

Clark College announces new Trustee



Cristhian A. Canseco Juarez. *Clark College/Jenny Shadley*

Governor Jay Inslee has appointed Cristhian A. Canseco Juarez to the Clark College Board of Trustees. Canseco Juarez is a first-generation college graduate, as well as an immigrant and an alumnus of Washington State University Vancouver. He is deeply involved in community service in Vancouver, providing resources for those who have historically been under-represented.

“I’m honored to join the Clark College Board to support students and our community,” said Canseco Juarez. “I want to give back to this community and do my part to help create a more inclusive, equitable and enriching environment for students and their families.”

Canseco Juarez currently serves on the Board of Directors for

Lighthouse Community Credit Union. He serves as treasurer for the Southwest Washington LULAC Council and he volunteers as a council member at St. John the Evangelist Catholic Church. He also participated in last year's Clark College Presidential Search Committee.

Canseco Juarez earned his Bachelor of Arts in Business Administration from Washington State University Vancouver and graduated from Hudson's Bay High School in Vancouver. He and his family have lived in Vancouver for 25 years, having emigrated from Mexico to the United States in 1991.

He begins his term on January 1, 2021 and is filling the position vacated by outgoing trustee Jada Rupley. Rupley was first appointed to the Board in 2010 and has served two five-year terms. She has served in a variety of roles in Washington's education system over the past 25 years: as a teacher, psychologist, principal, and associate superintendent. She is currently the Superintendent of the Clackamas Education Service District in Oregon.

"Jada has provided a depth and breadth of education experience that has been invaluable to Clark College," said Rekah Strong, Chair of the Board of Trustees. "We are grateful for her work on the board, her expertise, and her passion for helping students succeed."

The Board of Trustees consists of five members appointed by the Governor of Washington. Members serve five-year terms and must live in the college's service district. The Board is responsible for strategic planning; development and approval of college policies; and approval and oversight of the operating budget.

Domestic Violence Awareness Month



Students are spending more time at home during the COVID-19 pandemic. But it may be an unsafe situation for students who are targets of domestic violence. October is recognized as Domestic Violence Awareness Month. In the United States, 1 in 3 women and 1 in 4 men have experienced some form of physical violence by an intimate partner.

While in remote operations, Clark College has amplified its online services for students who may be victims or witnesses of domestic violence. The Clark College Supports Survivors web page outlines the resources that are available for students.

"We continue to find ourselves engaged in vital conversations focused on the importance of acknowledging and effectively responding to sexual, gender-based, and intimate-partner violence and harassment," said Cath Busha, Dean of Student Engagement. "In this spirit, we reaffirm our support of all survivors, as we explore new ways of creating a safer and more caring community that does not tolerate violence of any

kind, especially as we learn and work remotely.”

At Clark College, employees are encouraged to make a report when they hear about situations a student may be involved in that includes domestic/dating violence, sexual assault, stalking or sexual misconduct. Students can also make a report on their own behalf. To report instances and access support, visit the Title IX reporting link.

The Washington State Coalition against Domestic Violence says domestic violence is a pattern of behavior that one person uses to gain power and control over the other. These behaviors can include:

- isolation from friends and family
- emotional abuse
- monitoring
- controlling the finances
- physical and sexual assault

Issues of domestic and dating violence are extremely serious and often difficult to discuss and report.

“When we play a role and speak out against harmful attitudes and actions, we all help reduce stigma and domestic/dating violence,” said Christina Longo, Director of Compliance at Clark College. “We must be dedicated to ending violence as a social problem, as we continue to support each individual student and community member in need of resources.”

Clark College believes all students deserve to be **safe**. They deserve to be **respected** and they deserve to be **heard**.

This article was written by Clark College Office of Student Affairs.

Clark College announces online teaching to continue in winter 2021



Today, Clark College announced that its 2021 winter term will be taught online with limited face-to-face labs.

“I realize we just began fall term, but registration for winter term is quickly approaching,” said Clark College President Dr. Karin Edwards. “It is time to make the next decision in a series of difficult ones regarding how we will deliver education in such an unpredictable environment as this pandemic.”

Clark has decided to extend remote teaching modalities through the end of the Winter 2021 term.

Students will have three modality options as they make registration decisions for winter:

- **Online** – Classes will be fully online and asynchronous.
- **Remote** – Classes will be taught online with scheduled synchronous instruction components (i.e., live sessions using Zoom or other video-conferencing apps).
- **Hybrid** – Lecture components will be fully online and lab components will have scheduled face-to-face instruction. Date, time, and campus location information will be included on the schedule. **This modality will be reserved for specific career technical programs and labs with hands-on requirements. Strict safety protocols will be maintained to protect the health and safety of students and faculty.**

As a large institution with thousands of students and more than 1,000 employees, there remains a significant risk of exposure to COVID-19. Clark College consulted with the State Board of Community and Technical Colleges, public health authorities, other colleges, students, and faculty in making this decision.

“This is a difficult decision because we want to see our students back on campus,” said Edwards. “But we also want to safeguard our students’ health. By making early decisions, we can put into place plans to support students, continue to improve our online processes, and provide students with optimal instruction online.”

Clark College has been in remote operations since Gov. Jay Inslee’s “Stay Home, Stay Healthy” proclamation in March. Already, the college has taken many steps to help support students during this extraordinary time of social distancing. The college has distributed free loaner laptops and wifi hotspots to students, set up an online emergency grant application to support students facing financial crises, and established “virtual office hours” for all its student services.

With respect to winter term and college operations, there are

numerous decisions that will need to be made.

The college's ability to accommodate on-site activities such as athletics, student club meetings and scheduled events will be dependent on several factors, such as guidance and restrictions placed on campus activities by the State of Washington.

For the time being, Clark College will continue to operate remotely and limit or prohibit on-campus activities. As restrictions are lifted, Clark will develop procedures and protocols that will allow those activities to occur on campus safely.

Winter Term at Clark College begins January 6, 2021.

**Winter 2020 Classified
Excellence Award Recipient:
Jennifer Stone**



Jennifer Stone. *Photo courtesy of Jennifer Stone*
Congratulations to **Jennifer Stone**, recipient of the 2020 Winter Quarter Classified Staff Excellence Award.

As a Program Coordinator for Instructional Design/eLearning, Stone works hard to support the many events her program presents for Clark College and other SBCTC faculty. She is described as someone with strong communication skills that are inclusive, regardless of job or position or role at the college. "Her personal mission is to individualize experiences with kind, non-challenging intentions," wrote a nominator. "She meets with others on campus, creating a personal connection with each individual. For example, when learning how to submit purchase requisitions, she walked across campus to introduce herself in person to the Purchasing department."

Stone is also praised for promoting the work of eLearning and the value it brings to students, faculty, and the institution as a whole.

Faculty members shared the following experiences:

- “I especially appreciate Jenny’s personal assistance when I am using the Canvas Lab to prepare my online courses each term. As soon as I sit down at a computer station, especially if the other eLearning instructional designers are busy helping others, she watches to make sure that the hardware and software I am using is working properly. If it is not going well, she works with me until all is functioning efficiently. I never have to ask, as Jenny expertly oversees this computer lab with a positive attitude and uplifting comments. From my encounters with Jenny Stone, she exemplifies the best in terms of her initiative, knowledge, cooperative attitude, and team spirit!”
- “One time when I was coming in for help in setting something up in Canvas (this was probably the very first time I came for private help), Jenny not only welcomed me, but she remembered my name and spoke to me as if I were an insider to eLearning, right when I was feeling so much an outsider that I felt like I could never take myself seriously.”
- “Jenny keeps track of what the other team members are doing and finds ways to be helpful in a very relevant way. If any of us are out or seemingly delayed, she double-checks to make sure all is well. Sometimes when people do this kind of thing, it feels like nagging. Jenny somehow makes it feel like we are cared for, and empowers us to move forward.”
- “Jenny has elevated the Instructional Design Team with her professionalism, dedication, and resourcefulness. Here is an example: Jenny was always at my training sessions early getting to know the instructors, helping them get logged on, and getting comfortable with the technology. This was especially vital for new instructors who had many questions and oftentimes were unsure who to ask. Jenny would make phone calls and

emails during the training session so that, by the end, she would have either an answer for them or a confirmed person to contact. This allowed new instructors to focus their time on their students and getting their classes prepared.”

Congratulations as well to the other Winter 2020 nominees:

- **Connie Anderson**
- **Meleani Bates**
- **Peg Estes**
- **Mira Olenin**
- **Amani Tovar-Brackett**
- **Jennifer Ward**

Connie Anderson, Library & Archives Paraprofessional 4, Library

Connie Anderson has provided quality and dependable Access and Reference services at Clark College Libraries for 10 years. As the Access Services Specialist who has managed the CTC iCommons, she has provided students and faculty with support, which has equipped them to obtain their educational and professional goals. She oversees the networked computers, laptops, and databases in the iCommons that provide access to services and resources. She always keeps library personnel updated on CTC operations. During the recent ctcLink transition, she advocated for increased staffing in the iCommons to make sure all students had access to troubleshooting assistance.

Other comments about Connie Anderson:

- “Connie demonstrates natural leadership abilities and advocates for programming to support student learning including displays, accessible technologies, and staying late to assist in instructional sessions. She has a

problem-solving-oriented approach to doing tasks and has a pleasant personality that attracts people who naturally follow her example.”

- “Connie has been a fierce advocate for students at the Columbia Tech Center for more than 10 years. She has always been an employee and coworker you can count on. Connie works to ensure that everyone who walks through the doors of the iCommons feels welcome.”
- “Her work habits are superior; she adheres to organization goals, is punctual, has excellent time management skills, and highly organized. Connie is an individual who sets a goal and gets the job done. Connie has been a great team player, working well with students, staff, and faculty. She possesses excellent people skills. Connie is able to form admirable relationships with diverse groups at Clark College and strives to understand and respect everyone’s viewpoints and opinions in the workplace. ... She works with the right attitude, emanating enthusiasm, leaving a positive impression on students, staff, and faculty.”

Meleani Bates, Program Manager A, Career Services

Meleani Bates is said to be an extremely kind and understanding person whose mature and supportive attitude increases team functionality. Colleagues praise her for setting aside time to check in with each of her employees to ensure they’re happy in life, successful in their classes (in the case of student employees), if they need additional support in any way, and to provide opportunities for students to acquire skills needed for their future. She facilitates many Student Success Workshops on topics involving employment practices and internships. Most recently, she has developed “Identities at Work” to teach how to honor and embrace different identities in the workplace.

Other comments about Meleani Bates include:

- “Meleani brings constant open-minded thinking to assist the department in increasing equitable practices; some ideas that are so fresh and outside-of-the-box and brings forth an opportunity to teach other perspectives not yet considered. She challenges the staff to be the best they can be and reach all students with its resources. Career Services and Clark College is so lucky to have her on board.”
- “Meleani constantly shows incredible support and compassion to everyone who walks through her door—whether it be students, community members, staff, and faculty. The way she helps clients demonstrates a genuine care for the livelihood and success of them. She is willing to take on new things, despite her ever-growing pile of responsibilities with a “can do” attitude. No matter how busy she is, she’s always happy to help. She is never too busy to help anyone who walks through her office door and is easily-approachable and understanding. Meleani’s key phrase is, ‘How can I support you?’”

Peg Estes, Program Specialist 2, Credential Evaluations

Peg Estes is described as someone who shows initiative, positive spirit, adaptability, participation in college activities, and willingness to support not only students, but also the greater college community. She is also known as being highly knowledgeable and accurate in her work evaluating applications for program completion at Clark College. Described as “the rock of the Credentials Department,” Estes has been a key figure in the department’s switch to ctcLink—not just learning the new software herself, but teaching it to others in the department.

Other comments about Peg Estes include:

- "I have worked with Peg for about four years now and I am grateful to work with such an outstanding employee. I have never witnessed such tireless dedication to doing a job and doing it exceptionally. She has supported other's work without question, she has thoroughly examined policies and procedures to ensure best practice for employees and students alike, and she has done it all with a smile on her face. Her commitment and positive attitude throughout endless campus changes and stepping up during times of high turnover is a prime example of Peg's exemplary work performance. She is creative and efficient in everything that she does. I am honored to work with her and I could not think of a more respected and deserving person to receive such an award. #teampeg."
- "Throughout continuous college changes, Peg has been unflinching in her forward-thinking and positive spirit. Credentialing work is endless; the deadlines are tight, and the stakes are very high. Peg can have stacks of work in front of her and yet she's still the first in the office to pick up the phone to help a student out. She has always been very student-focused and I know I never have to worry about Peg giving insufficient or inaccurate guidance. Each students she works with gets exceptional individualized support. Peg displays an empathetic and understanding perspective, while still adhering to college and departmental policies and procedures. She is a great mentor to me and consistently shows leadership qualities in all that she does. She sets a positive example of how to delicately problem-solve with students under mounting daily tasks. I cannot say enough how happy and grateful I am that she is part of the Credentials team."
- "Peg has been so helpful to our office with all of the training that she has provided not only to new staff,

but helping with the training of staff in new business processes in the new People Soft environment. She is always so patient, courteous and helpful even though she is constantly interrupted with questions both from within our department, and while assisting other departments. Peg goes above and beyond to help solve problems no matter how busy she is at that time. She always has such a positive attitude even during these trying times with having to learn a new computer system, learning new business processes and dealing with staffing shortages. Our office wouldn't be so functional without Peg's great knowledge of the department and the willingness to help others."

Mira Olenin, Program Specialist 2, Financial Aid

Mira Olenin has worked in the Office of Financial Aid since 2004. During the office's conversion to ctclink, she served as a leader in helping manage the change to new software and processes.

Other comments about Mira Olenin:

- "Mira does far more than what her job requires. She really stepped up when we converted to CTCLink. Whenever there was a question, Mira is there to help. This led to our entire department feeling more confident. Mira is always willing to help. She explains complex financial aid processes with patience. She is clearly an expert in her field, but still manages to explain it in a way anyone can understand. Great communication with staff and students."

Amani Tovar-Brackett, Program Coordinator, Advising

While Amani Tovar-Brackett has been an Advising employee for just a few years, already she has gathered so much knowledge about her work that a nominator wrote, "She has an understanding of every system we work with, to such a level that it means [that] no matter what question someone might have about ctcLink, Insight, or anything obscure in our day-to-day duties, she will have an answer or a way to get an answer."

Other comments about Amani Tovar-Brackett include:

- "I have tears in my eyes as I think about how much Amani has done for the students here at Clark, the number of times that students have gone out of their way to thank her for her amazing efforts to aid them through anything and everything. ... Oftentimes, when answering phone calls, I am told that people want to speak with Amani directly because of her wonderful character and helpful demeanor; other times people just love telling me how much they loved talking to her the last time they were here and how much she helped them. She is invaluable to the campus community and is one of the main reasons some students leave our offices feeling taken care of and pleased."
- "She functions to such a level that she could have multiple tasks to complete, but will always know what is going on and have her ears peeled to help anyone else, she always gets things done on time and is always able to teach others what she knows. ... Even in the midst of troubling news or complicated technical matters and switch overs, Amani keeps her calm and cool and ensures everyone around her feels the same way."

Jennifer Ward, Program Manager A, Planning & Effectiveness

Jennifer Ward has been instrumental in Clark College's conversion to ctcLink. She currently leads the ctcLink Stabilization Advisory Committee, a group dedicated to identifying strategies to improve the transition to ctcLink (change management) and empowering people with the tools and information to learn to do their jobs differently. At the state level, she is serving on a group that is researching and pursuing alternatives for the continuing education platform within ctcLink. She is also working with a small team to redesign the ctcLink website to make it more useful for students and employees.

As part of her work, Ward has coordinated all of the ctcLink labs for faculty, staff, and students to provide assistance for navigation of the new system, a supportive environment to ask questions, and solution-oriented approaches to addressing problems. As she hosted open labs, she gathered feedback and then modified documentation as needed. To ensure that all members of the college community receive one-on-one support to navigate the new ctcLink system, Ward collaborates with subject-matter experts who have knowledge in specific areas, such as advisors and enrollment staff, to help in student labs, and ctcLink security administrators to help in employee labs. She ensures that labs are available outside of typical "business day" hours, and at CCW and CTC.

Other comments about Jennifer Ward:

- "Jennifer takes pride in all of the work that she does. Her exemplary work performance is combined with her greatest strength—working with people. Whether it is one-on-one or with a group of people, Jennifer always does her best to provide people with the information they need to do their work. If Jennifer does not know

the answer, she researches and contacts others until she understands the process and can provide that feedback.”

- “When Enrollment Services did not have the resources to provide staff for open student labs, Jennifer coordinated with them to have staff available via Skype.”
 - “Jennifer Ward came up to assist me with fixing some of the issues that I was having and things are going much better. She really has a way with fixing the default issues that I was having!”
 - “Again, I appreciate all you have done, Jennifer, to organize, create and plan to communicate the upcoming registration labs.”
 - “Especially during the ctcLink GoLive, Jennifer maintained a positive, solutions-oriented approach to navigating the system. While recognizing the frustration of individuals, her positive attitude ensured that individuals felt that there was someone who was researching, advocating, and helping to find solutions to their problems.”
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Equity work in action: Work-It Wednesdays



Members of the Office of Diversity, Equity, and Inclusion take a moment with the Office of Instruction's Karen Foster and Dr. Sachi Horback at a college event.

The Office of Diversity, Equity and Inclusion (ODEI) is reaching out to programs and departments at Clark College to offer equity development support and training every Wednesday, calling the program **"Work-It Wednesday."** It's open to all college employees, departments and groups that want help with ongoing equity work. The program is designed to be flexible to help employees infuse equity principles into a program, project, initiative, or effort at any stage in the process.

To better understand the program, we asked early adopters at Clark on their experience with Work-It Wednesday.

At the Library: Connor Cantrell, Interim Resource Supervisor Sharing

Clark College: *Can you provide information on the program, project, initiative, or effort that needed ODEI's guidance/input?*

Connor: We met with ODEI multiple times during Summer and Fall 2019 to organize social equity training for our department in the library. All four of the FTEs in our department (Connor Cantrell, Amanda Brown, Tasha Robertson, and Connie Anderson) in the planning and the entire department (including FTEs, 1050s, and student employees) have participated in the training program. It consists of weekly reading and reflection activities and occasional presentations.

Clark College: *What was the process? How did it impact your project? What did you learn?*

Connor: We originally had planned on a one-time presentation, but quickly realized the program needed to be integrated more closely into our department's operations. By our second meeting, we had drafted an outline of a presentation designed to set up a weekly reading and reflection activity. Rosalba [Pitkin] attended our October 2019 presentation and provided feedback that informed our future training. Since then, we have met with ODEI several times as we encountered roadblocks. We always left with an equitable solution. As a result, we were empowered to implement a program that fits our department's needs and connects to the college's equity initiatives.

Clark College: *Did your time with ODEI staff impact your outlook or decision-making for future work?*

Connor: Our WiW sessions equipped us with the tools to begin

making changes in our workplace. Although we are classified staff, we realized we essentially would be “teaching” our department coworkers and student employees we supervise about equitable practices. We did not feel qualified to take on this teaching role. However, ODEI taught us how to prepare our department for these sometimes-difficult conversations by creating shared norms and how to incorporate active learning principles with our student employees by creating feedback channels during our activities. We have utilized the strategies ODEI gave us to help us engage coworkers in conversations about equitable practices.

Clark College: *Would you like to add anything else about Work-It Wednesday?*

Connor: We are grateful to ODEI for all their assistance and guidance. Everyone in our department (and many other employees and library patrons) have benefited directly from ODEI’s guidance. Since we started discussing this project in August 2019, both the college and the library have experienced significant and often stressful changes. Leading our discussions and decision-making processes with racial equity has provided clarity and has minimized harm as we navigate these changes and everyday systemic barriers. Additionally, we feel that explicitly affirming our commitment to racial equity and to serving systemically non-dominant folks significantly has improved our workplace, and especially for our student employees.

At Child and Family Studies: Michele Volk, Director

Clark College: *Can you provide info on the program, project, initiative, or effort that needed ODEI’s guidance/input?*

Michele: We are revising our department’s communication and conflict resolution policy and process for our staff and

family handbooks at Child and Family Studies, for accreditation and practical application. Of course, we encourage direct, open and respectful communication. However, like all departments, we often work with people who have many perspectives, a range of experiences, different views and even conflicts. It is important to have a model that encourages a safe space where all voices are heard, valued and respected during a potentially emotional situation.

We started asking for interest and input within our department. Using that input, I reviewed mission and values, researching about conflict resolution and social justice, and began developing our model. Our goal is a conflict resolution modeled that honors all parties and has the potential to repair relationships. I hoped that working with WiW would reduce communication barriers, examine whose voices are heard, and to consider other views and lived experiences. We realized the value in having another lens examine our language. Words matter.

Clark College: *What was the process? How did it impact your project? What did you learn?*

Michele: ODEI staff are excellent at helping you tease out your goals, the intent, how the policy, procedure or process may be perceived, to consider how it impacts others and possible ways to make it equitable and accessible for all employees. The team asked insightful, reflective questions that spurred us to think more deeply, both individually and collectively. It made me look for systemic barriers within this model and process. And also, to reflect on other policies to consider revisiting, and to seek input from stakeholders. To have three to four people, very knowledgeable, with rich collective experience helped me slow down and work toward a meaningful and equitable policy and process. I look forward to our department's next step in Fall: rolling out our new communication and conflict

resolution policy that supports the values of being in relationship in the early care education setting.

Clark College: *Did your time with ODEI staff impact your outlook or decision-making for future work?*

Michele: Yes. WiW and the BUILD program have helped me to reflect and to consider how and when my own bias and systemic roots might come into play. This intentional planning helped me put aside the sense of urgency and to focus on being intentional and to consider many more layers than I would have previously. After meeting with ODEI, I also found myself examining language with more curiosity and intent. Going forward, I will use Clark's equitable decision-making tool as a routine part of my work and decision making at CFS.

Clark College: *Anything else you'd like to add about Work-It Wednesday?*

Michele: ODEI is a place of learning. They meet you where you are with warmth and genuine care for our work and our impact on students and employees. WiW is a comfortable place to dig into uncomfortable conversations—and to grow our skills and knowledge as staff, instructors, and leaders. Many thanks to **Alyssa, Rosalba, D, Melissa, and Rashida** for bringing this vital program to campus!

In support of social justice



Clark College is responsible to identify and dismantle systemic racist systems and build equity into everything we do.

Message from Clark College Board of Trustees:

In recent weeks, a long overdue awakening and acknowledgement has taken place across the country. We have witnessed the senseless murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and others who have lost their lives to racism. The cumulative trauma of these and hundreds of years of overt and systemic racism weighs heavily on communities of color and hold us all back as a society.

As the board of Trustees:

- We are in solidarity with the College in standing with those who stand up against hate, state violence, and racial inequities; and we affirm our commitment to social justice and equity.
- We acknowledge the disproportionate impact of this trauma on our faculty, staff, and students of color. We hear you; you matter and you belong here.
- We hear the voices of Clark's students when they say

“Let our Voices Be Heard”, when they declare “Racism is Alive”; and we share in their hopefulness for the future. We hear you; you matter and you belong here.

- We recognize that words can initiate change but action is what secures change. With that recognition we acknowledge our unique governance, policy, and fiduciary role and commit to listening, identifying and dismantling racist systems and policies, and ensuring that the *Policies and Procedures of the Board of Trustees* are consistently performed with an equity lens.

In solidarity, Clark College Board of Trustees

Approved and Adopted June 10, 2020

Let your Voice be Heard



ASCC President Evans Kaame

LET YOUR VOICE BE HEARD

We the people of this college, community, and the nation have been impacted by the wave of horrific events of unrest sweeping across the nation, beginning with the COVID-19 global pandemic and now the tragic death of George Floyd in the hands of police officers—those who have sworn to protect and serve the community. As student leaders, we share your grief and uncertainties. Some of us are wondering, why are thousands of people protesting and expressing their concerns in different cities across the nation?

Therefore, **LET YOUR VOICE BE HEARD** is the theme to explain the reasons for the protests and unpack the long history of injustices that the minorities have been experiencing.

LET YOUR VOICE BE HEARD, that our political system has been less functioning to meet the demands of creating a just justice system which has resulted in an exponential increase in incarceration that restoration.

LET YOUR VOICE BE HEARD, that the justice department needs absolute change and complete reformation to serve our society equitably.

LET YOUR VOICE BE HEARD, that our history has been distorted to reflect the reality of our justice department.

LET YOUR VOICE BE HEARD, that there has some reluctance in changing the policies that drive the police department's priorities when they issue stops, searches, and arrests.

LET YOUR VOICE BE HEARD, that injustices have been prone to the minorities due to unconscious biases, economic status, disproportionate representation, lack of adequate legal assistance, and the reinforcement of one race is superior and just than the other.

LET YOUR VOICE BE HEARD, that a significant population of the minorities have been incarcerated.

LET YOUR VOICE BE HEARD, that the Private Prison System in America is detrimentally impacting the lives of the minorities and those with less economic status.

LET YOUR VOICE BE HEARD, that we all as a society has been reluctant to acknowledge the existence of these impacts and take the responsibility to address them and be willing to create change from ourselves, to our families, communities, and the nation.

RACISM IS ALIVE

All Lives Matter Vs Black Lives Matter is not the issue but the reactions that are evidenced when injustices are done in the limelight over the Black people due to racism.

RACISM IS ALIVE when citizens who exercise their First Amendment protesting that BLACK LIVES MATTER are labeled as domestic terrorists.

RACISM IS ALIVE when it takes protestors to initiate the arrest of those who killed **Ahmaud Arbery, George Floyd, Breonna Taylor**, and other Black people.

RACISM IS ALIVE when BLACK LIVES MATTER Protestors are threatened by the head of state to invoke the Insurrection Act because they don't matter to the system.

RACISM IS ALIVE when minorities are perceived as a threat in the stores, streets, cities, etc.

RACISM IS ALIVE when people of color call for change and are perceived as radicals and troublemakers in our institutions.

RACISM IS ALIVE when one race is perceived as wrongdoers.

The roots of racism are historic and systemic; woven into the

fabric of our country. As people of color, we experience racism in all its many forms. We want people to acknowledge it and be willing to talk about it, willing to make changes, so we, as one nation, can move forward.

AS SOMEONE WHO LEANS TOWARD HOPE, I strongly believe in humanity and in the conviction that racism is solvable. Our generation has seen the racial inequalities experienced in our society today—and now those who believe in change are stepping up to voice their quest for reformation. No single instrument can measure our progress toward ending racism. However, I assure you that you have the power and capability to influence others by doing what is just, right, and good for others. We have a long way to go, but we will get there.

We all possess the virtues of love, respect, and compassion—the determinants of our behavior in treating others. It is through love, respect, and compassion that people from different backgrounds are taking to the streets en masse across the country to demand justice for those who cannot. I believe in these virtues. Together, we can address these challenges. Together, we can create a society in which every individual feels they belong and have a place to exercise their inalienable rights and privileges enshrined in the Constitution.

Let your voice be heard.

Sincerely,

Evans Kaame, ASCC President

Clark makes sure all students are ready to learn online



Approximately 10 percent of Clark College students need assistance with technology to be able to take their classes spring quarter. Because of the state “stay home” orders, all classes have been moved to online formats.

Students were encouraged to fill out a Technology Loan Program Request Form to help them get connected with the resources they need to navigate this transition—whether that’s a loaner laptop, a wifi hotspot, or other technical needs.

Laptops are being purchased through the college’s technology fee, which is managed by a committee composed of faculty, staff, and students. The funding will allow for 500 new laptops and 100 internet hotspots for students, in addition to loaner devices the college already had on hand.

To practice safe social distancing, the college is calling each student on the list setting up appointments to come onto campus to the O'Connell Sports Center to pick up the loaner laptop.

Because of high demand nationwide, the wi-fi hotspots that have been ordered for students are not yet available. The college has set up a wi-fi hotspot in the college parking lot "Orange #2" on the east side of the main campus. Buildings are not open to the public so students will not be able to use restrooms.

A different kind of spring term

Clark continues remote operations to comply with Governor Inslee's "Stay Home Stay Healthy" order. Even so, college staff remain available by email and/or phone to enroll, advise, support, and answer students' questions.

Dates and deadlines for tuition and drops have been pushed further out onto the calendar to provide students more flexibility.

"Despite the multiple challenges the COVID-19 pandemic has created, our dedicated Clark community is finding a way to overcome roadblock after roadblock on behalf of our students," said Dr. Sandra Fowler-Hill. "We will walk with them working through issues and challenges every step of the way."

Clark's Career Launch putting

students to work



An open house for Clark College's Automotive Technologies in 2019 showcased the college's partnership with Dick Hannah Automotive.

The State of Washington has recognized Clark College for its outstanding work in Career Launch programs that support student learning and employment. Two Clark College automotive programs have been endorsed by the state's Career Launch Initiative. That good news was announced April 1.

The **Hannah initiative for Technician Education** (HiTECC) supporting area Honda/Acura, Audi, and the Dick Hannah dealerships and the **Toyota Technician & Education Network** (T-TEN) supporting area Toyota/Lexus have been accepted into the state network of Career Launch programs.

"We have forged dealer partnerships that have helped make our programs successful. Our 'Earn and Learn' model really

complements those dealers who have a desire to ‘grow their own’ technician,” said Tonia Haney, head of Clark College Automotive Technologies. “Students completing these programs will have the experience and certifications to start their career. Most importantly, our graduates will have a job in a dealership that is invested in helping them grow into a successful technician.”

Opportunities to expand



Kristin Kepner completed the automotive program in 2017 and is currently working at Toyota of Portland.

This endorsement allows Clark College to apply for additional state grants to invest in equipment and technology. It also helps the programs expand to increase the number of the students and automotive dealership partners.

Both programs train technicians to work in the automotive industry. Clark's students enrolled in a Dealer Ready program participate in paid internships, receive factory certified training, and graduate with credentials from highly

respected automotive industry organizations including the National Institute for Automotive Service Excellence (ASE).

Students learn current automotive technology by working in a 14,000-square-foot facility on state-of-the-art simulators and late-model vehicles donated by local industry.

“Because of our collaboration with Clark College and the T-TEN program, we are able to strengthen our dealership’s core, position our company for the future, and put our people in a position to win,” said Dan Morton, Shop Manager and Diagnostic Specialist at Kuni Lexus of Portland.

High-Demand Jobs



Governor Jay Inslee meets Clark College Mechatronics students February 20, 2020 at a meeting at SEH America with Career Launch and community partners in Southwest Washington.

Clark’s graduates are in high demand by dealerships and

experience an accelerated path to better pay and benefits. Clark College is certified by the Automotive Service Excellence Education Foundation and has been training automotive technicians for more than 40 years.

Clark now has three programs that are Career Launch endorsed. Clark's Mechatronics program was certified last fall, working with business partner SEH-America. With Career Launch support, additional high-tech companies in Clark County plan to launch similar partnerships this fall.

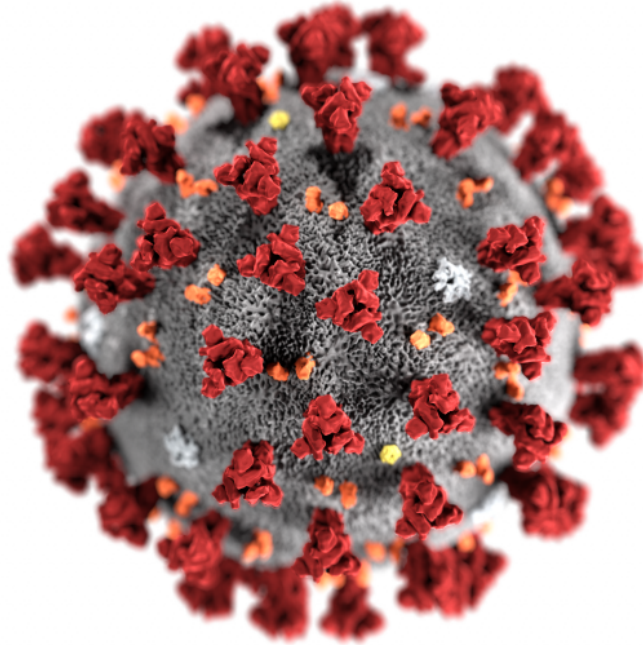
In February, Governor Jay Inslee visited SEH-America to meet with Clark students and the Career Launch partners to learn more about the program and hear from students.

Students have the benefit of working a part-time job in the automotive industry. The company pays the student's tuition while they attend Clark to earn their certificate or degree. The partnership relies on the college's ability to work with employers ensuring curriculum is relevant to the local industry. It's a partnership that maximizes student success.

"This is a great opportunity for Clark students," said Dr. Sandra Fowler-Hill, Interim President of Clark College. "Working strategically with our industry partners, we can help develop the talent pipeline that will allow local companies to grow and will provide outstanding opportunities for our students to succeed."

Clark College restricts

activities on campus due to COVID-19



A computer illustration of the novel coronavirus seen microscopically, created by the Centers for Disease Control.

Clark

College is closely monitoring the outbreak of a respiratory virus called

COVID-19. At this time, there are no cases of COVID-19 in Clark County,

according to Clark County Public Health.

Because the safety of students, staff and faculty is top priority, today the college formally activated its incident response team to identify issues and prepare for possible impacts that could be caused by COVID-19.

The best source for information about Clark College's response efforts is www.clark.edu/covid-19.

CURRENT STATUS: On March 13, Washington Governor Jay Inslee signed an executive order restricting activity at all

community colleges statewide. To slow the spread of COVID-19 and protect public health, **Clark College will move to remote operations beginning Tuesday, March 17.** The restrictions are in place beginning March 17 through April 24, 2020.

Essential college operations will continue. “Essential college operations” include Security, Student Affairs, Facilities Services, IT, computer labs, Administrative Services, Human Resources, the Bookstore, and the childcare center (CFS). Other employees who can work remotely will do so. If you are an employee who is unsure whether you should report to work in person or remotely, please contact your supervisor.

Ongoing Planning

Clark College is in the process of developing contingency plans for spring quarter, utilizing online learning. More details to be released soon.

We will continue to provide updates on this rapidly developing situation in several ways:

- Text messaging to students, staff and faculty using RAVE
- Emails to college community
- Daily updates at www.clark.edu
- Social media (@ClarkCollege on Twitter, “Clark College – Vancouver, Washington” on Facebook)

Thank you for your understanding and patience as we address this unprecedented situation. We are committed to the safety and well-being of our students, our staff and our faculty.

Clark College is in daily contact with the Clark County Public Health in monitoring the risk associated from COVID-19 and is taking appropriate precautions such as disinfecting high touch surfaces around campus such as doorknobs, handrails and light switches.

Students and staff can help by practicing everyday

preventative actions as recommended by the Centers for Disease Control (CDC).

- Wash your hands often with soap and water for at least 20 seconds each time. If soap and water are not available, use an alcohol-based hand sanitizer.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Don't share food and drinks.
- Clean and disinfect shared surfaces and objects that are touched frequently.
- If you can, avoid close contact with anyone with cold or flu-like symptoms.
- Please stay home when you are sick. Do not report to work or attend classes if you are ill. Stay home, rest, and stay hydrated.

The CDC government website is a great resource.

Correct information is a powerful tool and dispels misinformation that can lead to stigma and discrimination.

While

COVID-19 originated in Wuhan, China, the disease is not specific to any ethnic group or national origin. The risk of infection is based on exposure to disease such as travel to an area where the disease is occurring.

Staff and students can help to reduce stigma and discrimination by speaking up if they hear, see or read harassing comments or misinformation.

Everyone is encouraged to rely on trusted sources about the causes of outbreaks from reputable sources such as the **Centers for Disease Control and Prevention** and the **Washington State Department of Health**.

Clark College is closely monitoring the situation to make

timely and prudent decisions that protect our employees and students. The college will practice an abundance of caution during this period of time.

Clark College will update this article when any relevant developments occur. This article was last updated at 6:59 a.m. on March 15, 2020.