

Welcome, Professors!



In 2021, the college welcomed 12 newly tenured faculty member, *clockwise from top left*, Joseph Cavalli (history), Mark Eddinger (mathematics), Amy Ewing Johnson (dental hygiene), Melissa J. Favara (English), Tyler H.J. Frank (career and academic preparation), Doug Harris (music), Christina Howard (biology), Dr. Sarah Kuzera (medical assisting), Dr. Michelle Mayer (mathematics), Kristin Sherwood (College 101), Beth Slovic (journalism), and Christina Smith (English).

Twelve outstanding educators are the newest members of the tenured faculty at Clark College. Joseph Cavalli (history), Mark Eddinger (mathematics), Amy Ewing Johnson (dental hygiene), Melissa J. Favara (English), Tyler H.J. Frank (career and academic preparation), Doug Harris (music), Christina Howard (biology), Dr. Sarah Kuzera (medical assisting), Dr. Michelle Mayer (mathematics), Kristin Sherwood (College 101), Beth Slovic (journalism), and Christina Smith (English) were all granted tenure during the Clark College Board of Trustees meeting on March 10. They will be honored at a college reception later in the spring.

Tenure is awarded by the college's Board of Trustees based on professional excellence and outstanding abilities in their disciplines. The granting of tenure is based on the recommendations of tenure review committees to the vice president of instruction, which are then forwarded to the president, who presents a final recommendation to the Board of

Trustees. Recommendations are based on self-evaluations, tenure review committee evaluations, student evaluations, supervisory evaluations, and peer evaluations. The final decision to award or withhold tenure rests with the Board of Trustees.

About the faculty members

Joseph Cavalli, history



Joseph Cavalli holds a Bachelor of Arts degree in history from Portland State University and a Master of Arts in history degree from University of Portland. He has experience teaching in private high schools in Croatia, Italy, the Kingdom of Bahrain, and Portland, Oregon. He has also taught history at University of Maryland College Park and Mt. Hood Community College, in addition to his experience teaching history at Clark College since 2006.

At Clark College, he has served as program director for the college's Model United Nations team since 2011. He is also a popular instructor in Clark's non-credit Mature Learning program and in 2016 received the college's prestigious Exceptional Faculty Award.

"My approach to history is best summed up by the American historian John Tracy Ellis: 'History is the rediscovery of the past in an enlightened manner,'" said Cavalli. "I am always striving to make history applicable to my students' everyday lives in a way that piques their interest and curiosity."

Mark Eddinger, mathematics



Mark Eddinger earned his Bachelor of Science degree in electronics engineering technology from DeVry Institute of Technology and his Master of Science in mathematics from Western Washington University. He began his career as a quality engineer at a manufacturer of lighting control systems before spending a decade teaching English as a foreign language in Japan. In addition to this work experience, he has taught math at the college level for 11 years.

At Clark College, Eddinger serves on the Math Events Committee, as well as on the team that has developed, improved, and supported a new math pathway for non-STEM majors. He has also designed Canvas courses that promote inclusion and shares them with his colleagues.

“I am committed to being a fellow journeyer with my students as we nurture our growth mindsets, as we learn how to make a more effective effort, and as we develop a passion for more thorough understanding of both math and the many academic disciplines that connect to math,” he said, adding, “They all connect.”

Amy Ewing Johnson, dental hygiene



Amy Ewing Johnson attended Indiana University’s School of

Dentistry, where she earned three degrees: an Associate in Science in dental hygiene, a Bachelor of Science in public health dental hygiene, and a Master of Science in education. She has more than 30 years of work experience in dental settings.

At Clark College, Ewing Johnson serves as lead instructor and coordinator for all clinical and lab operations related to junior-year students. She is involved in dental hygiene study clubs, and continues to improve her own learning by attending state and national conferences.

“My teaching philosophy is all about making students feel safe to learn through experimentation, question/answer, as well as confident enough to learn via discussions and active learning opportunities,” said Ewing Johnson. “I believe in creating a warm and relaxed classroom community and work to communicate an enthusiasm of support for every student, as they strive to complete their academic goals.”

Melissa Favara, English



Melissa Favara earned her Bachelor of Arts degree in English with a creative writing emphasis from Western Michigan University and her Master of Arts degree in English from The Pennsylvania State University.

Favara joined the faculty at Clark College in 2007, first as an adjunct and then as a full-time temporary instructor. She served as the college’s Academic Early Warning liaison from 2009 to 2020. She currently assists in training fellow English faculty members on the college’s new co-requisite teaching model to serve its most at-risk students; she has previously

taught in the Integrated Basic Education and Skills Training program and has presented at national conferences on Clark's work in both practices.

Favara described her teaching philosophy as follows: "I meet students where they are and engage them in learning opportunities that honor their experience while offering chances to gain and apply knowledge in ways that they can transfer to new school, work, and life challenges."

Tyler Frank, career and academic preparation



Tyler Frank earned his Associate in Arts transfer degree from Grand Rapids Community College; his Bachelor of Arts degree in history from the University of Michigan; and his Master of Arts degree in reading and culture from the University of Arizona. He served as a youth development facilitator for the U.S. Peace Corps in Huallanca, Peru, and has previous teaching experience at Pima Community College in Tucson, Arizona.

Since joining the faculty at Clark College in 2018, Frank has involved himself deeply in the college's work. He has developed a fully online version of the CAP 42 (Integrated Math and Science) course, developed Open Educational Resources (OER), and led the outcomes assessment for CAP mathematics faculty. He also leads the "Anti-Racists Curriculum and Instruction" subgroup of the college's White Anti-Racism Education Employee Resource Group.

"As a teacher, I prioritize creating a safe and welcoming environment for my students, where we all feel comfortable

enough to explore new ideas, make mistakes, and share our discoveries and confusions with one another,” said Frank in describing his teaching philosophy.

Doug Harris, music



Doug Harris earned his Bachelor of Music in music education degree from the University of Florida, after which he continued his education at the University of Northern Colorado, earning both his master’s and doctoral degrees in music there. He has directed bands at multiple middle and high schools, as well as at Santa Clara University and Western Kentucky University.

Since joining the faculty at Clark College in 2018, he has led the college’s concert band, jazz band, and pep band, as well as directing its annual Jazz Festival.

“I strive to help each student achieve their potential through positive reinforcement within a rigorous curriculum,” Harris said in describing his teaching philosophy.

Christina Howard, biology



Christina Howard attended Portland State University, where she earned both her Bachelor of Science degree in biology and her Master of Science degree in behavioral

neuroendocrinology. She has teaching experience at Portland State University and Portland Community College, and served as Lead Instructor of Human Anatomy and Physiology at the National College of Technical Instruction's College of Emergency Services. She joined the faculty at Clark College in 2018.

At Clark, Howard serves as an event runner for the annual Science Olympiad, as well as co-lead advisor for cadaver dissection.

“My teaching philosophy is to help students find wonder in the biological sciences, specifically the study of the human body,” she said. “I employ an evidence-based and applied-learning approach to engender deep learning and curiosity for the subject matter, so that students can show mastery and better understand how biology applies to them.”

Dr. Sarah Kuzera, medical assisting



Dr. Sarah Kuzera earned her Associate in Applied Science in medical assisting from Springfield College; her bachelor's degree in management from Everest College; her Master of Business Administration degree from Bryan University; and her Doctor of Education degree from Capella University. She holds certifications through the American Association of Medical Assistants and the American Medical Technologists. She has six years of work experience as a certified medical assistant in a variety of practices and clinics. She has nine years of experience teaching in post-secondary environments.

Since joining the faculty at Clark College in 2017,

Dr. Kuzera has served the college in many roles. She developed a Medical Assisting Club at the college and served on a Guided Pathways Pillar One work group. She has served on the Evergreen School District's Medical Science Advisory Board and participated in Clark College's Instructional Planning Team and Curriculum committees.

"I believe that teaching should always be student-centered and I should facilitate the teaching environment," Dr. Kuzera said. "My role as an instructor is to provide students, through my experiences and expertise, the necessary resources for them to produce learning and foster critical thinking. I have always been flexible in my teaching strategies to adapt to the needs of the adult learner."

Dr. Michelle Mayer, mathematics



Michelle Mayer earned her Bachelor of Science degree in mathematics from George Fox University in Newberg, Oregon. She continued her education at Texas Tech University, where she earned both a master's and a doctorate degree in mathematics. She has previous teaching experience at Texas Tech University and Pacific University.

Since joining the Clark College faculty in 2018, Dr. Mayer has become the course co-coordinator for the applied algebra courses MATH 092 and MATH 096.

"My approach to teaching is to present the material with clarity and accessibility; create an open environment where students feel comfortable asking questions and interacting with me; and to challenge my students to think critically

while giving them the support they need to succeed,” said Dr. Mayer.

Kristin Sherwood, College 101



Kristin Sherwood earned her bachelor’s degree from Lewis & Clark College and her master’s degree in public administration from Portland State University. She has previous work experience as the Community Service Coordinator at Lewis & Clark College and as the Outreach Coordinator for the City of Vancouver’s Community Services Department. In 2003, she began teaching in the human development department of Clark College; ten years later, she began serving as the coordinator of the College 101 course, which provides guidance to incoming college students.

At Clark College, Sherwood serves on the Foundation Scholarship Selection Committee, the MyPlan Work Group, and the Guided Pathways Advisory Committee. She also regularly presents in the Student Success Workshops presented through Career Services.

“I aspire to empower, engage, and encourage my students with knowledge and resources to support their academic success,” said Sherwood in describing her teaching philosophy. “I do this by developing rapport, making sincere connections, providing timely and thoughtful feedback, and maintaining a genuine commitment to my classes.”

Beth Slovic, journalism



Beth Slovic earned her bachelor's degree from Amherst College and her master's degree from Columbia University. She has work experience as an editorial assistant at a nonprofit book publisher and as a print journalist at the *Bozeman Daily Chronicle*, *Willamette Week*, the *Oregonian*, and the *Portland Tribune*. For the past 13 years, she has worked as an occasional stringer for the *New York Times*, and she freelances regularly for *Portland Monthly* and *PDX Parent* magazines. She has previous teaching experience at Clackamas Community College, Portland State University, and the University of Portland.

Since joining the Clark College faculty in 2018, she has become the journalism advisor to the Clark College *Independent*. She also serves as president of the Pacific Northwest Association of Journalism Educators.

"I believe journalism is a framework for talking about skills and concepts that serve students in wider pursuits," Slovic said of her teaching philosophy. "My students seek answers to questions and communicate across multiple platforms, making them the 'communicorns' of the future."

Christina Smith, English



Christina Smith earned her Bachelor of Arts degree in English

from McDaniel College and her Master of Arts degree in rhetoric and writing studies from the University of Utah. She has previous teaching experience at the University of Utah.

Since joining the faculty of Clark College in 2015, Smith has served on several committees and work groups, including the Vice President of Instruction Hiring Committee, the Vice President of Diversity, Equity and Inclusion Hiring Committee, the Tenure Review Equity Committee, the Women's Studies Scholarship Review Committee, the Clark College Forms Committee, and the Student Code of Conduct Policy and Training Work Group. Additionally, she has presented at both the Queer Student Luncheon and the "Discovering College Confidence" workshop.

"My approach to teaching is what I would call adaptive, holistic, and rhetorical," said Smith. "Adaptive teaching means discovering how each student learns and processes information, as this will let me find the appropriate teaching methods and tools to successfully communicate course content. This adaptability also speaks to my holistic approach to instruction. I believe it is important to engage the whole person, not just the student-mind that is present in my course; this means providing supports that address their personal needs while simultaneously challenging them as learners."

**Clark College removes
application fee**



Clark College has taken an exciting new step to expand access to higher education. Beginning with registration for the 2021 spring term, the college is removing its admission application fee, making it free for almost all prospective students to apply. (The one exception is International Students, who use a separate admissions process to apply to the college that requires special handling of their F-1 visa status.)

Previously the college charged a \$25 application fee to most prospective students. While this is significantly less than the application fees for most universities and private colleges, it still could prove to be a barrier for some of the college's students. Approximately 40 percent of Clark College students qualify as low-income.

"This has been a complex project that was months in the making, especially given the college's current budget challenges, but I am so proud of our staff for staying focused on serving our students by removing barriers that discourage students from taking the next step," said Dr. Michele Cruse, Interim Vice President of Student Affairs. "Clark College is

committed to being an open-enrollment institution, and this one more big step toward being truly open to everyone in our community.”

“We don’t want students to have to choose between gas money and the admissions fee,” said Josiah Joner, Associated Students of Clark College President. “Money’s tight. We need to make it easier for students to get started.”

The change goes into effect for students applying for spring term, registration for which began on February 9 for most students.

Veterans Resource Center receives grant



The Veterans Resource Center at Clark College received a

\$449,460 federal grant from the U.S. Department of Education to establish a Center of Excellence for Veteran Student Success (CEVSS) over three years. Clark is one of only two community colleges in the state to receive the grant. Focused on supporting veteran student success, the Center will provide a single point of contact to coordinate comprehensive, individualized support services that address the academic, financial, physical, and social needs of Clark College's 600 student-veterans.

Vice President of Student Affairs Dr. Michele Cruse said, "We are grateful to receive grant funding from the U.S. Department of Education to support our Veterans Resource Center. This grant comes at a critical time when the needs of our military-connected students continue to outpace our available resources. This grant will allow our Veterans Resource Center to expand its offerings."

To better support student veterans, Clark College will establish a cross-departmental team with representatives from every office that works with student veterans, including Admissions, Financial Aid, the Counseling and Health Center, and Career Services—to name just a few.

Additionally, the grant will pay for a full-time student success coach; half of a full-time program coordinator position; a part-time tutoring position; outreach and recruitment activities; disability accommodations such as Live Scribe pens; and essentials including housing and food supports for student veterans.

Associate Director of Veterans Services Dave Daly said, "Because of this grant, the Center will now have the ability to help today's warriors not only to transition from the service, but also to be more successful in staying in school and completing their path in higher education. Our goal is for our student veterans to bring their deeper, world perspective not only to Clark College,

but also as graduates who are productive, insightful members of the greater community.”

U.S. Senator Patty Murray announced the grant award from the U.S. Department of Education and called it a vital investment in Washington state’s veterans.

Senator Murray said, “I’m glad to see this federal award going towards helping veterans in Washington state as they pursue an education and I appreciate Clark College’s efforts to help those who have served our country. As a proud partner of our state’s veterans and educators, I will continue working to ensure they have the resources they need to succeed and thrive.”

Senator Murray is the incoming chair of the Senate education committee, serves on the Senate Veterans’ Affairs Committee, and is a steadfast advocate for veterans and their families.

About Clark College

Founded in 1933, Clark College provides residents of Southwest Washington with affordable, high-quality academic and technical education. It is a public community college offering more than 100 degree and certificate programs, including bachelor’s and associate degrees; professional certificates; high school diplomas and GED preparation; and non-credit community and continuing education. Clark serves a wide range of students including high school students, displaced workers, veterans, parents, non-native English speakers, and mature learners. Approximately three-quarters of its students are in the first generation of their families to attend college.

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.

Clark College supports voting



Oswald shows off the new ballot drop box on Clark College's main campus. *Clark College/Susan Parrish*

A permanent ballot drop box has been installed on Clark College's main campus. The walk-up ballot box is in the Red 3 parking lot, near the flagpole and south of the Penguin Union Building.

"Clark College has always served as a hub of civic engagement in this community," said Clark College President Dr. Karin Edwards. "We're excited to be able to continue this tradition by having our campus become a point of access to the democratic process."

The new ballot box is one of 22 permanent ballot drop boxes in Clark County. These are available 24 hours a day from October 16 through 8 p.m. on Election Day (November 3). Find locations

of all ballot drop boxes in Clark County on the county's website. Use this Google Maps widget to help find directions to the drop box closest to you.

Election Day is Tuesday, November 3.

- Mail-in ballots must be **postmarked** by Election Day.
- Drop-off ballots must be **delivered** by 8 p.m. Election Day.

If you wish to return your voted ballot in person on or before Election Day, take it to Clark County Elections Office, 1408 Franklin Street, Vancouver. Hours are 8 a.m. to 5 p.m. Monday through Friday and 7 a.m. to 8 p.m. on Election Day. To reduce the spread of COVID-19, masks and social distancing are required for in-person services.

**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.

**Most college offices offline
Aug. 11-12 for staff
training, Teaching and
Learning Days**



Most staff at Clark College will be largely unavailable to the public while they participate in a collegewide staff training, Teaching and Learning Days on Tuesday, August 11 and Wednesday, August 12.

Classes will continue as normally scheduled. Additionally, the following services will be available:

- Child & Family Studies (child care)
- Computer lab (by appointment only)
- Counseling and Health Center (no appointments available, but virtual open office hours still available from noon to 2:00 p.m.)
- Information Desk/Welcome Center (available via Zoom 10:00 a.m. – noon)
- Library Services (response times to some emails may be slower than normal)
- Security & Safety
- Tutoring Services

This training will help staff to improve their skills and

systems so that they can better serve students and the community in the future.

Find more information about Teaching and Learning days on the Clark College website.

Athletics halted for fall



Clark College has carefully reviewed the Northwest Athletic Conference's recently announced Return to Play for Fall Sports and made the difficult decision to not offer sports programming during the 2020 fall term.

This decision was based on the impact of the NWAC guidelines on Clark's students and staff, as well as the continued

increase of COVID-19 cases in Clark County and surrounding areas. As always, the safety of our students, employees, and greater community remains paramount.

This decision will directly affect the Men's and Women's Cross Country competition season, currently scheduled to begin this Fall. Clark will forego entering teams into scheduled NWAC competitions for the 2020 season. If future decisions are made, delaying the Cross Country season to winter term, there is a possibility for Cross Country to compete in the winter.

This decision also includes training and practice components for the Volleyball, Men's and Women's Soccer, as well as the training and practice components for Men's and Women's Basketball, Baseball, Softball, and Track and Field. The college will continue to closely monitor guidance from NWAC for changes to their 2020-2021 sports calendar.

"This is by far the most difficult decision I have had to make, since taking on this role," said Clark College Director of Athletics Laura LeMasters. "Ultimately, the student safety and experience was at the forefront of our conversation, along with the safety of our coaches, trainers, and department staff. We are prepared to work with local health authorities and college administrators to return to play, when our campus and community can provide the safety and experience expected by those who attend Clark College."

LeMasters added that the college appreciates each student-athlete who chose to attend Clark College and represent the Penguins in competition this fall, and will honor their athletic aid. "Should a student-athlete decide that another situation will allow them to be successful elsewhere, Clark College stands ready to assist in that transition," she said.

Clark College will consider the status of subsequent 2020-2021 sport seasons for winter and spring at an appropriate time in the future and in accordance with the most current version of

NWAC protocols for return.

As always, Clark College will continue to center its decisions on the health and safety of its student-athletes, coaches, athletic staff, support members, and fans as it responds to the COVID-19 pandemic.

Photo: Clark College/Jenny Shadley

Clark College announces online summer and fall terms



Clark College announced that it would continue offering most of its classes only in online formats through the 2020 summer and fall terms.

“This was not an easy decision,” wrote Interim President Sandra Fowler-Hill in an email to students on April 24. “We all want to be optimistic that we will be able to return to classes face-to-face. But we have listened closely to the CDC and Public Health’s caution that our ‘new normal’ will depend on what the virus does. There may be recurrent restrictions on large gatherings by the Governor. We are a large institution with thousands of students and more than 1,000 employees. We must consider our whole community’s health and safety first and foremost.”

Fowler-Hill added that it was important to make the decision in a timely fashion, so that students could have time to prepare for the prospect of two more terms of remote learning, and faculty could have sufficient time to thoughtfully adapt their courses for distance teaching.

The college has also moved its registration dates for summer and fall terms in order to give faculty, staff, and students the time they need to adjust their plans.

The college is working with state authorities to get guidance on options that would allow some classes to run in-person labs during summer and fall terms, using appropriate social distancing techniques.

The college is also waiting for additional guidance from the state and from public health authorities before announcing any plans to shift from fully remote operations to partially remote.

Fowler-Hill communicated the college's decision to employees in an email update. "I know this is hard news to absorb," she wrote. "We miss our campus. We miss our students. We miss interacting face-to-face with each other. By making this decision now, we will have ample time to improve our processes to best support our students so they can learn online, remotely, successfully, and safely."

Clark College delays spring term until April 20



The Clark College campus is almost empty, but its work continues as it shifts operations online.

The global COVID-19 outbreak is altering every facet of modern life, including higher education. Clark College is rapidly adapting its operations to make sure students can continue their educational journeys without risking their health or the health of others.

Here are the ways Clark is adapting Spring Term:

Spring Term has been delayed until April 20. This will provide time for the college to move most of its work online. Most employees are working remotely. On March 19, most faculty and staff began conducting meetings online and by phone as they continue to strategize new ways to create the personalized learning and supportive community that has always distinguished Clark College.

Spring classes are being moved online wherever possible. Fortunately, the college has a history of providing eLearning solutions, and we're leveraging that experience to help move many classes online. In other cases, classes will be taught remotely, with the professor delivering lectures in real time through video conferencing, while students participate remotely.

Clark College is modifying certain professional technical and science labs that require in-person hands-on learning. The college is following guidance by Washington Governor Jay Inslee to ensure social distancing and sanitization practices recommended by the CDC.

The college continues to offer the wide range of support systems for its diverse student body. Staff is available to students by phone and email during spring break. A list of department contacts has been included in the Campus Status section of the college's COVID-19 web area.

President Sandra Fowler-Hill says Clark is responding to the challenges posed by the COVID-19 outbreak: "This is an extraordinary moment in time and tremendously stressful for

our students, our faculty, and staff. I'm proud of the Clark College family for the way they've responded to this crisis and are working long hours to find solutions to help our students continue their studies during the COVID-19 public health crisis."

Then she pointed out how Clark will continue to prepare students as our college, community, nation and world move forward: "The world we know seems to be changing right before our eyes. More than ever before, we must be a resource for our community. We are writing a new chapter in our history. Clark College will be nimble and bold in helping students succeed."