy on student engagement and classroom culture, with further research planned on the effectiveness of this pedagogy on student achievement.

With an invitation to apply for second-year funding through the Storer Foundation, the College is planning to hire a dedicated faculty person and has begun conversations with two local school districts and the county educational service agency to provide professional development on place- and nature-based early childhood education.
Collaborative Conservation at the Kino Bay Center

For 40 years, hundreds of students and a dozen dedicated Prescott College professors have been studying and collecting ecological information in the Estero Laguna La Cruz (the Estero). Through experiential and applied learning, they collected valuable data on the Estero’s waterbirds, plants and invertebrates. The Prescott College Kino Bay Center for Cultural and Ecological Studies was founded in 1991 (currently celebrating its 25th anniversary in tandem with Prescott College’s 50th), creating a base for faculty and students to make a long-term contribution to research and conservation in the Midriff Island region of the Gulf of California.

The Estero provides important primary productivity to adjacent marine waters and is the nursery grounds for many of the important fisheries species upon which the local economy depends. The Estero also has cultural importance for both the residents of the adjacent town of Bahia de Kino and the Comcaac indigenous group. Estuaries in the Gulf of California have not historically received the protection that corresponds to their value, and Laguna La Cruz is no exception.

In the 1980s, the development of shrimp aquaculture surrounding the Estero provided large profits to commercial companies while leaving behind staggering environmental impacts and little to no economic gain for local communities. In the mid-1990s, the Kino Bay Center developed an environmental education program in local schools and began facilitating after-school ecology clubs. The children who participated in these programs became catalysts in their communities, sharing their excitement about the turtles, crabs, birds, fish, and mangroves of the Estero with their families and friends. Through this enthusiasm, the residents of the Kino Bay area began to play an active role in learning about and caring for the Estero. Two decades later, public concern for the Estero, backed by compelling scientific data, made it clear that further steps could be taken to protect the area.

In 2012, the Kino Bay Center organized a conference on Legal Tools for the Protection of Estuaries in Mexico. This conference brought community members, students, and academics together with environmental lawyers and government officials to consider the best strategies for legally protecting the Estero. It was concluded that the first step would be to designate Laguna La Cruz as a Ramsar Site, which is no small feat.

The Ramsar Convention on Wetlands resulted in an international treaty that provides international protection for wetlands which: support 20,000 or more waterbirds regularly; support one percent of the population of a species or subspecies of waterbirds; and support one percent of the population of a wetland-dependent non-avian animal species.

Though these numbers may seem daunting to prove, four decades of research by Prescott College professors and students along with thousands of community members provided the proof that Laguna La Cruz meets all of the criteria above, and more! The Kino Bay Center submitted the application in 2012, and in 2013, Laguna La Cruz was declared an official Ramsar site.

The Ramsar declaration brought government attention to the Estero and designated Prescott College, the University of Sonora, and the National Commission for Natural Protected Areas (CONANP) as responsible parties for the management of the site. In 2015, these organizations created a community committee to develop plans for sustainable use and protection of the Estero based on their deep knowledge of the region. Around 40 community members have implemented conservation projects of their own design, including cleanups, turtle monitoring, water temperature measurement, ecotourism efforts, environmental education, and more.
The story of Laguna La Cruz embodies the Kino Bay Center’s vision of modeling and promoting collaborations between people from different cultures and institutions to co-create solutions to complex conservation challenges. The combined efforts of students, teachers, researchers, fellows, community members, and government agents build upon each other toward more sustainable relationships between the ecosystems and human communities of the Estero. Though there are sure to be challenges in the future, this new collaborative network of support will strive to ensure that the Estero can play a cultural and ecological role in Kino Bay for years to come.
In 2007 and 2008 an open committee of students, staff and faculty came together to explore research-based ways to increase student diversity at Prescott College. The conclusion: first, start with curriculum that will attract students from a broader range of backgrounds. Next, train existing employees and hire new faculty members of diverse ethnicity and backgrounds. Finally, market programs with need- and merit-based financial aid.

For some time the Resident Undergraduate faculty had discussed offering on-campus graduate programs. The College issued a call for proposals to develop on-campus master’s degrees that would provide accelerated paths into graduate studies from existing undergraduate programs. Departmental committees of undergraduate and graduate faculty members convened, researched the skills that potential employers were looking for related to each academic area, and proposed programs of study to develop those skills.

The on-campus Master of Arts in Social Justice and Human Rights (SJHR) was the first of these proposed programs to be offered to students starting in 2013.

“During the research phase, we found incredible consistency in what organizations were looking for in potential employees. No matter if we called a group of environmental lawyers or a domestic violence advocacy group, they wanted people who could think about societal issues critically, work with others cooperatively, and have on-the-ground experience,” says faculty member in SJHR, Zoe Hammer.

Building on the basic concept and long-term success of Wilderness Orientation with undergraduates, the SJHR faculty developed a community-based “urban orientation” based in Los Angeles. Just like new undergraduate students brought into the wilds of nature, SJHR students are brought to the wilds of LA where they are put into situations where they are challenged, have to rely on one another, and are exposed to the experiential community-based learning that they will be expected to engage in throughout the rest of their course of study at Prescott College.

Students collaborate in groups of two or three to complete mini-internships with different organizations. This is where they spend half of their time; researching and organizing real projects directed by community organizations working for social justice. In the most recent class of incoming students a pair worked for the Center for Study of Political Graphics researching and creating a timeline of campaigns against police brutality from across the globe throughout the past 200 years. The timeline is part of an exhibit that will tour the U.S. and contributes to a broader global campaign for criminal justice reform.

The other half of their time is spent visiting a variety of NGOs, learning about their missions and studying their practices in community organizing, advocacy, and direct service.

“LA is really the perfect learning lab for this type of work. It is a truly global city where the social and environmental impacts of modern urbanization and globalization are concentrated,” Zoe says. “It’s also a
place where groups that have historically been at odds, like labor groups and immigrant rights organizations, are starting to come together in ways they never have before. We’re seeing it more and more and it’s important for our students to learn these new strategies for collaboration.”

Offering structured professional graduate programs that provide hands-on skill development and real-world training, no matter the subject area, has proven an effective way to attract more and diverse students. The hybrid Master of Science in Counseling has been the fastest growing program at Prescott College. Currently, the SJHR curriculum is also being built out in hybrid form to make it accessible to students who cannot afford to move to Prescott.

Another method of making a PC education more attractive and affordable is the four-plus-one accelerated master’s degree option. SJHR has served as a pilot in which first-time undergraduates enroll in on-campus Cultural and Regional Studies and begin work on their master’s degree in the junior or senior year for no added cost. They graduate with two degrees within five years with little or no cost added for the Master of Arts degree.

An impressive (by Prescott College standards) 55 percent of SJHR students identify themselves as persons of color. Additional efforts to increase faculty diversity, incorporate diversity into the First Year Experience and infuse a diversity of authors, artists and cultures studied in all subject areas at the undergraduate level has helped turn on-campus undergraduate diversity numbers in a more culturally reflective direction. Only 12 percent of students identified themselves as persons of color in the on-campus undergraduate program in 2009. That figure has reached 30 percent in 2016.

“There is still work to be done in all programs,” says Provost Paul Burkhardt. “We need to review and diversify all curricular offerings. We also need to hire more ethnically diverse faculty and staff and improve academic support and career services for all students.”
2015-2016
BY THE NUMBERS

Statement of Activities

REVENUES 2015-2016
Net tuition $11,096,279
Grants and Contributions $1,575,526
Investment Income $12,352
Auxiliary Service $944,121
Other Income $1,207,612
Total Revenue $14,835,890

EXPENSES 2015-2016
Instruction $5,054,945
Academic Support $1,317,656
Student Services $2,243,483
Institutional Support $2,669,618
Auxiliary Service $1,345,027
Other Expenses $1,982,312
Total Expenditures $14,613,041

Total Change in Net Assets $222,849

Enrollment by Program
* Fall Semester Enrollment

Who Gives to Prescott College
For the Liberal Arts, the Environment, and Social Justice

PERCENT OF TOTAL DOLLAR CONTRIBUTIONS

62 %

ORGANIZATIONS AND FOUNDATIONS
True Endowment

Endowed Scholarship Recipients

- Arts & Letters Writing and Literature: Amanda Pekar '17
- Arts & Letters Writing and Literature: Jasmine Pruitt '16
- Bev Santo: Megan Berry '16
- Bondeson: Aileen Hardcastle '17
- Bondeson: Lara Matthews '16
- Boyce: Jasmine Parra '18
- Boyce: Ankur Singh '17
- Dorothy Ruth Ellis: Isaura Lira-Greene '18
- Dugald Bremner: Michael Revele '18
- Ebarb Group: Suzanne Morse '16
- Ebarb Group: Elizabeth Schwartz '16
- Goodman: Nicolas Delli Paoli '16
- Haide Koskinen: Kelly Muller '16
- Haide Koskinen: Lauren Twohig '16
- Hearst: Nisto Ramon '18
- Helen R. Wright: Rebecca Kates '19
- Hulmes Legacy: Suzanne Morse '16
- James Merit Stuckey: Melissa Winter '16
- KAKATU: Kurt Andersen '15
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- KAKATU: Gerald Johnson '16
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- Kemp-Garcia: Claire Reardon '17
- Knaup Family: Allison Kucher '15
- Knaup Family: James Minor '16
- Knaup Family: Emma Owecke '18
- Maas/Morris: Leslie Anderson-Ryan '15
- Mariano: Aliyah Keuthan '19
- Merrill Windsor: Megan Berry '16
- Merrill Windsor: Alyssa Young '17
- Quitobaquito: Nisto Ramon '18
- Quitobaquito: Aldea Lewis '16

15.5% Alumni 7% Board of Trustees 7% Parents 5.5% Friends 3% Faculty and Staff
Donor Recognition

Whether you attended Prescott College or are a friend who has come to know this community of likeminded individuals in another way, your investment makes you a partner in our mission to educate students of diverse ages and backgrounds to understand, thrive in, and enhance our world community and environment. THANK YOU for investing in our long-term resilience!

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For corrections, contact the Advancement Office at development@prescott.edu or (928) 350-4505
Prescott College celebrates its 50th anniversary this year. Since its founding, the College has pioneered innovations that many other schools have adopted over time. We were recently named one of the top ten most innovative small schools in the country, outranking the likes of Colgate, Amherst, Haverford, Scripps and others. Some of the innovations that continue to be signature components of a Prescott education include:

**Interdisciplinary Curriculum**
Solutions to global social and economic problems require collaborative work bringing together approaches from different disciplines. Rather than traditional academic departments that fracture and contain knowledge in silos, faculty members work together as one body supporting six interdisciplinary areas of study: Adventure Education, Arts & Humanities, Global Studies, Education, Environmental Studies & Sustainability, and Human Development & Counseling.

**Field- and Community-based Experiential Education**
Prescott College was the first school to deeply integrate the outdoor education and experiential learning approaches developed by Kurt Hahn and Outward Bound into higher education. More than just learning by doing, effective experiential education is an intentional process of group and individual goal setting, plan development, experience, and reflection that builds and integrates skills, knowledge, ethics and character. Prescott is the only college to be accredited by the Association for Experiential Education as a whole college: all degrees, all deliveries, and all degree levels.

**Self-directed, Competency-based Education**
Each Prescott College student is responsible for his or her own education. Guided by this principle, we allow students to co-create their individualized programs of study with their faculty. This approach to experiential learning requires students to set learning objectives; to plan learning activities; to reflect on their experiences; and to document, demonstrate, and evaluate their learning. To graduate, students must demonstrate competence not only for prescribed general education and departmental learning outcomes for their interdisciplinary degree area, but also for the individualized outcomes they have set for themselves.

**Wilderness Orientation**
New students in the Resident Undergraduate Program participate in a month-long Wilderness Orientation that builds community and introduces them to experiential education at Prescott College. This introduction is critical to success throughout the self-directed, interdisciplinary, experiential degree program; it also develops practical camping, small group process, and leadership skills that prepare students for other field- and community-based learning activities throughout their four years.

**Limited-Residency Delivery of Professional and Liberal Arts Learning**
In 1978, Prescott College translated its experiential approach to liberal arts learning into one of the first hybrid distance education programs in the nation. In this “limited-residency” model students learn through individualized, one-to-one work with mentors in their home communities. Students also travel to Prescott for on-campus orientations and colloquia. Most learning is conducted at a distance from Prescott College, but in close relationship with mentors and faculty advisors.

The Emergent Model
Over the last several years, Prescott College’s faculty has completed a Comprehensive Program Review. We developed a plan for the future of our curriculum that is firmly rooted in our history, values and traditions, but that adapts to better equip our diverse learners to address the challenges of the new century. The Emergent Model centers on an interdisciplinary set of required Core Curriculum courses that supports each student’s academic and career success. All students must demonstrate their competence through a new e-portfolio system that allows them to showcase their learning and accomplishments to future employers and graduate schools.

To read a more in-depth explanation of the Prescott College Innovations visit the 50th Anniversary web page at prescott.edu/50.
A “Culture of Philanthropy”

In this context, culture is defined as an organization’s core values, beliefs, and behavior norms. The word philanthropy comes from the Greek words philos, meaning loving, and anthropos, meaning humankind; combined, these roots express “love of humanity.”

We pride ourselves on maintaining ideals of social and environmental resiliency, expressing our love for all who inhabit this earth, human or “other,” through conservation, community and political action, volunteerism, and so much more.

To be a part of Prescott College is to understand, thrive in, and enhance our world community and environment. We regard learning as a continuing process and strive to provide an education that will enable students to live productive lives while achieving balance between self-fulfillment and service to others.

Thank you for investing in Prescott College and joining us in our mission to change the world for the better!