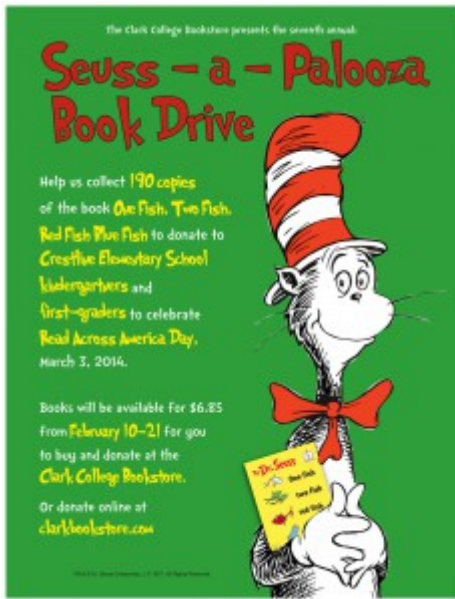


# One Book, Two Books



As Theodor Geisel (aka “Dr. Seuss”) once wrote, “Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.” Heeding those words, Clark College has chosen to make the beneficiary of its sixth annual “Seuss-a-Palooza” book drive and literacy event Vancouver’s Crestline Elementary School, which was destroyed by fire in February 2013.

The Clark College Bookstore is hoping that Seuss-a-Palooza supporters will purchase 190 copies the Dr. Seuss classic, *One Fish Two Fish Red Fish Blue Fish*. The books will be given to kindergarteners and first-graders at Crestline’s temporary location on Read Across America Day (held on March 3, the day after Geisel’s birthday). Books will be read aloud to students by volunteers from Clark College Bookstore.

Copies of the selected Dr. Seuss books will be available for purchase and donation Feb. 10-21 for \$6.85 each (plus tax). Each book will have a nameplate for the donor’s name. Donors will be able to purchase books at the Bookstore or online via the Bookstore’s website at [www.clarkbookstore.com](http://www.clarkbookstore.com), making it quick and convenient to participate in the book drive.

“Last year’s book drive had already begun when we learned about the fire at Crestline, so it was unfortunate that we couldn’t collect donated books for them then,” said Clark College Bookstore buyer Marti Earhart, who helps organize the event. “However, the Crestline students are still in temporary facilities and are sacrificing a lot while they wait for their

school to be rebuilt. We chose Crestline students as the book recipients of this year's book drive because we want the children, parents, and staff to know we think of them and care."

The Clark College Bookstore is located in Gaiser Hall on the northern end of Clark's main campus. Clark College is located at 1933 Fort Vancouver Way, Vancouver. Driving directions and parking maps are available at [www.clark.edu/maps](http://www.clark.edu/maps). Information about the bookstore is available at [www.clarkbookstore.com](http://www.clarkbookstore.com). For additional information, contact Marti Earhart at the Clark College Bookstore at 360-992-2261.

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## Notes from the Fest



Clark College Band Director Rich Inouye leads the Clark

College Jazz Ensemble at the college's 52nd annual Jazz Festival.

From January 30 through February 1, Gaiser Student Center was swinging with the sounds of big-band jazz during Clark College's renowned Jazz Festival. The event brought 60 jazz bands from middle and high schools around the region to compete in multiple divisions.

But while the sounds were big, some of the musicians were still quite small: The first day of this annual tradition was devoted entirely to middle school performers. Festival director and Clark College music professor Rich Inouye explained the importance of including these young performers in the competition.



Aspire Middle School participates in the Jazz Festival.

"Encouraging jazz performance at the middle-school level is very important to ensuring young people realize how important jazz music is to our culture," he said. "The style and characteristics of the music promote independence of thought, self-discipline, responsibility, communication, and teamwork, and the festival environment not only allows them to strive for excellence in their performance, but also allows them to listen to the excellence their peers from the other schools represent."

On Friday night, before the A and AA awards were announced, Inouye gave the gathered competitors another source of inspiration: Before he led the Clark College Jazz Ensemble through their own performance, he introduced his students by name and said which high school each had attended, illustrating how many had come from A and AA schools. The crowd cheered loudly as the names of their schools were mentioned.



This year's Jazz Festival poster and program were designed by Clark College student Luke Acevedo, who is nearing the completion of his Associate of Fine Arts degree in Graphic Design at Clark College.

"I have been fortunate to have all the high school directors in the area encourage their students to perform in my bands at Clark," Inouye said later. "I appreciate all the students who

have chosen to come to Clark to play in our bands, but in the last couple years I have had the privilege of getting the top musicians from smaller schools in the outlying areas. The Greater Vancouver-area high schools have some of the strongest band programs in the country ... but having been the product of a small, rural school myself, I do have affinity for the smaller, outlying schools. I believe the mix of these students with some of the students from the larger schools is what provides the excitement and distinction for what we do here."

Now in its 52nd year, the Clark College Jazz Festival is one of Southwest Washington's largest jazz festivals. Trophies are presented in all divisions, and individual outstanding musician awards are presented at the end of each day's preliminary competitions. On Saturday evening, the the Dale Beacock Memorial Sweepstakes Award is presented to one outstanding band selected from the entire festival.

**For 2014, the Dale Beacock Memorial Sweepstakes trophy was awarded to Garfield High School from Seattle, Washington.**

**Thursday, January 30, 2014 middle school jazz ensemble finals results:**

1<sup>st</sup> place – Eckstein Middle School from Seattle, Washington

2<sup>nd</sup> place – Beaumont Middle School from Portland, Oregon

3<sup>rd</sup> place – Hamilton International Middle School from Seattle, Washington

Special recognition went to Washington Middle School from Seattle, Washington, for being asked to perform in the evening finals.

*Outstanding Middle School Jazz Musician certificates were presented to:*

Hannah Wells and Joseph Gardner from Aspire Middle School, Lacey, Washington

Milli McFall, Misae Nguyen from Hamilton International Middle School, Seattle, Washington

Brayton Sobolewski and Daniel Conway from Vancouver School of Arts and Academics Middle School, Vancouver, Washington

Eltan Davis and Sammie Wiegand from Beaumont Middle School, Portland, Oregon

Marco Thompson from Washington Middle School, Seattle, Washington

Kai Despain, Sean Bowman, Julia Tanner, Austin Isgrig, and David Maltby from Eckstein Middle School, Seattle, Washington

Katriana Armstrong and Vanessa Gress from Chief Umtuch Middle School, Battle Ground, Washington

Jerich Embleton from Creswell Middle School, Creswell, Oregon

Shermon Mattson from Pleasant Valley Middle School, Vancouver, WA

Shane Walz, Morgan Kennedy, and Ainsle Cromer from Tukes Valley Middle School, Battle Ground, Washington

Skyler Verity from Laurin Middle School, Vancouver, Washington

**Friday, January 31, 2014 A and AA division high school jazz ensemble finals results:**

**A Division:**

1<sup>st</sup> place – Ridgefield High School Jazz I, Ridgefield, Washington

2<sup>nd</sup> place – Woodland High School, Woodland, Washington

3<sup>rd</sup> place – Astoria High School, Astoria, Oregon

**AA Division:**

1<sup>st</sup> place – Hockinson High School, Brush Prairie, Washington

2<sup>nd</sup> place – Fife High School from Tacoma, Washington

3<sup>rd</sup> place – Washougal High School from Washougal, Washington

*Outstanding high school musician awards for the A Division were presented to:*

John Mcgee from Philomath High School, Philomath, Oregon

Devin Van Laar from Trout Lake High School, Trout Lake, Washington

Nick Bischoff from Ridgefield High School II, Ridgefield, Washington

Nathan Mitchell and Gabrielle Allegri from Ridgefield High School I, Ridgefield, Washington



*Outstanding AA high school musician awards for the AA Division were presented to:*

T Anderson from Washougal High School, Washougal, Washington  
Erin Jones from Fife High School, Tacoma, Washington  
Nathan Nyseth and Lillian Quintana from Hockinson High School, Brush Prairie, Washington  
Jack Tietjen from R.A. Long High School, Longview, Washington  
Daniel Kransuler and Jenny Kim from Sammamish High School, Bellevue, Washington

**Saturday February 1, 2014 AAA and AAAA division high school jazz ensemble finals results:**

AAA Division:

1<sup>st</sup> place – Meadowdale High School from Lynnwood, Washington  
2<sup>nd</sup> place – Mt. Spokane High School from Spokane, Washington  
3<sup>rd</sup> place – Mead High School Jazz I, Spokane, Washington

AAAA Division:

1<sup>st</sup> place – Garfield High School from Seattle, Washington  
2<sup>nd</sup> place – Battleground High School from Battleground, Washington  
3<sup>rd</sup> place – Union High School from Camas, Washington

*Outstanding high school musician awards for the AAA Division were presented to:*

Cormac Liotta Sharma from Roosevelt High School II, Seattle, Washington  
Ori Levari from Meadowdale High School, Lynnwood, Washington  
Andrew Sauage and Travis Widmer from Mt. Spokane High School, Spokane, Washington  
Lanie Pham from Battle Ground High School, Battle Ground, Washington  
Jorge Marcia from Vancouver School for the Arts and Academics, Vancouver, Washington



*Outstanding high school musician awards for the AAAA Division were presented to:*

Kaleb Armstrong, Steve Mantecuccio, and Nickolas Schell from Battle Ground High School, Battle Ground, Washington

Devin Perez from West Salem High School, Salem, Oregon

Isak Washuburn-Gaines, Alice Mar-Abe, and Jack Swigget from Garfield High School, Seattle, Washington

Stephen Reid from Union High School Jazz I, Camas, Washington

Jimmy Root from Lake Stevens High School, Lake Stevens, Washington

*Shelly Williams contributed to this article.*

*Photos: Clark College/Jenny Shadley*

See more photos on Flickr.

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## **A Crucial Conversation**



Lee Mun Wah gives his keynote speech during “The Unfinished Conversation.”

A young, African-American student who feels like he doesn't fit in at college. A professor who spent years feeling isolated because of her race. A quiet young man constantly bullied for being different. A mother struggling to learn how to teach her sons how to deal with racism she never encountered in her home country. An Indian man who regularly faces ignorance about his culture. These were just some of the stories that became part of “The Unfinished Conversation,” a daylong series of events led by diversity educator Lee Mun Wah during Clark College's celebration of Martin Luther King Jr. Day, held on January 22.



Peer Mentor and Clark student Ezekiel Wells participating in "The Unfinished Conversation."

"The Unfinished Conversation" comprised an employee diversity training in the morning; a lunchtime keynote speech followed by an open dialog with students; and an evening screening of *If These Halls Could Talk*, Lee's documentary film about college students tackling race and racism. True to the day's theme, Lee—a nationally recognized poet, documentary filmmaker, and diversity trainer—spent much of his time encouraging conversation between different members of the college community. The discussion was at times both revealing and emotional—more than once, participants broke into tears as they related personal experiences of prejudice and isolation.

Lee said this sense of alienation can keep students of color from achieving their educational goals. "When I was filming *If These Halls Could Talk*, three-quarters of the students of color in the group were thinking about dropping out," he said. "And I picked those students randomly!"

Lee urged his listeners to make a regular practice of seeking out and socializing with people different from themselves. "Walk into your lunch room and see who is eating in groups, who is eating alone," he said. "Dr. King was wrong when he said that the most segregated hour of the week is 11:00 on Sunday—it's lunchtime."

Ezekiel Wells, a Clark student who works as a Peer Mentor at the college, said he appreciated that Lee invited him to tell the more than 80 Clark College employees who gathered for the morning session about what it was like to attend Clark as a young African-American male. "He was fearless," Wells said. "He was willing to dig deep and talk about things people don't want to talk about."



Professor Debi Jenkins, *right*, assists Lee Mun Wah in some role playing during his keynote speech.

Psychology and Early Childhood Education professor Debi Jenkins agreed. "I found his activities helpful in encouraging critical thought and action regarding power, privilege, and inequity with a goal of building a sense of community," she said, noting that colleagues later told her they were moved by her emotional description of the loneliness she felt during the time when she was the only African-American female tenured faculty member at Clark.

For nineteen-year-old Jacob Lein, the day proved unexpectedly affecting. He happened to be walking through Gaiser Student Center when Lee began his keynote speech and stayed to listen. But when Lee asked him to tell his story to the group, he found himself describing the pain of being bullied in high school for being tall, skinny, and affected by Attention



Deficit Hyperactivity Disorder—and then amazed when the room burst into supportive applause. The surprises weren't over for Lein: When Lee broke the audience into pairs to more intimately discuss their experiences with being different, Lein found himself sharing stories with Clark College President Bob Knight.



Lee Mun Wah encourages a student during the open dialog that followed his keynote speech. He urged the group to really listen and ask questions.

“I had no idea he was the president,” said Lein, who is in his first quarter at Clark with the goal of becoming an American Sign Language interpreter. “It was a great experience.”

President Knight said he appreciated the chance to get to know Lein. “I thought the session was very good and made me reflect back on a time in my life where I was harassed and how I dealt with it,” he said. “It also allowed me to get to know a student that I had never met before and to learn more about him and the obstacles he has faced in life and at Clark College. It made me want to know the student better. We have exchanged phone numbers and plan to get together for lunch in the very near future.”

Because the conversation still isn't finished—but, as Lee Mun Wah clearly demonstrated, it helps to keep talking.

Interested in continuing the conversation? The Teaching and Learning Center is hosting two employee trainings by the Office of Diversity and Equity in February: “Cultural Competency” (February 6, 12 pm – 1 pm, GHL 213) and “Power, Privilege and Inequality at Clark College” (February 26, 10 am – 11 am, GHL 205). Additionally, Professor Debi Jenkins discusses “Support for a Diverse Workforce through Communities of Practice” during her Faculty Speaker Series presentation, which is open to the public (February 13, 4 pm – 5 pm, GHL 213). Or visit the *Clark 24/7* calendar and search for events tagged with the keyword “diversity.”

*Photos: Clark College/Jenny Shadley*

*More photos of the event can be found on our Flickr page.*

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# Clark hosts writer Jon Raymond



Jon Raymond appears in the Columbia Writers Series on February 13. *Photo: Courtesy of Jon Raymond/Justine Kurland*

Clark College welcomes the award-winning fiction author and screenwriter Jon Raymond during the winter quarter installment of its renowned Columbia Writers Series.

Raymond, whose work has garnered both critical acclaim and prestigious awards, will read from some of his most recent works and speak about writing from 1:00 p.m. to 2:00 p.m. on Thursday, February 13, in PUB 258C.

Raymond is the author of the novels *The Half-Life* (a *Publisher's Weekly* Best Book of 2004) and *Rain Dragon* (2012). His collection of stories, *Livability*, won the 2009 Oregon Book Award for Fiction. An accomplished screenwriter, Raymond's credits include *Old Joy*, *Meek's Cutoff*, *Night Moves*, and *Wendy and Lucy*, a movie based on the short story "Train Choir" from *Livability*. He earned an Emmy Award nomination for his work on the 2011 HBO miniseries *Mildred Pierce*. He lives in Portland with his family.



The Columbia Writers Series was launched at Clark College in 1988, bringing local, national and international authors to the college and the region. Information about the Columbia Writers Series is available at [www.clark.edu/cc/cws](http://www.clark.edu/cc/cws).

Individuals who need accommodation due to a disability in order to fully participate in this event should contact Clark College's Disability Support Services (DSS) Office at 360-992-2314 or 360-991-0901 (VP). The DSS office is located in room 137 in Clark's Gaiser Hall.

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## Creative Streak



Professor Kathrena Halsinger discusses her work with a student at the opening of the Art Faculty Biennial.

Clark art faculty spend their time at the college fostering and honing their students' creative skills. But what about their own creative work? At the Art Faculty Biennial in Archer Gallery, running through February 8, everyone has a chance to see what the college's faculty produce when they're not busy teaching.



*Wind and Drive* and *SIX6JEWELS*, archival prints by art instructor Mariana Tres.

The wide range of their creativity was on display during the show's opening reception on January 14, as faculty, students, and other visitors gazed at works that ranged from painting to ceramics to multimedia installations.

"I think it's a really diverse show, but everything still fits very well together," said art professor Kathrena Halsinger as she stood in front of her own contribution, a linked collection of digital prints. It hung between sculpture instructor Beth Heron's installation of aluminum and bright-blue glass and Marina Tres' striking, large-format prints of old watch gears.



*All Fall Down*, multi-channel video by art professor Senseney Stokes.

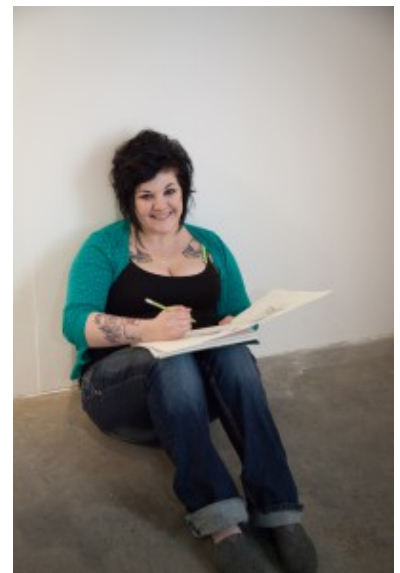
Many visitors paused at length before Professor Senseney Stokes' *All Fall Down*, in which a stack of vintage black-and-white televisions showed linked video footage of gravel falling through a tube that seemed to travel from one screen to the next. Stokes, who is on sabbatical to learn gallery management in preparation for becoming Archer Gallery's new director, said that she collected many of the old televisions years ago from thrift stores or just off the side of the road, but that these days they're almost impossible to find. "I had to get the rest off of eBay," she said with a wry smile.



*Left to right*, art faculty members Gabriel Parque, Carson Legree, Lisa Conway, Senseney Stokes, Grant

Hottle, and Kathrena  
Halsinger.

Art professor emeritus Carson Legree, who is currently serving as Archer Gallery's director this academic year, said that the Art Faculty Biennial is different from other shows that the gallery hosts, which often feature works by prominent artists in the region and the country. "This show really is about the campus, and about the students, and about faculty members' relationships with each other and with their students," she explained. "I think it's interesting for students, because they see we're all still working artists, we're all still trying new things."



Kelsey Lavin  
sketches her  
professor's work  
during the Art  
Faculty Biennial.

Student Kelsey Lavin confirmed Legree's statement. "It's inspiring to see more than one type of art, to see all the different styles," she said, pausing for a moment in her sketches of Professor Lisa Conway's ceramic flowers to point to instructor Ben Killen Rosenberg's watercolors on a free-

standing wall nearby. “I have always respected the faculty here, and this [show] just adds to that.”

Lavin, 23, has taken two art classes at Clark, and hopes to take more before her anticipated graduation in 2015. A first-generation college student, she is considering entering the college’s Associate of Fine Art degree program, with the end goal of becoming an art teacher and working artist herself.

Legree said that she hoped that everyone at the college—students, faculty, and staff—would visit the show. “It gives the rest of the college a chance to see our work,” she said. “We really do have a very strong and vibrant department.”

To see more images from the show visit our Flickr page.

*Photos: Clark College/Jenny Shadley*

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## **Presidential Coins**





President Bob Knight presents IT Specialist Rick Bartz with a Presidential Coin at the 2014 State of the College address.

In 2007, Clark College President Bob Knight introduced a new honor at Clark College: the Presidential Coin.

The coin is given to faculty and staff members who provide exemplary service to Clark students, the college and the community. The honorees are decided by the president and are kept secret until the names are announced—generally on Opening Day in the fall or during the annual State of the College address.

Four Clark College employees received Presidential Coins during the State of the College address on January 16. They were:

### **Rick Bartz**

In his 19 years as a media specialist at Clark, Rick Bartz has amassed extensive knowledge of the college and its programs,

knowledge that allows him to provide a high level of service. He works part of his shift in the evening and is available to support evening events and faculty teaching night classes. Bartz has also been involved in the installation of the majority of smart classrooms across campus.

“He has an upbeat attitude that is frequently commented upon by the customers he supports,” said President Knight. “He is frequently called in to do last-minute setups which he does without complaint.”

### **Mike Godson**

Automotive Technology professor Mike Godson has already earned many awards in his field. In 2009, he scored the highest out of nearly 15,000 people on the national L1 (advanced engine performance) exam, earning him L1 Master Technician of the Year award from Automotive Service Excellence and Motor Age Training. He was also chosen to present in the Faculty Speaker Series in 2012. Beginning 2012 and continuing today, he led the department in the curriculum development and program transition to a “stand-alone” T-TEN program. He has also held a leadership role at the national level with Toyota for over a decade.

### **Mirranda Saari**

Beginning as a Program Coordinator 10 years ago, Mirranda Saari has received a number of promotions for her outstanding performance, including to her current role is Associate Director of Admissions and Assessment. She has played a lead role on several key projects: our Lean initiative in student affairs, strengthening community partnerships, and our fall enrollment initiatives. She also represents Clark as a subject matter expert in our PeopleSoft (ctcLink) conversion.

“She strives to improve efficiencies and deliver the best in customer service to our students,” said President Knight in presenting the coin. “She has earned the respect and of her



staff through listening and advocacy, she has a strong work ethic and a positive attitude.”

### **Jenny Shadley**

Working in the Office of Communications and Marketing for more than six years, Graphic Designer/Photographer Jenny Shadley has become a familiar face around the college as she photographs special events, takes portraits of employees and students, and works with different departments to provide high-quality graphic design to support their programs and events.

“She is always willing to jump in and help, whether it as an Art Committee member or managing social media,” said President Knight. “She has a consistently positive attitude, thinking of the best ways to promote the Penguin Nation and help others look good.”

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## **Engagement to Learn**



*As Clark College moves forward with its Strategic Planning process, Clark 24/7 is interviewing different college employees about how they see themselves fitting into the “big picture” of Clark’s central goal of supporting student learning. For the current segment, “Engagement to Learn,” we interviewed two individuals who work in very different areas about how they help students stay engaged at Clark.*



**Janette Clay**  
**Program Specialist, Office of Instruction**

**Give us a little background about what you do at Clark.**

I work directly with the Title III Strengthening Institutions grant supporting First Year Experience (FYE) initiatives and also Outcomes Assessment. For people who are unfamiliar with FYE, these are programs designed to work with students when they first arrive at the college to help them be successful at Clark and beyond.

**How do you see yourself supporting student engagement at the college?**

FYE initiatives continue to expand, and the main focus is on student retention and completion. One initiative is COLL 101 ("College Essentials"), a two-credit course that teaches students concepts they'll need to know to be successful at Clark and beyond—such as time management, financial literacy, learning styles, recognizing privilege and inequity, and knowing how to find and use resources at the college. There's also the FYE Mentor Program and service projects that help students feel a sense of community at Clark. Another initiative, one that will expand in 2014-15, is our Learning Community model of instruction. Learning Communities are linked classes, where each class's coursework supports that of the other class. So, for instance, you could have students

taking a statistics class where all the statistics come from studies they're reading together in their linked psychology class. Students really get a chance to feel connected both to the coursework and to their classmates. All these initiatives are designed to keep students engaged.



Students in COLL 101 discuss power, privilege and inequity with their instructor, Felisciana Peralta.

**Is there a way that your department/program supports student learning that you think would surprise other people at the college?**

I don't think that all staff and faculty at Clark College know that they can be mentors for new students in the FYE Mentor Program. The mentees in these one-to-one relationships are lucky to have people to turn to for help navigating the system, whether it be registering for classes, studying for finals, or joining clubs.

Hopefully this is not a surprise, but in Outcomes Assessment, we continue to collaborate with faculty in the practice of meaningful, sustainable assessment to enhance student learning. There are many training and funding opportunities available for faculty to create and implement assessment projects, learn about researched best practices, and

participate in professional development activities.

**How has the Strategic Plan process made you look differently at your own role at Clark? How has it made you look differently at others' roles?**

It has made me think about the role that I can play, and that I am a part of this process like all other staff and faculty at Clark College. In looking differently at others' roles, I learn more about what other people do, and furthermore how our roles interact now, and can interact better as we move toward 2020.

**What have you enjoyed about the Strategic Plan process so far?**

It is really beneficial to get to know and work with other people at the college whom I had never met prior to the Strategic Plan process. I have also enjoyed the readings, as they are very informative and thought-provoking and therefore generate good discussions. My group, the "Supernovas," is a really fun group of people with some great ideas!



**Charles Guthrie**  
**Director of Athletics**

**Give us a little background about what you do at Clark.**



I oversee 11 intercollegiate teams, coaches, staff and game operations for an estimated 92 home games a year, competing in the Northwest Athletic Association of Community Colleges (NWAAC). I'm also in charge of all strategic planning, budget, Title IX compliance and external relations for the department, which is part of the division of Student Affairs.

**How do you see yourself supporting student engagement at the college?**

Clark College has approximately 200 student-athletes who are part of our Intercollegiate Athletics program. Student-athletes at Clark College have the opportunity not only to compete on the court or field, but to continue to hone important life skills, including the value of teamwork, individual and group responsibility, physical fitness, sportsmanship, diversity, and a sense of commitment to fellow students, faculty and the broader community. These critical skill sets will enable Clark student-athletes to engage not just during their tenure at Clark College, but as they move on through the rest of their lives.

**Is there a way that you or your department/program supports student learning that you think would surprise other people at the college?**

I don't know if the broader campus community has visibility into how our student-athletes are able to learn about and promote the importance of diversity on many different levels. Our student-athletes come from various socio-economic and cultural backgrounds and they learn to both accept and embrace those differences as well as find new connections and ways to unite as a team.



Student-athletes participate in study hall.

I've realized that our athletic program is an important component to many of the key areas outlined in the plan and we can have a positive impact on the strategic initiatives that are critical to ongoing success for Clark College as a whole. I knew this prior to engaging in the process, but did not understand to the full extent we could engage and collaborate, and I hope it has helped other departments throughout campus recognize how we can contribute beyond just athletic competition—i.e., diversity, student success, retention and access.

### **Where do you envision Clark College in 2020?**

As the best value in higher education within the state of Washington and setting the bar for driving impactful college-wide programs like the Strategic Planning process. I would expect that Clark College will continue to earn public recognition for the passion and hard work that unite our campus community.

### **How do you think your department will have changed by then?**

In another six years I hope to have several classes of alumni who have passed through our program who are engaged and feel strongly about continuing to support Clark College Athletics. We want to continue to improve on the academic support, facilities and life lessons we offer to our student-athletes.



If these areas were to look the same in 2020 there would be a problem, because we must continue to evolve our program to fit the ever-changing needs of our students. And, of course, it would be great to add a few NWAACC Championships to the growing list of administrative, academic and athletic accolades Clark College earns each year.

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## Focusing on the Future



President Robert K. Knight pauses for a moment in his 2014 State of the College address.

At 80 years old, Clark College still has plenty to learn—that was the message Clark College President Robert K. Knight conveyed in his annual State of the College address.

Knight took a moment to acknowledge that the college was in the midst of celebrating its 80th anniversary, but then said that, rather than focusing on the past, “I have been ... thinking about what steps we can continue to take to ensure that Clark College at 100 is the vibrant and important place that it is today.”

Knight said that he thought the college was “on the right path” in that respect, pointing to recent accomplishments such as a very successful accreditation visit by representatives of the Northwest Commission on Colleges and Universities, during which the commission acknowledged the improvements Clark has made in the area of shared governance.



Presidential Coin recipient and Automotive Technology professor Mike Godson, *right*, with Dick Hannah representative Gary Schuler. Godson and Schuler worked together to help create a partnership that allows aspiring automotive technicians to take classes at Clark College and work at Dick Hannah simultaneously.

Other recent accomplishments Knight noted included:

- Receiving funding for a new building on the main campus dedicated to STEM (Science, Technology, Engineering and Mathematics), scheduled to break ground in summer 2014;
- Recent state approval for a \$35 million satellite location in northern Clark County at a site still to be determined;
- The success of the Clark College Foundation's "Ensuring a Bright Future" fundraising campaign, which is predicted to reach its goal of \$20 million in spring 2014;
- The introduction of a Bachelor of Applied Science degree in Dental Hygiene, the first bachelor's degree to be offered by the college;
- A statewide record in the number of online courses certified by Quality Matters;
- The opening of a Veterans Resource Center on the main campus to help the college's estimated 800 student veterans;
- The continued development of a new Strategic Plan for the years 2015-2020;
- Clark's leadership role in transitioning to ctcLink;
- New programs and opportunities for students to participate in cutting-edge learning in the automotive, aeronautics, and bioscience fields;
- National awards won by *Phoenix*, Clark's journal of arts and literature;
- Increased enrollment in Clark's Honors Program.

Knight acknowledged that Clark's enrollment has decreased for the first time in recent years. "We expected that," he said. "It's a good thing, because it means that people are finding jobs. We expect enrollment to continue to go down a little bit."



President Knight with Che'yna Shotwell. Shotwell, a junior at Mountain View High School, is part of the Penguin Promise partnership between Clark College and the Boys and Girls Clubs of Southwest Washington, which provides Clark College scholarships to those students who fulfill the program's stringent academic requirements. She is on track to become the first student to receive such a scholarship from the program, which was announced at the 2013 State of the College address.

Knight explained that administration and staff were already discussing how to manage the college's enrollment. "We have to determine what is the right size for Clark College," he said. Then he added, "As we continue to be the most over-enrolled community college in Washington, we haven't turned away students yet."

Knight stressed that any decisions about the college's future would need to be based on whether or not they helped students



learn. “As long as I am president, we will never forget that the student comes first and is the only reason we have a job and the only reason we’re here,” he said.

*Photos: Clark College/Jenny Shadley*

See more photos on our [Flickr page](#).

View the entire speech on [CVTV](#).

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## Get a Running Start at Clark



A student gets assistance during an annual open house event for Running Start students that’s held at the Clark College Bookstore during the start of each fall quarter.

High school sophomores and juniors can learn how to take the next step in their education by attending one of two optional Running Start Information Night sessions at Clark College.

The identical sessions will be held 7:00-8:00 p.m. on Wednesday, Jan. 22, and Wednesday, Feb. 5, 2014, in the Clark College gymnasium in the O'Connell Sports Center, located on the southwest corner of Clark College's main campus.

Running Start allows eligible juniors and seniors to earn college credit while they fulfill their high school graduation requirements. Running Start students attend Clark classes along with "regular" college students. They can choose from a full range of academic and professional/technical courses as long as the students meet the criteria and the classes are college-level.

The program, which can significantly reduce the cost of a four-year college degree, has proven popular in Southwest Washington. Some Running Start students are so motivated that they earn their associate degree from Clark at the same time that they earn their high school diploma. According to Associate Director of Running Start Linda Calvert, these annual information nights frequently attract hundreds of interested students and parents to the college, which is why the college hosts two sessions. In fall 2013, Clark College welcomed 1,904 Running Start students, surpassing all other Running Start enrollments in the state community college system.



Associate Director of Running Start Linda Calvert, *far left*, supplying information to students at the Bookstore's Running Start Open House in 2012.

These information sessions are for students and parents who want to know more about beginning the program in fall 2014. Calvert explained, "These optional sessions provide a great chance to hear current Running Start students candidly describe their experiences in the program. You'll also hear about the eligibility criteria, testing procedures, deadlines, and more."

Running Start students pay for books, transportation, and some fees, but do not pay full Clark College tuition. Students can be part-time or full-time in Running Start. Fees are subject to change by the Washington State Legislature. Fee waivers and limited textbook assistance are available for those demonstrating financial need.

Linda Calvert noted, "Running Start is not for everyone. It requires not only college-level skills, but also college-level maturity. Successful program participants are generally self-motivated and looking for additional academic challenges. Students frequently tell us that they like the learning environment at the college and the ability to gradually sample the college environment."



Clark College is located at 1933 Fort Vancouver Way in Vancouver, Wash. Parking will be available in the college's red lots on the east side of Fort Vancouver Way and in the purple lot on the west side of Fort Vancouver Way. Driving directions and parking maps are available at [www.clark.edu/maps](http://www.clark.edu/maps).

Individuals who need accommodation due to a disability in order to fully participate in this event should contact Clark College's Disability Support Services Office at 360-992-2314 or 360-991-0901 (VP), or visit Gaiser Hall Room 137 two weeks in advance of the events.

For information about Running Start Information Nights, call 360-992-2366.

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## **Art that Speaks Volumes**



“Abu Ghraib” sculpture by Rex Silvernail

Clark College’s Art Selection Committee recently honored the legacies of two local artists by placing their work in Cannell Library.

In fall 2012, friends of the late Rex Silvernail approached Clark College about receiving one or more of his artworks. Silvernail, an accomplished sculptor, had been diagnosed with Parkinson’s Disease and wanted to ensure that his art would be kept available to the public after his death. Clark is among many institutions that stepped forward to house his work; others include the Portland Art Museum, Hallie Ford Museum, Maryhill Museum, Fort Vancouver Historic Reserve, and the Fort Vancouver Regional Library.

Silvernail was born in Tacoma, Wash. He earned his MFA from Northern Illinois University and later received a Fulbright Scholarship to attend the Kitanmax School of Northwest Coast Indian Art—the first non-Native person to do so—where he learned traditional methods for manipulating wood. He became

known for an artistic style that blended contemporary Western techniques with ancient traditions of craftsmanship, creating works that emphasized his interest in environmentalism and world peace.



“Shilo” wood and  
paper sculpture  
by Rex Silvernail

Silvernail died in April 2013. By then the Art Selection Committee had already begun the process of accepting and placing two of his works: *Shilo* and *Abu Ghraib*. The former is a joyous piece made in honor of Silvernail’s granddaughter; the latter has been called “one of his strongest anti-war statements.” Together, they provide a cogent summary of Silvernail’s breadth of subject matter as an artist.

“We chose to place the pieces where they would have maximum visual impact and viewing accessibility,” said Art Selection Committee member and art professor Lisa Conway. “We wanted a space that would enhance the dimensional qualities of these unique pieces, and allow for them to be really set apart from, yet showcased within, their surroundings. After months of considering various sites across our campuses, the committee chose the library location. Cannell Library continues to be a

great place to view art on campus.”

The third piece placed in Cannell is a large bronze casting plaque known as “The Lincoln Medallion.” It depicts a young Abraham Lincoln sitting beneath a tree, reading a book, with the inscription “I will study to prepare myself and maybe someday my chance will come.” It was made by George B. Clausen, the father of recently retired business technology professor John Clausen. The younger Clausen, together with his sister, Grace Sorensen, donated the piece to the college in memory of their parents.



Bronze casting plaque of Abraham Lincoln by George B. Clausen, donated by retired business technology professor John Clausen and his sister, Grace Sorensen

George Clausen was, like Lincoln, a self-taught man. He quit high school in order to support his family when his own father became ill, teaching himself the trade of architectural drafting. He also taught himself bronze casting; his works were housed in, among other places, the Oregon State Capitol and the Vista House. In 1937, when he created the mold for the Lincoln Medallion, he was working at the Portland Art Museum.

John Clausen and his sister wanted their father’s medallion to be placed at Clark College—and specifically in Cannell—because

of its theme of education and reading.

These three pieces are just the most recent to be sited by the Art Selection Committee, which is responsible for selecting art through the Washington State Arts Commission Art in Public Places Program. This program facilitates the acquisition, placement, and stewardship of artwork in state-funded building projects. One-half of one percent for art funds is generated by new construction projects in state agencies, community colleges, universities, and public schools. Local committees representing project sites make all final artwork selection decisions.

In addition, the Art Selection Committee is responsible for acceptance and location of donated art objects, markers and monuments (other than instruction/gallery items) and the purchase and location of art objects acquired through means other than the Art in Public Places Program. The committee monitors and makes decisions regarding the maintenance and care of all college art objects.

Currently, the college's art collection includes almost 300 artworks in media as varied as metal sculpture, painting, line drawing, and textiles.