

Presidential Coins



President Bob Knight introduces the Presidential Coin recipients on Opening Day 2014.

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.

Five Clark College employees received Presidential Coins during Opening Day 2014 on September 10. They were:

Kael Godwin



As a Research and Analytics Professional working within the college's Office of Planning & Effectiveness, Kael Godwin "transforms the way we use data so that we can make better decisions," said President Knight. In his seven years at Clark, Godwin has earned a reputation as someone who's "approachable and responsible ... and will do anything to help the college, even if it is outside his job description."

Knight also cited Godwin's key role in supporting the implementation of the college's new customer relations management software, and noted that many people at the college have remarked upon his strong work ethic and commitment to the college.



Ron Hirt

Fiscal Analyst Ron Hirt began working at Clark College in 1983. In more than 30 years of service, he has become known not just for his daily runs around campus—no matter what the weather—but also for his expertise in finding any kind of information located in the college’s financial management system, regardless of how buried, obscure or complex it is. He has been a key player in many of the financial audits that the college has undergone – and passed, always helping to ensure there are no findings.

“The guy is meticulous,” President Knight said. “You can ask him for any kind of file and he knows right where it is. When I first came to Clark as a vice president, he was one of the people I knew I could go to for help.”

Susan Muir



Student Affairs Administrative Assistant Susan Muir began working at Clark in 2007; through the years, her service to Clark has spanned many areas pertaining to her department, including retention programs, student conduct, behavioral intervention team, and the Veterans Resource Center. “In every situation, she follows through to make sure the students and programs are well-served,” said President Knight. “Her knowledge, skills, and abilities are known across the college because of her willingness to provide a helping hand.”

Knight added that Muir is known for creating a calm and welcoming environment in her office that helps support students who arrive there in crisis, as well as for being willing to share her time and energy (not to mention her impressive stash of chocolate) with visitors to Student Affairs.



Vicki Cheng

Vicki Cheng, an Administrative Assistant in the Workforce, Career & Technical Education department, has been a Clark employee for 32 years. Her depth of experience is a great asset to her department and allows her to prioritize day-to-day issues effectively.

“She is always willing to step up and assist anyone who walks through the office door with impeccable customer service and a genuine desire to help,” said Knight. “She always makes a point to know and understand the projects across the unit so that she is capable of answering questions that may arise, and often offers suggestions that improve the end product.”

Patti Serrano



Business Administration professor Patti Serrano is no stranger to honors at Clark: She was named one of the college's 2012-2013 Exceptional Faculty Award recipients. "She has been a rock in her division for 33 years and counting," said President Knight. "Through her leadership, she has formally and informally mentored faculty, staff and administrators."

Serrano has been a key participant in such important collegewide efforts as strategic planning, accreditation, and course development. Currently, she is leading her department's efforts to develop a new Bachelor of Applied Science degree in Management. "She is admired and respected by students, faculty, and staff alike," said President Knight.

Exceptional Faculty, Exceptional Stories



Clockwise from top left: Kelly Fielding, Chris Martins, Sarah Theberge, and Jim Wilkins-Luton.

A professor who never planned on going to college, A Web-savvy wiz who stays in touch with students on Twitter, an aspiring academic who turned his back on the ivory tower in favor of more hands-on teaching, and an experienced clinician who takes the mystery out of a much-misunderstood subject—these are the recipients of the 2013-2014 Clark College Exceptional Faculty Awards, which were announced during the college's 2014 Commencement ceremony and officially presented to their recipients during Opening Day activities on Sept. 10.

The Clark College Exceptional Faculty Awards are presented annually to full-time and part-time faculty members. This year the award recipients include two full-time tenured professors and two part-time adjunct instructors, whose detailed biographies can be accessed through the links below:

- Kelly Fielding: The voice of experience
- Chris Martin: The technophile with human feeling

- Sarah Theberge: The accidental professor
- Jim Wilkins-Luton: The book-lover gone digital

The awards are made possible through an endowed trust fund established by the Washington State Legislature and the Clark College Exceptional Faculty Endowment Fund, which was established in 1993. That fund provides recognition of exemplary work performance, positive impact on students, professional commitment, and other contributions to the college. Nominations can be submitted by Clark College students, faculty, classified employees, administrators, alumni, Board members, and Foundation directors.

Photos: Clark College/Jenny Shadley

Exceptional Faculty Award spotlight: The technophile with human feeling



Chris Martin has gathered the students from his Web Video Production class in the hallway outside their classroom to demonstrate how to set up an interview shot. One student—a burly guy with a baseball cap and gray beard—has affably agreed to stand in front of the camera as the “interviewee.”

“Now let’s think about camera height, because you can change things a lot depending on the angle you shoot your subject at,” Martin says, adjusting the camera’s tripod. “Do we want to set it lower and look up at him to give him that godlike angle? Because we all know Steve has a bit of a god complex—just kidding! Just kidding!”

The whole class, Steve included, cracks up, and then Martin continues, raising the tripod as he speaks. “You can do stuff like that,” he says. “You can look down on them, too. But typically, we want to meet the subject at their own level, to give them that human feeling.”



In many ways, that last line is an apt summation of Martin’s teaching philosophy—and the secret to his popularity with students, who nominated him in droves for Clark’s prestigious 2013-14 Exceptional Faculty Award.

“His patience and approach in bringing out the abilities in all his students, from the novice to the advanced, encourages respect for all,” wrote one nominator. “His emotional integrity allows him to act as a mentor and to also mirror the importance to students that he is also learning the ever-changing aspects of technology.”

“If you don’t care about who your students are or where they come from or what they actually know—and they know a lot—then you can’t help them,” says Martin, who teaches both Computer Technology and Computer Graphics Technology classes as an adjunct at Clark, as well as general business courses at Warner Pacific College. “What I like about teaching at Clark is you really get to know the students. When they go through hard times, you know about it.”

Martin also gets strong praise for his real-life experience as a web designer and videographer. He has spent more than eight years running his own multimedia studio, creating videos and web content for businesses, nonprofits, and artists. He also produces a regular online documentary video series called *Innovators of Vancouver* that showcases leaders in Southwest Washington.

Martin, who holds a bachelor's degree in Media Arts and Animation from the Art Institute of Portland and a master's degree in Management and Organizational Leadership from Warner Pacific, regularly shares stories from his professional career to illustrate class material. A self-described "big experimenter," he often tries out new tools and methods in his teaching—including Twitter, which Martin has used to create online discussions about class material among his students.

"It's just a way of being accessible," Martins says. "I think it helps students feel connected to me a little more."

Or, to put it another way: It's Martin's way of giving his students that "human feeling" in the digital age.

Learn more about the other 2013-14 Exceptional Faculty Award recipients.

Photos: Clark College/Jenny Shadley

Exceptional Faculty Award spotlight: The accidental professor



We've all heard the cliché that kids say the darndest things. But people rarely point out its corollary: So do adults. As an Early Childhood Education professor, Sarah Theberge says she is often just as surprised by what her students express in the classroom as she is by what children in the college's Child & Family Studies program say on the playground.

"I'm just surprised over and over again by how many things I hadn't thought of," Theberge says as she stands on that playground surrounded by running children. "The way that students approach the things we talk about reminds me that there's no one right answer to so much of what we're studying. I really do see us as 'co-learners' who are all learning together—and I'm learning right along with them. It's one of my favorite parts of teaching."

It's also one of the things students mentioned repeatedly in nominating Theberge for Clark College's prestigious Exceptional Faculty Award, which Theberge received for the

2013-14 year. The award was announced at Clark's 2014 Commencement ceremony and officially bestowed at the college's Opening Day festivities on September 10.

"She is honest, she is real, she is not only a teacher but an inspiration and a friend to all her students," wrote one nominator. "She brings passion to her work with children and with her students, and ignites the passion in all of us."

Students also mention Theberge's empathy and her strong commitment to serving as an academic advisor to students in the ECE program. When Theberge explains how she became a professor, it becomes clear why she is able to connect so strongly with her students and empathize with the challenges they face: After all, she faced them too.

Theberge never set out to become a professor. "It was the farthest thing from my mind," she says, laughing. Rather, her initial ambition was much more basic: She needed a job.

"I was a single parent without any college background or schooling, and a friend of mine had a childcare center," Theberge says. "I just thought it was a place where I could have my kids there and still work. But from the very first day, I fell in love with it."

A friend encouraged her to enroll in Clark's ECE program. "I said, 'Oh no. We don't do college in my family,'" Theberge recalls. "She literally took me by the hand and dragged me to Clark. And I've never left."

In 1992, Theberge graduated with honors from Clark with an Associate of Applied Science degree in ECE. She went on to complete both a bachelor's and master's program from Pacific Oaks College while working in Clark's CFS program, first as a program aide and then as an adjunct faculty member. Her roles and responsibilities continued to expand over the years, and in 2000 she was granted tenure at Clark. Throughout the years, she has continued to attend conferences and workshops to keep

up-to-date on current teaching practices in her field. She also presents her own research at conferences; currently she has been delving into the complex issues surrounding children's concepts of gender identity. Additionally, she serves on the board of directors for YWCA Clark County and has been instrumental in creating a library at CFS to help promote children's literacy.

It's a long way from the young single mother who just wanted a job. "That's why I love advising," Theberge says. "I hear similar stories to mine from students—people looking for opportunity, looking for help in making their passion a reality. It's just so rewarding to sit with that and to walk alongside them on their journey."

Learn more about the other 2013-14 Exceptional Faculty Award recipients.

Photo: Clark College/Jenny Shadley

**Exceptional Faculty Award
spotlight: The book-lover
gone digital**



Exceptional Faculty Award recipient Jim Wilkins-Luton can tell you the exact moment when the course of his career changed. He was in his final year of graduate studies at Gonzaga University, listening to an English professor discuss Milton in pedantic detail.

At the time, Wilkins-Luton was well on his way to following that professor's path. He'd already been accepted to a Ph.D. program in English literature at Stony Brook University in New York, after which he would aim for a professorship at an elite university where he could happily discuss his own favorite authors in pedantic detail. "It was all lined up," Wilkins-Luton recalls. "I'd been accepted; I had my funding in place; I was going to focus on either medieval or Victorian literature. Everything was going according to plan."

But lately, Wilkins-Luton had begun having doubts about that plan. It started when he took on a part-time job teaching homeless youth to make some money during grad school. "I had

all these stereotypes about what these kids would be like,” he says. “I’m ashamed to admit it, but the night before I started the job I was worried they would give me head lice. And then that first day I went to work and came home just exhausted and devastated by these kids. And I started thinking, Maybe the world didn’t need another Shakespeare professor. Maybe the world needed people who were willing to teach—to teach the people no one wanted to teach.”

Which brings us back to that Milton seminar. Wilkins-Luton found himself staring at the lecturing professor. “I’m not even kidding: This guy actually had leather elbow patches on his tweed jacket, and he was expounding on some particular sentence Milton wrote,” he recalls. “And I remember thinking, ‘That’s my future. I don’t want any part of that. What I want to do is help.’”

As fate would have it, there was a poster advertising opportunities to teach English in Japan on the seminar room’s walls. Wilkins-Luton called his wife as soon as class let out, and soon after graduation, the two of them moved to Japan, where they spent the next seven years teaching English. Once the couple returned to the U.S. and settled in the Portland area, it was a natural progression for Wilkins-Luton to begin teaching at a private international school, and then English as a Second Language at Clark, and then pre-college and college-level English. He earned tenure in 2006.

Wilkins-Luton says he was surprised and honored to receive a 2013-14 Exceptional Faculty Award. The award was announced at Clark’s 2014 Commencement ceremony and officially bestowed at the college’s Opening Day festivities on September 10. Student nominators described a professor they called “funny” and “friendly,” who “makes all students completely comfortable in the classroom.”

“I love to teach,” says Wilkins-Luton. “I love the classroom. I love the engagement with students.” He is sitting in his

book-lined office at Clark, which amply proves that he hasn't entirely escaped the tropes of the English professor. ("I have a lot more books at home," he admits sheepishly, casting an eye at the seven shelves of volumes arranged in meticulous alphabetical order by author. "These are mostly the ones I don't want my kids reading.")

Yet despite his love of both printed books and face-to-face teaching, Wilkins-Luton recently moved to teaching entirely online. "I think you have to make transitions sometimes to stay sharp," he explains. "Also, I'd been reading some research discussing how the face-to-face classroom favors the extrovert—the person who's willing to raise their hand and speak up in class. In the online environment, the introvert and extrovert become equal. As someone with introvert tendencies of my own, I liked that idea."

Wilkins-Luton says that at first, he was concerned that the online classroom would stifle the sense of humor and personal engagement that he practices in face-to-face teaching. But in fact, he says, online teaching has allowed him to give even more personalized attention to individual students. "If they ask me a question, I send them back a two-paragraph answer," he says. "And yeah, it might have a joke in it. Because you know what? Students don't need gravitas; they need a reason to learn."

Learn more about the other 2013-14 Exceptional Faculty Award recipients.

Photo: Clark College/Jenny Shadley

Exceptional Faculty Award spotlight: The voice of experience



“I believe in psychology,” says psychology instructor Kelly Fielding. “I believe it has value and purpose, and if I can affect a few students who want to make a dent in all the psychological distress in this world, then that’s a good thing.”

Fielding has seen first-hand the value of psychology: With almost 30 years of clinical experience as a psychologist, he has helped hundreds of patients cope with psychological distress. He brings this experience into the classroom at Clark College, where he has taught part-time since 1988. “I’m at the point where I’m teaching the children of former students,” he says with a laugh.

There's a reason why parents are recommending Fielding to their kids—he has developed a reputation as an excellent teacher who incorporates personal and professional stories into his teaching. These are some of the qualities that



earned him the college's prestigious Exceptional Faculty Award. The award was announced at Clark's 2014 Commencement ceremony and officially bestowed at the college's Opening Day festivities on September 10.

"I already loved psychology when I went into [Fielding's] course, but after I took his class, I gained a new love for the topic," wrote one student nominator. "He would use storytelling to weave in the actual facts [of the course material], entertaining some students and allowing those students who required a visual aid to learn the material just as well as everyone else."

Fielding, who has a Ph.D. from Brigham Young University, says he enjoys the diversity of Clark students. "I like the population mix," he says. "I like that there are young kids who are still in high school and adult students who are much older than the 'traditional' college student. I think the older students gain from the energy of the younger students, and the younger students gain from the maturity of the older students. The older students, when they come back [to school], they're very serious."

Fielding says he's felt his own teaching style develop as he's grown older—though not necessarily toward the more serious. "I find that I become more and more open," he says. "The younger you are, the more worried you are about judgment. The older I get, the less I find myself being afraid of what students will think if I share a particular idea or story."

Over the years, Fielding says, the theory and practice of psychology has changed as scientists make new discoveries about the human brain. But when it comes to teaching psychology, some things remain constant—such as students' misconceptions about the subject. "They think psychology is about manipulation," he says. "And they have little to no idea how scientific it is. I teach them the scientific method. I show them how studies are conducted. By the time we're done, I think they understand that science is more than chemistry, cells, and physics. But they also understand how those things play into psychology."

Learn more about the other 2013-14 Exceptional Faculty Award recipients.

Photos: Clark College/Jenny Shadley

Spring 2014 Classified Staff Excellence Award



Clark College
Libraries
Acquisitions
Specialist Sally
Demos

Congratulations to Sally Demos, recipient of the 2014 Spring Quarter Classified Staff Excellence Award!

Sally Demos has provided excellent service to the Clark College Community for the past 29 years. She currently holds the position of Acquisitions Specialist for the Clark College Library. A current member in the Shared Integrated Library, she has also served on the Clark College Foundation Employee Campaign Committee, is a convener for the Library of the Future Committee, a member of the library's Floor Plan Work Group, and the Classified Staff Representative for the Library Leadership Team.

Sally frequently goes above and beyond her basic job responsibilities, displaying her earnest work ethic and commitment to the Clark College Mission. She has been described by her colleagues as "the epitome of efficiency," and her supervisor states that Sally is "thorough, organized and succinct, meeting all deadlines and is often early in finishing her work."

Sally exemplifies lifelong learning by participating in many staff and professional development training opportunities. Her excellent communication skills and wealth of information is a great asset to Clark College, its students, and staff.

Congratulations to all of the spring quarter nominees:

Kate Cascio: Kate has been an exemplary program assistant. She has brought a new level of professionalism to the office. Her ability to work individually to accomplish projects is outstanding. She is quick to take on several additional special projects and duties above and beyond her required assignments. Kate exceeds what is expected of her in all areas of her work.

Vanessa Meyer: Vanessa is doing an excellent job! She is supremely competent. She is organized and handles her responsibilities quickly and efficiently, assuring faculty members do not miss anything that is required. She is not just always pleasant and polite, but always in a good mood.

Brendan Pust: Brendan provides excellent customer service and does everything he can to help. He goes above and beyond each day to provide the best support for students and staff. Brendan never leaves any employee behind. He does his very best to train his employees to provide quality support for students. He has a positive and professional attitude.

Derald Richards: Derald consistently performs at a level above and beyond the scope of his job. Derald is very professional and courteous with his co-workers, students and the general public. Derald is continually looking for ways to complete a task more efficiently. He has been quick to submit ideas and solutions on various issues and will then take the lead on certain projects.

Denise Rotellini: Denise is all about quality work, continuous improvement, and excellent customer service. She does an exceptionally thorough job of managing departmental documents,

libraries, and processes. Denise's knowledge of the college structure, policy and procedures is exemplary. She is always willing to help solve a problem, figure out an answer, or provide support. Denise is always looking for a way to make everyone's job easier and more efficient.

Billie Trimbo: Billie has a certain flair for bringing out the creative and empathetic qualities in others around her. She has been available to us when we needed information, and helpful in problem solving to get the job done. She always goes above and beyond in her work for our department! Billie is spontaneous with her friendship to her coworkers and friends.

Heather White: Heather's performance is the very definition of "excellence." Heather regularly checks in with other coworkers to see how she can help them. She is friendly and helpful to everyone that comes into our office. She works with the office to provide the best possible service to students. She is clear and concise and speaks to people kindly and considerately. She always listens actively and looks at each person as an individual. Heather has the utmost respect for fellow workers and students.

The College Community will celebrate all 2013-2014 nominees and recipients at the Annual Ice Cream Social held in September.

The Classified Staff Excellence Award was established in 2005 and recognizes classified staff who have demonstrated exemplary work performance, outstanding customer service, a positive and cooperative spirit, and special achievements or contributions to the college community. Thanks to the support of the Clark College Foundation, each quarter's recipient receives a \$400 cash award.

Karen Ferguson submitted this article. Photo: Clark College/Jenny Shadley

Congratulations, Professors!



Vice President of Instruction Dr. Tim Cook, *far left*, congratulated newly tenured faculty Dr. Gene Biby, Dr. Amanda Crochet, Suzanne Southerland, Adam Coleman, Erin Staples, Elizabeth Donley, Katie Donovan, Valerie Cline, and Dr. Robert Schubert at the 2014 Tenure Reception. Not pictured: Lisa Aepfelbacher and Steven Clark.

Ten outstanding educators are the newest members of the tenured faculty at Clark College. Lisa Aepfelbacher (nursing), Gene Biby (theatre), Steven Clark (biology), Adam Coleman (computer technology), Amanda Crochet (chemistry), Elizabeth Donley (English), Kathryn Donovan (nursing), Robert Schubert (anthropology), Suzanne Southerland (communication studies),

and Erin Staples (health/physical education) were all honored at a reception on April 28 in Clark's Gaiser Student Center. Nursing professor Valerie Cline, who received tenure in June 2013, was also honored at the reception.

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.

"Our tenured faculty members have a very special role at our college," said Clark College President Robert K. Knight. "They are passionately committed to excellence and student success. They have made a career commitment to our college and our community."

Dr. Tim Cook, Vice President of Instruction, said "Earning tenure is a professional milestone. I'm proud to congratulate these talented professionals for their accomplishments, their focus on student success, and their dedication to teaching and learning."

The professors receiving tenure are:



Lisa Aepfelbacher, Nursing

Lisa Aepfelbacher earned her bachelor's degree in both Nursing and Rehabilitation Counseling from Boston University, and her master's degree in Nursing through the Adult Nurse Practitioner Program at Case Western Reserve University in Cleveland, Ohio. She has previous work experience at Linfield College, Quincy College, Massachusetts Bay Community College, Advanced Practice Rotations, Meridia Hillcrest Hospital, Touro Infirmary, Brigham and Women's Hospital, and Beth Israel Hospital.

Aepfelbacher serves on the college's Shared Governance Oversight Committee, the senate of the college's faculty union, and the nursing department's Readmission Committee.

Aepfelbacher said, "I believe in the potential of each of student and want them to actively participate in the learning. I am also learning with them and enjoy sharing my expertise."



Gene Biby, Drama

Gene Biby earned his bachelor's degree in Theatre Arts and his master's degree in Speech Education from Murray State University. He received his Ph.D. in Theatre History/Speech Education from Southern Illinois University. He has previous work experience at the University of Wisconsin, City of Murphysboro, John A. Logan College, Southern Illinois University, Murray State University, and Vincennes University.

As the Program Director of the Clark College Drama Department, Biby oversees play selection and production for each academic quarter. He also works with the wider theatrical community to find and develop new ways to strengthen the college's drama program and maintain its visibility. He is currently working to build a summer program at the college.

"My highest priority is offering academic and intellectual challenges to our students, but providing theatre engagement opportunities to the college and community is also important," said Biby. "I strongly believe that theatre education should combine practice and scholarship. This philosophy not only champions the liberal arts ideal, but also prepares prospective theatre artists for material they are likely to encounter in future careers."



Steven Clark, Biology

Steven Clark earned his bachelor's degree in Psychology/Religion from Linfield College. He also earned a Master of Special Education at Lewis & Clark College and a Master of Science in Environmental Sciences and Resources at Portland State University. He has previous work experience at the Washington School for the Deaf, Washington Department of Fish and Wildlife, and Clark College.

Clark has served on the senate of Clark's faculty union and is about to begin his tenure on the college's Student Retention Committee. Additionally, he is an active volunteer in his community: providing dog-training workshops at a local animal shelter, leading nature tours for the Columbia Land Trust, and providing research for organizations that include Washington Rare Plant Care, the Xerces Society, and the Native Plant Society. Every summer he takes Clark students with him to the Columbia River Gorge to study that area's pika. Additionally, he volunteers at his granddaughter's elementary school and serves as a lay minister at his church.

Clark said, "I design my classes to be places where students read and study—that's the hard part. I also design my classes so that the class sessions are rich with interaction. The interaction helps students build friendships and it increases the in-class accountability of attending to what is being

presented.”



Valerie Cline, Nursing

Valerie Cline earned her associate degree in nursing in 1999 from Clark College, her bachelor's degree in nursing in 2003 from WSUV, and her master's degree in nursing in 2009 from Walden University. She has previous work experience at Peace Health Southwest, Providence St. Vincent, the Hopi Indian Reservation Hospital in Arizona, Linfield College, and Clark College.

At Clark, Cline serves on the Nursing Scholarship, Nursing Curriculum, and the ACEN Accreditation Standard 3 committees, and is the co-advisor for the Student Nurse Association of Clark College. She is a member of the national League for Nursing and the Association for Women's Health, Obstetric, and Neonatal Nursing. She continues to practice nursing part-time with a pediatric home health agency and regularly attends conferences and workshops to improve her teaching.

Cline said, "I believe in students taking an active role in the learning process, with the instructor serving as the facilitator who helps students bring all of the pieces together and link theory to practice."



Adam Coleman, Computer Technology

Adam Coleman earned his associate degree with a double major in Data Networking and Computer Networking at Clark College and his bachelor's degree in Computer Technology at Eastern Washington University. He has previous work experience at SEH-America and Clark College.

Coleman serves on the college's Network Advisory Committee and volunteers as a mentor with the college's First Year Experience program. Additionally, he continues to help develop partnerships between the college and both the Clark County Skills Center and the local nonprofit EmpowerUp. He has been central in developing and implementing new courses designed to help students earn their Microsoft Technology Associate certification. An avid bike rider, Coleman will be representing the college in the American Diabetes Association's annual Tour de Cure for the fifth year in a row this July.

Coleman said, "A teacher's role is to guide and providing access to information rather than acting as the primary source of information. I feel there is a need for considerate, strong, and dedicated individuals who are excited about working with students."



Amanda Crochet, Chemistry

Amanda Crochet earned her bachelor's degree in Biochemistry from Tulane University and her Ph.D. at the University of California, Berkeley. She has previous work experience at the University of California, California State University, Portland Community College and Clark College. She also has research experience with Chemica Technologies Inc., University of California and Tulane University.

Crochet manages the college's general chemistry open lab. She also volunteers at the Elementary Science Olympiad, which bring local elementary students to the college's main campus for a day of science competitions, as well as at Community Resources for Science and the Oregon Museum of Science and Industry. Currently Crochet is working to make Clark part of a new partnership with Portland State University that would create opportunities for scientific research for students at colleges without research programs of their own.

"I work to make my classroom a supportive, engaging and active environment for students to learn chemistry," said Crochet. "My goal is to provide students with more than just content knowledge. I hope the skills they learn in my classroom translate to success in future classes and in their intended careers."



Elizabeth Donley, English

Elizabeth Donley earned a Bachelor of Arts degree in political science with a minor in Italian at DePaul University and a Master of Arts in English and a Master of Fine Arts in Creative Writing at Chapman University. She has previous work experience at San Miguel School, Chapman University, The Art Institute of Los Angeles, Warner Pacific College, Clackamas Community College, United Sports Academy, Langmuir Atmospheric Research Laboratory, McCormick Tribune Foundation, and Clark College.

Donley serves on the college's eLearning Committee and the English Department's Professional Writing and Distance Learning committees. She is also faculty co-advisor for *Phoenix*, the college's award-winning arts and literary journal. She has presented at many college events, including International Week, faculty orientation, Techtoberfest, and TechBytes.

"My teaching philosophy starts with inspiration," said Donley. "I want to inspire my students to want to learn. I do this through meticulous course preparation, energetic teaching, and dedication to my students. I'm always available for extra help, and my classroom is an open, supportive environment

where students are exposed to new ideas, experiences, and works of literature.”



Kathryn Donovan, Nursing

Kathryn Donovan earned her bachelor's degree in nursing from Marquette University and her master's degree in nursing from Washington State University Vancouver. She has previous work experience as an RN since 1992. She has eight years' experience in adult critical care and two years in Neonatal ICU. Kathryn has worked in numerous states as full-time staff and as a travel nurse. She worked at Kaiser Northwest for nine years, which included Urology and Chronic Pain Management Clinics.

Donovan serves on the college's Library, ACEN Standard IV, Student Handbook, Curriculum, and Health Experience Advising committees. She is the lead faculty member for the first quarter of the college's highly competitive Nursing program. Outside of the college, she volunteers with East Park Church, Compassion Vancouver, and "whatever sport/activity my children are involved in at any given time."

Donovan said, "I believe that educators should use as many tools as they can to try to reach learners where they are in their learning process and in the ways that they are able to

best learn. There is no 'one size fits all' method. I think it is important for the student to not only connect with the material to be learned but also to connect with their peers and instructors. A student who is engaged and feels that they are valued and belong is more likely to tough it out through the challenges that are inherent in nursing school."



Robert Schubert, Anthropology

Robert Schubert received his bachelor's degree from the University of Illinois with a double-major in Spanish and Anthropology. He completed his master's and doctorate degrees at Ohio State University. His academic research has taken him to study primate behavior and biology in Central America, Japan, and West Africa. He has previous work experience at Ohio State University and Columbus State Community College.

In addition to his responsibilities as chair of the Anthropology Department, Schubert serves on the college's Retention Committee and has volunteered as a First Year Experience mentor to incoming students. He was the guest lecturer at the winter 2013 installment of Clark's respected Faculty Speaker Series. He developed and now teaches a new anthropology course, Primatology. Outside the college, he volunteers at the Oregon Zoo and with Partners in Careers.

“College can be intimidating, but I find that when students engage with material, the academic stress becomes much more manageable,” said Schubert. “To that end, I try to bring the energy and the excitement that got me engaged when I was a student with me to every class I teach. Whether through pictures, videos, bone replicas, kinesthetic activities or just by myself physically acting things out (I’m becoming well known for my monkey calls), I try to provide information in as many forms as possible.”



Suzanne Southerland, Communication Studies

Suzanne Southerland earned her bachelor’s degree in journalism in 1999 from the University of Portland and worked for various newspapers including the *Portland Alliance*, the *Oregon City News*, the *Clackamas Review* and *The Columbian*. She then moved on to earn her master’s degree in Communication Studies in 2002 from Portland State University. She has taught communication at Portland State University, Marylhurst University, Portland Community College, Portland State University, Lower Columbia College and Clark College.

Southerland started teaching at Clark College in 2002 and has served on the Retention Committee, the Faculty Excellence Award Committee, and the Teaching and Learning Center

Committee. She has facilitated several workshops on collaborative learning and service learning and served as program director for the Service and Leadership in the Community program for four years. She also led the Clark College Model United Nations team to New York City, Boston and Washington, DC.

“I believe that higher education enhances the community’s quality of life and combats racism, stereotyping and discrimination,” Southerland said. “The study of communication in particular can result in more nurturing relationships, a higher level of professionalism in the workplace and a better understanding of cultural differences.”



Erin Staples, Health/Physical Education

Erin Staples earned her bachelor’s degree from the University of North Texas and her Master of Public Health degree in Health Education/Health Promotion from Portland State University. She has prior work experience at Harvey Hotel, Allied Electronics, Bell Microproducts, Oregon Office on Disability and Health, Kaiser Permanente, and Clark College.

Staples teaches courses that include Women’s Health, Health for Adult Living, Weight and Your Health, and Happiness and Your Health. She is an active member of her department,

managing its class schedule, assisting in outcomes assessment, and attending leadership meetings. She helped develop a new Learning Community (two linked classes with shared curriculum) called “Biggest Winner” with another HPE professor.

“Improving students’ health behaviors and developing critical thinking skills are two key goals of my classes,” Staples said. “I strongly encourage them to develop habits to better their health, starting with where they are now. Giving my students permission to take baby steps towards a health goal they set for themselves empowers them. It allows them ownership; they see it as an exciting challenge, rather than simply as an assignment.”

Photos: Clark College/Jenny Shadley

Winter 2014 Classified Staff Excellence Award

Congratulations to **Janice Taylor**, recipient of the 2014 Winter Quarter Classified Staff Excellence Award!



Tutoring and

Writing Center
Program Manager
Janice Taylor

Janice is the Program Manager for the Tutoring and Writing Center. She started working in the center as a part-time work study student in 2006; was later hired on as a full-time Program Assistant, and recently promoted to Program Manager. Her nominators describe her as a “model of organization and efficiency, regularly doing the work of several people in a single day.”

“Janice is constantly initiating new projects to better our department,” continues her nomination. “She is widely known for the respect she shows to her fellow workers and students, and her vigilance about maintaining a positive and professional environment in the tutoring centers. She figures out solutions to complex problems and finds ways of using limited resources more effectively and efficiently.”

One employee sums it up by saying, “Janice is truly amazing and a huge asset to Clark College!”

Congratulations to all of the winter quarter nominees:

Sally Demos *“Sally has provided excellent service to the Clark College community for the past 29 years. She frequently goes above and beyond her basic job responsibilities because of her work ethic and belief and support of the mission of Clark College. She is an excellent communicator and possesses a wealth of knowledge that has positioned her as the go-to person regarding campus culture and the history of the college.”*

Joanne Emel *“Joanne is always positive and friendly. She responds with an upbeat tone and helpful attitude, and solves problems quickly and to my satisfaction. She makes my job easier by being excellent at her job.”*

Darci Feider *“Darci is very organized and on top of her work.”*

She resolves issues graciously, and takes care of questions and concerns right away. Darci gets along well with her co-workers and is pleasant and professional. She reflects great customer service for the Purchasing Department."

Vanessa Meyer *"Vanessa is friendly and helpful. She remembers the needs of faculty members and retains a positive attitude, regardless of the request. She maintains the documents, keys and workspace well."*

Derald Richards *"Derald consistently performs at a level above and beyond the scope of his job. He is quick to submit ideas and solutions, and will take the lead on projects. Derald can be counted on to deliver and complete a task, no matter how difficult."*

Sarah Thorsen *"Sarah does anything and everything she can for our department. She goes out of her way to take care of the students and faculty, and she does so with a smile. Sarah is extremely intelligent and will gladly share advice for how to handle difficult situations, based on her extensive experience teaching special needs students."*

The College Community will celebrate all 2013-2014 nominees and recipients at the Annual Ice Cream Social held in September.

The Classified Staff Excellence Award was established in 2005 and recognizes classified staff who have demonstrated exemplary work performance, outstanding customer service, a positive and cooperative spirit, and special achievements or contributions to the college community. Thanks to the support of the Clark College Foundation, each quarter's recipient receives a \$400 cash award.

Karen Ferguson submitted this article. Photo: Clark College/Jenny Shadley

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.”